

A Comparative Analysis of Studies on Effectiveness of Entrepreneurship Training Across Nations

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Abstract: Most of the nations in the world, whether developed, underdeveloped or least developed have understood the importance of Entrepreneurship and its link to economic development. The question is whether future entrepreneurs can be trained, and if given training, what are the parameters on which training has been given and whether the training is effective or not. This is a concept paper which looks at the various studies connected with the effectiveness of entrepreneurship training conducted in developed, underdeveloped and least developed countries for students and future entrepreneurs including weaker sections of the society. The studies related to effectiveness of entrepreneurship training in India is also being dealt separately. Extensive review of literature is done in the chosen field and secondary data is used for the study. The findings show that there is widespread popularity for entrepreneurship training in most of the nations and entrepreneurship curriculum is included at degree level in most nations and in some countries it is included at the high school level. Regarding effectiveness of the entrepreneurship training, there is a marked rise in entrepreneurial intent, managerial capacity and efficiency, etc in participants who had undergone the training. It has been concluded that entrepreneurship training is effective in moulding future entrepreneurs and it is regarded as a way of creating more entrepreneurs which in turn will bring prosperity to a developing country like India.

Key words: *Entrepreneurship Training; education; effectiveness; entrepreneurial intent; entrepreneur;*

I. INTRODUCTION

Most of the nations in the world, whether developed, underdeveloped or least developed have understood the importance of Entrepreneurship and its link to economic development. The question is whether future entrepreneurs can be trained, and if given training, what are the parameters on which training has been given and whether the training is effective or not. The worldwide importance of entrepreneurship for global economic development has led to plethora of entrepreneurship education, but no consensus exists for the development of effective curricula (Summers, 2003). The growing attention for entrepreneurship education has resulted in a wide variety of articles about this topic and an ongoing debate about whether or not entrepreneurship can be learned, and if so how this can or should be done (Rauch). Enterprise and entrepreneurship education (EEE) is seen as a major contributor to economic growth in the "New era" (David Rae N. R.-H., 2013). This is a concept paper which looks at the various studies connected with the effectiveness of entrepreneurship training conducted in developed,

underdeveloped and least developed countries for students and future entrepreneurs including weaker sections of the society. The studies related to effectiveness of entrepreneurship training in India is also being dealt separately.

II. LITERATURE REVIEW

Extensive review of literature has been done and a total of 71 articles, reports, and Thesis were read about the subject area. Articles about studies/ research regarding entrepreneurship education, effectiveness of entrepreneurship education conducted in different countries and different regions of the world had been compiled for the study. Articles concerning studies about entrepreneurship training given to weaker sections of the society like underprivileged, women and minorities had also been taken into consideration

III. METHODOLOGY AND ANALYSIS

For analysis, the articles were categorised into 5 categories for convenience and it was a logical way for arriving at the

findings and conclusions. The categories were; A) Studies done in Developed Countries, B) Studies in Developing countries other than India, C) Studies in Least developed countries, D) Studies in India, and E) Other general studies. Under each category, the study were further analysed by taking into consideration the main entrepreneurial traits like risk taking, innovation and managerial capacity. While measuring effectiveness in entrepreneurial training, entrepreneurial intention, and development of entrepreneurial skills, success in starting enterprises, managerial efficiency are the main variables considered for comparison.

A. Studies in Developed Countries:

Entrepreneurship and entrepreneurship education are well established in developed countries and the objectives of the programmes in those countries are different from developing and least developed countries. In a study on how innovative entrepreneurship education programmes can be included in the UK higher education institutions (HEIs), substantial evidence was found about the effectiveness of such programmes (A.J. Smith, 2006). Innovation plays a very important role in entrepreneurship education in these countries. A study conducted on a sample of 354 entrepreneurs from Castile and Leon in Spain to find out about the effect of entrepreneurship education on innovation and business success found out that Individuals who want to further management and entrepreneurship education were more innovative and specific entrepreneurship education brought better business results (Natalia Martin Cruz, 2009). Regarding innovative teaching methods to train entrepreneurs, simulation game seminars were used to obtain data from 2161 participants in Germany. Findings show that simulation generates higher learning which are considered useful by entrepreneurs (Jutta Huebscher, 2010).

The question whether, entrepreneurship education is suited for enterprise creation is answered in a study conducted at Northern Ireland Centre for Entrepreneurship (NICENT) in the University of Ulster, it was found out that “Enterprise for life” version of entrepreneurship is more preferred by the undergraduate students and it is considered as a base for which “enterprise for new venture creation” can be founded (Simon Bridge, 2010). In a research about the impact of entrepreneurship education on students in the higher education institutions (HEIs) in France, Germany and Poland, while the enterprise education has a favourable impact on the entrepreneurial attitude of French and Polish students, it was negative for German students. It was also found out that the impact is more significant in male students (Gary Packham, 2010).

In a survey on international MBA students in UK about the effectiveness of entrepreneurship education in meeting the motivations and expectations, majority of them responded that career development is a major motivator. They felt that

they had gained significant learning, personality development and confidence to achieve their goals from the entrepreneurship module (David Rae, 2012). In a study that explores the learning experiences of 60 post graduate international students who had completed the entrepreneurship programme at the University of Lincoln, UK, it was found out that EEE has a wider influence on personal development and career planning than the intention to create new ventures (David Rae N. R.-H., 2013). A study to find out the effectiveness of entrepreneurship education given to third level students of Northern Ireland by NICENT, it was found that they were able to increase the interest and positive attitude towards entrepreneurship (Hegarty, 2006).

A case study to analyse the effectiveness of entrepreneurship training given to the post graduate students in Portugal by concentrating on number firms created and industries chosen by individuals, results show a success rate of 41% (Carvalho, 2009). A study to investigate the relationship between entrepreneurship education and entrepreneurial behaviour conducted in Belgium and Norway proved that there was strong direct relationship between participation in the programme and entrepreneurial intention (Kolvereid, 2014). A survey of 138 graduate students enrolled in a part time MBA course at a large mid-western University, suggests relationship between self- efficacy, perceived skills, and abilities to manage a new venture and entrepreneurial intentions to start a new venture (Gerba, 2012)

Special attention is given in the developed nations to give entrepreneurial training to weaker sections of the society. In a programme offered to 32 at-risk students of Arkansas delta school districts, US, the factors that motivate them to pursue careers in areas of science, maths, business and entrepreneurship where race, parental income, mother’s education, use of computer were found as significant factors (Larry R. Dale, 2007). Research done on rural women entrepreneurs running cooperatives in Greece to examine the effects of training on entrepreneurial skills and attitude shown that the participants perceived benefits in terms of skill improvements like identification and capturing business opportunities, effective cooperation, flexible decision making and more positive attitude towards entrepreneurship (Glaveli, 2008) Another study investigated the managerial behaviour of successful and unsuccessful black and white entrepreneurs in the Inner City Area of Kansas City to determine whether any significant differences existed that would suggest methods of reducing failure in black owned businesses. A consistently significant difference was noted between the management styles of failed black entrepreneurs and other three groups (Singer & Nosiri, 1989)

A study on how the pedagogy can inhibit students in making transition to graduate entrepreneurship in Ireland

and Australia, the study focuses on the shift to developing entrepreneurial capacity and life skills rather than commercialisation strategy (Jones, 2008). In a survey of 1076 entrepreneurship students at the University of North Carolina, US regarding the effectiveness of different pedagogical methods for teaching entrepreneurship, results show that there is moderate evidence of effects of experiential learning designs for goal setting and weak evidence for feedback (Bonnie Canziani D. H., 2015). To find out entrepreneurs' attitudes to training and support initiatives 57 entrepreneurs from the services, manufacturing and high technology sectors in Ireland and Netherlands were studied. The results highlight the value of non-formal support structures like Mentoring and Networking and question the value of traditional formal business education and training strategies (De Faoite, Henry, Johnston, & van der Sijde).

There are some countries where effectiveness is not being measured. Entrepreneurship education and training offered to trainees at undergraduate level in both Netherlands and Ireland. But there is no proper evaluation on the effectiveness of training (De Faoite, Henry, Johnston, & van der Sijde, 2004). While discussing the setting up of a new entrepreneurship programme at a University in Atlantic Canada, it was argued that the entrepreneurship programme will achieve its objectives only if it is accompanied with proper evaluation of its effectiveness (Martin Wielemaker, 2010).

B. Studies in Developing Countries:

The developing world have also found out the importance of entrepreneurship education and implemented the programmes in most countries at undergraduate level and even at school level. In a study about the entrepreneurship education programmes in Hong Kong, it was found that 50% of the schools are offering entrepreneurship programmes. The programmes in Hong Kong are similar to those in western countries regarding objectives, contents and teaching strategies (Cheung, 2008). In a survey conducted on students from major public and private Universities in Malaysia, the results showed that specialised entrepreneurship education (SEE) results in increased entrepreneurial self-efficacy and promote self-employment intention and employability value (Rejab, 2010). A study conducted on Polish students undergoing "Starting a New Enterprise (SANE)" course found that they had limited prior entrepreneurial experiences and expectations and liked the course. Thus entrepreneurial training informs the entrepreneurial intent and career aspirations (Paul Jones, 2008).

Study conducted in Iran on the impact of entrepreneurship education and training (EET) shows that completion of one entrepreneurship course increases the likelihood of having entrepreneurial intention by 1.3 times (Farashah, 2013). A research to find the effectiveness of Basic Student

Entrepreneurship Programme (BSEP) among local University graduates in Malaysia found out that the course had developed intention towards becoming agri-entrepreneurs (Zainalabidin Mohamed, 2012).

Research done on a select group of entrepreneurs at a training centre in Tashkent, Uzbekistan to find out the relationship between training provided and management skills showed that training has a positive impact on entrepreneur's management skills and which help improved enterprise management (Putta, 2014). The study conducted to perform an in-depth analysis of Entrepreneurship Centres (ECs) in Pakistan and to investigate the issues pertaining to the growth and effectiveness of 72 Entrepreneurship Centres in Pakistan indicate that both the formal and informal ECs are in growth phase (Ansir Ali Rajput, 2008). A study was conducted to know about the status of entrepreneurship courses offered in educational schools in Tanzania found that all schools have an entrepreneurship module in the development studies course which is mandatory in the first year. The trainers use only traditional methods of teaching and assessment and lack of books on entrepreneurship is a major challenge (Fulgence, 2015).

A study was conducted to assess the gender-related challenges of Pakistani women entrepreneurs found out that barriers perceived by women entrepreneurs in Islamic Pakistan can be overcome by women-only training that allow participants to develop capital and competencies (Muhammad Azam Roomi, 2010). The study was undertaken with the cooperation of Vietnam Women's Union and Peace Trees Vietnam to examine the effects of business training programmes for women microcredit recipients in rural areas of Vietnam. The findings suggest that business training can improve microenterprise performance (Raven & Le, 2015).

A research conducted in South Africa found that there are no inter-disciplinary approaches in entrepreneurship training that make entrepreneurship education accessible to all students, and where appropriate, create teams for the development and exploitation of business ideas (Alain A. Ndedi, 2013). A study conducted on 262 Tunisian entrepreneurs about the coaching and development of entrepreneurial skills found that coaching has an impact on entrepreneurial self-efficacy. The more the number of coaching sessions, the more the entrepreneur will be capable of improving his skills and developing them (Sawssan Saadaoui, 2015).

Study conducted in Hong Kong in which six patterns of entrepreneurial learning behaviours emerged from the analysis, and they were exerted in three transformative processes, namely accumulating experience through carrying out entrepreneurial tasks, consolidating learning outcomes from experience, and applying or transferring one's own and others' learning outcomes when carrying out the tasks. Based on the analysis, a model of entrepreneurial

learning centred upon the learning behaviours was constructed empirically (Man, 2012). The Centre for Entrepreneurship Development of the Universidad Icesi, Columbia started in 2005 a new measurement of the entrepreneurial and intrapreneurial activities done by their alumni who got their undergraduate degrees between 1984-1999. A total of 45.45 percent of the B.A. alumni had created a new business along their professional development, meanwhile for the S.E. the proportion is about 28.57 percent (Rodrigo Varela V., 2009).

C. Studies in Least developed countries:

A study was conducted to investigate the entrepreneurship education at Botswana's two universities to determine and evaluate its effectiveness. The findings show that entrepreneurship education is not developed appropriately to equip students with entrepreneurship skills and competencies for a career option. The programmes focus mainly on theoretical transfer of knowledge rather than on practical aspects (M. Lekoko, 2012). An initiative of the Government of Bangladesh to evaluate the Youth Entrepreneurship Development Programme (YEDP) found out that the courses taught under the programme are more lecture oriented. (Mihir Kumar Roy, 2013). A study to explore and evaluate entrepreneurship education in 16 public universities in Ethiopia show that entrepreneurship education is in its early phase of development in Ethiopian public universities. Traditional teaching and evaluation methods are dominant in teaching and assessing entrepreneurship courses and are also characterized by a dearth of entrepreneurship promotion centres (Gerba, 2012).

In a study conducted to find the effectiveness of entrepreneurship training given to women farmers in Uganda, a series of barriers to female rural entrepreneurship were highlighted: lack of credit, gender inequality, poor infrastructure, lack of access to knowledge and education, negative attitude to women (Fernando Lourenço, 2014).

Research conducted on an input based evaluation of the Entrepreneurship courses offered at the BBA and MBA level at the different public and private universities in Bangladesh show that the entrepreneurship courses in different universities in Bangladesh as a whole operates with medium level of effectiveness. As regarding the efforts for developing traits, skills and knowledge, the facilitators put medium level of effort. Teachers are more comfortable with traditional lecture based teaching methodology (Azim & Akbar, 2010).

D. Studies in India:

To understand how entrepreneurship is integrated in the business school curricula of the top business schools in India, results of a study show that entrepreneurship still has a long way to go in terms of earning the status of a preferred course among management students in India

(Basu, 2014). A study that examines the impact of educational system in nurturing the entrepreneurship as a career for the youth highlighted "Entry Barriers to Entrepreneurship", the limiting factors like finance, culture, technology, knowledge about business etc. which are hindrance to entrepreneurship (Ilayaraja, 2015).

A case study to determine entrepreneurial characteristics among business students and examine the influence of demographic factors on the entrepreneurial characteristics of the students finds that the student's academic marks and father/ guardian's occupation have little influence on their entrepreneurial characteristics (Sahasranam, 2009). A study was conducted to find out the factors of entrepreneurial orientation among the management students on a sample of 200 final-year postgraduate management students from leading management institutes in Warangal region (Andhra Pradesh, India). Some of the important factors needed to be an entrepreneur emerged from the study are resourcefulness, future orientation, competence, self-appraisal, need for recognition, independence, societal wellbeing, goal-oriented and self-confidence (Purna Prabhakar Nandamuri, 2012). Another Case study attempts to understand the idea of having apprenticeship in entrepreneurship courses in our professional colleges and explore the option of Apprenticeship under a successful entrepreneur(s). MBA students of the Osmania University, Hyderabad were studied and majority of the student respondents, in particular male students have shown an inclination towards entrepreneurship as a career option, while only a few female students have responded positively (K.G.Chandrika, 2012).

Research has been carried out in Punjab and Haryana states of India to compare the performance of trained and untrained entrepreneurs. The trained entrepreneurs utilized the capital in a much better way than those who did not attend training. The increase in capital investment and growth in employment in enterprises promoted by trained entrepreneurs is much better than untrained entrepreneurs (Singh & Verma, 2010). A pioneering study examines the relationship between Emotional Intelligence (EI) and key entrepreneurial dimensions in Bangalore. The findings shows a mediating influence of emotional intelligence of entrepreneurs on their entrepreneurial abilities (Rajaram, 2015). A study to evaluate the performance of Entrepreneurial Development Programmes from the standpoint of the banks in TN, on entrepreneurs who attended training programmes and started industrial units, concluded that the motivational factors such as traditional skill, technical qualification, training from public sector banks, unwilling to work under an employer and giving employment to others are the factors which highly influence the entrepreneurs to attend the training (M. Edwin Gnanadhas, 2008).

A case study relating to woman entrepreneurs in rural areas of Andhra Pradesh reveal that training and awareness regarding different agencies have proved beneficial for women entrepreneurs in building confidence (Dr.S.Tarakeswara Rao, 2015). The house hold survey evaluates the impact of widespread training programmes provided by the Self-Help Group (SHG) programme. The results show an impact of training on the long-term measure (assets) and no impact on the short-term measure (income) (Varghese, 2014). Graduates from Xavier University, Cincinnati had a semester long stay with the community of Meerut Sevak Sama (MSS). The study discusses and describes about the impact and effectiveness of learning entrepreneurship among MSS women members. MSS provides a concrete example of how Indian women can become successful entrepreneurs with the help of technology, training and other resources (Bertaux & Crable, 2007). A field experiment on business training in India explores how traditional religious and caste institutions in India that impose restrictions on women's behaviour influence their entrepreneurship behaviour. Muslims, Upper caste and Scheduled caste Hindus were surveyed. Results show stark differences across groups in their responses to training even though they have identical pattern of business goals (Erica Field, 2010).

In a study about factors that influence knowledge spill over effects from universities on entrepreneurs in India based on interviews conducted with five entrepreneurs in Hyderabad, found three key constituents of participants' experience of interacting with universities for leveraging knowledge spill over effects. 1) Constraining, 2) socially fulfilling, and 3) complex and disappointing (Misra, 2015). A study to identify the relationship between Gender, Locus of control (LOC) and whether students consider government long term policies as a support to start their own business with Entrepreneurial Intensity of Students. The survey found that there is significant differences in the LOC of students with regard to initiative, innovation, intention of entrepreneurship. In the case of policy also, they differ significantly on intention for entrepreneurship (Deepti Prakash, 2015).

The study to investigate the entrepreneurship education and training (EET) needs of small family businesses operating in the agricultural sector of the Indian economy, conducted through a survey of 122 agricultural family firms in the Indian state of Punjab, show that owner/managers of small family businesses have low levels of EET and hence higher needs. Lack of sufficient funds and low awareness about the availability of training are the most significant challenges for these family firms in accessing financial education and training (Navjot Sandhu, 2012). A case study of a unique model of mentoring by entrepreneur Mr Suresh, revealed that new entrepreneurs were encouraged to start a business enterprise in their native places and replicate the model (Dr. G. Nagalingappa, 2013).

An exploratory study of 107 founders of new ventures in the software services industry in India, finds the entrepreneur as a combination of skills and motivations, found to be robust and have high explanatory power (Madhushree Nanda Agarwal, 2014). A research work on the role of MSME-DI in the development of MSMEs in Kerala finds that the training programmes like Entrepreneurship Development Programme (EDP) and Entrepreneurship Skills Development programme (ESDP) are the popular ones (MATHEW, 2012).

A study was conducted to examine the effectiveness of teaching social entrepreneurship found that it was very difficult to teach social entrepreneurship and demands social change, innovation and development through juxtaposition of heart and head (PIYUSH KUMAR SINHA, 2014).

E. Other Studies:

The concept paper proposes an e-Learning framework in entrepreneurship which has three main components, identification of business opportunities, developing business scenarios and risk analysis. Using this e-learning framework, the students can learn how to choose relevant characteristics/aspects for a type of business (Constanța-Nicoleta Bodea, February 2015).

Another paper investigates the benefits of enriching higher education of entrepreneurship through mentoring potential entrepreneurs. Majority of the respondents have informed about very good progress in their entrepreneurship skills and self-efficacy (Gimmon, 2014). Another paper focused on the topic whether entrepreneurship can be taught. Findings state that at least some aspects related to the subject can be taught or enhanced (Henry, Hill, & Leitch, 2005).

A quasi-experimental design is used to test the effectiveness of an entrepreneurship program, relying on theory of planned behaviour. The findings suggest that students participating in the entrepreneurship course compared to students who followed a different non-entrepreneurship course, show an increase in the antecedents of intentions (attitude, perceived behavioural control, and self-efficacy) and pursue these intentions in their actual start-up behaviour (Rauch).

One study tests the effectiveness of an entrepreneurship support program consisting of a series of three inter-linked workshops involving an executive mentoring component, the results suggest that the workshop series has a significant effect on self-efficacy and, subsequently, on entrepreneurial intentions (Mark Pruett, 2008).

A study about the entrepreneurship courses finds that the most effective courses promote a positive attitude towards entrepreneurship, teach basic entrepreneurial skills, encourages individuals to take action, and are timed to coincide with life changing events. In addition, curricula

that encourage support from important others, and provide positive entrepreneurial experience may be most effective (Summers, 2003).

Another paper makes the case that two important aspects of experiential learning; whole person focus and contact with the environment are too often neglected in the pedagogy. Incorporating these two oft-neglected aspects results in a 5-step model of experiential entrepreneurship education that has shown promise in developing future successful entrepreneurs (Pittz, 2014).

IV. FINDINGS

Innovation plays a very important role in entrepreneurship education in developed countries. Innovative teaching methods like simulation games are being used in developed nations for entrepreneurship training. Entrepreneurship education is impacting them in a positive way there. It is found that there is strong direct relationship between participation in the programme and entrepreneurial intention of students in these countries.

Special attention is given in the developed nations to give entrepreneurial training to weaker sections of the society. Research done on rural women shows that their skills improved after the training. Different pedagogy and teaching methods like experiential learning are increasingly being used in developed economies. But, there are some countries where still effectiveness of the training is not measured even now.

The developing world have also found out the importance of entrepreneurship education and implemented the programmes in most counties at undergraduate level and even at school level. Schools offering entrepreneurship education programmes finds that it has increased students self-efficacy, self-employment intention and employability. Studies have found out that entrepreneurship training increases the entrepreneurial intention in a positive way. Entrepreneurship education also has a positive impact on the management skills of entrepreneurs.

Women perceive lot of barriers in attending training courses and starting enterprise in Islamic countries. Studies find that business training can improve the motivation, success level and perception of women entrepreneurs.

In least developed countries the scenario is entirely different. There the entrepreneurship education is not developed appropriately to equip students with entrepreneurial skills and competencies for a career option. The programmes focus mainly theoretical transfer of knowledge rather than on practical aspects. Courses taught under the programme are more lecture oriented.

The women in least developed countries face a series of barriers like lack of credit, gender inequality, poor infrastructure, lack of access to knowledge and education, negative attitude to women entrepreneurs.

In India, entrepreneurship training is still not a sought after course for students of management. Researchers in India recommend Continuous well-planned training program, along with creativity and innovation can help in creating a rich entrepreneurial culture among students. In India, male students are showing inclination towards entrepreneurship education as compared to females. Women were able to benefit by training and knowledge about different institutions promoting entrepreneurship.

Other secondary researches/ non-country specific studies have also mentioned about the importance of measuring the effectiveness of entrepreneurship training. Most of the studies say that skills transfer take place after the training. Mentoring and experiential learning are considered more effective by these researchers than the conventional class room learning.

V. CONCLUSION

The importance of entrepreneurship education has been recognized the world over and most of the countries have included entrepreneurship training courses in their college and school curriculum. But countries differ in their method of giving training and the effort taken to find out the effectiveness of these training. The developing and least developed countries should emulate the developed nations in this regard in a planned way to achieve the fruit of economic development. It has been concluded that entrepreneurship training is effective in moulding future entrepreneurs and it is regarded as a way of creating more entrepreneurs which in turn will bring prosperity to a developing country like India.

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