

A Delphi Study at secondary schools to identify entrepreneurship education norms

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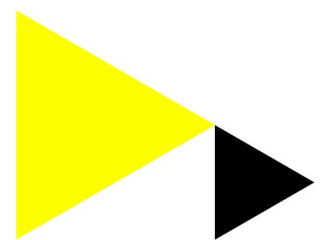
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Title: A Delphi Study at secondary schools to identify entrepreneurship education norms

Questions we care about (Relevance and novelty)

According to the European policy agenda, promoting entrepreneurship is an essential societal task that cannot be started early enough (EU, 2005). Job creation, economic growth, and social change are cited as intended effects. Education plays an important role in achieving these outputs, as entrepreneurship can be taught. Consequently, the increased promotion of entrepreneurship has led to tremendous growth in the provision of entrepreneurship education in secondary schools in recent decades. However, despite the growth in entrepreneurship offerings, little attention has been paid in the literature to widely accepted standards in entrepreneurship targeting secondary school students (Göksen-Olgun, Groot, Wakkee, 2022). Also, partly because of this paucity, very little is known about the impact of education programs offered in entrepreneurship on students' entrepreneurial competencies, intentions, and behaviors. As a step towards generally accepted standards in entrepreneurship education, the primary purpose of this study is to investigate what teachers believe entrepreneurship education should include in terms of knowledge, attitudes, skills, and reflections. To this end, a Delphi survey was conducted among stakeholders in entrepreneurship education in the Netherlands.

This research asks (1) What knowledge, skills, attitudes, and reflections are required in entrepreneurial programs for mindset-induced learning outcomes in secondary education? (2) To what extent and how can these competencies be cataloged to frameworks in the entrepreneurship literature?

Approach

A Delphi study was conducted to establish a core list of entrepreneurship standards from the perspective of secondary school teachers. The Delphi technique is a highly formalized method of gathering ideas and building consensus among individuals considered experts in the field (Preble, 1983). A particular advantage of this method is the ability to collect multiple expert opinions without personal interaction between the experts. In this study, we collected data in three rounds in which participants (N=54, N=49, N=46) were asked to list knowledge, skills, attitudes, and reflections essential for entrepreneurship in secondary education. Based on the results, all ideas were collected, and teachers were allowed to review and respond to each other's viewpoints.

Potential findings

We report the top three results for knowledge, skills, attitudes and reflections. First, the essential critical components of "knowledge" are (1) knowledge about business plans, (2) knowledge about finance and administration, and (3) knowledge about marketing. Second, the essential critical components of "skills" are (1) generation of ideas and opportunities, (2) research skills, and (3) social skills. Third, the important critical components of "attitudes" are (1) risk-taking, (2) investigative attitude, and (3) perseverance. Finally, the essential critical components of "reflections" are (1) reflections on the final product, (2) reflections on the learning process, and (3) reflections on own actions. Based on these results, these competencies were cataloged into frameworks in the entrepreneurship literature. In the discussion, we juxtapose our categorization with the literature to present accepted standards or accepted competencies in entrepreneurship for secondary education.

Implications for society

Identifying entrepreneurship education norms in secondary education in terms of "knowledge, skills, attitudes and reflections" might affect to what extent entrepreneurship education can promote young people's entrepreneurial competencies and contribute to developing a measurement tool for entrepreneurship in secondary education. Furthermore, generally accepted standards can lead to

improvements in entrepreneurship education, which ultimately positively impacts job creation, economic growth, and social change.

Value/Originality

Currently, norms and measurement tools are unavailable in the literature for (broad) entrepreneurship in secondary education. By cataloging the results of the current study, or the final entrepreneurial norms found in secondary education, to existing frameworks in entrepreneurship literature, we can contribute to the literature and develop an entrepreneurial attitude among young people.

Keywords:

Secondary education, Entrepreneurship Education Norms, Delphi study, Entrepreneurial Attitude, Entrepreneurship Competencies