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## ENTREPRENEURIAL SELF-EFFICACY AS A MEASUREMENT OF ENTREPRENEURSHIP EDUCATION – UNDERSTANDING PROGRAMME AFFECTS AND DEMOGRAPHIC VARIABILITY (SUMMARY)

Monique Boddington

*University of Cambridge, UK, mib25@cam.ac.uk*

Shima Barakat

*University of Cambridge, UK*

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 SUMMARY **ENTREPRENEURIAL SELF-EFFICACY AS A MEASUREMENT OF ENTREPRENEURSHIP EDUCATION – UNDERSTANDING PROGRAMME AFFECTS AND DEMOGRAPHIC VARIABILITY**

*Monique Boddington, University of Cambridge, UK*

*Shima Barakat, University of Cambridge, UK*

**Principal Topics**

Entrepreneurial Self-Efficacy (ESE) has been receiving increasing attention in the literature (Chen *et al* 1998; Boyd and Vozikis 1994; Kasouf *et al* 2013 Lucas & Cooper 2005; Vanevenhoven & Liguori 2013; Zhao *et al* 2005). Following Bandura (1977) self-efficacy can be understood as a person's confidence in their own ability to perform a specific task. ESE strongly correlates to new venture creation (Zhao *et al* 2005) and is thought to be a strong predictor of intentions and actions (Boyd and Vozikis 1994). ESE also provides a legitimate and robust construct that can be used to evaluate entrepreneurial education (Chen *et al* 1998; Lucas & Cooper 2005; Vanevenhoven & Liguori 2013).

Entrepreneurship is being increasingly taught across the globe and there is an increasing demand to understand the impact of different initiatives to improve enterprise education and much more work needs to be done (McNally, Martin, & Kay 2010; Vanevenhoven & Liguori 2013; Weaver, Dickson, & Solomon 2006). This paper uses ESE to understand the impact of entrepreneurial programmes across Europe.

**Method**

We use a European sample of enterprise education programmes, ranging from boot camps to longer degree courses. ESE was measured before, after and 6 months after the entrepreneurial programme, using a previously validated instrument (Barakat *et al* 2014) which measures 9 factors of ESE, entrepreneurial attitude and entrepreneurial intentions. To analyse differences between group means, repeated measure ANOVA was used.

**Results and Implications**

Entrepreneurship education appears to have a larger impact on the ESE of certain groups over others, for example, women have lower ESE both before and after an enterprise programme. Different teaching methods yield different results, for example, entrepreneurship programmes that provide mentoring and/or bring entrepreneurs into the classroom have a larger impact than those that don't; programmes that are part of a curriculum have a more long term impact than non-curricular courses. This work will provide a valuable resource to guide the design, recruitment and delivery of entrepreneurship education – the more we understand how entrepreneurship education impacts different individuals and how different teaching methods impact entrepreneurial self-efficacy, the better educators can deliver impactful interventions to meet their specific objects.

**CONTACT:** Monique Boddington; mib25@cam.ac.uk; (T): +44 1223766900; Centre for Entrepreneurial Learning, 10 Trumpington Street, Cambridge CB2 1QA, UK.