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ATTITUDE TOWARDS ENTREPRENEURIAL EDUCATION AMONG POSTGRADUATE STUDENTS IN DAVANGERE DISTRICT: A STUDY

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ABSTRACT
Entrepreneurship education plays an important role in helping students develop entrepreneurial skills, positive attitudes, and the motivation to choose self-employment as a career. The present study examines the relationship between entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention among postgraduate students in Davangere District, Karnataka. A Convenience sampling is used to collect primary data from 122 MBA and M. Com students through structured questionnaire. The study adopted an empirical and descriptive research design, and the relationships among the variables were analysed using Karl Pearson's correlation with SPSS (Version 27). The findings reveal a positive correlation between entrepreneurship education, attitude, and entrepreneurial intention, indicating that effective entrepreneurial education encourages students to pursue entrepreneurial goals and contributes to inclusive growth and sustainable development.

KEYWORDS: *Entrepreneurship Education, Attitude towards entrepreneurship, Entrepreneurial Intention, Postgraduate Students, Correlation Analysis.*

1. INTRODUCTION AND THEORETICAL BACKGROUND

1.1 Introduction

Entrepreneurs serve as the foundation for a nation's industrial and economic growth. They generate an idea for a business, initiate it, structure it, and oversee its operations. The achievement of any business efforts relies on their expertise, dedication, positive attitude, vision, and effective management. Many of the traits required for success are acquired through training, education, and experience. Entrepreneurship is the term used to describe the actions of an entrepreneur. Therefore, the process of innovating, taking initiative, assuming risks, and executing plans is known as entrepreneurship (Kumar H M, 2017). India has become the third-largest startup hotspot and one of the world's most active startup ecosystems. The Startup India Initiative has recognised over 73,000 Indian firms with at least one female director (PIB, 2024).

Acknowledging the value of entrepreneurship, The Indian government has taken action to provide entrepreneurship programs for universities and technical institutions to support aspiring entrepreneurs (Baumol & Strom, 2007; Malathi & Venugopal, 2025). Raising the rate of entrepreneurship across the nation is among the government's initiatives aimed at broadening job prospects and improving the quality of economic growth (Republik Indonesia, 2022; Maulida & et al. 2024). Entrepreneurship Education (EE) may influence other factors like gender or work in cooperation with other components to foster an environment that is more favourable for entrepreneurship (Entrialgo & Iglesias, 2016; Amofah & Saladrigues, 2022). Alongside entrepreneurship education, self-efficacy significantly helps in the creation of an individual's entrepreneurial intention. A person's self-efficacy refers to their confidence in their capability to act. It is viewed as a dependable indicator of behaviors that resulted in achieving a particular objective (Purwati & et al.,2020). The significance of entrepreneurship education in higher education is clear. Universities are putting more of an emphasis on assisting students in creating jobs rather than just looking for them, including entrepreneurship education in their courses offers a practical way to develop an entrepreneurial mindset. It also boosts students' confidence and encourages positive attitudes and intentions toward entrepreneurship (Mei & et al., 2020). This research attempts to investigate how entrepreneurship education influences students' entrepreneurial attitudes and intentions in higher education. It adds to the existing literature by looking at the connections between entrepreneurship education, entrepreneurial attitudes, and entrepreneurial intentions. It also provides evidence from the point of view of higher education institutions.

1.2 Theoretical Background

The theoretical foundation for this research is centered on exploring the connection between entrepreneurship education and the entrepreneurial attitudes and intentions of students who have participated in entrepreneurial training through their curriculum or other avenues. Each variable of the present study based on the Entrepreneurial Intention Model proposed by Ajzen (1991) and later developed by Liñán, (2004). This framework emphasizes three critical elements: entrepreneurial

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knowledge/entrepreneurship education, attitudes towards entrepreneurship, and the intention to engage in entrepreneurial activities, which are summarized as follows.

1.2.1 Entrepreneurship Education

"Entrepreneurship education" encompasses various courses and activities focused on enhancing entrepreneurial skills and attitudes (Mei & et al., 2020). Entrepreneurship training programs significantly influence students' intentions and behaviors towards entrepreneurship (Fayolle & Gailly, 2005; Purwati & et al.,2020) By participating in structured entrepreneurship education, individuals are anticipated to gain the necessary knowledge to capitalize on opportunities and navigate challenges in running their own businesses (Jahani et al. 2018; De Clercq & Arenius 2006; Purwati & et al.,2020). The Entrepreneurship Education program and the assistance offered by universities for entrepreneurs are effective methods for acquiring the necessary knowledge about entrepreneurship and inspiring young individuals to pursue an entrepreneurial path (Henderson & Robertson, 1999; Lin & Si, 2014; Amofah & Saladrigues, 2022).

In 1979, David Birch, a researcher from the Massachusetts Institute of Technology, released a study titled The Job Generation Process, which highlighted the crucial role of entrepreneurship in creating new job opportunities and fostering economic growth. This report sparked an intense discussion regarding entrepreneurship education within society and education sector, further advancing the area of entrepreneurship education in colleges and universities (Mei & et al., 2020). Entrepreneurship education has the potential to affect entrepreneurial self-efficacy, attitudes towards entrepreneurship, and the entrepreneurial mindset. Conversely, while entrepreneurial self-efficacy does influence entrepreneurial attitude, it has no impact on the entrepreneurial mindset. Additionally, entrepreneurial attitude is beneficial for students' entrepreneurial mindset. Moreover, entrepreneurial attitude serves as a crucial mediator between entrepreneurship education and entrepreneurial self-efficacy in relation to students' entrepreneurial mindset (Wardana & et al., 2020).

1.2.2 Attitude Toward Entrepreneurship

The attitude towards entrepreneurship is a crucial factor in shaping the perception of its desirability, which in turn influences entrepreneurial intentions. (Ajzen 1991; Amofah & Saladrigues, 2022). An attitude represents a judgment regarding behavior, which can be either positive or negative. Attitudes can evolve based on a person's beliefs about the object of that attitude. Each belief, depending on the context of entrepreneurship, can influence actual entrepreneurial actions. Research has shown that an individual's attitude toward entrepreneurship (ATE) is a strong indicator of their intentions (Lortie & Castogiovanni, 2015; Maulida & et al. 2024).

Research indicates that Entrepreneurial Education consistently boosts motivation to pursue entrepreneurship. In practice, these findings emphasize the importance for universities to reassess their teaching methods in entrepreneurship and to create more hands-on programs that align with students' attitudes (Mat Nawi & et al., 2025). The intention to become an entrepreneur is greatly influenced by one's attitude about entrepreneurship. (Maulida & et al. 2024).

1.2.3 Entrepreneurial Intention

The willingness to start or run a business is referred to as entrepreneurial intentions. The concept of intention and the elements that contribute to it, has garnered significant focus in entrepreneurship studies due to its relevance in forecasting entrepreneurial actions (Bae et al., 2014; Amofah & Saladrigues, 2022). Entrepreneurial intentions can be described as a mindset that directs and influences individuals' actions toward creating and executing new business ideas (Bird, 1988; Hattab, H. W. 2014). The results suggested that self-efficacy might completely mediate the connection between entrepreneurship education and students' intention to pursue entrepreneurship (Purwati & et al.,2020).

Entrepreneurial intention is a common reason for individuals to engage in business. However, it is essential to note that without analyzing entrepreneurial objectives throughout different stages of individuals' careers, our understanding of them would be significantly limited. Indeed, investigating university students' ambitions to launch their own businesses greatly influences policies related to higher education and the creation of entrepreneurship pathways (Anderson 2023; Ambad & Rafiki, 2025; Mat Nawi & et al., 2025).

2. LITERATURE REVIEW

(Malathi & Venugopal, 2025)The results indicate a distinct relationship between the intention to engage in entrepreneurship and entrepreneurial education. The incentives of students to enter the field of entrepreneurship can be greatly influenced by well-designed educational programs.

Furthermore, the study emphasizes the function of entrepreneurial education as a crucial component in enhancing the relationship between students' involvement in educational activities and the enhancement of their entrepreneurial intentions, particularly when supported by well-designed educational frameworks. (Mat Nawi & et al., 2025). The findings demonstrated that entrepreneurial intention is strongly and significantly influenced by attitude.

(β = 0.817). However, entrepreneurial education did not mediate the relationship these results show that regardless of their exposure to entrepreneurial education, students who have a positive attitude toward entrepreneurship are likely to develop strong entrepreneurial intents. (Maulida & et al. 2024) The findings show that an individual's attitude toward entrepreneurship and ambition to launch a firm are significantly positively correlated with their entrepreneurial knowledge. Furthermore, this study shows that the relationship between entrepreneurial knowledge and the intention to follow entrepreneurial activities is somewhat mediated by an individual's attitude toward entrepreneurship. (Amofah & Saladrigues, 2022) Researchers use the Theory of Planned Behaviour (TPB) to study entrepreneurial intent. They recommend that educational institutions implement internships, optional classes, seminars, and workshops focused on entrepreneurship to enhance students' entrepreneurial mindset.

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The results show no significant variation in the entrepreneurial intention between males and females in specific contexts. (Purwati & et al.,2020) The result indicated that There is no significant impact of entrepreneurial education on motivation or intention, but it did influence entrepreneurial self-efficacy. The research revealed no indication that motivation served as a mediate factor between entrepreneurship education and entrepreneurial intention. (Ndofirepi, 2020) The results show that there is a statistically significant and positive correlation between entrepreneurship education and factors such as the need for achievement, risk-taking propensity, internal locus of control, and entrepreneurial goal intentions. Additionally, the need for achievement, risk-taking propensity, The internal locus of control accounted for a large amount of the variation in the intents of entrepreneurs. However, the relationship between entrepreneurship education and entrepreneurial goal intentions was found to be partially mediated by just the need for achievement among these three psychological qualities.

3. RESEARCH DESIGN

3.1 Research Gap

Previous studies on entrepreneurial intention have mainly looked at broader factors like personality traits, family influence, and socio-economic background. They have not clearly shown how entrepreneurship education contributes to shaping entrepreneurial attitudes and intentions. This gap is significant among Commerce and Management students since these fields include entrepreneurship in their curriculum through courses, projects, and skill-based learning. However, it is still unclear whether this educational exposure actually improves their entrepreneurial attitudes and intentions. Therefore, this study aims to address this gap by examining this relationship.

3.2 Need for the Study

Entrepreneurship education plays a vital role in nurturing the mindset, skills, and self-assurance that are essential for students to become creators of jobs rather than merely seekers of them. In Karnataka's higher education landscape, where Courses on entrepreneurship are growing in popular within Commerce and Management programs, it is vital to assess the effectiveness of these initiatives in fostering entrepreneurial mindsets among students. By exploring the link between entrepreneurship education, attitudes, and intentions, educators and policymakers can enhance course structure, teaching strategies, and training initiatives. This research is essential to ascertain whether the entrepreneurship elements integrated into academic curricula genuinely motivate students to develop favorable attitudes and strong intentions towards launching their own businesses. Consequently, this could lead to empowerment for the youth and drive economic growth in the region.

3.3 Study Objectives

1. To inspect the relationship between entrepreneurship education and students' entrepreneurial attitudes.
2. To examine the relationship between entrepreneurship education and students' entrepreneurial intentions.
3. To examine the correlation between students' entrepreneurial attitudes and intentions.

3.4 Hypothesis of the Study

H1: There is a significant relationship between Entrepreneurship Education and students' Attitude Toward Entrepreneurship.

H2: There is a significant relationship between Entrepreneurship Education and students' Entrepreneurial Intentions.

H3: There is a significant relationship between students'Attitude Toward Entrepreneurship and Entrepreneurial Intentions.

3.5 Hypothetical Framework

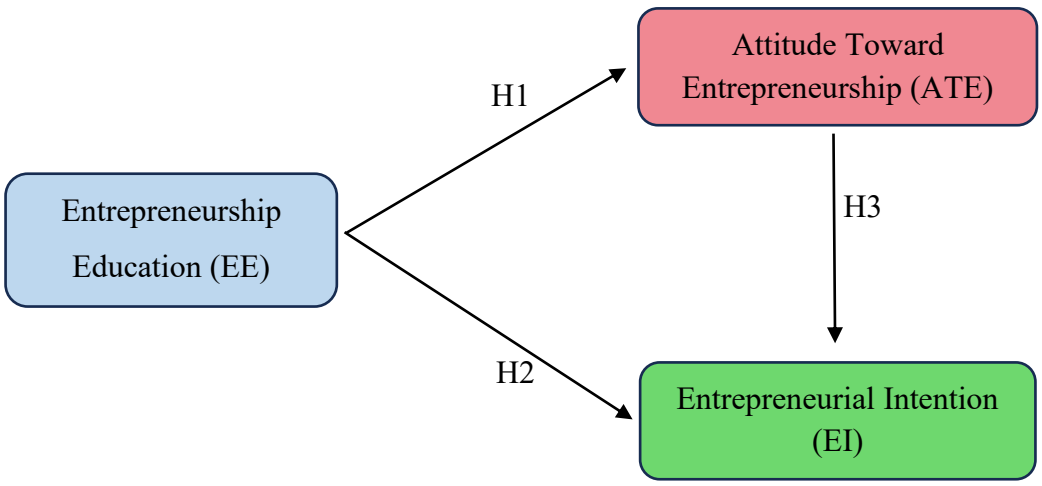


Figure 1. Hypothetical Framework of relationship between Entrepreneurship Education and Attitude Toward Entrepreneurship and Entrepreneurial Intention.

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3.6 Research Methodology

The study will adopt a descriptive research design. A quantitative research approach was adopted for this study. The purpose of the study was to examine the relationship between Entrepreneurship Education and Attitude Toward Entrepreneurship and Entrepreneurial Intention among students of MBA and M. Com from higher education institutions in Davangere District of Karnataka. For the research the variables Entrepreneurship Education, Attitude Toward Entrepreneurship and Entrepreneurial Intention is considered as variable attributes and study aim to examine the relationship among each variable.

1. Survey Instrument

Structured questionnaires are used for data collection; the questionnaire includes four sections where first section is about demographic profile, the second section includes questions regarding the Entrepreneurship Education (EE), the third section includes questions regarding Attitude Toward Entrepreneurship (ATE) and the fourth section includes questions regarding Entrepreneurial Intention (EI).

2. Data Collection

The study has adopted the online survey method to collect the data from the students of Higher education in Davangere District of Karnataka. The respondents include students pursuing postgraduate programs such as MBA and M. Com, as these courses incorporate entrepreneurship components within their curriculum. The Non-random sampling, specifically Convenience Sampling method is used to select the respondents. Questionnaires were distributed to 300 students and 122 responses were received back and were considered for the further study.

3. Measurement

Based on the previous literature review, all the scale used in this research study examined the attributes of EE, ATE, and EI among students. The study uses the Five Point Likert scale where, levels from 1 which denotes strongly disagree to 5 which denotes strongly agree and scale measures with the Cronbach Alpha method of internal consistency analysis was used to determine the reliability of the items. The data was tested and analysed by Karl Pearson coefficient of correlation analysis with Statistical Software program SPSS 27.

4. DATA ANALYSIS AND INTERPRETATION

The statistical software SPSS (Statistical Package for Social Sciences) 27 version was used to evaluate and analyse the data. In order to summarise and analyse the respondents' demographic profile, the study data evaluation process was first carried out by using descriptive statistics. The following table1 shows the demographic profile of the 122 participants. By gender: 40 students were male (32.8%) and 82 students were female students (67.2%). By age: majority of the students i.e., 120 students (98.4%) were in 20-25 age group, 1 student (0.8%) was in 25-30 age group and 1 student (0.8%) was in above 30 age group. In terms of level of Education: 85 students (69.7%) students were from MBA and 37 students (30.3%) were from M. Com background. In terms of Family Business Background: 21 students (17.2%) indicated that they belong to a family running a business, while 101 students (82.8%) reported no family business background.
(Source: Primary data)

Table 1. Respondents Demographic Characteristics.

Gender		
	Frequency	**Percent**
Male	40	32.8
Female	82	67.2
Transgender	0	0
Prefer not to say	0	0
Total	**122**	**100.0**
Age		
	Frequency	**Percent**
20-25	120	98.4
25-30	1	00.8
Above 30	1	00.8
Total	**122**	**100.0**
Level of Education		
	Frequency	**Percent**
MBA	85	69.7
M. Com	37	30.3
Total	**122**	**100.0**
Family Business Background		
	Frequency	**Percent**
Yes	21	17.2
No	101	82.8
Total	**122**	**100.0**

(Source: Primary data)

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4.1 Scale Reliability Assessment

The Cronbach Alpha method was used to determine the reliability of the items. and which also looked at the questionnaire's usability. Table 2 shows that the Cronbach's alpha coefficients of entrepreneurship education, attitude toward entrepreneurship and entrepreneurial intention are 0.943, 0.903 and 0.917 respectively, all of which are more than 0.7 and close to 1.

Table 2. Reliability Test

Reliability Statistics		
	Cronbach's Alpha	**No. of Items**
Entrepreneurship Education	0.943	6
Attitude Toward Entrepreneurship	0.903	5
Entrepreneurial Intention	0.917	6

(Source: Primary data)

4.2 Correlation Analysis: SPSS 27 is the analysis tool is used for correlation analysis. The correlation between variables is tested using Pearson correlation analysis.

Table 3. Descriptive Statistics

Variables	N	Mean	Std. Deviation
Entrepreneurship Education	122	3.5246	1.05489
Attitude Toward Entrepreneurship	122	3.4459	.90865
Entrepreneurial Intention	122	3.3934	.93843

(Source: Primary data)

H1: There is a significant relationship between Entrepreneurship Education and students' Attitude Toward Entrepreneurship.

Table 4. Correlation analysis between EE and ATE variable.

		EE Mean	ATE Mean
Entrepreneurship Education (EE)	Pearson Correlation	1	.661**
	Sig. (2-tailed)		.000
	N	122	122
Attitude Toward Entrepreneurship (ATE)	Pearson Correlation	.661**	1
	Sig. (2-tailed)	.000	
	N	122	122

**. Correlation is significant at the 0.01 level (2-tailed).
(Source: Primary data)

Discussion

Variable	Hypothesis	(r)	Significance	Accept or reject
Entrepreneurship Education and Attitude toward Entrepreneurship	H1: There is a significant relationship between Entrepreneurship Education and students' Attitude Toward Entrepreneurship	.661	<0.01	Since the 'r' value of the test is (<0.01), H1 is Supported.

Pearson product correlation of Entrepreneurship Education and Attitude toward Entrepreneurship was found to be moderately positive and statistically significant (r = .661, p< 0.01). Hence, H1 was supported. This shows that an improvement in entrepreneurship education is positively associated with enhancement in students' entrepreneurial attitudes.

H2: There is a significant relationship between Entrepreneurship Education and students' Entrepreneurial Intentions.

Table 5. Correlation analysis between EE and EI variable.

		EE mean	EI mean
Entrepreneurship Education (EE)	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	122	122
Entrepreneurial Intention (EI)	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	122	122

**. Correlation is significant at the 0.01 level (2-tailed).
(Source: Primary data)

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Discussion

Variable	Hypothesis	(r)	Significance	Accept or reject
Entrepreneurship Education and Entrepreneurial Intention	H1: There is a significant relationship between Entrepreneurship Education and students' Entrepreneurial Intentions	.671	<0.01	Since the 'r' value of the test is (<0.01), H1 is Supported.

Pearson product correlation of Entrepreneurship Education and Entrepreneurial Intention was found to be moderately positive and statistically significant ($r = .671$, $p < 0.01$). Hence, H1 was supported. This shows that as the level of entrepreneurship education positively increases, students' intention to start their own business also strengthens.

H3: There is a significant relationship between students'Attitude Toward Entrepreneurship and Entrepreneurial Intentions.

Table 6. Correlation analysis between ATE and EI variable.

		ATE mean	EI mean
Attitude Toward Entrepreneurship (ATE)	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	122	122
Entrepreneurial Intention (EI)	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	122	122

**. Correlation is significant at the 0.01 level (2-tailed).
(Source: Primary data)

Discussion

Variable	Hypothesis	(r)	Significance	Accept or reject
Attitude Toward Entrepreneurship and Entrepreneurial Intention	H1: There is a significant relationship between students'Attitude Toward Entrepreneurship and Entrepreneurial Intentions	.726	<0.01	Since the 'r' value of the test is (<0.01), H1 is Supported.

Pearson product correlation of Attitude Toward Entrepreneurship and Entrepreneurial Intention was found to be Highly positive and statistically significant ($r = .726$, $p < 0.01$). Hence, H1 was supported. This indicates that students who hold a more favorable attitude toward entrepreneurship are more likely to develop stronger intentions to start their own business ventures.

5. RESEARCH CONCLUSION AND IMPLICATIONS

5.1 conclusion

This research employs a questionnaire to test relationship between the variables. By analyzing the data with SPSS27, we have confirmed that relationship between all the variables Entrepreneurship Education and Attitude toward Entrepreneurship, Entrepreneurship Education and Entrepreneurial Intention and Attitude Toward Entrepreneurship and Entrepreneurial Intention have a positively related. Based to this study, students who are exposed to more entrepreneurship-related classes, events, and real-world experiences typically have more positive attitudes towards entrepreneurship. The findings support the idea that entrepreneurship education is essential for fostering an entrepreneurial attitude and inspiring students to see entrepreneurship as a desired and feasible career path. The results also show that students from higher education in the study area specifically management (MBA) and commerce (M. Com), whose curricula already cover entrepreneurship, benefit significantly from such types of educational exposure in terms of developing their confidence, creative thinking, and willingness to participate in entrepreneurial activities.

5.2 Implications

The analysis suggests that colleges and universities should closely monitor contemporary social and economic developments. They need to strengthen the foundation of entrepreneurship education for students. Institutions should create and offer a variety of practical courses related to entrepreneurship. These courses should provide both theoretical knowledge and hands-on learning opportunities, such as business simulations, internships, incubation projects, and interactions with entrepreneurs. Different universities should constantly update the content of their entrepreneurship education based on their specific context and student needs. By blending classroom instruction with real-world entrepreneurial experience, higher education institutions can improve students' understanding of entrepreneurship. This approach builds their confidence and increases their intention to start a business.

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Ongoing improvements in entrepreneurship education will help produce innovative, confident, and opportunity-driven graduates. These graduates can play a key role in job creation and sustainable economic growth. Additionally, the inclusion of Entrepreneurship Development Programmes (EDPs) conducted by various government and non-government institutions can further enhance practical exposure in the academic phase.

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