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## **MBA in banks**

**“Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.”**

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## **1. Action Research Topic**

“Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.”

## **2. Abstract**

This study intends to investigate how entrepreneurship education influences the emergence of entrepreneurial intents, particularly in the banking industry.

Companies often revolve on rivalry and adaptability as market dynamics change. They are also accountable for creating numerous possibilities for thousands of women, underprivileged people, and settlers to prosper. To develop advanced level abilities that would ultimately help the growth and development of a small business, banks have been supported by government policies to offer a variety of training and development programs.

However, the banking industry has been facing various challenges, including increased competition, technological advancements, and changing customer preferences. To stay competitive and foster innovation, banks need employees with an entrepreneurial mindset who can drive new ideas and initiatives. Entrepreneurship education has emerged as a potential solution to develop entrepreneurial intentions among banking professionals.

The usefulness of entrepreneurship education in the banking industry, particularly in terms of its influence on fostering entrepreneurial ambitions among personnel, hasn't been thoroughly studied, nevertheless. So, this thesis's problem statement is to research how entrepreneurship education influences the banking industry's development of entrepreneurial ambitions and to evaluate how well it does so by encouraging innovation and entrepreneurial initiatives.

This study sheds light on the effects of entrepreneurship education on fostering innovation, developing an entrepreneurial attitude, and promoting entrepreneurial activity in the banking industry by reviewing previous research, case studies, and empirical data. The study's findings

advance knowledge of the role that entrepreneurship education plays in influencing entrepreneurial intentions within the banking industry and offer guidance to educational institutions and banking professionals who want to promote entrepreneurship in the field.

### **3. Rationale for the Research**

#### **3.1 Background**

Because it offers financial services, makes it easier for businesses to conduct transactions, and promotes economic growth, the banking industry is essential to the economy (Shanmugam & Bhaskaran, 2020). In the past, stability, aversion to risk, and a concentration on basic banking operations have been traits of the banking sector. But due to technical developments, regulatory changes, and changing consumer expectations, the industry has undergone tremendous upheaval recently. (Demirgüç-Kunt et al., 2018).

One notable trend in the banking sector is the increasing emphasis on entrepreneurship and innovation. Entrepreneurship refers to the process of identifying opportunities, taking risks, and creating value through the establishment and growth of new ventures (Shirokova et al., 2019). In the context of the banking sector, entrepreneurship involves the development and implementation of innovative products, services, and business models to meet the changing needs of customers and address market gaps (Gaiardelli et al., 2019).

Entrepreneurial intentions, which refer to an individual's desire, motivation, and inclination to engage in entrepreneurial activities, play a crucial role in driving entrepreneurship in any industry, including banking (Liñán & Fayolle, 2015). Developing and nurturing entrepreneurial intentions among individuals within the banking sector is essential for fostering innovation, driving growth, and maintaining competitiveness in the rapidly evolving financial landscape (Kuratko, 2020).

One potential avenue for developing entrepreneurial intentions in the banking sector is through entrepreneurship education. Entrepreneurship education encompasses formal and informal learning experiences that aim to cultivate entrepreneurial knowledge, skills, attitudes, and behaviors (Fayolle et al., 2014). Such education programs can provide aspiring banking professionals with the necessary tools, resources, and mindset to identify and pursue entrepreneurial opportunities within the sector (Gupta & Bhawe, 2007).

By equipping banking professionals with entrepreneurial competencies, entrepreneurship education can contribute to the development of innovative banking products and services, promote intrapreneurship within established banks, and foster a culture of creativity and risk-taking (Achtenhagen et al., 2018). Moreover, entrepreneurship education can empower individuals to navigate the complex and uncertain business environment, adapt to technological disruptions, and drive organizational change in response to evolving customer demands (Kuratko, 2020).

However, despite the potential benefits, the role and effectiveness of entrepreneurship education in developing entrepreneurial intentions within the banking sector require further investigation. There is a need to explore the specific factors that influence entrepreneurial intentions in banking, examine the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” programs, and identify best practices for integrating entrepreneurship education into banking curricula (Fayolle et al., 2014).

Entrepreneurship can be elaborated as a systematic procedure through which a potential entrepreneur chases different prospects without considering the resources which they currently possess. This basically denotes that the capability of the prospective entrepreneur to coalesce all other available production means such as natural resources, labor, and capital to certify that their ideas will be a major achievement in near future (Carsrud & Brännback, 2007).

This research aims to address these gaps by conducting a comprehensive analysis of entrepreneurship education's role in developing entrepreneurial intentions specifically within the banking sector. This study aims to shed light on the importance of entrepreneurship education, its effect on entrepreneurial intents, and its ramifications for educational institutions and banking professionals by reviewing the body of previous research and empirical data from case studies and other studies as well as current literature.

#### **4 Research questions and Objectives**

The study's Objectives is to determine how entrepreneurship education programs can affect employees' inclinations to become entrepreneurs in the banking sector.

**The following research Objectives can be formulated.**

1. To review the existing literature on the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.”.
2. To investigate the role of Entrepreneurship Education in Developing Entrepreneurial Intentions in banking sector.”.
3. To explore best practices and effective approaches for integrating entrepreneurship education into banking curricula.
4. To provide recommendations for banking professionals on fostering entrepreneurship through education in the banking sector.

By focusing on these goals, the study hopes to advance knowledge of the role that entrepreneurship education has in influencing entrepreneurial ambitions within the banking industry and to offer guidance to those involved in the sector's promotion of entrepreneurship.

##### **4.1 Research Questions**

Based on the objectives, the following research questions can be formulated:

1. What is the existing literature on entrepreneurship education and its impact on entrepreneurial intentions within the banking sector?
2. What is the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” programs on the entrepreneurial intentions of individuals in the banking sector?
3. What are the best practices and effective approaches for integrating entrepreneurship education into banking curricula?
4. What recommendations can be provided for \ banking professionals to foster entrepreneurship through education in the banking sector?

These research questions will guide the investigation and analysis of the role of entrepreneurship education in developing entrepreneurial intentions in the banking sector.

## **5 Literature Review**

Entrepreneurship education has gained significant attention as a catalyst for developing entrepreneurial intentions within the banking sector. Research studies have highlighted the importance of equipping banking professionals with entrepreneurial knowledge, skills, and attitudes to foster innovation and adaptability in the rapidly evolving financial landscape (Achtenhagen et al., 2018; Gaiardelli et al., 2019).

Nowadays, entrepreneurial learning comprises of a day-to-day approach to better understanding of the core concept. In entrepreneurship education, business entry has evolved as the most widely covered entrepreneurial subject in the present curriculum. The concept of business entry has evolved as a type of umbrella which covers the analytical, social, innovative, and leadership skills on which most of the entrepreneurs rely on achieving the success (Matlay,



2006). In this regard, business entry helps in recognizing the different sources of venture capital which is essential for the entrepreneurs during the requirements of funding.

### **Challenges of Entrepreneurship Education**

Entrepreneurs have to face several challenges, and they must accordingly prepare themselves before implementing their final ideas. Entrepreneurship can be considered as a risky game because so handful of the entrepreneurs know what they are doing and how they will be performing ahead. According to the Drucker (1985), entrepreneurship requires being more systematic, a method based on purposeful innovation (Wadhwa, Aggarwal, Holly & Salkever, 2009). Similarly, Kaplan and Warren (2010), suggested that entrepreneurs own those skills which are generally entrenched among us. If we can identify those veiled qualities and build them adequately, anyone can be a successful entrepreneur.

### **The Skills of Entrepreneurial Education**

There are certain skills which are required by the entrepreneurs, can be categorized into three discrete categories known as business management skills, technical skills, and personal entrepreneurial skills. All these three skills constitute the effective entrepreneurial skills. If any of these skills are missing from the entrepreneurs, they are more like to fall in the long-run (Greene & Rice, 2007)

According to studies, entrepreneurship education initiatives are extremely important in influencing people's inclinations to pursue entrepreneurial endeavors in the banking industry. In their systematic assessment of the literature, Lián and Fayolle (2015) discovered a correlation between entrepreneurship education and entrepreneurial inclinations. They highlighted the value of entrepreneurship education in cultivating the drive, self-efficacy, and risk-taking tendency required for entrepreneurial endeavors.

Moreover, entrepreneurship education can influence the factors of entrepreneurial intentions in the banking sector. Shanmugam and Bhaskaran (2020) highlighted the impact of banking sector reforms on economic growth and suggested that entrepreneurship education can enhance individuals' perception of opportunities, increase their confidence in entrepreneurial abilities, and reduce the fear of failure. These factors play a crucial role in shaping entrepreneurial intentions within the banking sector.

### **ENTP education impact on ENTP skills**

Prospective entrepreneurs can possess those skills with the help of efficient entrepreneurship learning for becoming successful entrepreneurs. In this regard, Rae (2006) defines entrepreneurial education as a learning process to identify and act on opportunities through organizing, initiating, and managing ventures in behavioral and social processes (Zampetakis, 2008). Moreover, it is also observed that there are huge disparities in the personal attributes and characteristics of each type of entrepreneurs, their willingness and process to undertake risks and attaining entrepreneurial skills (Zampetakis, 2008).

### **Various factors for being a successful entrepreneur.**

The growth and success of entrepreneurs are a result of a number of variables. To achieve success in their entrepreneurial endeavours, it is crucial for every aspirant to adhere to a set of values and guidelines. Here are a few of the key ingredients for becoming a successful entrepreneur:

a) Willingness to act: One of the key elements affecting how entrepreneurs behave is this trait. It will be difficult for someone to carry out their plan as expected if they are frightened to take genuine action. Since taking action is thought to be something that might help aspirants taste success, failing to do so will prevent aspirants from developing the viewpoint of a successful

business owner (Boulton & Turner, 2005).

b) Entrepreneurial knowledge: It is crucial for aspiring business owners to possess in-depth understanding of the particular problems or inconsistencies that pertain to the ventures they have launched. Superior information adds to the development of the business potential energy, which ultimately aids in the company's success (Boulton & Turner, 2005)..

c) Entrepreneurial skills: Each entrepreneur and their enterprises have varied needs for entrepreneurial skills, and these abilities are essential to the long-term viability of businesses. One shouldn't expect the aspirants to be close to the success of a successful entrepreneur if they merely have knowledge and no entrepreneurial abilities (Boulton & Turner, 2005).

d) Another key element for becoming a successful business is entrepreneurial intelligence. In order to successfully run a firm, an entrepreneur must be able to handle every situation that arises and find solutions to the most challenging problems (Klein, Mahoney, McGahan & Pitelis, 2013).

Incorporating entrepreneurship education into banking courses has shown positive results. Lassas-Clerc (2014) published a method to gauge the success of entrepreneurship education initiatives. They discovered that well-designed and experiential entrepreneurship education programmes had a positive impact on people's intents to launch their own enterprises because they provide people with useful skills, market information, and exposure to real-world entrepreneurial experiences.

According to Study of Kickul, J., & Lyons, T. S. (2012). Understanding how entrepreneurship education affects self-efficacy in business. This study investigates how entrepreneurship education affects entrepreneurial self-efficacy, a crucial determinant of entrepreneurial ambitions. Despite not being particular to the banking industry, the results provide insight into how entrepreneurship

education programs might raise people's confidence in their capacity to be successful entrepreneurs.

Related to Study of Peyrat-Guillard, D. (2018). Entrepreneurial intentions of employees , it provides insights into the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” on entrepreneurial intentions within the financial services sector. The findings suggest that entrepreneurship education positively influences entrepreneurial intentions by enhancing entrepreneurial skills, and attitudes.

Previous studies define the broader “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” on entrepreneurial intentions, which can be applicable to the banking sector within the financial services industry. However, given the limited research specifically targeting entrepreneurship education in the banking sector, further investigation and analysis may be required to fully understand its unique impact in that domain.

## **6 Methodology**

The science of learning the procedures for conducting the research was used to investigate the contribution of entrepreneurship education to the emergence of entrepreneurial ambitions in the banking industry. In order to successfully complete this study, the researcher has clearly outlined the research methodology, research philosophy, research design, tools, and methodologies. Additionally, the researcher has properly justified each element's selection for a better grasp of the subject at hand (Goddard & Melville, 2011).

### **1. Research Design:**

To establish a thorough knowledge of the role of entrepreneurship education in fostering entrepreneurial intents within the banking industry, this study utilizes a mixed-method research methodology. A greater understanding of the research issue is provided by the mixed-method

approach, which mixes qualitative and quantitative data.

The relevance of offering financial services and promoting economic growth in the banking industry will be demonstrated through methodology. The banking sector has, however, been dealing with several issues, such as heightened competition, technological development, and shifting consumer preferences. Banks require workers with an entrepreneurial attitude who can spearhead new ideas and activities to remain competitive and promote innovation. A viable remedy to foster entrepreneurial inclinations among banking professionals is entrepreneurship education.

## **2. Participants and Sampling:**

The participants in this study will include banking professionals who have undergone entrepreneurship education programs and those who have not. The sampling will be conducted through purposive and convenience sampling methods. Purposive sampling will be used to select participants who have completed entrepreneurship education programs, while convenience sampling will be used to select participants who have not undergone such training.

The research on entrepreneurship education's role in developing entrepreneurial intentions within the banking sector holds significant importance for several stakeholders:

1. **Banking Industry:** The findings of this study will help banking institutions understand the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” on their employees' mindset and intentions. By identifying effective entrepreneurship education practices, banks can develop targeted programs to nurture innovation and intrapreneurship among their workforce, leading to improved organizational performance and competitiveness.

2. **Policy Makers:** Governments and policymakers can benefit from the research outcomes to design policies that promote entrepreneurship education within the banking sector. Creating a supportive ecosystem for entrepreneurship education can foster economic growth and job creation while enhancing the overall financial stability of the country. (Kickul, J., & Lyons, T. S. 2012).

3. Educational Institutions: The research will contribute to understanding the specific needs and requirements of banking professionals regarding entrepreneurship education. This information can guide educational institutions in designing relevant and tailored entrepreneurship education programs that address the challenges faced by the banking sector.

4. Employees and Aspiring Entrepreneurs: Banking professionals will gain insights into the potential benefits of entrepreneurship education, such as skill development, risk-taking propensity, and business opportunities. Aspiring entrepreneurs within the banking industry can use this research to make informed decisions about pursuing entrepreneurial ventures.

5. Academicians and Researchers: The study will add to the existing body of knowledge on entrepreneurship education and its impact on developing entrepreneurial intentions. It may open new avenues for further research and exploration in the domain of entrepreneurship education in the context of the banking sector.

## **6.1 Description of participants of the study**

Participants in the study "Entrepreneurship Education Role in Developing Entrepreneurial Intentions in the banking sector" will consist of banking professionals working in various roles within the banking industry. The study will aim to include a diverse group of participants to gain a comprehensive understanding of the "Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector." on developing entrepreneurial intentions across different levels and functions within the sector.

- **Banking Professionals with Entrepreneurship Education:**

This group will comprise individuals who have undergone formal entrepreneurship education programs, either through their employers or external educational institutions. Participants may have completed short-term workshops, certification courses, or more extensive programs focused on entrepreneurship and innovation. This group will represent the "exposed"

group, where the “Entrepreneurship Education Role in Developing Entrepreneurial Intentions in banking sector.” on entrepreneurial intentions will be assessed.

▪ **Banking Professionals without Entrepreneurship Education:**

The second group of participants will consist of banking professionals who have not received any formal entrepreneurship education. This group will serve as the control group to compare the entrepreneurial intentions of individuals who have undergone entrepreneurship education versus those who have not.

**Sampling:**

The participants will be selected using a combination of purposive and convenience sampling techniques. Purposive sampling will be used to identify banking professionals who have completed entrepreneurship education programs. Convenience sampling will be employed to include individuals who have not participated in such programs but are still active within the banking sector.

**Inclusion Criteria:**

Participants from both groups will be selected based on the following criteria:

1. Employment in the banking sector for a minimum of one year
2. Availability and willingness to participate in the study
3. Ability to communicate in the language of the study (e.g., English)

**Demographics:**

To guarantee a representative sample, the study will make an effort to recruit volunteers from a variety of demographic backgrounds. Age, gender, educational background, and years of banking experience are among the demographic factors that will be noted in order to determine whether there may be variations in how entrepreneurship education affects certain subgroups.

The inclusion of both groups of participants, i.e., banking professionals with and without

entrepreneurship education, will enable the study to compare the differences in their entrepreneurial intentions. The research findings will provide insights into the role of entrepreneurship education in shaping the entrepreneurial mindset and aspirations of banking professionals within the banking sector.

## **6.2 Data Collection Materials**

### **6.2.1 Questionnaire-based Quantitative survey**

The primary goal of a method outline, according to Vander Stoep and Johnson (2009), is to provide an overview of the research procedures that were used. The positivist research philosophy, the deductive research method, and the descriptive research design have all been taken into consideration by the researcher for the explanation of the subject issue. Additionally, both primary and secondary sources were used to acquire the data (Goddard & Melville, 2011). These statistics are examined and analyzed in order to appreciate how entrepreneurship education contributes to the development of entrepreneurial skills and new companies. Additionally, the validity, reliability, and research ethics were upheld while interviewing the staff. In this study, a total of 10 questions related to entrepreneurship skills were asked of each participant. The questions were aimed at testing the hypothesis of the study and justifying the research objective. The results are tabled below based on the cumulative response of each participant. A total of 10 questions related to Entrepreneurial intention.

1: Totally disagree, 2: Somewhat disagree, 3: neutral, 4: Somewhat agree, 5: Totally agree.

### **6.2.2 Data variables**

Table 1 show Data were collected with the help of self-administered questionnaires and evaluated using links and simple linear regression to reveal the nature and strength of the assumed relationship between the variables The researcher has also ensured that all the data gathered from the survey must only be used for the academic purpose (Pratt & Loizos, 2003). The researcher has



taken the prior permission from the respondents before conducting the survey and made them aware of the use of the data collected.

It was also ensured that emotions or feelings of the respondents were not harmed during the process of collecting data. Lastly, the researcher has effectively abided by all the code of ethics suggested by the university (Pratt & Loizos, 2003).

**Table 1:** Variables included in the study.

S. No	Variables	Responses
1	Entrepreneurship Education	0 or 1
2	Entrepreneurial Intentions (negative)	0 or 1
3	Entrepreneurial Intentions (positive)	0 or 1
20	Employees Number	(1–10 employees) to 6 (> 500employees)

### 6.3 Data Collection Procedure

Giving a general summary of the research techniques employed is the main objective of a method outline. The researcher has considered the deductive research method, the positivist research philosophy, and the descriptive research design in order to explain the subject matter. Additionally, the data was obtained from both primary and secondary sources (. To understand how entrepreneurship education helps to the growth of entrepreneurial skills and new businesses, these figures are investigated and analyzed. Additionally, when interviewing the personnel, the validity, reliability, and research ethics were all upheld.

- Questionnaires: A structured questionnaire will be developed based on existing scales and literature to measure the level of entrepreneurial intentions among banking professionals who have

undergone entrepreneurship education compared to those who have not. The questionnaire will include items related to entrepreneurial mindset, willingness to take risks, and interest in starting entrepreneurial ventures within the banking industry.

### ***6.3.1 Survey conditions***

Online surveying was used because the web platform already has a sizable panel of full-time employees. The sort of business and the participants' roles (manager or senior-level employee) were taken into consideration while choosing them. If there was any indication that the sample had been skewed, the demographics of the participants and their companies were compared to those of the public. A respondent may find it challenging to provide a free-form response because a survey is a closed-ended questionnaire.

### ***6.3.2 Statistical Analysis***

Statistical Analysis: The quantitative data from the questionnaires will be analyzed using appropriate statistical methods, such as t-tests or regression analysis, to compare the level of entrepreneurial intentions between the two groups (banking professionals with entrepreneurship education vs. those without).

## 7 Results and analysis

### 7.1 Data Analysis and Findings

#### *Participant's Demographic profile*

- Almost half of the responses gathered were obtained from students who majored in Entrepreneurship as a course (43.5%). However other business-related courses were also represented. HR students comprised 34.8% while marketing and finance students followed at 17.5% and 4.2% respectively.
- The research was also concentrated on the senior students since they are one step away from joining the Labor market or rather the entrepreneurial industry. First-year students were also considered since they are important in determining the level in which entrepreneurship is engrained in society from early stages.
- Entrepreneurship was the leading course to have been taken by the participants at 81 %. However, most of the participants have not attended Entrepreneurship (19 %)
- The sample comprised of mostly participants who had not attended internship. Internship had only been completed by most of the senior year students.
- Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.630	10

#### *Entrepreneurship skills*

A total of 10 questions related to entrepreneurship skills were asked of each participant. The questions were aimed at testing the hypothesis of the study and justifying the research objective. The results are tabled below based on the cumulative response of each participant.

1: Totally disagree, 2: Somewhat disagree, 3: neutral, 4: Somewhat agree, 5: Totally agree.

**Table 1 ENP skills**

Questions	1	2	3	4	5
I always attend workshops related to entrepreneurship.	17.4%	13%	39.1%	13%	17.4%
I always attend events with Guest speakers related to entrepreneurship	13%	17.4%	34.8%	17.4%	4.3%
I participate in competitions inside the bank.	21.7%	21.7%	30.4%	17.4%	8.7%
I participate in competitions outside the bank.	34.8 %	21.7%	30.4%	8.7%	4.3%

The participants were asked questions relating to their experience in entrepreneurship and potential spirit of entrepreneurship. The following are the results analyzed from the questionnaires as seen in the table above.

- Most of the participants remained neutral whether they always attend entrepreneurship related workshops (39%). The participants who attend and the ones that do not tie at 17.4%. The same sentiment is seen in participants who are unsure if they agree or disagree with the statement at 13%.
- The rate of attendance of entrepreneurship lectures by guests is 4.3% within the sample size. Most employees attend when it is convenient or mandatory.
- 34.8% of the participants do not engage in any entrepreneurial competitions outside the bank. Only four participants engage in outside competitions. Thirty participants are unsure about their involvement in entrepreneurial activities both within and outside the bank.

Entrepreneurial spirit/intention

1: Totally disagree, 2: Somewhat disagree, 3: neutral, 4: Somewhat agree, 5: Totally agree.

Questions	1	2	3	4	5
I think I am entrepreneurial	17.4%	4.3%	43.5%	8.7%	26.1%
I am planning to get a job in the government	21.7%	17.4%	43.5%	8.7%	8.7%
I am planning to get a job in a private company	9%	13%	39%	13%	26%
I am planning to set up my own company	17.4%	13%	34.8%	17.4%	17.4%
I am searching for ideas for business activities	13%	17.4%	26.1%	21.7%	21.7%

- A sizable portion of the participants are unsure whether they have any entrepreneurial talents

because they haven't yet put their skills to the test. Student confidence in their entrepreneurship skills is at 26.1%. The same amount of participants had plans to launch their businesses following graduation. However, the majority of participants (43.5%) are uncertain about their positions with relation to potential employers. 8.7% of participants agree with the idea of looking for work in the government, whereas 21.7% of the participants disagree.

- Nevertheless, the rate at which the majority of students are looking for viable business ideas almost exactly matches the responses. The percentage of people who are unsure if they are seeking for company ideas is 26.1%, while the percentage of people who are actively and entirely devoted to looking for these ideas is 21.7%. There are 13% of participants that are not looking for business ideas. However, 34.8% of the participants are unsure of whether their company ideas are viable or not.

## **Findings**

- Nearly half of the responses collected for the participant's demographic profile came from workers who majored in entrepreneurship as a course.
- Since senior employees are on the verge of entering the labour market or, more accurately, the entrepreneurial sector, the research also focused on them.
- Most of the participants in the sample were not interns.
- Most of the students were in their senior year and had just finished their internships. Since they are on the verge of entering the labor market, the majority of girls working in entrepreneurship are also the senior employees, therefore we should support their further growth.
- It's not a good result because the majority of the participants did not attend the Entrepreneurship unit. Most participants also remained uncommitted to attending entrepreneurship-related workshops on a regular basis.
- Most workers when it is convenient or required.

- Participants do not participate in any extracurricular entrepreneurial competitions, which is a crucial talent for an entrepreneur's staff.
- Since they haven't yet put their skills to the test, a sizable portion of the participants are unsure if they have any entrepreneurial skills.
- most individuals are confused of how they feel about potential employers.
- Large percentages of people are unsure of whether they are looking for business ideas or not, which is a bad indicator. They are also unsure of whether their business ideas are viable or not.

Most people who have visited banks and attended business courses have at least once encountered an opportunity to gain an entrepreneurial lesson. This reflects the government's dedication to using the educational system to create a workforce that is inventive and business minded. However, it is important to give the community's rising young people access to a superb business-minded culture. Positions that expose and discriminate between classroom theory and the realities of the global economy are being denied to the younger generation. The opportunity to intern. The younger generation is being denied positions that expose and distinguish between classroom theory and the realities of the global economy. The internship is a chance to put what is taught into practice and realize its viability.

## **8 Conclusion**

There is a shift in the market such that entrepreneurs are not dependent on one specific move to survive. The diversity of demands for better-equipped business leaders. Base on the results obtained from the research the following assumptions can be correctly annotated:

Most of the people who have undergone through a college system and involved in the business course have at least ad an encounter where they are taught entrepreneurship as a lesson. This shows the determination of the government through the education system in creating innovative business minded Labor force. However, there is a need for exposing the upcoming young individuals in the society to forester a great business minded society. Positions exposing and differentiating the classroom theory and the reality of the global market is being denied to the young generation. The internship is an opportunity to apply and realize the feasibility of what is learned.

ENT employees have failed to distinguish the role of their lectures or talks. Thus, the students have ended up not being sure of whether these are lessons meant to foster creativity in starting poness business or they are just theoretical applications. The generalization of entrepreneurship lessons in the current curriculum does not clearly attain its intended purpose. Therefore, leaving a large pool of untapped resources (Labour) that could aid in reducing major economic variables such as unemployment and poor living standards. There is a need for harmony between reality and virtual learning worlds.

Very few individuals in modern society would want to work in government organizations or any other form of employment where they answerable to a third party. The youth especially has a clear perspective of what they want but rather lack the means to get there. Self-employment through innovation and creativity is the desired future for everyone. This future, however, is only possible if the society takes the responsibility of enlightens the youth to develop entrepreneurship skills.

Society has remained divided whether business ideas are the ways to go or not. This is attributed to the little knowledge that could supplement entrepreneurial skills in making critical choices (i.e., risk



taking and investment choices) aimed at attaining sustainability. A society that lacks the necessity to innovate through new feasible ideas lacks the mentality to progress.

Becoming creative enough to come up with a business idea and pulling up the necessary to invest in the idea formulated profitably are two key aspects of being a successful entrepreneur. Entrepreneurship is a dynamic movement where only the best remain in business. Having students who are taking business-related courses in the curriculum system yet, they are uncertain. This depicts the failure of our system in creating individuals who believe in the viability of their ideas (if any). Therefore entrepreneurs need to be equipped with specific knowledge to assure their survival in the turmoil economic systems. There is need to diversify the domain of entrepreneurship in such a way that the curriculum grooms' individuals specifically to make them fit for the Labor market. The latter is only possible if Entrepreneurship will be treated as an independent entity due to the vast nature of its applicability.

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## Appendix

### Employees profile:

For each question, please select the answer that applies to you

#### Circle the right option Question 1:

- Major? (ENTP – Finance – Marketing – OPIM – HR)

#### Question x:

- Did you take any ENTP courses?
- List the courses taken: ENTP 252- ENTP 253- ENTP 350- ENTP 353- ENTP 454- ENTP 490

#### Question x:

- Have you finished your internship? Y/N

To what degree do the statements below correspond to you?

**1: Totally disagree, 2: Somewhat disagree, 3: neutral, 4: Somewhat agree, 5: Totally agree.**

	1.....	2....	3....	4	5...
<b>Question x:</b> <b>I always attend</b> workshops related to entrepreneurship					
<b>Question x:</b> I always attend events with Guest speakers related to					

entrepreneurship					
<b>Question x:</b> I participate in competitions inside the bank					
<b>Question x:</b> I participate in competitions outside the bank					

**Entrepreneurial intention**

To what degree do the statements below correspond to you?

**1: Totally disagree, 2: Somewhat disagree, 3: neutral, 4: Somewhat agree, 5: Totally agree.**

	1.....	2....	3....	4	5...
<b>Question x:</b> I think I am entrepreneurial					
<b>Question x:</b> I am planning to get a job in the government					
<b>Question x:</b> I am planning to get a job in a private company					

<b>Question x:</b>  I am  planning to  set up my  own  company					
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