IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL SELF-EFFICACY AND INTENTION (SUMMARY)

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Recommended Citation
Kilenthong, Pitsamorn; Hills, Gerald; and Monllor, Javier (2008) "IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL SELF-EFFICACY AND INTENTION (SUMMARY)," *Frontiers of Entrepreneurship Research*: Vol. 28: Iss. 4, Article 11.  
Available at: http://digitalknowledge.babson.edu/fer/vol28/iss4/11

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SUMMARY

IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL SELF-EFFICACY AND INTENTION

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Principal Topic

This study examines the impact of entrepreneurship education on individuals’ entrepreneurial self-efficacy and intention. We propose that entrepreneurial behavior is a planned behavior; that is, the students’ decision to create a business in the future leads them to enroll in an entrepreneurship education program. We see the educational program as the means to help students reach their goals. Education should affect self-efficacy to perform business related activities and intentions to start a business (entrepreneurship students versus non-entrepreneurship students). Moreover, entrepreneurship students are expected to learn more from the program than non-entrepreneurship students because their behavior is planned. We expect to find that education increases self-efficacy to perform business tasks and also increases intentions to start a business (individuals with experience versus individuals without experience).

Method

This research is based on a study designed and conducted through the cooperation of business faculty at five U.S. universities. Two waves of data collection were conducted. Time 1 survey was administered to incoming MBA students. Time 2 survey was administered two years later when the original group of MBA students were about to graduate. A total of 267 matched responses were collected at Time 2. Our key measures, intentions to start a business and self-efficacy to perform business-related tasks, were measured by 5-point Likert scales.

Results and Implications

We make a contribution to the literature by using the theory of planned behavior in the field of entrepreneurship education, helping to explain the impact of education on entrepreneurial behavior. Results show that education has a positive impact on self-efficacy and intentions. Students who major in entrepreneurship were shown to have higher self-efficacy in performing business-related tasks and have higher intentions to start a business than students who do not. In addition, entrepreneurship students learned more from the program than non-entrepreneurship students. We also find that education has different effects on individuals with different backgrounds. Education complements prior business experiences. This result implies a need for entrepreneurship programs that take into account differences between students in order to achieve the goal of enhancing students’ self-efficacy and intentions in starting a business.

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