

Abstract

Today entrepreneurship education has become an integral part of regular curricula across various colleges and universities globally and in India. However, the pertinent question remains that 'Does entrepreneurship education creates more competent entrepreneurs equipped with vital skills, knowledge, and attitude for pursuing an entrepreneurial career and deal effectively with the challenges of new-age businesses'?

The present study is a modest attempt to examine the influence of full time entrepreneurship education programs on Entrepreneurial Self Efficacy (ESE) of the students. The study also explores whether the students with entrepreneurship education perceive their ESE to be significantly different from students with management education. In addition, the role of demographic variables including gender, family background, prior work-experience, and prior entrepreneurial exposure in influencing ESE and in moderating the influence of entrepreneurship education on ESE is also investigated. The data is collected through administering questionnaire with 848 students including entrepreneurship education prospects, entrepreneurship education graduates, management education prospects and management education prospects. In addition, in-depth interview is conducted with 30 entrepreneurs with entrepreneurship education to understand their perception regarding significance of entrepreneurship education in their entrepreneurial career. The research instrument is developed based on existing prominent ESE scales and in discussion with practicing entrepreneurs and educationists.

The findings of the study reveal significant difference in overall ESE of (a) entrepreneurship education prospects and graduates as well as (b) entrepreneurship education graduates and management education graduates. The findings also reveal that the entrepreneurship education does not make significant contribution in few tasks related to venture creation process, thus representing a scope of further improvement in content and pedagogy on certain parameters.

Further, with respect to influence of demographic variables; involvement of relatives and close friends in business, prior involvement of individual in family business, prior work-experience and prior entrepreneurial experience significantly influence ESE, however none of the demographic variables moderate the influence of entrepreneurship education on ESE. The findings of the study may contribute towards further enriching the inputs of entrepreneurship education programs.

Based on the difference in ESE of entrepreneurship graduates and prospects, ESE of entrepreneurship and management graduates and inputs received from interviews of entrepreneurship education alumni, the study suggests certain areas of improvement in content of entrepreneurship education, pedagogy of entrepreneurship education as well as student intake process of entrepreneurship education institutes to enhance the efficacy of entrepreneurship education and augment its distinctiveness.