

# Survey

# Students and teachers

Summary and conclusions



Co-funded by the  
Erasmus+ Programme  
of the European Union



## 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

## 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

## 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