

The impact of entrepreneurship education on entrepreneurial attitudes and intention

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Abstract

The purpose of this research study is to understand the impact of formal entrepreneurial education on attitude and intention towards entrepreneurship. The students who are pursuing management education have been selected as respondents for collecting primary data. The respondents should have completed entrepreneurship course in any of the same during their MBA program. The results of this study help to understand opinion of students towards starting a new business. The model developed in this study can also be used by future researchers to conduct longitudinal studies for analyzing entrepreneurial attitude and entrepreneurial intention after completing entrepreneurial education.

Keywords: Entrepreneurship, entrepreneurial education, entrepreneurial intention, entrepreneurial attitude, entrepreneur motivation.

Introduction

The economy development, creation of jobs and technological innovations is having an association with entrepreneurial education. Entrepreneurial education can referred as developing entrepreneurial skills, entrepreneurial capabilities, entrepreneurial attitude and entrepreneurial intention by using pedagogical program or some formal teaching method. Entrepreneurial education increases awareness among students or participants on various concepts like understanding entrepreneurial mindset, entrepreneurial personality, entrepreneurial personality, legal challenges of entrepreneurship and strategic perspective in entrepreneurship.

Entrepreneurial education programs create an attitude and intention to start a new business. The support by government schemes and process of project preparation for getting funding from financial institutions is also described to participants. Some universities have established a separate cell popularly known as 'entrepreneurship development cell' (EDC) for promoting the entrepreneurship among the students. Government of India (GoI) had taken many initiatives like Make-in-India for promoting entrepreneurship in the recent years.

Objectives of the study

1. To know about impact of formal entrepreneurship education on students.
2. To know impact of selected factors on entrepreneurial attitude among students who have completed formal entrepreneurial education.
3. To assess the impact of entrepreneurial attitude on entrepreneurial intention after completing formal entrepreneurship education.

Review of Literature

Fayolle et al (2013) had collected personal views on entrepreneurship education from experts and stated that strong and conceptual foundations need to be implemented while giving entrepreneurial training. Entrepreneurship education should be implemented with care and should not be 'taken for granted' at the university level. In recent years interest for entrepreneurial education had increased among students, higher education institutions and politicians. The students who pursue entrepreneurship education are more concerned about coaching and networking activities rather than traditional lectures (Kuttim et al, 2014).

Solesvik et al (2014) had stated that factors like entrepreneurial desirability and perceived feasibility along with initiative culture motivate participants of entrepreneurial education to take entrepreneurial intention. The inequality can be reduced from the perspective of social inequality and regional inequality through management education. According to Marques et al (2012) had used theory of planned behavior (TPB) for describing association between demographic, behavioral and physiological factors from the perspective of entrepreneurship education.

Bae et al (2014) had stated that there exists small correlation between entrepreneurial intentional and entrepreneurial education but at the same the entrepreneurial intention among management graduates after completing entrepreneurial education is high. The factors which influence entrepreneurial education are cultural values and students differences. According to Zhang et al (2014) had conducted to survey among university students and found that entrepreneurial education has both positive impact and negative impact on entrepreneurial intention.

Oosterbeek et al (2010) had conducted a survey among two groups of students who have underwent management education in one school and other group was not given any formal education on entrepreneurship. It is found that entrepreneurship education does not have significant impact on any of the two groups. Fayolle and Gailly (2015) had explained about impact of entrepreneurship education program on attitude and intention towards entrepreneurship among the students and stated that previous exposure had created positive impact.

Sanchez et al (2013) had developed a quasi-experimental design by using theory of planned behavior and found that entrepreneurship education had a positive impact on intention for starting new business. Linan et al (2011) had explained that factors like perceived behavioral control and personal

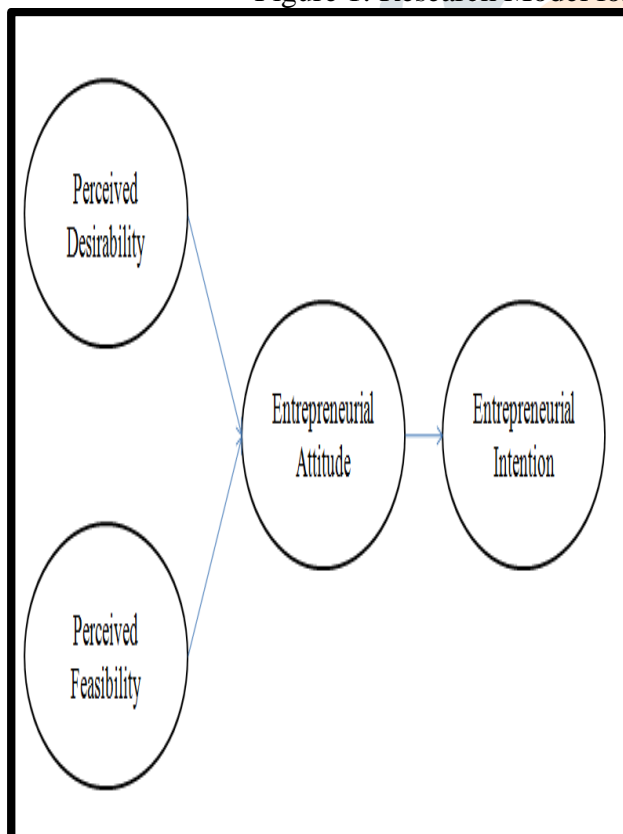
attitude influence the level of entrepreneurial intention among students who undertake entrepreneurial education by using entrepreneurial intention questionnaire.

Methodology

The primary data has been collected through structured questionnaire and sample size is 150. All the respondents should have undergone formal education on 'Entrepreneurship' for a minimum of six months duration at university level. The simple random sampling had been implemented and population is all students who are pursuing business administration course like MBA. The students who have completed entrepreneurship course in any of the semester during their under graduation and post graduation have participated in this survey. The research model of this study is shown in Figure 1.

The questionnaire consists of four variables and items under each variable are shown in Table 1. The items for each construct are adopted from earlier published scales. Each of the items under four constructs have been measure with five point Likert-type scale. The reliability test was conducted for each constructed which is shown in Table 1. The statistical techniques like descriptive statistics and regression analysis have been used for analyzing primary data. SPSS version 20.0 had been used for implementing statistical techniques for testing the hypothesis. The perceived desirability (PD) and perceived feasibility (PF) are independent variables and entrepreneurial attitude (EA) and entrepreneurial intention (EI) are dependent variables.

Figure 1: Research Model for Entrepreneurial Attitude and Intention



(Source: Developed by the researcher)

Table 1: Measurement Scale for Entrepreneurial Attitude and Intention

S. No	Construct	Items	Cronbach's Alpha
1	Perceived Desirability (PD)	PD1: I am having desire to start a new business. PD2: I am happy to start a new business. PD3: I am very enthusiastic to start a new business.	0.93
2	Perceived Feasibility (PF)	PF1: Running a new business is easy for me. PF2: I am confident about success of new business. PF3: I am sure about my capability to run new business.	0.89
3	Entrepreneurial Attitude (EA)	EA1: I believe that becoming entrepreneur is more important to me. EA2: Becoming an entrepreneur is very attractive career to me. EA3: If I had the opportunity and resources, I'd like to start a firm.	0.91
4	Entrepreneurial Intention (EI)	EI1: I am ready to make anything to be an entrepreneur EI2: My professional goal is to become an entrepreneur EI3: I have decided to create a firm in future	0.88

(Source: Prepared by author from previously published scales)

Data Analysis

Among the respondents 68 percent are male students and 32 percent are female students. The average age of all the respondents is 24.8 years and all the respondents are pursuing MBA at the university level. All the respondents belong to various MBA colleges in Greater Hyderabad in Telangana State. According to Table 2 from the means value for entrepreneurial attitude is 4.457 which is high compared to other variables. The mean value for entrepreneurial intention is 4.202 with standard deviation (SD) of 0.692. Hence the entrepreneurial education had created positive attitude and intention towards entrepreneurship. The mean value for perceived feasibility is 3.628 and for the variable perceived desirability is 3.816 as per Table 2.

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation
Perceived Desirability (PD)	150	3.816	0.723
Perceived Feasibility (PF)	150	3.628	0.765
Entrepreneurial Attitude (EA)	150	4.457	0.568
Entrepreneurial Intention (EI)	150	4.202	0.692
Valid N (listwise)	150		

(Source: Output from SPSS)

Exploratory factor analysis (EFA) was conducted and it observed from Table 3 that all the items have loaded on their respective constructs. The method for extraction of variables is Principal Component Analysis and Vairimax rotation is used for conducting EFA.

Table 3: Rotated Component Matrix^a

	Component			
	1	2	3	4
PD1				.829
PD2				.851
PD3				.877
PF1	.967			
PF2	.967			
PF3	.946			
EA1		.937		
EA2		.942		
EA3		.956		
EI1			.901	
EI2			.868	
EI3			.859	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

(Source: Output from SPSS)

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	3.487	0.276		12.640	0.000
1 Perceived Desirability (PD)	-0.052	0.060	-0.066	-0.861	0.391
Perceived Feasibility (PF)	0.322	0.057	0.434	5.660	0.000

a. Dependent Variable: Entrepreneurial Attitude.

H1: The perceived desirability of students had an impact on entrepreneurial attitude after completing formal education on entrepreneurship.

Result: According to 'p' value in table 4 for perceived desirability (PD) is more than 0.05. Therefore H1 is rejected and it can be stated that perceived desirability does not have an impact on entrepreneurial attitude.

H2: The perceived feasibility has an impact on entrepreneurial attitude among students after completing entrepreneurial education.

Result: H2 is accepted because 'p' value for perceived feasibility (PF) in Table 4 is less than 0.05. Hence perceived feasibility (PF) had an impact on entrepreneurial attitude (EA) among students after completing formal entrepreneurial education.

Table 5: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	3.615	0.448		8.075	0.000
1 Entrepreneurial Attitude (EA)	0.132	0.100	0.108	1.322	0.188

a. Dependent Variable: Entrepreneurial Intention

H3: The entrepreneurial attitude has an impact on entrepreneurial intention among students after completing entrepreneurial education.

Result: The 'p' value for entrepreneurial attitude (EA) is more than 0.05 as per Table 5, therefore H3 is rejected. Hence entrepreneurial attitude does not have an association with entrepreneurial intention (EI).

Discussion and Conclusion

It is evident from this study that entrepreneurial training or formal education on entrepreneurship has an impact on students' attitude and intention for initiating new business. The students are having desired to start a new business after completing formal entrepreneurship education but they are feeling it is not feasible to some extent. Even though students are having positive attitude towards entrepreneurship but it could not positively influence their intention towards entrepreneurship. It can also be stated that students are more interested in practical entrepreneurial training programs rather than pedagogical methods.

Future Research

There might be some other factors which influence entrepreneurship intention like subjective norms, social norms and perceived behavioral control which need to be considered by future researchers. In future the researchers can compare the entrepreneurial attitude between traditional graduate students (courses like B.Com and BBA) and technical graduate students (courses like B.Tech and B.E). The reasons for relationship between entrepreneurial attitude and entrepreneurial intention need to be analyzed from some other dimensions. The impact of government schemes on entrepreneurial attitude and intention should also be analyzed by future researchers.

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