

# An Empirical Analysis of Impact of Teaching Pedagogy and Age on the Attitude of Potential Entrepreneurs in Assessing the Perceived and Actual Benefits Derived from Entrepreneurship Orientation Programs

Ms. Sarita Solanki<sup>1</sup> and Mr Shubankar<sup>2</sup>

<sup>1</sup>Research Scholar, DCRUST, Murthal

E-mail: sarasolanki@gmail.com, vanadanarajbansal@gmail.com

---

**Abstract**—The business world is highly competitive and is driven by people who adopt practical approach to meet the demands and challenges of complex, complicated and hyper competitive commercial world. In the Indian context, with the initiatives undertaken by the Prime Minister, Shri Narendra Modi, who is vigorously supporting entrepreneurship, there is an ardent need among the individuals to become entrepreneurs. It is in this context that the authors conducted an empirical research to assess the impact of teaching pedagogy and age on the perceived and the actual benefits that is derived by the potential entrepreneurs. The design of the paper follows a structured approach. It starts process of covering the basics and gradually moving onto the process of determining the impact of the pedagogy and age on the perceived benefits and actual benefits by applying appropriate statistical techniques.

**Keywords:** Age, Entrepreneurship, Pedagogy, Potential.

## INTRODUCTION

It has been aptly said that “Change is the only rule which survives”. This is being widely witnessed in the case of our country wherein change is happening and is happening at a rampant pace. The current Prime Minister of India, Shri. Narendra Modi, is in the process of transforming the image of the country through various initiatives such as skill India, make in India and the like. In other words, the focus is now towards entrepreneurship. Further, this increasing trend of the young generation to become entrepreneur has resulted in the mushrooming of entrepreneurship development training programs all across the world and in our country too.

A report published by E&Y, 2013, the EY G20 Entrepreneurship Barometer 2013, 70% of the local entrepreneurs indicate that access to informal training

networks with respect to entrepreneurship education has increased significantly. In the same context, the report further states “that the country performed well on entrepreneurial education, primarily due to the support offered by the Government on skills development and motivation programs”. Again the report states “According to the entrepreneurs surveyed in India, the standard of entrepreneurial programs held in schools and universities, along with access to peer-to-peer learning are improving. This is significant progress, especially as nearly 90% of entrepreneurs believe students need access to specific training to become entrepreneurs.”

## Objectives of the Study

The objective of this paper is to study the impact of teaching pedagogy and age on the attitude of potential entrepreneurs with respect to perceived benefits before attending the entrepreneurship orientation program and the actual benefits derived at the end of the program.

## Literature Review and hypothesis formulation

The growth of entrepreneurship education programs across the world are aimed for achieving and developing necessary knowledge and a variety of cognitive and non-cognitive skills which are necessary to become an entrepreneur. Special attention is provided to non-cognitive skills such as motivation, persistence, creativity, pro-activity, risk taking and the like as they are factors which provide the necessary thrust to become entrepreneurs (Heckman et al., 2000; Gensowski et al., 2011).

The prime reason that age definitely has an impact on the entrepreneurial potential of an individual is based on the

premise that quantity of financial and human capital that an individual is in possession of increases with age (Johansson, 2000; Arum and Müller, 2004; Parker, 2009) thus signifying that age definitely has an impact of the entrepreneurial potential of an individual. Further, according to Praag and Ophem (1995), a relationship between the willingness (i.e. the desire or an attitude) and the possibility of individual to become an entrepreneur should be made.

Several studies have been conducted regarding the end result that is the objectives of entrepreneurship education, it was pointed out that these programs are intended to changing the behavioral state of the potential entrepreneurs with the intention to make them understand the basic concept of entrepreneurship (Fayolle and Gailly 2005; Hannon 2005; Venkatachalam and Waqif 2005). In other words, the entrepreneurship programs are aimed at changing the attitude of potential entrepreneurs.

For a long time, family has been highly considered to influence the vocation that an individual chooses however there has been relatively low amount of research work on how the family impacts entrepreneurial outcomes (Aldrich & Cliff, 2003; Jennings, Breitkreuz, & James, 2014). Further, it is considered that entrepreneurs are linked to their families and thus seek support and motivation from their families so as to pursue their entrepreneurial endeavors (Rogoff & Heck, 2003).

According to Remeikiene et. al, 2013, *Explaining Entrepreneurial Intention Of University Students: The Role Of Entrepreneurial Education*, the results of the study carried out confirmed the fact the entrepreneurial intentions are related to self-efficacy, taking risk, the desire and need for achievement.

**Hypothesis formulation**

**H<sub>1</sub>:** The Teaching pedagogy of the training program significantly impacts the perceived and actual benefits of entrepreneurship orientation program

**H<sub>2</sub> :** The age of the potential entrepreneur significantly affects the perceived and actual benefits of entrepreneurship orientation program

**Findings** -The following depicts the results of the findings

<b>Sample Size</b>	<b>110 respondents</b>
Actual Sample Size after verification and validation	102 respondents
Age group breakup considered	
• Greater than equal to 50 yrs	23
• Greater than or equal to 40 yrs but less than 50yrs	22
• Greater than or equal to 20 but less than 40	57
Number of	
• Post graduates	33

• Graduates	21
• Non-Graduates	48
Number of respondents having father occupation as	54
• Service	48
• Business	
Number of respondents having current occupation as	39
• No work	25
• Service	38
• Business	
Number of respondents having mother occupation as	38
• Housewife	39
• Service	25
• Business	
Number of respondents having family business excluding business run by father or mother	
• Having business	58
• Not having business	44

**Results of Statistical findings**

The following are the findings of the result based on applying correlation analysis

<b>Factor</b>	<b>Attitude Parameter</b>	<b>Correlation Value</b>
Age	Do you think Entrepreneurship orientation program will help you or has helped you in any respect? • Perceived Benefit • Actual Benefit	0.58 0.91
Age	Do you think that Program are waste of time as you are old or young and you do not have the willingness to start the business? • Perceived Benefit • Actual Benefit	0.92 0.89
Age	Do you think personality traits are the most important quality which you must possess for being an entrepreneur? • Perceived Benefit • Actual Benefit	0.56 0.65
Age	Self Leadership • Perceived Benefit • Actual Benefit	0.81 0.71
Age	Persistence • Perceived Benefit • Actual Benefit	0.72 0.27
Age	Confidence • Perceived Benefit • Actual Benefit	0.65 0.63
Age	Motivation • Perceived Benefit • Actual Benefit	0.62 0.67
Age	Risk taking • Perceived Benefit	0.55

	• Actual Benefit	0.65
Age	Innovation • Perceived Benefit • Actual Benefit	0.75 0.65
Age	Challenging the status Quo • Perceived Benefit • Actual Benefit	0.65 0.68
Age	Capitalize on Opportunity • Perceived Benefit • Actual Benefit	0.65 0.57
Age	Desire to have self identity • Perceived Benefit • Actual Benefit	0.61 0.78

**Interpretation of the findings-** In the parameter, is observed that there has been a negative impact on the parameter self leadership meaning that the participants did not find adequate coverage of the orientation programs on this core issue. On all other factors there has been an increase on the actual benefits side indicating that the training programs have benefited immensely to the participants.

Thus we accept the hypothesis that age and attitude significantly impacts the actual and perceived benefits of the entrepreneurship orientation programs.

Factor	Family background Parameter	Correlation Value
Teaching Pedagogy	Do you think that Teaching method has a crucial role to play in the success and failure of entrepreneurship the training program?	0.92
Teaching Pedagogy	Do you think the training program must be designed to be more practical based?	0.96
Teaching Pedagogy	Do you think that training programs should cover case based approach rather than practical based approach?	0.92

**Interpretation of the findings-** The findings of the correlation analysis indicate that teaching pedagogy does significantly impact the decision to become entrepreneur. Similarly the age factor significantly affects the perceived and actual benefits of the potential entrepreneur

**Limitations & Future implications and research-** The study was conducted with a sample size of 48. This does not provide an ample scope to include other parameters such as including professionals who want to be entrepreneurs for example, chartered accountant or business development managers who are working in corporate and Multinational companies.

However it leaves ample scope for the future research and implications such as determining the factors which has prompted the respondents who have their own business yet they want to attend the training program; those who are more

than 45 years of age and yet want to become entrepreneurs as they have attended the training program; the reason as to why non-graduates want to attend the training program even when they have not cleared 9<sup>th</sup> class. These are the areas yet to be explored.

**Conclusions and recommendations-** On the basis of the above conclusions, we can conclude that the orientation program do significantly impact the perceived and actual benefits and that education and family background do not impact significantly the decision to become entrepreneur.

#### References

- [1] Carter, S.Lumpkin, G.T., & Dess, G.G. (1996) Clarifying the entrepreneurial construct and linking it to performance. *Academy of Management Review*, 21(1), 135-172
- [2] Wiklund, J 1999, 'The Sustainability Of The Entrepreneurial Orientation-Performance Relationship', *Entrepreneurship Theory and Practice*, vol. 24, no. 1, pp. 37-48.
- [3] & Shaw, E. (2006). *Women's business ownership: Recent research and policy developments*. UK: Small Business Service.
- [4] Crisp, R. J. & Turner, R. N. (2007). *Essential Social Psychology*. London: SAGE Publication.
- [5] Ekpe, I., Mat, N. & Razak, R. C. (2011). Attributes, environment factors and women entrepreneurial activity: A literature review. *Asian Social Science*, 7(9), 124-130.
- [6] Shane, S. (2003). *A general theory of entrepreneurship: The individual-opportunity nexus*. UK: Edward Elgar.
- [7] Vob, R. & Muller, C. (2009). How are the conditions for high-tech start-ups in Germany. *International Journal of Entrepreneurship and Small Business*, 7(3), 285-311.