

Survey

Students and teachers

Summary and conclusions



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Summary of the results (students)

- 1128 respondents
- 43 % females, age 15 to 63 (mean age 20 years), 28 % had participated entrepreneurship related training before their studies, 7 % had started their own business before, 13 % were currently starting a business.
- 64 % had a entrepreneurial role model in their closest people (41 % father, 23 % mother as an entrepreneur)

Summary of the results (students)

- Intentions vary between countries from 3.4 to 4.6 (highest in UK and Netherlands, lowest in Finland)
- Highest intentions in social sciences, business and administration, lowest in social services, health and sports
- Subjective norm (belief about the support from closest people and importance of that support related to entrepreneurship) vary between countries from -7 to 16.1 (highest in UK and lowest in Finland)
- PBC (self-efficacy related to entrepreneurship) vary between countries from 3.6 to 4.2 (highest in Finland and Netherlands, lowest in Germany)
- Attitudes quite positive from 4.5 to 5.3 (highest in Italy and UK, lowest in Netherlands)
- PBC, Attitudes and Subjective norm all explain significantly entrepreneurial intentions → the most important factor is PBC

Summary of the results (students)

- Gender effect: females have lower PBC and attitudes but higher subjective norm compared to male
- Training effect: students who have participated in entrepreneurship related training have much higher values in PBC, attitudes and subjective norm
- Experience effect: students who have started their own business before have higher intentions and PBC
- Starting a business effect: students who are currently starting their own business have higher intentions, PBC, attitudes and subjective norm
- Role model effect: students who have a entrepreneurial role model have higher intentions, PBC and attitudes

Summary of the results (students)

- Students evaluate their entrepreneurship competence (ideas and opportunities, resources and into action) quite high
- One item from resources: the ability to understand economic and financial issues is really important → students with high ability have higher business skills, intentions, PBC, attitudes, subjective norm, entrepreneurship competence and sustainability competence
- Business skills: highest abilities in developing a business idea and analyzing competitors, lowest in business transfers and financing a business (in line with teacher survey)
- Females have lower business skills than male
- Training and experience make a difference → higher values in business skills
- Role models have an effect → higher values in business skills

Summary of the results (students)

- Sustainability entrepreneurship competence: highest competences in interpersonal competence; lowest in strategic action competence
- Males have higher values in diversity competence
- Role model effect: students with entrepreneurial role models have higher sustainability entrepreneurship competence

Summary of the results (students)

- Entrepreneurship competence explains significantly entrepreneurial intentions → the most important factor is the area of ideas and opportunities
- Also business skills and sustainable entrepreneurship competence explain significantly entrepreneurial intentions → Business skills are really important
- Strategic action competence is the most important competence area in sustainable entrepreneurship in explaining entrepreneurial intentions

Summary of the results (teachers)

- 125 respondents
- 51 % 50 years or older
- Majority has a long experience of teaching (average 16 years)
- 39 % had experience of working as an entrepreneur
- 62 % had experience of working in business life
- 65 % had participated in entrepreneurship related training
- 26 % teach courses that are directly related to entrepreneurship, 57 % apply entrepreneurship in their teaching
- 19 % teach courses that are directly related to sustainability, 66 % apply sustainability in their teaching

Summary of the results (teachers)

- Most used methods in entrepreneurship are company visits, traditional lectures and case studies
- Most least used methods are co-operation with incubator programmes, business competitions and games
- If a teacher has experience from business life or has worked as an entrepreneur or has got entrepreneurship related training, he/she uses more versatile methods than other teachers
- The most youngest and the most oldest use less methods than other age groups

Summary of the results (teachers)

- Best abilities in teaching business skills are analyzing competitors and developing a business idea - most weak abilities in business transfers and growing a business
- Overall ability to teach business skills is not very high - especially with teachers who do not teach courses directly related to entrepreneurship but apply entrepreneurship in their subject
- Experience in working life has an impact: those teachers have much higher ability to teach business skills (the longer the experience, the higher the ability)
- Experience from working as an entrepreneur has also an impact → higher ability to teach business skills
- Both students and teachers feel they do not have abilities related to business transfers and growing a business

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Summary of the results (teachers)

- Teachers feel they have quite high ability to teach entrepreneurship competence (ideas and opportunities, resources and into action)
- Regarding sustainability, highest abilities related to diversity competence, normative competence and foresighted thinking competence → lowest abilities to teach strategic competence (i.e. monitoring sustainability performance of the company) and systems thinking competence (i.e. improve production in order to reduce the negative effects on the environment)

Conclusions

- 1) Gender, role-models and prior experience are important aspects
 - Teaching should be gender sensitive
 - supporting women's self-esteem with versatile methods
 - Female role models and entrepreneurs' stories from successful women
 - Students with prior experience from entrepreneurship could be utilized more
 - Students with family business background could be utilized more

Conclusions

2) Identifying students with high entrepreneurial intentions

- Supporting students with personal study programmes
- Students who are currently starting their own business should have special support from the school
- PBC is really important in explaining both intentions and start-up behavior → teaching entrepreneurship should develop students' self-esteem

Conclusions

3) Soft skills vs. hard skills

- Students and teachers feel they have high ability in "soft skills" (developing ideas and opportunities) - however, low abilities relate to hard skills (financing a business, business transfers)
- Understanding economic and financial issues is in the core → if students have this ability, all other abilities seem to be high
- We should use more versatile teaching methods in entrepreneurship training

Conclusions

4) Strategic action competence require attention

- Both students and teachers have low ability related to strategic action competence
- Strategic action competence is the most important area of sustainability in explaining entrepreneurial intentions
- We need material and methods to teach students especially:
 - How social, environmental, or societal challenges can be turned into opportunities for an organization/company.
 - How to motivate others to invest in sustainability.
 - Which steps should be taken to reach goals in relation to sustainability.
 - How to monitor the sustainability performance of a company.

Conclusions

5) Teachers networks should be developed

- Teachers who have more experience from business life use more versatile methods and have higher ability to teach business skills
 - They have networks to use in teaching (i.e. project works with entrepreneurs, visitors etc.)
 - Younger teachers do not have as many networks, they should be supported by the more experienced teachers (legacy, pools)
 - Teachers should have work time to develop new networks
 - Teacher training is really important