



Assessing The Students' Entrepreneurial Psychology & Mindset in Learning Businesses – A Descriptive Study

KEYWORDS

Entrepreneurial Cognition, Individual traits, Entrepreneurial Mindset, Psychological factors Entrepreneurial Learning.

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ABSTRACT *Entrepreneurship is recognized as an important source of job growth and economic development of a country. The rate of growth for entrepreneurship varies from country to country as well as from time to time for the same country. For developed economies, entrepreneurial activity (new venture formation) is a means of revitalizing economy, a way of coping with unemployment problems, a potential catalyst and incubator for technological progress, product and market innovation. The purpose of this paper is to explore the entrepreneurial mindset and psychology of students after following an entrepreneurship education- business learning course. The paper discusses practical implications for university entrepreneurship learning and produces an entrepreneurial portfolio to guide students to have an entrepreneurial mindset.*

It is also important to understand that for an entrepreneurial mindset to be considered as an essential aspect of entrepreneurship learning, the educators need to have a good understanding of what it means and how it might be taught. Their experiences enable us to clarify the meaning of an "entrepreneurial mindset" in a creative way by performing the underlying context in higher education and to make suggestions about teaching and learning. The results indicated that student's attitude toward entrepreneurship was affected by environment cognition and personal traits, which indirectly affects the entrepreneurship learning.

INTRODUCTION:

As a result of the booming interest in the last decades, the entrepreneurship field is characterized by plurality and multi-disciplinarity, as it interweaves the entrepreneur's personal characteristics, the new business creation process. The impact of entrepreneurship education has been recognized as one of the crucial factors that help youths to understand and foster an attitude towards entrepreneurship. We need to understand and explore the factors that influence student's attitude and psychology toward entrepreneurship, thereby to help colleges and universities design and develop effective entrepreneurial programs.

Like leadership, entrepreneurship has also been thought for long as an innate trait among few that have been considered lucky to have inherited. Nowadays students not only learn about key aspects of what makes up an entrepreneurial mind-set, but also the psychological factors that motivates them in learning the characteristics and skills of an entrepreneur. There are many evidences of fascination and interest that the entrepreneurship arises among both the general public and academics.

ENTREPRENEURSHIP:

An Entrepreneur is an individual who, rather than working as an employee, runs a small business and assumes all the risk and reward of a given business venture, idea, or good or service offered for sale. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes.

"Entrepreneurship is the practice of identifying, evaluating and realizing opportunities".

In other words entrepreneurship as a life philosophy with the ground axiom that life is a series of opportunities and the entrepreneur identifies, evaluates and pursues the opportunities that are most attractive and relevant in each

given context. Entrepreneurship is a typical global phenomenon attracting millions of economists, politicians and social workers. In developed countries, entrepreneurship has gained more attention only in the last century.

ENTREPRENEURIAL MINDSET- MEANING

Traditionally, it was believed that the mindset was innate to entrepreneurs that focus on identifying the personality/ behavioral characteristics of an entrepreneur. A mindset is a set of assumptions that are expressed in fundamental approaches and standard practices held by one or more people or groups of people. The basic point is that 99% of the time there is no one right perspective, several perspectives are viable and this course encourages the students to understand the world and revisit it by discussing a conglomerate of dispositions forming a model for an entrepreneurial mindset.

"The entrepreneurial mindset (EM) must be defined in a way that is appropriate for development of specific learning-outcomes".

Also implicit within the cognitive and metacognitive skills approach is the need for self-efficacy as an important precondition to support and successfully enact the entrepreneurial mindset.

FACTORS INITIATING ENTREPRENEURIAL MINDSET:

a) ENTREPRENEURIAL KNOWLEDGE:

Shane, has been identified the prior knowledge as a key ingredient in recognizing and acting on entrepreneurial opportunities. A key argument is that entrepreneurs develop unique knowledge structures and process information differently to other people. Theorists argue that it is possible to assess these knowledge structures i.e. the sum of the entrepreneur's stored information and knowledge, particularly declarative (factual information) and procedural (knowledge of how to do things) structural dimensions. A

key contribution of the entrepreneurial learning has been to build stronger connections between learning and psychological mindset.

b) ENTREPRENEURIAL SPIRIT:

It may be defined as the aptitude of an individual or social group to take risks investing in an enterprise as an adventure. This adventure is the grasping of an opportunity that concerns something new, creative, value-adding and combining various resources. We can say that the 'entrepreneurial spirit,' which may also be called the 'entrepreneurial mindset,' is an innovative practice of identifying and creating opportunities, and then acting to manifest those opportunities in a productive way.

c) ENTREPRENEURIAL SKILLS:

Entrepreneurial Skills for Students:

- Understanding the behaviours, values and attitudes of people from different society;
- Seeking opportunities and Initiativeness
- Innovation & Creativity
- Calculated risk-taking
- Assertiveness and Systematic planning
- Enhancing the level of self confidence;
- Gaining further knowledge, competency skills and attitudes

d) COGNITIVE STYLES:

Cognitive style is defined as the way people perceive environmental stimuli, and how they organize and use information from their environment to guide their actions. In addition, other research has shown that entrepreneurs collect process and evaluate information in a more intuitive manner than managers, middle managers and initiates.

BENEFITS - CREATING ENTREPRENEURIAL MINDSETS

Entrepreneurship is the moving engine of innovation, competition, job creation and economical growth. It is what makes a new idea and become a real successful company, gives a chance to people with fewer opportunities on the job market to create their own employment and to improve their status in society.

Entrepreneurial activity depends on a positive appreciation of entrepreneurs in society. Education and learning are key elements to improve entrepreneurial mindsets and in addition entrepreneurship contributes to economic growth, employment and personal fulfillment.

Many theorists have acknowledged the importance of cognition and psychological mind-set of students. So as a result, the students' mindset should be positively directed towards entrepreneurship by:

- An overwhelming desire to achieve success
- Well defined plans on how you will achieve your goals
- A willingness to take appropriate actions to carry out these plans
- Persistence and an unwillingness to quit

BENEFITS OF LEARNING - ENTREPRENEURSHIP:

Entrepreneurial learning presents entrepreneurship as a contextual process of becoming, where the entrepreneur is continually learning and developing in relation to his business and environment. Theories for entrepreneurial mind-set seem reluctant to embrace fully the vitality and dynamism of learning in shaping how entrepreneurs make sense of their world. The entrepreneurial learning is a social process, and argues that experiential learning theory is

both a cognitive and situative learning theory, where situative learning entails participation in group activities and the strengthening of practices through interaction with others.

A supportive environment is essential for businesses to start, take over, thrive and survive. In 2006, the Commission of the European Communities produced the report on, "Fostering entrepreneurial mindsets through education and learning", that there is a need to create a more favorable societal climate for entrepreneurship, based on an integrated policy with a view to not only change the mindset among the students but also improve the skills by removing obstacles surrounding the start-up, transfer and growth of businesses etc.

FOSTERING ENTREPRENEURSHIP IN HIGHER EDUCATION:

Institutions of higher education should integrate entrepreneurship across different subjects and courses. Public authorities' support is especially needed to provide high-level training for teachers and to develop networks that enable to share good practice. Teacher mobility between universities and the business world should be encouraged and business people should be involved in teaching. Schools should be given practical support and incentives to encourage entrepreneurial activities and programmes through a range of different measures. Special attention should be given to teacher-training.

According to the Entrepreneurial Mindset Learning-outcomes Developed by the Kern Entrepreneurship Education Network, a student should be able to:

1. Effectively collaborate in a team setting
2. Apply critical and creative thinking to ambiguous problems
3. Construct and effectively communicate a customer-appropriate value proposition
4. Persist through and learn from failure.
5. Effectively manage projects through appropriate commercialization or final delivery process.
6. Demonstrate voluntary social responsibility.
7. Relate personal liberties and free enterprise to entrepreneurship.

CONCEPT OF ENTREPRENEURIAL EDUCATION:

In parallel to the emergence of entrepreneurship as a scientific discipline, entrepreneurial education has received important recognition and has achieved significant growth in recent decades. In our opinion, the whole set of education and training activities helps to develop entrepreneurial knowledge, desirability of the entrepreneurial activity, capacities, attitudes and personal qualities identified with entrepreneurship. In addition, specifically for those of working age, entrepreneurial education would seek to endow participants with the capacity and the desire to effectively create businesses and to energize and develop them thereafter.

LINKING PSYCHOLOGICAL TYPOLOGY TO ENTREPRENEURIAL MINDSET:

Academic research on the psychology of entrepreneurs has shown that there is no single psychological typology (set of characteristics) that suggests an entrepreneur's success is guaranteed. Here the main characteristics that should be developed among the students are focused and highlighted. It includes Perseverance, Flexibility, Locus of control, Learning and iteration, Optimism, Commitment, Self-Efficacy etc.,

CONCLUSION:

The conclusion is based on a review of the studies that has focused on entrepreneurial traits. In addition to this conclusion, we found that the education institutions, parents, government have to initiate the young students to undertake entrepreneurship with positive mindset. They should design the curriculum to support the students with both physical and mental strength. So it will be good for students in future if the various colleges and universities undertake entrepreneurship learning with positive mindset for their personal and societal growth.

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