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An Analysis Of The Factors Affecting The Results Of Entrepreneurial Training For Students Individually And Collaborative Teams

Wang Qingling[1], Muhantha Paramalingam[2]

[1]Ph.D, Research Scholar, Physical Director in SRM College of Agricultural Sciences, Department of Physical Education and Sports Sciences, Faculty of Science and Humanities, SRM Institute of Science and Technology, Kattankulathur -603 203

Email ID: em9001@srmist.edu.in

[2]Assistant Professor, Department of Physical Education and Sports Sciences, Faculty of Science and Humanities SRM Institute of Science and Technology Kattankulathur- 603 203

Email ID: asathj@srmist.edu.in

[3]Ph.D, Research Scholar, Assistant Physical Director in SRM College of Agricultural Sciences, Department of Physical Education and Sports Sciences, Faculty of Science and Humanities, SRM Institute of Science and Technology, Kattankulathur -603 203

Email ID: ss0859@srmist.edu.in

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ABSTRACT

Focusing on the students and their teams, this research seeks to understand what factors influence the results of entrepreneurship courses. With the field's growing importance in producing future business leaders, it is critical to study what factors influence the efficacy of entrepreneurship education so as to improve pedagogical approaches. This investigation polled companies, teachers, and students to get its numerical results. The article delves into important issues such as motivation, team dynamics, instructional approaches, and past business experience. Findings suggest that students' academic performance might be improved by the use of personalized learning strategies, pre-lesson exposure to entrepreneurial ideas, and intrinsic inspiration. According to studies conducted on team-based learning, the viability of entrepreneurial ventures is greatly affected by aspects such as team cohesiveness, variety of talent, and collaborative approaches. Research included an analysis of the effects of mentoring and experiential learning on both group and individual output. Incorporating tailored interventions, such as focused skill development and individual feedback, into entrepreneurship programs has the potential to increase their ROI. This study's results 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 try to help students and teams flourish in the entrepreneurial sphere by focusing on these elements.

Keywords: *Education for entrepreneurs, Findings from students, Team performance, Things that affect how entrepreneurs are taught, Individual achievement.*

1. INTRODUCTION

A growing number of individuals and organizations are coming to the realization that teaching entrepreneurial skills is essential for meeting the problems and seizing the possibilities presented by the modern business environment. Importance cannot be overstated when trying to determine the viability of school-based programs aimed at fostering entrepreneurial spirit. This research examines the factors that significantly impact the outcomes of entrepreneurship education by studying both individual students and team-based learning environments (Abubakre et al., 2022). Considerable student-specific aspects include prior understanding of business principles, degrees of inner drive, and the efficacy of personalized learning methods. Engaging with and putting entrepreneurial ideas into action is much easier for students who are highly motivated and have a solid understanding of business basics. Personalized learning plans that include each student's strengths, weaknesses, learning style, and environment have the potential to increase academic achievement. Team performance is greatly affected by three components of cooperation: cohesiveness, talent variety, and the capacity to work together successfully. When it comes to entrepreneurial endeavors, teams who are good communicators and can properly split up the labor tend to have better outcomes. Researchers want to bridge knowledge gaps on the impact of these factors on

entrepreneurial education by conducting this study. The results of this study could help educators and program designers create entrepreneurial education programs that are more inclusive, meet the needs of all students, and ultimately raise student accomplishment. Individual and team-related aspects are also taken into account in the research (Adu et al., 2020).

2. BACKGROUND OF THE STUDY

For people and communities to be ready to succeed in today's fast-paced business environment, entrepreneurship education is crucial. More and more, school curricula include entrepreneurship training in various ways as the value of entrepreneurs in driving innovation and economic success becomes more generally recognized. However, there are a lot of variables that may greatly affect how helpful these systems are. The significance of students' inner drive and background knowledge of business principles is highlighted by (Alkawsi et al., 2021). According to research, entrepreneurship education programs are most effective for students who already have a deep understanding of basic business concepts and a strong ambition to start their own businesses. All of these things affect how well they can participate and use what they have learned. It is in group contexts that the dynamics of cooperation are most evident. Collaborative learning and project completion might be accelerated with diverse skill sets, open and honest communication, and mutual respect. Collective entrepreneurial endeavors are often defined by the interaction of these team dynamics. Helping students make the transition from theoretical understanding to practical application is a primary goal of mentoring programs and experiential learning opportunities like real-world problem-solving and hands-on projects. If the researchers want to create programs that really help people and communities, the researchers need to know how these factors affect the outcomes of entrepreneurship education. In order to improve entrepreneurial education programs, this research seeks to educate educators and policymakers on these attributes (Al-Mamary & Alshallaqi, 2022).

3. PURPOSE OF THE RESEARCH

Ultimately, the goal of the study is to assist students in developing more entrepreneurial traits, both individually and collectively, by determining what factors contribute to successful entrepreneurship education programs. The study's results might be useful for politicians, corporations, and educators as they seek to identify and analyze important factors such student characteristics, program design, and institutional support. These results have important implications for how the researchers design and implement entrepreneurship education programs in schools so that the youth have the knowledge, abilities, and mindset to become successful business owners. Determine what factors have the most bearing on the success of entrepreneurship courses and how they affect students' learning outcomes in both individual and group settings. The goal of this study is to determine what aspects of teaching methods, course material, student characteristics, group dynamics, and external resources have the greatest impact on students' capacity to develop entrepreneurial attitudes and behaviors. By analyzing the effects of these factors on group and individual performance, the research hopes to identify the most effective methods of teaching entrepreneurship. The overarching goal of this project is to shed light on ways to enhance entrepreneurial education in order to help students develop the skills they need to successfully apply entrepreneurial concepts in real-world scenarios, whether they're working alone or in a team. The study's findings might help improve entrepreneurship education by informing the development of curricula, the implementation of instructional strategies, and the formulation of policy recommendations.

4. LITERATURE REVIEW

An entrepreneurship education program's primary goal is to equip local communities and individuals with the skills necessary to succeed in the business world. Several important factors influence how successful these kinds of instructional initiatives are. Each student's past knowledge and intrinsic drive are crucial considerations. When people are passionate about and interested in the subject matter, they are more likely to be intrinsically motivated, which improves both learning outcomes and engagement. Students are more likely to engage actively and use entrepreneurial principles successfully when they are motivated by personal ambitions and interests. Also, if the researchers are well-versed in fundamental business concepts, it will be much simpler for them to comprehend and implement complex ideas. The researchers are hopeful that they may increase education's already remarkable success rate by customizing classes to each student's unique set of abilities, interests, limitations, and background knowledge. The dynamics of a team are crucial in any setting where members work together to accomplish a goal. When team members have defined roles and duties, treat each other with dignity and respect, and communicate openly, they are more likely to work together effectively on a project. In order to accomplish their objectives and triumph over obstacles, teams need to be cohesive and possess strong collaboration abilities (Anjum et al., 2021). When faced with a problem, a team that includes people from a variety of educational and occupational backgrounds is more likely to provide creative solutions. The outcomes of entrepreneurial education may be influenced by different pedagogical techniques. One possible solution to the disconnect between classroom theory and real-world competence is experiential learning, which makes use of real-world applications and hands-on projects. These strategies help students grasp more theoretical concepts by allowing them to apply what they've learned in real-world settings. Students get insight and knowledge from mentors that they may use to their own venture launches, which can help those overcome challenges. For entrepreneurship education to be effective, it must address both individual and team-related aspects. Educators may better

meet the needs of their students and contribute to successful company results by keeping these considerations in mind when they develop new lesson plans (Hamid et al., 2020).

5. RESEARCH QUESTION

- What is the impact of encouraging creativity on individual students?

6. RESEARCH METHODOLOGY

6.1 Research design:

Scientists used SPSS 25 for analyzing quantitative data. Using the odds ratio in conjunction with the 95% confidence interval revealed information on the initiation and development of this statistical correlation. At the level of statistical significance, the p-value was found to be lower than 0.05. A thorough comprehension of the data's essential features was achieved via descriptive analysis. The use of computing tools and mathematical, statistical, or arithmetic analyses to objectively evaluate survey, poll, or questionnaire answers is a characteristic of quantitative techniques.

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.

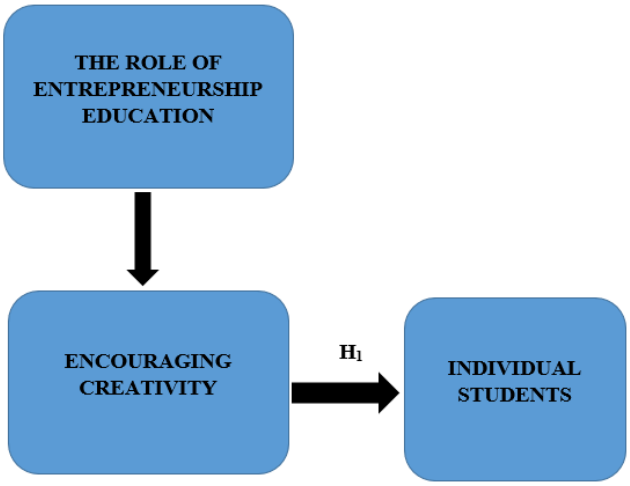
6.3 Data and Measurement:

Research mostly made use of questionnaire surveys to gather data. Part B used a 5-point Likert scale to evaluate the importance of various channels, both online and off, while Part A requested basic demographic information. The necessary information was culled from a wide range of secondary sources, including 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 .980

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 0.980 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.		.980
Bartlett's Test of Sphericity	**Approx. Chi-Square**	3252.968
	df	190
	Sig.	.000

Using Bartlett's Test of Sphericity further established the general relevance of the correlation matrices. The sample adequacy value according to Kaiser-Meyer-Olkin is 0.980. The researchers discovered a p-value of 0.00 by using Bartlett's sphericity test. The correlation matrix was shown to not be a correlation matrix by a significant test result from Bartlett's sphericity test.

❖ **INDEPENDENT VARIABLE**

- **The Role of Entrepreneurship Education**

The goal of teaching students to think like entrepreneurs is to equip them with the knowledge, attitude, and abilities they'll need to seize opportunities, take the lead, and overcome the inevitable challenges that come with starting and running their own business. To help students develop the innovative, problem-solving, and proactive mindset necessary to succeed in a wide range of contexts, from startups to social businesses and well-established organisations, entrepreneurship education is crucial. Students may study the ins and outs of the business world, from ideation and market research to financing and company growth, via a structured educational framework that provides students with practical experience through case studies, simulations, and experiential projects. In addition, critical qualities like leadership, teamwork, risk-taking, and resilience are emphasised in entrepreneurship education. These are necessary for navigating the complexities and uncertainties of entrepreneurial undertakings. A well-rounded education in entrepreneurship helps shape the next generation of business owners while also benefiting the economy as a whole by increasing innovation, job creation, and the establishment of new firms. Teaching students to think like entrepreneurs goes beyond just teaching them how to start a business; it also helps them develop the mindset necessary to embrace change, seize new opportunities as they arise, and create value in a wide range of sectors. To keep up with the ever-changing global market and its attendant technological and economic challenges, entrepreneurship education is crucial (Hoang et al., 2021).

❖ **FACTOR**

- **Encouraging Creativity**

The term "creativity encouragement" describes the steps taken to create a setting, attitude, and set of behaviors that encourage people to think outside the box, come up with fresh concepts, and find original answers to challenges. To do this, the researchers must free people from limiting beliefs and practices, encourage them to explore indefinitely, and reward them when they take creative risks. Promoting creativity in the classroom and the workplace entails welcoming different points of view and ways of addressing problems, as well as giving people chances to try new things, work together, and think critically. Brainstorming sessions, creative activities, accommodating work settings, and motivating tools may all help with this. Individually, the researchers can all do the part to foster creativity by being more inquisitive, questioning established ways of thinking, and welcoming other points of view. The arts, business, technology, and education all rely on it, and it's vital for personal development, creative expression, and innovation (Lamanepa & dan Sidharta, 2019).

❖ **DEPENDENT VARIABLE**

- **Individual Students**

In education, an "individual student" is defined as a student whose academic progress is monitored alone, rather than as part of a larger team or group. In this setting, the educational trajectory of each student is dictated by their own combinations of aptitudes, passions, motivations, and learning styles. Different students have different strengths, weaknesses, and learning styles in the classroom. Some of the factors that influence students' success include their goals, their background knowledge, the kind of support they get, and the way they approach assignments and classes. Helping each student achieve his or her maximum intellectual and personal potential is the ultimate aim of education, whether that's via personalised courses, independent study, or some other kind of student-centered learning. When planning lessons to help students grow, develop, and succeed in school, it's important to keep in mind that every kid is an individual with specific needs and preferences (Ndofirepi, 2020).

- **Relationship between Encouraging Creativity and Individual Students**

Encouraging kids to think creatively helps them grow as individuals in many ways, including their academic performance, their social growth, and their ability to solve problems in novel ways (Tomy & dan Pardede, 2020). The capacity to think creatively, express oneself freely, and adjust to new situations are all skills that will serve the researchers well in school and in the researcher's professional life. Encouraging students to think creatively in the classroom increases the likelihood that they will participate actively in their own learning, develop their critical thinking skills, and find new ways to apply what they have learnt. Subjects like art, science, mathematics, and literature benefit greatly from students' ability to be creative since they allow them to explore many ideas and build their own distinct viewpoints. Students develop resilience and problem-solving abilities at schools that encourage creativity via multidisciplinary methods, open-ended enquiries, and project-based learning. Students' self-esteem, emotional intelligence, and verbal and written communication abilities are all boosted when teachers foster an environment that values creativity. Students' risk-taking and exploration of new possibilities is boosted when they are able to freely express themselves without worrying about being judged. Mentors, parents, and teachers all play an important part in nurturing creativity by creating a safe space, respecting other viewpoints, and promoting risk-taking. To prepare kids for a world that is always changing, it is important to foster creativity in them. This will allow them to think outside the box and continue learning throughout their lives. It helps them develop the abilities necessary for future academic and professional success: critical thinking, collaboration, and unique ideation (Saptono et al., 2020).

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

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

"H_1: There is a significant relationship between Encouraging Creativity and Individual Students."

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	325	7235.417	1661.023	.000
Within Groups	492.770	454	4.356		
Total	40081.390	779			

The results will be noteworthy in this research. With a p-value of.000 (less than the.05 alpha level), the value of F, which is 1661.023, approaches significance. Thus, it follows that, ***"H_1: There is a significant relationship between Encouraging Creativity and Individual Students"*** is accepted and the null hypothesis is rejected.

9. DISCUSSION

The success of entrepreneurial education programs, for both people and groups, is dependent on several factors highlighted by this research. Enhancing learning outcomes is made possible by using existing knowledge and motivation. There has to be personalised learning programs that account for different levels of previous knowledge since students who have a high intrinsic motivation and a solid grasp of basic business concepts have a greater chance of succeeding. Working in teams requires a wide range of abilities, a high level of compatibility among team members, and well-defined rules for how everyone should contribute. Project results are much enhanced when team members collaborate courteously and are assigned specific responsibilities. Research like this demonstrates the benefits of fostering student cooperation and integrating team-building exercises into the school day. Both mentoring and hands-on experience are powerful forms of education. One way to increase the educational effect is to combine hands-on activities with coaching from more experienced staff. This will be helpful for students as they transition from academic to practical understanding. The effectiveness of entrepreneurship programs might be greatly enhanced by adjusting teaching techniques to include these factors. Teachers may help their students overcome the challenges of entrepreneurship by emphasising the need of personal support systems and promoting strong team relationships.

10. CONCLUSION

According to the results of this research, several factors influence the efficacy of entrepreneurship education programs. There ought to be more tailored methods of instruction as the results show that an individual's innate drive and background knowledge are the most important factors in determining how well they will do. Adapting class lectures to fit the needs, interests, and goals of individual students is an easy approach to improve outcomes. The research shows that cohesive teams with a variety of abilities and ways to collaboration learn much better than those without. The elements to achieving effective entrepreneurial results are cooperation and well-organised collaborative methods. Accordingly, educational programs should include activities that cultivate these traits. Helping students transition from classroom theory to real-world application is the goal of mentoring programs and other kinds of work-based learning. The methods presented here may assist in understanding both the theoretical underpinnings and practical applications of entrepreneurship. Finally, in order for entrepreneurial education to be really effective, these problems need to be solved via individualised interventions and encouraging learning environments in the classroom. By emphasising the importance of both individual and team growth, instructors may better equip their students for entrepreneurial success.

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