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

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SUMMARY

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

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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.

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