

PAPER

The Tendency to Accept Entrepreneurial Endeavors among Future Generations

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ABSTRACT

The study aims to investigate whether students, after finishing their university education and receiving an entrepreneurship education, have a significant tendency to pursue entrepreneurship as a lifelong pursuit rather than choosing traditional career paths in the public or private sectors. In addition, the study aims to clarify the significance of encouraging economic growth among college students at a National university in Sri Lanka. The research employed a quantitative approach with a descriptive study design to provide a detailed analysis of entrepreneurship education for future research. This study employed a structured questionnaire as an instrument for polling to assess students' views on the efficacy of entrepreneurship education. The study sample consisted of 76 students who had successfully finished the entrepreneurship course during their first year from the Applied Sciences Faculty and were studying different combinations of science streams together with management modules. Six hypotheses are formulated to address the specific objectives of the research. The study's findings revealed that most students do not believe that the education system in Sri Lanka effectively delivers the needed entrepreneurial education, which is crucial for the country's economic development. Students strongly believe that the government fails to emphasize the right requirements for improving the entrepreneurial education system in Sri Lanka. Moreover, students acknowledge that they do not intend to pursue future entrepreneurial endeavors. Most students do not believe that the university curriculum adequately and necessarily prepares them with the necessary vocational training to enhance their preparedness and desire for entrepreneurship. Additionally, the research findings indicate that undergraduates who are pursuing a scientific major at Sri Lankan National University have a restricted sense of locus of control. The exploration of these results takes into account the existing knowledge and the unresolved aspects of the current national education systems to identify the hidden innovation in the prospects for the future of the younger generation in the country as they relate to national economic growth.

KEYWORDS

future generations, entrepreneurship education, sustainability, national

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1 INTRODUCTION

The functionality of the education sector is quite low in developing nations, relatively in Europe and North America. Many experts [5], [9], [11], [27], [28] clarify that education is the essential lubricant to increase the efficiency in economic development for many nations, e.g., USA, China, Japan, India, etc. For instance, education plays a vital role in modeling attitudes, skills, feasibility, norms, and values. On the other hand, there is widespread recognition that entrepreneurship is the economy's engine for most nations [9]. Entrepreneurship has historically been a critical driver of economic growth in the United States. [5], stated that the American economy has shifted from the traditional industrial economy to dense human capital reliance, a knowledge-based economy. Further, Bridges explained that an interest in increasing the educational attainment of the nation's human capital is vital to economic development. Hence, simulation of entrepreneurship education has been identified to equip the future workforce with skills required today. Accordingly, the lifestyles needed by entrepreneurs are usually developed through entrepreneurship education.

Over time, the need for entrepreneurship to solve social issues such as unemployment through creating jobs has become apparent, especially in developing countries. To understand this phenomenon of entrepreneurship, academic research into this field has expanded worldwide [8]. Can entrepreneurship be taught? It's an age-old debate. [8], have argued that entrepreneurship education differs extensively across countries and institutions regarding intentions, audience, set-up, and training. Further, Peter Drucker, one of the important current management gurus, claimed that entrepreneurship is not mythical or enigmatic; it is a discipline; therefore, just as any other profession, it can be educated to learn [7].

2 PROBLEM STATEMENT

The most important criterion for any local or central government in a developing nation is to pass the devastating economy to successful economic development. This process is not relatively informal for developing nations due to its laggard entrepreneurship skills among formal citizens and their motivation level for entrepreneurship development through existing education. Education plays a pivotal role in ornamenting an individual's cognitive development and perspective on the world. Therefore, on the global platform, education is a crucial right of every individual and a worldwide benefit for society, capable of improving the lives of individuals, communities, and the environmental conditions of future generations. Therefore, finding some successful local economic development strategies to implement in urban and rural areas of the nation has become more critical in recent years. Still, due to the sluggishness of entrepreneurship education in the tertiary education system, the officials' governance struggles to stimulate the stagnant economies.

Most officials have concentrated on the result rather than the process. Hence, as a developing nation, Sri Lanka ought to consider how to sustain entrepreneurship education for human capital development, which could be maintained to enhance the development of the local and whole economy at a processing level. Consequently, the main target is to understand the current level of Sri Lanka's population. Up to now, the main struggle is identifying college (undergraduate) students' insight into entrepreneurship education.

3 THE PURPOSE OF THE STUDY

No doubt that education contributes to a country's development and society's stability. Because, in most cases, the nation has to have the capacity to build new problem-solving heuristics when all old procedures have failed. Hence, the study aims to identify whether there is a significant intention to pursue entrepreneurship as a lifetime venture after a student's university education, combined with entrepreneurship education, other than following the traditional paths to find a job either in the public sector or private sector: Are future generations more likely to accept entrepreneurial endeavors? In addition, the study seeks to elucidate the elements that impact the entrepreneurial preferences of university students in Sri Lanka. According to [25], entrepreneurship education must furnish future entrepreneurs with the compulsory skills to meet the need to accelerate economic development by generating new ideas and converting those ideas into viable and profitable ventures. Hence, moreover, the study wants to identify the collaboration of entrepreneurship education and intention to start their own business by university students, if they pursue proper skill development and if they have some prior experience before they graduate.

The study focuses on two aspects to determine the recommendations for the following problems:

- How important is the goal of engaging in entrepreneurship for students attending a national university in Sri Lanka?
- How important is entrepreneurship education for college students at a national university in Sri Lanka who want to pursue entrepreneurship as a lifelong career?
- How important is the goal of encouraging economic growth among college students at a national university in Sri Lanka?

4 LITERATURE REVIEW

Backhaus (2003) offers the subsequent definitions of entrepreneurship:

“The one who takes the initiative, bearing risk under private law, is the entrepreneur; he is the center and the head of the enterprise.” (Schmoller, 1901)

Moreover, on entrepreneurship, [19] provides the following definitions:

1. *“Someone, who undertakes an enterprise, especially a contractor, acting as the intermediary between capital and labor.”* (Jean-Baptiste Say, 1821)
2. *“One who organizes, manages, and assumes the risks of a business or enterprise.”* (Merriam-Webster, 2010a)
3. *“Entrepreneurship is a role that individuals undertake to create organizations.”* (Gartner, 1988)
4. *“Entrepreneurship is defined as any attempt to create new business.”* [24]
5. *“The pursuit of opportunity beyond the resources that you currently control.”* HBR
6. *“Entrepreneurship is the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled.”* (Timmons and Spinelli, 1994)
7. *“An entrepreneur is someone who gets something new done.”* (Peter Drucker, 1996)

Further, [24] has come up with six general characteristics of entrepreneurs that can also be found in other studies:

1. Commitment and determination
2. Leadership
3. Opportunity obsession
4. Tolerance of risk, ambiguity, and uncertainty
5. Creativity, self-reliance, and ability to adapt
6. Motivation to excel

Joseph Alois Schumpeter is recognized as one of the most influential economists of the first half of the twentieth century. Because the concepts of innovation and entrepreneurship are unquestionably Schumpeter's most significant contributions to economics. For instance, one of the most common topics in Schumpeter's works was the role of innovation and entrepreneurship in economic progress [21]. In Schmoller's terms based on Schumpeter (1926), Schumpeter's theory of economic development should provide insights into the matter of changes in the institutional composition and appearance of economic systems and styles that were subject to the long-run dynamics of a cyclical socio-cultural evolution [4]. Hence, renaissance economics places significant emphasis on education, science, incentives, and entrepreneurship [21]. In his earlier perspective, as presented in *The Theory of Economic Development*, he viewed the presence of unexpected and transformative changes as the fundamental essence of "economic development." These changes disrupt the economy from its stagnant state of "circular flow" and drive it towards a dynamic destiny of adjustment and initiation. He was trying to reveal that it is all about being innovative to nurture creativity, use new information in innovation, and build new products to address complicated challenges to foster the nation's economy.

5 ENTREPRENEURSHIP FOR ECONOMIC DEVELOPMENT

Self-employment plays an essential role in any economy through the generation of employment [27], and according to McStay (2008), entrepreneurship has evolved as a necessary force in global economic growth [1]. As such in Nigeria and other African countries, poverty is a socio-economic problem affecting the region's growth and development [16]. The major problem is scarce resources in a global environment, and one and all are fighting for the same stake, i.e., market share, while maximizing the shareholders' values locally and globally. Even the economists' primary problem is scarce resources [18]. However, entrepreneurship is vital to a country's long-term economic growth and competitiveness [11]. Further, Entrepreneurship has played a significant role in economic development, innovation, competitiveness, and poverty mitigation. Therefore, entrepreneurs have become the sources of economic growth, providing essential aspects for enduring economic adjustments: employment opportunities, income enhancements, revenue to the government, foreign currency exchange, sharing of expertise and knowledge, product development, market development, network of economies, cultural changes, sparking more incredible innovation, etc. [8] and [30] insist that entrepreneurship is a new and rising field in scientific research and education. Further, [10] insist that in 1945, Harvard Business School proceeded to develop its interest in entrepreneurship education explosively [31].

6 ENTREPRENEURSHIP EDUCATION

It is essential to understand that, typically, intelligent and hardworking risk-takers in the young generation are not adequately knowledgeable about the technical and theoretical aspects of entrepreneurship due to the lagging perceptions of the entrepreneurship education system in public or private universities or vocational institutes. [22] found that the absence of management proficiency in small organizations is the main reason for the failure of that business. Hence, a proper educational process should be developed to design effective programs and services that stimulate entrepreneurial activities and influence students' intention to participate in entrepreneurial activities beyond slight business movement.

So, while it is attractive to the young generation, policymakers and educators have a substantial responsibility to recognize and recommend what factors are pivotal for the education process to enhance the entrepreneurial mindset among the young generation or interest parties in global economies. [8] and [30] believe that any entrepreneurship education program objectives should be raising entrepreneurial awareness and mindset, learning to innovate and develop new activities, or simply discovering what entrepreneurship is about. Further, entrepreneurship education was defined by [29] as the structured formal conveyance of entrepreneurial knowledge, while [32] describes entrepreneurial knowledge as the concepts, skills, and mentality required by enterprise owners/managers [13].

It is crucial to import evidence through academic research to export knowledge on entrepreneurship development for society. Consequently, another critical aspect emphasizes watching and placing entrepreneurship within the university and academia more broadly. Although the premises are not widely accepted as an academic discipline, especially in developing nations. In contrast, in the United States, many business and technology schools have created a function to breed several schools that offer entrepreneurship majors [26].

Further, unlike in Europe, many US universities have academic entrepreneurship departments, and many schools provide entrepreneurship courses [28]. Wilson states:

“In Europe, entrepreneurship is still trying to find its home. Activities are in place across Europe, but efforts are fragmented and often driven by external actors instead of the education system (European Commission, 2002). Faculty champions of entrepreneurship often have to fight internal battles to support and fund their activities. Fewer universities in Europe have academic entrepreneurship departments. Professors often teach from traditional disciplines such as economics or business administration. Also, most of the entrepreneurship professors in Europe are traditional academics, reflecting long-standing policies and practices.”

7 INTENTION AND READINESS ON ENTREPRENEURIAL ACTIVITIES

On the flip side of the coin, young candidates who are willing to see the new economic sphere in their lifetime or to have feasible economic growth in a country for the next generation should intend to become entrepreneurs with the spiritual readiness of the entrepreneurial venture. According to Austrian political economist and innovator Joseph Schumpeter, an entrepreneur is a risk-taker and innovator who develops novel technology for society or is willing to do something novel in the existing economy while destroying existing or outdated patterns. For example, the founder

of Apple Inc. is Steve Jobs. Therefore, it is vital to understand how far this young generation has gone to take risks in the business world to voyage the entrepreneurial venture without hesitating to pursue the field of entrepreneurship. Many studies on entrepreneurship have described that an individual's choice to pursue an entrepreneurial career has many factors, i.e., income anticipation, risk involvement, and attitude (self-confidence) [14]. [14] further emphasized that, according to the literature, experienced entrepreneurs are more appropriate to find out about opportunities in the market and innovation. [14] implied that a more remarkable ability to identify business opportunities could translate into a positive attitude toward entrepreneurial events. The adaptation of the educational curriculum to the new workplaces [17] to the current requirements of the labor market in the context of current challenges.

Further perceived control is a vital symptom in the success of entrepreneurship because a lack of previous experience in business may cause a struggle to approach networks among networks in the business field. Furthermore, entrepreneurial intention is essential in pursuing a person's business venture. However, healthy economic and political policies exist to run your business with ample education programs to enhance the values and motivation for entrepreneurial activities; if the missing fact is the intention to be an entrepreneur, a negative outcome would be seen in future endeavors. For example, they are postponing initiating business ventures for government occupation where the candidate pursues ease of life through a retirement plan in the future. For instance, [23] concluded that entrepreneurship is not very much preferred by academics studying in different fields and education levels in Sri Lanka [1].

Further, [23] mentions that even in Singapore, more than 45.5% of graduates are willing to pursue lifetime careers in multinational companies; merely 11% select SMEs as their most chosen employment source. Therefore, [23] suggested incorporating techniques to facilitate academic study programs in Sri Lankan Universities to develop entrepreneurial skills and intentions. Further, [23] recommended obtaining real-world experiences by discussing real-world cases while conducting seminars, conferences, and workshops.

8 LOCUS OF CONTROL

Another significant feature of entrepreneurial acceptance mainly depends on locus of control—the emotional concept of how strongly people believe they control their situations and experiences. Because the locus of control defines how individuals view failure or success while identifying that locus of control as one factor of the expectancy of success [2]. Furthermore, locus of control can be divided into significant phases according to their insignificant view of someone's success or failure. [2] further elaborated that the internal locus of control is someone who believes in himself rather than other external factors to be successful. In contrast to an external locus of control, an individual believes that external factors—social, environment, family background, competition, role models, etc.—would be the main aspects of controlling one's fate. The attitude toward internal and external factors is a critical aspect to embody in developing entrepreneurial activities and entrepreneurial education (Moor-Bygrave Model, 1986).

Sri Lanka was aware of rapid economic growth at the end of a nearly three-decade civil war. There is no miracle drug for the country to transform its unsophisticated economic growth into sustainable development. So, there is no doubt that Sri Lanka needs more entrepreneurial development to fuel economic growth, especially encouraging young blood in the nation.

9 RESEARCH HYPOTHESIS

The following hypotheses are developed to answer the precise purpose of the study and align with research problems in terms of economic development issues in Sri Lanka.

- **Hypothesis 1:** An imminent approach for entrepreneurship education development in the Sri Lankan education system is immensely related to economic growth.
- **Hypothesis 2:** The government's focus on entrepreneurship education development is immense.
- **Hypothesis 3:** The undergraduates who major in science have a significant intention to pursue entrepreneurial ventures after completing their degree program.
- **Hypothesis 4:** The locus of control is immense among undergraduates majoring in science at Sri Lankan National University.
- **Hypothesis 5:** After providing sufficient skill development and ample experience through entrepreneurship education, the undergraduates majoring in the science stream at Sri Lankan National University are willing to start their business venture without particular hesitation.
- **Hypothesis 6:** The university's curriculum provides sufficient and required vocational training to uplift students' readiness and intention of entrepreneurship.

10 METHODOLOGY

To estimate and impartially determine the possible fact through a systematic procedure, the research employed an exploratory approach using a descriptive approach to provide a more detailed understanding of entrepreneurship education for future studies. To collect data, online surveys written in English were sent to undergraduate students at a national institution in Sri Lanka.

This study used a structured questionnaire as a survey instrument to determine students' perceptions of the effectiveness of entrepreneurship education because developments in entrepreneurial ventures in a country are essential for healthy economic adjustments. The study sample comprised 76 students from the Applied Sciences faculty who were pursuing various combinations of science streams with management modules. All participants had completed the entrepreneurship module in their first year. The following main aspects were highlighted in the questionnaires to assess the research hypothesis:

- The readiness and intention of the students to pursue the entrepreneurial venture after completing their undergraduate programs.
- The students' impression of locus of control in both internal and external aspects.
- The students' perspective on the university's climate and premises to enhance or support entrepreneurship education.
- The students' perspective on the government's perception of economic development through entrepreneurship development

The aspects will be analyzed descriptively to determine the overall objectives of the study. During this phase, the study will administer a questionnaire of more than 38 questions covering standard demographic inquiries, including gender, age, and location. The purpose of this is to further the development of the study's objectives. The study was designed with the requirement that all questions must be answered before progressing to the next part and completing the final submission.

11 RESULTS AND DISCUSSION

The analysis of the study has been divided into two sections to elaborate on the main aspects of the research objectives. The first section will elaborate on descriptive information to identify the characteristics of the sample. Then, the following section elaborates on the supporting evidence associated with hypotheses supporting or denying the fact. This study deliberately depends on the qualitative phase to describe the outcome of the questionnaire and to match the accomplished facts, support or not, Hypothesis. The following information describes the feedback for the demographic questions from the selected sample (randomly responded 76 students from a national university in Sri Lanka).

Table 1. Age, gender, and ethnicity

Age	
Between 23 to 25	52
Between 19 to 22	24
Gender	
Female	60
Male	16
Prefer not to mention	0
Ethnicity	
Sinhalese	72
Sri Lankan Tamil	3
Sri Lankan Moors	1

Table 2. Family size and family social class

Family Size	
3	4
4	40
5	25
6	6
Above 6	1
Family Social Class	
Middle Class	55
Upper Middle Class	10
Lower Middle Class	7
Prefer not to answer	3
Upper Class	1

According to Tables 1 and 2, age does not show any vast differences due to the national university system. Still, in a foreign country university, e.g., the USA or Canada, a local private university in Sri Lanka may have an age difference due to its freedom of choice to join the university programs. That is when some students could enter the

private university right after their ordinary level exams, or some could join after taking a break from the high school journey or job experience and job requirements. However, gender and ethnicity significantly differ due to disclosed data (refer to Table 1).

Table 3. Province, district, and community they live

Province	
Western	40
Southern	20
Central	3
Sabaragamuwa	3
Northern	2
North Western	2
Eastern	1
Uva	1
District	
Colombo	27
Kalutara	11
Matara	10
Galle	9
Gampaha	7
Jaffna	2
Kurunegala	2
Ratnapura	2
Badulla	1
Batticaloa	1
Hambantota	1
Kandy	1
Kegalle	1
Nuwara Eliya	1
The Community You Live In	
Suburban Community	30
City or Urban Community	29
Rural Community	13
Prefer not to Answer	4

The following Table (refer to Tables 3 and 4) will elaborate on students' aspirations of living and their future job preferences. It is vital to realize that, according to Table 4, more than half of the students are ambitious to be employees (60) rather than become entrepreneurs (16). Further, the sector in which they prefer to work in the future also indicates that most of the students are willing to be in a stable industry, public or private, rather than selecting to start their industrial venture.

Table 4. Students' aspiration of living and their future job preferences

Prefer to Live Your Life in Sri Lanka	
City	35
Village	24
Does not matter	17
Would You Rather Live in Your Home Country or Live Abroad?	
Home Country	47
Abroad	19
Prefer not to answer	10
Where Do You Prefer to Work in the Future?	
Sri Lanka – City	47
Overseas – Developed Nation	18
Prefer not to answer	7
Sri Lanka – Village	3
Sector You Prefer to Work in the Future	
Private Sector	26
Public-Private Sector	22
Start my own business	14
Public Sector	12
Non-government organization	2
Future Designation	
Senior Manager – Private sector	17
Researcher	13
Senior Government Official	12
Entrepreneur	12
“No Idea”	12
Businessman	4
Consultant	4
Teacher	2

The following explanation related to the hypothesis assessment was based on significant elements that were selected from the questionnaire. Therefore, this section will explain each hypothesis declared in the research to support the purposes of the study, with sufficient evidence from the selected data.

- **Hypothesis 1:** An imminent approach for entrepreneurship education development in the Sri Lankan education system is immensely related to economic growth.
- **Hypothesis 2:** The government's focus on entrepreneurship education development is immense.

The following information reveals, referring to Figure 1, whether students feel confident or adverse to the government's approach to entrepreneurship development through the education system. Although business experience and entrepreneurial attitude are symptoms for an individual to succeed in a market, government policies usually significantly impact the development of a nation's entrepreneurship.

Chart 1: The Sri Lankan education system that immensely related to the country's economic development vs **Chart 2:** There is an imminent approach for entrepreneurship education development in Sri Lankan education system vs **Chart 3:** The government's focus on developing education through entrepreneurship education

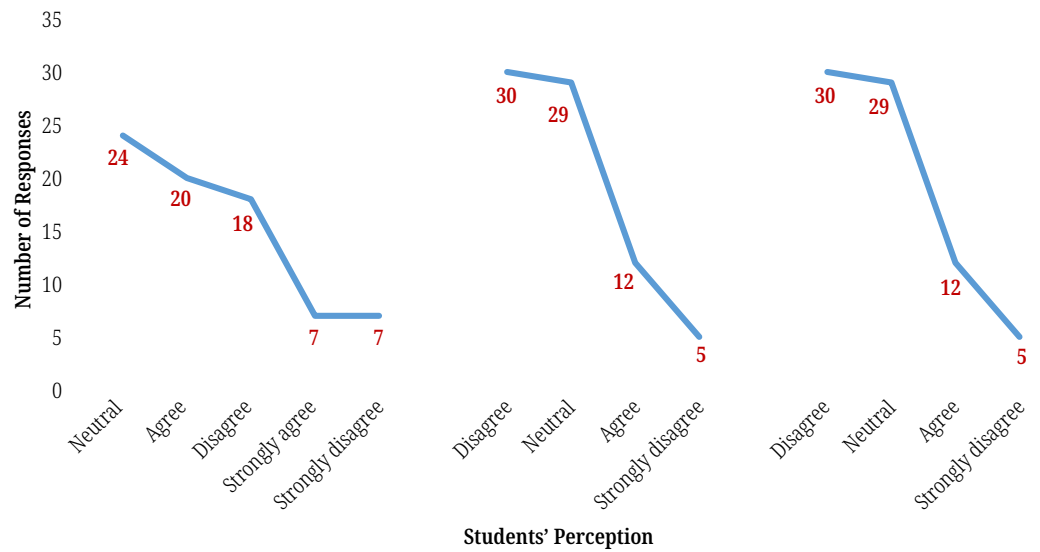


Fig. 1. Perception of government's role on education development through entrepreneurship education

The following information reveals the students' intention and readiness for the entrepreneurial venture:

- **Hypothesis 3:** The undergraduates who major in science have a significant intention to pursue entrepreneurial ventures after completing their degree program.
- **Hypothesis 4:** The locus of control is immense among undergraduates majoring in science at Sri Lankan National University.

Chart 1: Do you prefer to become an entrepreneur in future and **Chart 2:** The undergraduate who major in the science field has a significant intention to pursue an entrepreneurial venture after completing their degree program.

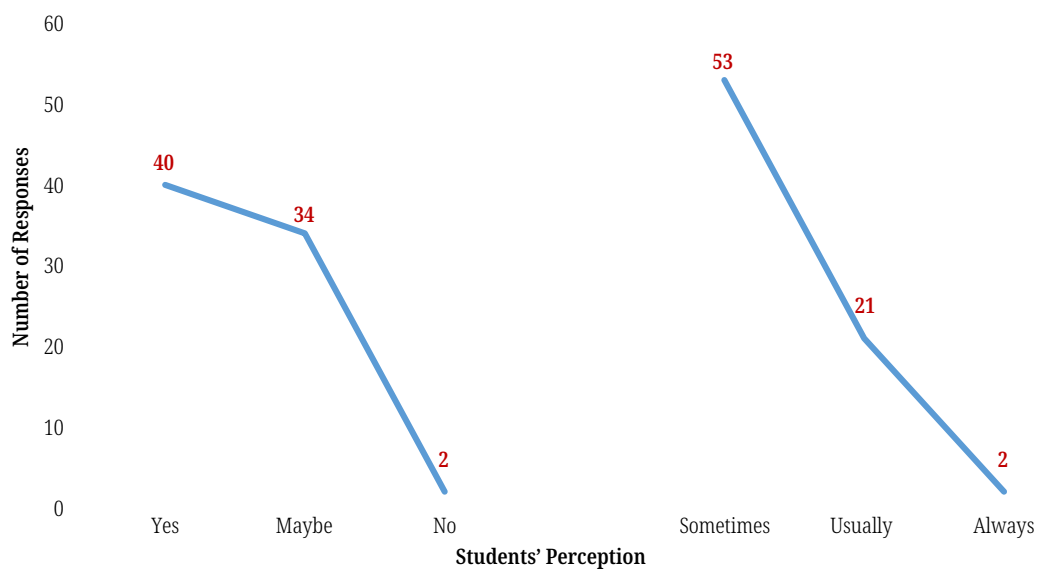


Fig. 2. Readiness to become an entrepreneur in future and pursue to become an entrepreneur in future

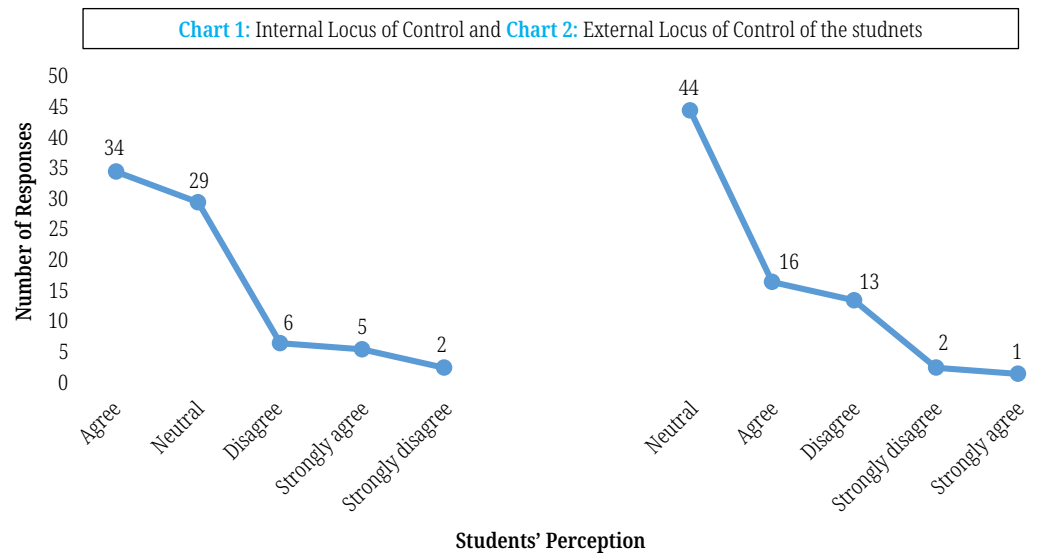


Fig. 3. Students' locus of control-1

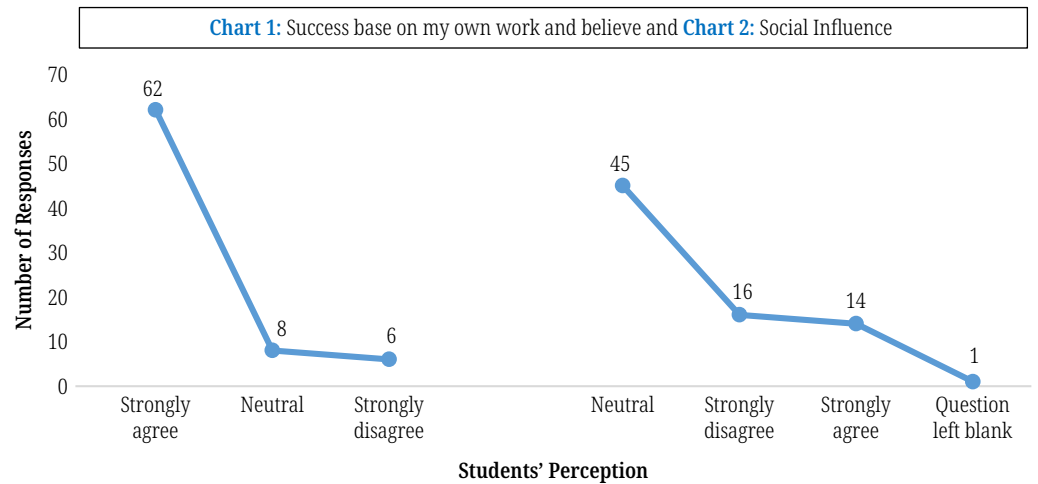


Fig. 4. Students' locus of control-2

Hypothesis 5 indicates that if students follow or are about to obtain proper skill development and sufficient experience in a field, their intention and readiness are confident for an entrepreneurial venture.

- **Hypothesis 5:** After providing sufficient skill development and ample experience through entrepreneurship education, the undergraduates majoring in the science stream at Sri Lankan National University are willing to start their business venture without hesitation.

Experience matters for any venture in life to obtain commercialized achievements. [14], mentioned that training for entrepreneurship and contact with entities that provide support for entrepreneurs tend to favor the willingness to start a business; further, [15], the study exposed that according to [12], many academics lack the skills needed to start a business because academic skills and experience they

obtain from their academic life is quite challenging to apply in a market. Then [15] reveals further that less experienced entrepreneurs often find it difficult to identify opportunities for commercialization.

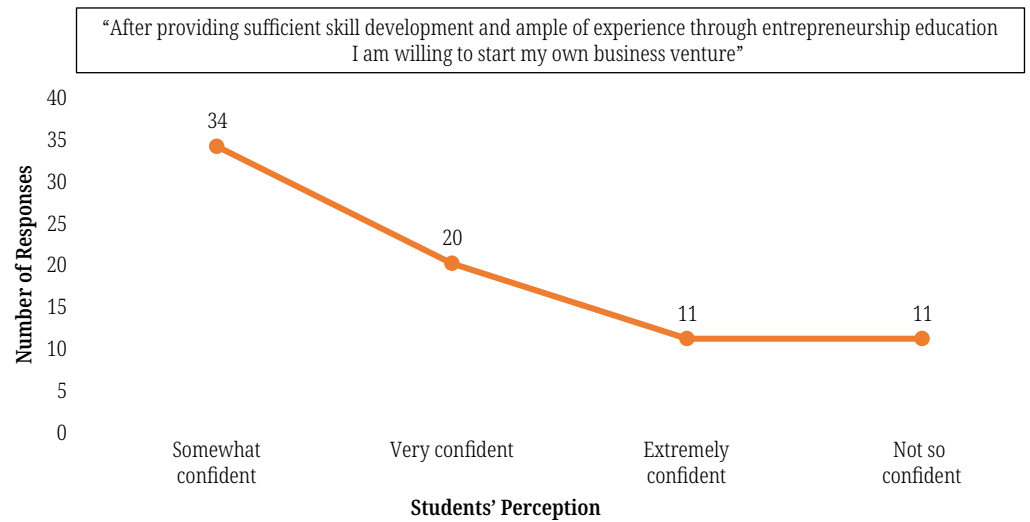


Fig. 5. Perception of acquiring the right skills and experience may lead to making an entrepreneur

- **Hypothesis 6:** *The university’s curriculum provides sufficient and required vocational training to uplift students’ readiness and intention of entrepreneurship.*

Hypothesis 6 implies that the university curriculum for science undergraduates is sufficient for the students to pursue entrepreneurial ventures. Further, university lectures and supporting activities are significant to obtaining proper skills and vocational training.

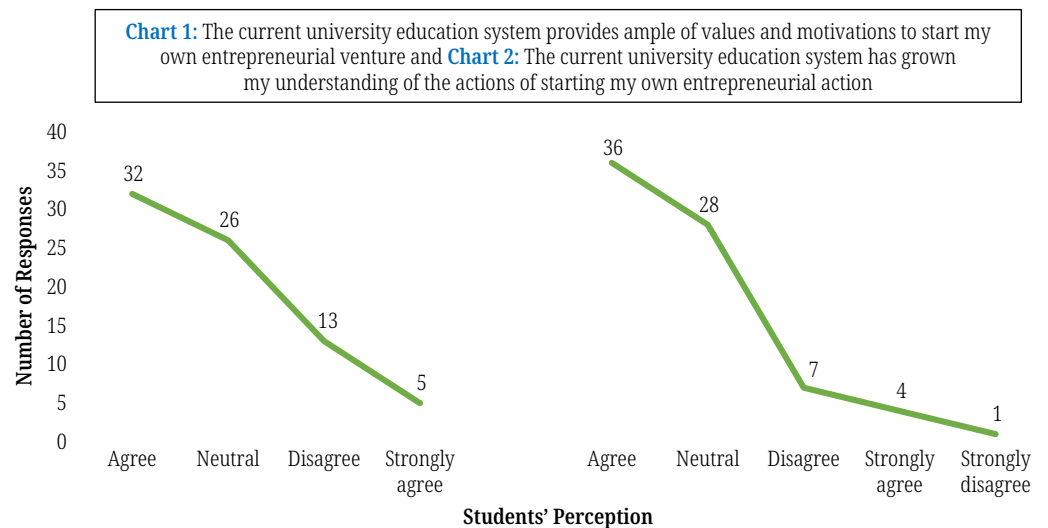


Fig. 6. Perception of the current education system in a national university to stimulate the entrepreneurial intention of the students

Chart 1: The current university education system enhanced my practical management skills in order to start a business and **Chart 2:** The current university education system has improved my practice management skills to become a prominent business manager

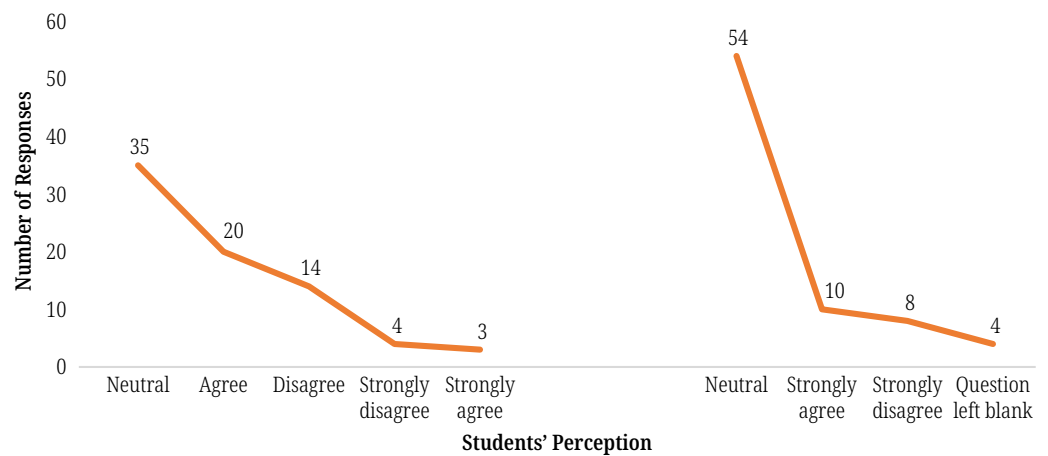


Fig. 7. Practical management skills development on entrepreneurship venture and to become a practical manager

12 DISCUSSION

In this section, after assessing the analysis and its outcome, evaluating the hypotheses according to their findings are vital. Therefore, each hypothesis will be evaluated as follows:

Hypotheses 1 and 2: The analysis indicates that national university students who are science majors would not have much confidence in the current education system, a significant simulation for economic development in Sri Lanka. Because only 27 students comprised that, there is a relationship between the country’s economic growth and the current education system. There is distress in students’ perceptions of the government’s approach and focus on entrepreneurship education in Sri Lanka (Figure 2). The results indicate that the government’s focus on entrepreneurship education development is immense, with 64 responses either disagreeing (30), neutral (29), or strongly disagreeing (5), and only 12 responses agreed with the government’s approach or focus.

- **Evaluation of hypotheses 1 and 2:** Neither hypothesis does show any primary significant information to support the hypotheses.

Hypothesis 3 and 4: The analysis of Hypothesis 3 indicates that the intention to become an entrepreneur is quite significant, according to Figure 3. About 40 responses indicated they are willing to become entrepreneurs, and only two mentioned ‘No’. Further, information in the figure shows that almost everybody would pursue an entrepreneurial venture one day: always 2, usually 21, and sometimes 53. The study indicates in the analysis of Hypothesis Four that perceptions are a disparity between internal and external locus of control. For instance, Figure 3 (Charts 1 and 2) shows that supporting the internal locus of control has about 50-50 responses; almost 50% agree that students believe that the internal behavior of a person is more influential than external factors, but in the exact Figure 3, chart 2 indicates the same results as chart 1, agreed (17) and disagreed (17), but neutral

positions are about 44 responses. Further, Figure 4 indicates that 62 respondents strongly agree that their behavior is more important and only 14 are against the statement.

- **Evaluation of hypothesis 3 and 4:** Hypothesis 3 is significant and not rejected, but Hypothesis 4 was not received to not reject due to the disparity of the results.

Hypothesis 5: The study results indicate that even after providing sufficient experience and skills development, more than half of them (somewhat confident—34 and not so confidential—11) still show negative feedback on readiness for entrepreneurship. However, the very confidential level indicates 20 responses, and the highly confidential level shows 11 responses.

- **Evaluation of Hypothesis 5:** According to the above analysis and the results, there are no significant responses to not reject Hypothesis 5. However, there is a positive aspect to the confidence needed to become an entrepreneur after proper entrepreneurship education in a national university.

Hypothesis 6: According to Figures 6 and 7, the university curriculum and practical study approach are not healthy enough to make students become or stimulate the intention of the entrepreneurship or practical management approach. For example, students implied that the current education system in the university would not provide much value and motivation to help them become entrepreneurs. In addition, enhancing practical management skills to become a better manager also has more than 50 responses (see Figures 5 and 7).

- **Evaluation of Hypothesis 6:** The Hypothesis does not show any major significance. The information presented is inadequate to establish the existence of the effect.

13 CONCLUSION

Entrepreneurship education is vital to excelling in a country's social disparities and economic congestions. Therefore, experts, policymakers, and academics must propose an eminent education system to enhance the education system of entrepreneurship. It is said that small and middle-level businesses play a prominent role in stimulating a country's economy to bring panacea rather than negative aspects. Therefore, the study will be interested in entrepreneurship education and the perception of national university students of science majors on particular entrepreneurship dimensions.

Overall, observation highlighted that even though most of the students are intently or eventually willing to become entrepreneurs in the future. However, their perception of the education system and the government's focus on entrepreneurship education is irrelevant to positive traits. The study specified hypothesis relevant to four main dimensions: education system intention to build future ventures in entrepreneurship, government focus on entrepreneurship education and economic development, student locus of control towards internal and external factors, and, finally, the perception of students; intention and readiness to become entrepreneurs.

- **Hypothesis 1:** An imminent approach for entrepreneurship education development in the Sri Lankan education system is immensely related to economic growth. **Rejected by the majority of students.**
- **Hypothesis 2:** The government's focus on entrepreneurship education development is immense. **Rejected by the majority of students.**
- **Hypothesis 3:** The undergraduates who major in science have a significant intention to pursue entrepreneurial ventures after completing their degree program. **Not rejected by the majority of students.**
- **Hypothesis 4:** The locus of control is immense among undergraduates majoring in science at Sri Lankan National University. **Rejected by the majority of students.**
- **Hypothesis 5:** After providing sufficient skill development and ample experience through entrepreneurship education, the undergraduates majoring in the science stream at Sri Lankan National University are willing to start their business venture without particular hesitation. **Rejected by the majority of students.**
- **Hypothesis 6:** The university's curriculum provides sufficient and required vocational training to uplift students' readiness and intention of entrepreneurship. **Rejected by the majority of students.**

14 RECOMMENDATIONS

The researcher accepts the following recommendations:

- Like the US universities and high schools, entrepreneurship should be treated as an essential part of a multidisciplinary education process.
- Tear down the old traditional business management courses from entrepreneurial education. Because entrepreneurial education is not traditional thinking, it is vital to consider that this is an enormously different philosophy than the old management sphere.
- Change the attitude of the universities to build up a correct principle towards a proper entrepreneurial climate to enhance the vitality of modern business culture in the university premises.
- To import and export knowledge and creativity to develop new models of the education system for entrepreneurship supposed to tight integration with local and international entities (industries, universities, vocational institutes, business chambers, NGOs, etc.) and individuals (entrepreneurs, intellectuals, media, etc.).
- Initiating entrepreneurial education as a significant policy is more practical than long-standing policy reports.
- Evaluate, establish, re-check, and promote entrepreneurial education policies and curricula with local bodies and global entities as a continuous assessment.

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