

The impact of curricular entrepreneurship education in higher education on entrepreneurial intention, mindset and activity in pre-placement students.

MARAGH, Dean <<http://orcid.org/0009-0002-4832-9633>>

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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

Introduction

- ⇒ 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. 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, skills, intention (EI), Mindset (EM) and activity (EA) leading to personal and national economic growth and development.

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 literature

- Human capital theory applied to EE 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).

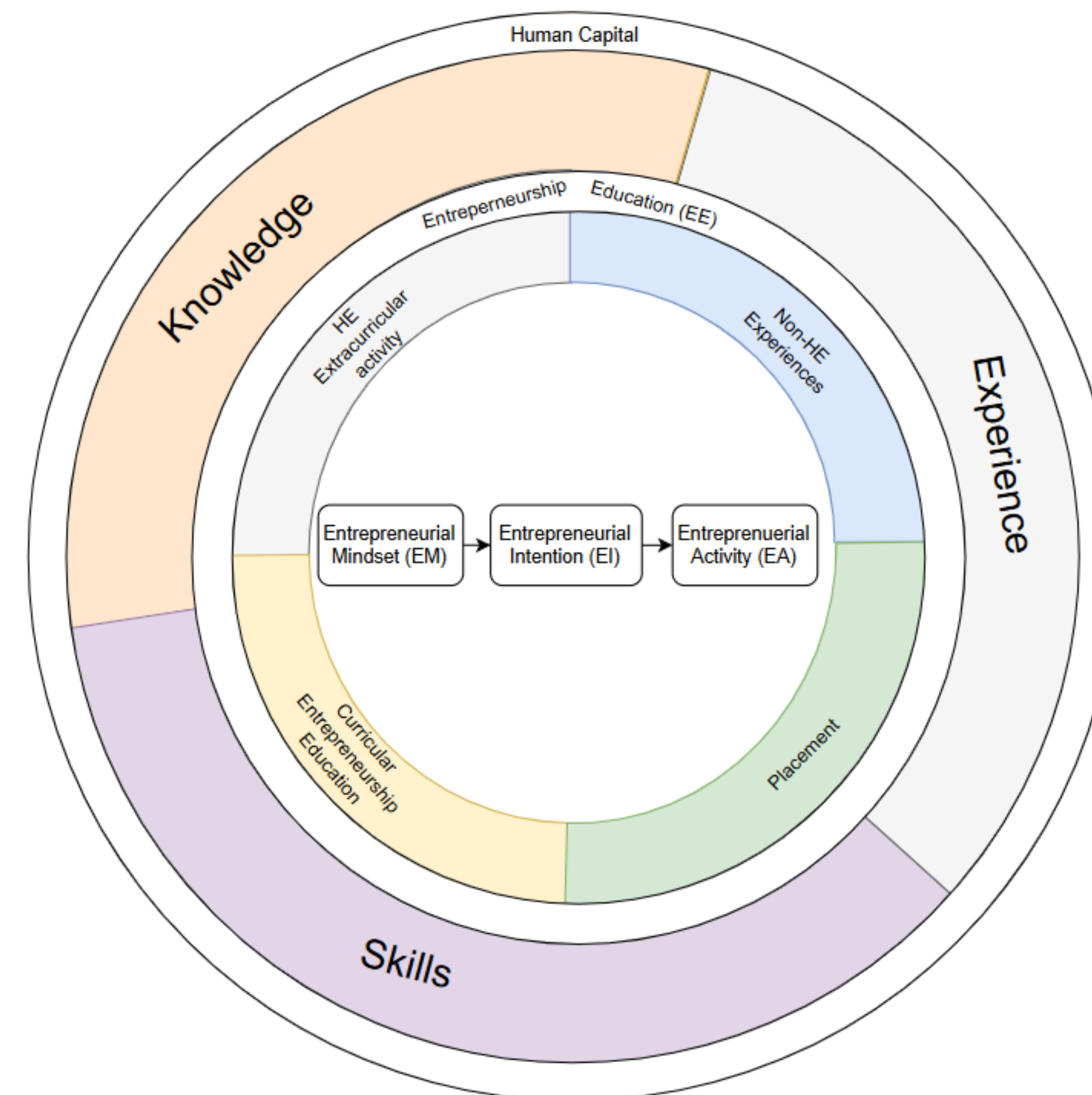
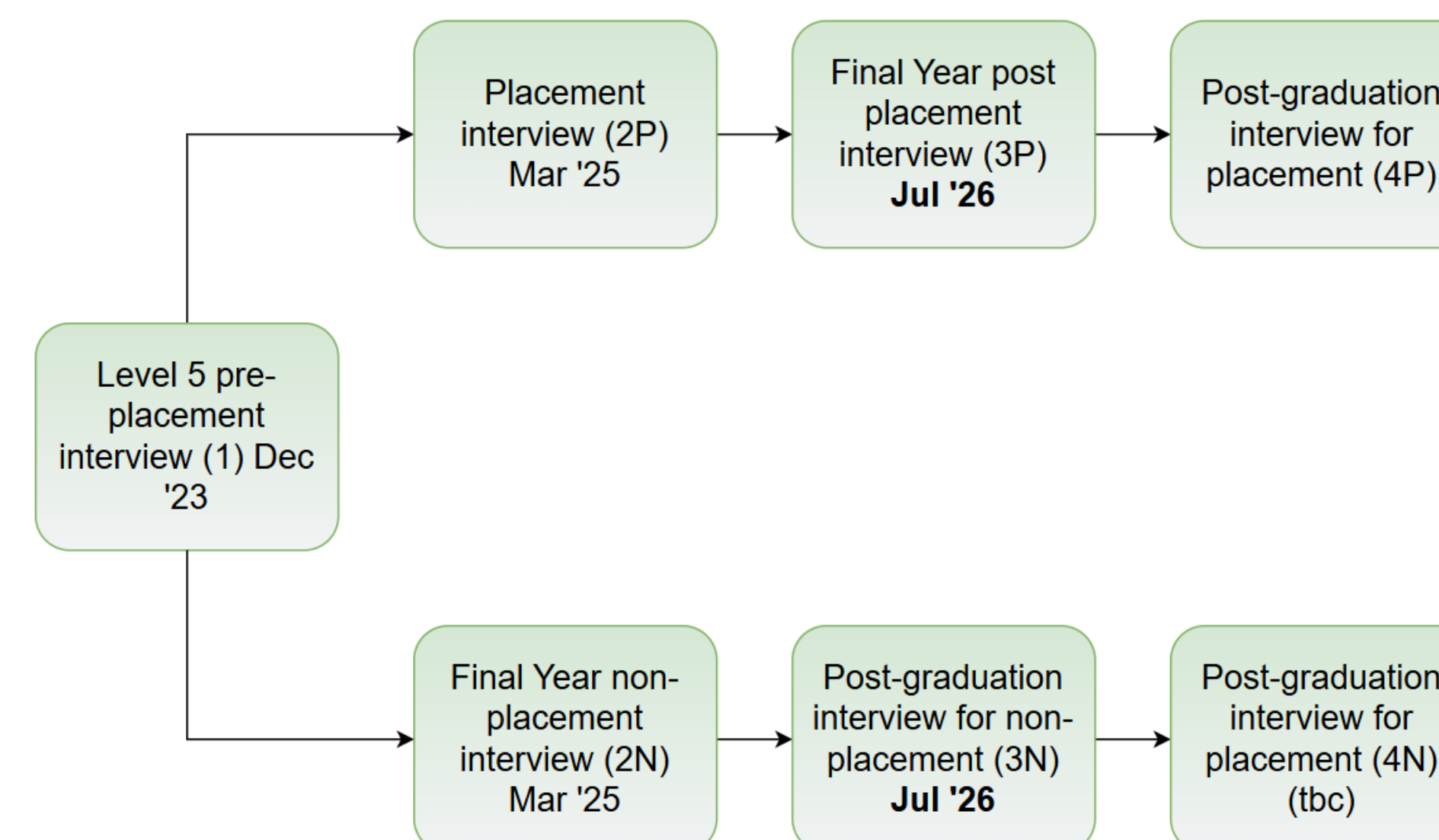


Figure 1 Conceptual Framework for Entrepreneurship Education (EE) developed from the literature

Figure 2 Longitudinally Interview Schedule for 18 participants



Data Collection and Analysis

- This is a longitudinal study interviewing participants as shown in figure two. To date 38 interviews have been transcribed in the first three of four phases with the aim to collect 23 more
- 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 after interview one

Three lower order themes were generated of the impact of EE on EM, EI and EA after round one, specifically:

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

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. As the research progresses, it is anticipated that critical incidents will be identified and higher order themes generated.

Emerging is a contribution to longitudinal methodology with a focus on reducing attrition.