

THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON
GENERATION Z

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ABSTRACT

This thesis is based on measuring the effectiveness of entrepreneurship education on Generation Z. Measurements are made underlining the extent to which entrepreneurship education supports young individuals to form a positive attitude and behavior to start their own ventures, and the contribution of this education to young people's development of creativity and innovative skills in their career life is discussed. For this purpose, qualitative and quantitative analyses were applied using primary and secondary data collection methods. A sample of 201 people was surveyed. The purpose of this analysis is to determine how much Generation Z's thinking is influenced by entrepreneurship education. It examines how learning, personal development, materialistic goals and entrepreneurial aspirations interact. The research questionnaire was carefully and sensitively constructed to capture people's diverse perspectives. In order to measure the reliability and validity of the questions different statistical tests were performed including Descriptive Statistical analysis, Multiple Regression Analysis and Correlations analysis. The research survey is carefully and precisely constructed to capture the various viewpoints of people. The survey's findings showed that respondents' average scores on a wide range of questionnaire items were constantly high. This suggests that entrepreneurship education has a big impact on Generation Z's thinking. The dependability of the study questionnaire also confirmed reliable assessments of the underlying construct. The analysis's findings showed that entrepreneurship and a number of other parameters have positive relationships. These results contribute to a better comprehension of the relationship between entrepreneurship and education.

Keywords: Generation Z, Entrepreneurship, Entrepreneurial Spirit and Leadership, Learning and Personal Development, Materialistic Orientation, Opportunity Recognition, Entrepreneurial Intention

GİRİŞİMCİLİK EĞİTİMİNİN Z KUŞAĞI ÜZERİNDEKİ ETKİSİ

ÖZET

Bu tez çalışması, girişimcilik eğitiminin Z Kuşağı üzerindeki etkinliğini ölçmeye dayanmaktadır. Girişimcilik eğitiminin, genç bireylerde kendi girişimlerini başlatmak için olumlu bir tutum ve davranış oluşturmaya hangi ölçüde desteklediğinin altını çizen ölçümler yapılmış ve bu eğitimin gençlerin kariyer hayatlarında yaratıcılık ve yenilikçi beceriler geliştirmelerine katkısı tartışılmaktadır. Bu amaçla, birincil ve ikincil veri toplama yöntemleri kullanılarak nitel ve nicel analizler uygulanmıştır. 201 kişilik bir örnekleme anket çalışması yapılmıştır. Bu analizin amacı, Z Kuşağı'nın düşüncelerinin girişimcilik eğitiminden ne kadar etkilendiğini tespit etmektir. Öğrenme, kişisel gelişim, materyalist hedefler ve girişimcilik isteklerinin nasıl etkileşim içinde olduğunu incelemektedir. Araştırma anketi, insanların çeşitli bakış açılarını yakalamak için dikkatli ve hassas bir şekilde oluşturulmuştur. Araştırma anketi, insanların farklı bakış açılarını yakalamak için dikkatli ve hassas bir şekilde oluşturulmuştur. Soruların güvenilirliğini ve geçerliliğini ölçmek için Tanımlayıcı İstatistiksel analiz, Çoklu Regresyon Analizi ve Korelasyon analizi dahil olmak üzere farklı istatistiksel testler yapılmıştır. Araştırma anketi, insanların çeşitli bakış açılarını yakalamak için dikkatli ve hassas bir şekilde oluşturulmuştur. Anketin bulguları, katılımcıların çok çeşitli anket maddelerine verdikleri ortalama puanların sürekli olarak yüksek olduğunu göstermiştir. Bu da girişimcilik eğitiminin Z kuşağının düşünceleri üzerinde büyük bir etkisi olduğunu göstermektedir. Çalışma anketinin güvenilirliği de altta yatan yapının güvenilir değerlendirmelerini doğrulamıştır. Analiz bulguları, girişimcilik ile bir dizi diğer parametre arasında pozitif ilişkiler olduğunu göstermiştir. Bu sonuçlar, girişimcilik ve eğitim arasındaki ilişkinin daha iyi anlaşılmasına katkıda bulunmaktadır.

Anahtar Kelimeler: Z Kuşağı, Girişimcilik, Girişimcilik Ruhu ve Liderlik, Öğrenme ve Kişisel Gelişim, Materyalist Yönelim, Fırsat Tanıma, Girişimcilik Niyeti

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Areesha HAIDER

DEDICATION

I dedicate this work to my parents, siblings, friends, and a praiseworthy and well-respected supervisor who has supported me throughout this research. I'm appreciative to them for their direction and assistance in all phases of my academic and private life.

Areesha HAIDER

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ABBREVIATIONS LIST

ESL: Entrepreneurial Spirit and Leadership

LPDO: Learning and Personal Development Orientation

MO: Materialistic Orientation

OR: Opportunity recognition

EI: Entrepreneurial Intention

CHAPTER 1

1. INTRODUCTION

This research study is based on measuring the effectiveness of Entrepreneurship Education on Generation Z. How Entrepreneurial education helps to build a positive attitude and behaviour in young individuals to start their venture. How Entrepreneurial education also motivates young minds to develop creativity and innovative skills that also help them in their professional career. Does it help to build a positive influence on the new graduates to take risks and go for their business establishment rather than working for someone else. For that purpose, Qualitative and Quantitative Data have been gathered through Primary or Secondary Data collection methods. Entrepreneurship plays a key role in the economic development and growth of any country. Research has shown that countries that focus on entrepreneurship tend to deal with lower unemployment rates and poverty. Entrepreneurship does not guarantee the success of the economy, but it does help to boost the economy. This paper also focuses on the same idea to find the relation between Entrepreneurship Education and Generation Z. These studies have been accepted worldwide as well and many countries are trying to promote this education in their educational system. These studies do not focus only on how important is to get students these educations but also the teachers should also be given relevant education and update their knowledge. In this way, they can do better counselling and guidance of the students. They should not only focus on theoretical studies but also give their students a better insight of the practical knowledge of Business Structure. This helps them to develop a better understanding and learning of the Business world. This education also allows you to learn Business methodologies, structure, operations, and strategies

1.1 Research background

Due to the importance of entrepreneurship in the global economy, academics are rapidly concerned with learning about the influence of young people on the development of this field. This is not a surprising notion. Entrepreneurship is a vital part of the country's development and economy as it creates employment and boosts spending on markets, innovation, and knowledge transfer. There is a lot of political and public interest in supporting entrepreneurship as it can help improve the lives of people. The exact definition of an entrepreneur is not exactly clear, as it can be very different from someone who doesn't want to be an entrepreneur in the first place. For instance, a basic definition of an entrepreneur would be someone who is the main actor in the creation of a new business. However, there is no well-defined definition of what an entrepreneur is versus a non-entrepreneur. In 1982 a study noted that there is a consistency in the psychological characteristics of people who are successful entrepreneurs. For example, although a link between a person's need for success and the ownership of a corporation is not established, an inner perception of individuals to be successful. Moreover, personal values can help differentiate successful individuals from the general public. The effects of previous experience on entrepreneurship are also known to be significant. For instance, people who are displeased with their previous jobs are more likely to create their businesses (Jeraj & Aydin, 2021). Several public policies are in place to encourage entrepreneurship in developing and developed nations. These include the promotion of education about entrepreneurship. Unfortunately, there are conflicting reports about the effects of such programs on students. According to some researchers, entrepreneurship education can help students cultivate the skills required to create a business. However, their exact impact on the propensity of learners to establish a firm is still unclear. Other studies claim that education programs that promote entrepreneurship are often ineffective at helping adults identify the opportunities that can lead to the development of start-ups. The results of this schoolwork propose that the impact of learning programs on entrepreneurship is not as strong as they were previously believed. More exploration is required to evaluate the effects of these programs on the intentions and skills of students to start a business. The goal of this study is to analyze the various traits that can influence the likelihood of people becoming successful entrepreneurs. The goal is to determine the impact that entrepreneurship education has on these traits. This study

analyzed the effects of education initiatives on the aspirations and abilities of students to establish a business (Adeel, Daniel, & Botelho, 2023). The journal entitled "Generation Z" was published by Emerald Publishing Limited in 1969. According to the study, generation Z mainly uses technology to look for data and favors private conversation. They also need self-sufficiency in a virtual environment in addition to relationships with others. There are also various contradictions in the opinions of different authors when it comes to the characteristics of new generations. This gap in research suggests that more studies are needed on this subject. Students in Generation Z need to have the necessary entrepreneurship profile. This thesis aims to analyze if the level of IEO that Generation Z students have is sufficient to enable them to start their businesses. In addition, the study explores how the EE can help improve ITE and develop students' entrepreneurial skills (Frunzaru & Cismaru, 2018). This study is focused on Generation Z, also referred to as digital natives. It explores the various characteristics and behaviors of this age group that are related to their socio-historical environment. According to another study, the core outcome of his generational philosophy is that society is prejudiced by their environment when they are young. According to scientists, the term Generation Z refers to individuals born after 1995. Others believe that this group was formed between 1997 and the 21st period. Another research claims that this age group starts between people born from 1996 to 2010. Although there is a consensus that virtual reality has become as real as the world around them, they have not seen it without the internet. The development of digital platforms and social networks has allowed Generation Z to have a tolerant attitude toward diversity. Despite their common characteristics, there are still significant differences between individuals belonging to this generation in various countries and regions. Compared to the previous generation, which was known as Generation X, this generation has various distinct characteristics. These include their ability to use and understand both real and virtual worlds, their desire to be present in society, and their ability to quickly disseminate information. In addition, they are also capable of multitasking and sorting through information. The characteristics of this group should also be considered when it comes to teaching methods. They can be used to improve the effectiveness of learning through digital tools. In addition, it is believed that they are very cautious and work hard (Lesinskis, Mavlutova, & Spilbergs, 2023).

1.2 Problem Statement

Generation Z, defined by its distinct characteristics and digital native status, is at the forefront of a changing socioeconomic landscape. Amid this dynamism, the amount and character of the impact of entrepreneurship education on Generation Z are called into doubt. While the importance of entrepreneurship education is widely recognized, the precise impact it has on the various aspects of Generation Z's mindset, including personal growth, learning, entrepreneurial goals, and materialistic orientation, has received little attention. This study aims to close this essential knowledge gap by thoroughly investigating the linked dynamics of entrepreneurship education and the various factors that influence Generation Z's entrepreneurial mindset. The possible consequences for educational practices, policy formulation, and holistic development highlight the necessity for this inquiry. The possible consequences for educational techniques, policy design, and Generation Z's overall growth within the present entrepreneurial context highlight the need of such an inquiry.

1.3 Research Strategy

Various strategies can be used for conducting research, such as surveys, case studies, ethnography, narrative inquiries, and experiments. (Saunders, Lewis, & Thornhill, 2003). This research adopts a survey strategy because it is based on a questionnaire distributed to a sample that represents the Generation Z population in Turkey.

CHAPTER 2

2. LITERATURE REVIEW

The first Harvard Business School entrepreneurship course was introduced in 1947. Since then, the more colleges offering entrepreneurship education has grown significantly. According to other researchers, the increasing number of programs that are designed to support the development of entrepreneurial skills has prompted many people to believe that these programs can help them succeed. Other studies also show that enhanced entrepreneurial skills and attitudes can help students and graduate students create new jobs and contribute to economic growth. In addition, these factors can also help boost the development of graduate business start-ups. The implementation and emphasis of entrepreneurship education programs can be very time-consuming and costly. This is why we must take a comprehensive look at the various factors that affect the success of these programs (Nabi, Liñán, Fayolle, & Krueger, 2017). Acquiring entrepreneurial skills can help individuals identify and act on new business opportunities, which can stimulate economic growth and improve society's well-being. Another university research provides a valuable contribution to society by equipping students with such abilities. To be able to prepare students with the needed skills to succeed in the field of entrepreneurship, universities have been heavily promoting this subject. The increasing interest in the subject has attracted the attention of various academic institutions. Evaluating the effectiveness of entrepreneurship programs in delivering beneficial outcomes has been challenging. Despite this, several favorable outcomes have emerged from the evaluations. According to a study, teaching entrepreneurship skills can be difficult unless the student actively participates in the class throughout the learning program. Despite this,

the work on the topic still lacks sufficient evidence to support the claim that varying student backgrounds can influence learning and the acquisition of skills from education. This thesis aims to analyze the profile of students participating in the entrepreneurship education program to determine the effectiveness of the program (Rauch & Hulsink, 2015). It follows up on recommendations made by various researchers in recent years. The research also explores the two boundary conditions that describe the participants' predisposition to learn more about entrepreneurship. The characteristics of students who attend entrepreneurship education vary depending on the type of course they're taking. For instance, those who take elective courses explicitly choose to study entrepreneurship. They also tend to have a stronger interest in this field as a career option (Hahn, Minola, Bosio, & Cassia, 2020). The field of entrepreneurship is rapidly expanding and is becoming more prevalent beyond the confines of the business sector. This discipline was first introduced in higher education during the 1970s and 1980s, when the interest in small businesses and entrepreneurship was at an all-time high. Various countries were urged to find ways to encourage citizens to self-employ, which would contribute to economic growth. Educating people about entrepreneurship was regarded as an academic discipline and an important factor in society's development. Due to the increasing number of countries that have introduced entrepreneurship education into their curricula, the concept is becoming more prevalent. Entrepreneurship is a process that involves identifying and evaluating various opportunities for entrepreneurs (Miço & Cungu, 2023). As of 2020, the term Gen Z refers to the group of young people who are currently studying at universities. Although different authors have different definitions of what this term means, the consensus is that it refers to individuals born from 1995 to 2012. Understanding the various behaviors and thinking of this generation is very important to successfully integrate them into society. (Jeraj & Aydin, 2021)The beginning and the end of certain generations as depicted by Pew Research Center (2019) are provided in Figure 2.1 (Dimock, 2019). Young individuals today are highly entrepreneurial, digital natives, and creative. They are faced with the difficult task of tackling global issues such as inequality, environmental destruction, and violent crime. They possess varying levels of anxiety and depression, and they are prone to experiencing challenges stemming from both internal and external factors. Although the exact characteristics of Zoomers are still unknown, we can assume that they will be highly entrepreneurial and idealistic. They will likely cater to their generation's digital needs, be tolerant of

different viewpoints, and try to solve environmental and social issues while living their best lives. Pursuing a self-sufficient and freedom-loving career in entrepreneurship allows Zoomers to have a better work-life balance, acquire higher incomes, and take control of their time. They will also learn how to use various skills, such as social media proficiency, to improve their lives. People who are Zoomers are typically born and raised with a multicultural mindset and strong political activism tendencies. They are also likely to have strong opinions on various social issues such as gender identity, human rights, and non-discrimination. As they grew up, they were taught to do everything themselves, which eventually led to them becoming entrepreneurs. According to a study conducted in the UK in 2019, the number of teens who own businesses has increased by over 700% in the last decade. A study conducted in 2020 by Nielsen revealed that almost half of Zoomers in the US would like to start a business. In 2021, a survey revealed that almost half of the participants would like to establish their own business within the next decade. Some various elements and factors contribute to the favorable view that Generation Z has about entrepreneurship. On the one side, traditional career paths are becoming more outdated and out of reach for many people. The rising startup costs and the increasing number of resources for aspiring entrepreneurs are also contributing to the favorable view of entrepreneurship. Due to the technological advancements that have occurred over the last decade, it is now easier than ever to experiment with the idea. As a result, we tend to associate this concept with the founders of newly established businesses. These individuals are often referred to as charismatic and visionary. If you are a Zoomer entrepreneur, then the idea of becoming a founder of a start-up company is probably one of the most appealing career paths that you can pursue (Cirstea & Anagnoste, 2023).

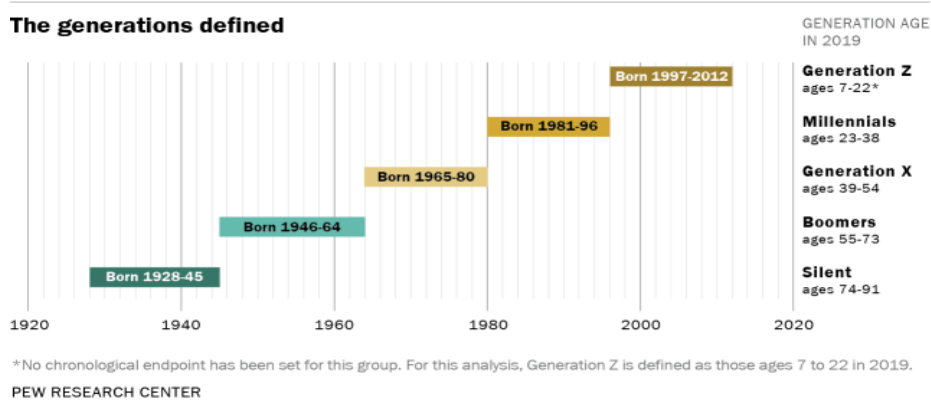


Figure 2.1 Generations Age Group Chart 1 **Source:** Dimock, M. (2019). Defining generations: Where millennials end and generation Z begins. Retrieved from <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>

A survey has shown that the group referred to as Generation Z, which includes individuals born after 1990, is the biggest generation in history. Another study revealed that this generation is more likely to be driven by passion, trust, autonomy, and flexibility than monetary incentives. Young entrepreneurs today belong to Generation Z, which is regarded as a technologically advanced and ethnically diverse group. They live in a world where social media plays a significant role in their lives and informal communication is crucial. It is therefore important that academic and industry experts understand how to cultivate the entrepreneurial mindset of Generation Z so that they can contribute to the country's development. According to another study, over half of this generation's individuals are interested in becoming entrepreneurs. According to experts, generation Z individuals don't want to be controlled by a boss or other individuals. Instead, they're more confident and believe that they can make a difference in the world through their actions. Compared to their elders, they have experienced more hardships. Their parents have gone through a tough time, and the COVID-19 pandemic has highlighted the need for job creation. Being an entrepreneur can help them contribute to the global economy and make a difference. Forbes reported that over half of Gen Z's members are interested in starting their businesses (*Saiyed & Srivastava, 2022*). The characteristics that define Generation Z are autonomy, self-reliance, and confidence. They are more likely to be involved in teamwork and independent work than trend-following individuals. They also do not want to be associated with the "trend-following" movement. Instead, they prefer to follow their passions and experiences through the Internet and technology. With the vast amount of information at their disposal, Gen Z is more realistic when it comes to their decisions and living arrangements. They also know that job stability is important to their well-being. They tend to favor regular employment over part-time work and freelance options. This finding is a surprise compared to their millennial counterparts' attitudes. According to a study, Generation Z is also capable of multitasking due to their ability to process and absorb vast amounts of information in seconds. They can effortlessly tackle several tasks at the same time (*Pandita, 2021*). The concept of entrepreneurship

education (EE) is a process that aims to provide students with the necessary skills and knowledge to start and operate a business. According to the theory, it involves the creation of a collection of formal teachings that are designed to help learners develop their entrepreneurial skills. The concept of entrepreneurship education (EE) is to provide students with the necessary skills and knowledge to succeed in their chosen field. It aims to instill a culture of entrepreneurship in them and help them avoid developing a mindset of searching for jobs after they graduate (*Otache, Umar, Audu, & Onalo, 2021*). The concept of entrepreneurial education (EE) refers to the various programs and processes that help students develop their skills and attitudes toward entrepreneurship. These programs are typically focused on developing specific entrepreneurial knowledge. However, they also have to offer a variety of tacit and codified elements that are related to the EL process. Although classic education tends to provide a codified understanding of entrepreneurship, practical experiences and lessons from educational programs can act as sources of tacit knowledge. Examples of these include the practical abilities and knowledge gained through training programs. The audience of entrepreneurial education programs at universities is generally composed of students. Due to the widespread nature of the program, it is also common for students from various fields of study to become exposed to it. Through various methods, such as workshops, seminars, focus groups, and lectures, an entrepreneur can connect their conceptual knowledge to practical skills. Since the field of entrepreneurship is multidisciplinary, programs in this discipline often cover a wide range of topics (*Hahn , Minola, & Van Gils, Entrepreneurial education and learning at universities: exploring multilevel contingencies, 2017*)

2.1 Entrepreneurial Spirit and Leadership

People with an entrepreneurial spirit are individuals who are constantly looking for new ways to create value for their organizations. This type of mindset and characteristics can help them become successful entrepreneurs. In addition to being able to think critically and develop effective strategies, an entrepreneur also has the necessary skills and knowledge to become a change agent in the social and business environment. An entrepreneur's spirit should be centered on creativity and innovation. They are capable of thinking outside the box and developing new ideas that can add value to their organizations. Entrepreneurial spirit can be improved through exposure

to more experienced individuals and training. Irrespective of whether they are entrepreneurs or not, having an entrepreneurial spirit can also be beneficial to employees and other people who strive to improve the efficiency of their organizations (Ahmad , Idrus, & Rijal, 2023). Entrepreneurship encompasses various objectives and motivations, such as social impact and commercial success. This broad conception of the enterprise has gained widespread recognition in scholarly works about the teaching of entrepreneurship. This activity requires the combined efforts of various elements, such as the motivational and personal aspects and the knowledge of the discipline. Entrepreneurial competence is defined as the ability to inspire others to take on projects that will benefit society. This competence is influenced by external and cultural elements, which can help improve one's ability to identify and actualize opportunities. It contributes to a more competitive and dynamic society. An entrepreneur's skill set must be developed through the amalgamation of various elements, such as the cultivation of personal attitudes and traits, as well as the knowledge required to oversee tasks. This methodology is important in building a robust personality as an entrepreneur. Furthermore, the moral and personal dimensions of competence are integrated into a single framework. The concept of entrepreneurial competence is made up of elements that complement and intertwine in a complex manner, which enhances personal autonomy and initiative in business ventures. All theories interrelated to the idea of innovative competence use target models and planned behavior theory. These are based on the assumption that prior attitudes toward entrepreneurship, social values, and favorable sociocultural conditions can influence an individual's behavior (Núñez-Canal, Sanz Ponce, & Azqueta, 2023). The question of whether or not an entrepreneur is a trait or talent from birth is the focus of this study. Also, the empirical research suggests that there is a systematic difference between individuals who are from small and medium-sized enterprises and those who are from business schools. The goal of this study is to determine if being an entrepreneur is a trait or talent that can be acquired from birth. It also aims to analyze the various factors that influence an individual's success in business. The effort invested in discovery is measured by its growth. In reality, most people cannot become an entrepreneur (Narsa, Narsa, & Narsa, 2019). Entrepreneurship plays a vital factor in a country's economic growth as it can create jobs and boost the country's economy. Further studies reveal that education related to entrepreneurship is very important to develop entrepreneurs and fast-track economic growth. The entrepreneurial spirit of students should be

nurtured in higher learning institutions, such as universities and colleges. The quality of education they receive also contributes to their development of entrepreneurial capabilities. A research conducted by another scholar, entrepreneurship education is very important in helping students develop their entrepreneurial skills and fast-track their economic growth. Students should consider when it comes to learning about entrepreneurship programs is the development of their knowledge and skills in dealing with market challenges (Wiyono & Wu, 2022). Due to the increasing number of initiatives that promote entrepreneurship education, the number of programs that teach skills and mindsets has also increased. According to studies, these programs can help individuals develop their motivation for starting and running businesses (Kanama, 2020). When university students form a new venture, their cognitive and behavioral approaches can help them overcome difficulties and solve problems. High self-leadership can also help improve an organization's performance by motivating individuals and developing voluntary and creative abilities. The importance of decision-making is acknowledged as a vital part of a startup's success. It allows a founder to make informed decisions and manage risks in unexpected situations. This is because it allows them to maintain a higher level of independence during the process of establishing a business. In 2015, that revealed that self-efficacy and risk-taking affect college students' willingness to start. In 2013, Seo and colleagues found that the desire to pursue, develop, and achieve personal competence, as well as the pursuit of a career, are influential on the willingness to start. It is believed that the self-leadership traits that are related to cognitive strategies can influence the attitude toward starting a career (Song, Im, Lee, & Kwon, 2018).

2.2 Learning and Personal Development Orientation

Gen Z students have distinct expectations when it comes to learning. They prefer methods that are interactive, visual, and tech-based, and they require online forums and digital tools that are always available. According to a survey conducted among Gen Z students, they prefer to receive academic information through WhatsApp and study materials in electronic form. They also believe that using technology in their educational programs can improve the quality of instruction. They use social media to communicate with their friends and develop their technology skills. Through Facebook, education can be improved by facilitating discussions and encouraging

cooperation among students. The overwhelming majority of the students noted that they are more tech-savvy than their professors. Although their instructors utilize social media to connect with students, they do not utilize WhatsApp, which is their preferred technology. They are aware that their peers possess more advanced tech skills than they do, and they are receptive to utilizing technology-based tools within their classes. (Hernandez-de-Menendez , Escobar Díaz, & Morales-Menendez, 2020). According to the authors, the difference between cognitive and non-cognitive competencies is that the former is easier to learn and assess, while the latter requires a lot of study and experience. According to them, education programs should focus on developing entrepreneurs' non-cognitive abilities so that they can overcome their obstacles. In 2011, According to the study's authors, entrepreneurship instruction can help individuals improve their abilities to excel in their chosen field. A similar study was conducted in 2006. Another study in 2021 showed that these courses can mold the entrepreneurship skills of future workers. A study conducted in 2011 showed that learning about the business concept through a school program can help pupils become successful entrepreneurs. Aside from helping pupils develop their entrepreneurial skills, this learning method can also help them secure seed capital, according to the authors. Several studies on this subject have been published in different regions. (Vinogradova, Novac, Jáki, & Aranyossy, 2023). According to various studies, generation Z and Y are known for being creative, flexible, and respectful of diversity. They prefer flat, interactive, and collaborative networks. These characteristics are in keeping with the entrepreneurial spirit that encourages people to explore new paths and take risks. They also support the idea that people should be brave enough to go into the unknown without worrying about the consequences. These traits are also apparent in the eagerness of Gen Z and Gen Y to establish new businesses. But, the behaviors of the two generations differ in various ways. For instance, the way learning is done, identity building, and context are among the differences. The context emphasizes the significance of global economic stability, the rise of the internet, and globalization. On the other hand, Gen Z experienced various notable events such as terrorism, technological advancements, and the COVID-19 pandemic. The way people learn is different between the generations. For instance, Gen Z prefers experiential learning, while Gen Y is more likely to rely on the conventional method of asking their role models for advice (Hamdi, Indarti, Manik, & Lukito-Budi, 2022). The goal of entrepreneurial learning is to inspire joy in students. This type of learning is

characterized by the independence of its participants. This is very important in the design of pedagogics and content. It requires a combination of different learning methods. Entrepreneurship education is conducted through a variety of challenging learning methods that focus on the development of practical skills. These include linking social, cognitive, and personal competencies to entrepreneurial content (Lindner, 2018).

2.3 Materialistic Orientation

Although the pursuit of wealth has been considered the most important factor that drives entrepreneurial motivation, other aspects of it have also been studied. In 2020, another research explored the link between entrepreneurial motivation and positive emotions. Motivated young entrepreneurs are more likely to improve their personal lives and work quality and experience personal growth when they gain wealth (Shi & Wang, 2021). Educating students about entrepreneurship can positively affect their self-efficacy, attitude, and entrepreneurial mindset. The attitude that entrepreneurship instills also plays a vital role in these effects (Wardana, Narmaditya, Wibowo, & Mahendra, 2020). Educating students about the importance of entrepreneurship can help promote sustainable growth. Various academic models for example the self-efficacy and human assets theories suggest that learning about entrepreneurship can motivate students to pursue careers in the field. Exposure to successful business models can help improve students' confidence in their entrepreneurial skills and attitudes toward entrepreneurship (Boldureanu & Boldureanu, 2020). Transitioning from one mindset to another is a process that entrepreneurs go through as they learn about their new opportunity and how to take advantage of it. They then split their time between finding solutions and implementing them (Lynch & Corbett, 2023). Two types of factors can trigger a person to start a venture: the pull and the push. The former refers to positive situations that can encourage people to start their businesses, such as having high earnings and the desire to be autonomous. On the other, the latter refers to negative factors that can push people into starting a business, such as unemployment and family pressure (Staniewski & Awruk, 2015).

2.4 Opportunity Recognition

The theory of opportunity recognition states the process of identifying and developing new businesses and technologies. It is also beneficial for organizations as it helps them adapt to changes and improve their performance. In addition to being beneficial for organizations, the relationship between opportunity recognition and intrapreneurship can also play a dynamic part in the development of new businesses. According to various studies conducted by different researchers, participating in intrapreneurship can help an organization identify and develop new strategies. The objective of this research is to discover the link between intrapreneurship and opportunity recognition. It states that individuals who participate in this process tend to actively look for new business opportunities and take advantage of them. It also helps them develop their skills in perceiving opportunities through their tacit knowledge (Liao, Li, Zhang, & Yang, 2022). Recognizing an opportunity is a procedure that an entrepreneur may use to identify potential business opportunities. Various forms of information can help a budding or existing entrepreneur identify potential opportunities. According to a study, having access to relevant information can help identify an opportunity for entrepreneurship. On the other hand, has defined the behavior of entrepreneurs as being focused on resource utilization. Another research states that an entrepreneur usually builds a new business or expand an already prevailing one if they find an opportunity that they can take advantage of. The process of identifying an opportunity leads to the formation of an entrepreneurial idea. The Research refers to opportunity identification as a phenomenon that affects the cognitive traits of entrepreneurs. Being able to identify and take advantage of a potential opportunity can improve an entrepreneur's self-efficacy and motivation. It can also help them develop a successful business plan. (Anwar, Thoudam, & Saleem, 2022). According to the literature, creative entrepreneurs are individuals who draw on their creative and artistic talents to identify various opportunities and provide services or products. They are also those who bring together the necessary resources to capitalize on these opportunities. The success of a start-up company mainly depends on its entrepreneurs' abilities and behavior. There has been limited research on the link between the attributes of creative entrepreneurs and their professional success (Chang & CheN, 2020).

2.5 Entrepreneurial Intention

The influence of entrepreneurship learning on the intention of people to generate a business is a topic of discussion in this thesis. The concept of EI refers to the recognition by an individual of their desire to establish a new business venture. The field of entrepreneurship has been heavily influenced by the concept of EI, as studies have shown that it can predict a person's planned behavior. In 2015, a study also predicted entrepreneurial actions. The effect of entrepreneurship teaching on the intention of people to start a business is a topic that policymakers, educators, and practitioners should consider. According to the concept of intention, an individual's behavior is influenced by their intentions. This concept states that the stronger one intends to perform a certain action, the more possibility it shows that they will do it. The intention to implement a particular behavior is also the outcome of various intellectual factors such as an individual's observed behavioral regulator and attitude to behavior. Entrepreneurship education can influence people's desire to establish a business. In 2014, a study presented a human capital theory that states that human capital refers to the various skills and knowledge that people can acquire through education. It is also regarded as a factor that influences people's EI. In 1998, a study noted that the strength of a person's faith in their ability to accomplish various assignments and roles in entrepreneurship is known as entrepreneurial self-efficacy. Another study noted that entrepreneurship believing in yourself can positively affect the relationship between education and economic independence (Maresch, Harms, Kailer, & Wimmer-Wurm, 2016). Young entrepreneurs are essential to the success of any business, and the younger generations are often the source of these individuals. College students, on the other hand, are more likely to exhibit entrepreneurial potential due to their independent learning abilities and willingness to accept new things. The process of becoming an entrepreneur is long and challenging. One of the most important steps in this process is developing an entrepreneurial intent. This is the step that can help you become a successful entrepreneur. Scholars believe that the concept of EI discusses a person's willingness or inclination to create his own business later. Numerous studies have shown that this is a crucial factor in people's entrepreneurial behavior. Due to the wide variety of factors that can impact a person's choice to start a business, academic research on this subject is vital. One of the most influential factors on an individual's EI is entrepreneurship education. It has been shown that this

type of program can help increase people's willingness to start a company. An entrepreneurship education course aims to provide students with the necessary skills and attitudes to succeed in their chosen field. In addition to these, it also provides them with the necessary knowledge and motivation to succeed in their chosen field. Through a combination of learning plans and experiences, the program can help students develop their entrepreneurial intent and improve their confidence. Entrepreneurship education is a vital component of the college student's EI. Even though it plays a significant role in the student's entrepreneurial journey, empirical evidence has revealed that the impact of this program is still variable. Furthermore, it has been shown that the promotion of this type of program lacks consistency across different groups and regions (Wang, You, & Wang, 2023). In his thesis, Krueger and colleagues claim that studying a person's intention to generate a new business can accurately predict their entrepreneurial behavior. Instead of relying on demographic attributes, situational factors, or personality traits, they prefer to focus on the psychological construct known as EI. Intentions can be prejudiced by various aspects, such as an individual's approaches and subjective norms. The concept of favorable or unfavorable evaluation refers to an individual's assessment of their performance when it comes to performing a certain behavior. It can also refer to an individual's judgment of whether or not they are doing something right. According to another study, the concept of perceived social norms refers to an individual's perceptions of certain social standards that they consider essential. The concept of control over perceived conduct refers to one's perception of their ability to perform a certain behavior. It can also be expressed as the availability of certain resources that can influence one's chances of success (Contreras-Barraza & Espinosa-Cristia, 2021). Prior studies on entrepreneurship typically focused on a specific type of entrepreneur, attempting to explain the factors that influence that individual's EI. These studies also conflate the "type" and "intention" questions. This type of question is commonly used to ask people what their preferences are when it comes to entrepreneurship. It can be used to determine what kinds of goals they want to achieve in their lives. However, it can also be used to determine if they are satisfied with their current employment. While an entrepreneur's behavior requires him or her to take risks, senior managers typically direct non-entrepreneurism employees to behave in a certain way. This ensures that the employee is not exposed to financial risk. To separate the motivation behind entrepreneurship from the preferences of a particular type of entrepreneur, we first ask the question, "Do

you want to experience the benefits of being an entrepreneur?" This is done to determine if people are confident they can handle the tasks that come with being an entrepreneur. Although several studies have been made on the subject, we rely on the work of Douglas to analyze the various aspects of entrepreneurship. The study tried to determine the feasibility of being self-employed. They then posed various questions to help the researchers identify the type of entrepreneur that they want to be. The answer to this question is derived from the individuals' revealed preferences, using conjoint analysis to study the different outcomes for different kinds of entrepreneurs. We then used a generic question to analyze the factors that influence an individual's EI, without referring to specific types of entrepreneurs (Douglas, Shepherd, & Venugopal, 2021). The goal of university students is positively influenced by their personal attitudes, organizational support, and perceived behavioral control (Rodríguez-Gutiérrez, 2020). The main drivers that encourage students to start their ventures are analyzed in this thesis. This will help improve their entrepreneurial intentions (Dragin, Mijatov, & Munitlak Ivanović, , 2022).

2.6 Entrepreneurship Education (Meditating Variable) has a significant impact on the relationships between Factors 1-5 and Generation Z

According to another research in 2009, entrepreneurship education involves the development of individuals' capacities, attitudes, and behaviors that can be applied in their careers as business owners. This concept goes beyond merely instructing students on how to start a new venture. It also involves incorporating other learning experiences that can be gained from an educational setting. The interventions that are included in this program promote the development of individuals' capacities, attitudes, behaviors, and knowledge to be able to participate in all aspects of their lives. They also help them manage risk and develop a sense of personal satisfaction. Education for entrepreneurs is geared toward individuals who desire to establish and run a business. It emphasizes the core competencies of entrepreneurship. Also, the program emphasizes the practical aspects of the business. Participants will learn through their behavior and actions. The goal of the program is to help participants develop the necessary skills to become successful entrepreneurs. It also aims to introduce them to the academic principles of entrepreneurship. In addition, it teaches them how to think critically and develop a strategy to achieve their goals. Through education through entrepreneurship, participants will learn how to develop their entrepreneurial mindset.

To ensure that they are living the entrepreneurial spirit, every member of society is expected to start doing things entrepreneurially. This includes individuals from every station in their lives. (Ndofirepi, 2020). In 2011, a study conducted by a scholar revealed that to transform a start-up company, entrepreneurs need to have the necessary skills to go beyond just creating a business plan. This includes other skills such as negotiation and risk-taking. In addition to being able to create a business plan, students also need to develop a variety of skills such as creativity, team spirit, and self-confidence. As a company grows, the role and responsibilities of an entrepreneur change. This is why students must be able to handle the various changes that come with running a business. In addition to traditional universities and training facilities, entrepreneurship education also included self-taught classes. Another study predicts that students' attitudes toward entrepreneurship can influence their conduct when it comes to starting a business. Other studies have also indicated that education related to entrepreneurship can stimulate students' desire to start a business and their behavior toward it. A study conducted in 2013 revealed that entrepreneurship instruction can motivate students' desire to start a business (Irawanto & Novianti, 2021). The literature review emphasizes the significance of entrepreneurship education in motivating learners and inspiring them to pursue it. According to studies, formal education can help entrepreneurs develop a greater sensitivity to the market and identify new opportunities. This can be done through learning how to develop effective strategies and manage their risk. Some research also noted that the skills needed to start a business are often identified as the most important factors that people consider when it comes to entrepreneurship (Horng, Liu, Chou, & Huang, 2020). The goal of the entrepreneurship education program (EE) is to cultivate the members' desire to pursue entrepreneurial actions. It also aims to identify the aspects that can impact this intention, for example, the availability of entrepreneurial knowledge and the practicality of the activity. According to researchers, universities can help develop entrepreneurs by influencing certain soft outcomes, such as attitudes or awareness. They can also help by inducing changes in the participants' specific skills and knowledge. The first line of research is focused on perceptions and attitudes as outcome variables. For instance, in 2006, reported that the entrepreneurship education program can help participants' perceptions about starting a business (Thomas, 2023). Entrepreneurship learning programs in higher education can promote sustainable development by providing students with the required skills and knowledge to succeed

in their chosen fields. Several theoretical models, such as self-determination, human capital, and entrepreneurial self-efficacy theories, argue that this type of education is beneficial for students as it helps them develop their entrepreneurial intentions. Exposure to successful business models can help improve students' confidence in starting a company and boost their self-efficacy when it comes to entrepreneurship (Lindner, 2018).

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 Research Question and Hypothesis Development

The objective of this research is to determine the reliability and validity of the questionnaires that were used in previous studies. It also aims to check the effectiveness of these questionnaires. (Jeraj & Yadin, 2021). The questions are designed to understand the impact of Entrepreneurial Education on Entrepreneurial spirit and leadership, Learning and Personal Development and materialistic orientation. Opportunity recognition and Entrepreneurial Intention. The importance of an exploratory study is acknowledged by (Kothari, 2004) as it helps to invalidate or confirm a hypothesis. An explanatory study, on the other hand, provides a comprehensive investigation of the findings. This type of study examines the factors that influence the behavior of individuals. The researchers identified various methods for sampling and measuring samples. They then used a survey to gather data and develop a strategy to solve the problem. They utilized the SPSS software for analysis. Exploratory and explanatory scientific investigations are two types of studies. This thesis adopts the explanatory approach. There are five independent factors in the study: ESL(Entrepreneurial Spirit and Leadership), LPDO(Learning and Personal Development Orientation), MO(Materialistic Orientation), OR(Opportunity recognition), and EI(Entrepreneurial Intention). Generation Z as a dependent variable represents the outcome or the observed characteristics of Generation Z, influenced by the independent variables. It encompasses the overall impact of entrepreneurship education on the mindset and behavior of this generation. Entrepreneurship Education

is considered a mediating variable that shapes the influence of independent variables among Generation Z.

Hypothesis:

- H1: Entrepreneurial spirit and leadership have a significant impact on Generation Z.
- H2: Learning and Personal Development have a significant impact on Generation Z.
- H3: Materialistic Orientation has a significant impact on Generation Z.
- H4: Opportunity Recognition has a significant impact on Generation Z.
- H5: Entrepreneurial intention has a significant impact on Generation Z.
- H6: Entrepreneurship Education (Mediating variable) has a significant impact on the relationships between Factors 1-5 and Generation Z.

The belief that leadership and entrepreneurial spirit play a significant role in shaping the characteristics of Generation Z is a key component of the broader study examining the link between entrepreneurship education and this unique demographic. The goal of this hypothesis is to provide a comprehensive analysis of the various factors that influence the development and maintenance of entrepreneurial spirit in young people. It aims to identify the key factors that can help promote the growth and success of entrepreneurs. Through a rigorous analysis of over 200 questionnaires, the research has been able to explore the various factors that influence the development and maintenance of entrepreneurial spirit in young people. It also aims to identify the key factors that can help promote the growth and success of entrepreneurs. As the workforce continues to evolve, the significance of leadership and entrepreneurial spirit will become more apparent. Understanding these factors can help shape the future contributions of Generation Z to the professional field. The concept of the importance of personal development and learning in the development of Generation Z is very important to the research community. Firstly, generation Z individuals are very focused on developing their personal growth and continuous learning. The goal of the hypothesis is to recognize the connection between the attributes of entrepreneurship and the mindset of the individual. It aligns with the educational goals of developing a variety of competencies that can help individuals become resilient and adaptable. The

results of the study suggest that the importance of personal growth and learning is acknowledged by Generation Z individuals. The high scores and reliability of the questionnaire suggest that the respondents are aware of the significance of these factors. The hypothesis suggests that entrepreneurship education can help shape a Generation Z individual's holistic mindset and contribute to their overall professional and personal growth. As the employment landscape of Generation Z continues to evolve, policymakers and educators must recognize the link between learning, entrepreneurship, and personal development. This concept can help them develop effective strategies that cater to the unique needs of this generation. The concept of materialism has been associated with the Generation Z phenomenon, and its significance in the research context is acknowledged due to its nuanced relationship between the aspirations and values of this generation and the values of this society. Materialistic orientation is the extent to which people prioritize financial success and material possessions. The concept of materialism is also important in the context of the Generation Z phenomenon, as it is a manifestation of the individual's aspirations for financial success and stability. Entrepreneurship education can benefit from addressing and recognizing the materialistic orientation of students. Understanding the values of Generation Z can help guide the development of programs that cater to their aspirations. This study explores the aspects of materialism in the data collected from 201 questionnaires. It shows how this concept interacts with other factors that influence entrepreneurs' mindset. Embracing and respecting the principles of materialism can enhance the instructional effectiveness and relevance of certain strategies. By understanding the values of Generation Z, entrepreneurship instruction can equip them with the necessary skills to succeed in the modern marketplace. One of the most critical skills that entrepreneurs need to develop is opportunity recognition, which helps them identify and capitalize on unmet needs or novel opportunities in the market. This skill is very important during the entrepreneurial process, as it can help them create new businesses and stimulate economic growth. Besides being able to identify potential opportunities, it also involves being able to observe the market and predict trends. In entrepreneurship education, recognizing and capitalizing on opportunities is a vital part of any student's development. This knowledge and skills can help individuals succeed in a competitive environment. In addition, it instills a mindset that encourages problem-solving, critical thinking, and the ability to utilize challenges as opportunities. Through this program, aspiring entrepreneurs can learn

how to navigate the uncertainties of the world and create value in new and innovative ways. Opportunity recognition is especially relevant to Generation Z, which refers to individuals born from the 1997 to the 2005. They are known for their passion for innovation and digital literacy and desire for work that is purpose-driven. Emphasizing the importance of recognizing and capitalizing on opportunities through entrepreneurship education can help this generation realize their potential. Educating Generation Z students about entrepreneurship goes beyond conventional business knowledge. It instills a proactive mindset that will help them find and capitalize on various opportunities. This approach aligns with their multifaceted and dynamic aspirations, which will enable them to navigate the world's complicated economic systems. Entrepreneurship education accelerates the rise of Generation Z and shapes their future directions. It also contributes to their capacity to make a difference in the world. An entrepreneur's intention is a commitment and inclination to pursue business ownership, expressing their desire to establish, manage, and expand a firm. Cultivating a culture of enterprise and innovation is achievable with an understanding of one's entrepreneurial spirit. Emphasizing the significance of an entrepreneur's intention, particularly when it comes to entrepreneurship instruction, is crucial. It plays a vital role in shaping an individual's mindset and promoting a preference for entrepreneurship, equipping them with the necessary skills and knowledge to pursue business ownership. Entrepreneurship education aims to develop a risk-taking mindset and a proactive attitude, which would help individuals cultivate their entrepreneurial intentions. It also equips them with the necessary skills to start and operate a business. This approach is particularly relevant to Generation Z, which is composed of individuals who desire to be autonomous, and creative, and have a preference for work that is purpose-driven. Experiencing entrepreneurship instruction has a significant impact on the entrepreneurial intentions of Generation. Entrepreneurship instruction aligns with the aspirations of today's generation, which is composed of individuals with deep digital fluency and a yearning for impactful and meaningful work. Educating Generation Z on the fundamentals of entrepreneurship can help them prepare for their future business endeavors and cultivate a mindset that values resilience, adaptability, and innovation. These qualities are vital when navigating through a constantly changing global environment. Besides business creation, entrepreneurship instruction can also help develop a generation of individuals who are capable of addressing various social and economic issues. They can contribute to the fabric of society and

lead to positive changes. Entrepreneurship instruction reshapes the aspirations of Generation Z by positioning them as leaders in innovation and progress. The goal of this thesis is to explore the various dynamics that influence the mindset of Generation Z. It aims to identify the role that education plays in shaping this generation's entrepreneurial outlook. According to this thesis, the various factors that influence the mindset of Generation Z are not isolated entities but are interconnected elements that are brought about by education. The findings of this study support the notion that entrepreneurship instruction significantly influences the factors that are needed to establish and sustain successful businesses. It also highlights the potential of effective methods to improve the influence of leadership and entrepreneurial mindset among Generation Z. The study sheds light on a paradigm shift regarding how individuals perceive entrepreneurship. The study emphasizes how important entrepreneurship instruction is, as the various factors that influence the mindset of Generation Z, such as leadership and entrepreneurial spirit, are not isolated entities but are interconnected elements that are brought about by education. This finding shows a remarkable progress in molding the future entrepreneurship landscape. The thesis' hypothesis highlights the link between education and the various factors shaping the future entrepreneurs of Generation Z. Emphasizing the importance of entrepreneurship instruction, it shows how beneficial it is in helping individuals become self-sufficient and contribute to the ecosystem. Moreover, its reframing allows for a more nuanced understanding of how the journey of Generation Z will affect them.

3.2 Research Questions

- **How entrepreneurship education could be beneficial for Generation Z in the future?**

Educating Generation Z about entrepreneurship provides them with the necessary skills to succeed in an evolving world. It teaches them concepts such as critical thinking and problem-solving, and it helps them develop their financial literacy. Educating them about entrepreneurship helps them develop a mindset that is capable of accepting risks and adapting to changes. As they face the challenges of a constantly changing global economy and a work environment that is more gig-oriented, this educational approach can help them prepare for their future careers.

Emphasizing sustainable practices and social responsibility is an integral part of entrepreneurship education, which aligns with the values of today's youth, priming them to make a positive contribution to society. It also helps them realize their potential to excel in a future where a sense of purpose, creativity, and innovation are at the forefront of every activity. The year 2020 has shown that Gen Z is not immune from the effects of climate change. It also highlighted the need for new conversations about racial equity, democracy, and social justice. To effectively prepare for these challenges, youngsters need a new type of education. The traditional "factory model" of education is no longer enough to meet the needs of the next generation. Instead, it should focus on developing new competencies and skills. For years now, experts have been advocating the importance of entrepreneurship education as a way to develop business skills and other critical thinking skills. This type of instruction can be done through projects and experiential learning (Mahmudin, 2023).

➤ **Why is it important to have knowledge related to entrepreneurship?**

Educating students about entrepreneurship and innovation can help them develop the skills they will need to succeed in a fast-paced and uncertain world. Everyone should be ready to face challenges and overcome whatever the future throws at them. Both are beneficial for individuals who want to become independent and create their products and services. Pursuing innovation and entrepreneurship can enhance one's logical and analytical abilities, which would help them solve various problems. It helps relieve stress and improve daily lives by providing innovative services and products. Entrepreneurs can secure their futures by developing effective solutions to complex issues. Irrespective of whether one is starting a business or expanding their operations, having the necessary knowledge and skills related to entrepreneurship can help individuals navigate the world's ever-changing competitive environment. It also equips them with the creativity, adaptability, and problem-solving abilities that are vital to their daily lives. Entrepreneurship knowledge helps individuals develop a proactive mindset and take calculated risks to find opportunities and contribute innovative ideas. This knowledge is particularly relevant to the current state of the job market, where people's entrepreneurial skills are in high demand. This program aims to instill a spirit of resilience, independence, and commitment to lifelong learning, which will enable individuals to excel in diverse professional settings and

contribute to society. Knowledge about entrepreneurship can help individuals develop their skills and talents, giving them the means to overcome challenges and create value (Poore, 2023).

➤ **What is the Impact of entrepreneurship education on Generation z?**

Educating Generation Z individuals in entrepreneurship significantly shapes their perspectives, abilities, and aspirations. It provides them with the necessary skills and knowledge to succeed in their chosen field, and it enables them to foster creativity, innovation, and problem-solving capabilities. This program aims to instill an entrepreneurial mindset that will help students develop their skills and confidence in navigating the world. It also empowers young people with a sense of self-efficacy and independence. Educating young people in entrepreneurship can also help them improve their financial literacy. It teaches them how to manage their finances and develop a global perspective. This program exposes them to the latest technological advancements and business concepts, which will prepare them for the future of their industry. Entrepreneurship education also promotes social responsibility, as it encourages Gen Z to think about the effects of their actions on the environment and society. This aligns with their values, which are often focused on making a positive impact on the world. Overall, entrepreneurship education can help empower young people with the necessary skills and knowledge to succeed in their chosen fields. Fostering entrepreneurship education in high schools can help improve the mindset of Gen Z students and increase their desire to start their businesses. Gen Z individuals are still focused on their digital identities, but they also desire an environment that allows them to collaborate and develop their ideas for business and education. This can be achieved by inviting industrial players to join. According to studies, Gen Z individuals are more flexible in their work schedules and prefer a more individual approach. They also are less accepting of hierarchies. A study carried out in nine European countries revealed that entrepreneurship education can have a positive impact on the mindset of young people. It can also help them become more employable and contribute to society. If educational institutions provide more training and vocational programs that are geared toward entrepreneurship, Gen Z might consider attending college. College may once again appeal to Gen Z individuals due to the combination of in-service training and entrepreneurship courses that are geared toward specific industries. It is

also easier to implement a school system that caters to the needs of a particular generation than it is to change the system for a different one (Sholihah, Wibowo, & Dianta, 2023)

3.3 Theoretical Framework

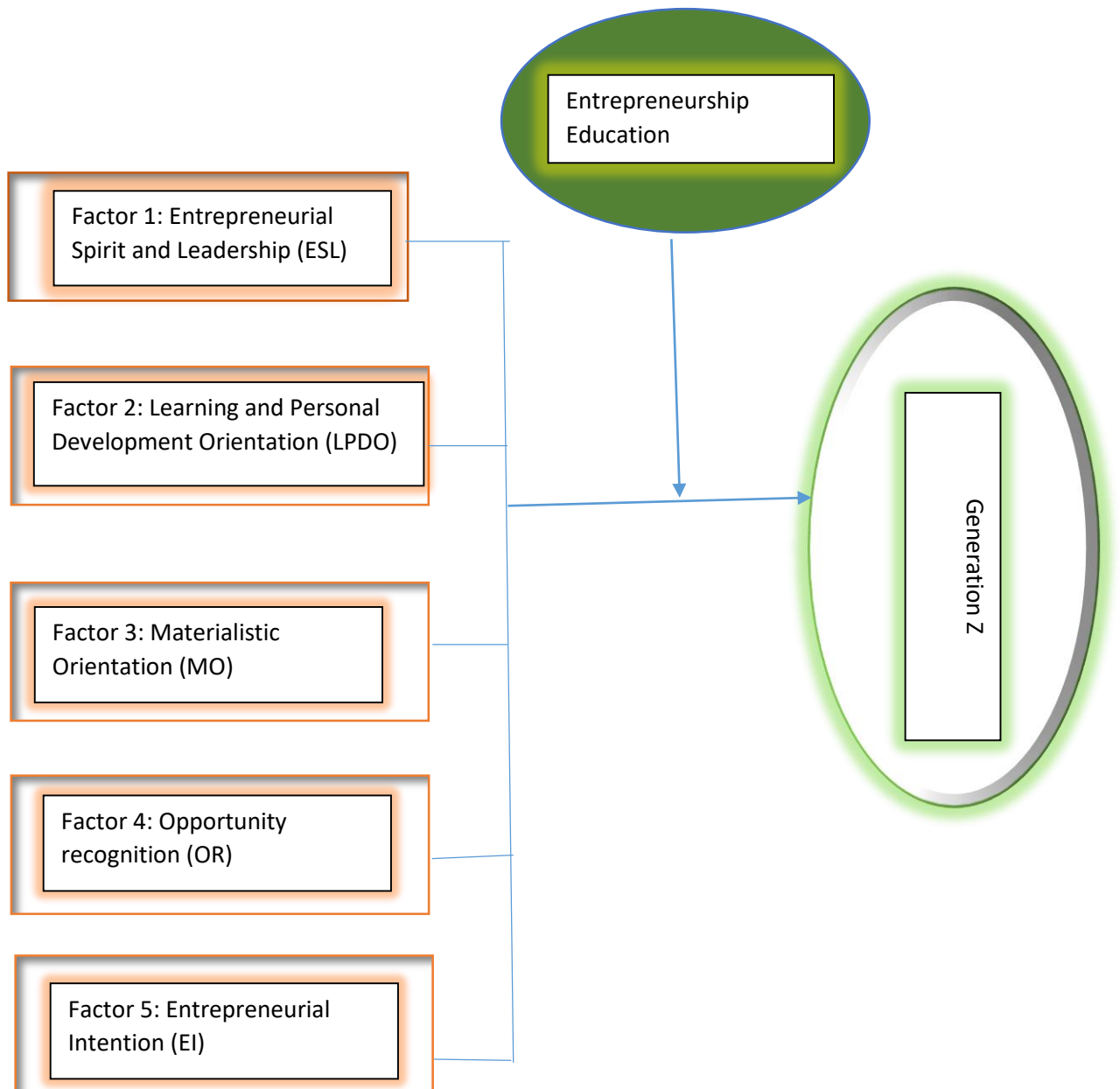


Figure 3.3 Theoretical Framework 1 **Source:** Designed for my Factors Framework

3.4 Research Design

The two main philosophies that are used in conducting research are subjectivism and objectivism. With subjectivism, we consider the assumptions and humanitarian factors that people have when it comes to studying phenomena. On the other hand, objectivism is focused on the study of real scientific facts. According to theorists, extreme objectivism doesn't consider the influence of humans on scientific facts. Instead, it focuses on the observation of real scientific data to come up with a conclusion. This thesis aims to analyze a business problem using a survey to measure its constructs (Saunders, Lewis, & Thornhill, 2003). The two types of research methods that are commonly used are quantitative and qualitative. The former uses a survey that is structured to generate numerical data, while the latter involves using non-numerical information collected through interviews and open-ended questionnaires (Sekaran & Bougie , 2016). The proposed research method is quantitative. Thus, the data is collected via a questionnaire that contains structured questions. This research examines the effect of Entrepreneurship Education on Generation Z. The Research population is a total number of Generation Z enrolled in Entrepreneurship Education in Turkey. The research is collected from the people who are enrolled and have been enrolled in any Entrepreneurial Education Course or Diploma. The targeted sample has been collected at a confidence level of 95%. The target sample size range is between 200-250 people. Cross-sectional studies involve gathering information at a particular point in time. Longitudinal studies, on the other hand, are those that are focused on understanding something at various places in time (Sekaran & Bougie , 2016). The study is a cross-sectional analysis that observed the impact that entrepreneurship education had on Generation Z.

3.5 Data Collection

The main tool used in the assembly of information for this study is the questionnaire. A group of experts from ISIK University validated the questionnaire to determine if it is appropriate for analyzing an organization's environmental performance. This method involves handling information assortments, factual reaction polls, and charts. The quantitative display method was utilized to analyze the various sizes of the array in the SPSS software. This finding was regarded as a confidence-building factor in the study's results. The findings and results are presented in the

section that explains the study's findings. The questionnaire was formatted in English. The questionnaire was approved by the Ethics Committee of the university. The participants' responses are scored using a five-point scale, and the outcomes can range from strongly disagreeing to strongly agreeing. The responses range 1 (strongly Disagree) to 5 (strongly agree).

3.6 Research Questionnaire Design:

The questionnaire was adopted from the literature (Jeraj & Aydin, 2021). To ensure the questions quality and relevance to the research, it was distributed mainly to the university and college students. The research questionnaire was devised using the Likert scale for each question except for the extent of use and demographic questions.

Table 3. 1 Research Questionnaire Design 1

Variable	Number of Questions	Source
Demographics	3 Questions	
Entrepreneurial Spirit and Leadership (ESL)	7 Questions	(Jeraj & Yadin, 2021)
Learning and Personal Development Orientation (LPDO)	4 Questions	(Jeraj & Aydin, 2021)
Materialistic Orientation (MO)	2 Questions	(Jeraj & Aydin, 2021)
Opportunity recognition (OR)	4 Questions	(Adeel, Daniel, & Botelho, 2023)
Entrepreneurial Intention (EI)	3 Questions	(Adeel, Daniel, & Botelho, 2023)
Entrepreneurship Education	1 Question	(Adeel, Daniel, & Botelho, 2023)

CHAPTER 4

4.EMPRICAL ANALYSIS

4.1 Data Analysis

The results of the study were presented using the statistical package known as SPSS. Various methods, such as regression analysis, demographic analysis, and reliability analysis, were utilized to analyze the data and determine if the hypothesis should be accepted or rejected. A total of 201 responses were obtained. The study was conducted through a comprehensive search for academic literature and databases. It was focused on conducting a literature review on the Impact of entrepreneurship Education on Generation Z. After collecting the necessary data, we performed various statistical analyses to determine the degree to which the findings support the hypothesis. The objective of the statistical analyses was to support the hypothesis about the link between various factors, such as Entrepreneurial spirit and leadership have a significant impact on Generation Z.

4.2 Validity Analysis

The questionnaires were adopted from (Jeraj & Aydin, 2021)The results of the survey were analyzed to estimate the various factors that influence the development and maintenance of a society. For this study, the survey was shared with generation Z. In total, over 201 responses were collected. Mitja Jeraj and Gokhan Aydin (Jeraj & Aydin, 2021) research papers used to progress with my research.

Table 4. 2 Response Rate of Questionnaire 1

Statements	No. of Questions
No. of Questionnaire distributed	250
No. of questionnaire received	201
Response Rate	84%

Out of the 250 survey questionnaires, only 201 were completely filled out, and the rest were incomplete. The response rate was 84%.

4.3 Reliability Analysis

The reliability analysis is a process that tests the consistency of a survey tool. It can help determine if the data collected is reliable. (Wang V. , 2022). Cronbach's Alpha demonstrates the essential consistency that is determining variables of the study. In this research, the inside approach to consistency is used which confirms the reliability of our data collection tool (questionnaire). Table 3.2 demonstrates that Cronbach's alpha value is $0.924 > 0.80$. The alpha value in research questionnaire, which is 0.924, indicates its high reliability. This is because the items in it consistently measure the underlying construct and are strongly correlated. The reliability analysis is a process utilized in research to determine the stability and consistency of a survey or measurement instrument. It helps in ensuring that the findings are reliable and consistent. This type of analysis is especially important when dealing with certain variables that are predicted to be stable. The importance of reliability analysis is acknowledged in research as it is a vital part of ensuring that the instruments and measurements used in a study are reliable. This process ensures that the data are stable and consistent over time. Researchers can perform a systematic evaluation of the internal consistency of various forms of surveys and scales by using methods such as Cronbach's Alpha. This step is vital in determining the instruments' reliability. Reliable analysis's results directly affect the accuracy and trustworthiness of results of studies. Inadequate measurements could compromise the integrity of results, hindering the ability of researchers to come up with meaningful conclusions related to the examined variables. Reliability analysis is a safeguard that can enhance the credibility and robustness of a study by ensuring that the collected data accurately reflects the

underlying ideas. The concept of reliability analysis is related to the variables themselves, as it determines the consistency of the measurements made for certain elements. For instance, when a survey is conducted to measure the same variable, the reliability analysis would look into whether the responses are stable and consistent. The trustworthiness and accuracy of the data collected from a particular variable are dependent on its reliability. Having reliable measurements can help improve the confidence of researchers when it comes to coming up with accurate conclusions (Surucu & Maslakci, 2020). The consistency of the dataset for entrepreneurship education is determined by taking into account its various constituent values, like Cronbach' alpha. The Cronbach alpha range is used to measure the level of trust that people have in a survey or questionnaire. It can range from 0.5 to 0.9. More than 0.8 indicates that the survey or questionnaire is more trustworthy, while less than 0.5 indicates that people are less confident in its accuracy.

Table 4. 3 Reliability Analysis 1

Variables	No. of items	Cronbach's Alpha
Impact of Entrepreneurship Education on Generation Z	21	.924

4.4 Demographic Analysis

4.4.1 Gender

The questionnaire was used to gather information about the sample's demographics, such as its age, gender, and educational level. Due to the suitable random sampling method, the female respondents outnumbered the males, resulting in a 55.2 % female respondents and 44.8% male respondents. Table 3.3 reveals how ideal it is to see the distribution of the data to the respondents, with a good balance of male and female responses.

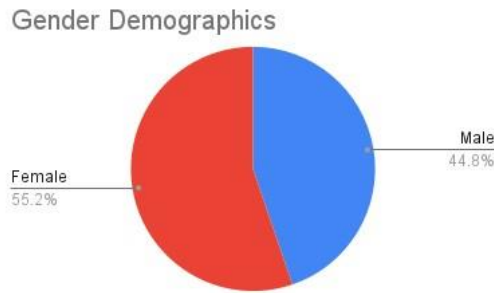


Figure 4.4 Demographics 1

4.4.2 Age

In the age range, the survey was performed with a focus on achieving a representative sample of individuals aged between 18 and 50 years, designated in a way that approximated randomness. The survey's main target audience was the Generation Z cohort, with a specific prominence on individuals between the ages of 18 and 25. The results presented in the graphical illustration indicate that the largest section of respondents was within the 18 to 25-year age bracket, thus providing an ideal representation of the preferred range.

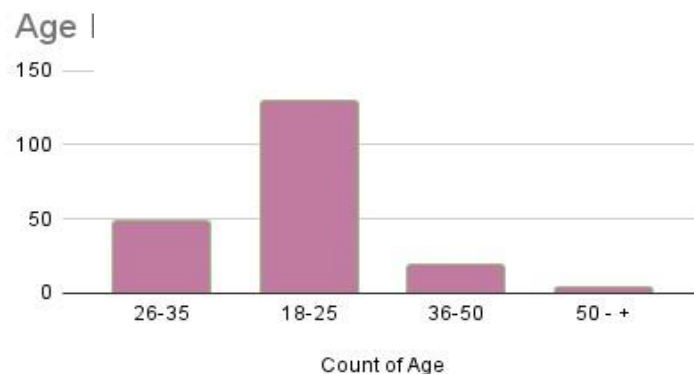


Figure 4.5 Age Demographics 1

4.4.3 Educational Level

As detected in Table 3.5 most of the respondents, which is 44.78% of the respondents have High School graduates, followed by 29.85% of the respondents

having bachelors. There were 14.93% of respondents who had a Master's degree and only 4.98% of the responses were from Ph.D. degree holder and vocational schools. The results indicate that all respondents were knowledgeable about the survey questionnaire, which shows that it is an effective method for conducting research. Furthermore, it fits well with our target demographic.

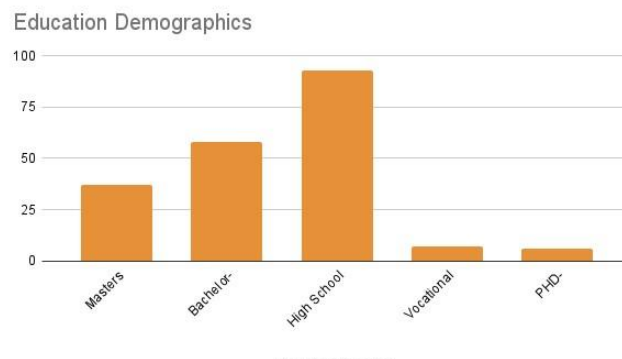


Figure 4.6 Education Demographics 1

4.5 Descriptive Statistics of Research Questions

Descriptive statistics are essential tools in research, as they summarize complicated data and make sense of it. They play a vital role in various phases of an investigation. They help researchers identify trends and patterns in the data, and they play a vital role in the development of hypotheses and research questions. In addition, descriptive statistics can be used to compare groups, as they provide insight into the differences or similarities between groups. Analyzing the quality of data is another important aspect of a research project, as these statistics can help identify areas of concern. In addition to their analytical capabilities, descriptive statistics also aid in the communicative aspects of a study by providing visual representations of the data. Descriptive statistics can also help researchers determine the distribution and quantity of their data. They can additionally help them choose the appropriate statistical methods for their analysis. Having a clear and concise overview of the key features of a study's data can significantly contribute to the credibility and integrity of the findings. These types of statistics serve as the basis for advanced statistical procedures. They help researchers select the appropriate statistical methods based on their specific requirements. Descriptive statistics play an integral role in the initial stages of a

research project, as they help provide a clear and concise overview of a study's data. This analysis helps build the foundation for more in-depth studies (Hayes, 2023). I projected five independent factors, i.e., ESL, LPDO, MO, OR, EI that have a substantial impact on Generation as these factors are believed to impact Entrepreneurship Education. To determine the level of agreement or disagreement with the statement, I used a 5-point scale. The first point indicates a disagreement, while the fifth represents an agreement.

Table 4.5 Descriptive Analysis of ESL questions:

Descriptive Statistics			
	N	Mean	Std. Deviation
ESL1	201	3.74	1.23
ESL2	201	4.26	0.903
ESL4	201	4.25	0.866
ESL3	201	4.03	0.894
ESL5	201	4.11	0.958
ESL7	201	4.24	0.89
ESL6	201	4.09	0.934
Valid N (listwise)	201		

The first independent variable which was Entrepreneurial Spirit and leadership (ESL) has 7 questions in this study. So, by collating the means of these questions, we note the maximum of 4.26; The outcomes of this research gives valuable information on the insights of Gen Z individuals on leadership and entrepreneurial spirit. The high mean score indicates that the defendants have a strong agreement concerning these qualities. The findings support the central theme of the study, which explores how entrepreneurship education can affect the development of Gen Z's leadership and entrepreneurial spirit. The high score assists as a proof of the first hypothesis, which proposes that these qualities considerably influence the views and approaches of this generation Table 3.6.1 shows the standard deviation and mean of the various questions about this variable.

Table 4.5.1 Descriptive Statistics ESL 1

Questions	Item	Mean	SD
I explore new things to sell them.	ESL 1	3.74	1.230
I constantly research new things.	ESL 2	4.26	.903
Highly ambitious projects are feasible.	ESL 3	4.03	.894
I find planning of the business aims interesting.	ESL 4	4.25	.894
I would describe myself as someone who actively seeks all possible information about different projects.	ESL 5	4.11	.958
When a group is in search of the leader, I have a feeling, I can be the one.	ESL 6	4.09	.934
I am extremely attracted to different innovative projects.	ESL 7	4.24	.890

4.5.2 Descriptive Analysis of LPDO Questions

The second independent variable is Learning and Personal Development (LPDO). The four questions that I presented in this research questionnaire were designed to analyze the various aspects of the study. By analyzing the means of these questions, we were able to come up with the most accurate conclusions of 4.51.

Table 4.5.2 Descriptive Analysis of LPDO 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
LPDO 1	201	2	5	4.26	0.826
LPDO 2	201	1	5	4.21	0.887
LPDO 3	201	1	5	4.21	0.903
LPDO 4	201	2	5	4.51	0.722
Valid N (listwise)	201				

The results of this study deliver valuable information on the insights of Gen Z individuals on leadership and entrepreneurial spirit. The prominent mean score for H2 demonstrates the vital role that personal development and learning play in entrepreneurship education, as well as strengthens the importance of continuous

learning within this field. It also shows that the initiatives that promote personal growth and learning have a positive impact on the perceptions and attitudes of Generation Z. Table shows the standard deviation and mean of the various questions about this variable.

Table 4.5.3 Descriptive statistics LPDO 1

Questions	Item	Mean	SD
If I am unsatisfied with certain things, I think about their improvements.	LPDO 1	4.26	.826
I am proud of the results, based mainly on my work.	LPDO 2	4.21	.887
I always learn something from my mistakes; therefore, they don't present a negative connotation to me.	LPDO3	4.21	.903
Learning is a whole life process.	LPDO\$	4.51	.722

4.5.3 Descriptive Analysis of MO questions

The third independent variable is MO. Two of the questions that appeared in this questionnaire came from the research. By examining the questions' respective elements, we can come up with an

Table 4.5.4 Descriptive Analysis of MO 1

Descriptive Statistics			
	N	Mean	Std. Deviation
MO 1	201	4.54	0.781
MO 2	201	4.32	0.841
Valid N (list wise)	201		

Efficient conclusion of maximum 4.54. The outcomes of this study give valuable information on the insights of Materialistic Orientation impact on Gen Z individuals

on. The prominent mean score for H3 demonstrates the vital role entrepreneurship education, as well as strengthens the importance of continuous learning within this field. Table 3.6.3 shows the standard deviation and mean of the various questions about this variable.

Table 4.5.5 Descriptive statistics MO 1

Questions	Item	Mean	SD
I want to be independent in my life.	MO 1	4.54	.781
I want to know how to earn money.	MO 2	4.32	.841

4.5.4 Descriptive Analysis of OR questions

The fourth independent variable is Opportunity Recognition (OR). The four questions that were included in the research questionnaire were analyzed using a statistical method. The results of the study revealed that the maximum score of 4.19 was achieved by comparing the various means of the questions.

Table 4.5.6 Descriptive Analysis of OR 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
OR 1	201	1	5	3.76	1.324
OR 2	201	1	5	4.07	0.998
OR 3	201	1	5	4.06	0.995
OR 4	201	1	5	4.19	0.958
Valid N (listwise)	201				

The results of this study deliver valuable information on the insights of Gen Z individuals on Opportunity Recognition. The prominent mean score for H4 represents the key role of entrepreneurship education in strengthening the importance of

exploring new opportunities. Table 3.6.4 shows the standard deviation and mean of the various questions about this variable.

Table 4.5.7 Descriptive Statistics OR 1

Questions	Item	Mean	SD
<i>There is no job.</i>	OR 1	3.76	1.324
While going about routine day to day activities, I see potential new venture ideas all around me.	OR 2	4.07	.998
I frequently identify the opportunities to start up new business.	OR 3	4.06	.995
I frequently identify the ideas that can be converted into new products and services.	OR 4	4.19	.958

4.5.5 Descriptive Analysis of EI questions

The Fifth independent variable is Entrepreneurial intention (EI). The questionnaire contains three questions. By evaluating the various aspects of the questions, we can arrive at the maximum score of 4.52 mean.

Table 4.5.8 Descriptive Analysis of EI 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EI 1	201	1	5	4.23	0.964
EI 2	201	2	5	4.52	0.749
EI 3	201	1	5	4.04	1.167
Valid N (listwise)	201				

The results of this study deliver key information on the insights of Gen Z individuals on Entrepreneurial intention. The prominent mean score for H5 represents the vital role of entrepreneurship education to develop a leaning intention towards creating your own business. Table 3.6.5 shows the standard deviation and mean of the various questions about this variable.

Table 4.5.9 Descriptive Statistics of EI 1

Questions	Item	Mean	SD
I am determined to create a business venture in the future.	EI 1	4.23	.964
I want to achieve my vision.	EI 2	4.52	.749
I intend to start a firm within 5 years of graduation.	EI 3	4.04	1.167

4.5.6 Descriptive Analysis of Entrepreneurship Education (EE) as a meditating variable question

The last variable is Entrepreneurship Education (Meditating variable). I have 1 question on this questionnaire from the research. The results of the exploration using the SPSS showed that the survey result was 4.44. This score shows that entrepreneurship education considerably affects the relationship between Generation Z and the factors 1-5.

Table 4.5.10 Descriptive Analysis of EE 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
EE 1	201	1	5	4.44	0.811
Valid N (listwise)	201				

The strong agreement among the defendants shows that entrepreneurship education is important in mediating the effects of many factors on the development of Generation Z. It is also connected to the hypotheses that detect the role of education in the progress of this generation. Besides being able to transfer entrepreneurial spirit, it can support in the development of personal and leadership qualities, as well as contribute to the progression of materialistic orientation.

Table 4.5.11 Descriptive Statistics EE 1 1

Questions	Item	Mean	SD
I want to know how to earn money with innovative ideas.	EE 1	4.44	.811

4.6 Multiple Regression Analysis

The ability to analyze the relationships between multiple independent variables is a crucial part of any research study. With multiple regression, you can examine the intricate details of these relationships. Unlike linear regression, which only considers one factor, multiple regression takes into account the complexity of scenarios where multiple factors can affect an outcome. The importance of research in determining a target outcome is acknowledged by its ability to model and analyze the collective effects of various variables. Multiple regression is utilized by researchers to reveal how certain predictors, in turn, affect the patterns of a dependent variable. This method is particularly useful in model refinement as it allows you to identify significant factors and their contributions. The complexity of the relationship between multiple independent variables is captured by the multiple regression equation. It shows the dependent variable as a sum of the coefficients multiplied by the independent variables. Through multiple regression, researchers can control the variables that they use and predict the outcomes based on their identified relationships. It is a powerful tool that enhances the depth of analyses in studies by taking into account the effects of different factors on the outcome. Multiple regression is a type of linear regression that involves the simultaneous evaluation of several independent variables. It has a single regression coefficient and affects the dependent variable. The goal of this model is to

capture the effects of all the variables in relation to the dependent variable. It aims to explain the observed variability in this variable (Kempf-Leonard, December 2, 2004). The results show that the dependent and independent variables, which include EE1, entrepreneurship intentions, LPDO, ESL, OR, and MO, had strong correlations. The findings support the notion that the model explains a significant part of the variance in the education of entrepreneurship. Moreover, the R square, which precisely represents the predictors, amplifies the model's explanatory power.

Table 4.5.12 Multiple Regression Analysis 1

Model Summary							
					Change Statistics		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1
1	.738 ^a	0.544	0.494	0.577	0.544	10.753	20

The ANOVA table is a statistical summary that reveals the variations among group means within a given dataset. It comprises the elements of variation, p-value, degree of freedom, mean squares, and F-ratio. The table can be used to analyze the factors that contribute to group means' variance. The ANOVA table is useful in determining the significance of the variations among group means in a given dataset. It can be used to identify the factors that contribute to the variance. Mean squares provide insight into the average variance across different sources. This helps in the assessment of explanatory power and model fit. The F-ratio, which is a statistical analysis that compares the errors and factors in a given dataset, can also be used to test a hypothesis. For instance, if the variance among group means is not caused by random chance, then the null hypothesis can be rejected. Through the ANOVA table, researchers can also determine the significance of the variations in a given dataset. This can be useful in identifying the factors that contribute to this variance. The ANOVA table can be used by researchers to learn about the various facets of group mean analysis. It can also help them assess the model fit and interpret statistical findings in diverse research fields (Kenton, (07.04. 2023)).

Table 4.6 ANOVA 1

b. Dependent Variable: EE 1						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.635	20	3.582	10.753	.000 ^b
	Residual	59.957	180	0.333		
	Total	131.592	200			

ANOVA's table shows the significance of regression models. The findings suggest that at least a single independent variable can contribute to the predicted entrepreneurship degree. The variance analysis's value is then used to determine the model's statistical significance. The null hypothesis was tested using the quotient of 10.50. The results indicated that the model had a better advantage than the standard deviation, and it was able to account for various factors influencing entrepreneurship education. Although the model indicates that the various factors that affect entrepreneurship education can have a significant impact on the field's variance, further research is needed to learn more about these relationships.

4.7 Correlation

A correlational study is a type of research that involves measuring two variables and then determining the relationship between them. It is conducted without the involvement of other factors. There are a variety of reasons why people conduct correlational studies instead of experiments. One of the main reasons why people perform correlational studies is that they do not think that the relationship between two factors is causal. One of the goals of science is to describe and predict. With the help of correlational research, researchers can accomplish both of these objectives. This strategy can be utilized in a correlational study to describe the direction and strength of the link between two factors. If a relationship exists between these two variables, then researchers can use a statistical method known as regression to predict the score of one of the factors (Paul & Rajiv, 2017).

Table 4.6.1 Correlation Analysis 1

Correlations						
		TOTAL ESL	Total LPDO	Total MO	Total OR	Total EI
TOTAL ESL	Pearson Correlation	1	.593**	.491**	.645**	.580**
	Sig. (2-tailed)		0	0	0	0
	N	201	201	201	201	201
Total LPDO	Pearson Correlation	.593**	1	.493**	.470**	.506**
	Sig. (2-tailed)	0		0	0	0
	N	201	201	201	201	201
Total MO	Pearson Correlation	.491**	.493**	1	.423**	.538**
	Sig. (2-tailed)	0	0		0	0
	N	201	201	201	201	201
Total OR	Pearson Correlation	.645**	.470**	.423**	1	.744**
	Sig. (2-tailed)	0	0	0		0
	N	201	201	201	201	201
Total EI	Pearson Correlation	.580**	.506**	.538**	.744**	1
	Sig. (2-tailed)	0	0	0	0	
	N	201	201	201	201	201
EE 1	Pearson Correlation	.419**	.405**	.637**	.459**	.598**
	Sig. (2-tailed)	0	0	0	0	0
	N	201	201	201	201	201

The correlation coefficient is a vital part of any statistical analysis, as it helps researchers identify and quantify the relationships between various factors. Its importance extends beyond the field of statistics to provide a quantitative measure of an association's strength. The concept of the correlation coefficient is captured by Pearson's equation, which normalizes the covariance of the data points with the

standard deviation of the variables. The coefficient can be found in the range of -1 to 1, where a positive value indicates a relationship and negative values denote an inverse one. The ability to analyze and study complex data structures is one of the main functions of correlation. It allows researchers to find hidden relationships and trends. This is especially beneficial when testing a hypothesis. Through correlation, researchers can also identify influential factors that can make a significant contribution to their studies. In addition, it helps them select the appropriate variables for their regression analysis. Correlation informs researchers about the possibility of identifying a variable with another based on its data. This aids in the selection of hypotheses and models. Unfortunately, despite the positive effects of correlation, it is still not capable of establishing causality. Nonetheless, the insights gained from correlation can provide researchers with a deeper understanding of complex phenomena and their connections. Through its applications, such as in statistical analysis, correlation can enhance the robustness of studies and provide a more comprehensive insight into the intricate connections found in research

Table 4.6.2 Pearson Correlation Analysis 1

		EE 1
TOTAL ESL	Pearson Correlation	.419**
	Sig. (2-tailed)	0
	N	201
Total LPDO	Pearson Correlation	.405**
	Sig. (2-tailed)	0
	N	201
Total MO	Pearson Correlation	.637**
	Sig. (2-tailed)	0
	N	201
Total OR	Pearson Correlation	.459**
	Sig. (2-tailed)	0
	N	201
;Total EI	Pearson Correlation	.598**
	Sig. (2-tailed)	0

Correlation analysis is a process utilized to analyze the link between proposed variables. It shows how these could strengthen or weaken the connection. In my thesis, I presented five independent variables that showed how entrepreneurship education can benefit Generation Z. Applying this approach to my research has resulted in an interesting result. According to the results of the Pearson and survey-based correlation analyses, all of the variables are relevant. Although I only used relationship analysis to examine the link between the various variables, I concluded that entrepreneurship education is a part of Generation Z. A positive correlation exists between personal development and entrepreneurship. The relationship between these two factors and other variables such as materialism and opportunity recognition is also strong. It shows that higher levels of leadership and entrepreneurial spirit are associated with higher levels of personal development and learning. The positive correlations between LPDO and ESL were observed in MO, OR, EI, and the other variables. It indicates that higher levels of personal development and learning are linked to an increase in entrepreneurial spirit, leadership, and materialism among Generation Z. The positive correlations between ESL and MO were also observed in OR, LPDO, EI, and the other variables. It indicates that higher levels of personal development and learning are linked to an increase in entrepreneurial spirit, leadership, and materialism among Generation Z. The positive correlations between OR, ESL, LPDO, MO, and EI were also found. It indicates that higher opportunities recognition is associated with an increase in entrepreneurial spirit and personal development, as well as a rise in materialism among Generation Z. The positive correlations between EI, ESL, LPDO, OR, and MO were found. It indicates that higher entrepreneurship intentions are linked to an increase in personal development, leadership, and learning among Generation Z. It also shows that a rise in materialism is associated with a rise in entrepreneurial spirit. There are positive correlations between entrepreneurship education and various other variables. These include ESL, LPDO and OR, and the level of personal development, learning, and leadership among Generation Z. In addition, participation in entrepreneurship education is associated with various other factors such as increased entrepreneurial spirit, opportunity awareness, and materialism. The results of this study suggest that there is a link between entrepreneurship and the factors that affect Generation Z. The positive correlations suggest that the increase in one factor can influence the other,

which implies that the various factors that affect personal development, learning, entrepreneurial intentions, and materialism are interrelated.

CHAPTER 5

5. TECHNICAL DESCRIPTIONS

5.1 Data and Validity Analysis

A research paper's data analysis is the central component of any empirical investigation. It facilitates the identification of meaningful conclusions and the validation of theories. This process involves a thorough examination of the data, scrutinizing its structure, transforming and interpreting its elements, and identifying relationships, patterns, and trends. Data analysis is a crucial part of any research project, whether conducted in business analytics or scientific studies. This thesis explores the various aspects of this process and its importance in helping to uncover the truth behind the findings. It will also talk about the significance of reliability and validity analyses and how they can bolster the credibility of the results. The goal of data analysis is to provide researchers with the necessary tools and resources to extract meaningful information from the vast amount of data collected during the study. Through the use of statistical methods and analytical tools, they can identify trends, correlations, and patterns that may not be apparent immediately. In clinical studies, data analysis can help determine the effectiveness of new treatments by comparing the outcomes of patients before and after treatment. Likewise, in market analysis, it allows companies to identify trends and consumer preferences. A lack of data analysis can prevent researchers from deriving meaningful conclusions from raw information. This can render findings less applicable and impactful. Data analysis plays a vital role in the creation and testing of hypotheses, as well as the inference-making process. It allows researchers to identify trends and patterns that support or contradict proposed explanations. In psychology, for instance, a study's hypothesis about the link between cognitive function and sleep quality can be tested by gathering data from various sources. Through proper data analysis, a researcher can arrive at a sound conclusion and make educated inferences that advance scientific inquiry and theory development.

(William & James, 2008). The reliability and validity analyses are crucial elements of data analysis to enhance the credibility of a study. They help determine the appropriateness of a research instrument or method and the degree to which it measures correctly. The various types of validity that are used include content validity, construct, and criterion validity. These provide a basis for assessing the accuracy of a measurement. For instance, in content validity, a measurement instrument can comprehensively cover a specific domain of interest. On the other hand, in construct validity, a measurement accurately represents the theoretical construct. Researchers can enhance the rigor and quality of their studies by carrying out validity analyses. These checks ensure that the results accurately reflect the concepts being studied. Likewise, reliability analysis is concerned with the stability and consistency of research findings, which helps ensure that the results remain reliable even in varying conditions. Various reliability measures are used to evaluate the degree to which an instrument produces consistent results. Educational assessment, for instance, requires that tests measure learners' skills or knowledge regardless of when or where they're administered. A reliability analysis helps researchers demonstrate the stability and consistency of their findings, which enhances the validity and reliability of their research. Data analysis is a vital part of any research project, as it allows researchers to generate meaningful conclusions and test hypotheses. Having the necessary data analysis techniques helps them make informed decisions and improve their knowledge. Researchers must ensure that their findings are reliable, and these analyses are performed by experts. The importance of reliability and validity analyses is acknowledged by the public and is a vital part of data analysis. Validity refers to the degree to which a study measures the things it intends to do. The different types of validity that are used include construct, criterion, and content validity. These provide a basis for assessing the accuracy of a measurement. In terms of relevance and accuracy, construct validity is concerned with accurately representing the theoretical construct. Researchers must perform validity analyses to ensure that their findings correctly reflect the concepts under investigation. Doing so can enhance the quality of the study and its rigor. (Bell, Bryman, & Harley, 2019)

5.2 Reliability Analysis

The alpha coefficient, which is a measure of the reliability or internal consistency of a scale or set of items, is computed by taking into account the degree to which the items relate to one another and the underlying construct. It can be used to analyze the reliability or uniformity of a scale or set of tests or questionnaires. The Cronbach alpha range is from 0 to 1, and the higher the value, the greater the consistency.

$$\alpha = \frac{N\bar{c}}{\bar{v} + (N - 1)\bar{c}}$$

Formula of Cronch Bach Alpha

The alpha of Cronbach is essential in conducting studies as it provides a quantitative assessment of a scale's reliability, and it helps researchers determine the consistency of the components. This information is vital in ensuring that the findings are reliable. Through Cronbach's alpha, researchers can determine the quality of the instruments used in measuring and make educated decisions regarding the retention, revision, or removal of certain items. By evaluating the scale's internal consistency, they can identify components that may contribute to its reliability but may cause errors. The Cronbach alpha can also be used to compare different scales or versions of a scale to determine which one provides the most accurate and valid measurements of the given construct. This helps researchers make informed decisions when it comes to conducting studies (Norman, 2008). The significance of Cronbach's alpha in research is undisputed, as it provides researchers with numerous benefits. One of these is its quantitative evaluation of a scale's reliability and consistency, which enables them to determine if the items measure the same as the underlying construct. The accuracy and validity of research findings can be ensured by knowing the internal consistency of scales. Also, by addressing the measurement error sources, such as poorly written items, researchers can improve the accuracy and validity of their results. Researchers can enhance the accuracy and internal consistency of their measurements by modifying or removing problematic components. In addition, by comparing different scales, the alpha can help them determine if they measure the same thing. For instance, by calculating the Cronbach alpha for every scale or version, researchers can choose the appropriate instrument that can reliably measure the underlying construct. Doing so

can help improve the precision and accuracy of their results. In addition, it offers insight into the instrument's reliability and internal consistency. The Cronbach alpha, which measures the extent to which items relate to one another, can help researchers determine the quality of scales' measurement components and identify the sources of errors. It can also inform them about the selection and development of scales. Overall, its importance is great as it helps in advancing knowledge and ensuring the reliability and validity of research findings (Robert, 2012).

5.3 Demographic Analysis

Demographics play an important role in the selection and recruitment of research samples. By ensuring that the sample is representative of the various demographic factors, researchers can improve the generalizability and external validity of their findings. Demographics allow researchers to analyze and control the confounding factors that can affect their results. They can also adjust for differences in demographic characteristics between groups to ensure that the effects of their study are not due to population differences. Besides being able to identify the population's characteristics, demographic information can also help researchers develop effective strategies and improve the quality of their studies. For instance, in healthcare studies, demographic information can be used to stratify a sample and assess the variations in the prevalence of disease and the treatment response. A demographic is a set of characteristics that describe a person's age, sex, ethnic background, income, and geographical location. These factors provide useful information on the distribution and composition of people. Understanding these characteristics can help us identify health, economic, and social issues. In addition to being advantageous for the researcher, demographic analysis can also help them identify important trends and characteristics that could affect their results. This type of analysis can additionally provide them with a comprehensive view of the population. The information collected from demographic analysis helps in developing effective programs and interventions that cater to the preferences and needs of certain groups. Furthermore, it allows researchers to monitor population changes over time. Through the use of statistical methods, such as regression models and correlations, researchers can identify complex associations and patterns that influence their theories and decisions. Through demographic analysis,

researchers can also identify their ideal populations, develop policies and programs that cater to their specific needs, and explore the influence of various factors on their results. In general, this type of research plays a vital role in advancing the field of study and driving innovation. Analyzing and gathering demographic information is a crucial part of any research project, as it gives scientists valuable insight into the composition, characteristics, and diversity of the population. Researchers can utilize this process to characterize their subjects, control confounding variables, and improve the generalizability and validity of their findings (Robeert & Floyd, 2009).

5.4 Descriptive Statistics Analysis

A qualitative analysis is a process utilized in research to analyze a data set's characteristics. It involves summarizing and evaluating the data's features. This helps researchers identify the key factors that influence its distribution and central tendency. The mode, the mean, and the median are some of the central tendency measures that can provide insight into a dataset's average or typical value. The mean is computed by taking into account all the values in the sample and then dividing by the total observations. Similarly, the standard deviation and variance are used to determine the data's spread or variability. The main method for calculating the variance is by averaging the data points' square deviations. The standard deviation is the root of the variance. Furthermore, distributional traits, such as kurtosis and skewness, can be used to study the distribution's symmetry and shape. The degree of asymmetry in a distribution is measured by the skewness factor. Left-skewed distribution asymmetry is marked by a negative skewness, while right-skewed distribution asymmetry is marked by a positive skewness. On the other hand, the kurtosis scale measures a distribution's peak or flatness. A qualitative analysis is essential in conducting studies. It provides a comprehensive overview of the data, which helps researchers identify key patterns and features and allows them to formulate hypotheses for further study. Descriptive statistics analysis helps disseminate information and facilitate communication. It provides a clear and concise summary of data, and researchers can utilize graphical illustrations or histograms to highlight their findings. Statistics descriptive analysis is also a step in the process of gathering information. It helps researchers identify the characteristics of the data and develop effective statistical

methods. Descriptive statistics analysis is useful in research as it allows scientists to gain a deeper comprehension of the data they collect. It also helps them determine the various characteristics of the data, such as its distributional properties and central tendencies. For instance, a study on the salaries of employees can use statistics to analyze the variance in the average salary and the job roles' distributional characteristics. The information collected through this process can help inform the decisions that organizations make regarding employee compensation, salary structures, and policies. Descriptive statistics analysis also allows researchers to identify anomalous or outlier data points that should be studied further. Through box plots or z-scores, researchers can identify outliers in their results and determine their impact on the findings. They can then decide whether to retain or remove them from the analysis. Descriptive statistics analysis is an integral part of any research project, as it allows researchers to gain a deeper understanding of their data by summarizing key features. This type of analysis also helps them interpret their findings and communicate them effectively. Statistics descriptive analysis is a crucial part of any research project, as it allows the researcher to develop more advanced statistical methods (Gary, January 1,2013).

5.5 Correlation Analysis

The concept of correlation analysis is defined as a statistical procedure that measures the direction and strength of the link between multiple variables. It allows researchers to gain a deeper understanding of how changes in each variable can affect the other. The most frequently used correlation coefficient is the Pearson correlation coefficient, which is a measure of its kind that ranges from -1 to +. Positive correlation coefficients imply a positive relationship, which means that the other variable will increase if one does. On the other hand, negative correlation coefficients imply a negative relationship, which means that the other variable will decrease. The value of a correlation coefficient that is close to zero indicates that there is no relationship between the two variables (Wallnau, 2016).For academics, the correlation analysis process is essential to their work as it allows them to identify and quantify the relationships between various factors. This technique can also help them develop predictions about how these variables will behave in certain situations. For instance,

in psychology, it can be utilized to investigate the link between academic performance and stress levels among students. Correlation analysis allows researchers to gain a deeper understanding of the direction and strength of relationships, which can help them make more informed decisions when it comes to their experiments and models. This is particularly beneficial in fields like economics, as it allows them to identify the factors that influence the decisions that policymakers make. Correlation analysis is a powerful tool for developing theories and hypothesis. It can reveal underlying mechanisms and causal relationships that need further investigation. In addition to being beneficial for academics, correlation analysis is also useful for conducting studies. It can help them identify the factors that influence the decisions that policymakers make. This technique can be utilized to assess the effects of different factors on different groups and individuals. The information collected through correlation analysis is useful in identifying potential outcomes mediators, predictors, or moderators, which can help inform treatments, policies, or interventions. Furthermore, it allows researchers to identify confounding variables or spurious associations that can distort the observed relationships. Researchers can improve their accuracy and reliability with the help of correlation analysis, as it allows them to control for various factors. In addition, it can help them identify the data points that may have a significant influence on their results. Analyzing residual or scatterplots allows researchers to evaluate the robustness of their results and determine how to treat certain data points in subsequent analyses. Correlation analysis is a crucial part of any research program, as it allows scientists to gain a deeper understanding of the link between variables and their effect on outcomes. This type of analysis also helps them test hypotheses and develop predictions. Correlation analysis is a foundation stone for advanced statistical methods, such as structural equation modeling and regression analysis. It also helps disseminate knowledge and drive innovation across various research fields (Field, *Discovering Statistics Using IBM SPSS Statistics* (4th ED.), 2013).

The Pearson correlation coefficient can be calculated using the following formula.

$$r = (\Sigma((X - \bar{X})(Y - \bar{Y}))) / (n-1)$$

The variables being studied are X and Y. The mean and the average of these variables are shown in X and Y respectively. The product of the deviations from the two variables' respective means is known as "r". The division by degree of freedom ensures that the sample's variance is unbiased.

ANOVA is a statistical tool that can split a dataset's total variation into different sources to determine its significance. It can also be used to compare the varying means between multiple groups to determine the differences between them. The ANOVA table comprises various elements, such as the sum of squares, degrees of freedom, mean squares, F-statistic, and p-value. The sum of squares indicates the total variation within or between groups in a dependent variable. The degree of freedom is a measure of the number of pieces of information that can be used to estimate the variance in the data. The mean squares are then calculated by taking the sum of the squares and then dividing it by the variance. The F-statistic is a statistical test that determines if there is no difference between the mean squares of different groups. The F-statistic's probability of detecting data if the null hypothesis is true is shown by the p-value. ANOVA tables play a vital role in studies as they summarize the variations in the data and enable researchers to assess how significant group differences are. By segmenting the data into within-group and between-group components, researchers can analyze whether the observed discrepancies are larger than they would have expected. This information is essential in identifying the factors that can affect an outcome variable, as well as understanding how group differences are driven. Furthermore, ANOVA tables can be used by researchers to test hypotheses about how categorical variables can affect outcomes. ANOVA can be utilized in experimental studies to analyze the effects of varying treatment conditions on a dependent variable. By comparing the hypothesis tests and group means, researchers can determine the degree to which the interventions or treatments differ statistically between the groups. Researchers can utilize ANOVA tables to assess the assumptions of the model and detect anomalies, such as informalities or unequal variances. They can also check the p-value, degrees of freedom, and F-statistic to verify the model's reliability and validity. ANOVA tables can be used in research to gain a deeper understanding of group differences and how categorical variables affect outcomes. They can also help researchers analyze the effects of varying factors on a dependent variable. ANOVA tables can help researchers

identify potential issues that could affect the results of their studies. They can also help them advance their knowledge by providing them with diagnostic tools that can help them assess the assumptions of the model. Overall, ANOVA analysis is a vital part of the research process, as it allows scientists to develop new ideas and improve their practices (Field, *Discovering Statistics Using IBM SPSS Statistics* (4th ED), 2013) .

5.6 Regression Analysis

A statistical method known as regression analysis is utilized to analyze the relationship between a given variable and another variable. It takes a look at the data and then fashions a correlation between the variables using a regression equation. Linear regression is the most common type of analysis. Linear regression analysis is commonly used in the field of mathematics to study the relationship between multiple variables. Although the model is similar to the simple one, the use of independent variables is not allowed.

$$Y = a + bX_1 + cX_2 + dX_3 + \epsilon$$

Where:

- Y – Dependent variable
- X_1, X_2, X_3 – Independent (explanatory) variables
- a – Intercept
- b, c, d – Slopes
- ϵ – Residual (error)

The least squares regression approach is a statistical method that can be used to estimate the coefficients of a given variable. It helps minimize the variance between the actual values and the predicted ones. It can also be utilized by researchers to predict the value of a dependent variable. Economists, finance professors, and social scientists can utilize this statistical tool to identify the elements that influence outcomes and behaviors. For example, in marketing research, this method can be employed to predict the revenue of a service or product by evaluating the data pertaining to demographic factors and advertising expenditure (Vining, 2012). Researchers utilize regression analysis to test the link between a variable and another and analyze its significance in the equation. By doing this, they can determine if the model can properly explain the

variable's variations. In addition, this process can also determine the sources of the variable's variations. Besides determining the link between a given variable and another, researchers can also incorporate other independent factors into the model to analyze how their actions can affect the other variables. With the help of regression analysis, researchers can attain more accurate estimates of the link between the variables. In addition, it can help them analyze the assumptions of the model. Regression analysis is useful in identifying the factors that can affect a study's results. This process lets researchers model different elements that can impact a given variable. Regression analysis is a type of research that can help scientists identify the factors that affect a variable's value or test hypotheses related to certain confounding factors. In addition to improving our knowledge, it can also help us develop new tools and procedures (Damodar & Dawn, 2009)

CHAPTER 6

6.CONCLUSIONS

6.1 Results and Discussion

The objective of this research is to find out the range of impact of Entrepreneurship Education on Generation Z, along with factors influencing generation z. To achieve its objectives, the study looked into the utilization of a specific sample. (Jeraj & Aydin, 2021). Then the data was collected and evaluated using Excel and SPSS. Based on that question, the researcher explored the extent of the Impact of Entrepreneurship Education on Generation Z. In the descriptive analysis of the questions, we can see the high score of mean in our all-questionnaire results designed on the factors. It shows high positive results of the mean values. Secondly, the alpha value in research questionnaire, which is 0.924, indicates its high reliability. This is because the items in it consistently measure the underlying construct and are strongly correlated. The hypothesis analysis we examined through correlation is also positive. The results of this study suggest that there is a link between entrepreneurship and the factors that affect Generation Z. The positive correlations suggest that the increase in one factor can influence the other, which implies that the various factors that affect personal development, learning, entrepreneurial intentions, and materialism are interrelated. The outcomes of this research propose that entrepreneurship education can help shape the mindset of Generation Z. It also shows how various factors can influence a person's entrepreneurial intention. The study provides valuable insight into the connection of education and entrepreneurship, emphasizing the need for targeted.

approaches that can help the talents of today's youth. As the research progresses, it provides an opportunity to explore novel interventions and mechanisms that enhance the dynamics of the study, creating a foundation for the modification of learning approaches that are personalized to the unique traits of Generation Z.

6.2 Limitations

This study was conducted to determine the impact that entrepreneurship education had on the generation Z. The range of this analysis is massive, and data collection is truthfully stimulating because of less accessibility to the targeted population and time limitation; merely 201 defendants and feedback are assimilated. In the future, studies must be conducted on Generation Z to determine the significance of this topic. There were multiple responses from other generations as well. Moreover, this kind of study should be analyzed more than once on the same respondent with a gap so we can observe the impact of entrepreneurship on their career choices as well.

6.3 Conclusion

Over the years, the field of entrepreneurship has gained widespread attention from governments and researchers due to various factors. These include the rise of global competition, technological advancements, and the evolution of the market economy. Numerous studies have shown that an individual's intentions play a vital role when it comes to establishing a new business. According to a Gallup survey conducted in 2011, over 70% of fifth to 12th-grade students said they desired to be their own boss. On the other hand, 45% of students said they would like to start a business. Today, many of those who participated in the survey are now college students. They are referred to as Generation Z, and they are individuals born between 1995 and 2010. They are constantly connected to the Internet and are capable of doing everything through advanced technology. A study conducted by Noormega in Indonesia in 2019 revealed that almost 70% of teenagers in the country want to start their own businesses. It shows that many Gen Z individuals are passionate about entrepreneurship. Educating teenagers about entrepreneurship is considered to be very important in developing their spirit, attitude, and interest in business. This is why educational institutions must provide their pupils with the necessary entrepreneurship education. The Education

Ministry in Indonesia has supported this matter through its Directorate of Student Affairs and Learning. One of its main functions is the implementation of a program that aims to teach students about entrepreneurship. (Hasmidyani & Mardetini, 2022). A university can play a vital role in fostering the entrepreneurship skills of its students. They can also help them cultivate an entrepreneurial mindset. Doing so can help them contribute to the development of an economy that is based on innovation and knowledge. Universities must adapt to the needs of Generation Z students. According to a study conducted in 2017, this demographic consists of individuals born between 1995 to 2000. Studies have been conducted on the various generations that came into existence during the 1980s to 2000s, such as millennials and Generation Y. These studies also looked into their attitudes and values. The values and attitudes of Generation Z were presented in this thesis. Due to the increasing number of university administrators and other professionals working now in the arena of entrepreneurship, it has become more important than ever that they have the necessary skills to teach this discipline. The increasing number of people interested in learning more about entrepreneurship is attributed to the belief that it can help improve the country's economic growth. Even though the number of people participating in entrepreneurship is low, it can still be considered a contributing factor to the expansion of the economy. The promotion of entrepreneurship can help boost the country's economy and create more jobs. It can also help increase the number of people who are willing to work for the country. Due to the increasing interest in entrepreneurship education, various articles have been published about the effects of this discipline. Although some studies have questioned the effectiveness of entrepreneurship education, a meta-analysis conducted on 42 independent samples revealed that it can help improve the skills of people who are interested in starting their businesses. According to numerous studies, entrepreneurship education can help raise the perception of entrepreneurship among potential entrepreneurs. This research also indicated that it can improve people's intentions and attitudes toward starting their businesses. This is beneficial, as it shows that people have a strong perception of entrepreneurship before they start a business venture. Unfortunately, this doesn't mean that they will behave in a certain way. For instance, Katz noted that there's only a weak link between intentions and entrepreneurship. There are only a small number of studies that have examined the effects of entrepreneurship education on actual behaviors, such as recognizing opportunities and starting a business venture. Although education about

entrepreneurship can influence people's perceptions of the discipline, there is not enough evidence to show that it can also improve the actual actions of entrepreneurs (Rauch & Hulsink, 2015).

6.4 Future Research

The conclusions of this research propose that there is still room for improvement, which may help researchers develop more effective ways to conduct future studies. More Research and evaluation should also be conducted in future with a larger sample size and scope. The conclusions of this research should be endorsed by examining the demographics of different countries or region. The study's results should also be examined by examining the various aspects of supply chain management within industries or countries.

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APPENDICES

The Impact of Entrepreneurship Education on Generation Z

Dear respondents,

I'm currently a student at Isik University in Istanbul studying for my MBA. In order to conduct a study on the impact of entrepreneurship education on the development of Generation Z, I need your participation. In response to this request, I have enclosed a brief questionnaire that only takes around ten minutes.

Thank you for your precious time.

Areesha Haider

Consent:

I understand that participating in this survey is voluntary and that it will be utilized for the sole purpose of research.

Agree

Disagree

Demographic Questions

Age *

- 18-25
- 26-35
- 36-50
- 50 - +

Gender *

- Male
- Female

Education *

- High School
- Vocational School
- Bachelor –Undergraduate
- Masters
- PhD-

For each of the questions below ((Jeraj & Yadin, 2021), mark the response that best describes how you feel about the statement, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Questions	1= Strongly Disagree	2= Disagree	3= Neutral	4= Agree	5= strongly agree
I explore new things to sell them.					
I constantly research new things.					
I want to know how to earn money.					
Highly ambitious projects are feasible.					
I find planning of the business aims interesting.					
I would describe myself as someone who actively seeks all possible information about different projects.					

When a group is in search of the leader, I have a feeling, I can be the one.					
I am extremely attracted to different innovative projects.					
If I am unsatisfied with certain things, I think about their improvements.					
I am proud of the results, based mainly on my work.					
I always learn something from my mistakes; therefore, they don't present a negative connotation to me.					
Learning is a whole life process.					
I want to be independent in my life.					

I want to know how to earn money with innovative ideas.					
I want to know how to earn money					
There is no job.					
I am determined to create a business venture in the future.					
While going about routine day to day activities, I see potential new venture ideas all around me.					
I frequently identify the opportunities to start up new business.					
I frequently identify the ideas that can be converted into new products and services.					
I want to achieve my vision					
I intend to start a firm within 5 years of graduation.					

CURRICULUM VITAE