

**The Impact of Entrepreneurship Education with Placement on Entrepreneurial Activity - Sheffield Institute of Education**

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# The Impact of Entrepreneurship Education with Placement in Higher Education on Entrepreneurial Activity

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References, collaboration and paper available by email

Both researchers and public policymakers widely recognise that entrepreneurship is an important driver of economic growth (Fayolle & Gailly, 2008; Nowiński et al., 2019; Stamboulis & Barlas, 2014; van Praag & Versloot, 2007). In response, governments develop policy to enable and support entrepreneurship. In the UK, cross-subject guidance on the best practice for EE is provided but not mandated. Higher Education Institutions (HEIs) respond to the government policy by developing EE programmes which promise to support a range of entrepreneurial outcomes (Nabi et al., 2017) including Entrepreneurial Activity (EA) through New Venture Creation (NVC), venture development, revenue generation, graduate businesses and overall job creation through their employees. Subsequently, individuals can benefit from effective Entrepreneurship Education (EE) which can develop and nurture their entrepreneurial behaviours and skills, the 'Entrepreneurial Mindset' (EM) leading to personal and national economic growth and development.

## Research aim

The aim of this research is to examine how entrepreneurship education incorporating placement influences students' entrepreneurial mindset and intention leading to entrepreneurial activity.

## Research question

What are the influences on entrepreneurial mindset, entrepreneurial intention, and entrepreneurial activity of undergraduate higher education entrepreneurship education with placement?

## Research objectives

- To critically evaluate the influence of the placement on developing the entrepreneurial mindset, intention and activity
- To critically examine the influence of curricular activity on developing the entrepreneurial mindset, intention and activity
- To critically examine the influence of extracurricular (EC) activity on developing the entrepreneurial mindset, intention and activity
- To identify the critical incidents in student's entrepreneurial education journey in developing the entrepreneurial mindset, intention and activity
- To assess how placement influences the relationship between entrepreneurial mindset and entrepreneurial activity

## Human Capital and Entrepreneurial Mindset

This research is grounded in human capital theory applied to EE which suggests that individuals with greater levels of entrepreneurial knowledge, skills and competencies will achieve greater entrepreneurial outcomes (Becker, 1993; Martin et al., 2013a). Yami et al. (2021) find that the greater the entrepreneurial human capital gained through EE, the greater the potential entrepreneurial productivity (Buzavaite & Korsakiene, 2019; Kabongo & Okpara, 2010 and others). This reinforces the significant contribution of human capital to the production of entrepreneurial outcomes. Mathisen & Arnulf (2013) contributing that the EM develops over time, reinforcing the need for longitudinal study, rather than a universal definition (Naumann, 2017b).

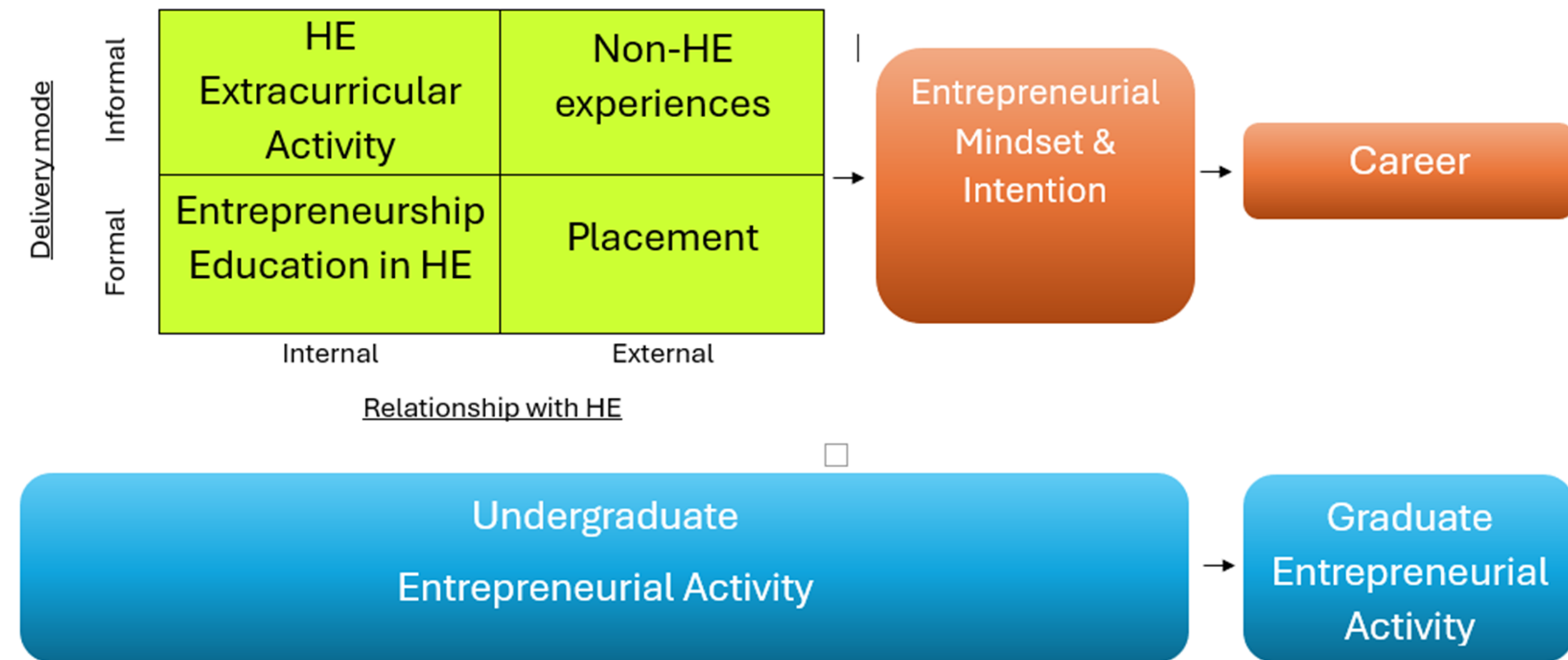


Figure 1: The Entrepreneurship Education Voyage

## Extracurricular Activity

The increased marketisation of HE (Wyness, 2013) has prioritised the provision of added value EC activities to support employability (Dickinson et al., 2021). In the EE context, little research exists which examines the impact of EC activities relating to EE (Preedy et al., 2021). Ribeiro et al. (2018 p13), support the need to consider the extracurricular ecosystem. Padilla-Angulo (2019) recommends further longitudinal study over a larger sample to evaluate actual entrepreneurship (EA) and Etzkowitz (2013 p624) concludes that student led EA can release nascent entrepreneurship. The literature identifies a knowledge gap (Miles, 2017) in the prior research concerning the influence of EC on EA.

## Placement

The literature on the impact of placement as part of an EE curriculum to EM development is inconclusive. Scholars demonstrate that EE with WBL encourages entrepreneurship and EA (Bandaranaike et al., 2020; De Carolis & Litzky, 2019b and others). This contrasts with those who do not support a contingent relationship between, EE, EM, placement and EA (Gstraunthaler & Hendry, 2011; and others). This contradiction demonstrates an evidence gap in prior studies on the impact of EE with placement on EA and this research will provide additional insights into the impact of EE with placement on EA.

## Conclusion

By longitudinally examining the curricular EE, placement and extracurricular activity of students with differing experiences before, during and after their studies, this research will provide a novel contribution to the literature by addressing the gaps in literature of the impact of EE with placement on EA. The literature calls for a delay (i.e., longitudinal study) between the completion of formal EE and measurement of entrepreneurial outcome (e.g. Janssen & Bacq, 2010). The influencers of i) placement and ii) extracurricular activity are identified for deeper examination. The influence of placement has been identified as inconclusive with contradictory literature suggesting the need for further research, supporting the research aim and objectives.

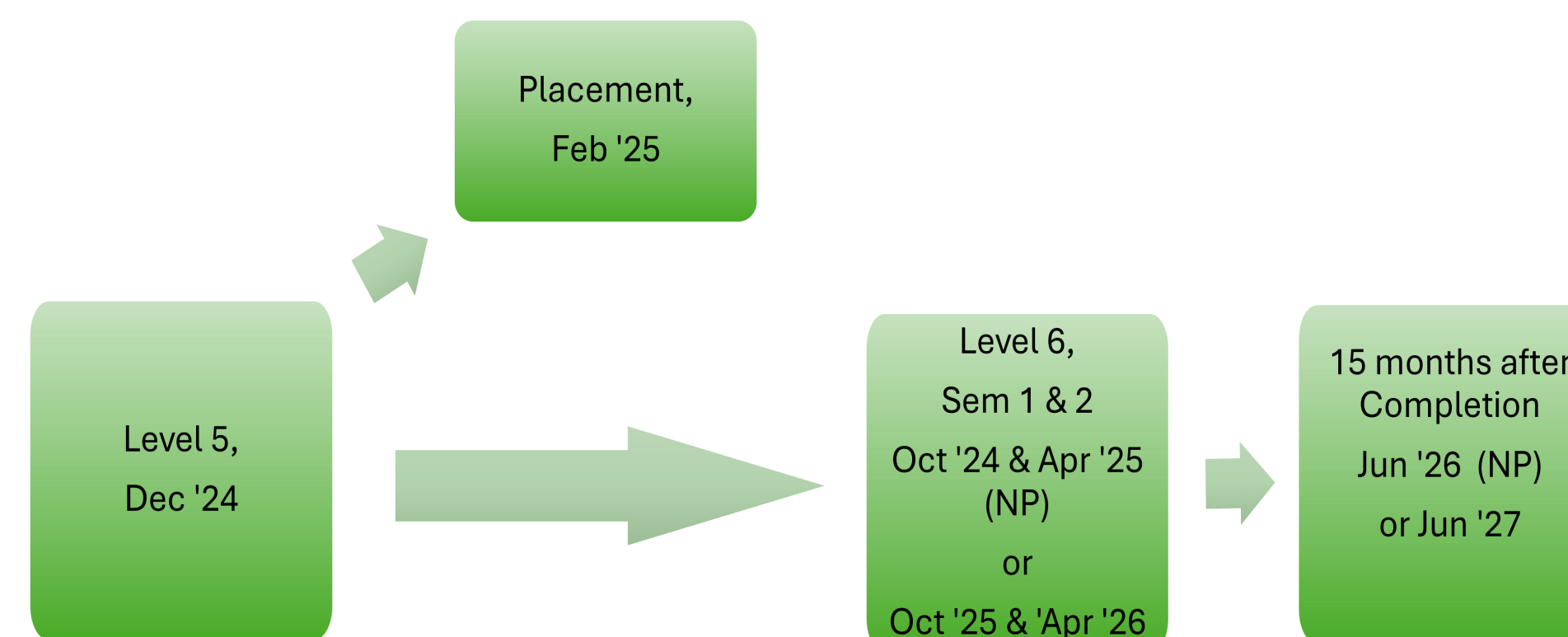


Figure 2: The Interview Schedule  
15 level interviews completed  
NP = non-placement