

## Managerial Education as a Catalyst for Entrepreneurial Skill Enhancement

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**Abstract:** The impact of managerial education on the development of entrepreneurial skills in management students is examined in this paper. Additionally, the study reports on the perspective of students and alumni regarding the usefulness of managerial education in inspiring them to become entrepreneurs. This study evaluates the relationship between educational inputs and entrepreneurial motivation as it investigates the impact of managerial education on the growth of entrepreneurial abilities among management students. In order to assess the contribution of managerial education and Entrepreneurship Development Programs (EDPs) to skill development, four variables were examined using Pearson's Chi-Square test. The findings show a strong correlation between the abilities developed by managerial education and the entrepreneurship-promoting inputs, with EDPs being essential in raising entrepreneurial readiness. It is important to incorporate entrepreneurial concepts into business curricula as there was no discernible correlation between general business management education and entrepreneurial talents. The survey also looked at how current students and graduates perceived things. It found that although most students and alumni who pursued entrepreneurship found managerial education to be inspiring, many alumni were not happy with the entrepreneurial advice they received while enrolled in MBA programs. These results highlight the significance of developing educational frameworks that provide students with both theoretical knowledge and useful skills, thereby creating an atmosphere that is supportive of entrepreneurship.

**Keywords:** Entrepreneurship education, Entrepreneurial skills, Management students

## 1. Introduction:

Entrepreneurship has long been viewed as a dynamic process that involves the allocation of resources—time, money, and effort—into creating and sustaining a successful venture (Musselman & Jackson, as cited in McMullan & Long, 1987; Garavan & Barra, 1994). It's not just about starting a business but having the vision to see opportunities where others don't, the courage to take risks, and the determination to navigate uncertainty. Entrepreneurship is the beating heart of economic growth, innovation, and social change. It drives the creation of new products, services, and solutions that ultimately shape the way we live, work, and interact.

One of the most fundamental aspects of entrepreneurship is its ability to adapt to the changing demands of the market. Entrepreneurs must not only recognize opportunities but also take calculated risks to exploit them (Neck et al., 2020). Whether through launching a new business or expanding an existing one, the entrepreneurial process is centred around innovation—be it through developing cutting-edge technology, finding more efficient processes, or even disrupting entire industries. Take, for example, how companies like Airbnb and Uber fundamentally transformed traditional industries by recognizing the untapped potential of the shared economy. Their founders saw opportunities in the gaps of their respective markets and created products that significantly changed consumer behaviour.

Entrepreneurs are key drivers of the economy. According to Aldrich and Ruef (2018), they play a crucial role in job creation, improving productivity, and fostering economic development. By identifying unmet needs and efficiently organizing resources, they offer new solutions that can benefit society at large. This is particularly true for small businesses, which often act as the bedrock of local economies. Studies have shown that in many developing economies, small and medium-sized enterprises (SMEs) are responsible for a significant portion of job creation and innovation (Nabi et al., 2017). Entrepreneurship, therefore, not only benefits the individuals involved but has a broader societal impact by contributing to economic resilience and growth.

Yet, while entrepreneurship is undoubtedly critical for economic development, fostering an entrepreneurial mindset is a challenge that many economies face today. This is where educational institutions play an essential role. Universities and colleges are increasingly recognizing the need to shift their focus from merely preparing students for traditional job markets to encouraging them to think creatively and take risks. Volery and Mazzarol (2015) suggest that integrating entrepreneurship education into the curriculum helps students develop an entrepreneurial mindset, making them more likely to explore business opportunities rather than simply seek employment. Offering courses on business planning, innovation, and finance, as well as providing

mentorship and networking opportunities, can significantly enhance students' entrepreneurial skills and confidence.

In many countries, particularly emerging markets, there is growing recognition of the importance of entrepreneurship education in stimulating innovation and reducing unemployment. By equipping students with the tools to navigate the entrepreneurial ecosystem, educational institutions can lay the groundwork for the next generation of innovators and business leaders (Oosterbeek et al., 2010). Moreover, these programs also introduce students to various government initiatives and funding options designed to support startups. Knowledge of available grants, loans, and tax incentives can make the difference between an idea remaining a dream or becoming a reality.

Entrepreneurship development is more than just about acquiring knowledge—it's about developing the mindset and characteristics that make an entrepreneur successful. This involves fostering creativity, problem-solving abilities, and resilience. Entrepreneurs are known for their ability to handle uncertainty, bounce back from failures, and adapt quickly to changing circumstances. While some may be born with these traits, many can be nurtured through structured education and experience. Kirby (2002) highlights that characteristics like risk-taking, team-building, and time-management can be developed through targeted entrepreneurship programs. In fact, studies show that individuals who undergo entrepreneurship training are more likely to start their own businesses and achieve long-term success compared to those who do not (Nabi et al., 2017).

One of the core competencies of a successful entrepreneur is problem-solving. Entrepreneurs need to be able to identify problems and develop creative, innovative solutions. This requires not just a deep understanding of their industry but also an ability to think critically and analytically. In addition, entrepreneurs must have strong leadership and communication skills to effectively manage teams and resources. Time management is also critical, as entrepreneurs often juggle multiple roles and responsibilities simultaneously. All of these skills—whether inherent or learned—combine to make an entrepreneur capable of navigating the complex landscape of modern business.

Another vital aspect of entrepreneurship is resilience. Entrepreneurs face a multitude of challenges, from financial setbacks to market competition, and it's their ability to stay focused, motivated, and persistent that often determines their success. This resilience isn't something that comes naturally to everyone, but it can certainly be developed through experience and education. Programs that teach entrepreneurs how to cope with failure, manage stress, and stay committed to their vision are invaluable in helping them maintain their drive during difficult times (Oosterbeek et al., 2010).

In conclusion, entrepreneurship is about more than just starting a business. It involves the ability to see opportunities where others see obstacles, to take calculated risks, and to innovate in ways that benefit society. Entrepreneurs are the engines of economic growth, and fostering this mindset through education and support systems is crucial for any economy. By providing the right tools, knowledge, and resources, we can empower more individuals to take the entrepreneurial leap and contribute to the economic and social fabric of their communities. The role of educational institutions in this regard cannot be overstated, as they are the incubators of future entrepreneurs who will shape the world of tomorrow.

## **2. Review of Literature:**

In Entrepreneurship Education in the Nineties, McMullan and Long (1987) introduced an important conversation around the growing need for entrepreneurship education. They argued that beyond simply teaching business management, entrepreneurship education had the potential to drive job creation and economic development. Yet, they also acknowledged the challenges in implementing these programs effectively. Their study wasn't just about why entrepreneurship matters—it was a deeper dive into how such educational frameworks could be built and, perhaps more importantly, who would be best equipped to deliver this knowledge. They set the stage for future research, highlighting both the possibilities and the obstacles that would need to be overcome. Garavan and Barra (1994) followed up by exploring how entrepreneurship education develops the core skills needed to become an entrepreneur. They focused on the idea that entrepreneurship isn't just about knowing how to run a business; it's about fostering the inner drive, resilience, and creativity that successful entrepreneurs exhibit. What made their study particularly interesting was their focus on empathy and support systems within entrepreneurship education, suggesting that these elements play a critical role in encouraging students to take the leap into entrepreneurial ventures. They delved into how educational programs could inspire not just new startups but a broader entrepreneurial mindset, one that recognizes the value in risk-taking and innovation. A few years later, Vesper and Gartner (1997) took a different approach. They conducted a survey that looked at the state of entrepreneurship education, especially the experimental approaches that were emerging at universities. Their work was notable for its ranking of entrepreneurship programs, which wasn't just a reflection of reputation but an exploration of how universities defined entrepreneurship education itself. The researchers dug into the criteria universities used to determine what courses qualified as part of an entrepreneurship program, and how these factors influenced the overall quality of education. It was a practical, hands-on look at what was happening in real-time in academic institutions. Around the same time, Gorman, et al., (1997) provided a comprehensive review of the various studies on entrepreneurship education and

training programs. They noticed a common theme among many scholars—the need to clearly distinguish between entrepreneurship, enterprise, and small business management education. Each of these areas, they argued, required a unique approach, and traditional management education simply wasn't enough to foster true entrepreneurial spirit. What emerged from their review was a call for more focused, skills-based training that would go beyond conventional business education, placing more emphasis on the attributes and tasks specifically required for entrepreneurship.

Kirby (2002) took a more introspective approach, examining the very nature of what makes an entrepreneur. He discussed the various characteristics an entrepreneur must have, such as risk-taking ability, creativity, problem-solving, and strong communication skills. Kirby didn't just focus on what entrepreneurs do; he looked at who they are. He pointed out that while some of these traits might be innate, many can be nurtured through education. This was a shift towards understanding entrepreneurship as both a mindset and a skillset, emphasizing the role that education can play in shaping more enterprising individuals. The debate over whether entrepreneurs are born or made continued with Henry, et al., (2005). In their paper, they highlighted how entrepreneurship education needed to evolve. Their research brought attention to the lack of uniformity among entrepreneurship programs, despite their growing popularity. They raised critical questions about the effectiveness of these programs and emphasized the importance of evaluating both the educators and the curriculum to ensure that students were truly getting the support they needed. Their findings suggested that while entrepreneurship can indeed be taught, the approach and quality of the teaching matter significantly.

Rasmussen and Sørheim (2006) took this discussion further by comparing initiatives across five universities, focusing on the idea of learning by doing. Their study found that action-based entrepreneurship education could take many forms, depending on both the university's goals and its resources. They pointed out that successful entrepreneurship programs often relied on strong external networks, including connections with regional business communities. By giving students access to mentors, funding, and real-world experiences, universities could foster a more practical understanding of entrepreneurship. Their research confirmed that entrepreneurship could be taught successfully, especially when students were given the opportunity to engage in real-world entrepreneurial activities. Desai (2009) shifted the focus back to the individual characteristics of entrepreneurs, highlighting the importance of confidence, innovation, and the ability to manage resources effectively. His work argued that these traits were critical for success and should be the focus of entrepreneurship development programs. The study's offered a blueprint for educators looking to attract and nurture potential entrepreneurs by focusing on the personal qualities that define successful business leaders.

Oosterbeek, et al., (2010) took a more critical look at entrepreneurship education. They examined the effects of a top-tier entrepreneurship education program on college students in their investigation. Their findings, surprisingly, indicated that the program's desired outcomes were not achieved. Not only did the program fail to improve students' entrepreneurial skills, but it also negatively impacted their intention to become entrepreneurs. This study sparked a broader discussion about the limitations of certain educational models and the need for more tailored approaches that address the unique needs and motivations of students. In contrast, Raposo and Paço (2011) reviewed the literature on entrepreneurship education and found a generally positive link between such education and entrepreneurial activity. Their study reinforced the idea that entrepreneurship education could indeed lead to increased entrepreneurial ventures, but they also emphasized the need for continuous refinement and evaluation of these programs to ensure they remain effective and relevant. Rehman and Elahi (2012) focused on the Indian environment and examined the critical role business schools play in fostering the next wave of entrepreneurs. Their study critically analyzed whether the demands of budding entrepreneurs are sufficiently addressed in the current curriculum. They posed significant queries about how well the methods used in education today develop entrepreneurial attitudes and abilities. The authors also put out a number of suggestions for improving the curriculum in order to better assist the teaching of entrepreneurship. Their proposals included integrating practical experiences, mentorship opportunities, and exposure to real-world business difficulties, all of which might considerably improve the educational environment and better equip students for entrepreneurial success. Their study showed that while B-schools were crucial in expanding students' knowledge and helping them identify opportunities, there was room for improvement in how they supported students in overcoming environmental and systemic barriers. Kumari (2014) explored the process of entrepreneurship development in India, emphasizing the crucial role of Entrepreneurship Development Programs in promoting economic growth. The study highlighted that these programs contribute not only to the creation of new businesses but also play a key role in advancing national progress. Vakili et al., (2016) studied the relationship between entrepreneurship education and entrepreneurship development, finding that education played a critical role in enhancing entrepreneurial traits and behaviour. Their research demonstrated a positive correlation between educational initiatives and the entrepreneurial development process, reinforcing the idea that entrepreneurship can be cultivated through structured learning. Adding to the conversation, Mardzuki, et al., (2018) explored how entrepreneurial intentions and perception factors influence university students' involvement in entrepreneurship programs. Their study highlighted the critical factors that shape students' perspectives and intentions regarding entrepreneurship, enhancing the theoretical framework surrounding these concepts.

In more recent research, a study by McKeown, et al., (2021) examined the impact of digital entrepreneurship education on students' entrepreneurial self-efficacy. Their findings suggested that integrating technology into entrepreneurship education not only increased students' confidence in their entrepreneurial abilities but also better prepared them for the digital marketplace, which is increasingly relevant in today's economy. Trivedi (2017) examined the factors influencing entrepreneurial intention among post-graduate students in India, Malaysia, and Singapore. He explored the impact of various variables, such as university environment and support, on shaping students' entrepreneurial aspirations. His findings added to the growing body of literature showing that external factors, such as institutional support, play a significant role in determining whether students choose to pursue entrepreneurial paths. Upon reviewing the literature, very few studies were found to examine the role that managerial education plays in the development of entrepreneurial skills. Moreover, no studies examined the perspectives of current and former students at a school with respect to the efficacy of managerial education in inspiring students to pursue entrepreneurship.

### 3. Objectives:

- i. To assess the impact of managerial education on the development of entrepreneurial skills among management students.
- ii. To explore the perceptions of students and alumni regarding the effectiveness of managerial education in motivating them to pursue entrepreneurship.

### 4. Research Methodology:

#### 4.1 Research Design:

The research objectives of this study are fully addressed through the use of a dual research design that combines both exploratory and descriptive approaches. To find and examine the interactions between the important variables under consideration, an exploratory methodology was used. This allowed for a thorough analysis of the ways in which managerial education affects the growth of entrepreneurial talents. This method assisted in finding trends, linkages, and revelations that add to our comprehension of how education shapes entrepreneurial aptitudes.

Conversely, the descriptive study approach was employed to ascertain and express the opinions and viewpoints of both present and former students about the efficiency of managerial education in stimulating entrepreneurial drive. This component of the study attempted to give a thorough grasp of how graduates and students assess their

educational experiences, especially with regard to the tools and inputs offered to encourage entrepreneurial pursuits. The study provides a well-rounded analysis by emphasizing both exploratory and descriptive components. This allows for the identification of correlations between variables and the contextualization of these findings within the real-world perspectives of individuals with managerial education.

#### 4.2 Sources of Research:

The researcher gathered data for this investigation from primary as well as secondary sources. Through direct fieldwork, a sizable amount of the data was obtained from primary sources. The major instrument used by the researcher to gather primary data was questionnaires. To ensure that the data obtained accurately reflected the varying perspectives of the individuals participated in the research, separate questionnaires were carefully constructed to target distinct sectors of the population under consideration.

#### 4.3 Area of the study:

Tezpur University is recognized as one of India's premier institutions. Since its inception in 1995, the "Department of Business Administration" has successfully enrolled a significant number of students in its MBA program each year. This study was conducted within the "Department of Business Administration at Tezpur University".

The population for the study was divided into three distinct groups: faculty members of the Department of Business Administration, alumni from the department, and current MBA students (2024-2026) enrolled in the program.

#### 4.4 Sampling Technique:

In order to guarantee the selection of participants who might offer insightful feedback pertinent to the study's goals, purposeful sampling was used. A total of seventy-five people were chosen from Tezpur University's Department of Business Administration. These attendees were specifically picked to represent important facets of the academic community within the department. Eight participants in the overall sample were faculty members who shared their opinions on the influence of the educational framework on the development of entrepreneurial skills. Eleven other panelists were alumni, offering valuable perspectives on how their academic backgrounds influenced their entrepreneurial aspirations after graduation. Finally, 56 participants represented the most recent cohort and provided a modern perspective on the efficacy of managerial education in promoting entrepreneurial skills. These participants were current MBA students enrolled for the academic year 2024–2026. The department was able to conduct a thorough investigation of viewpoints from various stakeholder groups thanks to the stratified methodology.



**Table 1: Type of respondents**

Serial no.	Type of Respondents	No. of respondents
1.	Current students of MBA course	56
2.	Faculties	8
3.	Alumni	11
	Total	75

**5.5 Hypothesis developed:**

H<sub>01</sub>: “There is no significant difference between the entrepreneurial skills developed through managerial education and the inputs provided to influence students to become entrepreneurs.”

H<sub>11</sub> : “There is a significant difference between the entrepreneurial skills developed through managerial education and the inputs provided to influence students to become entrepreneurs.”

H<sub>02</sub> : “There is no significant difference between the entrepreneurial skills developed through managerial education and the education provided on various business management aspects.”

H<sub>12</sub> : “There is a significant difference between the entrepreneurial skills developed through managerial education and the education provided on various business management aspects.”

H<sub>03</sub>: “There is no significant difference between the entrepreneurial skills developed through managerial education and the Entrepreneurship Development Programs conducted by the department.”

H<sub>13</sub>: “There is a significant difference between the entrepreneurial skills developed through managerial education and the Entrepreneurship Development Programs conducted by the department.”

**4.7 Data Analysis:**

In order to achieve the study's primary goal, the relationship between the three variables—inputs meant to encourage students to become entrepreneurs, instruction on diverse facets of business management, and department-sponsored programs for entrepreneurship development—and the variable entrepreneurial skills acquired through managerial education was examined. With the aid of SPSS, the chi-square test was used to determine whether there was a link between these factors. The gathered data is analysed using descriptive statistics, such as graphs, in order to meet the second objective.

## 5. Analysis and Interpretation:

### Objective 1:

In order to investigate the impact of managerial education on the development of entrepreneurial abilities in management students, the Pearson Chi-Square test was employed at the "5% level of significance" to test the following hypothesis.

$H_{01}$  : "There is no significant difference between the entrepreneurial skills developed through managerial education and the inputs provided to influence students to become entrepreneurs."

$H_{11}$  : "There is a significant difference between the entrepreneurial skills developed through managerial education and the inputs provided to influence students to become entrepreneurs."

**Table 3: Chi-Square tests 1**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	387.394	252	.000
Likelihood Ratio	187.909	252	.999
Linear-by-Linear Association	6.359	1	.012
N of valid Cases	75		

The p-value of 0.000 is less than "the level of significance, i.e. 0.05," according to the test results. Therefore, we can rule out the null hypothesis and draw the conclusion that there is a substantial correlation between the entrepreneurial abilities acquired through managerial education and the inputs given to encourage students to start their own businesses. This significant association highlights how important managerial education is in providing students with the fundamental skills they need to become successful entrepreneurs. The findings imply that when educational programs integrate practical insights, real-world experiences, and resources geared to inspire entrepreneurial thinking, students are more likely to develop the required abilities to embark on entrepreneurial projects. This demonstrates the value of educational institutions in promoting an atmosphere that rewards creativity and taking calculated risks in addition to dispensing knowledge. The study also emphasizes how important it is for students' entrepreneurial aspirations to be shaped by the variety and quality of inputs they receive, including workshops, mentoring, and experiential learning opportunities. Through the alignment of academic programs with real-world problems and practical applications, management schools can improve students' capacity to deal with the intricacies of entrepreneurship. The results indicate for a re-evaluation of managerial education techniques to ensure they appropriately address the developmental needs of prospective entrepreneurs. It implies that in order to foster a new generation of entrepreneurs who can support innovation and economic progress,

institutions should always work to improve the synergy between instructional material and helpful resources.

H<sub>02</sub> : “There is no significant difference between the entrepreneurial skills developed through managerial education and the education provided on various business management aspects.”

H<sub>12</sub> : “There is a significant difference between the entrepreneurial skills developed through managerial education and the education provided on various business management aspects.”

**Table 4: Chi-Square tests 2**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	373.906	342	<b>.113</b>
Likelihood Ratio	195.847	342	1.000
Linear-by-Linear Association	12.085	1	.001
N of valid Cases	75		

According to the test results, the p-value of 0.113 is greater than "the level of significance, or 0.05." Therefore, we are unable to rule out the null hypothesis and come to the conclusion that there is no meaningful connection between teaching students about various aspects of business management and helping them develop their entrepreneurial talents through managerial education. These results suggest that, although managerial education might help develop particular entrepreneurial skills, the advantages of a thorough company management education outweigh the potential benefits of managerial education. This is an important realization for educators and educational institutions because it shows how well-rounded business curricula can prepare students for a variety of business scenarios. This outcome also brings up significant issues with program design and delivery for business education. It implies that providing specialized entrepreneurial programs might not be as beneficial as incorporating entrepreneurial ideas into conventional business management courses. Critical thinking, flexibility, and effective decision-making are just a few of the entrepreneurship-related skills that are frequently included in any thorough business education.

H<sub>03</sub>: “There is no significant difference between the entrepreneurial skills developed through managerial education and the Entrepreneurship Development Programs conducted by the department.”

H<sub>13</sub> : “There is a significant difference between the entrepreneurial skills developed through managerial education and the Entrepreneurship Development Programs conducted by the department.”

**Table 5: Chi-Square tests 2**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	423.958	378	.051
Likelihood Ratio	221.055	378	1.000
Linear-by-Linear Association	7.100	1	.008
N of valid Cases	75		

According to the test results, "the level of significance, i.e. 0.05," is equivalent to the p-value of 0.051. As a result, we can rule out the null hypothesis and draw the conclusion that the department's Entrepreneurship Development Programs and the entrepreneurial abilities acquired through managerial education have a substantial link.

These findings have important implications for educational institutions. It emphasizes how crucial it is to combine management education with specialized entrepreneurship programs in order to establish a thorough learning environment. Engaging in Entrepreneurial Development Programs (EDPs) can provide students with practical experiences, mentorship opportunities, and insights that are critical for success in the business world. These courses frequently place a strong emphasis on creativity, problem-solving, and applying academic concepts to practical situations—all of which are essential for producing a diverse range of entrepreneurial competencies.

Further, this important connection motivates organizations to assess and improve the managerial education and EDP programs they offer. Universities can better prepare students for the rigors of entrepreneurship by promoting collaboration between these two educational paths and providing them with a wide range of experiences and abilities. The results illustrate the usefulness of both managerial education and Entrepreneurship Development Programmes in building entrepreneurial skills. The interaction of various pedagogical philosophies implies that a curriculum with multiple facets can better equip students to handle the intricacies of the entrepreneurial environment. The objective should be to develop an educational environment that not only disseminates knowledge but also motivates and prepares the upcoming generation of entrepreneurs as institutions keep improving their educational programs.

**Objective 2:**

Examining the attitudes of students and graduates about the value that managerial education offers in inspiring them to become business owners.

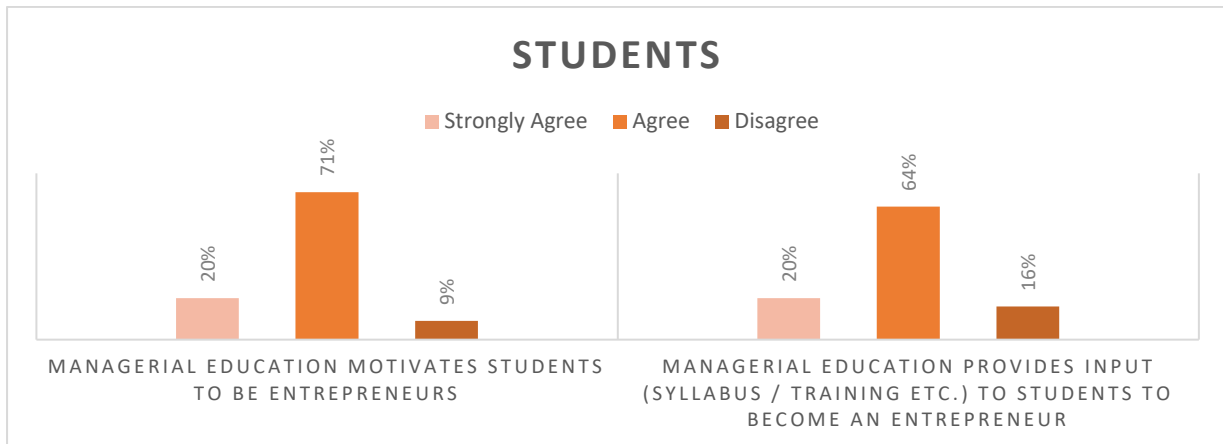


Fig 1: Mindset of the students (Source: Field Study)

As seen in the above graphic, 71% of students think that managerial education inspires them to start their own business, and 64% think that managerial education gives them the tools they need to do so—syllabus, training, etc. Therefore, it can be said that MBA students think their managerial education provides them with the necessary inputs to inspire them to become entrepreneurs.

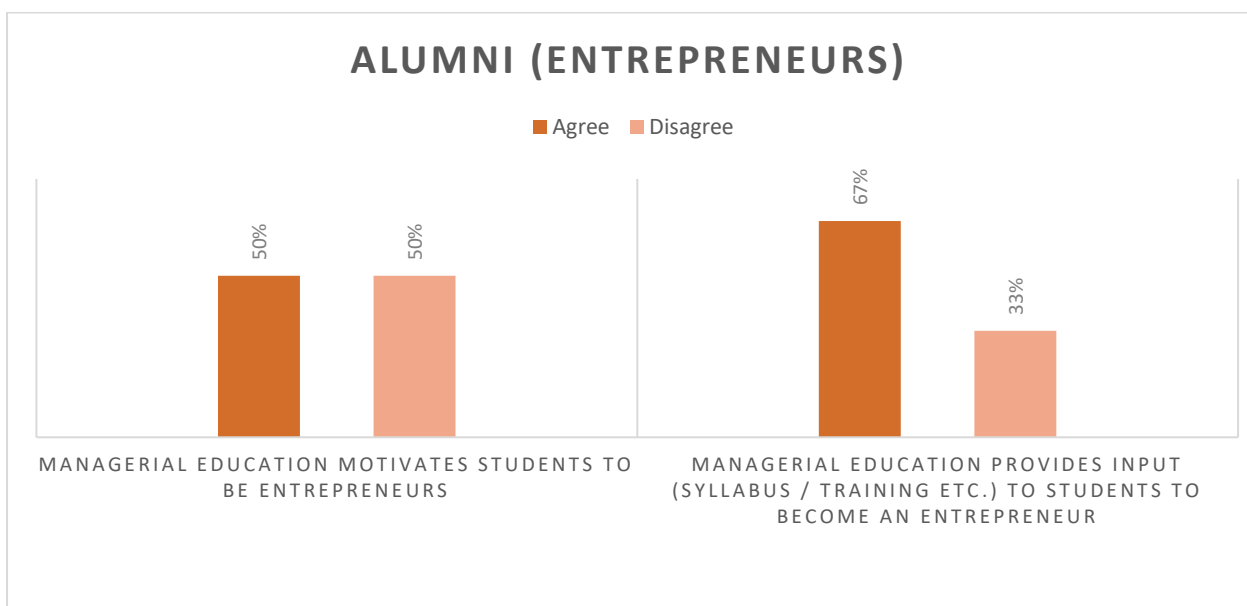


Fig 2: Mindset of the alumni (entrepreneurs) (Source: Field Study)

As seen in the above figure, half of the graduates who are now business owners think that managerial education inspires students to start their own businesses, and the other half think that managerial education gives them the tools they need to succeed, such as a curriculum and training. We can therefore draw the conclusion that alumni who have gone on to become successful business owners think that their managerial education provided them with the necessary inputs to inspire them to do it.

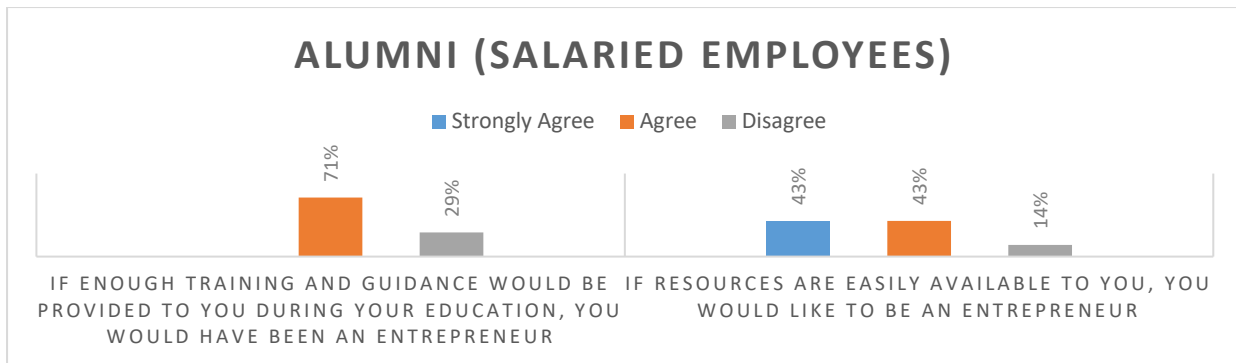


Fig 2: Mindset of the alumni (salaried employees) (Source: Field Study)

According to the above diagram, 71% of alumni who work for a salary feel that they did not receive enough guidance during their MBA program to inspire them to become entrepreneurs, and 66% of them think that they would have most likely become entrepreneurs if resources had been available to them. Therefore, it can be said that alumni who work for pay think their managerial education did not provide them with the necessary inputs to inspire them to start their own business.

## 6. Conclusions:

The aim of this research was to investigate the impact of managerial education on the development of entrepreneurial skills among management students. To achieve this, four key factors were considered, and Pearson's Chi-Square test was utilized to analyze the relationships among these variables. The findings revealed a significant correlation between the skills acquired through managerial education, the inputs provided to encourage students to pursue entrepreneurship, and the Entrepreneurship Development initiatives offered by the department. However, there was no noticeable correlation between the entrepreneurial skills developed through managerial education and the instruction provided on various aspects of business management.

This study was to investigate how managerial education affected management students' ability to develop entrepreneurial skills as well as how well students' and alumni's assessments of the value of their education in promoting entrepreneurial motivation were assessed. The results offer insightful information about how educational strategies and entrepreneurial preparedness relate to one another. Starting with a methodology for hypothesis testing, the research looked at the relationship between several inputs intended to encourage students to become entrepreneurs and the entrepreneurial abilities they learned from managerial education. The findings showed a substantial correlation, indicating that managerial education is vital to students' acquisition of these fundamental skills. This supports the idea that curricula ought to incorporate real-world knowledge, practical ideas, and tools designed to encourage entrepreneurial thinking. It emphasizes how crucial it is to create an atmosphere that values creativity and taking calculated risks, enabling students to acquire the abilities needed to launch profitable businesses. However, there were no appreciable differences found when the association between managerial

education and general business management education was examined. This research suggests that although managerial education helps develop entrepreneurial abilities, it could not provide any unique benefits when compared to a thorough business curriculum. These revelations compel academic institutions to think about incorporating entrepreneurial ideas into their current business management curricula. By doing this, they can guarantee that every student has the critical thinking, flexibility, and effective decision-making skills necessary for success in any business setting, regardless of their career goals.

The importance of Entrepreneurship Development Programmes (EDPs) in conjunction with managerial education was also investigated in this study. The findings demonstrated a strong correlation, suggesting that EDPs offer clear benefits in promoting entrepreneurial abilities. This research highlights how important it is for educational establishments to establish a cooperative framework between EDPs and managerial education in order to give students access to real-world experiences, opportunities for mentoring, and insightful advice. By giving students a broad range of experiences and abilities, an integrated approach can better prepare them for the demands of entrepreneurship. The survey additionally examined at how alumni and students perceived the value of managerial education in inspiring entrepreneurial activity. The vast majority of students (71%) said that managerial education motivates them to become entrepreneurs, demonstrating their faith in the program's ability to motivate. In a similar vein, a sizable percentage of alumni who are currently running their own businesses said that their education had had a good impact on them. Among the alumni who work for pay, there was a noticeable difference though, as many of them expressed discontent with the advice they were given when enrolled in their MBA programs. This discrepancy suggests that there may be a void in the educational process, emphasizing the necessity for institutions to improve their resources and support networks for would-be business owners. The study identifies opportunities for development and emphasizes the value of managerial education in promoting entrepreneurial abilities. To meet the needs of students' development, educational institutions must constantly adapt their curricula so that students leave with more than just theoretical knowledge—they also leave with experiences and practical tools. Establishing an educational environment that prioritizes entrepreneurship and management concepts can help institutions prepare and inspire the upcoming generation of entrepreneurs, which will ultimately lead to innovation and economic success. This study additionally examined at how alumni and students perceived the value of managerial education in inspiring them to start their own businesses. Based on information gathered from a questionnaire, current MBA students and alumni who are business owners seem to think that managerial education might provide them the push they need to become entrepreneurs. The graduates who are currently employed on a salary, however, feel that their lack of

finances has further deterred them from becoming entrepreneurs and that the managerial education's inputs were insufficiently persuasive to inspire them to do so it.

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