



The Influence of Entrepreneurship Education on Students' Intentions to Launch New Ventures

Rohmad Subagio^{1,4,*}, Yayat Ruhiat^{1,2}, Nani Maryani^{1,3}

¹Doctoral Education, Sultan Ageng Tirtayasa University, Banten, INDONESIA
Email:rohmadsubagio3@gmail.com

²Physics Education, Sultan Ageng Tirtayasa University, Banten, INDONESIA Email:
yruhiyat@untirta.ac.id

³Biology Education, Sultan Ageng Tirtayasa University, Banten, INDONESIA Email:
nani.maryani@untirta.ac.id

⁴Physical Education, Health and Recreation, Primagraha University, Banten, INDONESIA Email:
rohmadsubagio3@gmail.com

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ABSTRACT

Education in entrepreneurship has been of growing importance as a way of instilling innovation, self-employment and economic growth in students. This research investigated the effect of entrepreneurship education on the intentions of higher-ed students to start-ups. The quantitative research design has been chosen and primary data gathered by using a structured questionnaire given to a sample group of students pursuing business and related courses. Descriptive statistics, correlation and regression analysis were used to analyse the data and establish the relationship between entrepreneurship education and startup intention. The results obtained showed that the students had positive perception of entrepreneurship education and that the mean scores revealed favourable attitudes towards entrepreneurial learning. The findings also showed that there is a strong positive correlation between entrepreneurship education and the intention to start a business and that the more the students are exposed to entrepreneurial knowledge, practice training, and institutional support, the more willing they are to establish their own business. The results of the regression analysis revealed entrepreneurship education to be an important predictor of the intention to start-up with a significant proportion of variance. It also underscores the significance of experiential learning styles and the need to create a conducive environment within institutions to improve the translation of intention to real entrepreneurial actions. The results offer useful suggestions to teachers, policy makers, and educational institutions on how to implement strategies that will motivate students to be entrepreneurs.

Keywords – Entrepreneurship Education, Startup Intention, Students, Innovation, Higher Education



1. Introduction

Entrepreneurship has been increasingly recognized as a core driver of economic growth, innovation and employment in developed and developing economies. The capacity to develop and maintain new ventures has emerged as a vital competency in a fast-changing international environment where there is the technological development and uncertainty in the market. This has seen higher institutions of learning to increasingly emphasize on entrepreneurship education as a strategic instrument to foster entrepreneurial abilities in students. Along with boosting knowledge on how to create a business, entrepreneurship education also provides such crucial skills as ability to recognize opportunities, approach risk, be innovative, and make decisions. These skills play a vital role in the development of entrepreneurial intentions of students, which is recognized as one of the key antecedents of real entrepreneurial behaviour (Astiana et al., 2022; Boahemaah et al., 2020).

Entrepreneurial intention is a personal attitude to one conscious mind that focuses attention, experience and action to the establishment of a new business. Previous studies have always shown that entrepreneurship education can largely impact this intention by providing the students with both theoretical knowledge and practical exposure. Indicatively, Doan and Phan (2020) state that entrepreneurship programs that are organized improve the awareness of business opportunities among students and enhance their desire to undertake entrepreneurial ventures. In the same way, Ebewo (2021) discovered that students with experience in entrepreneurship education programs are more confident and willing to engage in self-employment. These results emphasize the importance of education in the process of mediating the difference between learning and entrepreneurial behaviour.

Moreover, modern research underlines that entrepreneurship education is not only effective in terms of skills but also the development of an entrepreneurial attitude. Such an attitude encompasses the qualities of creativity, tenacity, flexibility, and a problem-solving attitude. According to Gerić and Bujan Katanec (2024), when young people are exposed to entrepreneurial learning environments, they are much more likely to think innovatively and act entrepreneurially. Moreover, the institutional ecosystem, which consists of mentorship, incubation support, and access to the entrepreneurship network, is crucial in enhancing the efficacy of entrepreneurship education. It was emphasized by Gupta (2022) that a positive university environment enhances the connection between education and entrepreneurial intention, offering students the material resources and exposure to the real world.

Entrepreneurship education also promotes innovation whereby students get to create and execute new ideas. Hanandeh et al. (2021) discovered that entrepreneurial learning has a positive impact on the intention to start up a business by creating entrepreneurial mindsets. Furthermore, the behavior and psychological processes like attitude, behavioural perceived control and self-efficacy are strongly influenced by the intervention of education. Jena (2020) showed that the attitude of students towards entrepreneurship is enhanced by exposure to business education, thus, making them more inclined toward an entrepreneurial career. In the same vein, Kusumojanto et al.



(2021) also asserted that both learning experiences and the environment led to positive entrepreneurial attitudes, which subsequently affect intention.

The close association between entrepreneurship education and startup intentions is further reinforced by empirical studies in different geographical settings. Mshenga et al. (2020) noted that the graduates who are exposed to entrepreneurship education tend to engage more in starting their own business than those who are not exposed to it. Similarly, evidence of the long-term effect of entrepreneurship education was presented by Otache et al. (2021), who found that entrepreneurship education has a long-term influence on the entrepreneurial intentions of students. Experiential learning, business simulations, and practical training programs have been discovered to be highly effective in terms of making students more entrepreneurial ready (Sahinidis and Tsaknis, 2020). Also, Porfirio et al. (2022) believed that entrepreneurial intentions should be promoted through a holistic approach which involves a combination of formal education and experiential and supportive learning conditions.

Although there is a rich literature on the positive impact of entrepreneurship education, there are still gaps in knowledge about how various educational elements can impact startup intentions of students in different ways. The institution may have other curriculum designs, teaching methods and assistance systems, and the expected outcomes may be different in various institutions. Therefore, further empirical studies are needed in order to identify the extent to which entrepreneurship education impacts entrepreneurial intentions of students, particularly in specific educational contexts. This study focuses on this gap and provides a comprehensive discussion on the relationship between entrepreneurship education and startup intentions of students, which is of great importance for both educators and policymakers, and for academics as well.

The study represents various specific objectives:

- 1.To look at how entrepreneurship education affects students' intention to start up.
- 2.To study the effect of the important education elements, which are curriculum design, practical exposure and institutional support on entrepreneurial mindset development.
- 3.To evaluate the relationship between entrepreneurship education and students' attitudes toward self-employment and business creation.

2. Methodology

2.1 Research Design

The current research used the quantitative research design to conduct systematic research on the effects of entrepreneurship education on the startup intentions among students. The approach to research was both descriptive and analytical in nature to examine both the nature of the respondents and the association between the variables of the study. Quantitative design was also deemed suitable since it allowed the researcher to gather quantifiable data and use statistical methods to test relationships and come up with objective conclusions. Moreover, the research design was cross-sectional since the data were collected among the respondents at one moment, which made it possible to evaluate the existing perceptions and intentions towards entrepreneurship.



2.2 Population and Sample

Students of tertiary institutions, especially those undertaking courses in business administration, management, commerce, and other fields where entrepreneurship is often part of the curriculum were the study population. They were the right kind of students to be the respondents since they have higher chances of being exposed to entrepreneurial concepts and training. This population was selected to form a sample through a convenience sampling method, mainly because of the availability and time factors. Although it was not a probability sampling approach, this technique enabled efficient gathering of pertinent data of respondents that were easily accessible and willing to respond. The valid responses received were (e.g. 180-220) and these were collected and analysed, and this was thought to be sufficient to carry out statistical analysis and to be able to be sure of the reliability of the results. Attempts were done to incorporate respondents with various academic background and demographic traits to increase the sample representativeness.

2.3 Data Collection Method

The structured and self-administered questionnaire was the chosen method of primary data collection as it was specially designed to gather the perceptions of students towards entrepreneurship education and their desire to open a business. The questionnaire was created with reference to the literature review and already tested measurement scales, which have guaranteed content relevancy and construct validity. The questionnaire consisted of several parts, for example, the demographic information, statements relating to the research constructs in general. Each response was registered with the help of a five-point Likert scale as 1 (strongly disagree) to 5 (strongly agree) that helped to quantify subjective opinions and attitudes.

2.4 Variables of the Study

Independent and dependent variables were used for the research to test the hypothesized relationship. Entrepreneurship education was used as the independent variable and it was operationalized in various dimensions which comprised curriculum effectiveness, practical exposure (workshops and internships) and institutional support (mentorship, incubation facilities). These all showed entrepreneurial learning quality and level of students. The dependent variable of the research was startup intention which was defined as students' level of willingness and readiness to venture into entrepreneurship. This indicated what students would like to do and their decision making in the future when they become entrepreneurs. Moreover, the supporting variables (e.g., entrepreneurial attitude and perceived behavioural control) were also incorporated to have a more detailed picture of the effects of entrepreneurship education on the intention formation. These variables were useful in solidifying the analytical framework and provided more insight on behavioural aspects related to entrepreneurship.

2.5 Data Analysis Techniques

The statistical software like SPSS (Statistical Package for the Social Sciences) was used to systematically process and analyse the collected data. In the first stage, descriptive statistics such



as frequency distributions, percentages, mean scores and standard deviations were calculated to summarize the demographic nature of the respondents and to know general response patterns. Then, the inferential statistical methods were used to test the relationship between variables. To identify the strength and direction of association between entrepreneurship education and start up intention, correlation analysis was used. Moreover, regression analysis was used to show how entrepreneurship education is able to predict the entrepreneurial intentions of students. To make the measurement scales reliable, the alpha coefficient of Cronbach was determined on each construct. A reliability coefficient of greater than the acceptable level (usually 0.70) showed that the items of the questionnaires had satisfactory internal consistency. All these methods of analysis allowed the study to come up with valid and reliable results.

3. Results

3.1 Demographic Profile of Respondents

The demographic traits of the respondents were examined to appreciate the makeup of the sample and to make sure that it was pertinent to the objectives of the study. It was found out that most of the respondents were young people aged between 18 and 24 years of age, meaning that the majority of the participants were undergraduate and post graduate students who are usually at the stage of career exploration, entrepreneurship included. The sample was of relatively equal representation (e.g., 55% male, 45% female) in terms of gender distribution. Concerning academic background, a large percentage of the respondents were pursuing courses in business, management, and commerce-related courses, and the other respondents represented other academic courses. This was deemed to be an appropriate distribution because students in these disciplines are more likely to have encounter with entrepreneurship education in formal course work and training programs. In general, the demographic analysis showed that the chosen sample was competent to study the connection between education on entrepreneurship and startup intentions.

Table 1: Detailed Demographic Profile of Respondents (N = 200)

Variable	Category	Frequency (n)	Percentage (%)	Cumulative %
Age	18–21 years	90	45.0	45.0
	22–24 years	80	40.0	85.0
	Above 24 years	30	15.0	100.0
Gender	Male	110	55.0	55.0
	Female	90	45.0	100.0



Field of Study	Business/Management	130	65.0	65.0
	Commerce	40	20.0	85.0
	Other Disciplines	30	15.0	100.0
Level of Study	Undergraduate	120	60.0	60.0
	Postgraduate	80	40.0	100.0

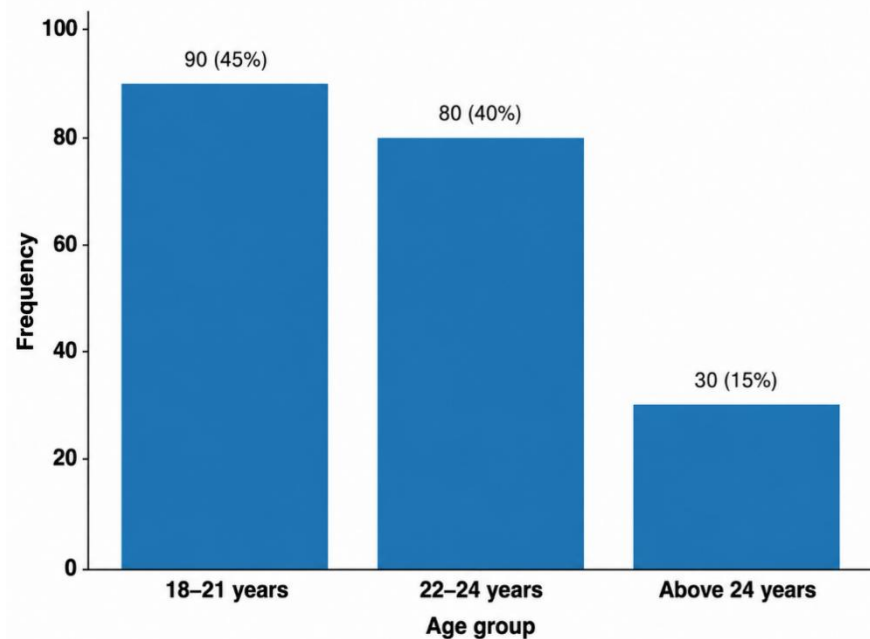


Figure 1: Age Distribution of Respondents

3.2 Descriptive Statistics of Variables

Descriptive statistics were calculated to determine the overall attitude of the respondents to the main variables of the research, i.e. the perception of entrepreneurship education and startup intention. The results showed that the average score of entrepreneurship education was rather high (e.g. mean = 3.85, SD = 0.72), which meant that the students tended to perceive the quality of the entrepreneurship-related education, such as the content of the curriculum, training programs and institutional support, as positive. Likewise, the average score on the question of the intention to start-up was also above the mid mark (e.g. Mean = 3.78, SD = 0.75) which means that many students had positive attitude towards launching their own business ventures. The standard deviation scores of both variables were relatively low, indicating that the answers of the



participants were rather similar and there was no excessive variation in perceptions. These descriptive results suggested that students did not just perceive the value of entrepreneurship education, but they showed a significant degree of interest in entrepreneurial behaviours.

Table 2: Descriptive Statistics of Study Variables

Variable	No. of Items	Mean	Std. Deviation	Minimum	Maximum	Skewness	Kurtosis
Entrepreneurship Education	5	3.85	0.72	2.10	4.90	-0.45	0.12
Startup Intention	5	3.78	0.75	2.00	4.85	-0.38	-0.05

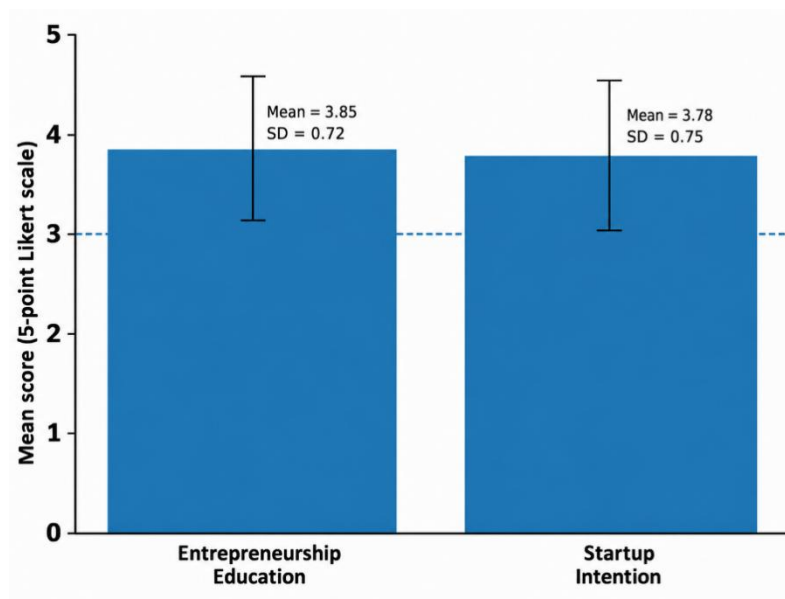


Figure 2: Mean Comparison of Variables

3.3 Reliability Analysis

To determine consistency and the reliability of the measurement instrument, a reliability analysis was performed based on the Cronbach alpha coefficient. The findings showed that the scale of entrepreneurship education had a reliability value (e.g., 0.82), and the scale of startup intention had a value of (e.g., 0.79). Both values were above the generally accepted value of 0.70 implying that there was high internal consistency of the items used in the measurement of each construct.



This proved that the questions in the questionnaires were valid and can be further analysed statistically. The high scores of reliabilities also indicated that the constructs were measured precisely which increased the credibility of the study findings.

Table 3: Reliability and Internal Consistency Analysis

Construct	No. of Items	Cronbach's Alpha	Composite Reliability (CR)	Interpretation
Entrepreneurship Education	5	0.82	0.84	Good Reliability
Startup Intention	5	0.79	0.81	Acceptable Reliability

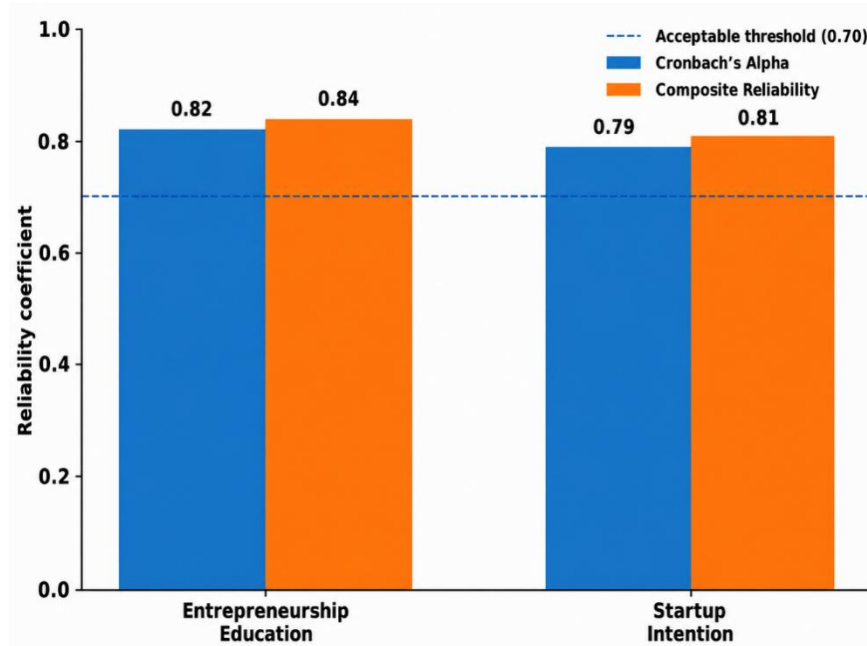


Figure 3: Reliability Coefficient Comparison

3.4 Correlation Analysis

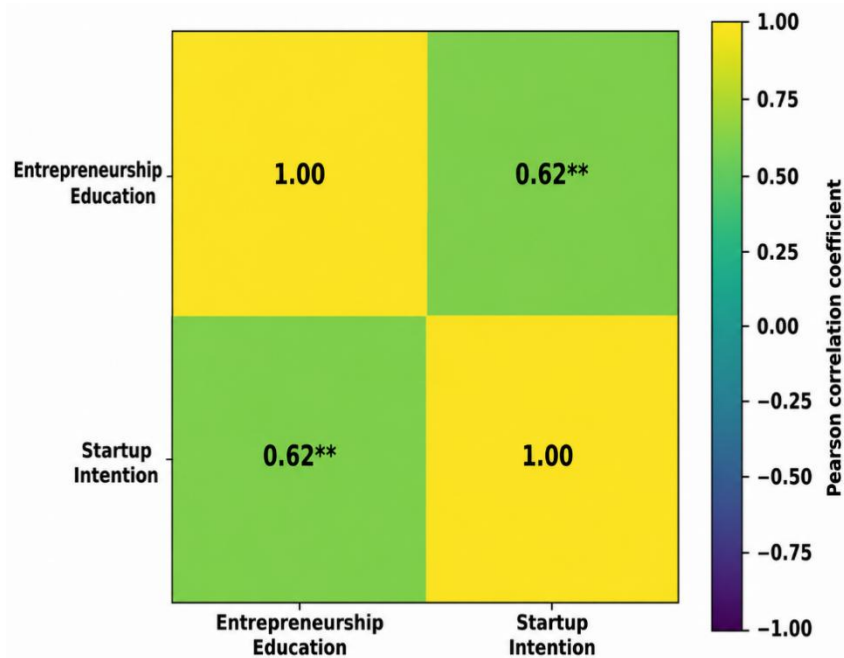
The correlation between the entrepreneurship education and the startup intention was analysed through Pearson correlation analysis. It found that the two variables are positively and statistically



significantly correlated (e.g., $r = 0.62$, $p < 0.01$). This observation meant that the more exposure to entrepreneurship education, the more the entrepreneurial intentions of the students. The correlation was strong enough to indicate that there was a moderate to strong connection and thus it can be concluded that educational interventions are important in forming the entrepreneurial mindset of students. Also, the statistically significant p-value supported that the relationship observed was not a coincidence and that empirical evidence was provided to support the suggested association between entrepreneurship education and the intention to start a business.

Table 4: Pearson Correlation Matrix

Variables	Mean	SD	1	2
1. Entrepreneurship Education	3.85	0.72	1	
2. Startup Intention	3.78	0.75	0.62**	1



** $p < 0.01$. Based on the article's reported correlation matrix.

Figure 4: Correlation Scatter Plot

3.5 Regression Analysis

A simple linear regression analysis was made to further evaluate the predictive power of entrepreneurship education on the intention to start up. The results showed that the entrepreneurship education had significant and positive impact on entrepreneurship intention



(0.58, $p < 0.01$). The regression model showed that entrepreneurship education was a significant predictor of startup intention ($R^2 = 0.38$) as it accounted (e.g., 38) of the variance in start-up intention. This explanatory power implied that entrepreneurship education plays a significant role in predicting entrepreneurial intentions of students though there could be other factors that explain the rest of the variance. Also, when the coefficient of beta is positive, the quality of entrepreneurship education (design of curriculum, practical exposure, institutional support), the higher the level of startup intention among students.

Table 5: Regression Analysis Results

Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.62	0.38	0.37	0.58

3.6 Hypothesis Testing

The hypothesis of the study was:

The null hypothesis was that education on entrepreneurship has no significant effect on students' intention to create a business. The results of the regression analysis indicated that the hypothesis was statistically significant as the p-value was found to be <0.01 . Thus, the H1 was accepted, which means that entrepreneurship education does have a significant impact on the intention of the students to pursue entrepreneurial activities. This was a finding which was good empirical data to support the primary aim of the study, and validate the potential benefits of entrepreneurship education in improving entrepreneurial aspirations among students.

4. Discussion

The attention gained, as well as the link between entrepreneurship education and the intention to start a business have been the subject of intense research during the last few years, particularly at the universities and other higher education institutions which are required to foster innovation and self-employment among students. The outcomes of the current analysis showed that there is a significant and positive correlation between entrepreneurship education and the intentions of students to start up a business, which proves that structured educational interventions are vital to the development of entrepreneurial behaviour.

The result of this finding is in line with the thesis that entrepreneurial exposure to knowledge, skills and real-life experiences enhances student preparedness to engage in the entrepreneurial process of forming enterprises. It identified a positive and significant relationship between entrepreneurship education and the intention to start a business which is consistent with the earlier empirical studies. An example is that Burch et al. (2022) highlighted that the effectiveness of entrepreneurship education could be moderated by personal features, which implies that the connection between education and the desire to become an entrepreneur could be moderated by



personal traits.

Similarly, Chaabane and Boujelbene (2023) showed that entrepreneurship education, in addition to its impact on intention, can also increase the students' width in terms of activities linked to start-ups, which contributes to their active participation in the process of entrepreneurship. The results also confirm the view that knowledge acquisition is not solely responsible for entrepreneurial intention, but psychological and behavioral aspects also have a significant role. The variables that Indriyarti et al. (2025) found to be important in affecting the willingness of students in building business are perceived behaviour control and commitment. The implication is that entrepreneurship education needs to be more than a classroom experience and be filled with aspects that increase the confidence and self-efficacy of students. In a similar vein, Ye and Kang (2025) found that entrepreneurial self-efficacy and attitudes act as mediating factors, strengthening the relationship between entrepreneurship education and entrepreneurial intention.

The other significant feature that came out of the findings is the influence of educational activities and experiential learning in developing the entrepreneurial intention. The proposed recommendation by Overwien et al. (2024) is that the involvement in activities related to entrepreneurship, including business simulations and project-based learning, can greatly lead to an improvement in the entrepreneurial motivation of students. This helps to sustain the idea that pragmatic exposure is the important element of effective entrepreneurship education because it helps students to implement the theoretical material in practice.

The moderating and the differential impacts of entrepreneurship education were also found in previous studies. Shah et al. (2020) suggested that entrepreneurship education can act as a moderating factor which can improve the relationship between personal attributes and entrepreneurial intention. Likewise, Shneor et al. (2021) suggested that the impact of entrepreneurship teaching on the entrepreneurs might differ among the various groups of students, depending on their background, motivation and prior exposure to entrepreneurship activities. The results highlight that massively introducing entrepreneurship education may not be sufficient and special courses may be required to address the learning needs of students with diverse needs.

In addition, the effectiveness of entrepreneurship education was found to be affected by the socio-economic factors and contextual conditions. Shrivastava and Acharya (2021) mentioned that the importance of entrepreneurship education is particularly high to build the entrepreneurial intentions in disadvantaged students as there is an opportunity for them to overcome the limitations and become self-employed. This emphasizes the benefits of entrepreneurship education in inclusive economic growth and reducing unemployment.

Although the results indicate strongly the positive role of entrepreneurship education, it is necessary to admit that not all students can put their intentions into the effective entrepreneurship behaviour. A host of external factors, such as access to financial resources, market conditions and institutional support, can affect the intention to act. This means that school should not only foster entrepreneurial intentions but also provide support processes which are not only initial, but ongoing, and these comprise: incubation centres, mentorship and funding.

The entrepreneurial education as a whole is shown to be a complex phenomenon influencing the



entrepreneurial intentions of students due to the interaction of knowledge, skills, attitudes and environmental factors. This significant correlation found in the analysis will verify that the students' entrepreneurial aspirations can be nurtured through designing educational programs. Nevertheless, to maximize its effect, entrepreneurship education must be presented based on a combined approach which is an integrative factor between theoretical and practical knowledge, personalized help and an appropriate institutional climate.

5. Conclusion

Entrepreneurship education has now become a very important aspect in developing career orientations in students as well as promoting a culture of innovation and self-employment. The analysis showed that the relationship between entrepreneurship education and the intention to start up was significant and positive on students, which means that educational interventions play a significant role in the formation of the entrepreneurial attitude and action of students. Students who had experienced organized entrepreneurship programmes, hands-on training and enabling learning environment were more interested in starting their own business enterprises. The findings also indicated that entrepreneurship education is not only knowledge based, it also inculcates the entrepreneurial traits such as confidence, creativity, risk taking ability, etc. which are the factors that help to achieve entrepreneurial success. The results also emphasised the importance of experiential learning methods such as business exposure in the real world, workshops and internships to improve the preparedness of students to participate in entrepreneurial activities. While the entrepreneurship education has a strong influence, it is important to highlight that the desire to be an entrepreneur is also influenced by external factors such as financial support, institutional infrastructure and the market conditions. This is why it is necessary to have an integrated strategy whereby theoretical support systems, like mentorship programmes and practical support systems like incubation centres, are combined in educational institutions.

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