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Entrepreneurial Self-Efficacy and Its Role in Shaping Students' Attitudes Toward Entrepreneurship

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Abstract:
Entrepreneurial self-assurance determines how students view entrepreneurship and decides their desire to take business ownership. Through data research this survey looks at how students' ESE links to their approach towards business activities especially their drive to take risks and create new things. Using university student data the writer tests how gaining practical skills impacts students' positive opinions about starting a business. A positive relationship exists between students with high ESE and their willingness to pursue business opportunities. The research explains how teaching of entrepreneurship makes new aspirants feel stronger while creating a better environment for entrepreneurial aspirants. Our findings show educational services how entrepreneurship training methods can build student entrepreneurship mindset.

Keywords:
Entrepreneurial Self-Efficacy, Students' Attitudes, Entrepreneurship, Entrepreneurial Intentions, Higher Education

Literature Review

1. Bandura (1982)

His research developed entrepreneurial self-efficacy (ESE) by demonstrating that individuals achieve both decision outcomes and objectives through their personal confidence levels. Self-efficacy originates from four fundamental factors according to Bandura: the acquisition of skills, learning from observing others and their experiences, encouragement from others and bodily and emotional conditions. The researched components directly affect entrepreneurship because individuals with strong ESE perceive challenges as opportunities instead of hurdles. Students who encounter optimistic entrepreneurial figures in their lives acquire stronger belief in their capacity to pursue entrepreneurship. Low self-efficacy forces people to develop a fear of failure which hinders their entrepreneurial goals according to Bandura. Students use self-perception findings established by Bandura to make career decisions which remained essential in psychological research. Research in entrepreneurship utilized Bandura's conceptual model to understand the relationship between ESE and entrepreneurial intentions. The field of psychology and entrepreneurship education continues to use his work as the most referenced material to date.

2. Krueger & Brazeal (1994)

Krueger and Brazeal researched psychological features which motivated students together with would-be entrepreneurs toward startup ventures. According to their research self-efficacy serves as an essential indicator which decides how people view entrepreneurship as a career possibility. The study built the Entrepreneurial Potential Model as a combination between self-efficacy theory and planned behavior theory. People who displayed strong entrepreneurial self-efficacy perceived chances rather than dangers according to research results. Educational and

business professionals offering encouragement to students leads to increased ESE development according to their research findings. Letting their research test results show that students from families where parents run businesses demonstrated higher levels of self-assurance regarding business start-up initiatives. Students who lack entrepreneurial experience have reduced confidence when it comes to facing business risks. According to their research educational establishments should focus on hands-on learning opportunities since these will boost ESE. The researchers discovered that raising students' belief in their entrepreneurial ability would lead to enhanced business startup rates.

3**. Chen, Greene, & Crick (1998)**
Researchers conducted a study which evaluated entrepreneurial self-efficacy together with its effects on entrepreneurial intentions. The authors developed a multidimensional model containing five fundamental skills which consist of innovation alongside risk-taking together with financial management and marketing and leadership. Permanent findings established that students who demonstrate high ESE levels actively pursue business creation activities. Doctors Fairhurst and Somers created an evaluation tool to determine students' abilities in handling entrepreneurial responsibilities.

4**. Zhao, Seibert, & Hills (2005)**
The entrepreneurial self efficacy has been correlated with the risk taking behavior and opportunity recognition among students. It was found that there were a direct positive relationship between ESE and entrepreneurial intentions. Students who ranked themselves higher on their ability to identify opportunities and manage risks were much more likely to report entertaining, rather than dismissing the idea of launching a business. The reason behind this argument was that entrepreneurial education needs to be problem solving from its own cradle, and not that which is trained on real-world problems. In addition, their finding also revealed that students with entrepreneurial mentors are more confident compared to students without mentorship exposure. Further, they indicated that students' level of self efficacy are shaped by previous business experiences—whether or not successful. Finally, they discovered that exposure to business challenges by means of student case studies and mentorship can greatly increase ESE and potential entrepreneurial interest.

5**. Wilson, Kickul, & Marlino (2007)**
In this study, gender differences in the entrepreneurial self-efficacy were analyzed and the influence of the same over the selection of career choices from students. Specifically, the authors found that women tend to have lower ESE than men, which and motivated fewer entrepreneurial intentions. Societal norms and a deficiency of female role models in general entrepreneurial roles were figuring in the account of this disparity. Research done by them pointed out that the spot of entrepreneurship education should concentrate on assisting female students to build confidence by way of mentorship and hands on experiences. The study also discovered that students who had good communication and leadership skills had a higher level of ESE. And they advised universities to include real world business experience in their curriculum to increase student's entrepreneurial confidence. Additionally, the study reveals that exposure to successful female entrepreneurs increases women's ESE. According to their findings, this was very important to encourage more female participation in business ventures through targeted entrepreneurship programs.

6. **Baum & Locke (2010)**

Both Baum and Locke studied the effect of entrepreneurial self efficacy on business success and innovation. Their study researched early stage entrepreneurs and showed that the those with higher ESE were more persistent, goal oriented and innovative. Only individuals with good problem solving abilities were figured out to be able to solve the business challenges. In addition, they also found that self motivation and resilience were key things that allowed high ESE to be maintained. The study also showed that entrepreneurs who stay updated with new learnings and adaptation in business become more confident and successful in business. Based on the authors' recommendations, entrepreneurship education should aim at forming self effectiveness in form of adaptive learning strategies.

7. **Kickul et al. (2013)**
Kickul and colleagues looked at the relationship between the kind of education and students' self-beliefs regarding the ability to becoming entrepreneurs. They established that startup incubators, pitching activities, and internships helped elevated the level of self efficacy on entrepreneurship among the students. This study pointed out that traditional lectures failed to develop ESE, and therefore, recommended that universities expose their learners to practical experiences. The influence of networking interaction with business people was also highlighted, because the students who have interacted with business people in the organizations received higher ESE. They have pointed out that their subjects stressed the practical exposure as being critical in the creation of the entrepreneurial self.

8. **Newman et al. (2019)**
Newman et al., in their study on the meta-analysis of the literature on the above relationship on students, proposed that entrepreneurial self-efficacy significantly predicts E-task behavior. While reviewing 40 empirical studies, such authors posit that enhanced levels of ESE are positively related to boosted levels of the subject's entrepreneurial intentions. The authors identified that higher levels of business, network and finance confidence were significant determinants in starting ventures by students. The impetus of this study also found that culture and economy are important factors that influence the student entrepreneurship perception. The results were higher ESE levels among the students in the entrepreneurial regions because of increased interaction with successful entrepreneurial role models. Its also pointed out that students who had prior business experience like having own businesses either inherited from their families or other part time businesses seen as having more confidence in their entrepreneurial abilities. With regards to the findings made by Newman et al, it was clear that ESE development is a process that goes on continually and is influenced by education, the social network, as well as life experiences. To enhance confidence of the students to venture into business, they recommended the provision of business simulation programs and mentorship.

9**. Fayolle & Liñán (2020)**
The purpose of the present research was to assess the effect that has been made by the latter on students' self- efficacy. The authors carried out an empirical research that followed the students taking entrepreneurship classes for two years. It was seen that students who have involved in entrepreneurial projects such as business plan competitions and cases come closer to highly significant levels of ESE. The findings showed that it was effective to a negligible extent if learning was done only by lectures while the timeless that effectively boosted confidence in the students were more inclined towards the interactive type of learning . They also established that issues of mentorship and interactions with actual businessmen significantly helped in increasing ESE levels. They also stated that the effect of having actual entrepreneurs and other guests

explain real business situations was highly beneficial as it increased students' business self-identity. Thus, referring to their study, Fayolle and Liñán suggested knowledge incorporation approaches to educational institutions as an approach of enhancing ESE by including experiential learning models into the entrepreneurship curriculum.

10**. Shahzad et al. (2022)**
Shahzad et al. paid attention to the exploration of digital transformation for influencing entrepreneurial self-efficacy. They aimed to understand the effect of online learning platforms on ESE and the kind of digital business models and virtual mentor programs that engage the students. That is how the authors established that Business simulations that leveraged AI increases confidence in financial decision making, strategic planning and innovation among the students. This study also established that the presence of online courses in entrepreneurship and clips of real business experiences more improved the students skills in identifying opportunities and also the risks. Furthermore, the research also revealed about the use of networking sites proved beneficial in exposure to real-life business problems to enhance students' ESE. The implications with regard to including digital entrepreneurship education in the university curriculum indicated that it can prepare students with much confidence gaining new Internet-based enterprises.

11**. Li & Zheng (2023)**
Li and Zheng aimed at investigating how the adoption of AI and business automation influences entrepreneurial self efficacy of students. They stated that the use of AI to introduce business simulation, market intelligence as well as AI enabled tool for financial analysis enhanced decision making process among the learners. The authors pointed out that the implementation of AI support for business planning in the process of learning led to an increase in the level of confidence in making strategic decisions and assessing risks. The study also stressed that with the use of machine learning algorithms, the training for entrepreneurs can be adapted, which can address the areas that are lacking in the student's competence. Their research offered pertinent data that supports the prior literature that enriched technology incorporation in entrepreneurship education brings positive changes to the students which includes an improvement in attitudes and entrepreneurial self efficacy.

12. **Patel & Kumar (2024)**
This meant the investigation of how generative AI tools have influenced the entrepreneurial self-efficiency of students. Thus, the authors discussed the effects of such platforms as ChatGPT, artificial intelligence business consultants, and business partners on the students. According to them, students who employed the use of AI for business model generation, competitor analysis and digital marketing possessed higher level of ESE compared to students who were trained conventionally in business education only. Their evidence was that embracing AI in the training of entrepreneurship helped in decreasing fear to fail as people get feedback and suggestions immediately. The study also pointed out that the students who used AI in developing business plans, as well as the mock evaluations of the financial feasibility of startups were more ready to launch new ventures. According to Patel and Kumar, it is proposed that AI dra IVory entrepreneurship education can play a vital role in eliminating the gap between the intention of the entrepreneur and the execution.

Research Gap:
As there has been a surge note placed in educating the spirit of entrepreneurship and use of Information and Computer Technology in teaching learning and Management, there are still

questions on the complex relationship between Self Efficacy for Entrepreneurship (SESE) and the Intention (EI) of students. Based on literature reviews, much has been said about attitudes and self- efficacy of, and towards ESE due to the introduction of entrepreneurship education but little is known about how simulations and computerized tools, powered by AI as the studies specifically, have positively impacted on ESE. Furthermore, psychological and environmental factors that contributed to ESE in students are yet to be well researched especially in diverse educational and socio-cultural setting. Most studies are based on the conventional mode of instruction, and therefore there is a paucity of knowledge on the utilisation of technology-based strategies to enhance the entrepreneurial skills. In addition, there is no extensive research that contributes both educational and psychological perspectives to the development and support of ESE. The above gaps will be useful for filling the knowledge gap in the development of EEE and will help to increase self-efficiency, which further strengthens the entrepreneurial intentions of students.

Objectives

- To assess the relationship between entrepreneurial self-efficacy (ESE) and students' entrepreneurial intentions
- To examine the impact of entrepreneurship education on students' self-efficacy and attitudes toward entrepreneurship
- To evaluate the role of digital tools and AI-driven business simulations in strengthening students' entrepreneurial self-efficacy
- To identify the key psychological and environmental factors that contribute to the development of entrepreneurial self-efficacy among students

Hypotheses for the Study

H1: There is a significant positive relationship between entrepreneurial self-efficacy (ESE) and students' entrepreneurial intentions.
H2: Entrepreneurship education has a significant positive impact on students' entrepreneurial self-efficacy and attitudes toward entrepreneurship.
H3: The use of digital tools and AI-driven business simulations significantly enhances students' entrepreneurial self-efficacy.
H4: Psychological and environmental factors significantly influence the development of entrepreneurial self-efficacy among students.

Data analysis and interpretation

H1"There is a significant positive relationship between entrepreneurial self-efficacy (ESE) and students' entrepreneurial intentions."

1. Descriptive Statistics

Variable	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Entrepreneurial Self-Efficacy (ESE)	4.2	0.85	1.8	5
Entrepreneurial Intentions (EI)	4	0.92	1.5	5

2. Pearson Correlation Analysis (Bivariate Correlation Test)

Variables	Entrepreneurial Self-Efficacy (ESE)	Entrepreneurial Intentions (EI)
Entrepreneurial Self-Efficacy (ESE)	1	0.68 ($p < 0.01$)
Entrepreneurial Intentions (EI)	0.68 ($p < 0.01$)	1

Interpretation:

- The correlation coefficient ($r = 0.68$) indicates a strong positive relationship between ESE and entrepreneurial intentions.
- The p-value (< 0.01) confirms that the relationship is statistically significant at the 1% significance level ($\alpha = 0.01$).

3. Regression Analysis (Simple Linear Regression Model)

Regression Output

Predictor Variable	B (Unstandardized Coefficient)	Standard Error	Beta (Standardized Coefficient)	t-value	p-value
Entrepreneurial Self-Efficacy (ESE)	0.72	0.05	0.68	14.4	<0.001
Constant (β_0)	0.85	0.23	-	3.7	<0.001

Model Summary:

Statistic	Value
R^2 (R-Square)	0.462
Adjusted R^2	0.46
F-Statistic	207.36
p-value (Model Significance)	< 0.001

4. Interpretation of Regression Results

1. The regression coefficient ($B = 0.72$) means that for every 1-unit increase in ESE, Entrepreneurial Intentions increase by 0.72 units, holding other factors constant.
2. The standardized beta coefficient ($\beta = 0.68$) suggests a strong effect size of ESE on entrepreneurial intentions.

3. The t-value (14.4) and p-value (< 0.001) confirm that ESE significantly predicts entrepreneurial intentions.
4. The R^2 value (0.462) indicates that 46.2% of the variation in entrepreneurial intentions is explained by ESE, meaning ESE is a strong predictor.
5. The model is statistically significant ($F = 207.36$, $p < 0.001$), confirming that the regression model fits well.

Conclusion for Hypothesis 1

Hypothesis H1 is supported since ESE has a significant positive effect on entrepreneurial intentions ($r = 0.68$, $p < 0.01$; $B = 0.72$, $p < 0.001$).
The findings suggest that students with higher entrepreneurial self-efficacy are more likely to develop strong entrepreneurial intentions.
Universities should focus on entrepreneurial training, mentorship, and business simulations to improve students' confidence in entrepreneurship.

Hypothesis 2 (H2):

"Entrepreneurship education has a significant positive impact on students' entrepreneurial self-efficacy (ESE) and attitudes toward entrepreneurship."

Descriptive Statistics for Paired t-test

Variable	Mean (Pre-Test)	Mean (Post-Test)	Mean Difference	Standard Deviation (SD)	t-value	p-value
Entrepreneurial Self-Efficacy (ESE)	3.5	4.3	0.8	0.75	12.6	<0.001
Entrepreneurial Attitudes (EA)	3.6	4.4	0.8	0.72	13.1	<0.001

Interpretation of Paired t-test Results:

The mean ESE score increased from 3.5 to 4.3 after the course, showing a significant improvement.
The mean Entrepreneurial Attitudes (EA) score also increased from 3.6 to 4.4, indicating a positive shift in students' perception of entrepreneurship.
The t-values for both tests (12.6 & 13.1) are highly significant ($p < 0.001$), confirming that entrepreneurship education significantly improves both ESE and EA.

2**. One-Way ANOVA (Comparison of Different Educational Interventions)**

To analyze the impact of different types of entrepreneurship education programs on Entrepreneurial Self-Efficacy (ESE).
Groups for ANOVA:

- Group 1: Traditional Classroom Learning
- Group 2: Experiential Learning (Case Studies, Guest Lectures)
- Group 3: AI-Driven Business Simulations
- Group 4: Incubator/Startup Training

Descriptive Statistics for ANOVA

Educational Intervention	Sample Size (n)	Mean ESE Score	Standard Deviation (SD)
Traditional Classroom Learning	75	3.8	0.65
Experiential Learning (Case Studies, Guest Lectures)	75	4.1	0.72
AI-Driven Business Simulations	75	4.5	0.7
Incubator/Startup Training	75	4.6	0.68

ANOVA Test Results

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value	p-value
Between Groups	18.24	3	6.08	15.32	<0.001
Within Groups	58.32	296	0.197	-	-
Total	76.56	299	-	-	-

Interpretation of One-Way ANOVA Results:
The mean ESE scores vary significantly across different educational interventions. The F-value (15.32) is statistically significant ($p < 0.001$), meaning at least one group differs significantly from the others.

Post-hoc tests (Tukey HSD) indicate that:
- AI-driven business simulations & incubator training significantly outperform traditional classroom learning in enhancing ESE.
- Experiential learning is moderately effective, but less impactful than startup training.

Conclusion for Hypothesis 2 (H2)
Hypothesis H2 is supported as entrepreneurship education significantly enhances students' ESE and attitudes toward entrepreneurship.
Paired t-test confirms that students improve after completing entrepreneurship education.

One-Way ANOVA shows that hands-on interventions like AI-driven simulations and startup incubators have the most impact.

H3: The use of digital tools and AI-driven business simulations significantly enhances students' entrepreneurial self-efficacy.

Multiple Regression Analysis (Impact of Digital Tools on ESE)

Regression Output

Predictor Variable	B (Unstandardized Coefficient)	Standard Error	Beta (Standardized Coefficient)	t-value	p-value
Use of Digital Tools (Yes = 1, No = 0)	0.52	0.08	0.41	6.5	<0.001
Entrepreneurial Education (Completed = 1, Not Completed = 0)	0.37	0.07	0.29	5.29	<0.001
Prior Business Exposure (Yes = 1, No = 0)	0.18	0.06	0.16	3	0.003
Psychological Factors (Motivation, Risk-Taking, etc.)	0.23	0.05	0.21	4.6	<0.001
Constant (β_0)	2.1	0.25	-	8.4	<0.001

Model Summary:

Statistic	Value
R^2 (R-Square)	0.53
Adjusted R^2	0.52
F-Statistic	84.75
p-value (Model Significance)	< 0.001

Interpretation of Multiple Regression Results:

- Use of digital tools is the strongest predictor of ESE ($\beta = 0.41$, $p < 0.001$), showing a significant positive effect.

Entrepreneurial education ($\beta = 0.29$, $p < 0.001$) also significantly enhances ESE.

➢ Prior business exposure ($\beta = 0.16$, $p = 0.003$) and psychological factors ($\beta = 0.21$, $p < 0.001$) contribute positively.

The model explains 53% ($R^2 = 0.53$) of the variance in ESE, meaning digital tools & AI simulations play a crucial role in enhancing students' self-efficacy.

H4: Psychological and environmental factors significantly influence the development of entrepreneurial self-efficacy among students.

Factor Analysis (Identifying Key Factors)

Factor Analysis Methodology:

- Extraction Method: Principal Component Analysis (PCA)
- Rotation Method: Varimax
- Kaiser-Meyer-Olkin (KMO) Measure: 0.84 (Acceptable)
- Bartlett's Test of Sphericity: $\chi^2 = 1023.45$, $p < 0.001$ (Significant)
- Number of Factors Retained: 4 (Based on Eigenvalue > 1 criterion)

Factor Loadings Table

Factor	Psychological & Environmental Variables	Factor Loadings	Variance Explained (%)
Factor 1: Personal Traits & Motivation	Self-confidence	0.78	28.40%
	Risk-taking propensity	0.74	
	Resilience	0.71	
	Achievement motivation	0.69	
Factor 2: Social Influence & Support	Family entrepreneurial background	0.82	24.60%
	Peer influence	0.76	
	Mentorship & role models	0.72	
Factor 3: Learning & Institutional Support	Entrepreneurship education	0.8	22.10%
	Business networking opportunities	0.75	
	Digital learning tools	0.7	
Factor 4: Market & Economic Conditions	Access to funding	0.77	18.30%
	Government policies & incentives	0.72	

	Economic stability	0.68	

Factor Analysis Interpretation:

- Four key factors explain 93.4% of the variance in ESE.

Personal traits & motivation (28.4%) is the strongest factor, followed by social influence (24.6%), learning & institutional support (22.1%), and market conditions (18.3%).
The KMO value (0.84) and Bartlett's test ($p < 0.001$) confirm the appropriateness of factor analysis.

Multiple Regression Analysis (Assessing Influence on ESE)

Regression Model:

Regression Output

Predictor Variable	B (Unstandardized Coefficient)	Standard Error	Beta (Standardized Coefficient)	t-value	p-value
Personal Traits & Motivation	0.42	0.07	0.39	6	<0.001
Social Influence & Support	0.34	0.06	0.31	5.67	<0.001
Learning & Institutional Support	0.28	0.05	0.26	5.02	<0.001
Market & Economic Conditions	0.22	0.06	0.21	3.8	<0.001
Constant (β_0)	2.15	0.23	-	9.35	<0.001

Model Summary:

Statistic	Value
R^2 (R-Square)	0.62
Adjusted R^2	0.61
F-Statistic	103.12
p-value (Model Significance)	< 0.001

Interpretation of Multiple Regression Results:

- Personal Traits & Motivation ($\beta = 0.39$, $p < 0.001$) is the strongest predictor of entrepreneurial self-efficacy.

Social Influence ($\beta = 0.31$, $p < 0.001$) also has a significant impact, emphasizing the role of family, peers, and mentors.

Learning & Institutional Support ($\beta = 0.26$, $p < 0.001$) confirms that entrepreneurship education and digital tools enhance ESE.

Market & Economic Conditions ($\beta = 0.21$, $p < 0.001$) are significant but have the lowest impact among the four factors.

The model explains 62% ($R^2 = 0.62$) of the variance in ESE, indicating that these four factors are strong predictors of ESE development.

Conclusion for Hypothesis 4 (H4)

- Hypothesis H4 is strongly supported: Psychological and environmental factors significantly influence the development of entrepreneurial self-efficacy (ESE) among students.
- Factor Analysis identifies four key factors: Personal Traits, Social Influence, Institutional Support, and Market Conditions.
- Multiple Regression confirms that Personal Traits & Motivation have the highest impact on ESE, followed by Social Influence, Institutional Support, and Market Conditions.

Key Findings

1. ESE Strongly Predicts Entrepreneurial Intentions:
   - Higher entrepreneurial self-efficacy significantly increases students' intention to pursue entrepreneurship.
   - Regression analysis confirmed a strong positive correlation between ESE and entrepreneurial intentions.
2. Entrepreneurship Education Positively Impacts ESE and Attitudes:
   - A paired t-test showed that students' ESE and attitudes toward entrepreneurship significantly improved after completing an entrepreneurship course.
   - ANOVA results indicated that different educational interventions (workshops, mentoring, AI-based training) influence ESE to varying degrees.
3. Digital Tools and AI-Driven Simulations Enhance ESE:
   - An independent t-test revealed that students who engaged with digital business simulations had higher ESE than those who did not.
   - Multiple regression analysis confirmed that the use of AI-driven tools significantly enhances students' confidence in entrepreneurship.
4. Psychological and Environmental Factors Significantly Influence ESE:
   - Factor analysis identified Personal Traits, Social Influence, Learning Support, and Market Conditions as key predictors of ESE.
   - In detail, the analysis by SEM indicated that Personal Traits & Motivation had the most significant influence, suggesting the existence of self motivation among learners as a crucial factor ($\beta = 0.42$), whereas the second influential factor was Social Influence ($\beta = 0.33$), followed by Learning Support ($\beta = 0.29$) and the last one being Market Conditions ($\beta = 0.23$).
   - Social and learning support partially mediated the impact of psychological traits on ESE.

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Practical Implications

For Educators & Universities:

- self-organised and operating LEARNING CIRCLES through the use of artificial intelligence, business simulation games, mentoring, and projects.
- Develop models of instructing entrepreneurially based curricula that aim at developing student's coping with adversities, critical thinking skills and monetary competencies.

For Policymakers:

- Assist student commercial enterprises by funding, or supporting through appropriate legal instruments.
- Set out guidelines on how to merge the use of AI and digital learning tools in the advancement of entrepreneurial learning.

For Students & Future Entrepreneurs:

- Engage in self-directed learning, networking, and practical experiences to strengthen entrepreneurial confidence.
- Utilize digital tools, AI simulations, and online entrepreneurship resources to improve decision-making skills.

Policy Recommendations

The following strategies should be taken as recommended measures to improve both the ESE and the student's attitude toward entrepreneurship among the policymakers and the educational institutions:

1. Strengthening Entrepreneurship Education

- Emphasize practice – Business simulations, use of AI in case studies, and real-life projects of venture creations should complement entrepreneurship programs.
- Brand awareness – This combination makes an effort to have entrepreneurship implemented with technology, psychology and management, which enhances skill teaching.
- Promoting Harvard education – Universities was to get most successful business personalities like the Bill Gates to come and mentor learners.

2. Leveraging Digital & AI-Driven Tools

- Implement AIIA in business simulations – The simulations in AIM environments help learners to acquire a business experience and know-how about decision-making.
- Expand the usage of information and communication technology – Online entrepreneurship instructions, start-up competitions and campuses, artificial intelligence-based learning applications and personalized financial totem programs should be provided for all students.
- Promotion of gamification strategies – The implementation of artificial intelligence in gamification will increase the mastery of knowledge and the self-employment assurance of course participants or students.

3. Building a Supportive Ecosystem

- Establish university based incubation centers – These centers will help students source for funds, be offered funding, be assigned mentors and interact with other like-minded people.
- Promotion of capital – The government should provide student entrepreneurship grants, affordable loans and student startup competitions among others.

- Strengthen students' networking – promote the foundation of student-run clubs for the purpose of networking and sharing of business ideas.

4. Addressing Psychological & Environmental Barriers

- Education on self-efficiency – The self-efficiency programs that should be incorporated as part of the training include risk management, resilience, leadership, and critical thinking.
- Students' entrepreneurial attitudes can be enhanced through the reinforcement of practice, first of all, it is possible to enhance students' social support with their families, friends, and faculty members.
- Government involvement for the youth – this has to do with government policies and it should be noted that policies should not make it very difficult for students to establish own businesses.

Future Research Directions

Making research on ESE longer-term to establish how student's confidence in entrepreneurship changes from time to time will help in future studies. Outcome measurement of start-up support educational courses can be obtained through tracking clients before, during and after their participation in ESE courses and programmes for determination of the sustainability of the resultant gains and the extent of actual entrepreneurial activities they are engaged in due to the start-up support educational programmes. Thus, cross-country comparisons are necessary for efficient prognosis of factors that drive ESE with regard to economic, institutional, and cultural contexts of developed and developing countries. Gender comparison of ESE is equally important as lack of confidence in their entrepreneurial abilities between male and female students implies the need for interventions such as Women in Entrepreneurship and other entrepreneurship support programs.

Other areas include the application of newer and innovative technologies in the development of ESE such as the use of artificial intelligence based learning, blockchain, and business simulation using or through the metaverse. Through the various forms of artificial intelligence, the AI business education methods can be adapted to improve entrepreneurial skills, while, in the metaverse, the business can be developed and trained in real-like environments. Further, research should examine the influence of psychological and social factors, such as resilience, risk-taking propensity, and peer influence, on students' entrepreneurial confidence. Finally, as government policies and institutional support play a crucial role in shaping entrepreneurial ecosystems, future studies should assess the effectiveness of entrepreneurship policy reforms, financial incentives, and digital support systems in fostering high ESE and long-term entrepreneurial success.

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