

The Role of Entrepreneurship Learning Components on Entrepreneurial Career Choice

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Abstract : This article attempted to shed light on the impact of entrepreneurship learning components in terms of (know-who, know-why, know-what, and know-how) on the entrepreneurial career choice between businesses schools at Palestinian universities. SPSS (21) was employed to test and analysis the data. The sample was 291 students from six universities. The article revealed that a significant and positive effect between (entrepreneurial motivations, entrepreneurial skills) and entrepreneurial career choice. Moreover, the surprise was in the negative effect between entrepreneurial knowledge and entrepreneurial career choice. On the contrary, the article demonstrated that there was no impact from entrepreneurial social interactions on entrepreneurial career choice. This reveals that created an entrepreneurship education program will be a crucial for enhancing the entrepreneurial career choice.

Keywords - Entrepreneurship, Entrepreneurial Learning, Entrepreneurial Career choice.

Date of Submission: 01-03-2019

Date of acceptance:18-03-2019

I. Introduction

An increasing trend has been notable among international organizations and government since the 1970s in their tendency towards stimulating economic development through the promotion of entrepreneurship while creating entrepreneurial culture at the same time. Recently, the importance of entrepreneurship has grown leaps and bounds in terms of achieving economic growth, maximum employment, job creation, and positive social development (Acs & Varga, 2005; Herman & Stefanescu, 2017; Kelley, Singer, & Herrington, 2012; Ndedi, 2012).

In the field of entrepreneurship, entrepreneurial learning is a crucial concept to both social and economic phenomenon and it has also been recognized in the fields of teaching and academic (Fayolle & Gailly, 2008). In other words, the essential role of entrepreneurship education, at university level, is enhancing and increasing the student's awareness and to highlight the entrepreneurial path as viable career option (Fayolle & Gailly, 2015), owing to the increasing number of universities established on a global scale that offers entrepreneurship faculties and courses.

In this background, universities have a major role as harnessing institutes of students, graduates and researchers' talents. In this regard, a university can be described as an innovation system within the society and entrepreneurial education integrated within the system can be referred to as a task that generates entrepreneurially-centered competent individuals along with social mechanisms that form the basis and the driver of business inception and development (Petridou, Sarri, & Kyrgidou, 2009).

On the basis of the report provided by the Palestinian Central Bureau of Statistics (PCBS) (2016), the total population of Palestine is approximately 4.82 million, from which youth constitutes 30%, adolescents (15-19 years) constitutes 37%, and young adults (20-29 years) constitutes 63%. The economy is rife with high youth rates and unemployed graduates as key challenges in the nation, indicating that the most educated, energetic and lively proportion of the population also constitutes the most unemployed (MAS, 2014; PCBS, 2016).

Furthermore, study of Thurik et al., (2008) stated that entrepreneurship can be a career option, especially, in situations of high unemployment rate. While unemployment raises self-employment as an entrepreneurial career option, which, in turn, reduces unemployment (Thurik et al., 2008). Furthermore, entrepreneurship scholars have identified several determinants of individual entrepreneurial career. In various studies, entrepreneurial education has been recognized as a crucial determinant of entrepreneurial career e.g. Malty et al., (2015); Hanapi and Nordin (2014); Abdulai (2015); Othman and Othman, (2015). Thus, the main purpose of this article is to empirically test the impact of entrepreneurship learning in terms of (know-what, know-how, know-who and know-why), on entrepreneurial career choice between university students. The article also produces statistical inference in the direct relationships between the latent variables.

II. Literature Review

Entrepreneurial career choice (ECC) indicates an economic and a culture phenomenon (Grozđanić, 2008). Other studies, described the term as a driver of economic growth (Bosma, Wennekers, & Amorós, 2012; Arend, 2014). Furthermore, based on Dyer (1994) and Lent, et al., (1994), development of entrepreneurial career depends on many stages, one of them is entrepreneurial career choice, which are known, it is the decision to take up an entrepreneurial career goal (Dyer, 1994; Lent, Brown, & Hackett, 1994). Accordingly, the definition of ECC is adopted from Moriano et al. (2011), who explains it as a precise and conscious decision made to choose entrepreneurship as a career option (Moriano et al., 2011). Furthermore, there are several factors which affect the individual's decision to be an entrepreneur, including but limited to the financial, education factors, history of family and the role models, and the characteristics of person and his career choice (Douglas & Fitzsimmons, 2008; Zhang et al., 2014).

Additionally, entrepreneurial career is a concept that has attracted the attention of the circles of academicians and policy makers because of the key role it plays in the provision of innovation, facilitating new employment and maximizing economic growth and the economic social wealth (Altinay et al., 2012; Kitson, Martin, & Tyler, 2004; Malchow-Møller et al., 2011; Van Praag & Versloot, 2007; Wong, Ho, & Autio, 2005).

On the other hand, there are various proposed definitions of the term entrepreneurship education in literature. More specifically, Hood and Young (1993) described it as the teaching of individuals to start new venture in a successful manner and operate it profitably, and ultimately, help the growth and development of the economy (Hood & Young, 1993). In another study, Bechard and Tolohous (1998) defined it as the objective behind new business creation (Bechard & Toulouse, 1998), while Davidson (2004) referred to entrepreneurship education as the training of students on the identification of business opportunities, their evaluation and pursuant with certain approaches (Davidsson, 2004). These definitions indicate that the teaching curriculum should be developed in a way that the target audiences' competencies and skills are targeted for entrepreneurial activities.

In other related studies, the main objective of entrepreneurship education is highlighted to be the improvement of the mentality of students, skills and talent, and capabilities which in turn, could generate a set of future entrepreneurs (Chang & Rieple, 2013). Moreover, entrepreneurial learning performs a main role in enhancing the capabilities of entrepreneurship of the individual (Hannon, 2005; O'Connor, 2013). Entrepreneurship education was equipped towards enhancing students' ability to identify the entrepreneurial opportunities in the Labour market which in turn, enhancing their skills of employability (Rae, Smith, Martin, Draycott, & Ramsey, 2011).

In particular, the study of Johannisson (1991) categorized entrepreneurial learning into specific items and they are, know-what known as a knowledge of entrepreneurship, know-why known as a motives and values, know-who known as social interactions, and the last one is know-how known as entrepreneurial abilities and skills (Johannisson, 1991). These dimensions are more specific and can, thus, be considered as the entrepreneurship's learning aspects and components of entrepreneurial learning (Lo, 2011). Furthermore, these dimensions are matching with the present study's objectives as to the way certain learning components affect entrepreneurial career option. In this article, the entrepreneurship learning components were represented through these dimensions that are adopted.

According to Gorman, Hanlon and King (1997) reviewed literature in the past decade that is related to EE and revealed that initial evidence proposes entrepreneurial career to be impacted via EE (Gorman, Hanlon, & King, 1997). Several studies in this direction measured entrepreneurial career intentions by using students that have taken part in the EE programs as samples. To begin with, Jones et al. (2008) used a sample of 50 students prior to and after participating in an EE program at a university in Poland. He found a positive relationship between EE and the entrepreneurial career of students (Jones et al., 2008). Furthermore, in Wambugu's (2005) study, he examined the relationship among risks, investment and EE in the Nairobi, Kenya context and concluded that an individual's education level impacts his level of entrepreneurial activities. He also found that low educational levels are the causes of low business growth and failure of entrepreneurial ventures (Wambugu, 2005).

Moreover, in a related study conducted by Matlay et al. (2015), the authors investigated the impact of EE on the intention towards entrepreneurship among graduates. The study attempted to contribute by estimating the impact of EE (formal as well as informal) on the inclination of the graduates to select entrepreneurship as a career choice. The sample comprised of graduates from the University Utara Malaysia which comprises of 2300 students. The authors employed self-administered questionnaires to collect data and the findings showed that graduates who attended EE, both formal and informal, possessed higher potential to become entrepreneurs (Matlay et al., 2015). Meanwhile, Potter (2008) stressed on the EE's function and its importance in improving the individuals' attitudes towards entrepreneurship at the tertiary stage of education. Hence, EE initiatives offered at the university level is deemed to be significant in maximizing the potential pool of entrepreneurs by making the students aware of and inclined towards entrepreneurship as a career alternative (Potter, 2008).

Consequently, the main hypothesis as follows: entrepreneurship education effect on entrepreneurial career option. Since the outcomes of entrepreneurship education are, know-what, know-why, know-who and know-how, they are the dimensions of an independent variable. More specifically;

Hypothesis 1: Know-who effect on entrepreneurial career choice

Hypothesis 2: Know-why effect on entrepreneurial career choice

Hypothesis 3: Know-what effect on entrepreneurial career choice

Hypothesis 4: Know-how effect on entrepreneurial career choice

III. Methodology

3.1 Participants and procedures

The Quantitative approach based on questionnaire was employed for these reasons. First, the respondents of the study responded honestly and qualified to deal with the questionnaire, the second is the freedom and confidence for respondents. Moreover, the data was drawn based on a cluster randomly through cross sectional survey from the final year business studies (Accounting, Management, Finance and Economic) of six universities in Palestine. Furthermore, SPSS (21) was employed to analysis and test the data. The questionnaire was personally administered by the researchers and research assistants at various Palestinian universities.

3.2 Measures of Variables

Entrepreneurial career choice was measured by fourteen items with a five-points Likert-scale (1-strongly disagree, to 5-strongly agree). Describing the extent to which students perceive entrepreneurship as a career option. The fourteen items were adopted from the work of Jane et al., (2003), Theng & Boon (1996).

Entrepreneurship learning was measured by ten items, where they were categorized into two categories with a five-points Likert-scale (1-strongly disagree, to 5-strongly agree) based on the work of Lo, (2011).

Data was gathered by asking the participants in the survey to provide their feedback on the entrepreneurship course in the Palestinian higher education institutions.

3.3 Method of Data Analysis

Statistical Package for the Social Sciences method (SPSS 21) was used, in the article, to test and analysis the effect between dependent variable and independent Variables. In this article, descriptive statistics analysis was used, means, frequency, standard deviations, percentage, regression and reliability coefficients were used to testing the effect among entrepreneurship learning and entrepreneurial career choice.

IV. Results

4.1 Validity and reliability test

The validity of questionnaire was tested in terms of face and content validity in order to ensure that the items of questionnaire are related to the topic under research (Newman & Benz, 1998, pp. 38–39). Accordingly, a reference group of three experts was assessed by both the face and content of validity of the instrument. In the end, the observations made by experts were incorporated.

Furthermore, the reliability and internal consistency were checked (Cronbach's Alpha), and the values of the following variables; know-who, know-why, know-what, and know-how and entrepreneurial career option were 0.919, 0.833, 0.804, 0.932, and 0.709 respectively, which is acceptable due to the threshold is above 0.60 (see table 1). Furthermore, table 1 showed the standard deviation, mean, and Cronbach's alpha of five variables. Moreover, the findings in table 2 explained that the correlations between the independent variables were below values of 0.90, meaning that none of the independent variables are correlated with another (see table 2).

Table 1. Means, Standard Deviations, Reliability Coefficients for Variables

No.	Latent Variables	No. of Items	Mean	SD	Cronbach's Alpha
1.	Know-who	5	3.88	0.63	0.919
2.	Know-why	5	3.56	0.70	0.833
3.	Know-what	5	3.70	0.82	0.804
4.	Know-how	5	3.40	0.68	0.932
5.	ECC	14	3.44	0.84	0.709

Table 2. Correlation Matrix of Exogenous Latent Variables

No.	Latent Variables	1	2	3	4
1	Know-who	1			
2	Know-why	0.144*	1		
3	Know-what	0.236**	0.023	1	
4	Know-how	0.025	0.180**	0.142*	1

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Hypotheses Testing

In the table 3 demonstrates the hypotheses test and the degree of the impact of the independent variables (entrepreneurship learning) on the DV (entrepreneurial career choice), the correlation coefficient (R) and the coefficient of determination (R²) were collected. There was a positive effect between (know-why and know-how) and the dependent variable ($\beta = 0.559$, $t = 11.839$, $p < 0.000$); ($\beta = 0.206$, $t = 4.371$, $p < 0.000$) respectively, therefore, the H₂ and H₄ are, hereby, supported. While, know-what was a negative effect on entrepreneurial career choice ($\beta = -0.113$, $t = -2.372$, $p < 0.018$) so H₃ is, hereby, supported. In contrast, there was no significant between know-who and dependent variable which was ($\beta = -0.026$, $t = -0.553$, $p < 0.581$) therefore, H₁ is not supported. Furthermore, to measure the effect of entrepreneurship education on entrepreneurial career choice, a simple regression coefficient was calculated (see table 3). The R² value of the independents variables in the article model are listed in table 3 which was 0.39 and this value is acceptable.

Table 3. Results of the hypotheses

Independent Variable	Dependent Variable			Decision
	B	T-Test	Sig.	
Know-who	-0.026	-0.553	0.581	Rejected
Know-why	0.559	11.839	0.000	Accepted
Know-what	-0.113	-2.372	0.018	Accepted
Know-how	0.206	4.371	0.000	Accepted
R	0.630			
R Square	0.397			
Adjusted R Square	0.389			
F Change	47.09			
Sig. F Change	0.000			

V. Discussion

The main aim of this study is to indicate the degree of the effect of EL (know-who, know-why, know-what and know-how) on entrepreneurial career choice between business students in the Palestine. The outcomes for hypotheses tested by SPSS 21. The results display that a significant and positive relationship among know-why, know-how and ECC which indicates that acquired entrepreneurial motivations and entrepreneurial skills increase the level ECC among Palestinian students. Furthermore, since there was a high level of skills and motivations amongst Palestinian students, this may emphasize that the situation, in Palestine, suffer from high rate of unemployment and limited rate of job opportunities in the public sector, which it is motivated to students to adopt entrepreneurship as a career option to increase their income. Moreover, acquired know-how exhibits higher capability to employ these skills in the Labour market. Furthermore, the finding demonstrates that there is a negative effect between know-what and ECC. The finding can be explained as follows: although of the important of entrepreneurial knowledge in entrepreneurship field, we can confirm that the acquired knowledge for students is very poor, mostly due to the fact that the process of learning obtained via classes as opposed to action-oriented and collaborating. In contrary, with H₁ the finding reveals no significant effect between know-who and ECC, meaning that it is not supported. The reasons for this finding, may be referred to that there are no social interaction and communications with various experts and people (guest speakers, graduate entrepreneurs and other field experts) to obtain useful information and support.

VI. Conclusion

The main purpose of this article was to handle the effect of entrepreneurship learning on entrepreneurial career choice. In order to address this objective, the effect of entrepreneurship learning on entrepreneurial career choice were statistically tested. Moreover, the results provide statistically evidences of the effect of entrepreneurship education (know-why, know-what, and know-how) on ECC between the students except know-who was not significant effect. Hence, this article deemed that the instrument of questionnaire is appropriate data collection, moreover, five-point Likert scale was employed, in the article, as well as validity and reliability were checked. Henceforward, the work added valuable information to the field of entrepreneurship .

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IOSR Journal of Business and Management (IOSR-JBM) is UGC approved Journal with SI. No. 4481. Journal no. 46879.

Nidal M. Z. Abuzuhri . "The Role of Entrepreneurship Learning Components on Entrepreneurial Career Choice". *IOSR Journal of Business and Management (IOSR-JBM)*, Vol. 21, No. 3, 2019, pp. -.27-32