

International Conference on Strategic Innovative Marketing, IC-SIM 2014, September 1-4, 2014,
Madrid, Spain

Fostering innovation by promoting entrepreneurship: from education to intention

Teresa Tiago^{a*}, Sandra Faria^a, João Pedro Couto^a, Flávio Tiago^a

a University of the Azores, Rua da Mae de Deus, 9501-801 Ponta Delgada, Portugal

Abstract

In the past decades, entrepreneurship has become one of the top concepts in the business field. Its relevance has increased since 2009 due to the global economic crisis. The literature associates entrepreneurship with the ability to innovate and create new products, services and projects, whether considering entrepreneurship as a new business initiative or as an innovation and marketing practice within organizations.

Despite its relevance, there is no empirical evidence on the enabling factors of entrepreneurship and their contribution to the development of a marketing innovation centered culture. Our model therefore identifies these enabling factors. The data gathered covers four countries: names. I test the framework, keeping in mind each country has its own national education policies.

The findings indicate that entrepreneurship education is common in three of the four countries and therefore is a main contributor to entrepreneurial intention. Moreover, there were no distinguishing in propensity regarding age and gender, but the combined country and education affects entrepreneurship propensity. Our analysis poses questions that will guide future paths of research.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of I-DAS- Institute for the Dissemination of Arts and Science.

Keywords: Entrepreneurship education; propensity to entrepreneurship; university students, Europe vs USA

*Corresponding author. Tel.: +351-296 650084; fax: +351-296 650084.

E-mail address: mariaborges@uac.pt

1. Introduction

Entrepreneurship is a way of thinking that emphasizes opportunities in relation to threats. The identification of opportunities is itself a process based on intentions (Krueger Jr, Reilly, & Carsrud, 2000), hence a study of determinants of propensity for entrepreneurship is of great interest for both academia and decision makers.

Understanding individual intrinsic factors and its influence on entrepreneurial propensity is indispensable to establish correct policies; but understanding external factors and their influence on decisions is also important.

Taking as its starting point the assertion that self-employment is one solution to the global economic crisis, managers and policy makers might want to understand how to increase entrepreneurial spirit and behavior.

Thus, the main objective of this work is to assess the students' characteristics and entrepreneurial education background, in order to: (i) determine the influence of these dimensions on entrepreneurial skills; and, (ii) conclude their role as facilitators or inhibitors of entrepreneurial activities in different countries.

Hypothesis testing established that students have intrinsic characteristics that affect the propensity to undertake new ventures or entrepreneurial behaviors inside organizations, and that entrepreneurial education affects that ability. However, there are many national differences in entrepreneurial education. These findings reinforce the results exposed by various authors with regard to the strong influence of entrepreneurial education on the propensity for entrepreneurship. And allows its generalization while educational practice in European countries and North America.

The remainder of the work is structured as follows. Section two reviews the major theoretical concepts. The following sections present the research method and data processing performed. The last section presents the main conclusions and suggests directions for future research.

2. Theoretical Overview and Hypotheses Development

The creation of a business might be a response to favorable environmental conditions, such as the emergence of an attractive niche market. However, there is always the need to assess the surrounding context and compose a business plan (Krueger Jr et al., 2000).

The development of innovation abilities and entrepreneurship is of great importance for scientific progress and industrial and social development.

The influence of education on the propensity for entrepreneurship has been the subject of several studies. According to Gendron (2004) in today's business and educational context, there is no room to consider entrepreneurship as a vocational education course, but rather to evaluate the methods and the contents conveyed and their impact on students' entrepreneurial process.

Considering the impact of entrepreneurship on regional development, the design of disciplinary programs that are capable to contribute to entrepreneurial propensity, and entrepreneurial culture is fundamental. As well as provide students with the necessary tools for new business creation (Moriano, Gorgievski, Laguna, Stephan, & Zarafshani, 2011).

Gendron (2004) referring to the American case asserts that the most schools already have entrepreneurship courses. The question raised is at what level of education must be individuals subject to entrepreneurial education and how this training affects innovation and entrepreneurship behavior.

Since the 1990s the literature has mentioned the importance of entrepreneurship education. According to the following table, several areas have been emphasized, as it turns out from the following table:

Download English Version:

<https://daneshyari.com/en/article/1111096>

Download Persian Version:

<https://daneshyari.com/article/1111096>

[Daneshyari.com](https://daneshyari.com)