Journal of Neonatal Surgery
ISSN(Online): 2226-0439
Vol. 13, (2024)
https://www.jneonatalsurg.com

OPEN ACCESS

An Examination Of The Variables Impacting The Final Results Of Entrepreneurship Instruction For Learners As Individuals And Working Groups

Wang Qingling[1], Muhantha Paramalingam[2]

Cite this paper as: Wang Qingling, Muhantha Paramalingam, (2024) An Examination Of The Variables Impacting The Final Results Of Entrepreneurship Instruction For Learners As Individuals And Working Groups. *Journal of Neonatal Surgery*, 13, 229-234.

ABSTRACT

This research seeks to understand the factors that influence the results of entrepreneurship courses by examining the students and their teams. Since this discipline is becoming more relevant in producing future corporate leaders, it is crucial to study what influences the efficacy of entrepreneurship education to improve teaching methods. Businesses, instructors, and students were all polled in this study to get at its measurable results. Inspiration, group dynamics, pedagogical approaches, and background in the corporate world are some of the key areas covered. The research found that students' academic performance might be improved with the use of individualized learning plans, prior knowledge of entrepreneurial principles, and intrinsic drive. The effectiveness of entrepreneurial endeavours is heavily influenced by elements such as team cohesiveness, talent variety, and collaborative approaches, according to research on team-based learning. A study that examined the effects of mentoring and experiential learning on both group and individual productivity is part of the research. Some research suggests that tailored interventions, such as focused skill development and individual feedback, may improve the effectiveness of entrepreneurship programs. The results of this research may be useful for educators in the field of entrepreneurship education since they shed light on the many aspects that influence students' development and, therefore, might lead to the development of more efficient curriculum. Schools may be able to help students and teams flourish in the entrepreneurial sphere if they focus on these characteristics.

Keywords: *Entrepreneurial education, Students' outcomes, Team effectiveness, Determinants affecting entrepreneurial education. Individual performance.*

1. INTRODUCTION

There has been a recent uptick in the recognition that entrepreneurial education is critical for equipping students and teams to meet the problems and seize the possibilities of the modern business environment. It is crucial to have a thorough understanding of the many aspects that might impact the effectiveness of educational programs aimed at fostering entrepreneurial abilities. Using data collected from both individual students and group settings, this research (Abdelfattah et al., 2023) examines the factors that significantly impact the outcomes of entrepreneurship education. A student's intrinsic drive, prior understanding of business ideas, and the efficacy of individualized learning strategies are all critical individual variables. It will be much easier for students to participate in and implement entrepreneurial ideas if they are strongly motivated and have a solid understanding of business basics. Students' individual requirements and preferred learning styles may be considered when developing individualized learning plans, which may lead to greater academic achievement. Three components of cooperation—cohesiveness, talent variety, and the capacity to work together productively—have a substantial influence on performance in team-based contexts. Success in entrepreneurial pursuits is more common among teams whose members are able to effectively communicate with one another and equitably divide up the workload. The primary objective of the study is to address knowledge gaps on the impact of these factors on entrepreneurial education. Researchers hope that by sharing their results, educators and program designers will be able to create entrepreneurial education programs that better meet the requirements of their students and help them succeed academically. Considerations pertaining to both individuals and teams are included in the research (Abdelwahed & Alshaikhmubarak, 2023).

2. BACKGROUND OF THE STUDY

Preparing people and organizations to succeed in the ever-changing business environment requires an education in entrepreneurship. Various types of entrepreneurial training have found their way into school curricula in response to the growing consensus on the critical role entrepreneurs play in driving innovation and economic success. The practicality of such systems, however, depends on a lot of variables. According to (Afrianty, 2020), students' inherent drive and background

knowledge in business are key factors. Research shows that entrepreneurship education programs work best for students who already have a strong will to succeed and a good grasp of basic business concepts. Each of these characteristics affects their capacity to participate and put their knowledge to use. The dynamics of cooperation are most apparent in group contexts. Diverse knowledge, open and honest communication, and mutual respect may all contribute substantially to productive teamwork and the successful completion of projects. Together, these team dynamics shape the nature of entrepreneurial endeavours. To help students transition from theoretical understanding to practical application, mentoring and experiential learning—which includes real-world problem-solving and hands-on projects—offer valuable insights and direction. In order to create programs that effectively meet the requirements of people and groups, it is essential to understand how these factors impact the outcomes of entrepreneurship education. Educators and policymakers may use the findings of this research to improve entrepreneurial education programs by better understanding these attributes (Aboobaker & Renjini, 2020).

3. PURPOSE OF THE RESEARCH

By studying what works in entrepreneurship education programs, the researchers want to inspire students to take risks and build their own entrepreneurial spirit. Because it seeks to identify and analyze essential components including student characteristics, program design, and institutional support, the study's results could be useful for politicians, corporations, and educators alike. The results of this study have the potential to influence efforts to improve entrepreneurship education programs in order to provide students with the knowledge, abilities, and mindset necessary to become successful entrepreneurs. Analyze the primary factors that affect the effect and efficiency of entrepreneurship courses on students, both singly and collectively. Finding out how different instructional approaches, course materials, student characteristics, group dynamics, and external resources affect students' capacity to develop entrepreneurial attitudes and behaviors is the overarching goal of this study. The purpose of this research is to identify the most effective methods of teaching entrepreneurship by analyzing the effects of these factors on group and individual performance. This project aims to shed light on ways to enhance entrepreneurial education. The ultimate goal is for students to be able to use entrepreneurial concepts in real-life settings, whether they're working alone or in a team, by encouraging creativity, innovation, and collaboration. Applying the study's findings to inform curriculum development, instructional approach implementation, and policy proposal formation has the potential to increase the overall effectiveness of entrepreneurship education.

4. LITERATURE REVIEW

The primary goal of entrepreneurship education programs is to provide people and communities with the necessary information and skills to succeed in the business world. Several important factors influence the efficacy of such instructional initiatives. Both the student's background knowledge and their own intrinsic drive are crucial. Studies have shown that when people are passionate about and genuinely interested in the subject matter, they are more likely to be engaged in the learning process, which in turn improves learning results. When students have something they're passionate about, they're more likely to take part and use entrepreneurial principles well. Furthermore, researchers benefit from having a solid understanding of fundamental business concepts since it facilitates the understanding and application of complex ideas. Education has a remarkable success rate as it is, but researchers are hoping to improve it by making classes more personalized to each student's interests, abilities, limitations, and background knowledge. Team dynamics are crucial in situations when tasks are completed by groups of people working together. Team members need to know their roles, respect one another, and be able to talk openly with one another in order to work together effectively on a project. Teams that are well-cohesive and able to work together toward a common objective are more likely to succeed (Alferaih, 2022). The ability to think creatively and discover novel solutions to problems is greatly enhanced when team members bring a variety of experiences and perspectives to the table. The end effects of entrepreneurial education are also affected by pedagogical techniques. The gap between academic knowledge and practical competence may be filled via experiential learning, which involves real-world applications and hands-on tasks. By providing students with real-world chances to apply what they've learned, these strategies enhance their grasp of abstract concepts. When students work with mentors, they get insight and knowledge that may help them overcome challenges when they start their own businesses. The effectiveness of entrepreneurship education greatly depends on its ability to address both individual and team-related aspects. With this knowledge, teachers will be better able to create programs that meet the requirements of their students and contribute to the success of their companies (Al-Mamary et al., 2022).

5. RESEARCH QUESTION

- What is the effect of behavioral control on individual students?

6. RESEARCH METHODOLOGY

6.1 Research design:

Researchers used SPSS 25 for the analysis of quantitative data. The use of the odds ratio with the 95% confidence interval elucidated the initiation and advancement of this statistical association. The p-value was found to be below 0.05, signifying statistical significance. A thorough comprehension of the data's essential attributes was achieved via descriptive analysis.

Quantitative methodologies are defined by the use of computing instruments and mathematical, statistical, or arithmetic analysis to objectively evaluate results from surveys, polls, or questionnaires.

6.2 Sampling:

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

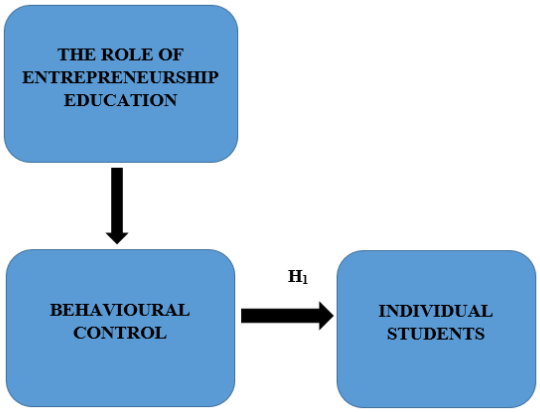
6.3 Data and Measurement:

A questionnaire survey functioned as the primary data collection method for the investigation. The survey had two sections: (A) General demographic information and (B) Responses on online and non-online channel factors measured on a 5-point Likert scale. Secondary data was collected from several sources, mostly focussing on internet databases.

6.4 Statistical Software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

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

7. CONCEPTUAL FRAMEWORK



8. RESULT

- **Factor Analysis**

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .970

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.970 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Applying Bartlett's Test of Sphericity provided further confirmation of the correlation matrices' overall significance. Kaiser-Meyer-Olkin sampling adequacy is 0.970. A p-value of 0.00 was discovered by researchers using Bartlett's sphericity test. The researcher knows the correlation matrix isn't a correlation matrix since Bartlett's sphericity test produced a significant result.

❖ **INDEPENDENT VARIABLE**

- **The Role of Entrepreneurship Education**

Teaching students to think like entrepreneurs is one way to help them see possibilities, take the first step towards realising those chances, and overcome the inevitable challenges that come with starting and running a business. Students may develop a proactive and entrepreneurial mindset that is useful in many contexts, such as new businesses, social enterprises, and existing organisations, via entrepreneurship education, which teaches them to think creatively, innovate, and solve problems. Learners get practical experience via case studies, simulations, and experiential projects, which help them understand the complexities of the business world. This includes concept generation, market research, financing, and company growth. In addition, the complexities and unknowns of entrepreneurial efforts need the development of crucial qualities, which entrepreneurship education places a premium on fostering. These include leadership, cooperation, risk-taking, and resilience. Inspiring new business formation, creating job opportunities, and promoting innovation are all ways in which entrepreneurship education benefits the economy as a whole. It also helps foster the skills necessary for future entrepreneurs. Embracing change, embracing new opportunities, and creating value across varied sectors are all part of the entrepreneurial mindset that is instilled in students via entrepreneurship education. To prepare individuals to thrive in today's cutthroat, ever-changing global market, entrepreneurship education is more important than ever in this age of fast technological and economic change (Alzamel et al., 2020).

❖ **FACTOR**

- **Behavioral Control**

The capacity to control one's own behaviour, including one's emotions, decisions, and actions, is known as behavioural control (Hassan et al., 2020). The ability to behave with purpose requires self-control, the ability to rein in impulses, and the willingness to conform to established societal or organisational standards. Many fields, including management, psychology, and the behavioral sciences, focus on behavioral control because of its centrality to self-regulation theory. Behavioral control, in a corporate or organisational context, may mean several things, including rules, performance monitoring systems, and supervisory processes that help employees conduct in a way that supports the company's objectives. In psychology, it's associated with executive function and cognitive control, which help people deal with stress, avoid making rash judgements, and stay focused on the task at hand. Because it promotes self-discipline, responsibility, and the attainment of objectives, behavioural control is fundamental in many contexts, including classroom instruction, organisational management, and

individual growth (Anjaria, 2022).

❖ **DEPENDENT VARIABLE**

- **Individual Students**

An "individual student" is a student whose academic work is evaluated alone, rather than as part of a larger group or team. Learning here is based on each student's own strengths, interests, motivations, and learning styles. The unique qualities, strengths, and weaknesses of each student define their educational setting. A student's success in a class may be influenced by their goals, their background knowledge, the kind of support they get, and their attitude to the material. The purpose of education is to help every student realise his or her maximum intellectual and personal potential, and this may be accomplished via a variety of student-centered learning strategies, including personalised classes, self-paced research, and others. To effectively foster the growth, advancement, and success of each student in a classroom setting, it is essential to have a thorough understanding of their individual behaviours and needs (Hutasuhut, 2018).

- **Relationship between Behavioral Control and Individual Students**

The significance of behavioural control in influencing students' personal, social, and academic growth is significant (Sugianingrat et al., 2020). The capacity to control one's behavior, emotions, and decisions in order to succeed academically, stay disciplined, and form good habits is what this term alludes to. Students who are able to maintain self-discipline and control over their activities are better able to deal with distractions, regulate their impulses, and achieve their objectives. Behavioral control in the classroom is associated with students' ability to self-regulate, manage their time wisely, and follow the rules. Students who have a firm grasp on their own behavior are less prone to participate in dishonest practices like procrastination and more likely to actively study and finish their work on time. Students who are able to regulate their emotions via behavioral control also have an easier time dealing with stress, worry, and the influence of their peers. By communicating expectations clearly, rewarding appropriate actions, and instructing children in effective problem-solving techniques, parents and educators may greatly assist their children in acquiring behavioral control. Students may develop into more self-reliant and responsible learners when they learn to control their own behavior in the classroom via activities like goal-setting, mindfulness, and regular structuring. In the end, students' academic performance, mental health, and career advancement depend on their ability to regulate their behaviours. It helps pupils develop qualities like tenacity, flexibility, and resilience, which are crucial for succeeding in school and in life (Santos & dan Liguori, 2020).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between Behavioural Control and Individual Students.

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

"H_1: There is a significant relationship between Behavioural Control and Individual Students."

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	225	5235.417	1357.733	.000
Within Groups	492.770	554	3.856		
Total	40081.390	779			

In this study, the result will significant. The value of F is 1357.733, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***"H_1: There is a significant relationship between Behavioural Control and Individual Students"*** is accepted and the null hypothesis is rejected.

9. DISCUSSION

Individual and team success in entrepreneurship education is dependent on several factors highlighted by this research. Improving learning outcomes is greatly enhanced when one brings motivation and existing knowledge to the table. Individualised learning programs that account for different levels of prior knowledge are necessary since students' chances of success are higher when they have a strong intrinsic motivation and a solid grasp of basic business principles. Integral to successful cooperation in any team-based environment are members' compatibility, variety of expertise, and well-established norms for collaboration. Results increase substantially when team members collaborate politely and know their specific duties. This kind of study shows that fostering student cooperation and including team-building exercises into the school day has a favourable impact. Mentoring and experience learning are two equally important methods of education. Improving the educational effect may be achieved by combining hands-on activities with instruction from more experienced staff. As they transition from academic to practical understanding, students will find this valuable. Incorporating these factors into

classroom instruction has the potential to greatly boost the success rate of entrepreneurship programs. Students may be better prepared to face the challenges of entrepreneurship if teachers emphasise the necessity of personal support and promote strong team ties.

10. CONCLUSION

Numerous factors influence the efficacy of entrepreneurship programs in educating individuals and communities, as shown by this research. The results show that an individual's intrinsic drive and past knowledge are the most important factors in determining their performance, which implies that tailored educational strategies are necessary. An easy strategy to improve learning outcomes is to tailor lectures to fit each student's background, interests, and goals. Cohesion, a variety of abilities, and collaborative techniques significantly improve team-based learning, as shown in the research. Achieving desirable results as an entrepreneur is impossible without cooperation and well-structured methods of collaboration. Therefore, school curriculum should include activities that encourage these abilities. Students have an easier time making the transition from classroom theory to real-world application when they have mentors or other kinds of practical experience. Given these methods, one may have a deeper grasp of entrepreneurship's theoretical underpinnings as well as its practical applications. When it comes down to it, entrepreneurship education won't cut it until these problems are solved via individualised solutions and encouraging classroom settings. Teachers who place an emphasis on both individual and group growth may better equip their students for entrepreneurial success.

REFERENCES

[1] Abdelfattah, F., Al Halbusi, H., & Al-Brwani, R. M. (2023). Cognitive style and fostering of technological adaptation drive E-entrepreneurial of new mature business. International Journal of Innovation Studies, 7(3), 230–243.

[2] Abdelwahed, N. A. A., & Alshaikhmubarak, A. (2023). Developing female sustainable entrepreneurial intentions through an entrepreneurial mindset and motives. Sustainability, 15(7), 6210.

[3] Aboobaker, N., dan Renjini, D. (2020). Human capital and entrepreneurial intentions: do entrepreneurship education and training provided by universities add value? On the Horizon, 28(2), 73–83.

[4] Afrianty, T. W. (2020). Peran Feasibility Dan Entrepreneurial Self-Efficacy Dalam Memediasi Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha. AdBispreneur, 4(3), 193.

[5] Alferaih, A. (2022). Starting a new business? Assessing university students' intentions towards digital entrepreneurship in Saudi Arabia. International Journal of Information Management Data Insights, 2(2), 100087.

[6] Al-Mamary, Y. H. S., & Alraja, M. M. (2022). Understanding entrepreneurship intention and behavior in the light of TPB model from the digital entrepreneurship perspective. International Journal of Information Management Data Insights, 2(2), 100106.

[7] Alzamel, S., Nazri, M., & Omar, S. (2020). Factors influencing e-entrepreneurial intention among female students in Saudi Arabia. International Journal of Criminology and Sociology, 9, 1996–2003.

[8] Anjaria, K. (2022). Knowledge derivation from Likert scale using Z-numbers. Information Sciences, 590, 234–252.

[9] Hassan, A., Saleem, I., Anwar, I., dan Hussain, S. A. (2020). Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education. Education and Training, 62(7–8), 843–861.

[10] Hutasuhut, S. (2018). The Roles of Entrepreneurship Knowledge, Self-Efficacy, Family, Education, and Gender on Entrepreneurial Intention. Dinamika Pendidikan, 13(1), 90–105.

[11] Santos, S. C., dan Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions: Outcome expectations as mediator and subjective norms as moderator. International Journal of Entrepreneurial Behavior and Research, 26(3), 400–415.

[12] Sugianingrat, I. A. P. W., Wilyadewi, I. I. D. A. Y., dan Sarmawa, I. W. G. (2020). Determination of Entrepreneurship Education, Family Environment, and Self-Efficacy on Entrepreneurship Interest. Jurnal Economia, 16(1), 33–43.