Entrepreneurship Education and Employment Performance

Nimeshi, G. K. S.

Assistant Lecturer, Department of Commerce and Financial Management, Faculty of Commerce and Management Studies
University of Kelaniya, Sri Lanka

Abstract- Underemployment problems and job stress of post grdaute students have gradually become a serious problem. Yet there is a scarcity of research that has attempted to identify the nature, extent and specificity of the problem. This paper aims to find out whether entrepreneurship education can improve job satisfaction and promote employment by finding the impact of entrepreneurship education on increasing employment performance. This paper surveys the post graduate students of Faculty of Commerce and Management Studiesfrom University of Kelaniya and attained their entrepreneurship and employment performance value. The paper draws a conclusion by making correlation analysis and multiple regression analysis. The results showed that entrepreneurship has a positive impact effect on the employment performance. It is confirmed entrepreneurship education has a positive effect on employment performance of post graduate students. The paper made a link between the entrepreneurship research and the employment study. And this study provided a theoretical supporting to the concept of "Encouraging entrepreneurship to drive employment". This provided the rationality and necessity of entrepreneurship education also.

Index Terms- Entrepreneurship, Entrepreneurship Education, Employment Performance

I. INTRODUCTION

Underemployment of Posatgrdaute studentsof state universities continuous to be a serious and growing problem in Sri Lanka, but it has received limited research attention. Moreover there is a scarcity of theoretically based research that has examined the concept of opportunity for skill use or other career experience such as job, career and life satisfaction amongst underemployed students. Thus, little is known about the extent to which underemployed students are disadvantaged in their early careers. This is despite research that suggests underemployment, also referred to as over education, and is a substantive and expanding problem in Sri Lanka.

Moreover, higher education in Sri Lanka has made great progress and highereducationenrollmenthasincreased of late, while the number of master degree holders in 2014 increased from 7513 to 8141 in 2015. With the development of higher education, employment levels continue to decrease, specifically in the initial employment rate, job selection, salary and so on. Furthermore, because of the underemployment, they don't have any satisfaction of their job and it will help to increase job stress. Hence, the problem ofgraduates'and post graduates'

employmentisnotonlyaprominenteconomicproblem,butithas become a serious social problem and it has involvedconsiderable attention. Therefore, the Sri Lankan government issued a series of policies to reduce the current pressure on underemployment and promote employment of post graduates.

Thoroughly, look at post graduates' employment, one hand because of the urban and rural, regional imbalance in economic development, one hand because in the current education system and model, many students have difficulties in adapting with the suitable and complacent job. Therefore, to tackle the tough problem, the government should improve employment and entrepreneurship environment and there is a need to develop entrepreneurship education and foster innovative and entrepreneurial talent to improve post graduate students' entrepreneurship and the ability.

Therefore, this paper aims to find out whether entrepreneurship education can encourage employment and improve job satisfaction by finding the impact of entrepreneurship education on increasing employment performance.

II. LITERATURE REVIEWAND SPECIFICATION OF HYPOTHESIS

The employment performance includes two aspects of acquisition performance and sustained performance. (Liu, 2011). The former part refers to the competitiveness, satisfaction, smooth and salary level of the individual for employment, the latter part refers to the individual's performance and competitiveness in the workplace(Liu, 2011). Because of the limitation of acquisition data, we mostly tested the empirical correlation between entrepreneurship and acquisition performance.

Situational theories assume that the interaction of variables such as task characteristics, organizational characteristics and individual characteristics influences job satisfaction (Hoy, W.K & Miskel, C.E. , 1996). According to the study of Quarstein et al. (1992), overall satisfaction is a function of a combination of situational characteristics and situational occurrences. The situational characteristics usually proposed as key factors in job satisfaction are: the work itself, pay, promotion, supervision and co-workers, although other variables such as education, employee involvement and organizational commitment may impact also(Smith, P.C, Kendall, L.M, & Hulin, C.L, 1969). There have been numerous studies into job satisfaction which explore the impact of demographic characteristics such as age, gender, tenure, and education (Clark, 1993; Clark, A & Oswald,

A, 1995; Hickson, C & Oshagbemi, T, 1999; and Oshagbemi, 1998). The results suggest the existence of relationships between demographic characteristics and job satisfaction, but the evidence tends to be mixed, with positive and negative relationships sometimes identified for the interactions between same variables. The term entrepreneurship education is used interchangeably with entrepreneurship training and skill acquisition. In 1989, Colin Bor presented a report to the Organization for Economic Cooperation and Development. In that report, he advised the concept of entrepreneurship education. He mentioned that in the future people should master three "education passports", one is academic, one is professional and the third is about the dedication and skills development. Entrepreneurship education should provide opportunity recognition, integration of resources to face the risk and creating enterprises with specific guidance to the students, while the newly created corporate management should also be provided to students, such as business plan preparation, capital development and marketing, cash flow analysis(Minniti & Levesque, 2008).

Entrepreneurship generally refers to the pioneering, innovative, bearing risk idea, personality, determination, style and quality, etc. which is the momentum to facilitate new business formation, development and growth. A person who has no business or fails in entrepreneurship could also have entrepreneurship. Schumpeter, (1934), divided entrepreneurship into five parts, namely, need for achievement, locus of control, risk taking propensity, tolerance of ambiguity, self confidence and innovativeness.Furthermore he suggest that, those characteristics called entrepreneurialtraits and they can be built/ shape through entrepreneurship education. Liu, (2011) also agreed with that statement and he also used those five dimenssions of entrepreneurial traits to measure entrepreneurship education in his study. In the study of Liu, (2011) he discusses the correlation between undergraduates' entrepreneurship and employment performance by considering the undergraduate students of Jilin University as population, his results show that the entrepreneurship has a positive influence on employmentperformance.

According to research needs, we measure entrepreneurship by entrepreneurial traits and employment performance by satisfaction of job. And proposed hypothesis of the study are,
H1: Need for achievement helps to improve employment performance.
H2: Locus of Control helps to improve employment performance.
H3: Self-confidence helps to improve employment performance.
H4: Innovativeness helps to improve employment performance.
H5: Risk taking propensity helps to improve employment performance.

III. Methodology

Primarydata was used in this study to empirically test the hypotheses. The primary data collection process of this study intends to utilize a self-administered questionnaire. The questionnaire is structured into three (03) sections. Demographic and family information are collected in the section A to develop a profile of the sample and this table includes gender, department and type of work..Section B focuses on the respondents'personality traits to measure the entrepreneurship. There are five parts, need for achievement table, locus of control table, risk taking propensity table, tolerance of ambiguity table, self confidence table and innovativeness table. Parts of the tables consult theKoh and Chye, (1996)summary of scholars and tested tables. The same scale used by byBezzina, (2010); Dinis, et al., (2013); Karimi, et al., (2011) for their studies to measure physcological characteristic associated with entrepreneurship. Among them, in the locus of control table, the first five items are negative selections; last five items do not need to do the reverse treatment. Need for achievement table is required to do the reverse treatment, the first five items of the tolerance for ambiguity table need to do reverse treatment, while in the risk-taking propensity table, the last four items need the reversed treatment. Self-confidence table is not required to do the reverse treatment.

Employment performance table also uses the Likert table as above. Employment performance is measured by the respondents' evaluation about the satisfaction of his/her job. It consists of sixitems, the degree of willingness to adhere to the job that is the degree of satisfaction of it (one is the least satisfactory, five is the most satisfactory).

The study aims at exploring whether entrepreneurship has positive effects on the promotion of employment performance of new post graduates, therefore, university students are the respondents. Hence, the study intends to adhere to a samplefrom students of fivemaster programmesof Faculty of Commerce and Management Studies, University of Kelaniya, Sri Lanka. The questionnaires were distributed to students attached to five master programmes of the faculty. They are, Master of Business Administration, Master of Business, Master of Human Resource Management, Master of Marketing Management and Master of Commerce. We have distributed a total of 250questionnaires and returned 234 questionnaires out of which, and the effective rate was 93.6 per cent. From the gender perspective, 105 boys (44.87 per cent) and 129 girls (55.13 per cent) responded, this is shown in Table 01.

IV. Data Analysis and Hypothesis Test

To testwhether the data set in lined with outliers, univariate normality and multicollinearityin the study, the researcher has conducted exploratory analysis in SPSS 20 (Statistical Package for Social Sciences).Firstly, as a protective step, researcher performed Series Mean function to exclude all the missing values of the data set. After that, the study moved to recognition and handling outliers of the study. Normality of continuous variables were tested and then testing for Multicollinearity was examined. After that, autocorrelation was tested and Homoscedasticity was examined by residuals. Finally by using simple regression analysis and correlation analysis, hypothesis were tested.

Correlation analysiswere done among all the variables to find out whether there is any relationship among the variables. Measurement of employment performance is obtained by the questionnaire scores of 41 to 47 questions. And the sum of the scores of these six questions is the employment performance score of the students. The higher the score, he gets the higher the employment performance and the respondent is more satisfied with his employment results. Data of the various components of

entrepreneurship depend on the questions in the first five parts, in each table, the higher the total score, the stronger need for achievement, the stronger locus of control, the strong pursuit of self-confidence,the stronger innovativeness and having stronger propensity to taking a risk.

Here, we show the correlation between entrepreneurship and employment performance in Table 02 using the method of correlation coefficient. Specifically, correlation analysis was conducted between the dependent variable 'employment performance' with the independent variables namely 'need for achievement, locus of control, self-confidence, innovativeness and risk taking propensity'. According to the correlational values presented in the Table 02, statistical significant relationship is observed at the surface level. More in detail, it is observed that employment performance and entrepreneurship education are associated with a positive relationship suggesting a same direction. And employment performance and entrepreneurship education association is statistically significant.

Locus of control has the highest impact on the students' employment performance and Risk taking propensity has the least impact.The stronger the internal control the higher the value of their employment performance.

Finally, to find out the significant impact or influence of independent variable on the dependent variablethe regression analysis has done. Hence, to identify the significant determinants of performance of post graduate students and to test the hypotheses stated the researcher used multiple regression analysis.

In Table 03, model summary, the analysis of the ordinary least square regression results of the model of the study is shown. It depicts the relationship between the dependent variable (employment performance of the students) and independent variables (need for achievement, locus of control, self-confidence, innovativeness and risk taking propensity) of the study. As per the table, 04, a high level of model fit (81%) was observed with R^2 value.

ANOVA table of the study shown in Table 04 in the Regression Analysis. Besides, table 04, affirms the overall model fit of the study suggesting a significant P value which is 0.000. Therefore, the researcher suggests the 75.5%impact is in the significant level in the study.

Furthermore,according to the table 05, independent variables are statistically significant, (at 5% level) (0.000). Hence, researcher realized that,   entrepreneurship education is the statistical significance predictor variable of the employment performance of post graduate students of the study. Nonetheless, positive beta coefficients of five independent variables mean that an increase of this variables bring about an increase in the employment performance of students.

In the present study, hypothesis were tested by using multiple regression analysis. In the above chapter, researcher developed seven (05) hypothesis to test through the research. In this section of the chapter, the researchers intend to test those hypothesis by using SPSS output of regression analysis and results can be stated as follows;

No	Hypothesis	P Value	Decision
H1	Need for achievement helps to improve employment performance.	0.010	Accept
H2	Locus of Control helps to improve employment performance	0.000	Accept
H3	Self-confidence helps to improve employment performance	0.000	Accept
H4	Innovativeness helps to improve employment performance	0.002	Accept
H5	Risk taking propensity helps to improve employment performance	0.000	Accept

V. DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

This study discusses the correlation between post graduate students' entrepreneurship and employment performance by considering the masters students of University of Kelaniya, Sri Lanka. According to the results, the entrepreneurship has a positive impact on employmentperformance.Thus,itnotonlysuggesttheimportanceofentrepreneurship andentrepreneurshipeducationtheoretically,butalsoprovidesempiricalsupportforthe conduct of entrepreneurship education and entrepreneurship training. Currently, three conventional universities in Sri Lanka offers entrepreneurship degree programmesfor post graduate students. It is very important to offer entrepreneurship degree programmes by other universities also. Schools and universities should bear the first responsibility of entrepreneurship education. Carrying out entrepreneurship education through the educational content andclassroomclimatewillincreasethequalityoftheeducatorstohelpthembetter adapt to job market requirements. Therefore, in order to improve entrepreneurship, great efforts should be put on entrepreneurship education and researching the models and content of entrepreneurship education, also schools shouldofferdifferentkindsofeducationtoadapttothevarious groups, so as to enhance the entrepreneurship to the greatest degree.

And companies should launch employment support policies to encourage entrepreneurship. Support entrepreneurshippoliciesontheonehandcansupportentrepreneurshippractices, improve the success rate of business and can directly solve the problem of employment, on the other hand could help students focus on entrepreneurship, improve the status of entrepreneurship among post graduates' employment options, thus it will make entrepreneurship become one of the routine employmentoptions and improve the rate of starting a business and the success rate.

Moreover, Universities and companies should create entrepreneurship atmosphere and raise entrepreneurship awareness. Students should take the initiative to improve their entrepreneurship intentionally by strengthening the study and knowledge of entrepreneurship, applying entrepreneurship skills to community activities, andetc.Thustheycanbegraduallycreatedtheentrepreneurship atmosphere and the entrepreneurship awareness could be enhanced.

Meanwhile, this paperalsoexplainsthatentrepreneurshipeducationasparamountimportantandjustifiable. By successfully impartingthe entrepreneurship education,the young post graduates will not only improve their personal qualities but will also secure good jobs.

Finally, when addressing the concern of the implication for the body of knowledge, this study adds new knowledge to the existing body of knowledge while confirming entrepreneurship education and employment performance are positively related.

However, the paper has a number of limitations. The sample drawn from the population are limited to the University of Kelaniya. And future researchers can take undergraduates as their sample. Furthermore, in this study, entrepreneurship education measured by entrepreneurial traits. Future researchers can use any other factors to measure entrepreneurship education.

Appendix

Table 1: Description of the statistical characteristics of the respondents

Statistical characteristics	Categories	Number	Percentage
Gender	Male	105	44.87
	Female	129	55.13
Programme	Master of Business Administration	79	33.76
	Master of Business	36	15.38
	Master of Marketing Management	31	13.25
	Master of Human Resource Management	43	18.38
	Master of Commerce	45	19.23
	Total	234	100

Table 2: Correlation coefficient of the entrepreneurship and employment performance

	Employment performance
Need for achievement	0.660
Locus of control	0.842
Self confidence	0.770
Innovativeness	0.731
Risk taking propensity	0.566

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807[a]	.819	.755	19.71312

a. Predictors: (Constant), NFA,LOC, SC, INN, RTP

b. Dependent Variable: Employment Performance

Table 4: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	60006.42	7	8799.406	19.099	.000[b]
	Residual	203899.524	137	481.348		
	Total	162438.098	234			

a. Predictors: NFA,LOC, SC, INN, RTP

b. Dependent Variable: Employment Performance

Table 5: Impact of the Independent Variables on Dependent Variable

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5.142	14.037		-4.123	.721
	NFA	1.769	.400	.031	6.477	.010
	LOC	.021	.391	.059	5.528	.000
	SC	1.387	.411	.211	4.621	.000
	INN	.511	.498	.098	2.341	.002
	RTP	1.301	.601	.497	3.218	.000
a. Dependent Variable: Employment Performance						

REFERENCES

[1] Bezzina, F. (2010). Characteristics of the Maltese Entrepreneur . *International Journal of Arts and Sciences , 3*(7), 292 - 312.

[2] Clark, A, & Oswald, A. (1995). Satisfaction and comparison income. *paper presented at CEPR/ESRC, University of Essex Workshop, London*.

[3] Clark, A. (1993). Job Satisfaction and Gender: Why Are Women So Happy at Work. Discussion Paper 4, ESRC Research Centre on Micro-social Change, University of Essex, London.

[4] Dinis, A., do Pac ¸o , A., Ferreira, J., Raposo , M., & Rodrigues, R. G. (2013). Psychological characteristics and entrepreneurial intentions among secondary students. *Education + Training, 55* (8/9), 763 - 780.

[5] Gurol, Y., & Atsan, N. (2006). Entrepreneurial characteristics amongst university students: Some insights for entrepreneurship education and training in Turkey. *Education + Training, 48*(1).

[6] Hickson, C, & Oshagbemi, T. (1999). The effect of age on the satisfaction of academics with teaching and research. *International Journal of Social Economics*, 537-44.

[7] Hoy, W.K, & Miskel, C.E. . (1996). Educational Administration. *Theory, Research, and Practice, McGraw-Hill, New York, NY*.

[8] Karimi, S., Biemans, H., Lans, T., Arasti, Z., Chizari, M., & Mulder, M. (2011). Application of Structural Equation Modelling to Assess the effect of Entrepreneurial Characteristics on Students' Entrepreneurial Intentions. (pp. 954-967). Robert Gordon University, Aberdeen, Scotland, UK: Entrepreneurial Intentions. H. Fulford (Eds.). Proceedings of ECIE 2011,The 6th European Conference on Entrepreneurship and Innovation.

[9] Koh, & Chye, H. (1996). Testing hypotheses of entrepreneurial characteristics A study of Hong Kong MBA students. *Journal of Managerial Psychology, 11*(3).

[10] Liu, Z. L. (2011). Entrepreneurship education and employment performance. *Journal of Chinese Entrepreneurship*, 195 - 203.

[11] Lumpkin, G.T, & Dess, G.G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 135-72.

[12] M.Minniti, M.Levesque. (2008). Rcecnt development in the economics of entrepreurship. *journal of business venturing*(23), 603-612.

[13] Oshagbemi, T. (1998). The impact of age on the job satisfaction of university teachers. *Research in Education*, 95-108.

[14] Quarstein, V.A, McAfee, R.B, & Glassman, M. (1992). The situational occurrences theory of job satisfaction. *Human Relations*, 859-873.

[15] Schumpeter, J. A. (1934). The Theory of Economic Development.

[16] Smith, P.C, Kendall, L.M, & Hulin, C.L. (1969). Measurement of Satisfaction in Work and Retirement. *Rand McNally, Chicago, IL.*

AUTHORS

First Author – Nimeshi, G. K. S., Assistant Lecturer, Department of Commerce and Financial Management Faculty of Commerce and Management Studies University of Kelaniya, Sri Lanka, 0717508836, 0768409181 suchithranimeshi92@gmail.com