

Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

The International Journal of Management Education

journal homepage: www.elsevier.com/locate/ijme

Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy



Tariq Ahmed^{a,*}, V.G.R. Chandran^b, Jane E. Klobas^{c,1}, Francisco Liñán^{d,e}, Panagiotis Kokkalis^f

^a Department of Management Sciences, Balochistan University of Information Technology, Engineering and Management Sciences, Quetta, Pakistan

^b Department of Development Studies, Faculty of Economics and Administration, University of Malaya, 50603, Kuala Lumpur, Malaysia

^c Murdoch University, 90 South Street, Murdoch, WA, 6150, Australia

^d Lord Ashcroft International Business School, Anglia Rusking University, Cambridge, UK

^e Dept. Economía Aplicada I, Universidad de Sevilla, Seville, Spain

^f Dean of Business Administration, Al Falah University, Dubai, United Arab Emirates

ARTICLE INFO

Keywords:

Entrepreneurship development
Entrepreneurial education
Entrepreneurial intention

ABSTRACT

This paper develops and tests a model of pathways between participation in entrepreneurship education programmes (EEPs) and entrepreneurial intention. EEPs are degree programmes designed to provide mastery and experience over several years of academic study. Structural equation modelling on survey data gathered from 348 graduating students from eight universities in Pakistan showed how three EEP components (learning, inspiration and resources) influence intention: learning and inspiration activities both increase perceived norms for being an entrepreneur and students' perceptions that they can be entrepreneurs (perceived control). Access to incubation resources had the strongest effect on intention by increasing perceived norms which in turn increases positive attitudes and perceived control. These findings provide insight into the conclusions drawn from previous studies by showing how positive student experience across different components of entrepreneurship programme have a positive impact on students' intentions to start their own business.

1. Introduction

Entrepreneurship is acknowledged as a vital source of economic growth and a prominent factor influencing a society's socio-economic wellbeing of (McMullan, Long, & Graham, 1986). Schumpeter (1911; 1934) considers the entrepreneurial process to be a major factor in economic development and the entrepreneur as the key to economic growth. The evolution of new businesses also opens social prospects. Entrepreneurship is regarded as an essential source of job creation, poverty reduction, innovation and societal development as well as economic competitiveness (Liñán, Rodríguez-Cohard & Rueda-Cantuche, 2011; Wu, Kuo, & Shen, 2013). Hence, a steady growth of business creation is necessary for social wellbeing as well as for economic development.

The formalisation of entrepreneurship education in developed nations has been linked by scholars in developing countries to

* Corresponding author.

E-mail addresses: tariq.buitms@gmail.com (T. Ahmed), vgrchan@gmail.com (V.G.R. Chandran), jane.klobas@iinet.net.au (J.E. Klobas), flinan@us.es (F. Liñán), drkokk@gmail.com (P. Kokkalis).

¹ Permanent mailing address: PO Box 1164, Nedlands WA, 6909, Australia.

<https://doi.org/10.1016/j.ijme.2019.100327>

Received 19 May 2018; Received in revised form 20 October 2019; Accepted 21 October 2019
1472-8117/ © 2019 Published by Elsevier Ltd.