A STUDY OF THE VARIABLES THAT AFFECT THE RESULTS OF ENTREPRENEURSHIP EDUCATION FOR INDIVIDUAL STUDENTS AND TEAMS.

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ABSTRACT

This research examines the factors that affect the results of entrepreneurship classes, specifically looking at the students and the teams who participate. The importance of entrepreneurship education in developing future company leaders is growing, hence it is critical to identify what influences its efficacy to improve teaching methods. This study uses surveys with students, teachers, and businesspeople as part of its quantitative methodology. Motivation, team dynamics, teaching approaches, and previous business expertise are some of the important elements that are studied. Individual students' educational performance may be improved by personalized learning methodologies, prior exposure to entrepreneurial principles, and intrinsic desire, according to the research. According to research on team-based learning, the effectiveness of entrepreneurial ventures is greatly influenced by aspects including team cohesiveness, talent variety, and collaborative procedures. Research on the effects of mentoring and experiential learning on individual and group productivity is also included in the research. Evidence suggests that individualized interventions, such as focused skill development and personalized feedback, may boost the effectiveness of entrepreneurship programs. Insights from this study may help teachers create more successful entrepreneurship programs by shedding light on the complex interplay of variables that influence student achievement. Schools may help students and teams thrive in the entrepreneurial world by focusing on these factors.

Keywords: Entrepreneurship Education, Students' Outcomes, Team Performance, Variables That Affect Entrepreneurship Education, Individual Performance.

INTRODUCTION

The importance of entrepreneurship education in equipping people and teams to meet the possibilities and difficulties of the contemporary corporate environment is becoming more widely acknowledged. It is critical to comprehend the several aspects that might affect the efficacy of educational programs aimed at fostering entrepreneurial abilities in institutions. Keeping an eye on both individual students and team-based learning contexts, this research investigates the critical factors impacting the outcomes of entrepreneurship education. Variables including previous business idea

understanding, degrees of intrinsic desire, and the efficacy of personalized learning methodologies are crucial for individual students. It is frequently easier for students to interact with and implement entrepreneurial ideas when they have a solid grounding in business principles and a high level of self-motivation (Li & Wu, 2019). By catering to each student's requirements and learning preferences, personalized learning tactics might further improve academic results. Success in team-based environments is largely determined by the dynamics of cooperation, such as team cohesiveness, talent variety, and the capacity for productive teamwork. In entrepreneurial ventures, teams with effective communication and fair work allocation often provide superior outcomes. The purpose of this research is to provide a comprehensive knowledge of how these factors influence entrepreneurship education. To provide educators and program designers with useful information that will help them create more successful entrepreneurship education techniques that meet the requirements of a wide range of learners and improve academic performance, the study looks at both individual and team-related elements (Vodă & Florea, 2019).

BACKGROUND OF THE STUDY

A critical component in equipping people and teams to handle the ever-changing corporate environment is entrepreneurship education. Many types of entrepreneurial training have found their way into school curricula in response to the growing consensus that entrepreneurs are key to stimulating innovation and economic expansion. Several variables, however, may greatly affect how beneficial these programs are. Students' natural drive and background understanding of business principles is crucial (Boldureanu et al., 2020). According to research, entrepreneurship education is most effective for students who already have a good grasp of basic business concepts and who also have a lot of intrinsic motivation. All of these things affect how actively they can participate and how well they can put what they have learnt into practice. The dynamics of cooperation are most apparent in team-based contexts. Learning and project results may be substantially improved by productive cooperation that is defined by a variety of skills, open and honest communication, and mutual regard. Collective entrepreneurial endeavors are often defined by the interaction of these team dynamics. To further help students make the transition from theoretical understanding to practical application, instructional strategies like mentoring and experiential learning—which include real-world problem-solving and hands-on projects—offer vital insights and direction. To create programs that successfully meet the requirements of people and teams, it is essential to understand how these factors affect the outcomes of entrepreneurship education. To help educators and policymakers improve entrepreneurship education programs, this research seeks to clarify these characteristics (Lackéus, 2020).

PURPOSE OF THE RESEARCH

The purpose of this study is to investigate the factors that contribute to the success of entrepreneurship education programs in fostering individual and team-based entrepreneurial outcomes. By identifying and analyzing key variables such as student characteristics, program design, and institutional support, the study seeks to provide valuable insights for educators, policymakers, and entrepreneurship practitioners. These insights can be used to develop more effective entrepreneurship education programs that better equip students with the knowledge, skills, and mindset necessary to succeed in entrepreneurial endeavors.

LITERATURE REVIEW

The goal of entrepreneurship education is to provide people and groups with the abilities and perspectives needed to succeed in the business environment. Several important factors impact how successful these kinds of instructional initiatives are. Prior knowledge and personal drive are important variables for each learner. It has been shown that intrinsic motivation, which is fueled by a person's passion and genuine interest in the topic, improves learning outcomes and engagement. Pupils are more likely to actively engage and successfully use entrepreneurial principles if they are driven by their interests and aspirations (Lv et al., 2021). Furthermore, having a foundation in business concepts lays the groundwork for further advanced study and implementation. The efficacy of education may be further increased by using personalized learning strategies that consider students' unique learning preferences and levels of past knowledge. Team dynamics are important in settings where work is done by teams. Successful project results depend on effective cooperation, which is defined by distinct roles, respect for one another, and open communication. Strong cohesiveness and collaboration abilities provide teams with a greater chance of overcoming obstacles and succeeding in their objectives (Nowiński et al., 2019). A team that has a diverse range of expertise is also more creative and adept at addressing problems, which produces more creative solutions. The outcomes of entrepreneurial education are also influenced by pedagogical strategies. The gap between theoretical knowledge and practical abilities may be filled in part by experiential learning, which incorporates practical projects and real-world applications. By allowing students to apply what they have learnt to real-world situations, these techniques help them grasp concepts better. In addition, mentoring offers insightful advice and useful perspective that aids students in navigating the challenges associated with starting their businesses. To maximize the impact of entrepreneurship education, it is essential to address both individual and team-related variables. Teachers may create more successful programs that satisfy a range of learning requirements and promote successful business results by comprehending and using these aspects (Paray & Kumar, 2020).

RESEARCH QUESTION

What factors influence entrepreneurship education outcomes for individuals and teams?

METHODOLOGY

The researcher used a convenient sampling technique in this research.

RESEARCH DESIGN

Quantitative data analysis was conducted using SPSS version 25. The combination of the odds ratio and the 95% confidence interval provided information about the nature and trajectory of this statistical association. The p-value was set at less than 0.05 as the statistical significance level. The data was analyzed descriptively to provide a comprehensive understanding of its core characteristics. Quantitative approaches are characterized by their dependence on computing tools for data processing and their use of mathematical, arithmetic, or statistical analyses to objectively assess replies to surveys, polls, or questionnaires.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 709. A total of 850 questionnaires were distributed; 813 were returned, and 33 were excluded due to incompleteness. In the end, 780 questionnaires were used for the research.

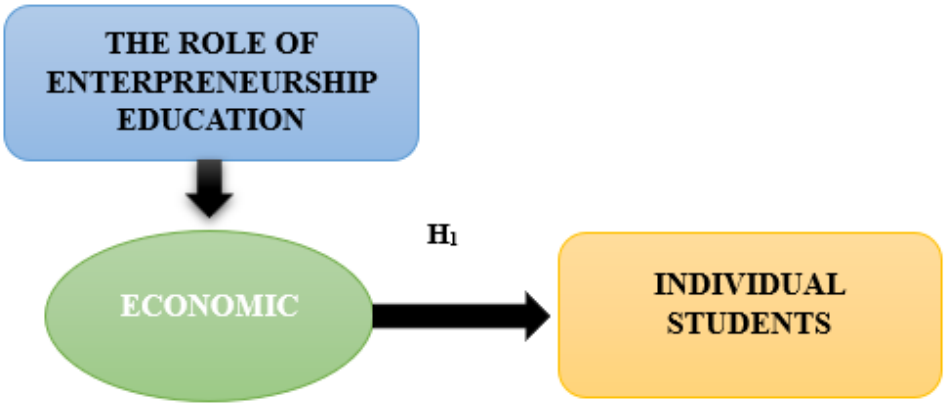
DATA & MEASUREMENT

A questionnaire survey served as the main data collector for the study. There were two sections to the survey: (A) General demographic information and (B) Online & non-online channel factor replies on a 5-point Likert scale. Secondary data was gathered from a variety of sources, with an emphasis on online databases.

STATISTICAL TOOLS

Descriptive analysis was used to grasp the fundamental character of the data. The researcher applied ANOVA for the analysis of the data.

CONCEPTUAL FRAMEWORK



RESULTS

Factor Analysis: Factor Analysis (FA) is often used to validate the underlying component structure of a collection of measurement items. The scores of the observed variables are thought to be impacted by latent factors that are not readily observable. The methodology of accuracy analysis (FA) is a method that relies on models. This research primarily focuses on constructing causal pathways that link observable events, underlying causes, and measurement errors.

The suitability of the data for factor analysis may be evaluated using the Kaiser-Meyer-Olkin (KMO) Method. The sufficiency of the sample for each variable in the model, as well as for the model as a whole, is evaluated. The statistics measure the magnitude of potential shared variation among many variables. Data that has smaller percentages is often more appropriate for factor analysis.

KMO generates random integers within the range of zero to one. A sample is considered sufficient if the Kaiser-Meyer-Olkin (KMO) value is between 0.8 and 1.

It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use your best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.

• If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

• 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is stunning.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.984
Bartlett's Test of Sphericity	Approx. Chi-Square	6850.175
	df	190
	Sig.	.000
a. Based on correlations		

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.984 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not a correlation matrix.

TEST FOR HYPOTHESIS

DEPENDENT VARIABLE

Individual Students: Individual pupils are individual learners who exhibit distinctive talents, interests, and educational styles. They bring various histories, experiences, and viewpoints to the classroom, altering how they interact with and absorb content. Recognizing these variances is vital for personalizing educational techniques to fit varied requirements, enabling a more effective and welcoming learning environment. By addressing each student's particular strengths and problems, educators may better support their academic and private development, helping them attain their full potential (Cui et al., 2021).

INDEPENDENT VARIABLE

Relationship between Economic and Individual Students: Economics as it pertains to individual students entails delving into how monetary considerations impact the educational opportunities and achievements of students. The availability of resources, including high-quality educational institutions, books, and extracurricular activities, is influenced by economic factors. Reduced educational opportunities, more attrition, and worse grades are some of the difficulties that students from low-income families

may encounter. On the other side, money usually buys children greater resources and more help in the classroom. It is clear that policies and interventions are needed to close the achievement gap and provide every kid with a fair chance to thrive, regardless of their family's financial situation, since economic inequality affects educational fairness (Thomassen et al., 2020).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyze the relationship between economics and individual students.

H_{01}: There is no significant relationship between economic and individual students.

H_1: There is a significant relationship between economic and individual students.

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	69125.182	465	4978.486	2095.837	.000
Within Groups	98.258	314	2.597		
Total	69223.440	779			

In this study, the result is significant. The value of F is 2095.837, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the **"H_1: There is a significant relationship between economic and individual students."** is accepted and the null hypothesis is rejected.

DISCUSSION

Individual and team efficacy of entrepreneurship education is affected by several important factors that this research identifies. Learning results are greatly improved when students bring their drive and past knowledge to the table. Success is more common among students who have a solid grasp of basic business ideas and a lot of intrinsic motivation, which highlights the requirement of tailored learning strategies that account for different degrees of prior knowledge. Crucial in team-based contexts are aspects like team cohesiveness, talent variety, and collaborative procedures. Successful project results are substantially enhanced by cohesive teams that exhibit mutual respect and have well-defined responsibilities. Research like this shows how beneficial it is to include team-building exercises in the school day and encourage students to work together. Experiential learning and mentoring are two pedagogical approaches that are equally important. One way to improve the educational effect is by combining hands-on projects with mentoring from experienced individuals. This will help students make the transition from theoretical understanding to practical

application. Ultimately, entrepreneurship programs may be made far more successful by adjusting instructional approaches to take these factors into account. Educators may help students better handle the challenges of entrepreneurship by emphasizing the need for individual assistance and promoting good team relationships.

CONCLUSION

The results of this research highlight the complexity of the factors influencing the success of entrepreneurship programs in educating both individuals and groups. The results show that past knowledge and intrinsic drive have a significant role in determining an individual's level of success, indicating the need for tailored educational strategies. Improving learning outcomes is as simple as adapting lessons to fit each student's background knowledge, interests, and goals. Team characteristics, such as cohesiveness, skill variety, and collaborative tactics, are crucial for team-based learning, according to the research. Successful entrepreneurial results are achieved via effective cooperation and organized collaborative procedures. Therefore, educational programs should include activities that develop these components. Teaching strategies like mentoring and hands-on experience help students make the transition from classroom theory to real-world application. The methods presented here make it easier to grasp both the theoretical underpinnings of entrepreneurship and its practical applications. Finally, to maximize the effect of entrepreneurship education, it is necessary to address these factors via tailored interventions and encouraging classroom settings. Educators may do a better job of preparing their pupils for entrepreneurial success if they pay attention to both individual and team-based aspects.

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