

DEFINING AND CONSTRUCTING THE TEACHING MODEL OF ENTREPRENEUR EDUCATION BASED ON ENTREPRENEURIAL INTENTION MODEL

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ABSTRACT

Concept of entrepreneurship has been widely debated whether to be an entrepreneur one need to get formal entrepreneurial education or not. Most of the formal entrepreneur education yield the same flaw, which is the lack of teaching soft skill and building the necessary entrepreneurship characteristics. Intention-based models of entrepreneurship education try to fill the gap by focusing the education on the human intention of becoming entrepreneur by defining four model of entrepreneurship education. An empirical research is conducted to show simple application on defining and understanding the model where the result could be used for giving some insight on constructing the appropriate model for entrepreneurship education in the future.

Keywords: Entrepreneurship, Entrepreneurship Education, Intention model.

1. INTRODUCTION

1.1. Concept of Entrepreneurship

The idea of entrepreneurship had been discussed since people understand the concept of trading and business. The word *entrepreneur* is derived from the French *entreprendre*, which mean “to undertake”. Such simple meaning has flourished into much more complex one after centuries, where nowadays no one can define the single meaning of entrepreneurship itself and there are lots of debating to define the exact meaning of the entrepreneurship.

An interesting definition has been thought by Robert C. Ronstard (1984) who proposed that the definition of entrepreneurship is a summary description of:

“Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or carrier commitment of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources.”

Interesting facts are risen from this definition, especially about the needs of necessary sills and resources to do the entrepreneurship, which, *visè versa*, there are some requirement for people who want to be an entrepreneur.

1.2. Characteristic of an Entrepreneur

The main line is there is no spesific characteristic for an entrepreneur. What we have is the *human* characteristic which can be associated to the need of an entrepreneur. To be exact, an

entrepreneur is *not* a mere profession or a job, it is a behaviour of life which need a strict discipline and can be very stressful (Baron, 1998).

To define the real characteristics that associated with the requirement of an entrepreneur is not an easy job, for quite a lot different perspective of human behaviour which associated with different culture will have complex impact on choosing the right characteristics. Encouragement of individuals' imagination, flexibility, and a willingness to accept risks (Stevenson and Gumpert, 1992) are the short version of the characteristics for an entrepreneur, whereas there are lots of longer version that have been conclude by others, such as "The Top Ten Characteristics Today's Entrepreneurs Share" (Soo, 1999)

- Recognize and take advantage of opportunities
- Resourceful
- Creative
- Visionary
- Independent thinker
- Hard worker
- Optimistic
- Innovator
- Risk Taker
- Leader

After knowing the characteristics, the question which still remains is about how to get those characteristics. Some people will say that we cannot get them without gaining the *real* experience of doing the entrepreneurship by ourselves. While the logic of this statement are within reason, but that doesn't conclude that it will be impossible to gain the requirement we need not from the real experience, but also from entrepreneurship education.

2. ENTREPRENEURSHIP EDUCATION

"Most of what you hear about entrepreneurship, says America's leading management thinker, is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned."

Peter F. Drucker

Inovation and Entrepreneurship

2.1. Why The Entrepreneurship Education is Important?

Despite of being punished as fail to give a certain assurance to people who wants to be an entrepreneur through the 'formal' education, we must admit that there are some advantages for the one who get formal education when they do the entrepreneurship. Certain area of expertise will boost the probability of being success in entrepreneurship because they can help to minimize the failure risk of being entrepreneur, which is financial risk, career risk, family and social risk, and psychic risk (Liles, 1974).

To minimize the probability and impact of risks, there are techniques which can be learned through the formal education, such as finance, marketing, forecasting, supply chain, logistic, statistic, and so on. Nowadays, there are lots of spesific education of entrepreneurship, undergraduated or graduated that are available for the one who interested on becoming an entrepreneur (Gartner, 1989).

The intriguing thing is, most of the schools of entrepreneurship did provide the necessary skill for being an entrepreneur, such as finance, marketing, forecasting, and so on. But there seem lack of soft skill and building characteristics are included in the curriculum of the schools because schools of entrepreneurship tend to prepare the student with the tools of entrepreneurship not knowing that there are others important factors that play beside the formal necessary skill that they have provided. The point is, entrepreneur education should be considered as the extension of the entrepreneurship itself (Sexton and Bowman, 1984).

2.2. Intention-Based Models of Entrepreneurship Education

An interesting work has been shown by Fransisco Linan (2004). He proposed a hipotesys that the education of an entrepreneur being should be based on strenghtening the participant's intention of becoming the entrepreneur.

Ajzen (1991) has developed a psychological model of "planned behaviour". It is a theory that may be applied to nearly all voluntary behaviours and it provides good result in diverse fields. According to the model, a narrow relationship would exist among the intention of carrying out a given behaviour, and its effective performance. Intention becomes the fundamental element to explain behaviour, which will indicate the effort the person will take to carry out the behaviour.

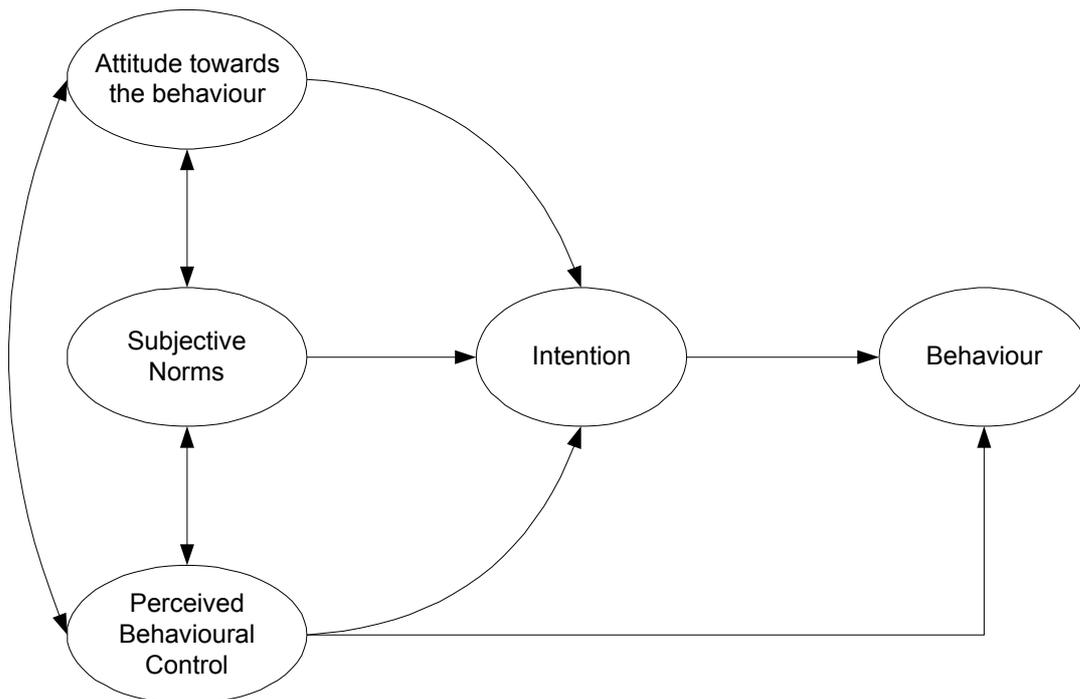


Figure 1. Theory of Planned Behaviour (Ajzen, 1991)

To understand the viewpoint of the intention model, the comprehension of how the decision of becoming an entrepreneur was taken must be realized. In this sense, entrepreneurial intention would be a previous and determinant element to perform entrepreneurial behaviours. In turn, the intention to carry out a given behaviour will depend on the person's attitudes towards that behaviour. Thus, the attitude is defined as the extent to which an individual values positively or negatively something. Attitudes are relatively stable, but they change with time and with situation.

Linan (2004) relies on Shapero and Sokol (1982)'s theory of the "entrepreneurial event" to connect the intention behaviour model of Ajzen (1991) with the entrepreneurship education. According to Shapero and Sokol (1982), the firm creation was the result of the interaction among contextual factors, which would act through their influence on the individual's perceptions. The consideration of the entrepreneurial option would take place as a consequence of some external change (a precipitating event). The person's answer to that external event will depend on his/her perception about the available alternatives. There are two basic kind of perceptions:

- Perceived desirability refers to the degree to which that person feels an attraction towards a given behaviour, which is, to become an entrepreneur.
- Perceived feasibility is defined as the degree to which the person considers him/herself personally able of carrying out that behaviour.

Linan (2004) integrated two theorema of Ajzen (1991) and Shapero and Sokol (1982) into entrepreneurial intention model by adding an additional element of entrepreneurial knowledge about the entrepreneurial environment (Scherer et al., 1991). Linan argues that greater knowledge will contribute more realistic perceptions of the entrepreneurial activity. It will also provide a greater awareness about the existence of the professional option, and will make the intention to become an entrepreneur more realistic.

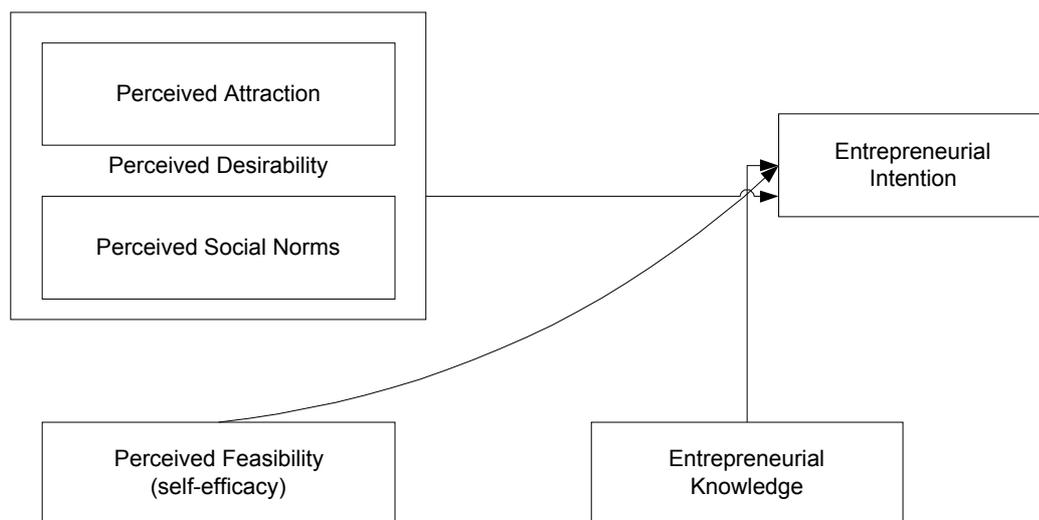


Figure 2. Entrepreneurial Intention Model (Linan, 2004)

2.3. Definition and Classification of Entrepreneurship Education

Linan (2004) define the type of entrepreneurship education into four category:

- Entrepreneurial awareness education. The main purpose of this education is to increase the awareness of entrepreneurial knowledge among the people. Thus, this educational category would not directly pursue the creation of more entrepreneurs. It would acting on one or more of the elements that determine intention, but not directly on intention.
- Education for start-up. This type would consist on the preparation to be the owner of a small conventional business. The course will be consist of the concrete practical aspects related with the start-up phase: how to obtain financing; legal regulation; taxation; etc. (Curran and Stanworth, 1989).

- Education for entrepreneurial dynamism. The objective would not only be to raise the intention to become an entrepreneur, but also the intention to develop dynamic behaviours when the enterprise is already in operation.
- Continuing education for entrepreneurs. This education is a specialized version of adult education in general, designed to allow improvement of the existing entrepreneur's abilities (Weinrauch, 1984).

3. EMPIRICAL RESEARCH

3.1. Defining The Entrepreneur Education Model in Petra Christian University, Industrial Engineering Department.

A simple deduction is needed to classified the entrepreneurship education which is taught in Petra Christian University, Industrial Engineering Department. Judging from the curriculum and the form of teaching and learning, it is safe to assume that the model correspond with the entrepreneurial awareness education based on the facts:

- There is only one course taught for the whole semester which is associated with the entrepreneurship.
- The main purpose and intention of Industrial Department syllabus is to give the participant knowledge about entrepreneurship and the awareness that there is alternative way of career besides becoming an employee.
- Not enough project and example to help student to understand and 'get the feel' about becoming the real entrepreneur.
- No specializing subjects about the knowledge of taxation, making a business plan, financial management were taught. Only the concept of entrepreneur itself.

After understanding the real model of the teaching, some curiosity rise for knowing whether there is a need from the student to get other model of entrepreneurship education.

3.2. Simple Emprirical Research

Simple empirical research was conducted for understanding the intention of getting entrepreneurial education beyond the Industrial Engineering Department students. Questionnaires are spread to a small number of 63 students who has taken entrepreneurship class, and the results are stored and analyzed through the statistic software.

This paper's research only focused on knowing whether there is some need for the students in getting other model of entrepreneurial education. When considering the four model, there is some agreement in considering education for entrepreneurial dynamism as the most relevant category. For this matter, two part of the whole questionnaire is made for this purpose. They are questioned whether they will invest their time and money for some kind of extra curriculum entrepreneurship beyond the usual class with some 'sacrifice', such as cost, commitment, more tasks, and taking their pleasure times. Another part that still has connection with the purpose is about what kind of lecturer do the students think most suitable for teaching entrepreneurship?

Result of the research shows that:

- 40 respondent (74.07%) disagree to spend more money for the extra entrepreneurship class.
- 34 respondent (62.96%) agree to do the project outside of the usual campus time.

- 41 respondent (75.93%) agree to commit themselves for the project.
- 37 respondent (68.52%) agree to get more tasks for the project.

Actually there still one more factor that are asked, which is whether they agree to partake into the project without any credit, but after conducting the proportional test, this category fail to reject null hypothesis, that is there isn't any distinction between students who agree and the ones who disagree. Therefore, this category is omitted from the conclusion.

Another result of the questionnaire shows that the most suitable model for teaching entrepreneurship are role playing (44.44%), games (46.30%), and business plan competition (50%).

4. CONCLUSION

The result shows that there is a need of adapting other model of entrepreneurship education. It appears that students wouldn't mind of investing more time and energy on getting the learning without any additional cost, of course. They also eager to get unconventional method of entrepreneurial learning in many ways. From the result we can conclude that the next step for Industrial Engineering Department is to prepare larger research that can include the whole sample of Industrial Engineering students to participate in the research to get more reliable and valid result. Further research also needed to find and ensure the intention model and the appropriate way of teaching the entrepreneurship, while the result shows that a preparation is needed to define and construct the next and new step of teaching entrepreneurship, which is education for entrepreneurial dynamism model education.

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