

## **The Impact of Curricular Entrepreneurship Education in Higher Education on Entrepreneurial Intention, Mindset and Activity in Pre-placement Students**

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## Introduction

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.

## Research aim

*The aim of this research is to examine how curricular HE EE for pre-placement students influences their EM, EI and any EA.*

## Research question

*What are the influences on EM, EI and EA of pre-placement, curricular, undergraduate HE entrepreneurship education?*

## Research objectives

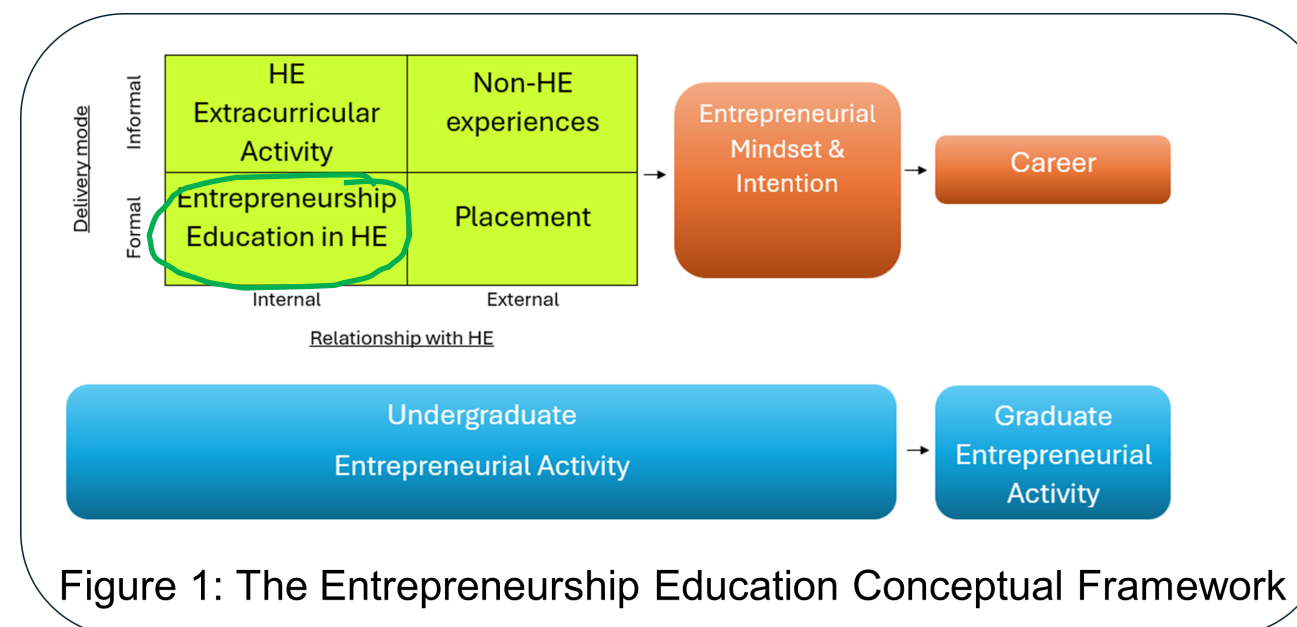
*To determine and critically evaluate the influences on EM, EI and EA of pre-placement, curricular, undergraduate HE entrepreneurship education?*

## 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).

## The Impact of Curricular Entrepreneurship Education in Higher Education on Entrepreneurial Intention, Mindset and Activity in Pre-placement Students

Dean Maragh, Sheffield Business School, Sheffield Hallam University, d.maragh@shu.ac.uk for references and collaboration



## Potential Contribution to knowledge

This research has shown curricular EE with an entrepreneurial pedagogy can provide opportunities for entrepreneurial development entrepreneurial pedagogy. Consequently, the likelihood of participants realising their wealth creation potential through new venture creation can generate personal wealth and create employment opportunities. Simultaneously, some participants developed their understanding of values and ethics with some creating a positive impact on society.

## Data Analysis

- Through the entrepreneurial pedagogy of action learning and reflective practice, the participants recognised and realised their latent opportunity to develop their entrepreneurial human and social capitals through the curriculum.
- Curricular activities included investigating and solving real-world client challenges; realistic and simulated business planning; field trips; action-learning; marketing and finance activities.
- Human and social capitals included research skills; team-working; network development; financial awareness; globalisation and creativity.
- Participants reported on how their enterprise skills and attributes of their EM had been developed because of engagement with the curriculum.

## Themes Generated

Three themes were generated of the impact of EE on EM, EI and EA, specifically:

- Participants proactively develop their entrepreneurial knowledge and skills (human capital) through entrepreneurship education.
- Participants were able to socialise professionally, building the social capital with peers and stakeholders through entrepreneurship education.
- Participants recognised and realised opportunities through engagement with entrepreneurship education.

