

Entrepreneurial Education and Start-Up Intention among University Students

Dr. Sung Eui Cho

Professor, Gyeongsang National University, South Korea

Abstract

Entrepreneurial education has become an important component of higher education systems as universities increasingly focus on developing innovation capabilities, business awareness, and entrepreneurial competencies among students. The transition from traditional employment-oriented education toward entrepreneurship-focused learning has encouraged academic institutions to provide knowledge, skills, and experiences that support entrepreneurial thinking. This study examines the relationship between entrepreneurial education and start-up intention among university students by analysing key factors including entrepreneurial knowledge, self-efficacy, perceived feasibility, and innovation orientation.

The research adopts a simulation-based analytical framework to explore how entrepreneurship-focused educational experiences influence students' willingness to establish new ventures. A conceptual model was developed in which entrepreneurial education dimensions represent influencing factors and start-up intention represents the outcome variable. Simulated analytical values are used to demonstrate quantitative evaluation methods and interpret possible relationships between educational interventions and entrepreneurial aspirations.

The findings indicate that entrepreneurial self-efficacy and practical learning experiences demonstrate strong influence on students' start-up intentions. Students who receive entrepreneurship education involving business planning, innovation activities, mentoring, and experiential learning are more likely to develop confidence regarding venture creation. The study highlights that effective entrepreneurial education should move beyond theoretical knowledge and incorporate practical exposure to real-world entrepreneurial processes.

The research contributes to entrepreneurship education literature by explaining how universities can strengthen entrepreneurial mindsets among students. The findings provide practical implications for educational institutions, policymakers, and entrepreneurship development programs seeking to encourage innovation-driven career pathways among young graduates.

Keywords: Entrepreneurial Education, Start-Up Intention, University Students, Entrepreneurial Self-Efficacy, Innovation, Entrepreneurship Development, Higher Education, Business Creation.

1. Introduction

The increasing importance of entrepreneurship in economic development has encouraged universities to reconsider their role in preparing students for future career opportunities. Traditional higher education models have primarily emphasized professional employment pathways; however, changing labour

markets and increasing innovation demands have created a need for entrepreneurial capabilities among graduates. Entrepreneurial education has emerged as an important mechanism for developing knowledge, skills, and attitudes required for identifying opportunities and creating new ventures.

Entrepreneurial education extends beyond teaching business concepts by developing entrepreneurial competencies such as opportunity recognition, creativity, risk assessment, problem-solving, and strategic thinking. Universities increasingly integrate entrepreneurship courses, innovation laboratories, business competitions, mentoring programs, and practical projects to provide students with meaningful exposure to entrepreneurial activities. Such educational experiences may influence students' perceptions regarding the feasibility and desirability of starting their own businesses.

Start-up intention represents an individual's willingness and motivation to establish a new venture in the future. According to entrepreneurial intention perspectives, individuals are more likely to pursue entrepreneurship when they perceive themselves as capable of managing business challenges and believe that entrepreneurial careers provide valuable opportunities. Education can influence these perceptions by improving entrepreneurial knowledge and strengthening confidence in venture creation abilities.

University students represent a significant potential source of future entrepreneurs because they possess access to knowledge resources, innovation networks, and institutional support systems. However, many students hesitate to pursue entrepreneurship due to uncertainty, limited practical experience, financial concerns, and fear of failure. Effective entrepreneurial education can address these barriers by providing students with realistic understanding, practical skills, and confidence to engage in entrepreneurial activities.

This study investigates the relationship between entrepreneurial education and start-up intention among university students. By examining factors such as entrepreneurial knowledge, self-efficacy, practical learning exposure, and innovation orientation, the research aims to provide a structured understanding of how educational experiences influence entrepreneurial aspirations. The study contributes to entrepreneurship education research by highlighting the importance of experiential and competency-based learning approaches in developing future entrepreneurs.

2. Review of Literature

2.1 Entrepreneurial Education and Development of Entrepreneurial Competencies

Entrepreneurial education has become an important research area within higher education because of its role in developing entrepreneurial capabilities among students. Unlike conventional business education, entrepreneurial education focuses on developing a combination of knowledge, skills, attitudes, and behavioural competencies required for identifying opportunities and creating new ventures. It encourages students to understand market dynamics, innovation processes, resource management, and strategic decision-making.

Previous research indicates that entrepreneurship education can influence students' entrepreneurial mindset by improving their understanding of venture creation processes. Educational activities such as business simulations, entrepreneurship projects, mentoring sessions, and start-up competitions provide practical exposure that helps students connect theoretical concepts with real-world entrepreneurial challenges. Such experiences may increase students' confidence and willingness to consider entrepreneurship as a career option.

However, the effectiveness of entrepreneurial education depends on the quality and structure of learning approaches. Programs focused only on theoretical knowledge may have limited influence on entrepreneurial behaviour, whereas experiential learning approaches can create stronger engagement and improve entrepreneurial competencies. Therefore, universities play an important role in designing entrepreneurship programs that combine academic knowledge with practical application.

2.2 Entrepreneurial Self-Efficacy and Start-Up Intention

Entrepreneurial self-efficacy represents an individual's belief in their ability to successfully perform entrepreneurial tasks and manage business challenges. It is considered a significant psychological factor influencing entrepreneurial intention because individuals with higher confidence are more likely to perceive entrepreneurship as achievable and desirable.

Research on entrepreneurial behaviour suggests that students with stronger entrepreneurial self-efficacy demonstrate greater willingness to explore business opportunities, develop innovative ideas, and overcome uncertainties associated with new venture creation. Entrepreneurial education contributes to self-efficacy development by providing knowledge, practical experiences, and opportunities for skill development.

Start-up intention is influenced by both personal and contextual factors. While individual motivation, creativity, and risk perception affect entrepreneurial decisions, educational support systems and institutional environments also shape students' entrepreneurial aspirations. Universities that provide entrepreneurial networks, incubation support, and practical learning opportunities can create favourable conditions for developing future entrepreneurs.

2.3 Role of Innovation Orientation and Practical Learning Experiences

Innovation orientation is an important element of entrepreneurship because successful ventures often depend on creative problem-solving and the ability to identify new market opportunities. Entrepreneurial education encourages innovation by exposing students to design thinking, opportunity analysis, business model development, and creative approaches to addressing social and economic challenges.

Practical learning experiences strengthen the connection between entrepreneurial knowledge and actual entrepreneurial behaviour. Activities such as developing business plans, interacting with entrepreneurs, participating in start-up projects, and receiving mentorship allow students to experience entrepreneurial processes directly. These experiences can reduce uncertainty and improve confidence regarding future venture creation.

Existing literature demonstrates that entrepreneurial education has significant potential to influence start-up intention among university students. However, further research is required to understand how different educational components contribute to entrepreneurial motivation and how universities can design more effective entrepreneurship development frameworks.

3. Objectives of the Study

The present study aims to examine the influence of entrepreneurial education on start-up intention among university students. The research focuses on understanding how educational experiences and entrepreneurial competencies affect students' willingness to establish new ventures.

The objectives of the study are:

- To examine the relationship between entrepreneurial education and start-up intention among university students.
- To analyse the influence of entrepreneurial knowledge, self-efficacy, innovation orientation, and practical learning experiences on students' entrepreneurial aspirations.
- To evaluate the importance of entrepreneurship-focused educational programs in developing future entrepreneurial capabilities.

4. Research Methodology

4.1 Research Design

The study adopts a quantitative analytical research design to examine the relationship between entrepreneurial education and start-up intention among university students. A conceptual framework was developed in which entrepreneurial education dimensions represent influencing variables and start-up intention represents the outcome variable.

The research follows a simulation-based analytical approach. Hypothetical values are used to demonstrate statistical interpretation and research analysis procedures. The study clearly distinguishes illustrative analysis from actual field-based student responses.

4.2 Research Variables and Measurement Framework

The study considers four major dimensions of entrepreneurial education: entrepreneurial knowledge, practical learning exposure, entrepreneurial self-efficacy, and innovation orientation. These factors represent educational and psychological elements that may influence students' entrepreneurial intentions.

The dependent variable, start-up intention, reflects students' willingness, motivation, and future plans to establish entrepreneurial ventures.

Table 1: Research Variables and Measurement Framework

Variable Category	Construct	Measurement Focus
Independent Variable	Entrepreneurial Knowledge	Understanding of business concepts and venture creation
Independent Variable	Practical Learning Exposure	Participation in entrepreneurial activities and projects
Independent Variable	Entrepreneurial Self-Efficacy	Confidence in managing entrepreneurial tasks
Independent Variable	Innovation Orientation	Creativity and opportunity recognition ability
Dependent Variable	Start-Up Intention	Willingness to create future business ventures

4.3 Data Framework and Analytical Procedure

A simulated dataset representing university students interested in entrepreneurship was developed for analytical demonstration. The assumed participants represent students who have exposure to entrepreneurship-related courses or activities.

Descriptive analysis was conducted to compare the relative contribution of different entrepreneurial education factors. The analytical approach focuses on identifying which educational dimensions demonstrate stronger potential influence on start-up intention.

The methodology maintains research transparency by identifying the simulated nature of the dataset. Future empirical studies may apply surveys, regression analysis, structural equation modelling, or longitudinal research designs to validate the proposed relationships.

5. Analysis

5.1 Assessment of Entrepreneurial Education Factors

The analysis examines the influence of entrepreneurial education dimensions on start-up intention among university students. Since the study follows a simulation-based analytical framework, the presented values are illustrative and demonstrate the application of quantitative evaluation methods. The analysis considers entrepreneurial knowledge, practical learning exposure, entrepreneurial self-efficacy, innovation orientation, and start-up intention as major study constructs.

The simulated findings indicate that entrepreneurial self-efficacy demonstrates the highest influence among the evaluated factors. This suggests that students who develop confidence in their entrepreneurial abilities are more likely to consider venture creation as a realistic career pathway. Practical learning exposure also demonstrates a strong relationship with start-up intention, indicating that experiential activities such as business projects, mentoring, and entrepreneurial workshops can improve students' readiness for entrepreneurship.

Entrepreneurial knowledge and innovation orientation contribute positively by improving students' understanding of business opportunities and creative problem-solving abilities. The findings indicate that effective entrepreneurial education requires a combination of theoretical knowledge and practical experiences to strengthen students' entrepreneurial motivation.

Table 2: Simulated Analysis of Entrepreneurial Education Variables

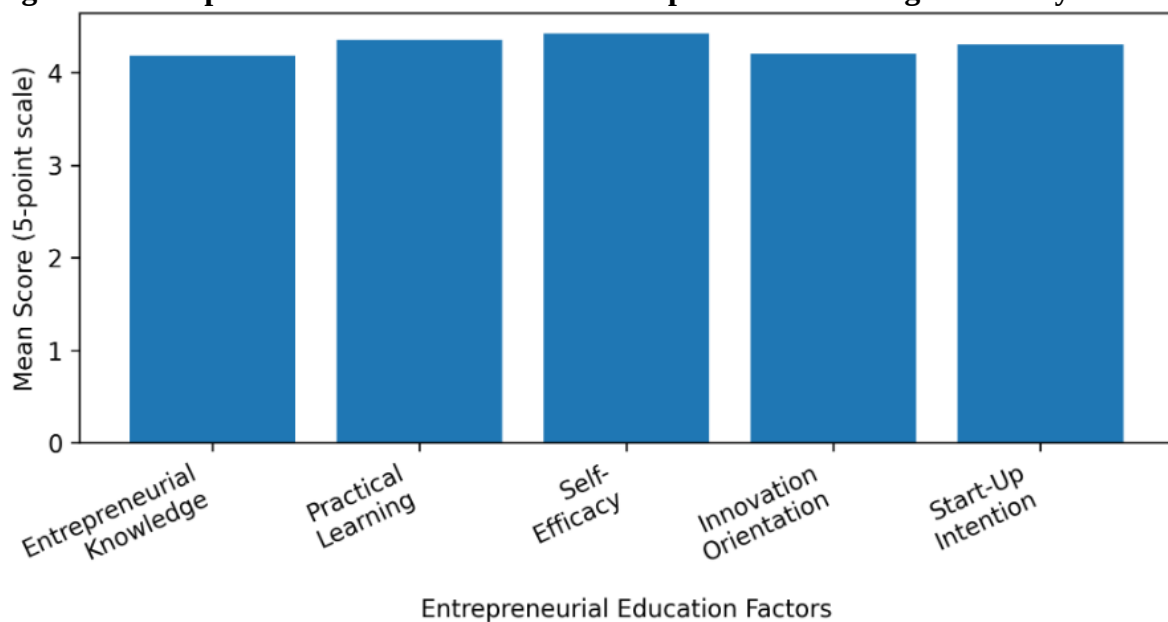
Study Variable	Mean Score	Interpretation
Entrepreneurial Knowledge	4.18	Strong contribution through business understanding
Practical Learning Exposure	4.35	High influence through experiential learning
Entrepreneurial Self-Efficacy	4.42	Highest influence through confidence development
Innovation Orientation	4.20	Positive influence through creativity and opportunity recognition

Study Variable	Mean Score	Interpretation
Start-Up Intention	4.30	Strong willingness toward future venture creation

Note: The values are simulated for methodological demonstration and do not represent actual student survey findings.

5.2 Graphical Representation of Entrepreneurial Education Influence

Figure 1: Entrepreneurial Education and Start-Up Intention among University Students



Interpretation: The graph demonstrates the comparative influence of entrepreneurial education dimensions on students' start-up intention. Entrepreneurial self-efficacy records the highest mean score, indicating that confidence in managing entrepreneurial activities is a major factor influencing students' willingness to establish new ventures.

Practical learning exposure also shows significant importance, highlighting that entrepreneurship education becomes more effective when students receive opportunities to apply knowledge through real-world activities. The findings suggest that universities should focus on experiential learning approaches rather than limiting entrepreneurship education to theoretical classroom instruction.

6. Challenges

6.1 Bridging the Gap between Entrepreneurial Knowledge and Practical Application

One of the major challenges in entrepreneurship education is converting theoretical knowledge into practical entrepreneurial capability. Although university students may understand business concepts, many lack experience in opportunity identification, resource management, market evaluation, and venture execution.

Educational institutions need to strengthen practical components through incubation programs, industry collaboration, entrepreneurship competitions, and mentorship opportunities. Such initiatives can help students develop confidence and apply entrepreneurial knowledge in realistic situations.

6.2 Overcoming Fear of Failure and Entrepreneurial Uncertainty

Fear of failure, financial uncertainty, and limited access to resources often discourage students from pursuing entrepreneurial careers. Even students with strong entrepreneurial knowledge may hesitate to establish start-ups due to concerns regarding market competition and business sustainability.

Entrepreneurial education should therefore address psychological barriers by developing resilience, problem-solving abilities, and realistic understanding of entrepreneurial risks. Creating supportive university ecosystems can encourage students to view failure as a learning opportunity rather than a barrier.

7. Discussion

7.1 Role of Entrepreneurial Self-Efficacy in Start-Up Intention

The findings highlight that entrepreneurial self-efficacy is a critical factor influencing students' intention to create new ventures. Students who believe they possess the required skills and capabilities are more likely to recognize entrepreneurial opportunities and demonstrate stronger commitment toward business creation.

Entrepreneurial education contributes to self-efficacy development by providing knowledge, practical experiences, and exposure to entrepreneurial role models. When students actively participate in entrepreneurial activities, they develop greater confidence in handling business-related challenges.

7.2 Importance of Experiential Learning in Entrepreneurship Development

The analysis indicates that practical learning exposure plays an important role in transforming entrepreneurial education into meaningful behavioural outcomes. Classroom-based learning alone may not provide sufficient understanding of the complexities involved in starting and managing a business.

Experiential approaches such as business simulations, start-up projects, mentoring programs, and innovation challenges allow students to experience entrepreneurial processes directly. These activities improve decision-making skills and increase willingness to pursue entrepreneurial opportunities.

7.3 Strategic Implications for Universities and Entrepreneurship Programs

The study suggests that universities should redesign entrepreneurship education frameworks by integrating academic knowledge with practical entrepreneurial experiences. Institutions should create environments where students can experiment with ideas, receive guidance, and develop innovation capabilities.

A strong entrepreneurship ecosystem within universities can contribute to graduate employability, innovation development, and economic growth. Supporting students through training, mentorship, networking opportunities, and incubation facilities can significantly strengthen entrepreneurial intentions.

8. Conclusion

The present study examined the relationship between entrepreneurial education and start-up intention among university students by analysing how educational experiences influence entrepreneurial motivation and venture creation aspirations. In the contemporary higher education environment, entrepreneurship has become an important pathway for innovation, employment generation, and economic development. Universities are increasingly expected to move beyond traditional knowledge delivery and develop entrepreneurial capabilities that enable students to identify opportunities, manage uncertainty, and create innovative solutions.

The simulation-based analytical findings indicate that entrepreneurial self-efficacy, practical learning exposure, and entrepreneurial knowledge are important factors influencing students' start-up intentions. Among the evaluated dimensions, entrepreneurial self-efficacy demonstrated the strongest influence, highlighting that confidence in entrepreneurial abilities significantly affects students' willingness to pursue venture creation. Students who believe they can manage entrepreneurial challenges are more likely to consider entrepreneurship as a realistic and achievable career option.

The study further emphasizes the importance of experiential learning in entrepreneurship education. Practical activities such as business projects, innovation challenges, mentoring programs, and entrepreneurial workshops provide students with valuable exposure to real-world business situations. These experiences help bridge the gap between theoretical understanding and practical application by improving problem-solving abilities, opportunity recognition skills, and entrepreneurial confidence.

From an institutional perspective, universities should develop comprehensive entrepreneurship ecosystems that combine academic learning with practical support mechanisms. Entrepreneurship education should include innovation-based activities, industry interaction, incubation support, and access to entrepreneurial networks. Such approaches can encourage students to transform innovative ideas into sustainable business initiatives.

The study has certain limitations because it follows a simulation-based analytical framework rather than a real empirical investigation. Therefore, the findings should be considered as a conceptual demonstration of possible relationships among entrepreneurial education factors and start-up intention. Future research may include large-scale student surveys, cross-country comparisons, longitudinal studies, and advanced statistical methods to validate the proposed framework. Further studies may also explore the influence of institutional support, entrepreneurial culture, financial accessibility, and digital entrepreneurship opportunities on students' entrepreneurial decisions.

References

1. Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. *Entrepreneurship Theory and Practice*, 38(2), 217–254. <https://doi.org/10.1111/etap.12095>
2. Karimi, S., Biemans, H. J. A., Lans, T., Chizari, M., & Mulder, M. (2016). The impact of entrepreneurship education: A study of Iranian students' entrepreneurial intentions and opportunity identification. *Journal of Small Business Management*, 54(1), 187–209. <https://doi.org/10.1111/jsbm.12137>
3. Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business

- studies university programs. *Technological Forecasting and Social Change*, 104, 172–179. <https://doi.org/10.1016/j.techfore.2015.11.006>
4. Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship education at university level and students' entrepreneurial intentions. *Procedia - Social and Behavioral Sciences*, 110, 658–668. <https://doi.org/10.1016/j.sbspro.2013.12.910>
 5. Shinnar, R. S., Hsu, D. K., & Powell, B. C. (2014). Self-efficacy, entrepreneurial intentions, and gender: Assessing the impact of entrepreneurship education longitudinally. *The International Journal of Management Education*, 12(3), 561–570. <https://doi.org/10.1016/j.ijme.2014.09.005>
 6. Sánchez, J. C. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 51(3), 447–465. <https://doi.org/10.1111/jsbm.12025>
 7. Zhang, Y., Duysters, G., & Cloudt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International Entrepreneurship and Management Journal*, 10(3), 623–641. <https://doi.org/10.1007/s11365-012-0246-z>
 8. Marques, C. S., Ferreira, J. J., Gomes, D. N., & Rodrigues, R. G. (2012). Entrepreneurship education: How psychological, demographic and behavioural factors predict the entrepreneurial intention. *Education + Training*, 54(8/9), 657–672.
 9. Vuković, K., Kedmenec, I., & Korent, D. (2015). The impact of exposure to entrepreneurship education on student entrepreneurial intentions. *Croatian Journal of Education*, 17(4).
 10. Pandit, D., Joshi, M. P., & Tiwari, S. R. (2018). Examining entrepreneurial intention in higher education: An exploratory study of college students in India. *Journal of Entrepreneurship, Management and Innovation*, 27(1). <https://doi.org/10.1177/0971355717738595>
 11. Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: Does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9, Article 35. <https://doi.org/10.1186/s40497-019-0157-3>
 12. Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. *Frontiers in Psychology*, 10, 869. <https://doi.org/10.3389/fpsyg.2019.00869>
 13. Hou, F., Su, Y., Lu, M., & Qi, M. (2019). Model of the entrepreneurial intention of university students in the Pearl River Delta of China. *Frontiers in Psychology*, 10, 916. <https://doi.org/10.3389/fpsyg.2019.00916>
 14. Purusottama, A., & Akbar, T. F. (2019). An entrepreneurship education model for promoting students' entrepreneurial intentions: The case of Indonesian higher education. *Indonesian Journal of Business and Entrepreneurship*, 5(2), 138. <https://doi.org/10.17358/ijbe.5.2.138>
 15. Amuda, O., Zubairu, U. M., Ibrahim, B., & Maitala, F. (2019). Assessing the impact of entrepreneurship education on the entrepreneurial intention of Nigerian entrepreneurship students. *International Journal of Education*, 12(1), 1–8. <https://doi.org/10.17509/ije.v12i1.14994>
 16. Samiono, B. E., Akbar, M., & Hamidah. (2018). The effect of entrepreneurship education on entrepreneurship intention of students of private Islamic universities in Jakarta. *Journal of Business and Behavioural Entrepreneurship*, 2(2), 94–102. <https://doi.org/10.21009/JOBBE.002.2.05>



17. Ismail, A. B. T., Sawang, S., & Zolin, R. (2018). Entrepreneurship education pedagogy: Teacher-student-centred paradox. *Education + Training*, 60(2), 168–184. <https://doi.org/10.1108/ET-07-2017-0106>
18. Otache, I., Umar, K., Audu, Y., & Onalo, U. (2019). The effects of entrepreneurship education on students' entrepreneurial intentions: A longitudinal approach. *Education + Training*. <https://doi.org/10.1108/ET-01-2019-0005>
19. Omar, N. A., Shah, N. U., Abu Hasan, N., & Ali, M. H. (2019). The influence of self-efficacy, motivation, and independence on students' entrepreneurial intentions. *Journal of Nusantara Studies*, 4(2), 1–28. <https://doi.org/10.24200/jonus.vol4iss2pp1-28>
20. Lin, C., Pan, Y., Wu, Y. J., & Wang, L. (2019). The effects of entrepreneurship education on entrepreneurial intention among university students in China. In P. Ordoñez de Pablos (Ed.), *Dynamic perspectives on globalization and sustainable business in Asia* (pp. 328–346). IGI Global. <https://doi.org/10.4018/978-1-5225-7095-0.ch020>