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Entrepreneurial Intentions Among Final-Year Management Sciences Students at DUT: A Theory of Planned Behaviour Analysis

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Abstract

Graduate unemployment remains a significant issue in the context of globalization. Recognizing the need to enhance graduate employability and foster economic resilience, the Durban University of Technology (DUT) has prioritized entrepreneurship within its strategic framework, aligning with its Envision-2030 goals. This study investigates the entrepreneurial intentions of final-year diploma in Business Administration students in DUT's Faculty of Management Sciences, focusing on the influence of psychological characteristics and the mediating role of attitudinal factors in shaping these intentions. The study targets final-year diploma students from DUT's Faculty of Management Sciences, aiming to understand the drivers of entrepreneurial intentions within this population. A survey of 136 students employed Ajzen's Theory of Planned Behaviour (TPB) as a framework, examining the impact of psychological traits on entrepreneurial intentions. Constructs such as attitudes toward entrepreneurship, subjective norms and perceived behavioural control were analysed as mediating variables. Data were analysed through regression analysis to validate hypothesized relationships. The findings show significant correlations between psychological characteristics and entrepreneurial intentions, with attitudes, subjective norms and perceived behavioural control mediating these relationships. The results underscore the importance of attitudinal factors in predicting entrepreneurial intent among students. If we are to address graduate unemployment and foster economic resilience we need to harness the potential of entrepreneurship education amongst university students. Recommendations include integrating practical, experiential learning into the curriculum and enhancing mentorship opportunities to cultivate entrepreneurial competencies. The policy implications and suggestions for future research are also discussed.

Keywords: *Entrepreneurial intentions, Theory of planned behaviour, Graduate unemployment, Entrepreneurship education, Attitudinal factors, Psychological characteristics*

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1. Introduction

As unemployment rates continue to pose significant socio-economic challenges worldwide, universities are increasingly viewing entrepreneurship as a vital solution to enhance employability and stimulate economic growth (Thetsane, 2024). This shift is grounded in the idea that fostering an entrepreneurial mindset among graduates can empower them to create job opportunities rather than relying solely on traditional employment pathways (Neck et al., 2023). Entrepreneurial

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intention, defined as a self-acknowledged commitment to establish a business venture with an actionable plan for the future, captures the motivation and willingness individuals hold toward business creation (Ayelotan, 2024, Aliedan et al., 2022). This intention is pivotal as it represents the first step in the entrepreneurial process and is influenced by personal, social and psychological factors.

According to (Khalil et al., 2024), entrepreneurship education has emerged as a strategic tool in universities to instil this mindset, equipping students with the necessary skills, knowledge and attitudes for entrepreneurial endeavours. However, while education can positively influence entrepreneurial self-efficacy and intention, it does not inherently assure entrepreneurial success (Raharjo et al., 2023). Anwar et al. (2022) highlights that the primary role of entrepreneurship education is to develop students' understanding of the complexities associated with starting and running a business, including the ability to anticipate and manage risks. This preparation is critical as it helps individuals navigate uncertainties and challenges, fostering resilience and adaptability.

In essence, entrepreneurship education cultivates a foundation for informed risk management, enabling potential entrepreneurs to make calculated decisions that reduce the probability of failure (Al-Mamary and Alshallaqi, 2022). It prepares students not only to identify business opportunities but also to build the competence to address challenges strategically (Taufik, 2020). By promoting entrepreneurial skills and competencies, universities aim to create a culture of innovation and self-sufficiency, contributing to economic development and reducing dependency on limited job markets (Ncube and Matlala, 2024). This holistic approach underscores that while entrepreneurship education may not guarantee success, it provides a critical framework for aspiring entrepreneurs to better navigate the risks and responsibilities that come with business ownership, ultimately increasing their chances of achieving sustainable ventures.

2. Problem Statement

In South Africa, graduate unemployment is heightened by the pressures of a rapidly globalizing economy (Ogunsanya et al., 2024). The Durban University of Technology (DUT) has identified entrepreneurship as a key strategy to reduce unemployment and build economic resilience. While DUT emphasizes entrepreneurship as part of its mission, there remains a critical gap in understanding the entrepreneurial intentions of its students, particularly those in the Faculty of Management Sciences. This study addresses this gap by examining how psychological and attitudinal factors interact to shape entrepreneurial intentions among these students using Ajzen's Theory of Planned Behaviour (TPB) framework as a foundation.

3. Aim of the Study

This study aims to investigate the entrepreneurial intentions of final-year diploma students in the DUT's Faculty of Management Sciences using the TPB framework. Specific objectives include:

- Assessing attitudes towards entrepreneurship and their impact on intentions.
- Analysing the influence of subjective norms and perceived behavioural control on intentions.

4. Hypothesis

This study is based on the following hypothesis:

- Influence of psychological characteristics on entrepreneurial intentions

H₁: Psychological characteristics (e.g., risk-taking, achievement orientation and locus of control) have a positive effect on students' entrepreneurial intentions.

- Mediation role of attitudinal factors (attitudes, subjective norms and perceived behavioural control)

H₂: Attitudes toward entrepreneurship, subjective norms and perceived behavioural control mediate the relationship between psychological characteristics and entrepreneurial intentions.

- Impact of perceived behavioural control on entrepreneurial intentions

H₃: Perceived behavioural control has a significant positive effect on students' entrepreneurial intentions, independent of other attitudinal factors.

Following on this introduction, the paper will present the review of the literature, followed by the theoretical framework upon which the research question hinges, this will be followed by the research methods that were used to collect and analyse the data, this will be followed by a presentation of the results, followed by a discussion of the results and how they link to the literature, and finally we shall present a conclusion drawn from the results and areas for further research.

5. Literature Review

5.1. Entrepreneurial Education and Intentions

Entrepreneurship education plays a crucial role in developing students' entrepreneurial intentions by positively shaping their attitudes, perceived control over entrepreneurial tasks and awareness of social expectations regarding entrepreneurial careers (Wardana *et al.*, 2020; Saeed *et al.*, 2018). Fayolle and Gailly (2015) highlight that entrepreneurship education encourages a positive mindset toward entrepreneurship by presenting it as an achievable career choice. According to Balogun (2020), this educational exposure provides students with the foundational knowledge and skill sets required for launching and managing a business, thus equipping them with the tools to navigate potential challenges they may face. Structured courses and activities in entrepreneurship education, such as simulations, internships and real-world case studies, not only impart practical skills but also foster a deeper understanding of the entrepreneurial journey.

Hahn *et al.* (2019) emphasize that embedding entrepreneurial modules within a university curriculum increases students' readiness to engage in entrepreneurial ventures as they acquire both the hard skills (such as financial literacy, business planning and marketing strategies) and soft skills (like adaptability, resilience and networking). Ghouse *et al.* (2024) mentioned that these modules go beyond theoretical knowledge, involving experiential learning where students can actively participate in the entrepreneurial process. This hands-on approach enhances students' confidence in their ability to navigate and manage their own ventures, which in turn strengthens their intentions to pursue entrepreneurship.

Moreover, entrepreneurship education cultivates a supportive ecosystem for aspiring entrepreneurs (Rosienkiewicz *et al.*, 2024). By interacting with mentors, guest speakers and industry professionals, students gain exposure to entrepreneurial networks and receive social validation for their interests, contributing to the “subjective norms” component of entrepreneurial intention (Anjum *et al.*, 2024). This network of support can help students feel a sense of community and encouragement, reducing the perceived risk of failure (Gazi *et al.*, 2024). Additionally, access to mentorship and real-world insights can demystify the entrepreneurial process, making it seem more accessible and achievable (Lu *et al.*, 2021, Kenye-Duma, 2022). Entrepreneurial education not only prepares students with relevant skills but also boosts their self-confidence, resilience and determination, thus heightening their intentions to pursue entrepreneurial ventures (Kara *et al.*, 2023, Lukic *et al.*, 2024). Through a well-rounded curriculum that incorporates both theoretical knowledge and practical exposure, universities can significantly enhance students' readiness and motivation to engage in entrepreneurship, ultimately supporting a culture of innovation and self-reliance among graduates (Gazi *et al.*, 2024, Ncube and Lekhanya, 2021).

5.2. Psychological Characteristics

Key psychological traits, including the propensity for risk-taking, achievement orientation and locus of control are well-established as strong predictors of entrepreneurial intentions, influencing both the desire and perceived capability to engage in entrepreneurial ventures (Palmer, 2019). Yang (2024) collaborate the idea by stating that these traits shape an individual's entrepreneurial mindset and significantly impact their decision-making and problem-solving skills, essential elements in navigating the dynamic landscape of entrepreneurship. The propensity for risk-taking reflects an individual's willingness to face uncertainties and accept the potential for loss which is an inherent part of the entrepreneurial journey (Al Issa, 2022). Badawi (2024) emphasize that this trait enables aspiring entrepreneurs to view challenges as opportunities, encouraging them to step outside their comfort zones and explore uncharted territories with resilience and a proactive approach.

As Al Issa (2022) explain, individuals who are more inclined to taking risks are better equipped to cope with the uncertainties that come with launching and scaling a business, a critical factor in fostering entrepreneurial intentions. Achievement orientation or the intrinsic motivation to set and accomplish challenging goals is another influential characteristic (Vu *et al.*, 2021). Those with a high need for achievement tend to exhibit greater persistence and dedication, which are essential for overcoming the obstacles commonly faced in entrepreneurship (Stam *et al.*, 2012). This trait fuels their ambition to strive for success and continually improve, a mindset that is especially valuable in the competitive environment of startups and small businesses. Such individuals often perceive entrepreneurial ventures not merely as means to financial gain but as platforms for personal growth and accomplishment.

The locus of control is another crucial psychological factor, referring to an individual's belief in their ability to influence outcomes based on their actions. According to (Hamzah and Othman, 2023) entrepreneurs with an internal locus of control attribute success to their own efforts, choices and skills, rather than external forces such as luck or fate. This belief fosters a sense of ownership and responsibility, which is key to the proactive and solution-oriented approach required in entrepreneurship. According to Tseng *et al.* (2022), individuals with a strong internal locus of control are

more likely to believe in their capacity to navigate complex entrepreneurial challenges and adapt to unforeseen changes, reinforcing their intent to pursue entrepreneurial activities. Together, these psychological traits cultivate a positive self-perception, making individuals feel competent and equipped to handle the demands of entrepreneurship. This sense of self-efficacy or belief in one's capabilities, not only influences the initial intention to start a business but also supports the resilience needed to sustain it over time. LeCount (2024) mentioned that when combined, the propensity for risk-taking, achievement orientation and locus of control empower individuals with a mindset that aligns well with the demands of entrepreneurship, fostering a robust entrepreneurial intention that can drive action and persistence in the pursuit of business opportunities.

6. Theoretical Framework: Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) by Ajzen (1991), is a widely accepted framework for understanding how various attitudinal and psychological factors converge to shape entrepreneurial intentions. TPB posits that entrepreneurial intentions are not only influenced by psychological characteristics but are also mediated by three core attitudinal factors: attitudes toward entrepreneurship, subjective norms and perceived behavioural control (Conner, 2020). These factors collectively shape the degree to which an individual is inclined to pursue entrepreneurship, making these factors integral to understanding how entrepreneurial aspirations are formed and pursued.

6.1. Attitudes Toward Entrepreneurship

Attitudes toward entrepreneurship reflect an individual's evaluation of the potential risks and rewards of starting a business (Ajzen, 2020). Positive attitudes toward entrepreneurship often stem from an individual's perception that entrepreneurship is a valuable, rewarding and fulfilling career path (Fayolle and Gailly, 2004). Those who view entrepreneurship positively are more likely to feel motivated to pursue it as they see its potential benefits such as financial independence, personal achievement and innovation. By fostering a favourable outlook, positive attitudes enable individuals to approach entrepreneurship with optimism and a readiness to embrace its challenges, thereby significantly enhancing their entrepreneurial intention (Ayelotan, 2024). In educational settings, exposure to entrepreneurial success stories, mentorship and real-world entrepreneurial projects can amplify these positive attitudes, helping students to view entrepreneurship as a viable and attractive option (Boldureanu *et al.*, 2020)

6.2. Subjective Norms

Subjective norms refer to perceived social pressures or expectations from influential people in an individual's life, such as family, friends, mentors or society at large (Rachbini, 2018). According to Chin *et al.* (2024), these norms can either encourage or discourage entrepreneurial intentions based on the perceived approval or disapproval of significant others. For example, students who receive strong encouragement from their families or peer groups are likely to feel a heightened sense of social validation, which reinforces their entrepreneurial intentions. Conversely, in cultures or communities where traditional career paths are favoured, individuals might experience pressure to conform to more conventional job roles, potentially diminishing their entrepreneurial ambitions. Subjective norms also tap into the social support network surrounding an individual as the belief that they will receive encouragement and resources from their community can strengthen their entrepreneurial drive (Van Tonder *et al.*, 2023). Research indicates that when individuals perceive supportive subjective norms, they are more inclined to pursue entrepreneurship as they feel their efforts align with social expectations and are likely to be supported by those around them.

6.3. Perceived Behavioural Control

Perceived behavioural control reflects an individual's confidence in their ability to successfully perform entrepreneurial actions (Villanueva-Flores *et al.*, 2023). According to Aji *et al.* (2019), the concept is closely aligned with self-efficacy, where a high sense of control implies a belief in one's capability to execute the tasks and strategies required to start and run a business. High perceived behavioural control not only contributes to the strength of entrepreneurial intention but also impacts the persistence with which individuals pursue their goals in the face of obstacles (Malhotra and Kiran, 2023). For instance, students with strong perceived control over their entrepreneurial capabilities feel more empowered and less deterred by potential challenges, thereby increasing the likelihood that they will act on their entrepreneurial intentions (Ayalew and Zeleke, 2018). This factor also encompasses resource-related considerations, such as access to funding, networks and knowledge, which enhance an individual's confidence that they can manage and overcome barriers in the entrepreneurial process. In educational contexts, providing students with skills-based training, problem-solving exercises and exposure to real-world entrepreneurial challenges can strengthen their perceived control and thereby foster robust entrepreneurial intentions.

The TPB offers a nuanced perspective on how attitudes, subjective norms and perceived behavioural control collectively influence entrepreneurial intentions. The framework demonstrates that entrepreneurial intention is not merely a function of psychological traits but is deeply affected by how individuals view entrepreneurship, the level of support they perceive from their social networks and their confidence in navigating entrepreneurial challenges. These attitudinal factors make TPB a valuable tool for understanding how to foster entrepreneurship in students and support them in translating their intentions into action.

7. Methodology

This quantitative study aimed to investigate the entrepreneurial intentions of final-year Management Sciences diploma students at Durban University of Technology (DUT) using Ajzen's Theory of Planned Behaviour (TPB) as a guiding framework. The methodology was structured to ensure a comprehensive understanding of the constructs related to entrepreneurial intentions, with a focus on attitudinal factors as potential mediators.

8. Research Design

A survey methodology was employed, which is characterized by the collection of structured data through questionnaires. This approach facilitates the gathering of quantitative data that can be statistically analyzed. According to Reilly and Jones (2017), research designs encompass plans and procedures that range from broad assumptions to detailed data collection methods. In this study, a cross-sectional design was used to capture data at a single point in time, enabling the examination of the relationships between variables.

8.1. Target Population and Sample

The target population for this study consisted of final-year Management Sciences diploma students at DUT. A sample of 136 students was selected to participate in the survey. The selection of this group was intentional as they were considered to have relevant insights into the constructs being studied.

8.2. Data Collection Procedure

Data collection involved the administration of structured questionnaires to the respondents. Prior to the distribution of the questionnaires, the researcher and a research assistant conducted a briefing session to explain the study's purpose and objectives. This briefing ensured that participants understood the nature of the research and the significance of their contributions. The questionnaire comprised questions derived from the objectives of the study, which were informed by the literature review. A covering letter accompanied the questionnaires, outlining the study's aims and assuring respondents of the confidentiality of their responses. The researcher was present to assist participants in understanding the questions, providing clear and accurate explanations where necessary.

8.3. Data Analysis

The data collected from the closed-ended questions were coded and captured for analysis using the Statistical Package for the Social Sciences (SPSS) version 24.0. Descriptive and inferential statistical analyses were performed to draw inferences about the participants' entrepreneurial intentions. Descriptive statistics provided an overview of the data, while inferential statistics were employed to test the relationships between variables.

To complement the quantitative data, NVIVO 10 software was utilized to analyse qualitative data obtained from open-ended questions or interviews, if applicable. This analysis helped to identify trends, themes and patterns in the qualitative responses. Techniques such as word clouds and tree maps were employed to visualize the data, while cluster analysis facilitated the identification of main themes and sub-themes.

8.4. Pilot Study and Content Validity

To ensure the reliability and validity of the data collection instruments, a pilot study was conducted prior to the main data collection. This familiarization session involved a small group of students who completed the questionnaires, providing feedback on the clarity and relevance of the questions. Any necessary adjustments were made based on their responses before the questionnaires were finalized and distributed to the main sample. Content validity was established by aligning the research findings with the set objectives of the study. This alignment ensured that the constructs measured by the questionnaire were relevant and representative of the underlying theory guiding the research.

8.5. Ethical Considerations

Ethical considerations were adhered to throughout the study. Informed consent was obtained from all participants, ensuring that they were aware of their rights to participate voluntarily and to withdraw from the study at any time without consequence. Confidentiality was maintained by anonymizing responses and securely storing data.

Through this comprehensive methodology, the study aimed to yield meaningful insights into the entrepreneurial intentions of Management Sciences students at DUT, contributing to a deeper understanding of the factors influencing entrepreneurship in the educational context.

9. Results and Discussion

9.1. Support for Business Start-Up (Business Plans, Mentorship and Financial Assistance)

Approximately 56% of the respondents agreed or strongly agreed that the institution offers support for business start-up, such as assistance with business planning, mentorship and financial assistance. However, 22.8% were neutral and about 21.4% disagreed to some extent. This suggests that while the majority perceive institutional support positively, a significant portion remains either neutral or unsatisfied. The *p*-value (0.000) indicates a statistically significant pattern in responses, meaning there is confidence that the variation in responses is not due to chance. This may point to an uneven distribution of resources or visibility issues regarding the support available.

Fayolle and Gailly (2015), however, argue that while institutional support is crucial, such assistance may sometimes inadvertently hinder true entrepreneurial skills by creating a reliance on institutional resources. They advocate for fostering independence through challenges that push students beyond structured support. This aligns partially with the findings as although a majority of students appreciate institutional support, a noticeable portion of the respondents were neutral or disagreed, suggesting they might feel the support is either insufficient or restrictive.

Table 1: Ascertaining the Role of Public Institutions in Promoting Entrepreneurship Education

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Chi Square
The institution offers support to students in order to start up their own businesses by assisting them with writing a business plan, specialist advice from business mentors and financial assistance	26.5%	29.4%	22.8%	7.4%	14.0%	0.000
The institution collaborates with entrepreneurship experts to promote entrepreneurship education	17.6%	26.5%	30.9%	12.5%	12.5%	0.001
The institution provides training and development programmes to promote business start-up	11.8%	30.9%	30.1%	11.0%	16.2%	0.000
The institution invites entrepreneurs and practitioners from different organisations to share their experience with students	18.5%	29.6%	25.9%	15.6%	10.4%	0.003
The institution organises career talks during convocation day	13.2%	34.6%	25.0%	19.1%	8.1%	0.000

9.2. Collaboration with Entrepreneurship Experts

A combined 44.1% of the respondents agreed or strongly agreed that the institution collaborates with experts to promote entrepreneurship, but 30.9% were neutral and 25% disagreed. This suggests a mixed perception of the institution's collaboration efforts with experts in entrepreneurship. The *p*-value (0.001) is statistically significant, showing

that the variation in agreement levels may reflect actual discrepancies in collaboration efforts or perceptions. The high neutrality rate could mean students are not fully aware of these collaborations or find them insufficient.

Collaborative efforts with industry professionals are emphasized as an essential component of entrepreneurship education. According to Nabi *et al.* (2017), such partnerships can provide students with real-world insights, which in turn enhances entrepreneurial intentions and professional readiness. This supports the finding that students value collaboration with entrepreneurship experts as a positive influence. Conversely, Rae (2010) points out that collaboration with experts, while beneficial, can often lack depth if not coupled with immersive, hands-on experiences. The mere presence of experts does not guarantee students will gain applicable knowledge unless they actively engage in entrepreneurial activities. While collaboration is generally viewed favourably, the significant neutral response in this study may suggest a need for more interactive or practical collaboration to address gaps in engagement.

9.3. Provision of Training and Development for Business Start-Up

Approximately 42.7% of the respondents agreed or strongly agreed with this statement, while 30.1% were neutral and 27.2% disagreed. This shows moderate support for the institution's efforts in providing training programs. With a significant p-value (0.000), it suggests that perceptions of training support may vary based on factors such as accessibility or program quality. The high neutral responses might reflect students' limited participation in or awareness of such training programs. Entrepreneurship training and development programs are widely supported in research. Chaker and Dellagi (2022) indicate that structured training programs develop students' skills, enhance their confidence and positively affect their entrepreneurial intentions. This agrees with the study's finding that a significant number of students appreciate training programs as a means to start their own business. On the other hand, Pittaway and Cope (2007) highlight that while training programs are beneficial, they may not fully prepare students for the unpredictable and practical challenges of entrepreneurship, potentially explaining why some students responded neutrally or negatively. The high rate of neutral responses suggests that students may feel the training lacks practical application, aligning with literature that calls for a balance between training and real-world entrepreneurial exposure.

9.4. Invitations to Entrepreneurs and Practitioners for Experience Sharing

48.1% agreed or strongly agreed that entrepreneurs and practitioners are invited to share their experiences, while 25.9% were neutral and 26% disagreed. The positive response rate is encouraging as it suggests that inviting guest speakers is somewhat effective in fostering entrepreneurial learning. However, the p-value (0.003) indicates that responses are statistically significant, signalling that while many appreciate these events, others may not find them impactful or frequent enough. Bringing in entrepreneurs to share their experiences is supported by Neck and Greene (2011), who argue that guest lectures by practitioners can spark interest, provide inspiration and offer practical lessons. This aligns with the finding that nearly half of the students agree on the importance of exposure to entrepreneurial role models. However, Jones and Matlay (2011) suggest that guest lectures alone may not significantly impact students' entrepreneurial intentions unless supplemented with practical applications, such as business simulations or entrepreneurial workshops. This could explain why some students remain neutral or dissatisfied. While guest lectures are valuable, they may need to be enhanced with interactive elements to create a more lasting impact on students' entrepreneurial aspirations.

9.5. Organisation of Career Talks During Convocation

47.8% agreed or strongly agreed that the institution organizes career talks, while 25% were neutral and 27.2% disagreed. This suggests a relatively positive perception of career talks as a valuable activity, though some respondents remain neutral or unsatisfied. The significant p-value (0.000) reinforces that the varied responses are meaningful, possibly indicating an uneven experience or awareness of these talks among students. Career talks are generally acknowledged for their role in guiding students' career choices and increasing awareness of entrepreneurial options. Nabi *et al.* (2017) highlight that career talks can provide a sense of direction and practical insights, which can influence students' entrepreneurial intentions positively.

However, Sánchez (2013) contends that career talks, while beneficial, may lack the targeted, entrepreneurial focus necessary to significantly shift students' intentions towards business creation, unless coupled with other specialized entrepreneurship activities. The study's finding of mixed responses to career talks may indicate a need for more specialized, entrepreneurial-focused talks rather than general career guidance to better align with students' entrepreneurial goals. The results, therefore, indicate that students recognize and appreciate some level of institutional support in promoting entrepreneurship education. High Chi-Square significance across statements confirms that response patterns are unlikely to be random, suggesting actual differences in experiences or perceptions. Key themes across the responses reveal:

- **Awareness and Visibility:** Neutral responses may indicate a need for the institution to increase the visibility or accessibility of entrepreneurial resources and initiatives.
- **Quality and Consistency of Support:** The variation in agreement levels suggests that while certain programs are beneficial, others may need improvement or more consistent application.
- **Enhanced Collaboration and Practical Exposure:** Enhancing collaborations with entrepreneurship experts and providing more hands-on experiences could address the needs of students who are less certain about the institution's entrepreneurial support.

By addressing these factors, the institution can better meet students' expectations and improve the effectiveness of its entrepreneurship education initiatives. The findings support the hypothesized relationships, confirming that attitudes, subjective norms and perceived behavioural control influence entrepreneurial intentions. The psychological characteristics of participants, particularly achievement orientation, showed a strong correlation with entrepreneurial attitudes and perceived control, suggesting these factors play a pivotal role in shaping intentions.

10. Conclusion

The findings indicate that while the institution provides notable support for entrepreneurship through business planning assistance, mentorship, financial aid, training programs, and career talks, there are areas that require improvement. A majority of students recognize and appreciate the institution's efforts, as reflected in the significant agreement levels across the different dimensions of entrepreneurial support. However, the relatively high percentage of neutral and disagreeing responses suggests that some students either lack awareness of these initiatives or perceive them as insufficient or inconsistent. A key takeaway is that while institutional support is valued, it may not always translate into effective entrepreneurial development. Research suggests that structured support mechanisms, such as mentorship and training programs, should be complemented with more hands-on, immersive experiences to prevent over-reliance on institutional resources. The need for greater visibility of available support, improved collaboration with industry professionals, and the incorporation of more practical engagement opportunities is evident. Moreover, the study confirms that entrepreneurial attitudes, subjective norms, and perceived behavioural control play a crucial role in shaping students' entrepreneurial intentions. Students with strong achievement orientation are more likely to engage in entrepreneurship, reinforcing the importance of fostering a mindset that encourages independence and innovation. To enhance the effectiveness of entrepreneurship education, the institution should focus on improving the accessibility, visibility, and practical application of its initiatives. By addressing these gaps, the institution can create a more engaging entrepreneurial ecosystem that better prepares students for the realities of business start-ups.

11. Recommendations for Enhancing Entrepreneurial Education

To further strengthen entrepreneurship education and address the limitations identified, the following recommendations could be considered:

Integrate Real-World Projects and Competitions: Introducing competitions, such as business plan contests or collaborative projects with local businesses could create an environment where students can apply theoretical knowledge practically. These real-world experiences could also foster teamwork, problem-solving and resilience, which are qualities that are essential for entrepreneurs.

Develop Startup Incubators and Innovation Labs: Institutions can establish on-campus incubators or innovation labs where students can work on startup ideas with access to resources, guidance and technical support. These environments encourage experimentation, peer collaboration and iterative learning, which are critical in entrepreneurial development.

Enhance Accessibility and Awareness: Increasing the visibility of entrepreneurial resources through a centralized online platform or through regular workshops can help ensure that students know about and can easily access the available support. An online portal could include a directory of available resources, funding opportunities, mentorship connections and events to boost engagement and participation.

Expand Networking Opportunities: Institutions can organize networking events where students meet local entrepreneurs, investors and business leaders. These interactions not only broaden students' perspectives but also provide potential avenues for partnerships, funding and market insights.

Regularly Assess and Adapt Curriculum: To keep entrepreneurship education relevant, institutions should regularly

update their curriculum based on emerging industry trends and the evolving needs of students. Incorporating feedback loops, where students' input is used to adjust course content and support offerings, ensures the program remains dynamic and impactful.

12. Recommendations for Future Research

Future research could explore the following areas to enhance understanding and effectiveness of entrepreneurship education:

Longitudinal Studies on Entrepreneurial Outcomes: Tracking the career trajectories of students who participated in entrepreneurship programs could provide insights into the long-term impact of institutional support on entrepreneurial success. Understanding whether and how early interventions affect post-graduation outcomes can guide program improvements.

Comparative Studies Across Institutions: By comparing entrepreneurship education practices and student outcomes across multiple institutions, researchers can identify best practices and successful models. Such comparative analysis may reveal effective strategies for promoting entrepreneurship education that can be adapted to different institutional contexts.

Exploring Psychological and Social Factors in Greater Depth: Future studies could examine specific psychological traits, such as resilience or adaptability in relation to entrepreneurial success, providing a deeper understanding of the individual factors that shape entrepreneurial intent and outcomes.

Effectiveness of Experiential Learning Approaches: Research can assess the impact of specific experiential methods, such as simulations and project-based learning on entrepreneurial skills and intentions. By identifying which experiential learning approaches are most effective, institutions can prioritize these methods in their curricula.

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