# A study on Effectiveness of Entrepreneurship Education on Entrepreneurial Intention among arts and science college students in Coimbatore city

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## ABSTRACT

Traditionally described as starting a new business, entrepreneurship is increasingly recognized and touted as a way to drive the growth and sustainability of economies around the globe. Previous and ongoing research has advanced education in entrepreneurship as important for shaping people's perceptions, expectations, and intentions to start new projects. This study broadens the concept and effect of education for entrepreneurship. We do not restrict our concept of entrepreneurship to starting a company, but instead use starting a business as a means to build an entrepreneurial mentality while also developing a comprehensive collection of life skills for the twenty-first century that can be used to launch and develop all sorts of new projects. As a result, entrepreneurship education is characterized as a method by which students (of all kinds) practice creating, finding and acting on opportunities for value development. Education for entrepreneurship has expanded rapidly over the past three decades, from 600 colleges and universities offering courses in 1986 to more than 5,000 courses at 2,600 schools today. Despite this development, the importance of policies and programs has received inadequate attention and limited guidance has been provided on how to support this form of education and what policies are needed. This study is intended to help fill the void in the global perspective and national perspective through the entrepreneurial aspirations and different feedback.

**KEYWORDS:** Entrepreneurship, Education, College, Effectiveness.

## INTRODUCTION TO ENTREPRENEURSHIP EDUCATION

Several historical surveys have been conducted to review the state of art of entrepreneurship education (Dainow, 1986; Katz, 2007; Gorman, Hanlon & King, 2007). While most of these studies were not explicit on the definition of entrepreneurship education, one paper states that "educational orientation, teaching strategies, learning styles, curricula design and entrepreneurship structures" (Gorman et al., 2007 p. 26) arethe most relevant aspects. Other authors present a framework of educative orientations consisting of "conformist, adaptive, transformative" and process approaches (Béchard & Toulouse, 1991). More recently, entrepreneurship education is advanced as a mainstay of any entrepreneurship ecosystem (Isenberg, 2010; GEM, 2014; WEF, 2013;Fetters et al, 2010; Neck et al, 2004; Brush, 2014). For our purposes, we define entrepreneurship education as a method whereby students (of all types) practice creating, finding, and acting on opportunities of creating value (Neck, Brush & Greene, 2014; Financial Times Lexicon, 2013).

Entrepreneurship education within a school generally consists of a nestedset of activities, including curriculum, co-curricular activities, andresearch efforts (Brush, 2014, based on Albert et al., 2004 and Kuratko,2005). Importantly, the decisions around entrepreneurship educationinclude everything from learning objectives, topics covered, selectionof materials (including cases, exercises, and concepts), pedagogy, anddelivery mechanisms (Brush, 2014, p. 30). Each of these decisions Traditionally described as starting a new business, entrepreneurship is increasingly recognized and touted as a way to drive the growth and sustainability of economies around the globe. Previous and ongoing research has advanced education in entrepreneurship as important for shaping people's perceptions, expectations, and intentions to start new projects. This study broadens the concept and effect of education for entrepreneurship. We do not restrict our concept of entrepreneurship to starting a company, but instead use starting a business as a means to build an entrepreneurial mentality while also developing a comprehensive collection of life skills for the twenty-first century that can be used to launch and develop all sorts of new projects. As a result, entrepreneurship education is characterized as a method by which students (of all kinds) practice creating, finding and acting on opportunities for value development (Neck, Brush & Greene, 2014; Financial Times Lexicon, 2013). Education for entrepreneurship has expanded rapidly over the past three decades, from 600 colleges and universities offering courses in 1986 to more than 5,000 courses at 2,600 schools today. Despite this development, the importance of

policies and programs has received inadequate attention and limited guidance has been provided on how to support this form of education and what policies are needed. This study is intended to help fill the void in the global perspective and national perspective through the entrepreneurial aspirations and different feedback. shouldflow from a school's intentionally selected definition of entrepreneurship,along with the role of theory and the degree of integration across classes,programs, etc. (Neck, Greene, & Brush, 2014).Entrepreneurship education also varies across audiences. For instance, programs focused on youth (primary and secondary school) may focuson the desirability and feasibility of business start-ups toinfluence students' intentions (Peterman & Kennedy, 2003). Atthe college or university level, the program may focus more on the skillsand competencies associated with developing venture ideas, pathwaysinto entrepreneurship, market testing, and building a business model.In the community college and local training area, curricula mightfocus on ways to launch a small firm, become self-employed, or buya franchise.

The audience might also be defined by the type of business being pursued.In the U.S., entrepreneurship education, particularly that offered throughacademic institutions, is often viewed as targeted toward the developmentof fast growth, technology-based businesses, while in Europe,entrepreneurship education is often more connected to the SME community(Small and Medium-Sized Enterprises). In China, the focus is usuallyon a more general "start-up" approach (Zhou & Xu, 2012), and in Qatar,it is on diversification into non-oil-related businesses. Across countries,there are different emphases, depending on the context and, in somecases, industrial policy. For instance, New Zealand and Ireland havesupported the creative industries, while Israel has supported the internetand other electronic technologies. Overall, "a growing critique ofentrepreneurship education is that it needs to give more attention tothe development of entrepreneurial attitudes, aspirations, and activities"(Regele & Neck, 2012, p. 25) or what has been referred to as theentrepreneurial mindset.Although research regarding the effectiveness of entrepreneurshipeducation has grown over time (Gartner & Vesper, 1994; Henry,Hill, & Leitch, 2005; Dickson, Solomon& Weaver, 2008), there arequestions about the overall impact in the actual increase in thenumber of businesses (Weaver, Dickson, & Solomon, 2006; Honig,2004; Sarasvathy, 2001).

Yet this narrow outcome of new businessformation in entrepreneurship education has come under recent scrutiny(Vanevenhoven & Liguori, 2013). As a result, the impact is now beingmeasured by the relative increase in positive perceptions of entrepreneurshipand even intentionality toward being entrepreneurial. The actualrelationship between those intentions

and actual entrepreneurial behaviorsremains an active area of study, but emerging findings suggest thatthere is indeed a positive relationship between entrepreneurship educationand entrepreneurial behaviors (Rauch & Hulsink, 2015; Singer, Amoros& Moska, 2015).

As entrepreneurship education has advanced, so has our understandingof what is required to learn and practice entrepreneurship. Today,greater attention is placed on cultivating the entrepreneurial mindsetof students, and such a mindset is the precursor to both behaviorand action. Ground-breaking research (Sarasvathy, 2008) has empiricallysupported that entrepreneurs do think in a particular way that distinguishesthem from managers. However, this is in stark contrast to trait theorists(Fisher & Koch, 2008; Miner, 1996; McClelland, 1965), who believeentrepreneurs possess certain innate personality characteristics.Theentrepreneurial mindset is learnable and teachable; innate traits are not.The entrepreneurial thinking patterns discovered and supported byongoing research (Sarasvathy, 2008; Neck & Greene, 2011; Noyes & Brush,2012; Greenberg et al., 2011) are fundamentally changing how weapproach entrepreneurship education. The starting point is no longerthe idea, the opportunity, or the business plan; rather, it's now aboutdeveloping a mindset of acting, doing, and creating.

## REVIEW OF LITERATURE

**Rengiah, Parimala, and Ilham Sentosa (2016),** Entrepreneurship education has been the focus in Malaysian universities and entrepreneurial intentions have been proven as the primary predictors for future entrepreneurial behavior among the students. Structural equation modeling is proposed as the methodology for the study as 'entrepreneurial intentions' is a 'latent' or 'unobservable' behavior. A hypothetical model was developed for the study. Data was collected from 396 university students and analyzed using structural equation modeling through AMOS 22.0. The model was tested through a two-stage SEM. The first stage was tested using confirmatory factor analysis to evaluate constructs of validity, and all CFA constructs were tested for the best fit of the structural model. The data were analyzed with the conclusion and findings together with the implications of theory and practice. The paper discusses the recommendations for the study concerning how the entrepreneurshipcurriculum and teaching methodologies should be improved and the role of Malaysian universities in promoting entrepreneurship. Methods of how students' attitudes could be changed towards entrepreneurship, the roles of the government, SMEs, financial institutions, and the parents of students towards an entrepreneurial society have been

discussed. The limitations of the study and suggestions for further research have been proposed.

In a study by **Rengiah, P. & Sentosa, I. (2014)**a theoretical framework is proposed developing a hypothetical model of entrepreneurship education as the independent variables to test the dependent variable of entrepreneurial intentions through the mediating factors of attitudes and stakeholder support system as mediating variables.

**Anoosheh Sherkat & Alireza Chenari (2020)** states that the main research problem in this paper is assessing the effectiveness of entrepreneurship education in the universities of Tehran province. By considering entrepreneurship intentionality as an indicator of the effectiveness of entrepreneurship education, for the first time, the impact of entrepreneurship curriculum, entrepreneurship education, and entrepreneurial university climate on goal intention, implementation intention, and commitment level of students have been studied. In this research, using a questionnaire that has been designed by the authors, data were collected from a random sample of 205 postgraduate students in the faculties of entrepreneurship, management, and economy of the selected universities. The analyses carried out using Pearson correlation coefficient, confirmatory factor analysis, and structural equation modeling on cross-sectional data confirm all research hypotheses and show that there is a meaningful positive relationship among entrepreneurship education and goal intentions, implementation intention, and commitment of students to their entrepreneurship goals.

**Kim, Myeong-Suk, et al. (2013)** intends that the purpose of this study was to evaluate the effectiveness of the education program developed to raise the potential of entrepreneurial capabilities of senior citizens under the supervision of SMBA and investigate the effects of educational contents and environment on program satisfaction and entrepreneurial intention. The sample of this study was composed of 44 trainees who participated in the education program implemented by H University. Data were collected using self-administered questionnaires and analyzed employing paired-sample t-test and path analysis techniques. The study found that the program was effective in strengthening the potential of entrepreneurial capabilities of senior citizens and that educational content and environment had positive effects on program satisfaction, which in turn, positively impacted entrepreneurial intentions. The practical implications of the findings were discussed and future directions for research were suggested.

A study by **Barba-Sánchez, Virginia, and Carlos Atienza-Sahuquillo. (2018)**Partly due to the current crisis and its high unemployment rates, the labor market increasingly requires multidisciplinary engineers with additional skills of their own. Engineering education, therefore, faces new challenges and these include equipping engineers with greater entrepreneurship. Although entrepreneurship education has consequently been integrated into the new engineering degrees, is this enough to boost entrepreneurship among engineers, and to what does their level of entrepreneurship depend? This research work aims to analyze the impact of entrepreneurial motivations on entrepreneurial intentions among future engineers and identify the role that entrepreneurship education plays in the development of engineers' entrepreneurship. The results indicate that the need for independence is the key factor in the entrepreneurial intent of future engineers and confirm the positive contribution that entrepreneurship education has to their entrepreneurial intentions. Finally, recommendations are offered which could help the various agents involved increase the effectiveness of actions aimed at promoting firm creation in this area.

The authors **Rauch, Andreas, and Willem Hulsink (2014)**revealed that "the growing attention to entrepreneurship education has caused a debate about whether entrepreneurship education can affect entrepreneurial behavior. We use a quasi-experimental design, comparing an MSc entrepreneurship program with a comparison group from an MSc supply-chain management program to test the effectiveness of entrepreneurship education, relying on the theory of planned behavior (TPB). The findings suggest that entrepreneurship education is effective. Specifically, students participating in entrepreneurship education show an increase in attitudes and perceived behavioral control. Furthermore, they have higher entrepreneurial intentions at the end of the program. Finally, entrepreneurial intentions mediate the effect of entrepreneurship education on subsequent behavior associated with the creation of new business ventures. These results suggest that entrepreneurship education emphasizes increasing antecedents of intentions and behavior.

**RECOMMENDATIONS TO THE STUDY**

The heart of entrepreneurship education is learner-centered, creativeproblem-solving to turn ideas into opportunities that can be transformedinto realities. To achieve this objective, we offer the following recommendationsto policymakers, practitioners, and institutional advocates:

- Develop Teachers: Establish program standards, trainingprograms, and assessment tools that encourage teachers to acquireand employ skills and behaviors that enable them to functionas facilitators and guides to learning rather than as traditionalclassroom instructors.
- Expand Ranks of Learners: Make entrepreneurship educationcompulsory for all learners in primary, secondary, and perhapseven tertiary levels, because of its effectiveness in instillingtwenty-first-century skills, besides, venture creation skills.
- Facilitate Sharing of Content and Pedagogy: Create aclearinghouse of leading-edge curricula and pedagogicmethodologies. Much good work has been done in this fieldover the past decade, and many institutions are willingto share their curricula and teaching methodologies.
- Overhaul Pedagogy and Place: Revamp instructional standardsand classroom paradigms to promote team-based, action-oriented learning in spaces designed to enhance collaborationand creativity that include real-world interactions withentrepreneurship practitioners and with target markets for newproducts and services.
- Expand Access to Resources: Increase funding for entrepreneurshipeducation and develop and promote innovative mechanismsto leverage partnerships with corporations, NGOs, global institutions,and foundations, as well as with individuals.Additionally, we offer the following three recommendations for researchtrajectories that will advance entrepreneurship education.
- We need to define and assess an array of learning outcomesto better understand the impact of entrepreneurship education.This requires creating and experimenting with various metricsbeyond starting a new venture and includes a considerationof different types of entrepreneurial learners. Considerationmust be given to the quality of the learning outcomes in additionto quantitative measures. Comparative studies across institutions,countries, and types of learners are suggested. Besides, measuringoutcomes such as business start-up or venture growth is notsufficient. Instead, measuring a student’s confidence inentrepreneurial competencies, cognitive approaches to ideageneration, or the influence of families, society, and othermacro influences on entrepreneurship learning are importantconsiderations. By sharing data, we are more likely to determinewhat works and what can be improved. Evaluating a

single coursewith a small sample is no longer sufficient if the field is dependenton government support to fund new or to expand existing programs.

- Although we are recommending compulsory entrepreneurshipeducation at theprimary/secondary level, we strongly urgeresearchers not only to look across schools where this is takingplace but to research stakeholders within the ecosystem atthis level. Primary and secondary teachers as well as parentsand administrators need to have a betterunderstanding ofwhat entrepreneurship is and can be in their education systems.For local governments to support this level of programming,thoughts, and insights from multiple stakeholder groupsmust be assessed and be included in the creation of any type ofcompulsory entrepreneurship education program. Forcedentrepreneurship education is not effective from either a teachingor a learning perspective.
- Great examples and best practices abound, as is evidencedto the concept. The larger issue to address now is the scalability ofprogramming. Entrepreneurship education requires a hands-on,active, and experiential approach. These approaches are hardto scale when large numbers of students are involved.

## CONCLUSION

It is found that the contribution of entrepreneurship education can enhance both students' entrepreneurial motivation and attitudes. Both motivation and attitude altogether take a role as mediation variables between entrepreneurship education and entrepreneurial intention. The higher the motivation and attitude affected by entrepreneurship education, the higher the intention to establish new business among students under this study. The important point of entrepreneurship education is its function to facilitate in developing entrepreneurial students' character, including providing the opportunity to experience and practicing real contextual learning for developing their entrepreneurial capacities. The position of entrepreneurship education is central tothe instructional activity that influences students to develop their capabilities through collaborative learning, emphasizing innovation, creativity, and networking. This will be beneficial for students to be able to anticipate and predict future business possibilities. It is suggested that the implementation of entrepreneurship education courses has to be delivered interactively accommodating students' involvement in the entire learning process. In addition to entrepreneurial motivation and attitudes, for future research,other valuable psychological characteristics also have to be internally developed

among students taking entrepreneurship education considered and also contribute to the improvement of entrepreneurial intention. Such research needs to explore whether other psychological characteristics variables affect student's entrepreneurial intention.

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