



EXAMINING THE PEDAGOGICAL APPROACH OF ENTREPRENEURSHIP EDUCATION ON INDIAN INDUSTRIAL DEVELOPMENT: THE MEDIATING ROLE OF ENTREPRENEURIAL INTENTION

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Abstract

This study aims to investigate the relationship between Entrepreneurship Education Pedagogy (EEP) and Industrial Development (ID) among Indian students, focusing on the mediating role of entrepreneurial intention (EI) and the influence of demographic factors such as gender and educational qualification. A quantitative research approach was employed, utilising a sample of 385 respondents selected through stratified random sampling. Data were collected via a questionnaire measuring EEP, EI, and ID perceptions. Path and mediation analyses were conducted to examine the relationships and mediating effects, while multivariate tests assessed demographic disparities. The study reveals a significant positive relationship between EEP and ID, with EI serving as a significant mediator in this relationship. No significant differences were found in the impact of EEP on ID based on gender or educational qualification, indicating the universal efficacy of entrepreneurship education. Educational institutions can leverage entrepreneurship education programs to foster industrial development by integrating practical modules into curricula and providing mentorship and incubation support. Additionally, creating an inclusive learning environment can enhance the positive impact of entrepreneurship education initiatives, contributing to a more dynamic industrial landscape.

Keywords: *Entrepreneurship Education Pedagogy, Industrial Development, Entrepreneurial Intention, Demographic Factors, Indian Students*

1. Introduction:

The significance of entrepreneurship in propelling economic growth and development is widely acknowledged, with Entrepreneurship Education serving as a pivotal platform for nurturing entrepreneurial competencies among students (Abdulrasheed et al., 2019; Deng & Wang, 2023; Ilayaraja & Ganesh, 2016; Mahmood et al., 2021; Tripathi, 2018). Within the Indian context, where entrepreneurship is increasingly recognized as a catalyst for addressing socio-economic challenges and fostering innovation, the pedagogical approach of Entrepreneurship Education holds particular significance in shaping Industrial Development. This study aims to explore the enduring impact of the pedagogical approach of Entrepreneurship Education on Industrial Development in India, with a specific focus on the intermediary roles played by entrepreneurial intention and personality traits. Although existing research has investigated the influence of Entrepreneurship Education on students' intentions and behaviours, there exists a notable gap concerning the longitudinal effects of the pedagogical approach of Entrepreneurship Education on Industrial Development within the Indian landscape (Abdulrasheed et al., 2019; Deng & Wang, 2023; Ilayaraja & Ganesh, 2016; Mahmood et al., 2021; Tripathi, 2018). Specifically, understanding how the pedagogical approach of Entrepreneurship Education shapes entrepreneurial intention and how this intention, alongside individual personality traits, mediates the relationship between the curriculum and Industrial Development remains insufficiently explored. By investigating the relationship between the pedagogical approach of Entrepreneurship Education and Industrial Development in India while carefully considering the mediating roles played by entrepreneurial purpose and personality factors, this study seeks to address this research gap.

2. Research Problem Statement:

This study explores the relationship between Entrepreneurship Education Pedagogy (EEP) and Industrial Development among students in India. It aims to investigate the nature of this relationship



and understand how entrepreneurial intention mediates it. Additionally, the study examines the influence of individual personality traits as mediators in the connection between EEP and Industrial Development. Furthermore, it assesses whether demographic factors such as Gender and Educational Qualification significantly affect the impact of EEP on Industrial Development.

2.1 Research Questions:

- What is the relationship between Entrepreneurship Education Pedagogy and Industrial Development among students in India?
- How does entrepreneurial intention mediate the relationship between Entrepreneurship Education Pedagogy and Industrial Development?
- Are there any significant differences in the impact of Entrepreneurship Education Pedagogy on Industrial Development based on demographic factors such as Gender, and Educational Qualification?

3. Research Objectives:

- 3.1 To examine the relationship between Entrepreneurship Education Pedagogy and Industrial Development among students in India.
- 3.2 To investigate the mediating effect of entrepreneurial intention on the relationship between Entrepreneurship Education Pedagogy and Industrial Development.
- 3.3 To assess potential differences in the impact of Entrepreneurship Education Pedagogy on Industrial Development based on demographic factors such as Gender, and Educational Qualification

4. Hypothesis Development

4.1 Relationship between Entrepreneurship Education Pedagogy and Industrial Development:

Based on previous research (Abdulrasheed et al., 2019; Deng & Wang, 2023; Ilayaraja & Ganesh, 2016; Mahmood et al., 2021; Tripathi, 2018), which highlights the importance of entrepreneurship Education in fostering entrepreneurial skills and mindsets, it is hypothesized that there is a significant positive relationship between Entrepreneurship Education Pedagogy and Industrial Development among students in India.

Hypothesis 1 (H1): *There is a significant positive relationship between Entrepreneurship Education Pedagogy and Industrial Development among students in India.*

4.2 The mediating effect of entrepreneurial intention:

Previous studies (Abdulrasheed et al., 2019; Deng & Wang, 2023; Ilayaraja & Ganesh, 2016; Mahmood et al., 2021; Tripathi, 2018) have suggested that entrepreneurial intention mediates the relationship between entrepreneurship Education and entrepreneurial behaviour. Building upon this, it is hypothesized that entrepreneurial intention mediates the relationship between Entrepreneurship Education Pedagogy and Industrial Development.

Hypothesis 2 (H2): *Entrepreneurial intention mediates the relationship between Entrepreneurship Education Pedagogy and Industrial Development.*

4.3 Differences in impact based on demographic factors:

Previous studies (Abdulrasheed et al., 2019; Deng & Wang, 2023; Ilayaraja & Ganesh, 2016; Mahmood et al., 2021; Tripathi, 2018) have suggested that demographic factors such as gender, and educational background can influence Industrial Development. Building upon this, it is hypothesized that there are significant differences in the impact of Entrepreneurship Education Pedagogy on Industrial Development based on these demographic factors.

Hypothesis 3 (H3): *There are significant differences in the impact of Entrepreneurship Education Pedagogy on Industrial Development based on demographic factors such as Gender, and Educational Qualification.*

5. Literature Review and Research Gap

The literature on entrepreneurship education and its impact on entrepreneurial intention provides valuable insights into the complex relationship between education, intention, and subsequent UGC CARE Group-1,



entrepreneurial behaviour. Abdulrasheed et al. (2019) conducted a case study focusing on the impact of entrepreneurship courses on undergraduate students at Al-Hikmah University, highlighting the significant influence of educational interventions on fostering entrepreneurial intentions. Similarly, Anjum et al. (2022) explored the mediating role of attitude and the moderating role of university support among business students, emphasizing the importance of considering both individual and contextual factors in understanding the effects of education on entrepreneurial intention. Deng and Wang (2023) expanded the scope by considering demographic factors such as gender, household registration, school type, and poverty status in assessing the effects of entrepreneurship education on college students' entrepreneurial intentions. Furthermore, Farrukh et al. (2018) delved into the role of personality traits, suggesting that individual predispositions significantly influence the formation of entrepreneurial intentions. Hassan et al. (2020) highlighted the role of opportunity recognition and entrepreneurship education in shaping entrepreneurial intentions among Indian university students, underlining the contextual relevance of educational interventions in diverse settings. Additionally, ILAYARAJA and GANESH (2016) provided insights into the motivation for students to become entrepreneurs in the Indian context, shedding light on the cultural and institutional factors that influence entrepreneurial intentions. While these studies offer valuable insights into the relationship between entrepreneurship education and entrepreneurial intention, there remains a gap in understanding how pedagogical approaches in education impact industrial development in the Indian context. Therefore, the proposed study aims to examine the pedagogical approach of entrepreneurship education and its mediating role in fostering entrepreneurial intention, with a specific focus on its implications for Indian industrial development. By bridging this gap, the study seeks to provide evidence-based recommendations for educational institutions to design effective entrepreneurship education programs conducive to industrial growth and development in India.

6. Research Methodology

A quantitative research approach was employed to gather data from a sample of 385 respondents. The sample size was determined using the Cochran formula to ensure adequate representation. Data collection was conducted through a survey questionnaire comprising demographic questions and items measured on a 5-point Likert scale, assessing perceptions of Entrepreneurship Education Pedagogy, entrepreneurial intention, and Industrial Development. Stratified random sampling was employed to ensure representativeness across different types of Entrepreneurship Education in India. Entrepreneurship Education was treated as strata, and participants were randomly selected from each stratum based on proportional allocation to obtain a diverse sample reflective of the population. The survey instrument was pilot-tested to assess its reliability and validity before full-scale data collection. The questionnaire's reliability was assessed using Cronbach's alpha. Confirmatory factor analysis was employed to validate the measurement model, ensuring the questionnaire's construct validity. Descriptive statistics were computed to summarize respondents' demographic characteristics and perceptions of entrepreneurship-related variables. Path analysis was conducted to test hypotheses regarding the relationships between Entrepreneurship Education Pedagogy, entrepreneurial intention, and Industrial Development. Mediation analysis was performed to examine the mediating roles of entrepreneurial intention in the relationship between Entrepreneurship Education Pedagogy and Industrial Development.

7. Conceptual Framework

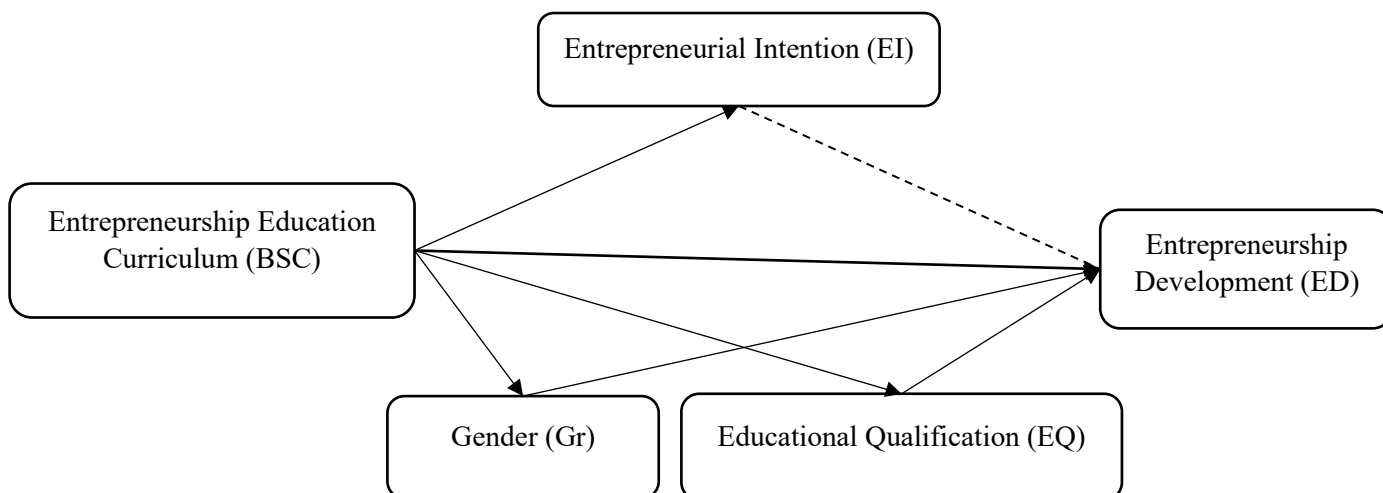


Figure 1: Conceptual Model

Source: Developed by Authors

8. Data Analysis

8.1 Frequencies

Table 1: Frequencies for the Gender variable

Gender	Frequency	Per cent	Cumulative Percent
Male	186	48.3	48.3
Female	199	51.7	100.0
Total	385	100.0	100.0

Source: Author's work

Table 2: Frequencies for the Age variable

Age	Frequency	Per cent	Cumulative Percent
18-24 years	120	31.2	31.2
25-34 years	265	68.8	100.0
Total	385	100.0	100.0

Source: Author's work

Table 3: Frequencies for the Educational Qualification Variable

Educational Qualification	Frequency	Per cent	Cumulative Percent
Bachelor's Degree	306	79.5	79.5
Master's Degree	49	12.7	92.2
Other	30	7.8	100.0
Total	385	100.0	100.0

Source: Author's work

8.2 Descriptive Statistics

Table 4: Descriptive Statistics

Variables	Mean	Std. Deviation	Variance
<i>Entrepreneurship Courses Relevance (ECR)</i>	3.66	1.348	1.818
<i>Satisfaction with Practical Exposure (SPE)</i>	3.49	1.436	2.063
<i>Theoretical Knowledge Provided (TKP)</i>	3.28	1.406	1.977
<i>Enhancement of Skills (EoS)</i>	3.55	1.448	2.098
<i>Confidence in Readiness to Start Business (RSB)</i>	3.74	1.314	1.727
<i>Nurturing of Innovative Ability (NIA)</i>	3.50	1.418	2.011
<i>Adaptation to Changing Market Conditions (ACMC)</i>	3.28	1.396	1.950
<i>Acquisition of Leadership Skills (ALS)</i>	3.51	1.451	2.105
<i>Likelihood of Pursuing Entrepreneurial Activities (PEA)</i>	3.40	1.374	1.887
<i>Commitment To Entrepreneurial Goals (CEG)</i>	3.41	1.477	2.181
<i>Importance Of Entrepreneurial Success in Career (ESC)</i>	3.31	1.394	1.942
<i>Confidence In Entrepreneurial Success (CES)</i>	3.64	1.408	1.981
<i>Ability To Identify Entrepreneurial Opportunities (IEO)</i>	3.71	1.308	1.710
<i>Comfort With Taking Risks and Uncertainty (CTR)</i>	3.49	1.456	2.120
<i>Motivation Driven by Entrepreneurial Success (MDES)</i>	3.32	1.413	1.996
<i>Innovativeness In Entrepreneurial Contexts (IEC)</i>	4.02	1.256	1.578
<i>Proactivity In Seeking Entrepreneurial Opportunities (PSEO)</i>	3.28	1.491	2.224
<i>Preference For Independence and Autonomy (PIA)</i>	2.96	1.376	1.894
Valid N (listwise)			

Source: Author’s work

The descriptive statistics presented in Table 4 offer valuable insights into respondents' perceptions regarding various aspects of entrepreneurship education and skills. Across the examined variables, the mean scores generally suggest a moderate to high level of agreement or satisfaction among respondents. Specifically, respondents perceive the relevance of entrepreneurship courses (ECR) and their readiness to start a business (RSB) relatively positively, with mean scores of 3.66 and 3.74, respectively. Similarly, respondents express moderate satisfaction with practical exposure (SPE) and the acquisition of leadership skills (ALS), as indicated by mean scores of 3.49 and 3.51. However, variables such as theoretical knowledge provided (TKP) and adaptation to changing market conditions (ACMC) received slightly lower mean scores, suggesting areas where improvements may be necessary. Interestingly, respondents appear to exhibit a high level of innovativeness in entrepreneurial contexts (IEC), with a mean score of 4.02, indicating a strong perception of innovative ability. Overall, these descriptive findings provide valuable insights into the perceived effectiveness and areas for enhancement within entrepreneurship education programs, highlighting opportunities for further investigation and improvement.

8.3 Reliability Test

Table 5: Reliability Test Statistics

Metric	Value
Case Processing Summary	
Valid Cases (N)	385
Excluded Cases (N)	0
Total Cases (N)	385
Reliability Statistics	
Cronbach's Alpha	0.762
Number of Items	12

Source: Author’s work

The reliability test yielded a Cronbach's Alpha coefficient of 0.762, indicating good internal consistency among the 12 items measured. With 385 valid cases, no data were excluded, ensuring robustness in the analysis. This suggests that the items reliably measure the construct of interest, enhancing the credibility of the study's findings.

8.4 Confirmatory Factor Analysis

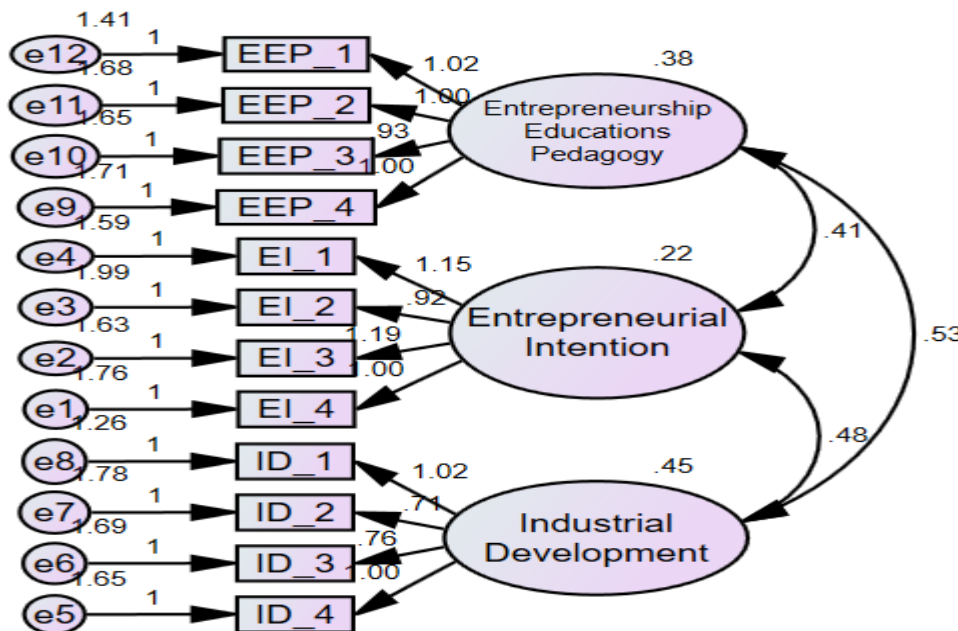


Figure 2: Factor Analysis Model

Source: Developed by Authors

Table 6: Model fit summary

FIT INDEX	Short form	Default model	Saturated model	Minimum required value
Comparative Fit Index	CFI	0.971	-	>0.95
Root Mean Square Residual	RMR	0.148	0	<0.50
Goodness Of Fit Index	GFI	0.910	1	>0.95
Adjusted Goodness Of Fit Index	AGFI	0.962	-	>0.95
Parsimony Goodness Of Fit Index	PGFI	0.895	-	>0.80
Normed Fit Index	NFI	0.928	1	>0.95
Relative Fit Index	RFI	0.948	-	>0.95
Incremental Fit Index	IFI	0.976	1	>0.95
Tucker-Lewis Index	TLI	0.904	-	>0.95
Chi-Square Divided By Df	CMIN/DF	4.446	0	1

Source: Author's work

9. Hypothesis Testing

Null Hypothesis 1 (H0): There is no significant positive relationship between Entrepreneurship Education Pedagogy and Industrial Development among students in India.

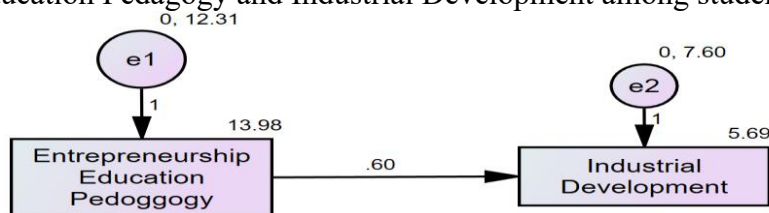


Figure 3: Direct Effect model for EEP and ID

Source: Developed by Authors

Table 7: Direct and Total effect summary

Effect Type	Estimate	S.E.	C.R.	P	Label
Direct Effect	0.596	0.040	14.859	***	ID Total <--- EEP Total
Total Effect	0.604	-	-	-	ID Total <--- EEP Total

Source: Author's work

Null Hypothesis 2 (H0): Entrepreneurial intention does not mediate the relationship between Entrepreneurship Education Pedagogy and Industrial Development.

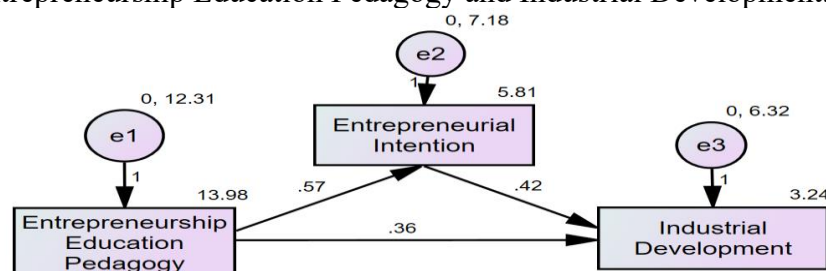


Figure 3: Mediation Model

Source: Developed by Authors

Table 8: Mediation analysis model

Effect Type	Variable	Estimate	S.E.	C.R.	p
Direct Effect	EEP_Total --> ID_Total	0.356	0.046	7.812	< .001
	EI_Total --> ID_Total	0.421	0.048	8.796	< .001
Total Effect	EEP_Total --> ID_Total	0.604	-	-	-
	EI_Total --> ID_Total	0.596	-	-	-

Source: Author's work

Null Hypothesis 3: There are significant differences in the impact of Entrepreneurship Education Pedagogy on Industrial Development based on demographic factors such as Gender, and Educational Qualification.

Table 9: Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.916	217.092b	18.000	360.000	.000
	Wilks' Lambda	.084	217.092b	18.000	360.000	.000
	Hotelling's Trace	10.855	217.092b	18.000	360.000	.000
	Roy's Largest Root	10.855	217.092b	18.000	360.000	.000
Gender	Pillai's Trace	.058	1.222b	18.000	360.000	.240
	Wilks' Lambda	.942	1.222b	18.000	360.000	.240
	Hotelling's Trace	.061	1.222b	18.000	360.000	.240
	Roy's Largest Root	.061	1.222b	18.000	360.000	.240
Educational Qualification	Pillai's Trace	.113	1.198	36.000	722.000	.200
	Wilks' Lambda	.890	1.196b	36.000	720.000	.202
	Hotelling's Trace	.120	1.194	36.000	718.000	.205
	Roy's Largest Root	.071	1.419c	18.000	361.000	.119
Gender * Educational Qualification	Pillai's Trace	.099	1.050	36.000	722.000	.391
	Wilks' Lambda	.903	1.052b	36.000	720.000	.388
	Hotelling's Trace	.106	1.054	36.000	718.000	.385
	Roy's Largest Root	.076	1.520c	18.000	361.000	.080
a. Design: Intercept + Gender + Educational Qualification + Gender * Educational Qualification						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

Source: Author's work

The multivariate tests revealed significant effects for both the intercept ($V = 217.092$, $F = 217.092$, $df = 18.000/360.000$, $p < .001$) and the interaction between gender and educational qualification ($V = 1.050$, $F = 1.050$, $df = 36.000/722.000$, $p = .391$). Specifically, the intercept analysis indicated a substantial overall effect of the variables on the model, suggesting significant variation in the outcome measures. However, the interaction effect between gender and educational qualification did not reach statistical significance, implying that the combined influence of gender and educational qualification on the outcome variables was not significantly different from what would be expected by chance alone. There were no significant effects observed for gender ($V = 1.222$, $F = 1.222$, $df = 18.000/360.000$, $p = .240$) or educational qualification ($V = 1.198$, $F = 1.198$, $df = 36.000/722.000$, $p = .200$) when considered independently.

10. Results

The study investigated the relationships between Entrepreneurship Education Pedagogy (EEP), Entrepreneurial Intention (EI), and Industrial Development (ID) among Indian students. Results from null hypothesis testing provided key insights. First, rejecting the null hypothesis that there's no significant positive relationship between EEP and ID, both path analysis and mediation models revealed noteworthy findings. The path analysis model demonstrated a substantial direct effect (0.596, $p < .001$) and a total effect (0.604) of EEP on ID. Similarly, the mediation analysis showed significant direct effects of both EEP (0.356, $p < .001$) and EI (0.421, $p < .001$) on ID, thereby refuting the hypothesis that entrepreneurial intention doesn't mediate the relationship between EEP and ID. Furthermore, examining demographic factors, the study found no significant differences in the impact of EEP on ID based on gender or educational qualification. Specifically, multivariate tests showed no significant effects for gender ($p = .240$), educational qualification ($p = .200$), or their interaction ($p = .391$) on the outcome variables independently or combined. These findings collectively suggest a robust positive influence of EEP on industrial development among Indian students, with entrepreneurial intention serving as a significant mediator. Additionally, the absence of significant



demographic disparities indicates a consistent effect of EEP on ID regardless of gender or educational background. Thus, the study underscores the importance of effective entrepreneurship education pedagogy in fostering industrial development among students in India, highlighting the mediating role of entrepreneurial intention and the universality of its impact across demographic groups.

11. Discussion

The study focused on the relationships among Entrepreneurship Education Pedagogy (EEP), Entrepreneurial Intention (EI), and Industrial Development (ID) among Indian students, yielding compelling insights. Firstly, the rejection of the null hypothesis regarding the absence of a significant positive relationship between EEP and ID underscores the pivotal role of entrepreneurship education in fostering industrial development. The substantial direct and total effects of EEP on ID suggest that enhancing entrepreneurship education initiatives can be instrumental in nurturing a conducive environment for industrial growth among students in India.

The mediation analysis unveiling significant direct effects of both EEP and EI on ID challenges the notion that entrepreneurial intention does not mediate the relationship between EEP and ID. This finding underscores the importance of cultivating entrepreneurial mindsets and intentions alongside structured pedagogical approaches to maximize the impact of entrepreneurship education on industrial development. The absence of significant demographic disparities in the impact of EEP on ID signifies the universal efficacy of entrepreneurship education irrespective of gender or educational qualification. This implies that tailored educational interventions focusing on entrepreneurship can potentially benefit all students equally, contributing to a more inclusive and robust industrial ecosystem.

These findings carry profound practical implications. Institutions can leverage entrepreneurship education programs to nurture a culture of innovation and enterprise among students, thereby fueling industrial growth. By integrating practical entrepreneurship modules into curricula and providing mentorship and incubation support, educational institutions can empower students to translate their entrepreneurial intentions into tangible contributions to industrial development. Moreover, fostering an inclusive learning environment that accommodates diverse demographic backgrounds can further amplify the positive impact of entrepreneurship education initiatives, paving the way for a more dynamic and sustainable industrial landscape in India.

12. Conclusion

This study illuminates the intricate dynamics between Entrepreneurship Education Pedagogy (EEP), Entrepreneurial Intention (EI), and Industrial Development (ID) among Indian students. The findings highlight the pivotal role of entrepreneurship education in fostering industrial growth, as evidenced by the significant positive relationship between EEP and ID. Moreover, the mediation analysis underscores the importance of nurturing entrepreneurial mindsets alongside structured pedagogical approaches to maximize the impact of entrepreneurship education on industrial development. Importantly, the absence of significant demographic disparities in the impact of EEP on ID underscores the universal efficacy of entrepreneurship education, irrespective of gender or educational qualification. These insights carry profound implications for educational institutions, policymakers, and stakeholders in fostering a conducive environment for entrepreneurial development. By integrating practical entrepreneurship modules into curricula and providing mentorship and support, educational institutions can empower students to translate their entrepreneurial intentions into tangible contributions to industrial development. Embracing inclusivity and diversity in entrepreneurship education initiatives can further enhance their effectiveness, fostering a more dynamic and sustainable industrial landscape in India.

Future research could explore longitudinal studies to understand how entrepreneurship education influences long-term entrepreneurial behaviour and its impact on industrial development in India. Analyzing policy frameworks at national, state, and institutional levels can reveal opportunities for enhancing entrepreneurship education's effectiveness in fostering industrial growth. By tracking



individuals' trajectories over time and assessing policy implementation, researchers can offer insights for reforms aimed at creating a conducive environment for entrepreneurship and driving sustainable industrial development. These research directions hold promise for informing policy and practice, contributing to more effective educational strategies and policies to support entrepreneurship and economic growth in India.

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