AN EXAMINATION OF THE FACTORS INFLUENCING THE OUTCOMES OF ENTREPRENEURSHIP EDUCATION FOR INDIVIDUAL STUDENTS AND TEAMWORK.

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ABSTRACT

With a focus on the students and their teams, this study investigates what has an impact on the outcomes of entrepreneurship courses. It is vital to investigate what impacts the effectiveness of entrepreneurship education in order to enhance teaching techniques, since the relevance of this field in creating future corporate leaders is expanding. In order to arrive at its quantifiable conclusions, this research surveyed businesses, educators, and students. Important aspects that are explored include motivation, team dynamics, educational methodologies, and prior business experience. According to the study, pupils' academic performance may be enhanced by the use of personalised learning approaches, exposure to entrepreneurial concepts beforehand, and intrinsic motivation. Research on team-based learning indicates that factors including team cohesion, talent diversity, and collaborative methods substantially impact the success of entrepreneurial endeavours. Included in the research is a study that looked at how mentorship and experiential learning affected group and individual productivity. There is some evidence that entrepreneurship programs may be made more successful with individualised interventions like concentrated skill development and personalised feedback. Teachers may benefit from this study's findings because they provide light on the complex interplay of factors that impact student progress, which in turn may help them design more effective entrepreneurship programs. By emphasising these aspects, schools might potentially assist students and teams in succeeding in the entrepreneurial realm.

Keywords: Education In Entrepreneurship, Students' Results, Team Efficacy, Factors Influencing The Education Of Entrepreneurs, Personal Performance.

INTRODUCTION

More and more, people are realizing that entrepreneurship education is crucial for preparing individuals and teams to tackle the challenges and opportunities of today's business world. Understanding the many factors that might influence the success of school initiatives to cultivate entrepreneurial skills is of the utmost importance. This study delves into the key elements influencing the results of entrepreneurship education, observing both individual students and settings of team-based learning (Abdelfattah et al., 2023). Important student-specific factors include background knowledge of business concepts, levels of intrinsic motivation, and the success of tailored learning approaches. If students are highly motivated and have a firm grasp

of business fundamentals, they will find it much simpler to engage with and put entrepreneurial ideas into action. Additional academic success may be possible with the use of customised learning strategies that take into account each student's unique needs and preferred methods of learning. Cohesiveness, talent diversity, and the ability to work together productively are three aspects of cooperation that significantly impact performance in team-based settings. Teams who are able to communicate well and divide up the work fairly usually end up with better results when it comes to entrepreneurial endeavours. The study's overarching goal is to fill gaps in the researchers understanding of these elements' effects on entrepreneurial education. Educators and program designers may use the research's findings to develop more effective entrepreneurship education methods that cater to diverse student needs and boost academic achievement. The study incorporates both individual and team-related factors (Aboobaker & Renjini, 2020).

BACKGROUND OF THE STUDY

Entrepreneurship education is essential for preparing individuals and groups to thrive in the dynamic business world. As the importance of entrepreneurs in fostering innovation and economic growth has been more widely acknowledged, several forms of entrepreneurial training have been included into school curriculum. But, the usefulness of these systems is very susceptible to a number of factors. (Adu et al., 2020) emphasize the importance of students' intrinsic motivation and prior knowledge of business concepts. Scientific studies have shown that students with a strong sense of intrinsic desire and a solid foundation in fundamental business principles benefit the most from entrepreneurship education programs. Their ability to engage and apply what they have gained is impacted by all of these factors. In group settings, the dynamics of collaboration become clearest. Cooperative learning and project completion may benefit greatly from a range of expertise, clear and honest communication, and respect for one another. These team dynamics typically interplay to define collective entrepreneurial undertakings. Mentoring and experiential learning, which involves real-world problem-solving and hands-on projects, provide important insights and guidance to assist students go from academic knowledge to practical application. Knowing how these elements influence the results of entrepreneurship education is crucial for developing programs that adequately address the needs of individuals and groups. This study aims to provide educators and policymakers with a better understanding of these traits so that they can enhance entrepreneurship education programs (Afrianty, 2020)

PURPOSE OF THE RESEARCH

The researchers hope that by identifying what makes entrepreneurship education programs effective, they can help students become more entrepreneurial both as individuals and as part of teams. Teachers, politicians, and businesses may all

benefit from the study's findings since it aims to discover and analyses critical elements such student profiles, program design, and institutional support. By using these findings, entrepreneurship education programs may be enhanced to better prepare students for entrepreneurial success by providing them with the information, skills, and mentality they need. Look at the main things that influence the impact and efficacy of entrepreneurship classes on students, both individually and in groups. The purpose of this research is to identify the factors that influence students' ability to acquire entrepreneurial mindsets and practices, including instructional strategies, course content, individual traits, group dynamics, and outside resources. The study aims to find the best ways to teach entrepreneurship by looking at how these things affect the results for both individual students and groups. The ultimate objective of this project is to provide light on how to improve entrepreneurial education so that students may effectively use entrepreneurial principles in real-world situations, either on their own or as part of a team, via fostering creativity, invention, and teamwork. Improving the efficacy of entrepreneurship education as a whole may be possible with the use of the study's results to guide curriculum creation, instructional strategy adoption, and policy suggestion formulation.

LITERATURE REVIEW

Giving individuals and communities the tools and knowledge they need to thrive in the commercial world is the fundamental mission of entrepreneurship education programs. The effectiveness of such educational programs is affected by several critical elements. Important factors for each student include prior knowledge and personal motivation. Research has shown that learning outcomes and engagement are enhanced when individuals are intrinsically motivated, which is driven by their passion and true interest in the subject matter. Motivated by personal goals and interests, students are more inclined to participate actively and use entrepreneurial concepts effectively. In addition, it is easier to understand and apply sophisticated ideas if the researchers have a firm grasp of basic business principles. By tailoring lessons to each student's individual strengths, weaknesses, interests, and prior knowledge, the researchers might potentially raise education's already impressive success rate. In contexts where teams are used to complete tasks, team dynamics play a significant role. Working together productively on a project requires clear responsibilities, mutual respect, and honest dialogue among team members. According to (Alferaih, 2022), teams that are cohesive and have good cooperation skills have a better likelihood of achieving their goals and overcoming challenges. A team with members with different backgrounds and areas of experience is better able to think outside the box and find innovative ways to solve challenges. Pedagogical approaches also impact entrepreneurship education's final results. Experiential learning, which includes hands-on projects and real-world applications, may help bridge the gap between theoretical understanding and practical ability. These methods improve students' understanding of abstract ideas by giving them

opportunities to put their knowledge into practice in authentic contexts. Mentoring also provides students with valuable information and perspective that they may utilize to overcome obstacles when they launch their enterprises. Addressing both individual and team-related elements is crucial for entrepreneurship education to have the most effect. By understanding and using these factors, educators may design more effective programs that cater to various learning needs and foster positive business outcomes (Alkawsi et al., 2021).

RESEARCH QUESTION

What is the impact of the economic environment on individuals' students?

RESEARCH METHODOLOGY

RESEARCH DESIGN

Researchers used SPSS 25 for the analysis of quantitative data. The use of the odds ratio with the 95% confidence interval provided insights into the onset and progression of this statistical link. The p-value was determined to be less than 0.05, indicating statistical significance. A comprehensive understanding of the data's fundamental characteristics was attained via descriptive analysis. Quantitative approaches are characterised by the use of computational tools and mathematical, statistical, or arithmetic analysis to objectively assess responses from 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 functioned as the primary data collection method for the investigation. The survey had two sections: (A) General demographic information and (B) Responses on online and non-online channel factors measured on a 5-point Likert scale. Secondary data was collected from several sources, mostly focussing on internet databases.

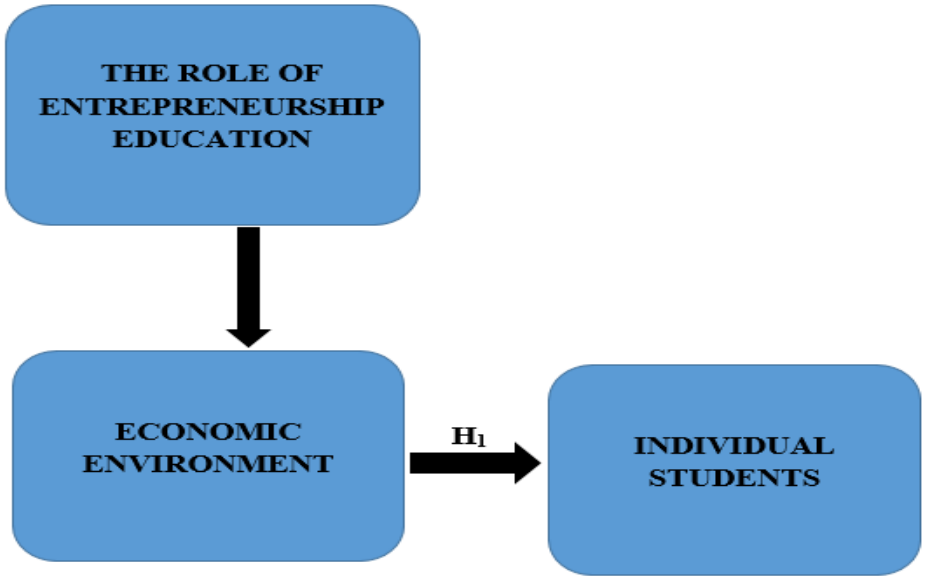
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. In the absence of readily discernible visual or diagnostic indicators, it is customary to use regression coefficients to provide ratings. In FA, models are crucial for success. The objectives of modeling are to identify errors, intrusions, and evident correlations. A method to evaluate datasets generated by multiple regression analyses is using the Kaiser-Meyer-Olkin (KMO) Test. They confirm that the model and sample variables are representative. The data exhibits duplication, as shown by the figures. Reduced proportions facilitate data comprehension. The output for KMO is a value ranging from zero to one. If the KMO value ranges from 0.8 to 1, the sample size is deemed sufficient. These are the allowable limits, as per Kaiser: The subsequent approval requirements established by Kaiser are as follows:

A lamentable 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measurement: .870

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square, degrees of freedom = 190, significance = 0.000 This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.870 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.870
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

INDEPENDENT VARIABLE

The Role of Entrepreneurship Education: Entrepreneurship education aims to provide students with the information, skills, and mentality required to recognise opportunities, initiate action, and manage the problems associated with establishing and operating a firm. Entrepreneurship education is essential for cultivating creativity, innovation, and problem-solving skills, allowing students to adopt a proactive and entrepreneurial mind-set applicable in diverse settings, including business ventures, social enterprises, and established organisations. It offers a systematic educational framework whereby learners get practical experience via case studies, simulations, and experiential projects, enabling them to comprehend the intricacies of the business realm, including idea development, market analysis, finance, and company expansion. Moreover, entrepreneurship education prioritises the cultivation of vital competencies such leadership, collaboration, risk-taking, and resilience, which are important for managing the uncertainties and intricacies of entrepreneurial endeavours. Entrepreneurship education cultivates essential skills that not only develop future entrepreneurs but also enhance the overall economy by stimulating new firm formation, generating employment opportunities, and boosting innovation. Entrepreneurship education encompasses more than just company formation; it fosters a mentality that accepts change, adapts to emerging possibilities, and generates value across diverse industries. In a rapidly evolving technical and economic landscape, entrepreneurship education is essential for equipping people to succeed in a competitive and dynamic global market (Al-Mamary & Alraja, 2022).

FACTOR

Economic Environment: The economic environment is the total of all the things outside of an economy that have an effect on how it runs and on the choices made by companies, individuals, and governments. Economic policies, interest and inflation rates, employment levels, tax policies, income distribution, and total economic growth are all part of it. Resources, technology, international commerce, and market circumstances are all aspects of the economic environment that may influence the dynamics of supply and demand. When the economy is doing well—with low inflation, a stable currency, and strong employment rates—investment, consumer consumption, and corporate expansion are all positively impacted. When the economy is in a bad place, with high unemployment, recessions, or unstable exchange rates, firms have difficulties, consumers lose faith, and economic activity falls. Businesses and lawmakers alike must have a firm grasp of the economic landscape in order to make educated choices, foresee future market trends, and adjust to changes that can impact economic performance and company operations (Alzamel et al., 2020).

DEPENDENT VARIABLE

Individual Students: The term "individual student" is used to describe a learner who is not part of a larger group or team and whose academic performance is assessed separately. Here, each student's unique set of skills, interests, drives, and learning styles determines their educational path. Each student's academic or educational environment is characterised by their individual features, abilities, and problems. Students' performance is affected by several aspects, including their own objectives, prior knowledge, the amount of help they get, and the manner they approach activities and courses. Whether via individualised lessons, self-paced research, or other forms of student-centered learning, the goal of education is to assist each student reach his or her full academic and personal potential. In a larger educational context, it is crucial to comprehend the unique behaviours and requirements of each student in order to design successful teaching tactics that promote their development, progress, and success (Anjaria, 2022).

Relationship between Economic Environment and Individual Students: There is a strong correlation between students' personal circumstances and the state of the economy, as macroeconomic factors influence the possibilities, obstacles, and resources that students face all through their academic careers. Students' access to excellent education, the capacity to acquire learning materials, and participation in extracurricular activities may be impacted by economic issues such as income levels, job prospects, inflation, and government expenditure on education. As an example, when the economy is doing well, students may have easier access to scholarships, greater school financing, and more job prospects once they graduate. On the other side, when times are tough financially, students may struggle to pay for necessities

like tuition, transportation, and housing. This may have a lasting impact on their mental health and academic performance. In addition, students' decisions about their education and future careers are affected by the degree to which economic stability or volatility determines the sorts of credentials and abilities that employer's value. In a more robust economy, students may be more inclined to pursue entrepreneurial dreams or investigate creative disciplines, but in a more difficult economic climate, they may be more inclined to choose fields with more employment security. As a result, students' educational experiences, goals, and achievements are greatly impacted by the economic climate (Ashari et al., 2021).

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

"H_{01}: There is no significant relationship between Economic Environment and Individual Students."

"H_1: There is a significant relationship between Economic Environment and Individual Students."

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	254	5655.517	1055.883	.000
Within Groups	492.770	525	5.356		
Total	40081.390	779			

In this investigation, the results will be substantial. The F value is 1055.883, achieving significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the **"H_1: There is a significant relationship between Economic Environment and Individual Students"** is accepted and the null hypothesis is rejected.

DISCUSSION

This study reveals numerous critical characteristics that determine the effectiveness of entrepreneurship education, both for individuals and teams. Bringing motivation and prior knowledge to the table considerably improves learning outcomes. Students with strong intrinsic desire and a firm understanding of fundamental business concepts have a better chance of succeeding, demonstrating the need for individualised learning plans that take into consideration varying levels of background knowledge. Compatibility, diversity of skill sets, and established protocols for teamwork are all vital in team-based settings. When team members work together respectfully and have clear roles to play, project outcomes improve

dramatically. The positive effects of incorporating team-building activities into the school day and promoting student collaboration are shown by research such as this. Two equally significant instructional techniques are mentorship and experiential learning. Combining practical tasks with guidance from more seasoned personnel is one strategy to boost the educational impact. Students will find this useful as they go from a theoretical to a practical knowledge. Modifying teaching methods to include these considerations may, in the end, significantly improve the efficacy of entrepreneurship programs. By stressing the need of individual support and encouraging effective team connections, educators may aid students in better navigating the hurdles of entrepreneurship.

CONCLUSION

This study shows that there are a lot of elements that affect how well entrepreneurship programs teach people and communities. The findings highlight the importance of prior knowledge and intrinsic motivation in predicting an individual's performance, suggesting the need for personalised approaches to education. Customising lectures to match each student's prior knowledge, interests, and aspirations is a straightforward way to enhance learning results. According to the study, team-based learning is much enhanced when there is cohesion, a range of skills, and collaborative approaches. Cooperation and well-organised collaboration practices are the keys to successful entrepreneurial outcomes. Hence, things that foster these qualities need to be a part of school curricula. Mentoring and other forms of practical experience aid students in making the leap from theoretical understanding to practical application in the classroom. Both the theoretical foundations and the actual implementations of entrepreneurship may be better understood with the help of the approaches offered here. Lastly, these issues must be addressed via personalised interventions and supportive classroom environments for entrepreneurship education to have its full impact. Pupils may be better prepared for entrepreneurial success if teachers focus on both individual and team-based development (Statistik, 2020).

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