Addressing the student's perspective in Entrepreneurship Education:

Explorative insights on student's attitudes towards entrepreneurship and recommendations for educational design

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Agenda

Background:
Spinnovation

Data & Method

Explorative Insights

Recommendations
for Educational Design

Discussion

Background

SPINNOVATION IM ÜBERBLICK

>10.000 Studierende wurden für das Thema Entrepreneurship sensibilisiert

>20 neue Lehrformate für Entrepreneurship Education wurden an den Hochschulen entwickelt

3 Hochschulen im Verbund

>200 Workshops wurden mit Studierenden durchgeführt

>500 neue Geschäftsideen wurden validiert

schätzungsweise 33.000 Post-Its wurden in den Workshops verbraucht

„Es hat mir besonders gefallen, eine Idee zu finden und diese weiterzuentwickeln. Jetzt habe ich richtig Lust, daran weiter zu arbeiten."

„Nach diesem Einführungsworkshop wünsche ich mir mehr Input zu Gründungsvoraussetzungen."

„Der Kurs Entrepreneurship hat mich inspiriert und motiviert, mein eigenes Ding zu machen. Gerade arbeite ich an meinem Start-up."

Background

Fonds Erfolgreich Studieren in Baden-Württemberg FESt-BW

A N T R A G
auf Förderung im Rahmen der Ausschreibung
„Gründungskultur in Studium und Lehre (GuStL)"

Hochschulen: Hochschule Reutlingen, Hochschule der Medien Stuttgart, Hochschule Aalen

1. **Antragstellerin: Hochschule Reutlingen**
   Hochschulleitung: Prof. Dr. Hendrik Brumme
   Verantwortlicher für das Lern- bzw. Lehrmodell: Prof. Dr. Peter Ohlhausen
   Konsortialpartner:
   Hochschule der Medien Stuttgart (HdM)
   Verantwortlich: Prof. Dr. Nils Hoegsdal
   Hochschule Aalen
   Verantwortlich: Prof. Dr. Harry Bauer

2. **Beantragtes Projekt**
2.1. Kurztitel:
     Spinnovation

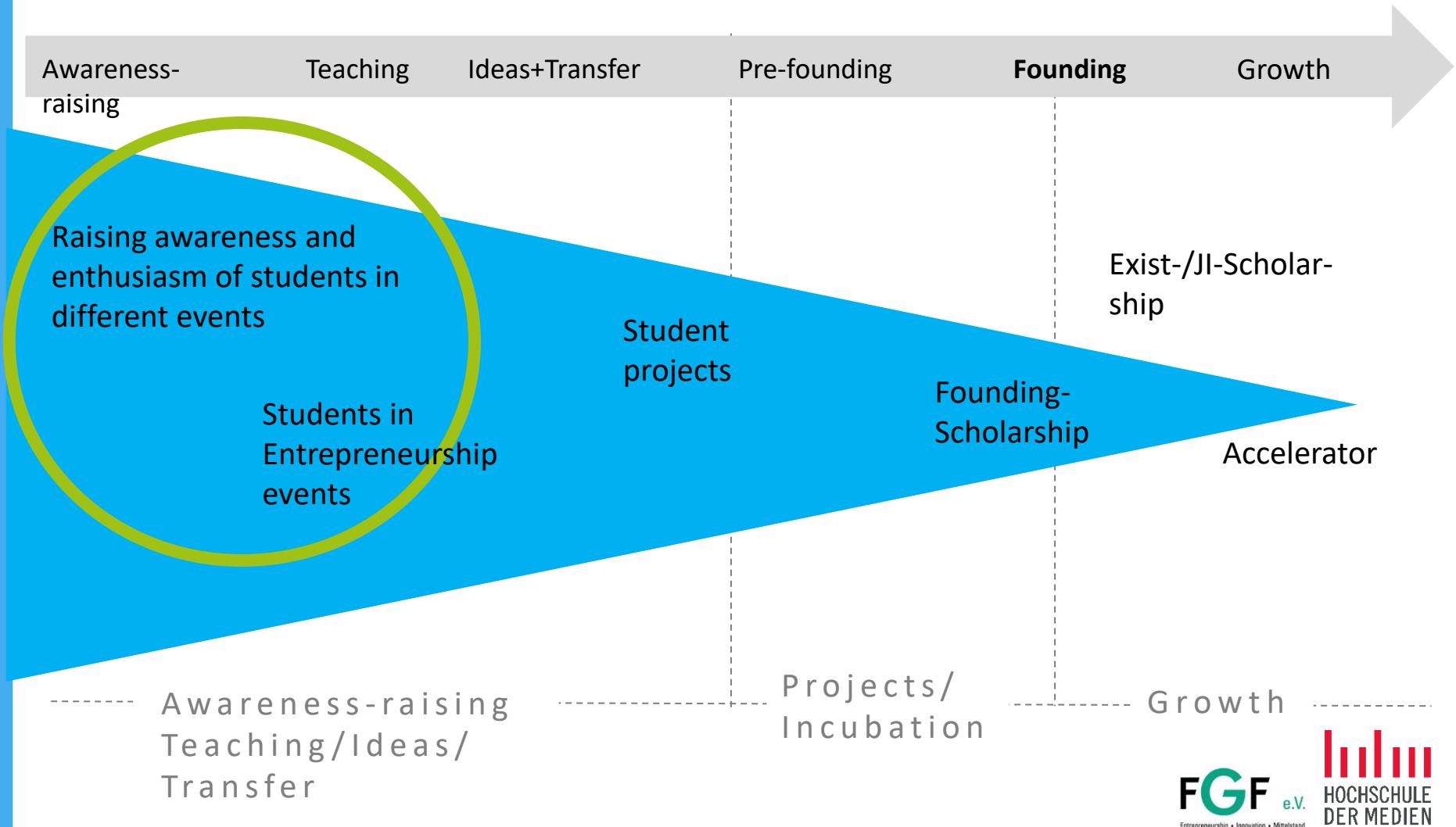Kurze Charakterisierung (maximal 5 Zeilen):
Das Projekt bewirkt eine **Änderung des Mindsets** in Richtung **Entrepreneurship** und **Innovation** an den drei Hochschulen durch die **Umgestaltung der Curricula** und **Entwicklung neuer Angebote**. Zielgruppe sind **alle Studierenden**, die in der ersten Hälfte ihres Studiums **mit dem Thema „Gründung" in Kontakt** kommen. Sie machen **positive Erfahrungen**, entwickeln dazu eine **positive Einstellung** und werden **zum Gründen ermutigt**.

3. **Antragszeitraum:**   01.10.2016   bis 30.09.2019
   Umsetzung ab: 01.10.2016

Cooperative project of Stuttgart Media University with Reutlingen University and Aalen University.

Goal: Fostering the entrepreneurial culture at the university.

Funnel-logic – why we start with the attitude

Spinnovation

| Awareness-raising | Teaching | Ideas+Transfer | Pre-founding | **Founding** | Growth |

Raising awareness and enthusiasm of students in different events

Students in Entrepreneurship events

Student projects

Exist-/JI-Scholar-ship

Founding-Scholarship

Accelerator

Awareness-raising Teaching/Ideas/Transfer

Projects/ Incubation

Growth

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Main questions of the study

1. Focus: Entrepreneurial Culture @University / What factors influence start-up culture at the university?

2. Focus: Visibility of Entrepreneurship Centers / Which factors influence the visibility of founding at the university?

3. **Focus: Student's attitude towards entrepreneurship/ Which factors influence the students' attitude towards the topic of founding a company?**

Why the students perspective matters

- Primary focus: assessing what students think about entrepreneurship and subsequently,

- How educators can address those perceptions in the design of their Entrepreneurship Education

- A common Entrepreneurship Education Design considering critical factors and pedagogical approaches does not yet exist

- Educators need to design their education based on their own experience and the recipients perspective, therefore increasing students Entrepreneurial Attitude and Intentions (Fayolle & Gailly, 2015; Linán, 2004)

Why the students perspective matters II

- The overall objective of Entrepreneurship Education is „awareness-raising" (Linán, 2004; Fretschner & Weber, 2013)

- „Where the students come from" (i.e. their background and foundation) should be considered while designing an educational programme

- Our paper presents survey results of n=2.698 undergraduate university students pertaining their entrepreneurial attitude

Data & Method

Structure

- Questionnaire study (paper-based and online)
- Survey took place in 4 phases from Okt 2017-März 2019
- Target group: Bachelor students in the 2nd semester
- Questionnaire in 3 different universities: Stuttgart Media University, Reutlingen University, Aalen University.
- Explorative character / informed our project design

Data Set

DATENSATZ

DIE STUDIE IN ZAHLEN

> Vier Erhebungsphasen im Zeitraum Oktober 2017 bis März 2019
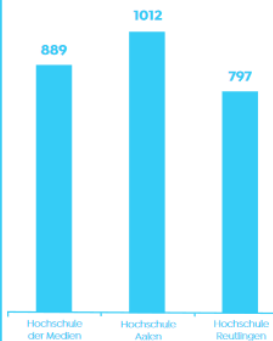
> Pretest Fragebogen im Sommersemester 2017

... befragt wurden Studierende **im 2. Semester Bachelor**

2,864

Fragebögen wurden insgesamt ausgewertet
... dabei wurden pro Erhebungsphase mind. 500 Fragebögen erhoben.

... die Verteilung der Teilnehmer aus den drei teilnehmenden Hochschulen sieht wie folgt aus:

Hochschule der Medien	Hochschule Aalen	Hochschule Reutlingen
889	1012	797

- männlich
- weiblich

52% 48%

... bei der Männer/Frauen Verteilung ergibt sich fast ein 50/50-Split: An der Befragung haben insgesamt 1402 Männer (52%) und 1296 Frauen (48%) teilgenommen.
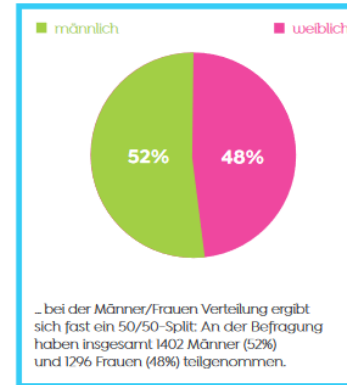
... **rund ein Drittel der Teilnehmer (29%) bringt einen familiären „entrepreneurial" Background mit.**
(Zustimmung: Ist mindestens ein Elternteil beruflich selbständig oder Miteigentümer eines Unternehmens?)

RUND **EIN DRITTEL** ALLER BEFRAGTEN HAT BEREITS EINE ABGESCHLOSSENE BERUFS-AUSBILDUNG (29%).

... bezüglich der Fachrichtung ergibt sich, analog zu dem Profil der teilnehmenden Hochschulen, eine relativ klare Tendenz: Der Großteil der Teilnehmer ordnet sich entweder der Fachrichtung „Ingenieurswissenschaften/Informatik" oder der Fachrichtung „Wirtschaftswissenschaft/Rechtswissenschaft" zu!

1% → Medizin-/Gesundheitswissenschaften
5% → Sprach- und Kulturwissenschaften
4% → Kunstwissenschaften/Design
44% → Ingenieurswissenschaften/Informatik
7% → Naturwissenschaften/Mathematik
2% → Sozialwissenschaften/Pädagogik
37% → Wirtschaftswissenschaft/Rechtswissenschaft

Spinnovation

HOCHSCHULE DER MEDIEN

Data Set

- 2.698 participants in total (during 4 phases min. 500)

Participants	Men	In %	Women	In %	Total	In %
Reutlingen University	431	16%	361	13%	792	29%
Aalen University	662	23%	382	14%	1004	37%
Stuttgart Media University	344	13%	541	20%	885	33%

Data Set

Field of study:
- 44% of students enrolled in engineering and IT
- 37% of students enrolled in business adminstration and law

Gender:
- 48% female students
- 52% male students

Age:
- Sample ranged between 16-49 years

Entrepreneurial Background:
- Approx. 30% had at least one parent self-employed/ active as a co-owner of a company

Measurements

Entrepreneurial Intent

Entrepreneurial Activity Motivators

Entrepreneurial Activity Obstacles

Limitations

- Explorative character
- Informed our project design

Explorative Insights

Entrepreneurship as a perspective /
Unternehmensgründung kann ich mir als Perspektive vorstellen.

	Men	In %	Women	In %	Total	In %
Fully agree	279	20%	94	7%	373	14%
Rather agree	467	34%	302	23%	769	29%
Don't know	354	26%	418	32%	772	29%
Rather disagree	243	17%	378	29%	621	23%
Fully disagree	45	3%	99	8%	144	5%

Male students lean towards being more open and positively inclined to the issue of being autonomous business-owners

Entrepreneurship as a perspective /
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Female students are more reluctant towards this topic,
the statement "I don't know" was chosen as the top answer followed by "rather not agree". Solely 7% fully agree with seeing "starting a venture" as a personal career possibility.

Positive Perception of Entrepreneurship:
Reasons why students would start a venture

Reasons	Men	In %	Women	In %	Total	In %
Possibility to realize own ideas	1040	74%	1093	84%	2133	79%
Freedom to decide for myself / to be my own boss	898	64%	856	66%	1754	65%
Prospect of financial success	756	54%	430	33%	1186	44%
Solving a problem e.g. design a product	495	35%	484	37%	979	36%
Proactively changing the world	292	21%	306	24%	598	22%
To advance my career	285	20%	251	19%	536	20%
Engaging myself for society	128	9%	206	16%	334	12%
Recognition	164	12%	109	8%	273	10%

Positive Perception of Entrepreneurship:

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Gender comparison – Top 3 reasons for male students

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Positive Perception of Entrepreneurship:

Reasons why students would start a venture
Gender comparison – Top 3 reasons for female students

Reasons	Men	In %	Women	In %	Total	In %
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Also: significantly more women than men state **"getting involved in society"** as a reason for starting their own venture.

Positive Perception of Entrepreneurship:
Reasons why students would start a venture

Overall, *individual freedom and self-realization* are more important for the students than *financial or career motivators*.

Negative Perception of Entrepreneurship:
Reasons why students would not start a venture

Reasons	Men	In %	Women	In %	Total	In %
High financial risk/no funds	971	69%	1007	78%	1978	73%
High insecurity/fear	622	44%	813	63%	1435	53%
Lack of idea	551	39%	535	41%	1086	40%
Attractive job offers	416	30%	325	25%	741	27%
Lack of qualification	194	14%	259	20%	453	17%
Lack of co-founders/team	225	16%	189	15%	414	15%
Lack of time	228	16%	181	14%	409	15%
Missing coaches/mentors	195	14%	147	11%	342	13%

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Almost two-thirds of all female students would decide against starting a business because of "high insecurity/fear"

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Also, "lack of qualification" is more prevalent in nearly a quarter of women as compared to men

Recommendations

Spinnovation

We need to shape and talk about Entrepreneurial Attitudes

First, Entrepreneurship Education needs to shape the Entrepreneurial Attitude of students in order to then develop certain skills. Influences by the social environment of the students need to be acknowledged and role-models need to be identified.

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Discuss Motives & Obstacles for Entrepreneurship from different perspectives

Special teaching formats should discuss motives and obstacles for/against startup creation and entrepreneurship. Different paths to entrepreneurship should be presented in front of students such as e.g. part-time-entrepreneur, accidental entrepreneur, so called "mompreneurs", solo-entrepreneurs etc.

Entrepreneurship Education will become an important way to develop students' own, individual path to Entrepreneurship (see Fretschner and Weber 2013; Welsh et al 2016)

Fears of financial risk & lack of funding needs to be addressed

The usual focus of Entrepreneurship Education formats are components such as ideation and creativity. However, new teaching formats that take away students' fears of financial risk in the area of sensitization and awareness education need to be created. Real financial risk needs to be discussed by concepts such as e.g. bootstrapping etc. but also by informing students about support systems such as e.g. the EXIST program. The fear of entrepreneurial failure could also be discussed by referring to notable research insights (Kuckertz et al, 2015).

Spinnovation

Encourage existing motivators & design and communicate Entrepreneurship Education accordingly

The strongest motivators for a venture are the possibility to realize own ideas (79%) and personal and individual freedom (65%). These potential catalysts should be integrated better and communicated more in Entrepreneurship Education programmes. Entrepreneurship Education should encourage individual strengths of each student in order to find their own "purpose".

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DER MEDIEN

Publication Spinnovation Study

https://spinnovation.info

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Discussion