

Entrepreneurship Education and Its Role in Influencing Intention to Become Entrepreneurs: Study Based on London and Delhi

Kavita Panwar Seth, Fintan Clear
(Brunel University London, UK)

Abstract: Entrepreneurship plays a significant role in economic development of the society and education is also the most important pillar for the development of the nation and this is the reason that business schools and universities are paying their attention to promote entrepreneurship education programmes. But these programmes are being provided at numerous levels and there is a great need to assess the effectiveness of these programmes from different aspects. National culture and pedagogical engineering of courses can play an important role in this area and it can be considered as a good contribution in theory as well as in practice. Certain aspects of entrepreneurship can be taught successfully. But we need to find out that how can we make entrepreneurship education programmes more effective? The aim of the research is to find out the impact of entrepreneurship education programmes in terms of intention and also to study the factors which can increase the intention? The research will be conducted in two different countries to test whether the results can be applied universally or they are very different in different countries.

Key words: entrepreneurship education; intention; courses; culture; effectiveness

JEL codes: Y2, M1, I2

1. Meaning of Entrepreneurship

Landstrom H. et al. (2012) states that entrepreneurship research is nearly 30-40 years old only but it is interesting for various intellectual researchers. "Entrepreneurship is an activity which leads to the creation and management of a new organizations designed to pursue a unique, innovative opportunity" (Hindle Rushworth, 2000).

2. Comparison of UK and India in terms of Entrepreneurship

According to GEM report (2014) there are few key indicators which can be helpful to understand if adults are positive about entrepreneurship.

These indicators are based on Total percentage of 18-64 population:

(1) Total early-stage Entrepreneurial Activity (TEA): who are either a nascent entrepreneurs or

Kavita Panwar Seth, Ph.D. Candidate, Brunel University London; research areas/interests: entrepreneurship education. E-mail: Kavita.panwar@brunel.ac.uk.

Fintan Clear, Professor, Brunel Business School, Brunel University London; research areas/interest: e-business, supply chain management and ICT adoption issues. E-mail: Fintan.Clear@brunel.ac.uk.

owner-manager of a new business.

(2) Who are currently an owner-manager of an established business (Established Business Owners).

(3) (Individuals involved in any stage of entrepreneurial activity excluded) who see good opportunities (Perceived Opportunities, PE) to start a firm in the area where they live.

(4) (Individuals involved in any stage of entrepreneurial activity excluded) who believe they have the required skills and knowledge to start a business (Perceived Capabilities PC).

(5) (Individuals involved in any stage of entrepreneurial activity excluded) who are latent entrepreneurs and who intend to start a business within three years (Entrepreneurial Intentions EI).

(6) (Individuals involved in any stage of entrepreneurial activity excluded) who indicate that fear of failure would prevent them from setting up a business (Fear of Failure, FF).

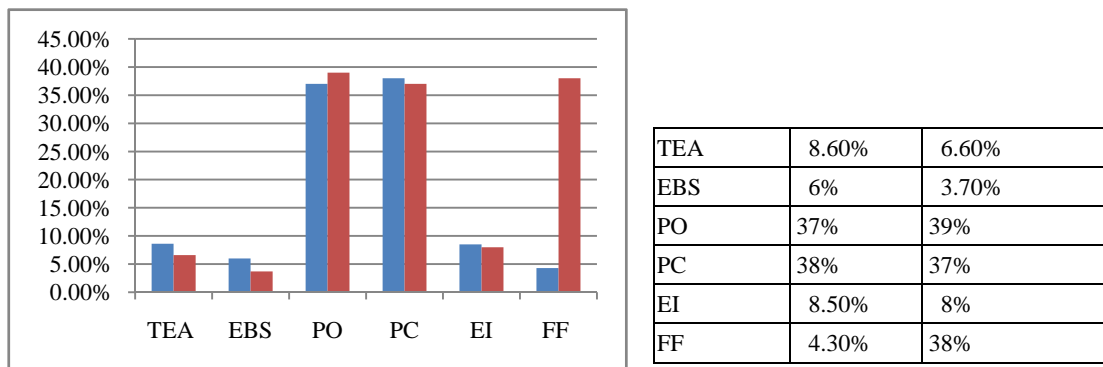


Figure 1 Comparison of UK and India in Terms of 5 Factors

From the comparative chart is clear that there is significant difference in some aspects such as Fear of failure to start a business and the percentage of established Business owners. There is not much difference in Entrepreneurial Intention between these two nations neither in Perceived opportunities nor in Perceived capabilities. Total entrepreneurship Activity is also 2% greater in UK than India. However total population of India is 1.3 Billion, Country meter (2015) and UK 65 million, BBC (2016). There is certainly a huge difference in their population but established business owners are much higher in UK than India. The chart also suggesting that fear of failure in India is a main factor which can be responsible for less entrepreneurial activities.

GEM (2014) also suggests that one of the main constraints of entrepreneurship in India is lack of proper education however UK has a very supportive education and mentoring programmes to support entrepreneurs. The research based on entrepreneurship education in UK by Matley and Carey (2007) suggested that UK higher education institutions has adopted entrepreneurship courses with positive attitude and most of the universities are providing these courses at numerous levels although there is still a gap in the credibility of these courses and better quality of research is required to make them more effective. To study in depth about these courses in terms of their key objectives, content and influence on intention will be an important contribution for both the countries.

3. Entrepreneurship Education and National Culture

Most research about the influence of culture on entrepreneurship has followed Hofstede's (1980) cultural dimensions of individual-collectivism (IDV), uncertainty-avoidance (UAI), power distance (PDI), masculinity femininity (MAS) and long term orientation (LTO). In general, researchers have proposed that entrepreneurial

behaviour is facilitated by cultures that are high in individualism, low in uncertainty avoidance, low in power distance and high in masculinity.

4. Entrepreneurial Culture India vs United Kingdom

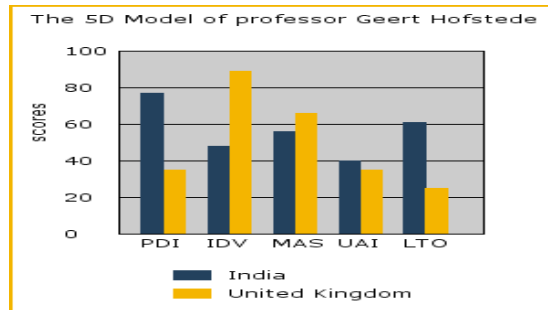


Figure 2 Score rate of PDI, IDV, MAS, UAI & LTO

According to this comparison UK is having more entrepreneurial culture than India. As UK has low power distance, high score of individualism, high in masculinity, low in uncertainty avoidance and low in long term orientation.

The literature and given reports are indicating that the UK having more entrepreneurial culture as well more acceptance and implementation of entrepreneurship education than in India. The lack of a standard framework is a big challenge to the development of entrepreneurship education in India (Rehman & Elahi, 2012). Entrepreneurship courses are available in India requires a clear focus and further development of the framework (Basu, 2014).

It will be fascinating to know if there will be the same results from their capital cities i.e. London and Delhi. Indian culture is hard to define in 21st century it varies from city to city (Albornoz Pardo C., 2013). “Delhi’s start up scene is growing exponentially due to the entrepreneurial ecosystem here and the government support provided to the NCR” (Razavi, 2015).

5. Significance of the Research

There are certain reasons to conduct this research at this stage. The interesting point for earlier research based on the key question for entrepreneurship research was whether entrepreneurship education courses makes some changes for economic development or not? Research evidences suggests a positive relationship. Later the empirical research went in more depth and more relevant question was whether entrepreneurship education changes the intention or not. Interestingly the results were again positive. Now the more important and relevant aspect of research is to explore those criteria which can influence the intention (Fayolle et al., 2005).

Hence, my research will be based to focus on such criteria and try to find out the relevance of those criteria which can influence the intention in some ways. In order to test the relevance and reliability of those factors research will be based on two important cities of two countries, i.e., Delhi (India) and London (UK).

However there can be an argument that only intention cannot play a significant role in bringing positive results for the economic development of the country but to answer that argument it is accepted that intentions play significant role in transforming the behavior of the people. Also intention is the key indicator of planned behaviour (Katz & Gartner, 1988).

Therefore this research is very much required at this time which can overall help in theories as well as practical contribution. To focus on certain factors which can or cannot be responsible for influencing the intention would bring inserting facts.

6. Research Methodology

The main purpose of this study is to identify the differences in the impact of entrepreneurship and effectiveness in terms of intention to start own business by focusing Delhi and London students.

To conduct this study, the following two groups will be formed.

Group A: London students who took entrepreneurship/venture creation course(s)

Group B: Delhi students who took entrepreneurship/venture creation course(s)

The selection of universities will be done after the approval of the research questions:

Aim: The main purpose of this study is to identify the difference in the impact of entrepreneurship education between the Delhi and London by focusing on student's interest and intention for venture creation.

RQ1: How do Entrepreneurship education programmes influence the intention of the participants?

RQ2: To study the specific characteristics (course content, objectives of the course, duration) of entrepreneurship courses influence the intention to become an entrepreneur?

The intention can be measured by qualitative criteria such as:

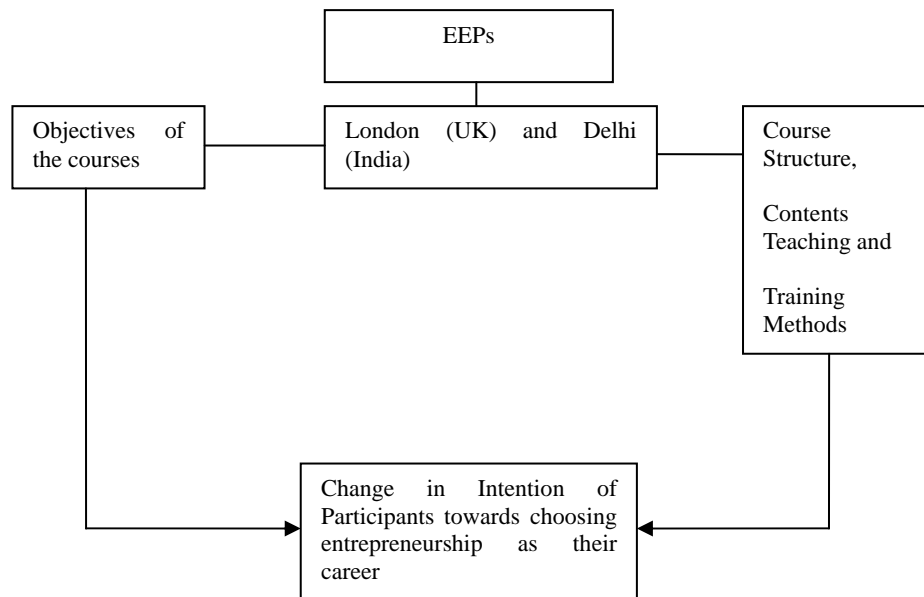
The attraction to entrepreneurial careers (is it high or low)

The interest of students for independent work (is it strong or weak)

The development of an image of entrepreneurs (is it positive or negative)

The desire to start a business (is it strong or weak)

7. Research Model



The fact of considering entrepreneurship as an excellent career path (is it strong or weak?) (Fayolle A., 1999).

Literature review research and exploratory methods are the important tools which can be used to find entrepreneurship course characteristics. However while choosing these characteristics there are a need to be extra cautious because these characteristics may influence the intention of the participants.

There are no set research methods which can assure the appropriate results. Therefore the research designed has been selected after considering literature review research and studies. Generally if the research areas are comparatively new then exploratory studies are more appropriate but standardized methods are generally considered good if the research area is relatively mature (Kromrey, 1998). Initially literature review research and exploratory research are most appropriate to investigate some suggested entrepreneurship characteristics which may be responsible to influence the intention. For hypothesis testing quantitative methods will be used for pre and post questionnaires.

Literature research suggested key theoretical models, concepts and also proposed some characteristics which may influence the intention. Conducting and analyzing of semi structured interviews will be a part of exploratory studies which will confirm if those characteristics should be considered for this research.

Hypothesis will be formulated after literature review research and exploratory studies. Conceptual Model will be prepared based on those hypotheses. All hypotheses will be tested based on quantitative techniques. Variety of courses will be considered for these questionnaires from both the cities, i.e., London and Delhi and questionnaires will be filled before and after the courses. Later part of the research will be based on analyzing the results and drawing the conclusion and suggestions for designing the entrepreneurship education courses.

8. Exploratory Study

For qualitative research semi structured interviews will be conducted from the concerned professionals for, e.g., programme head and lecturers. In total ten interviews will be conducted, five from Institutes in Delhi and Five from London's Institute.

The exploratory study will be beneficial for the research because it can help to give good understanding about the specific factors which can affects the intention such as attitude, perceived subjective norm and perceived behavioural control. Also it will help to identify the specific elements of the course that can help to increase the level of attitude, perceived subjective norm and perceived behavioural control towards the course.

Therefore expert interviews will be considered here to find out the important and most relevant characteristics for entrepreneurship courses. The semi structured interviews with educators and professionals provide useful information about their experience and whether they have noticed any change in participant's attitudes, beliefs and behaviour.

Guided interview technique will be used for semi structured interviews which means well defined open ended questions will be used as a guideline for the interview. This method will be more appropriate because here the main focus will be to ask about their opinions and their overall experiences for the course. However the focus of the interview questions is only twofold. The first is about the relevance of attitudes, subjective norms and perceived behavioural control for shaping the entrepreneurial intention and another one is the impact of the course characteristics on attitudes, subjective norms and perceived behavioral control. The most interesting part of the research is to see the comparison of two different chosen locations, i.e., London and Delhi.

9. Results and Implications

It is relevant to do more research in the area so that the participants and sponsored organization can achieve their desired goals. Relation of entrepreneurship with intention can be an important factor but there is a need to take a step ahead and think that the way intention can be increased because if intention will increase then there is a possibility that more ventures will be established and therefore economy of the country can grow. This research is a sincere effort to contribute the value in entrepreneurship education programmes. By analyzing the main barriers both Delhi and London can enhance the courses and this study can also be used for similar research problems in various regions and countries. Also it will be valuable advancement of the in “theory of planned behavior” by exploring the key factors which can be responsible to enhance the intention and the barriers which can be demotivate the learners.

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