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DOES ENTREPRENEURSHIP EDUCATION CHANGE STUDENTS' ATTITUDE TOWARDS BEING AN ENTREPRENEUR? THE MODERATING EFFECT OF FAMILY SUPPORTIVENESS (SUMMARY)

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≈ SUMMARY ≈

**DOES ENTREPRENEURSHIP EDUCATION CHANGE STUDENTS'
ATTITUDE TOWARDS BEING AN ENTREPRENEUR? THE
MODERATING EFFECT OF FAMILY SUPPORTIVENESS**

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Principal Topic

Following the theory of planned behavior (Ajzen, 1991), planned behaviors such as starting your own business can be predicted by the intention one has to exhibit said behavior, which in turn be predicted by one's personal attitude towards the act (ATA) of starting a business. ATA is affected by exogenous influences (Shapero & Sokol, 1982), two of which we are particularly interested: passion as a trait and support from family as a support variable. Our research question is: *Do passion and family supportiveness moderate the relationship between attitude before taking an entrepreneurship course and attitude after taking that course?*

Method

We collected data from freshmen and sophomores at Universiti Kebangsaan Malaysia (UKM) in the spring 2012 semester. The experimental group (n=209) consisted of freshman students which were required to take a newly developed entrepreneurship course. The sophomore students (n=130), which had never taken such course, assumed the role of the control group. Our variables of interest were ATA, passion for work (Baum & Locke, 2004), and the family subscale of the multidimensional scale of perceived social support (MSPSS; Zimet, Dahlem, Zimet, & Farley 1988).

Results and Implications

We ran separate moderated regression models for the control and the experimental group (experimental group reported here). In step 1, post-semester ATA was regressed on pre-semester attitude. Pre-semester ATA explains 38.9% of the variance in post-semester ATA ($\Delta F=132.177$, $p<0.001$). Adding the moderators passion for work and family supportiveness in step 2 increases the explained variance in post-semester attitude by 8.6% ($\Delta F =16.728$, $p<0.001$). In step 3, the interaction terms between the moderators and pre-semester attitude explain another 1.3% ($\Delta F=2.613$, $p=0.076$). The adjusted multiple coefficient of determination (adjusted R²) is 0.479. In the control group, steps 1 and 2 also increase the explained variance in post-semester attitude significantly, but the effect of adding the moderators is not significant ($p =0.645$).

Our research suggest that subjects, who feel that their family would support them if they would decide to start their own business, see a larger change in ATA as a consequence of taking the course. We will next extend our analysis to SEM methods.

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