

Entrepreneurship in public speaking and management coaching education with an attrition entrepreneurship theory approach of the United Nations Sustainable Development Goals

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Abstract

Entrepreneurship education has been studied extensively in terms of research related to business and management studies. However, when considering entrepreneurship and its relation to public speaking and coaching in terms of management education and using the lens of attrition entrepreneurship theory and United Nations Sustainable Development Goals, relatively less research has been published. This review piece, utilizing knowledge from a variety of disparate fields, discusses how entrepreneurial skills taught in terms of public speaking and management coaching could lead to a lowering of attrition rates, increase entrepreneurial intentions, and assist in the achievement of Sustainable Development Goals. It is proposed to use concepts and empirical research to suggest key pedagogical approaches, the effects of entrepreneurial ecosystems, and avenues for future research.

Keywords: Entrepreneurship, attrition entrepreneurship theory, Sustainable Development Goals

I. Introduction

The United Nations Sustainable Development Goals are highly relevant to many scientific disciplines and industries, including agriculture, wildlife and food sciences, health and medical fields, management, entrepreneurship, and even coaching. Entrepreneurship has grown beyond the traditional field of business and has extended to

other areas of education, including public speaking and management coaching. As the international development agenda continues to shift towards the importance of skill development in ensuring sustainable development, the incorporation of entrepreneurship education in unconventional areas of education has become vital. The United Nations adopted the Sustainable Development Goals in 2015 with the aim of ensuring quality education (SDG 4) and decent work and economic growth (SDG 8) and other related sustainable development goals. Entrepreneurship education directly contributes to the achievement of the United Nations Sustainable Development Goals by focusing on the development of human capital and innovation. The problem of student attrition, or the failure of students to achieve the expected entrepreneurial outcomes, has highlighted the need to improve the theory of entrepreneurship education.

This paper aims to examine literature on entrepreneurship in public speaking and executive coaching education, which will be placed in the context of the theory of attrition entrepreneurship and the SDGs knowledge and skills framework. Attrition entrepreneurship theory, for the purpose of this paper, refers to theories that attempt to explain why cohorts of individuals exposed to entrepreneurial education programs exhibit differences in outcomes, particularly in persistence and performance, over time.

**Theoretical Foundations
Entrepreneurship Education and SDGs**

Entrepreneurship education (EE) is recognized globally as a means of achieving sustainable development. The literature review carried out by Rashid (2019) proves that entrepreneurship education improves knowledge, skills, and practices that are linked with SDGs, such as quality education (SDG 4), decent work (SDG 8), and reduced inequalities (SDG 10). In addition, the integration of entrepreneurship and sustainability education is significant for the development of resilient problem-solvers in the midst of global challenges such as climate change and social justice issues.

The studies on entrepreneurship education have recognized SDGs but have concentrated on traditional business subjects, with little emphasis on public speaking and management coaching for entrepreneurship skills development.

Attrition Entrepreneurship Theory

Attrition entrepreneurship theory has been derived from educational psychology and the study of entrepreneurial intentions. Though the term has not been used in the literature, the present review proposes the use of the term for the phenomenon of change in the level of engagement of individuals in entrepreneurship over time and situations, with some individuals dropping out of the entrepreneurship track despite exposure to entrepreneurship training. According to the TPB, attitudes, subjective norms, and perceptions of control are the factors affecting intentions for entrepreneurship. In the context of attrition, TPB provides a basis for understanding the dropout phenomenon.

Public Speaking as Entrepreneurial Skill

Public speaking is viewed as a marginal activity in the context of entrepreneurship education but is core to venture communication, including pitch development, networking, leadership, and stakeholder communication. Public speaking education involves teaching clarity of purpose, audience analysis, and persuasive communication, which are critical for entrepreneurial success.

For instance, TED Talks illustrate how entrepreneurs communicate sustainability values by connecting entrepreneurial storytelling with SDGs. Their findings demonstrate that public speaking opportunities can support the promotion of sustainable entrepreneurship values and encourage people to integrate business goals with societal impact, promoting SDG awareness and commitment.

In addition, public speaking training can reduce entrepreneurial attrition by developing self-

efficacy confidence in one's abilities, which is essential for entrepreneurial success. The authors demonstrated that educational programs aimed at improving self-efficacy and personal initiative led to overall entrepreneurial behavior among adolescents. They concluded that the integration of public speaking and communication skills in EE could improve learners' commitment and reduce attrition.

Management Coaching and Entrepreneurial Development

On the other hand, educational programs for management coaching emphasize personal and professional development through reflective learning, leadership skills, and performance improvement. The coaching method is consistent with various theories of adult learning and promotes a better understanding of self-regulated behaviors and entrepreneurial resilience. In a management coaching context, learners may be presented with real-world problems, provided with individualized feedback, and helped to develop their problem-solving skills.

The coaching method is beneficial for improving entrepreneurial culture by reinforcing internal motivational systems that can sustain engagement with innovation and sustainability challenges over time. Research on sustainable entrepreneurship training has highlighted potential for effective coaching strategies that target values and intentions with regard to sustainable enterprise development. These may help to reduce attrition by removing psychological barriers and aligning personal goals with societal aspirations, such as the SDGs.

Integration of Attrition Theory with SDG Ambitions

Entrepreneurial attrition is defined as learners' disengagement from either the education stream or the application of educational learning into entrepreneurial activities. In situations where public speaking and coaching are incorporated into the EE model, attrition may be minimized through engagement and empowerment.

Psychological Determinants

As TPB theory states, learners with high levels of perceived behavioral control and positive attitudes are more inclined to develop entrepreneurial intentions. Learners who are taught public speaking and coaching in EE programs are more confident and reflective, which enhances their entrepreneurial intentions and prevents dropouts.

Pedagogical Determinants

Transformational education styles, like experiential learning, feedback loops, and narrative reflection, foster learner engagement. The use of public speaking sessions in entrepreneurial education helps sustain engagement. The use of public speaking sessions helps sustain engagement, thereby overcoming the problem of high dropout rates in entrepreneurial ventures.

Contextual Determinants

The entrepreneurial ecosystem, including institutional support, mentorship networks, and policy environments, influences attrition rates. In developing regions, limited access to ecosystem resources poses additional barriers. Strengthening ecosystem supports like incubator programs, industry partnerships, and community engagement is fundamental to maintaining learner momentum and aligning outcomes with SDGs, especially SDG 4 (Inclusive Quality Education) and SDG 8 (Decent Work and Economic Growth).

Empirical Evidence on Entrepreneurship Education

These studies support the conceptual relationships between entrepreneurship, education, and sustainability. The studies have also shown that entrepreneurial education is an important factor affecting students' intentions, which is a precursor of entrepreneurial outcomes. The application of TPB is an indicator of the influence of attitudes and control on entrepreneurial outcomes. Similarly, studies on sustainable entrepreneurship training have shown that the motivations for conducting training, such as the need to solve societal issues, are essential for promoting sustainable entrepreneurship. These are some of the SDGs that support the need for public speaking and coaching. Another significant body of studies is on the importance of sustainable entrepreneurial culture in education. The studies have shown that incorporating a culture of sustainability into entrepreneurial education is essential for learners' engagement with the training objectives, thus preventing dropout.

II. Challenges and Future Directions

Gaps in Literature

Despite growing recognition of sustainable entrepreneurship education, there remains a gap in explicit studies that merge public speaking, management coaching, attrition entrepreneurship theory, and SDGs. Most literature focuses on traditional business or technical content, with

limited empirical evidence on how communication and coaching pedagogies influence entrepreneurial persistence.

Implications for Practice

Thus, educators are advised to develop EE programs that incorporate communication and reflective practice through public speaking and coaching techniques. Such methods will humanize EE and cultivate resilience, self-efficacy, and flexibility, which are important qualities in sustainable development.

Research Opportunities

Future research should:

To advance Attrition Entrepreneurship Theory as a model, and to determine factors that predict and alleviate entrepreneurial dropout.

To employ longitudinal research to measure the effect of public speaking and coaching on entrepreneurial outcomes.

To investigate cross-cultural differences in entrepreneurial dropout and engagement with SDG in educational systems.

III. Conclusion

The nexus of public speaking and management coaching for entrepreneurship education is an area that is rich for exploration, both theoretically and practically. Entrepreneurship education, when viewed from an attrition entrepreneurship theory and linked with the UN SDGs, has the potential for creating empowered entrepreneurs who are resilient and committed to sustainable development. The marriage of public speaking, reflective intent of entrepreneurship, and the theories of entrepreneurial intent has the potential for creating a more holistic approach to entrepreneurship education.

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