



THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE ENTREPRENEURIAL INTENTIONS OF ECONOMICALLY DISADVANTAGED INDIVIDUALS

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Abstract

Purpose

The purpose of this quantitative study was to examine the effect entrepreneurship education had on marginalized individuals' entrepreneurial intentions, or desire to start a business. Also, the study sought to know how entrepreneurship education affects marginalized individuals' entrepreneurial intentions. This research closes the gap in literature in the field of entrepreneurship by demonstrating that when marginalized individuals obtain entrepreneurship education, it will impact their entrepreneurial intentions. Entrepreneurship education impacted their desire to start a business as well as their capability. The study also found that entrepreneurship education influenced their decision to consider entrepreneurship as a career. Marginalized individuals in the study stated that their business education impacted them in the following ways: entrepreneurial knowledge, skills, and mindset. It examined the relationship between entrepreneurship education and entrepreneurial intentions to determine if economically disadvantaged individuals will become entrepreneurs after gaining business education and also how entrepreneurship education affects economically disadvantaged individuals' entrepreneurial intentions.

Design/Methodology/Approach

Through a regression model and correlation coefficient model, the study showed a positive relationship between the variables business education and entrepreneurial intentions and business ownership. This study used a convenience sample that recruited a total of 57 participants that were Black, Latino, and Asian American living in the United States of America who attended a four-year university and also obtained a business degree on the undergraduate or graduate level. The Self-Efficacy and Self-Determination Theories were applied for the analysis to evaluate the relationship between entrepreneurship education and entrepreneurial intentions. The investigator of the study used a systematic literature review process to search entrepreneurship literature. Entrepreneurship education may affect people's attitudes and behavioral intentions toward entrepreneurship and improve their ability to manage a business. Entrepreneurship is empowerment. Studies have shown that entrepreneurship eradicates poverty among economically disadvantaged individuals.

Findings

The results of the study showed a statistically significant relationship between business education and entrepreneurial intentions. Findings indicated a positive correlation between the variables of business education and business ownership and capability. Lastly, there is strong evidence against the null hypothesis, suggesting there is a statistically significant correlation between the variables of business education and business ownership and entrepreneurial intentions.

Keywords

Entrepreneurship, Education, Entrepreneurial Intentions, Economically Disadvantaged, Marginalized Individuals

Research Statement and Introduction

Despite the increase in the number of economically disadvantaged business owners in the United States of America, there is an entrepreneurship gap that exists between marginalized individuals and white American businesses. According to the US Census Bureau (2024), “white Americans owned 82% of employer businesses, while Asian Americans owned 10.9% of employer businesses with receipts of \$131.0 billion, the most receipts among businesses owned by minority race groups.” “Hispanic-owned firms accounted for 16.6% of nonemployee businesses and had \$193.9 billion in receipts”. “Black or African American-owned firms made up 14.5% (4.1 million) of nonemployer businesses, with receipts of \$109.8 billion”. “American Indian- or Alaska Native-owned firms accounted for 1.2% (354.0 thousand) of nonemployer businesses, with \$12.5 billion in receipts.” Although there has been an increase in the number of economically disadvantaged businesses owners from 2017 to 2021, there is an entrepreneurship gap that exists between marginalized groups and white race groups. Morris et al. (2020) argue that “entrepreneurship is a source of empowerment for the economically disadvantaged.” In addition to that, “evidence suggests entrepreneurship holds much promise as a source of empowerment for those in economically adverse circumstances.” Studies show that entrepreneurship eradicates poverty. The results of a study indicate that “the highest rates of entrepreneurship demonstrated the largest reductions in poverty over a 6-year period, while lower rates of entrepreneurship corresponded to increases in poverty” (Slivinski, 2015). Lastly, “entrepreneurship is a way to create jobs in an economy”. According to Morris et al. (2020), “the role of entrepreneurship is that it allows people to overcome adversity and take control of their lives”. “The individual becomes self-sufficient and independent while, at the same time, becoming a creator of value, builder of equity, and producer of jobs for others.” The problem to be investigated was the entrepreneurship gap that exists between marginalized individuals and the white race group in the United States and also the fact that economically disadvantaged individuals are not becoming entrepreneurs. The increase in the number of entrepreneurs in this community would increase the number of jobs and decrease the unemployment rate and aid in eradicating poverty. The aim of this quantitative study was to investigate the impact of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals. The investigator examined the relationship between entrepreneurship education and entrepreneurial intentions. Lastly, the investigator used a systematic literature review approach to analyze the effect of entrepreneurship education on entrepreneurial intentions. Specifically, the investigator aimed to examine the impact of business education on the entrepreneurial intentions of disadvantaged individuals, which would decrease the unemployment rate and eradicate poverty in US communities. Using a quantitative approach, the investigator determined if entrepreneurship education had an impact on the entrepreneurial intentions of economically disadvantaged or marginalized individuals who have obtained an undergraduate and graduate-level degree. Economically disadvantaged individuals are defined as people in poverty, with shared features such as low education, unemployment, strenuous and precarious jobs, uncertain housing, lack of health insurance, immigration, and incarceration. Finally, there are less easily classifiable but socio-economically important categories of vulnerability, such as minorities due to ethnic origin, sexual orientation, or family status, for example, single-parent families or families with separated parents. “Economically disadvantaged individuals experience isolation and social exclusion as well as poor health and disparate healthcare access” (Cianetti et al., 2021). Marginalization is defined as “individuals or social groups on the margins due to their identity or social characteristics, environment, associations connected to a social group, and experiences.” “Also, marginalization is a process that limits access to and participation in power, social, and political roles.” “It is based on structural laws, for example, systemic oppression, such as racism, and individual levels, for example, discrimination, and the interaction between these levels” (Baah et al., 2019) (Hall et al., 1994).

The investigator sought to answer the following study questions:

1. What is the effect of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals?
2. How does entrepreneurship education affect marginalized individuals' entrepreneurial intentions?

History/Context of the Problem Analyzed

Previous studies have shown that entrepreneurship education has a positive and significant effect on entrepreneurship. One study investigated the impact of entrepreneurship on college students' entrepreneurial intentions in China. "The study also investigated the effects of personality and family economic status on the relationship between entrepreneurship education and entrepreneurial intention, respectively" (Liu et al., 2020). The sample consisted of college students in Tianjin, China, and "the researchers analyzed the data of 326 questionnaires containing validated measures. The results show that entrepreneurship education has a positive impact on college students' entrepreneurial intentions" (Liu et al., 2022). Another study conducted in India investigated factors affecting disadvantaged students' intention in their willingness to undergo entrepreneurship education as a vocational course and also whether entrepreneurship education enhances their entrepreneurial intention. The results of the study "indicated that entrepreneurship education plays a key role in developing entrepreneurial intentions of students in India" (Shrivastava & Acharya, 2021).

Literature Review

This literature review covered the following sections to discuss the literature about the independent (entrepreneurship education) and dependent (entrepreneurial intentions) variables: willingness toward entrepreneurship raises entrepreneurial intentions, entrepreneurship education variable -positive relationship on entrepreneurial intentions, entrepreneurship education affects minority students' entrepreneurial intentions, entrepreneurship education and poverty eradication, and universities' role as agents of economic development. Although "there is recent research that has proved entrepreneurship education plays a key role in developing entrepreneurial intentions of students", "there is a gap in understanding intentions of those who have to face bigger disruptions, social exclusion, and secondary treatment: the disadvantaged community" (Shrivastava & Acharya, 2021). Liu et al. (2022) argue that "entrepreneurship is highly uncertain, and entrepreneurs' characteristics differ greatly; it is not impossible to teach entrepreneurship." "College students are more likely to become entrepreneurs in the future if they acquire entrepreneurial knowledge and skills through entrepreneurship education" (Shrivastava and Archarya, 2021). Therefore, entrepreneurship education has "received attention from the government and universities in understanding how to evaluate and develop entrepreneurship education, and it has become an important issue in the field of education" (Daneshjoovash and Hosseini, 2019). The phenomenon that was under investigation for this study was that economically disadvantaged individuals are not becoming entrepreneurs, which has created an entrepreneurship gap that exists between marginalized individuals and white business owners living in the United States. As a result, many marginalized individuals are experiencing a high unemployment rate and poverty in communities across America.

The study questions analyzed determined:

1. What is the effect of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals?
2. How does entrepreneurship education affect marginalized individuals' entrepreneurial intentions?

Method of Searching

The investigator used a systematic literature review process to search entrepreneurship literature. The systematic literature review helped identify research gaps and signal future research avenues. In other words, systematic reviews, "in particular, provide a number of critical discussions on a specific research theme by integrating extant literature, synthesizing prior studies, identifying knowledge gaps, and developing new theoretical frameworks" (Marabelli & Newell, 2014). The literature was organized thematically with 50 studies about the topic of the impact of entrepreneurship education on the entrepreneurial intentions of marginalized individuals. The literature searched was within 5 years, which was dated as far back as the year 2020.

Keywords and Key Search Phrases

The investigator searched Google Scholar and the University of the Incarnate Word's database to search for scholarly articles using the following keywords and phrases: entrepreneurship, education, entrepreneurial intentions, marginalized individuals, economically disadvantaged individuals, poverty, small business, and small and medium-sized enterprises.

Theoretical Orientation

According to Wood and Bandura (1989), “self-efficacy is one's belief in his competence to organize his/her cognitive strengths, motivation, and sequence of actions in a way that lends him/her control over life events.” Consistent with the concept of ambidexterity, scholarly research frequently endorses “Entrepreneurial Self-efficacy (ESE) as the key driver for the launch of a new small- to medium-sized enterprises (SME)” (Eniola, 2020). Self-Determination Theory (Ryan & Deci, 2000, 2017) “conceptualizes motivations along a control-autonomy continuum. At the autonomous end of the continuum, motivation is intrinsic: one engages in a behavior because it offers spontaneous rewards.” “As we move towards the controlled end of the continuum, motivations are regarded as Extrinsic: the desired reward or outcome is not directly tied to the behavior itself” (Ryan and Deci 2000, 2017). Based on self-efficacy and self-determination theories, the investigator attempted to answer the following study questions:

1. What is the effect of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals?
2. How does entrepreneurship education affect marginalized individuals' entrepreneurial intentions?

Willingness Toward Entrepreneurship Raises Entrepreneurial Intentions

Shrivastava & Acharya (2021) stated that the “willingness toward entrepreneurship education can be a trigger event in inspiring students from disadvantaged backgrounds and raising their entrepreneurial intentions.” Also mentioned by the authors is that the “type of course offered to students will determine the continuity of entrepreneurial intentions, and whether it enhances or decreases it remains a policymaking decision.” The aim of Shrivastava and Acharya's (2021) “study was to investigate the factors affecting disadvantaged students' intention in their willingness to undergo entrepreneurship education as a vocational course in India”. The study focused on the entrepreneurial intention of students who are socially excluded, and it offers a possibility of widening entrepreneurship education in countries such as India, which display a collectivist culture, and provides an intention-based linkage to entrepreneurship education among disadvantaged students. The results of the study show that the willingness of disadvantaged students to study entrepreneurship as a vocational course is highly driven by their family background, followed by self-efficacy” (Shrivastava and Acharya, 2021). The study used the theory of planned behavior (TPB). The present study is filling a gap in literature by focusing its examination on the impact of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals living in the United States to possibly increase the number of entrepreneurs so that it would lower the unemployment rate and help eradicate poverty in communities across America, which makes it unique as there are very few studies that focus on the impact of entrepreneurship education on the entrepreneurial intentions of marginalized groups.

Entrepreneurship Education Variable -Positive Relationship on Entrepreneurial Intentions

According to Ndofirepi (2020), the need for achievement had a statistically significant effect on the entrepreneurship education-entrepreneurial goal intentions relationship.” The finding supports previous research into this area, “which links entrepreneurship education, need for achievement, and entrepreneurship intention.” Filling a gap in the literature, the purpose of the study was to test if selected psychological traits “like the need for achievement, risk-taking propensity, and internal locus of control impacted the predictive relationship between the perceived effects of entrepreneurship education and entrepreneurial intentions in Zimbabwean students” (Ndofirepi, 2020). Also,” the study used a cross-sectional survey of a sample of 308 vocational education students “(Ndofirepi, 2020). The results of the study indicated that the effects of “the

entrepreneurship education variable had a positive and statistically significant relationship with need for achievement, risk-taking propensity, internal locus of control, and entrepreneurial goal intentions” (Ndofirepi, 2020). This study is filling the gap in the literature by focusing on the impact of business or entrepreneurship education on economically disadvantaged individuals’ entrepreneurial intentions and examining how entrepreneurship education impacts entrepreneurial intentions of marginalized individuals who live in the United States.

Entrepreneurship Education Affects Minority Students’ Entrepreneurial Intentions

Carter et al. (2023) and Basu (2010) argue that entrepreneurship education has been found to positively affect minority students’ entrepreneurial intentions. For the study, the researchers used the theory of planned behavior to investigate if demographic and behavioral factors are related to entrepreneurial intentions during the COVID-19 Pandemic. Also, they surveyed the entrepreneurial intentions of 400 U.S. business college students, comparing minority respondents (n=137) with white respondents (n=263). The minority respondents included the following groups in the U.S.: African Americans, Hispanic Americans, and Asian Americans. The results of the study showed that the COVID-19 pandemic had a positive effect on expanding interest among minority students to start their own businesses (Carter et al., 2023). The study filled the gap in the literature by focusing on minority entrepreneurial intentions in the U.S., and the authors sought to make business leaders and business educators aware of minority students’ interest in entrepreneurship activity (Carter et al., 2023). This study is filling the gap in the literature by examining the impact of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals who have graduated from a university and started a business. It is unique in that previous studies do not focus on economically disadvantaged individuals’ business and entrepreneurship education and entrepreneurial intentions.

Entrepreneurship Education and Poverty Eradication

“Previous studies show that there is a correlation between entrepreneurship and education as well as entrepreneurship and poverty eradication” (Bux and Van Vuuren, 2019). Bux and Van Vuuren’s study focused on how South Africa was facing a youth unemployment crisis. Confirmation of the problem was found in the Quarterly Labour Force Survey, Quarter 3, 2015.” “It was found that the 15–24 years age group was most affected, where many were neither in employment, education, nor training” (Bux and Van Vuuren, 2019). The researchers sought to investigate whether there “was a correlation between exposure to entrepreneurship education and the development of self-efficacy in high school South African youth in the age group of 15–18 years” (Bux and Van Vuuren, 2019). They used the “purposive sampling technique and collected data around the participants’ perceptions of self-efficacy post-entrepreneurship education intervention” (Bux and Van Vuuren, 2019). “The authors used Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) to analyze their data” (Bux and Van Vuuren, 2019). The Ajzen’s theory of planned behavior (TPB) (1991) “was examined to describe the influence of entrepreneurship education on self-efficacy, entrepreneurial intention, and entrepreneurial activity” (Bux and Van Vuuren, 2019). The results of the study indicated that “participants who engaged in the long entrepreneurship education intervention showed higher perceptions of self-efficacy compared to other participants who engaged in the short entrepreneurship education intervention” (Bux and Van Vuuren, 2019). This study filled the gap in literature by describing “the kind of entrepreneurship education intervention required in South Africa to influence the development of self-efficacy among 15–18-year-olds in basic education” (Bux and Van Vuuren, 2019). This current study is filling the gap in literature by examining the impact of business and entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals living in the United States of America aged 18-65 which would help to reduce unemployment rates and eradicate poverty.

Universities Role as Agents of Economic Development

Wegner et al. (2020) argue that “universities in developed “and developing countries have been investing in courses and support services to foster entrepreneurship”. “They do so because they aim to contribute to social and economic development by encouraging nascent entrepreneurs” (Wegner, et al., 2020). Also, “increasingly, universities have taken an active role as agents of economic development “(Guerrero et al., 2017) (Wegner et al., 2020). Wegner et al.’s(2020) study questioned whether the university entrepreneurial “push strategy influences the entrepreneurial intention (EI) of its students. The study compared data from 447 students of two Brazilian universities that differentiate themselves according to entrepreneurial push

strategies” (Wegner et al., 2020). The study used a “partial least squares structural equation modeling (PLS-SEM) procedure” (Wegner et al., 2020). The results of the study were “surprising, as they showed the entrepreneurial push strategy of university 1 does not account for differences in the students’ entrepreneurial intentions when compared to university 2” (Wegner et al., 2020). “Their findings contradict previous studies on the effects of entrepreneurial education and shed new light on the role university support plays in fostering entrepreneurial intention” (Wegner et al., 2020). According to Wegner et al. (2020), their study contributes to the literature in the field of entrepreneurship intention by showing “that the efforts toward the promotion of entrepreneurship through entrepreneurship education, business plan competitions, and incubation might not have a direct influence on students’ entrepreneurial intentions”. This study is contributing to the literature in the field of entrepreneurship by examining how entrepreneurship education impacts the entrepreneurial intentions of marginalized individuals living in the United States.

Methodological Approach

The purpose of this quantitative study was to test the theories of entrepreneurial self-efficacy and self-determination, which helped the investigator to explain that entrepreneurship education is related to the entrepreneurial intentions of economically disadvantaged individuals. Based on the theory of self-efficacy and self-determination theories, the investigator recruited marginalized business owners living in the United States of America who had obtained an undergraduate or graduate-level degree in business to determine if entrepreneurship education is a factor that influences their decision to become entrepreneurs. The independent variable, which is entrepreneurship education, was defined according to Wadhvani and Viebig (2021) “as the forms of business education that prepare students for business formation in ways that aim at autonomy and emancipation from an imagined social status quo” (p. 343). The dependent variable, which is entrepreneurial intentions, was defined by Porfirio et al. (2022) as “consisting of the desire to start a business, and thus are the basis of good predictions for development based on entrepreneurship” (p. 1).

Study Questions

The investigator sought to answer the following study questions:

1. What is the effect of entrepreneurship education on the entrepreneurial intentions of economically disadvantaged individuals?
2. How does entrepreneurship education affect marginalized individuals’ entrepreneurial intentions?

Participants

The investigator used a convenience sample recruited from a four-year university who had obtained a business degree at the undergraduate or graduate level. The sample size included 57 Black, Latino and Asian American participants living in the United States. According to Koerber et al. (2008), “research scholars choose convenience sampling for its inherent benefits”. “Since convenience sampling basically means that the researchers utilize a sample that is readily available and they have access to, it can be applicable to almost any research” (Koerber & McMichael, 2008). Convenience sampling has many benefits. The researchers “can consume less effort to select the participants compared to other non-random sampling techniques, and also, convenience sampling requires the researcher to select participants at a very low cost” (Alvi, 2016). Participants were eligible to participate in the study if they met the following criteria: a graduate from a higher institution of learning at the undergraduate or graduate level, an entrepreneur, and of the Black, Asian or Latino American race between the ages of 18 and 65. The study procedures were approved by the University of the Incarnate Word, San Antonio, Texas Institutional Review Board. The participants were provided “informed consent electronically prior to participating in study-related activities” (Creswell & Creswell, 2022). The investigator utilized a cross-sectional research design to collect data from existing entrepreneurs. “Cross-sectional studies are classified as descriptive or analytical, depending on whether the outcome variable is assessed for potential associations with exposures or risk factors” (Wang & Cheng, 2020). Also, according to Wang and Cheng (2020), in “analytical cross-sectional studies, investigators collect data for both exposures and outcomes at one specific point in time for the purpose of comparing outcome differences between exposed and unexposed subjects. The data was collected from these group types:

1. Marginalized individuals living in the United States of America who are entrepreneurs
2. Marginalized individuals who obtained an undergraduate or graduate-level degree in business

Procedure

The participants were recruited from the Prolific platform and sent a link to complete an online survey on the Qualtrics platform. Once there was an agreement to complete the survey instrument via a consent form, the participants completed the online survey. The survey instrument included details about the purpose of the study and instructions on how to complete the online survey. Also, the participants received an explanation about the ethics of the study and told that it was voluntary to participate in the study. After the participants read the instructions and the purpose of the study, the data was collected from participants utilizing a self-completion 11 question survey on the Qualtrics platform. The investigator used the following procedure for debriefing the participants: a debriefing page at the end of the questionnaire thanked participants for their time spent completing the survey.

Population and Sampling Strategy

The sample was drawn from a panel of participants on the Prolific platform. The investigator used a sample size that consisted of 57, which were Black, Latino, and Asian Americans between the ages of 18 and 65. The criteria for the participant's age was determined in order to ensure that the participants are of age to provide informed consent. The sample size was selected and determined based on G Power analysis. "G*Power is recommended for sample size and power calculations for statistical methods because it is easy to use and it is free" (Kang, 2021). "G*Power software supports sample size and power calculation for various statistical methods. The software is helpful for researchers to estimate the sample size and to conduct power analysis" (Kang, 2021). The investigator used a regression model to test the hypothesis. The sample for the study were graduates from a higher institution of learning at the undergraduate and graduate levels who were also business or entrepreneurship majors. If individuals did not attend a four-year college and graduate with an undergraduate- or graduate-level degree in business, then they were excluded from the study. Also, if the participant was not an entrepreneur, they were excluded from the study. The participants were randomly selected with an equal chance of being selected from the Prolific platform. Finally, the investigator used a convenience sampling technique with an 11-question survey tool to collect the data. "This technique was used in similar previous studies that were designed and validated" (Montes, 2023).

Instrumentation

"The entrepreneurship education survey was developed based on the theories of entrepreneurial self-efficacy (Wood & Bandura, 1989) and self-determination" (Ryan and Deci, 2000, 2017). The development of the self-efficacy and self-determination theories survey was required for analyzing entrepreneurship education to determine if it would have an impact on the entrepreneurial intentions of economically disadvantaged individuals that they would become entrepreneurs. Saeed et al. (2015) "found a direct relationship between educational support, students' entrepreneurial self-efficacy, and their entrepreneurial intentions" (Wegner et al., 2020). "The concept of the survey instrument was designed by the investigator of this study based on a previous study" (Napoli, 2023).

Business Higher Education and Business Ownership Survey Instrument

Semi-Structured Interview Guide

The following interview questions were an invitation to advance the understanding of the study further.

Grand tour question: What does entrepreneurship success look/feel like to you?

Probing questions related to Research Question 1:

- How would you define your entrepreneurial ability?
- What motivates you to do your entrepreneurial activity?
- How does your entrepreneurial activity provide a feeling of authentic autonomy?
- How does your entrepreneurial activity create a feeling of connectedness to others?
- What drives your creativity?
- Are there any other motivations related to your entrepreneurial aspirations?

Probing questions related to Research Question 2:

- What influences your intention to seek entrepreneurial education at a community college?
- What barriers reduce your intention to seek entrepreneurial education at a community college?
- What changes would you like the community college to make to entrepreneurial education?

Business Higher Education and Business Ownership Survey Instrument

Reliability/Validity of Scores on the Instrument

The investigator established the reliability and validity of the survey instrument. The investigator developed the questions for the survey instrument. Survey questions were developed based on perceptions related to The Self-Efficacy Theory and the Self-Determination Theory, entrepreneurship education, and their impact on economically disadvantaged individuals' entrepreneurial intentions by the investigator. Also, the investigator will increase the statistical validity by making sure there is an adequate sample size, randomizing participants into different groups properly, and selecting the correct statistical tests to analyze the data while minimizing bias in the process. To address the internal validity of selection, the investigator selected participants randomly from the Prolific database so the characteristics have the probability of being equally distributed among the experimental group of customers. The investigator used purposive sampling. The survey instrument was aligned with The Self-Efficacy Theory and The Self-Determination Theory. The investigator developed an online survey on the Qualtrics website. Also, the investigator developed a survey instrument that contained 11 closed-ended and Likert-type questions. The survey questions consisted of asking demographic information, what level of education the participant obtained, asking whether the participant is an entrepreneur, and asking whether obtaining a business degree influenced their decision to become an entrepreneur.

Pilot Testing

The investigator used a pilot test of the survey instrument. "A pilot test is conducted in research with the aim to ensure that the validity is achieved. It is defined as a pre-test version of a research study instrument before conducting the actual study" (Teijlingen & Hundley, 2001).

Data Collection Process

The data collection process included the following procedure:

1. Participants were randomly selected once on the Prolific platform.
2. If the participant met the criteria of being of Black, Latino, or Asian American background, a college graduate with a business degree, they were offered to take the 11-question online survey.
3. If the participants agreed to complete the survey, they were given the instructions to the survey and also explained the purpose of the study, the ethics of the study, and how was is voluntary.
4. The participants completed questions in the survey that dealt with demographics like age, educational background, entrepreneurship education, and entrepreneurial intentions.

5. Once participants completed the survey, they were debriefed and then exited the online survey. Participants were provided with the investigators and team member contact information to address any questions that the participants had about the study. Finally, the participants were thanked for completing the survey.

“Online platforms like Qualtrics enable moderating online surveys and collecting responses from a large number of responders” (Zimba and Gasparyan, 2023). “Online surveys benefit from disseminating questionnaires via social media and other online platforms, which facilitate the survey's internationalization and participation of large groups of responders” (Zimba and Gasparyan, 2023). The investigator collected primary data for this study. “The primary data collection type involves the collection of data” (Heap & Waters, 2019).

Measurement/Consequences of the Problem

Data Analysis Plan

The data analysis plan included the following steps:

1. Analysis of data included means, standard deviations, and range of scores for the following variables: entrepreneurship education and entrepreneurial intentions.
2. “The investigator established the reliability and validity of the survey instrument” (Purzer et al., 2008) (Napoli, 2023).
3. “Descriptive analysis was performed using Stata Software 17 to test the relationship between the independent variable (entrepreneurship education) and the dependent variable (entrepreneurial intentions)” (Asghar et al., 2019). “Stata is a statistical software package known to manage, analyze, and graph data. It has the capability to handle and manipulate large data sets” (Schopohl and Brooks, 2019).
4. “The investigator presented the results in the form of tables or figures and interpret the results from the statistical test” (Creswell and Creswell, 2022).

Hypothesis

The investigator tested if there was not a statistically significant relationship between entrepreneurship education and entrepreneurial intentions. Based on the following hypotheses, the investigator expected the following results:

1. Hypothesis 0 (H0). There is no statistically significant relationship between entrepreneurship education and entrepreneurial intentions. Entrepreneurship education has no impact on entrepreneurial intentions. There is no statistically significant relationship between the entrepreneurship education of economically disadvantaged individuals and their entrepreneurial intentions. The entrepreneurship education obtained by economically disadvantaged individuals will not impact their entrepreneurial intentions.
2. Hypothesis 1 (H1). There is a statistically significant relationship between entrepreneurship education and entrepreneurial intentions. Entrepreneurship education has an impact on entrepreneurial intentions.
3. Hypothesis 2 (H2). There is a statistically significant relationship between the entrepreneurship education of economically disadvantaged individuals and their entrepreneurial intentions. The entrepreneurship education obtained by economically disadvantaged individuals will impact their entrepreneurial intentions.

Results Analysis and Solutions

The results of the regression model below showed a p-value less than 0.05 (p-value=0.004) (t=3.01) with df=56, indicating statistical significance, and a rejection of the null hypothesis, which states there is no statistically significant relationship between entrepreneurship education and entrepreneurial intentions or the desire to start a business and that entrepreneurship education has no impact on entrepreneurial intentions. There is no statistically significant relationship between the entrepreneurship education of economically disadvantaged individuals and their entrepreneurial intentions. Lastly, the entrepreneurship education obtained by economically disadvantaged individuals will not impact their entrepreneurial

intentions. The coefficient showed a positive relationship between the two variables, entrepreneurship or business education and business ownership and intentions, as in other studies. According to Wegner et al. (2020) “the positive impact of the institutional environment on the students’ self-efficacy and self-efficacy means that the person believes he/she has the desired skills to create a new business”. Lastly, the regression model indicated that for every increase in business education obtained by marginalized individuals on the undergraduate and graduate level, there is a .6104 increase in entrepreneurial intention and business ownership, and the individual has an attitude of capability of creating a career path in entrepreneurship. (See Figure A)

Figure A: Table 1 Regression Analysis

Source	SS	df	MS	Number of obs	=	57
Model	7.10104682	1	7.10104682	F(1, 55)	=	9.05
Residual	43.1445672	55	.784446677	Prob > F	=	0.0040
				R-squared	=	0.1413
				Adj R-squared	=	0.1257
Total	50.245614	56	.897243108	Root MSE	=	.88569

BusinessOwner_	Coefficient	Std. err.	t	P> t	[95% conf. interval]	
BusinessEducation_	.6104972	.2029104	3.01	0.004	.2038558	1.017139
_cons	3.720074	.2818793	13.20	0.000	3.155175	4.284972

Table: 1 Regression Analysis

The correlation coefficient figure below had a value of 0.375 and a p-value of 0.004, which indicated a positive correlation between the variables business education and intentions and business ownership. This shows that there is a statistically significant relationship between business education and business ownership and intentions, as expected in the hypothesis. Entrepreneurship education obtained at the undergraduate and graduate level by marginalized individuals has an impact on their decision to become a business owner. (See Figure B)

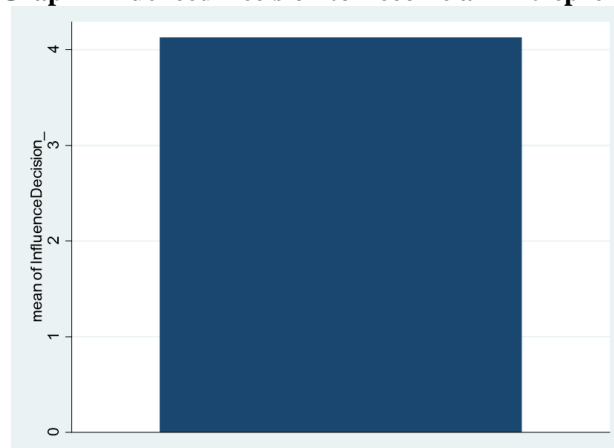
Figure B: Table 2 Correlation

	Busin~r_	Busin~n_
BusinessOw~_	1.0000	
BusinessEd~_	0.3759	1.0000
	0.0040	

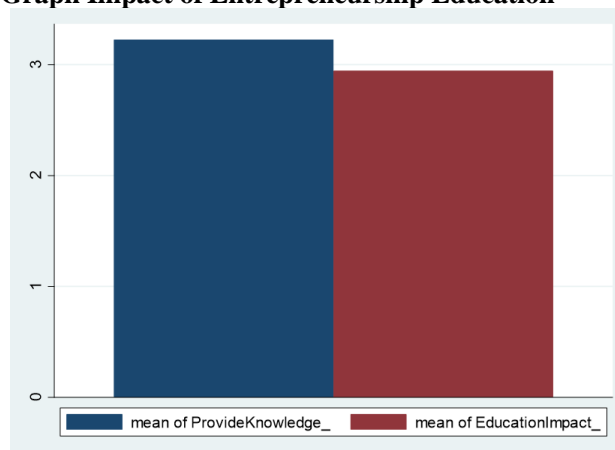
Table 2-Correlation

Influence Decision to be a business owner

The bar graph below showed an average of 4% of marginalized individuals indicated that the business education obtained at the undergraduate and graduate levels had influenced their decision to consider entrepreneurship as a career. (See Figure C)

Figure C: Figure 1 Bar Graph Influenced Decision to Become an Entrepreneur**Figure C- Influenced Decision to Become an Entrepreneur*****Impact of Entrepreneurship Education***

The bar graph below indicated that an average of 3% of the marginalized individuals who had a business degree at the undergraduate or graduate level stated that their education provided them with the knowledge to be a successful entrepreneur. Additionally, 2.8% of marginalized individuals stated that their business education impacted them in the following ways: entrepreneurial knowledge, skills, and mindset. (See Figure D)

Figure D: Figure 2 Bar Graph Impact of Entrepreneurship Education**Figure D-Bar Graph- Impact of Entrepreneurship Education****Ethical Considerations and Conclusions*****Ethical Considerations***

The study was conducted at the School of Professional Studies at the University of the Incarnate Word, San Antonio, Texas. Before the recruitment process of the study began, the investigator obtained approval to conduct the study from the University of the Incarnate Word Institutional Review Board (IRB). The study was determined to be a Not Human Subjects Research. The reference number was 2025-1788-NRR-v5.7329. Participants provided consent before data collection. The Prolific ID of participants was kept anonymous and confidential (Deng & Wang, 2023). The participants were informed about the purpose of the study. Lastly, “the participants were given the right to volunteer to participate in the study and withdraw without reason” (Deng & Wang, 2023). Lastly, the data collected was kept for 3 months, and then it was deleted by the investigator.

Limitations/Future Studies

A limitation of the study included the investigator examining other factors that may have an impact on the entrepreneurial intentions of economically disadvantaged individuals. In Shrivastava & Acharya's (2021) study, it was found that the students, apart from strongly "supporting and backing up their family's decision and support, are also being rational and willing to take the plunge in the world of entrepreneurship education whilst studying their respective courses." This is a promising sign for countries such as India, where entrepreneurship has struggled in the hands of bureaucracy and cultural dogma over the years" (Shrivastava and Acharya, 2021). Another limitation of this study was the use of a quantitative methodology. The investigator plans to conduct a future qualitative study to determine how economically individuals feel about the quality of their entrepreneurship education and its impact on their entrepreneurial intentions. Another study (Mlotshwa, 2022) used "semi-structured in-depth individual interviews, group meetings, and business visits with participants, a qualitative study was conducted using a two-phased phenomenological approach with thirty-five female entrepreneurs in South Africa". The data was analyzed in "two phases: first, through summative analyses aided by ATLAS.ti version 9.1 data analysis software program, and second phase focused on seven participants through an explorative, descriptive qualitative approach" (Mlotshwa, 2022). The study goes "beyond the dominant quantifiable content of entrepreneurship but rather emphasizes the meaning content of entrepreneurship (i.e., nature and characteristics) from female entrepreneurs' experiences and perspectives of their entrepreneurial practices (Mlotshwa, 2022). Future studies should use a qualitative approach to determine how marginalized individuals feel about their experiences with entrepreneurship education and its impact on their entrepreneurial intentions. Lastly, future studies may focus on other factors that influence the entrepreneurial intentions of economically disadvantaged individuals.

Delimitations

To explore the relationship between entrepreneurship education and entrepreneurial intentions of economically disadvantaged individuals, the investigator surveyed marginalized entrepreneurs living in the United States who have obtained a business degree at the undergraduate and graduate levels. The participants were male and female with the age of 18-65. The following delimitations allowed the investigator to examine the relationship between entrepreneurship education and entrepreneurial intentions and also determine if entrepreneurship education has an impact on marginalized individuals' decision to become an entrepreneur.

Conclusion/Recommendations

This study contributed to the literature regarding the relationship between entrepreneurship education and entrepreneurial intentions of economically disadvantaged individuals. Also, this study explored how entrepreneurship education impacts entrepreneurial intentions of marginalized individuals. The results of the study will motivate universities, who are agents of economic development, to evaluate the effectiveness of their efforts to help students to develop entrepreneurship intention. "Many universities in developed and developing countries have been investing in courses and support services to foster entrepreneurship" (Wegner et al., 2020). Also, this study offers insights for public policies where they would emphasize the development of institutions that foster a positive business environment. "Previous studies have analyzed the relationship between entrepreneurship education and entrepreneurial intentions among students" (Wegner et al., 2020). The results of Wegner et al.'s (2020) study indicated the "positive impact of the institutional environment on the students' self-efficacy, which means that the person believes he/she has the desired skills to create a new business". Theoretically, the study showed that there may "not be a direct influence of university support on students' entrepreneurial intentions, which is a contradiction to other studies that indicate that highlighting the relevance of entrepreneurship courses" (Duval-Couetil, 2013; Pfeifer et al., 2016) and support mechanisms such as business incubators, technology parks, and startup accelerators (Guerrero et al., 2017).

Appendix E: Figure 3 Consent Form

Figure 3**Consent Form**

Dear Sir or Madam,

You are invited to participate in a study about The Impact of Entrepreneurship Education on the Entrepreneurial Intentions of Economically Disadvantaged individuals. The information obtained from this survey will be used by the principal investigator to gather data from entrepreneurs to determine the effect of higher education on the entrepreneurial intentions of marginalized individuals. Filling out this short, 7-10 question online survey will take only 2-3 minutes. Your participation is completely voluntary and you may decline to take this survey if you choose. Please note there is no direct benefit that will accrue to you from taking this survey; however, your participation will contribute greatly to our knowledge and future social media marketing efforts.

Things you should know-

Your responses to this survey will be anonymous and the study findings from the data collected will be reported in aggregate form. Since we are not collecting any personally identifying information from you, your responses will not be linked back to you.

Taking the survey-

Completing and submitting this survey represents informed consent to participate in the study. You may choose to opt out of the study at any time. To do so, you may refuse to complete the survey. To take the survey, please click on the link below and follow the directions. This survey will be available for your response until August 8, 2025 on www.qualtrics.com

If you have questions at any time about the study or survey, you may contact the team member, Nadine McNeil at nmcneil@student.uiwtx.edu or 832-468-8130 or PI and faculty supervisor, Ernesto Escobedo at 210-269-8178 or email at erescobe@uiwtx.edu.

For questions about your rights as a study participant or to discuss problems, complaints or concerns about a study, or to obtain information or offer input, contact the UIW Institutional Review Board (IRB) at (210) 805-3555/ (888) 585-3210. This study and survey tool has been approved by the UIW IRB (210) 805-3555/ (888) 585-3210.

Thank you in advance for your time.

Sincerely,

Nadine McNeil, MS

Team Member

Appendix F: Figure 4 Business Higher Education and Business Ownership Survey Instrument

Figure 4**Business Higher Education and Business Ownership Survey Instrument**

Purpose: The purpose of this academic quantitative study is to determine the effect that higher education has on the attainment of entrepreneurship or business ownership among economically disadvantaged individuals in The United States of America that will decrease the entrepreneurial gap that exists between this race group and other race groups.

Filter Question:

Are you an entrepreneur?

1. How many years of education have you attained thus far?
2. What is the highest degree did you obtain?
 - A. Associate Degree
 - B. Undergraduate Degree
 - C. Graduate Degree
 - D. Not Applicable
3. Which type of doctoral level degree did you obtain?
4. Are you an entrepreneur? If so, how many businesses do you own?
5. What point in your career did you start your business, before or after college graduation?

Closed Ended Questions:

1. What is your gender?
 - A. Male
 - B. Female
 - C. Prefer not to answer
2. What is your age?
 - A. 18-25
 - B. 26-30
 - C. 31-35
 - D. 35 and up
3. What is your educational level?
 - A. GED/High School Graduate
 - B. Associate Degree
 - C. Undergraduate Degree
 - D. Graduate Degree
4. What type of business degree did you obtain?
 - A. Associates Degree
 - B. Bachelor of Science
 - C. Bachelor of Arts
 - D. Bachelor of Fine Arts
5. What type of business graduate level degree did you obtain?
 - A. Master of Science
 - B. Master of Arts
 - C. Master of Business Administration
6. What type of Doctoral level degree did you obtain?
 - A. PhD
 - B. MD
 - C. JD
7. How many businesses do you own?
 - A. 0
 - B. 1
 - C. 2
 - D. 3
8. What type of business do you own?
 - A. Professional Service
 - B. Product
9. Did your business education influence your decision to start your business?
 - A. Yes
 - B. No
 - C. Both
10. Did your business education impact you in the following ways?
 - A. Entrepreneurial Knowledge
 - B. Entrepreneurial Skills
 - C. Entrepreneurial mindset
 - D. Not at All
 - E. All of the Above

Self-Efficacy Survey Questions

1. How confident are you in your ability to be a successful entrepreneur?
 - A. Certain I can do it
 - B. Moderately that I can do it
 - C. Can not do it at all
2. How confident are you in your ability to follow the process of the entrepreneurial education to create a successful business.
 - A. Certain I can do it
 - B. Moderately that I can do it
 - C. Can not do it at all
3. How confident are you that you can manage your time and entrepreneurial tasks?

- A. Certain I can do it
- B. Moderately that I can do it
- C. Can not do it at all

Self-Determination Survey Questions

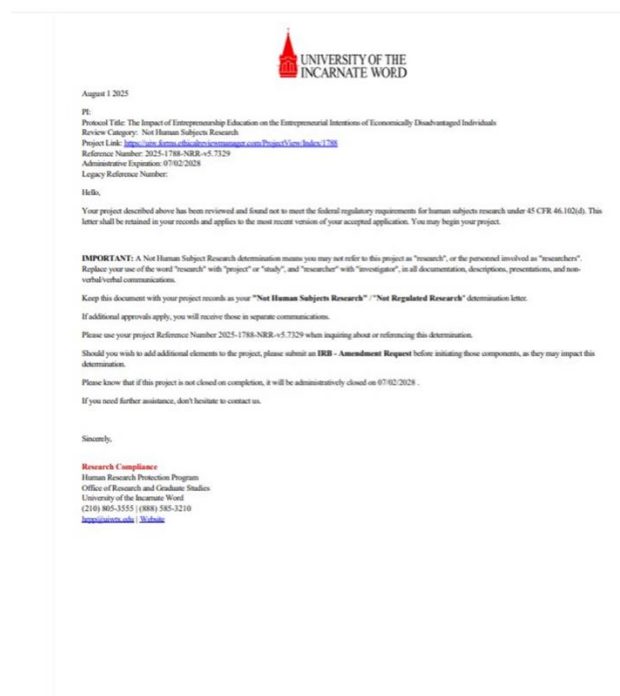
1. What factors motivate you to do your entrepreneurial activities?
2. What factors drive you to be creative?
3. What factors influenced your intentions to become an entrepreneur?
4. What barriers reduced your intentions to become an entrepreneur?

(Napoli, 2023)

Appendix H: Figure 6 Institutional Review Board (IRB) Approval Letter

Figure 6

Institutional Review Board (IRB) Approval Letter



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