

IJACT 24-3-35

## The Effect of Satisfaction of Entrepreneurship Education on Successful Entrepreneurship

Jun-Young Lee\*, Sung-Ho Bang\*\*, Ki-Hwan Ryu\*\*\*

\*Department of Immersive Content Convergence, Graduate School of Kwangwoon University, Seoul, Korea

\*\* Graduate Student, Department of Tourism and Food Industry, Graduate School of Smart Convergence, Kwangwoon University, Seoul, Korea

\*\*\*Professor, Department of Tourism and Food Industry, Graduate School of Smart Convergence, Kwangwoon University, Seoul, Korea

e-mail : { l jy6959, bshpaul77, allryu } @kw.ac.kr

### Abstract

Recently, many policies and fairs have been made in relation to start-ups. In addition, various start-up education for prospective start-ups is being conducted in various ways. Therefore, these days, the number of prospective start-ups who receive such information and start-up education is increasing. Nevertheless, more and more start-ups are still unsuccessful and close their businesses within months or years. In particular, start-ups who continue to maintain their start-ups also see the unfortunate reality of start-ups that find other jobs in various support systems and related policies and relationships that they cannot quit even if they want to.

In this study, based on previous studies, factors for satisfaction with entrepreneurship education will be set and a questionnaire will be conducted for prospective entrepreneurs who have completed education at a start-up education center in Seoul. The survey results are intended to verify their reliability and validity through empirical analysis. The SPSS statistical package will be used for analysis, and a total of 200 copies of the questionnaire will be distributed and collected.

In this study, it was confirmed that the higher the satisfaction with entrepreneurship education, the better the successful entrepreneurship. In addition, I think that further developing various policies or detailed curriculums for entrepreneurship education will be of great help to prospective entrepreneurs taking entrepreneurship education.

**Keywords:** Startups, Entrepreneurship education, A support policy, A prospective entrepreneur, A successful start-up

## 1. INTRODUCTION

According to Locke, satisfaction in learning is generally defined as an "emotional response" and can only be found in an individual's internal processes, meaning when an individual obtains a pleasant and positive emotional state from evaluating his or her education or program experience.

Studies continue to show that the temperament of entrepreneurs is innate, but it is possible to be nurtured

---

Manuscript received: January 6, 2024 / revised: March 5, 2024 / accepted: March 10, 2024

Corresponding Author: [allryu@kw.ac.kr](mailto:allryu@kw.ac.kr)

Tel:\*\*\* - \*\*\*\* - \*\*\*\* Fax: 02-940-5443

Professor, Dept. of Tourism and Food Industry, Graduate School of Smart Convergence, Kwangwoon Univ., Korea

through learning acquired. Various start-up education is being conducted because various capabilities for start-ups can be acquired.

Souitaris et al. said that the influence of education determines the will to start a business. In other words, start-up education is very important because education can improve the will to start a business.

Satisfaction with educational services is an objective result of the subjective feeling that comes from meeting with the quality of educational services provided by the level of expectations of educators.

In this study, based on previous studies, factors for satisfaction with entrepreneurship education will be set and a questionnaire will be conducted for prospective entrepreneurs who have completed education at a start-up education center in Seoul. The survey results are intended to verify their reliability and validity through empirical analysis. The SPSS statistical package will be used for analysis, and a total of 200 copies of the questionnaire will be distributed and collected.

## 2. MAIN SUBJECT

### 1) Definition of Education Satisfaction

Souitaris et al. (2007) stated that the influence of entrepreneurship education determines the will to start a business. In other words, entrepreneurship education is very important because it is possible to enhance the will to start a business through entrepreneurship education. Satisfaction with the entrepreneurial education service is an objective result of the subjective feeling that appears when the expectation level of the entrepreneurial educator meets the quality of the entrepreneurial education service provided.

Jackson, Button (1989) argued that since satisfaction is generally a stimulus to express an evaluation of an individual's state of mind, there is a need to develop a tool on how to derive the satisfaction of start-up trainees participating in start-up education programs.

Astin (1993) defined satisfaction with entrepreneurship education as 'examining the subjective response of prospective entrepreneurs to the educational experience after education', and suggested that entrepreneurship trainees' perceptions of experiences such as instructors, contents of entrepreneurship education, students, entrepreneurship education facilities, and entrepreneurship education system should be evaluated. Table 1 is a prior study on educational satisfaction.

**Table 1. Prior Study on Education Satisfaction**

A researcher	A prior study
Astin(1993)	Examining the subjective situation according to the student's educational experience
Jackson, Button (1989)	Since satisfaction is generally a stimulus to express an evaluation of an individual's state of mind, there is a need to develop a tool on how to derive the satisfaction of start-up trainees participating in start-up education programs.

---

<b>Astin (1993)</b>	satisfaction with entrepreneurship education as 'examining the subjective response of prospective entrepreneurs to the educational experience after education'.
---------------------	---

---

### 3. METHOD

#### 1) Likert's 5-point scale

In this study, a questionnaire was composed of questions related to educational content, educational techniques, and educational environment to investigate satisfaction with entrepreneurship education. The survey consisted of a total of 35 questions, including 13 questions related to educational content, 13 questions related to educational techniques, and 9 questions related to the educational environment.

The survey was conducted for students who took entrepreneurship education at an educational institution in Seoul. A total of 200 copies were distributed and a total of 195 questionnaires were used, excluding 5 invalid questionnaires. Table 2 shows the general characteristics of the sample.

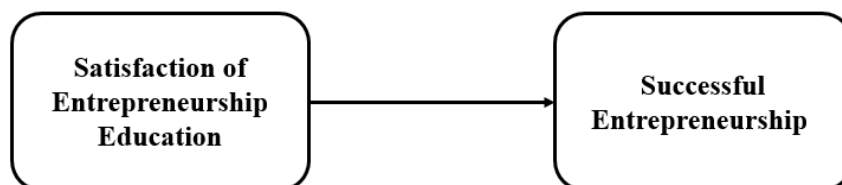
**Table 2. General characteristics of the sample**

Target	Franchise CEO
A sample population	Students who have completed education at an institution located in Seoul
Sampling Method	Determination sampling method
Distribution of Questionnaires	A total Questionnaire: 200 Invalid Questionnaire: 5 Important questionnaires used in the final analysis: 195
Period of Investigation	October 10, 2023 ~ October 15, 2023

---

#### 2) Research model and Hypothesis

The research model established in this study is shown in Figure 1.



**Figure 1. Research model**

Therefore, the following hypothesis could be established.

Hypothesis 1. Satisfaction with entrepreneurship education will affect successful entrepreneurship.

The survey was conducted for 6 days from October 10, 2023 to October 15, 2023, and the analysis used spss.

#### 4. EMPIRICAL ANALYSIS

Factor analysis was conducted to examine the validity of the question items adopted to measure the research variables, and reliability analysis based on Cronbach's  $\alpha$  value was conducted to confirm internal consistency. In performing factor analysis, if a specific questionnaire item has a factor load of 0.5 or less across two or more factors, the item was removed from the analysis without classifying it as a specific factor item. Table 3 shows the results of empirical analysis.

**Table 3. Empirical analysis**

Observation variable	Questionnaire	a useful curriculum	Segmentation of the Program	Start-up related information
a useful curriculum	1. Lectures related to theory were well conducted during the curriculum.	.810	.167	.277
	2. Lectures related to practice were well conducted during the curriculum.	.807	.228	.133
	3. Hygiene education during the curriculum was well done,	.780	.266	.243
	4. The program of the curriculum was well organized.	.662	.326	.329
	5. I was able to take all the courses.	.651	.315	.318
	6. In addition to the prepared education, I could take a special lecture.	.642	.324	.327
	7. Education contents were beneficial.	.652	.316	.330
Segmentation of the Program	1. During the program, information related to the startup competition was obtained.	.214	.858	.087
	2. During the program, I had the opportunity to participate in a seminar related to start-ups.	.278	.829	.104
	3. During the program, I had the opportunity to participate in a contest related to start-ups.	.216	.818	.306
Start-up related information	1. During the education, information related to start-ups could be obtained.	.265	.154	.827
	2. During education, information related to start-up costs could be obtained.	.121	.199	.762

3. During the training, information related to the franchise could be obtained.	.301	.103	.752
Eigen Value	2.872	2.665	2.341
% of Variance	20.514	19.036	16.719
Cumulative %	20.514	39.550	56.269
Cronbach's $\alpha$	.891	.886	.798
KMO / Bartlett Sphericity Test	0.894/0.000( $\lambda=1528.866$ , d.f=91)		

## 5. CONCLUSION

It was found that satisfaction with entrepreneurship education had a significant positive effect on successful entrepreneurship. This means that satisfaction with entrepreneurship education is a major decision to play a positive role in improving successful entrepreneurship skills. The results of this verification are considered to be of practical significance in improving the ability to start a business.

It may be a limitation of the survey method, but at the same time, there is a limit to not accurately grasping the effect of start-up education satisfaction because it analyzed causal relationships as variables, so it will be interesting to note that subsequent research topics using satisfaction with start-up education, regression analysis, and capabilities for successful start-ups will change their value.

## REFERENCES

- [1] Aaker, D. A, Managing brand equity: Capitalizing on the value of a brand name, New York: Ontario, The Free Press, 1991
- [2] Ajzen, I. and M. Fishbein, Attitudinal-Behavioral Relations: A Analysis and Review of Empirical Research. Psychological 84, 888-918, 1977
- [3] Begley, T. M. and Boyd, D. P, Psychological Characteristics Associated with Performance in Entrepreneurial Firms and Smaller Businesses, Journal of Business Venturing, 2, 79-93, 1987
- [4] Capon, N., Berthon, P., Hulbert, J. M., & Pitt, L, Brand custodianship: A new primer for senior managers, European Management Journal, 19(3), 215-227, 2001
- [5] Chandler G. N & Jasen, The Founder's Self-Assessed Competence and Venture Performance, Journal of Business Venturing, 223-236, 1992
- [6] Farquhar, P. H, Managing brand equity, Marketing Research, 1(3), 24-33, 1989
- [7] Gartner, W. B, A Conceptual Framework for Describing the Phenomenon of New Venture Creation, Academy of Management Review, 10(4), 1985
- [8] Hallam et al, The neural correlates of emotion regulation by implementation intentions, PLoS ONE, 10(3), 2015