

The Entrepreneurship Education and Academic Performance

Shazia Nasrullah_PhD¹ Muhammad Saqib Khan_PhD² Irfanullah Khan_PhD³

1. Department of Education, Qurtaba University of Science & Technology, Peshawar

2. Department of Business Administration, Gomal University, Dera Ismail Khan

3. Department of Public Administration, Gomal University, Dera Ismail Khan

Abstract

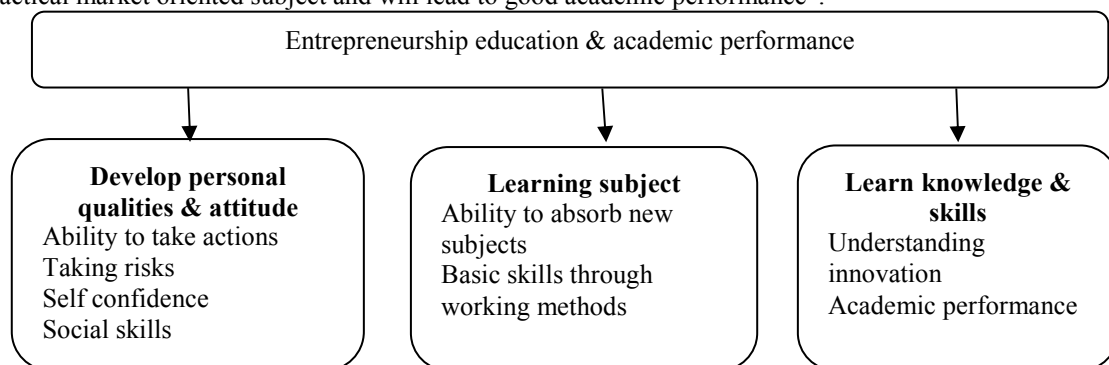
The current study will be conducted in relationship of entrepreneurship education and academic performance. The study will be conducted on the post graduate students in the Universities of Bahawalpur. In the current study those universities will be included that were offering and also not offering entrepreneurship as a subject of teaching. The students will be selected from the sample university and will be teach entrepreneurship as a subject and then their academic performance will be analyzed. The study will compare the academic performance of those students who are studying entrepreneurship with those who are not studying this subject. The performance of the students will be measured by the Grade Point Average (GPA).

1. INTRODUCTION

From the last few decades the entrepreneurship education was one of neglected area in the Pakistani higher education institutions. But from last few years the HEC is now launched different programs to modernize the education system and increase the capacity of the universities to accommodate new subjects. HEC also take certain initiatives to launched entrepreneurship education as part of academic syllabus in Pakistani universities. They provide foreign qualified faculty, introducing certain incentives and reward system to make the platform for the Pakistani students to support their economy by involving themselves in the small business.

As per the definition of Johansen (2014) entrepreneurship education is “the promotion of different entrepreneurial capabilities, students personal qualities, their attitude towards different items in the world like ready to take actions, like innovativeness, like creativity, enthusiasm to absorb risk, self-competence and social skills”. The entrepreneurship education always support to creative certain entrepreneurial abilities like that how to start your own business and the process of innovation in the existing business. From these two business oriented concepts, the educational concept of entrepreneurship is “the introduction of entrepreneurship education is to improve the academic performance, to develop the skills in the students to learn new subject and learn some basic skills like practical market skills. From perspective the GPA is the prime indicator that shows the quality of entrepreneurship education in the respective institution (Ministry of Education and Research et al, 2009).

From the definition of Johansen (2014), “the introduction of entrepreneurship education is to improve the academic performance, to develop the skills in the students to learn new subject and learn some basic skills like practical market skills”. The current study will use the following definition of entrepreneurship education and academic performance that “the entrepreneurship education is the subject that improves the skills of the students like taking initiatives, willingness to accept innovative subjects in the academic, by getting involve in the practical market oriented subject and will lead to good academic performance”.



* The modified model has been taken from Johansen (2014)

The first box of the model shows the development of capabilities, student’s personal qualities, and their attitude towards different items in the world like ready to take actions, like innovativeness, like creativity, enthusiasm to absorb risk, self-competence and social skills. The second box shows the learning abilities of the students for entrepreneurship as a subject and the last box shows the outcome of this model i.e. the understanding of innovation and improved academic performance.

2. LITERATURE REVIEW

Different scholars and educationalist have forwarded multi concepts of entrepreneurship education and all of them are different from each other (Lautenschlager & Haase, 2011). Johansen & Schanke (2012) studied different forms of entrepreneurship education existing in the education system of Norway. In the beginning he argued that entrepreneurship is the one topic in the subjects like leader development or social studies and later he also concluded that entrepreneurship education as a subject being offer in 18 percent in the higher secondary schools. The purpose of entrepreneurship as a subject is to enhance analytical thinking, simulating creativity, reflection, increasing the abilities of self-business and its management, and also it is contributing to the education system of Norway (Norwegian Directorate for Education & Training, 2011). Thirdly, the entrepreneurship is merged in the other subjects by utilizing the project methods. Pupil enterprise is one of those project in which the students, school leaders and teacher are most often related with entrepreneurship education (Johansen, Skalholt & Schanke, 2008).

Pupil enterprises are managed by JA-YE in Norway and its CP (Company Program). According to their statistics, 67% of upper secondary schools have been offered these company programs, and about 1100 students take part annually (Johansen & Schanke, 2012). The above stated Company Program has been declared as the best practice in the entrepreneurship education by European Commission in 2005, and this structure (teaching of entrepreneurship education) has been adopted in European Countries (JA-YE, 2011). In the 44 % of the higher secondary schools in Norway, they managed pupil enterprises by themselves. By comparing the guidelines and procedures of CP, there is much flexibility in the pupil enterprises when they enterprises\ organized independently. Adding more, 75% of higher secondary schools managed their interdisciplinary entrepreneurship education projects in which, employers, local schools and government sector help them (Johansen & Schanke, 2012).

There is much literature available in which the educator and the researchers work on the benefits of entrepreneurship education, but a very little work in there on its effects. Dainow (1986) studied the previous 10 years literature on entrepreneurship education and he came to conclusion that the researchers have to collect the data systematically and analyzed the collected data and they should adopt multiple methodologies in their researches. Gorman et al, (1997) also analyzed the literature and he concludes that in the field of entrepreneurship education much more systematic and rigorous studies should be conducted. Their studies consist of various references in which they assume the normal association among entrepreneurship education and entrepreneurial behavior. But only a few researches have been conducted to analyzed the effects of education (Gorman et al, 1997). In the present time the question arise that whether entrepreneurship education, analyzed in general or the focus should on enterprise, can it affect the entrepreneurial perceptions, this needs to be more researched (Donckels, 1991; Krueger & Brazeal, 1994; McMullan, Chrisman, & Vesper, 2002).

In connections of social and financial emergency, similar to the one that really exists, the political and scholarly enthusiasm for systems to advance an entrepreneurship society gets a restored measurement. Truth be told, one of the fundamental difficulties confronting the European Union Member States is the need to support entrepreneurship so as to enhance job and to add to the monetary segment and social union (Crijns and Vermeulen, 2007). A few creators have contended surely that the monetary and social effect of entrepreneurship is on business foundation level as well as in its development. In this origination, "entrepreneurship" and 'flourish economy' are conjoined (Quoted in Bjerke, 2008). Similarly, the purported social entrepreneurship, while situated toward the creation of social esteem, and not expressly of financial flourishing, affirms itself more as an imaginative approach to react to complex social issues, encouraging option methods for dealing with the social and monetary, setting conditions for social consideration and occupation (counting independent work), and components for more prominent social and law based investment. It incorporates then a high potential for advancement and activity tied with suppositions of effectiveness, social and human improvement and financial, social, ecological and social maintainability.

3. DISCUSSIONS

The need is that, the researchers should adopted the most suitable and creditable methodology to testify the hypotheses in entrepreneurship education. They can use large sample size, control groups and they can take long time period as well. Retrospective and descriptive methods cannot provide some attracting and convincing results in the area of entrepreneurship education (Alberti, 1999, Gorman et al, 1997, Matthews & Moser, 1996). Different models have been developed by different researchers from the previous studies. These models includes the model introduced by Bird (1988) and Boyd and Vozikis (1994), the model introduced by Sheparo (1975), the model of Krueger (1993) and the model of Davidsson (1995) which were engaged and practically implemented by Autio et al, (1997) in the education sector. Among these models the effective models related to entrepreneurial intentions are homologous that all the model focus only on the pre-entrepreneurial events and incorporated behavior and behavioral theories (Ajzen, 1991) and social learning theory (Bandura, 1986) and self-efficiency.

The significance of entrepreneurship as one of the essential aptitudes to be given through long lasting learning is perceived today. The Lisbon European Council and the European Charter for Small Enterprises have focused on this point and the significance of showing entrepreneurship at all school levels (European Commission, 2004a). The reason for installing entrepreneurship at all levels of training is to make a domain that is helpful for entrepreneurial movement among understudies, analysts and college individuals (Greene and Rice, 2002). Like this encouraging an entrepreneurial society in instruction includes an intercession in the instruction and preparing frameworks, additionally in different establishments and mingling specialists, for example, the media, to accomplish this objective (Ministerio de Educación y Ciencia, 2006).

Not everybody needs to wind up a business person, but rather all individuals from society should be more entrepreneurial (Ferreira, 2011). We can assume that there would be more dynamic, mindful and capable natives if entrepreneurial instruction and teaching method would be further advanced, particularly since right on time ages. To accomplish this current it's essential to grow new open arrangements on this subject, and also to advance, to be specific in the resources of instruction, the showing readiness for non-conventional methodologies and teaching methods, to prepare others later on and to build the productivity and inspiration of the learners. Mentors and instructors ought to act, not just as social, all-encompassing and basic deduction promoters, additionally as facilitators, to add to a strong situation to the learning procedure.

4. CONCLUSION

In the grouping of the commitments as of now talked about the techniques to advance an entrepreneurial instruction, that is significantly more than an entrepreneurship training, there ought to be more projects or preparing activities open to all people, in the researcher framework or outside. Similarly, by giving entrepreneurial instructional classes to instructors, and different experts who work with youngsters as social laborers, social artists, analysts and kindergarten educators, would be an essential advantage for spread an entrepreneurial state of mind towards life and society. There are numerous different zones to be further looked into, as the effects of such projects in graduated class in long haul, with respect to their expert movement. Additionally it ought to be fascinating to think about the effect of entrepreneurship training methodologies at diverse ages, and the connection with their formative stage, and also the impact of the social setting in the effects of an entrepreneurial instruction and activity. Really, from the social, political and financial setting, we are in a perfect position to create activities in this field. An emergency could be a hopeful minute to be seized and a chance to be taken.

Research Contribution

As the current study is based on entrepreneurship education and academic performance, the study will add good portion of research work in the literature of entrepreneurship education and academic performance. The study will provide the analysis on the basis of educational theory. The study will highlight the importance of entrepreneurship education in student's academic performance. The study will also point out any flaws in the contents which might not lead to achieve such skills in the students.

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