

**ПРЕДПРИЕМАЧЕСТВО И ОБРАЗОВАНИЕ: РОЛЯТА НА ОБРАЗОВАНИЕТО В  
РАЗВИТИЕТО НА ПРЕДПРИЕМАЧЕСТВОТО**

Йоана Димитракаки

**ENTREPRENEURSHIP AND EDUCATION: THE ROLE OF EDUCATION IN THE  
DEVELOPMENT OF ENTREPRENEURSHIP**

Ioanna Dimitrakaki<sup>1</sup>

Received: 1.10.2018, Accepted: 15.10.2018

---

**Abstract:**

*The education targeting the promotion of the business spirit of the young constitutes a sector of education which has expanded importantly over the last years. The development of entrepreneurship education in Europe and other countries is largely due to the recognition of the positive relation between entrepreneurship and economic development and its contribution to tackling the problem of unemployment. On the one hand, the young looking for work now, and those already working have to face a constantly evolving economic and working environment that requires from them new qualifications and abilities that will help in the establishment of a business and the implementation of new innovative ideas. On the other hand, the problem of unemployment constitutes one of the most important problems of the current times. The specific article refers in the role of education of the young towards the direction of the support of entrepreneurship targeting the economic development and fighting off the problem of unemployment as better trained individuals increase the possibilities to start a new business.*

**Keywords:** *entrepreneurship, education, educational programs*

**JEL Codes:** *L26*

---

## **1. Introduction**

The education influences the business choice via various mechanisms, as one higher educational level is related to a higher level of wealth and therefore to lower costs of starting a business activity while the direct effect of education has an importantly higher influence in such activities in comparison to other professions (Card, 2001, p. 1127 – 1160). Apart from the business performance which is reflected in the profits of a business, the education may have positive results in the performance of a business because it can increase the possibility of their survival via the improved skills of entrepreneurs. In general terms, the entrepreneurship requires a higher level of general knowledge, which is acquired mainly via the formal educational system of every state. However, although the factor of general education plays a crucial role in the development in entrepreneurship as described above, the entrepreneurship education which concerns a more limited educational term consists the most important variable for the business growth and robustness (Kuratko, 2005, p. 577-598).

For the achievement of the objectives of tackling unemployment and the cultivation of business activities, there is a need for the development of business mentality of the individuals that study in secondary and tertiary education, so that a philosophy of encouragement of innovation and young entrepreneurship is reinforced.

---

<sup>1</sup> South-West University “Neofit Rilski”, Blagoevgrad, Faculty of Economics, PhD, iondimi@hotmail.com

## 2. Forms of entrepreneurship

The entrepreneurship is distinguished on the basis of varied approaches according to the way of its implementation or on the basis of the initial motivations for the expression of business action. On the basis of the choice of the form of occupation, the entrepreneurship is distinguished in **entrepreneurship of need** and **entrepreneurship of chance**. The **entrepreneurship of need** concerns the establishment of businesses due to limited choices and it is accompanied by a rather low level of previous education or professional training (Ηρακλέους, 2002, p. 45).

The **entrepreneurship of chance** refers to the business action that is undertaken through a procedure of pinpointing the underutilized opportunities and the unsatisfied needs in the market after a satisfactory level of education has been previously achieved. The form of that entrepreneurship is closely connected with entrepreneurship education, as it is based on abilities that are strengthened by respective business programs.

Social entrepreneurship constitutes a modern form of entrepreneurship that is defined by a social mission within the framework of business chance producing social value. The social entrepreneurship is differentiated in a great degree from social work and social activism.

Green entrepreneurship is closely connected with the social one and it is defined as a form of entrepreneurship that is framed by the business action within the limits of sustainable development according to the principles of ecology and protection of the environment.

Public entrepreneurship refers to the entrepreneurship of the public field and public administration although especially in Greece it constitutes a relatively limited phenomenon. Public entrepreneurship is identified by an effort of business organization of the available resources, targeting the acquirement of high production. In-house business refers to a business action within the internal of businesses targeting the acquirement of a comparative advantage. That form includes a total of processes that refer to the creation of new units, the creation of new products, the handling of competition and the risk-taking (Rasmussen & Sorheim, 2006, p. 185 – 194).

Entrepreneurship in innovation constitutes a form of entrepreneurship that is directly connected with the economic development and use of innovative technology. The basic characteristics of innovative entrepreneurship are the uncertainty of results and the important investments of the businesses. It is worth noting that entrepreneurship of innovation aims at the achievement of the improvement of business performance via the acquirement of a competitive advantage.

Academic entrepreneurship refers to taking business action within the frame of universities, mainly purposing to the commercialization of scientific knowledge that they produce.

Finally, young entrepreneurship constitutes a more special form of modern entrepreneurship as well as one of the most important targets of the corresponding modern policy. That happens because the creation of working positions via the self-employment of the young is considerably important for the promotion of an innovation and the enhancement of regional development.

## 3. Education in entrepreneurship

Entrepreneurship education constitutes an important factor of the promotion of entrepreneurship, as the educational system contains the essential conditions for the realization of the available professional choices, equipping people with cognitive tools which are essential for the development of business actions.

The education in entrepreneurship is realized at all levels of the education procedure. Different educational programs with alternative objects correspond to each educational level, in the primary, secondary or higher education. The development and application of educational programs in entrepreneurship are based on various theories of learning and corresponding teaching. The mainstream theories are the theory of productive learning, the theory of learning via acting, the theory of stages of cognitive development and the theory of classification via cognitive learning objects (Πετράκης & Μπουρλετίδης, 2005, p. 113).

The theory of productive learning is based on the assumption that the human brain constructs actively important relations between unknown meanings and known experiences so that, in this way, a

productive procedure of memory, knowledge, and experience construction is created. The theory of cognitive development refers to the development of cognitive abilities of individuals in direct relation to their external environment. That theory demonstrates that the educational system can produce important positive results in the operation of knowledge acquirement as long as the corresponding program of studies conforms with the learning stages. The theory of learning via acting claims that the individuals should get involved personally in the learning experience, in procedures that include decision-making and suitable handling of the results of those decisions.

As entrepreneurship is connected with the acquirement of abilities and skills such as creation, initiative, and independence, entrepreneurship education is preferable to be taught in an active and experiential way, which encourages people to think and do business. Surely, entrepreneurship education is importantly facilitated by the development of a suitable educational environment, as there is a total of needs and requirements so that a learning environment is functional and effective (Καραγιάννης, 2007). The educational environment for the application of entrepreneurship education should be related to the abilities of a person so that they are receptive to improvements and a sense of responsibility is stimulated in response to learning targets. So, an educational environment configured on the basis of the above mentioned facilitates the procedure of entrepreneurship education and it is consistent with the principles of the theory of productive learning and learning via experience. One of the most efficient methods of teaching entrepreneurship is the creation of virtual or semi-real businesses, within the framework of secondary and tertiary education in the states of the European Union named Junior Achievement Young Enterprise Program (JA-YE). Via this program the participants undertake the responsibility of a limited in duration and size business from the start the until end of the academic year, a period which coincides with the lifetime of a business, performing various business activities that include production and sale of products, keeping of records and holding of professional meetings (Rae, 1997, p. 197-227).

#### **4. Content and methods of entrepreneurship education**

The kind of knowledge that should be provided in entrepreneurship education is distinguished in four categories: *general business knowledge* which refer both to businesses generally, and the new ones which are established at the time in a practical level, general professional knowledge which is distinguished from the previous category and refer exclusively to entrepreneurship, knowledge related to business opportunities, and specialized business knowledge which refers to the way of production and disposal of a product or service.

Despite the fact that an important number of educational programs in entrepreneurship is developed all over the world, most of them usually offer lessons that enhance the first two categories of knowledge. It is also recognized that a large part of entrepreneurship education focuses on knowledge about entrepreneurship instead of knowledge connected with entrepreneurship itself. During last years, the dominant trend regarding the content of entrepreneurship education is the provision of rather business instead of operational knowledge, which can be attributed to ascertainment that entrepreneurship education as a scientific field has entered a phasis of maturity (Binks, 1994). So the development of business behavior, abilities, and skills are suggested as the basic objects of education. It is claimed that the skills that are traditionally taught within the framework of entrepreneurship education do not suffice to form a successful entrepreneur and that education should focus on the development of communication and creation skills, critical thinking, leader qualifications, and abilities of negotiation, problem-solving, social networking and time management. Moreover, another parameter is imported concerning the evaluation of the suitability of the entrepreneurship education content according to which the only way for entrepreneurship to be taught successfully is that its content is mostly based on theory. So it is claimed that the theory of entrepreneurship constitutes a total of empirical generalizations related to how hopeful entrepreneurs should behave, allowing them to understand and foresee the results and consequences of business actions (Μακρίδου – Μπούσιου, 2002). That theory should be taught in would-be entrepreneurs, as nothing is more practical than the understanding of commitment results of any form of resources for the establishment and operation of a business.

Another perspective, which has affected the academic dialog during last years regarding the content of entrepreneurship education, is the implementation which was developed through the

investigation of the way in which the entrepreneurs justify their decisions in an environment of uncertainty. Therefore, it can be proved that entrepreneurs use a different logic that is based more on experience and less on scientific training, having as a result to overlook the methods that focus on future targets, such as market research, analysis of competition and calculation of future profits and to mainly use control methods of their decisions such as management of corporate relations, economic loss, and unforeseen costs (Μουρδουκούτας, Παπαδημητρίου, & Ιωαννίδης, 2004).

According to that approach, it is claimed that entrepreneurship education should focus on the logic of implementation, i.e. on the level on which we can control the future without the need to foresee it instead of relying on the level on which we can foresee the future and thus control it. In this regard, the “art” of entrepreneurship should be the basic axis of the entrepreneurship education content. Entrepreneurship can be considered as a practical activity that should be based more on operative learning methods and less on traditional learning models which are used in entrepreneurship education mainly due to institutional pressure (Brawer, 1997, p. 433-468).

While advancing in more specific approaches in regard to the topics of entrepreneurship education, the following units are suggested: the promotion of ideas of entrepreneurship, knowledge, and skills that are connected with business plans, planning of products, market research, and business creation, risk management techniques, and development of threats handling strategies.

## **5. Models of entrepreneurship education**

Various models that concern entrepreneurship education have been suggested from time to time. The model of the Entrepreneurial Event Model -EEM is the most widely known of them (Shapero & Sokol, 1982, p. 72-90).

The purpose of that model is the provision of a causal basis for the procedures that lead to the demonstration of business behavior and finally to a business event, i.e to the time of starting a business.

The second more widely used model is the model of *planned behavior* which is based on the Theory of Reasoned Action (TRA). That theory is based on two basic structures: the behavioral intent that depends directly on the subjective prototypes and the attitudes. The more positive are the attitudes towards a behavior the more powerful are the subjective prototypes towards a behavior and the behavioral intention.

It would be useful on the basis of the above mentioned, to be noted that the theory of planned behavior is used for the construction of evaluation models of educational programs concerning entrepreneurship. Such a model connects the Entrepreneurship Education Programs (EEP) with the theory of planned behavior according to which the educational programs which are planned according to each academic framework and the corresponding learning audience influence the planned behavior of people enhancing business intentions (Fayolle, Gaili, & Lassas – Clerc, 2006, p.701-720) .

## **6. European policy for the education in entrepreneurship**

Before the stage of setting objects for the enhancement of business spirit by the European Union, emphasis was given in the necessity of education for personal and social development as well as in the connection of education with the job market. The discussion about the role, the purposes and the ways of the attainment of the education targets was and continues to be the object of a lot of commissions and meetings regarding the education within the framework of the European Union.

In the Exhibition of the International Commission for the Education in the twenty-first century under the presidency of Jacques Delors (Unesco, 1996), with the title “Education: the treasure that hides inside” the creation of new links between educational and developed policy is suggested. Before the meeting of the European top Council of Lisbon (2000) the new strategic target in which there are decisions with which the necessity of creating new connections between educational and developed policy is stressed was engraved. So then, in the European Council in Lisbon, the social dimension of the Union was intensively manifested, while the following weak points of the European Union were mentioned: the unemployment, the small percentage of women’s employment and the long-lasting structural unemployment (Ευρωπαϊκό κοινοβούλιο, 2000). A precondition for the attainment of the new target that was set in Lisbon is the adjustment of the education and training policies for life and

work to the society of knowledge. Moreover, one of the main challenges that Europe faces in the field of business is the one that is referred to the education for the development of business spirit and general knowledge related to business and business spirit should be taught in a suitable way both in the primary and secondary and in the tertiary education.

Another commitment of the European chart (Ευρωπαϊκή επιτροπή, 2001, p. 698), of small businesses in the European Union is the introduction of teaching with regards to businesses and entrepreneurship in all educational gradients and the development of training programs for business managers. Regarding the education of businesses policy, a lot of programs were adopted such as:

In 2005 more investments in education and skills acquirement were asked. In 2010 the project program “Education and Training” that was adopted by the Council of Barcelona, which asked the enhancement of the European aspect of education. The program of lifelong learning 2007-2013, the program Erasmus Mundus 2009-2013, and the program “Education and training 2020” provide an important support in the action of the field of education and training.

The enhancement of entrepreneurship continues to constitute one of the basic priority fields for Europe of 2020. So, a special importance in the improvement of education in entrepreneurship is given to the priority that concerns the intelligent development, based on knowledge. Moreover, the critical role of educators in this field is recognized by the European Union. In most cases, education in entrepreneurship is based on enthusiastic and educated professors. Entrepreneurship education constitutes a basic priority for all member states of the Union. A lot of programs and activities are implemented all over Europe.

## **6. The education of entrepreneurship in Greece**

In our country, the teaching of entrepreneurship in primary education takes place via programs through which students learn basic meanings concerning economy and entrepreneurship through various activities. Of course, the implementation of programs which do not belong to the formal program of studies is not possible without the enthusiasm and initiative of educators as the programs place great emphasis on self-studying, creation, and cooperation.

In the secondary education, the acquaintance of students with the meaning of entrepreneurship takes place via economy lessons which belong to the national program of studies and educational visits in businesses, exhibitions, chambers and other bodies. These lessons are the lessons “Principles of economy”, “Principles of economic theory”, “Principles of organization and management” (Μαγουλά, 2002). Another lesson is the one that refers to the theory of entrepreneurship and it is taught in Professional Senior High Schools is the program “Entrepreneurship and development”. It is worth noting that the “Virtual businesses” program gave the opportunity to students of secondary professional education to know through action and managing a virtual business the meaning of economy and entrepreneurship.

In the tertiary education, the meaning of entrepreneurship can be found in different teaching objects both in an undergraduate and in a postgraduate level. It should be noted that universities as autonomous institutions provide subjects and programs having as an object the entrepreneurship on their own initiative. Apart from the subject of entrepreneurship and the other economic subjects through which the students can receive knowledge regarding the entrepreneurship, there are other actions that contribute to this direction such as the Career Offices of universities, the Postgraduate Training Offices and the organization of seminars concerning entrepreneurship.

## **7. Conclusion**

It is widely accepted that human capital constitutes an important variable both for the economic development and the personal progress of every person, whereas the strongest factor of effect in the development of human capital is the education which increases the rate of success in entrepreneurship. We can mention that the more the education is increased the more a person becomes capable to perceive the business opportunities that appear in the external environment. Business education constitutes a continuous procedure of the development of the characteristics of the personality of individuals aiming at the acquirement of training skills and the perception of effectiveness. In conclusion, it is noted that it has become obvious that the educational programs are of major

significance for the enhancement of entrepreneurship. In Greece the enhancement of entrepreneurship constitutes one of the basic priority fields, which refers to the intelligent development, which is based on knowledge and innovation in combination with the target of improvement of the quality of business education. There are attempts for that to be achieved through the utilisation of the European programs that concern the business education such as the programs Erasmus, Erasmus Mundus, Tempus, Marie Curie etc. aiming at the promotion of entrepreneurship. It is an accepted fact that the financial crisis of Greece has significantly influenced the ability of the government to finance investment and innovative plans of entrepreneur education. One of the most important European programs that Greece is trying to exploit is the “Entrepreneurship 2020 Action Plan” which is based on the development of business education, the creation of a suitable entrepreneurship environment and the creation of role-models as regards the field of business education.

## REFERENCES

- Binks, M. (1994). Developing enterprising qualities and qualities in higher education: the case of the enterprise in higher education initiative in the U.K., paper presented at the Babson conference on entrepreneurship in 1994.
- Brawer, F.B. (1997). Simulation as a vehicle in entrepreneurship education. *ERIC Digest*, 97(1).
- Card, D. (2001). Estimating the return to schooling: Progress on some persistent econometric problems, *Econometrica*, 69 (5).
- Fayolle, A., Gailly, B., Lassas – Clerc N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology, *Journal of industrial training*, Vol. 30, No. 9.
- Kuratko, D.F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges, *Entrepreneurship theory and practice*, 29(5).
- Rae, D.M. (1997). Teaching entrepreneurship in Asia: Impact of pedagogical innovation, *Entrepreneurship, Innovation and Change*, 3.
- Rasmussen, E.A., Sorheim, R. (2006). Action-based entrepreneurship education, *Technovation*, 26.
- Shapiro, A, Sokol, I., (1982). The social dimensions of entrepreneurship, In. C Kent, Sexton D., Vesper K., ED, *Encyclopedia of entrepreneurship*: Englewood Cliffs, New Jersey, Prentice – Hall, Inc.
- Unesco (1996). Έκθεση της διεθνούς επιτροπής για την εκπαίδευση στον 21<sup>ο</sup> αιώνα υπό την προεδρία του Jack Delors. Εκπαίδευση: ο θησαυρός που κρύβει μέσα της, Εκδόσεις Unesco, Παρίσι.
- Ευρωπαϊκή επιτροπή, (2001). Έκθεση της επιτροπής, Οι συγκεκριμένοι μελλοντικοί στόχοι εκπαιδευτικών συστημάτων, COM (2001), Βρυξέλλες.
- Ευρωπαϊκό κοινοβούλιο, (2000). Ευρωπαϊκό συμβούλιο 19-20 Ιουνίου 2000 SANTA MARIA DA FEIRA 2/S -2000, Διεύθυνση προγραμματισμού των κοινοβουλευτικών εργασιών, Γενική διεύθυνση προεδρίας.
- Ηρακλέους, Γ. (2002). Εκπαίδευση στην επιχειρηματικότητα, Ανάγνωση πρώτη, *Θέματα παιδείας*, τ.9.
- Καραγιάννης, Α. (2007). Ένα γυροσκόπιο ερευνών για την επιχειρηματικότητα, Το βήμα των κοινωνικών επιστημών, Τόμος ΙΓ, Τεύχος 49.
- Μαγουλιά, Θ. (2002). Παγκοσμιοποιημένη οικονομία και εκπαιδευτική πολιτική: Η περίπτωση των οικονομικών μαθημάτων στην δευτεροβάθμια εκπαίδευση.
- Μακρίδου – Μπούσιου, Δ. (2002). Η έρευνα στην διδασκαλία των οικονομικών στα σχολεία και στα πανεπιστήμια, Το βήμα των κοινωνικών επιστημών, Τόμος θ, τ.32.
- Μουρδουκούτας, Π., Παπαδημητρίου, Σ., Ιωαννίδης, Α. (2004). *Επιχειρηματικότητα: Θεσμοί, πολιτικές*, Κλειδάριθμος, Αθήνα.
- Πετράκης, Π., Μπουρλετίδης, Κ. (2005). Η διδακτική της επιχειρηματικότητας, *Μέντορας*, Τ. 3.