



# A Survey of Entrepreneurship Education at University level in Bangladesh

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## Research Note

### Abstract

**Purpose:** The study attempts to evaluate the Entrepreneurship Development course(s) offered at the undergraduate level in different public and private universities in Bangladesh in terms of their objectives and contribution in developing traits, skills, and knowledge among the students.

**Methods:** This is a descriptive study based on a questionnaire survey. Data were collected from the faculty members who were teaching or taught entrepreneurship courses at the undergraduate level (BBA). A total of 58 respondents, 16 from Public Universities, and 42 Private Universities filled up the questionnaire properly and used for data analysis. The questionnaire was developed based on the Entrepreneurship Education Model (Azim & AlKahtani 2015).

**Results:** It is found that as a whole the courses are offered with a medium level of effectiveness with the mean score of 2.36 on the scale of 4. It is also observed that the Entrepreneurship courses offered at various academic Levels in Bangladesh are run with the aim of teaching 'about' entrepreneurship rather than to 'create entrepreneurs' in the true sense of the term.

**Implications:** The research has inevitable implications for faculty members and universities as regards the content, facilitation, and overall management of the course. These are discussed in the article.

**Keywords:** Entrepreneurship, Content, Skill, Knowledge, Facilitation, Universities, Curriculum, Bangladesh

## 1. Introduction

Entrepreneurship is widely recognized as a critical factor in economic development. Schumpeter (1934) viewed *entrepreneurship* as the major conducive factor to economic growth. McClelland (1961) treated it as the causal factor of development. Keeping the critical role of entrepreneurship in mind Bangladesh has paid attention to the development of *entrepreneurship* in the country in order to uplift the standard of living of its people. In this connection, among other measures, there are both public and private efforts for entrepreneurship development in the country through education and training intervention. Courses on Entrepreneurship have

been introduced at different academic levels and Entrepreneurship training programs have been designed and offered through many public, private, and development institutions or organizations in Bangladesh.

However, the poor level of industrialization, a modest level of economic growth, and massive unemployment in the country indicate that Bangladesh could not make significant headway in entrepreneurship development. So, naturally, it points to the effectiveness of Entrepreneurship education and training in the country. Against this backdrop, the present study focuses on the evaluation of entrepreneurship education at University levels of Bangladesh. The study attempts to evaluate the *Entrepreneurship Development* course(s) offered at BBA and MBA level in different public and private universities in Bangladesh in terms of their objectives and contribution in developing traits, skills, and knowledge among the students. It also focuses attention to understand the facilitators' characteristics and teaching approaches of these courses offered in Bangladesh.

## 2. Literature Review

### 2.1. Can Entrepreneurship be Taught?

Despite exponential growth in entrepreneurship education and training, the debate on whether entrepreneurs are *born or made* and whether entrepreneurship can be taught or not still rears its head from time to time. Some biographies of successful entrepreneurs often read as if such people entered the world with an extraordinary genetic endowment. Their personal characteristics, family heritage, or exceptional opportunities, etc are believed to be instrumental for transforming them into great entrepreneurs. Entrepreneurial education has also been criticized for attempting to teach what, until recently, has been considered "unteachable". It has been an established understanding among business professionals that some people are born entrepreneurs and will succeed with or without education, while no amount of education can provide business success for someone who lacks the "entrepreneurial spirit." It is also argued that much entrepreneurial learning is 'implicit', being hard to verbalize, occurring incidentally, and drawing on intuition and 'tacit' skills (Marsick and Watkins 1990), and hence it is difficult to transmit from facilitator to the students.

Contrary to the above propositions there are many arguments and evidence that speak for the contribution of entrepreneurship education and training in developing entrepreneurs and entrepreneurial people. There are many counterstories of those who hit on the entrepreneurial jackpot without the benefits of genetics (Henry et al. 2005 II). The entrepreneurial traits and genetics do not fall into any sensible pattern for start-up successes. Banfe (1991) suggests that there is a serendipity of unpredictable events that do not have much to do with a family heritage.

Most of the proponents of entrepreneurship education take a mid-way considering the teachable and non-teachable aspects of entrepreneurship. Miller (1987) believes that not all aspects of entrepreneurship can be taught and that educators cannot create entrepreneurs any more than they can produce foolproof, step-by-step recipes for entrepreneurial success.

However, Miller (1987) believes that educators can provide an understanding of the rigorous analytical techniques required to set-up a new business and an appreciation of the limitation of those techniques. He also claims that many of the entrepreneurial characteristics, like self-confidence, persistence, and high energy levels, cannot be wholly acquired in the classroom. Stuart Meyer, professor at the J.L. Kellogg Graduate School of Management at Northwestern University comments on teaching entrepreneurs; "They either have it or they don't. I can't teach students the personality traits necessary to take risks, but I can teach them to analyze those risks, to be analytical about their choices, and to learn from mistakes made in the past" (Farrell 1984 p. 63). John R. Thorne, professor at the Graduate School of Industrial Administration at Carnegie-Mellon University agrees, "We can't teach entrepreneurship, but we can teach the mechanics of starting a new business, and impart practical knowledge to our students" (Farrell 1984 p. 63). David Rae (2005) maintains that while education can provide cultural awareness, knowledge, and skills for entrepreneurship, the "art" of entrepreneurial practice is learned experientially in business rather than the educational environment (Gorman et al., 1997; Jack & Anderson 1999).

Gorman et al. (1997) report that the findings from the studies indicate that entrepreneurship can be *taught*, or if not taught, at least *developed* by entrepreneurship education. This supports the findings of Vesper's (1982) US-based study of university professors, which demonstrated an overwhelming consensus that entrepreneurship can be taught. Supporting this view, Kantor (1988) claims that, based on his study of 408 entrepreneurship students in Ontario, most generally believed that the majority of entrepreneurial *traits* and *abilities* can be taught, with *abilities* perceived as being more teachable than *traits*. This concurs with the findings of the study conducted by Clark et al. (1984), which indicates that teaching entrepreneurship skills aided the creation and success of new businesses.

Thus many factors are unrelated to genetics and support the counter paradigm that "entrepreneurs are often made, not born". However, the success of an education program in developing entrepreneurs and entrepreneurial people or in other words, the answer to the question, whether entrepreneurship can be taught or not is not a mere 'yes' or 'no', rather it is inextricably linked with the objectives, content, structure, pedagogy, and approaches of the teaching of entrepreneurship programs.

### 3. Methodology

The study has been based on primary data collected through a survey by using a structured questionnaire with five points Likert scale (0-4). The respective instructors in different Academic Departments offering entrepreneurship course(s) in public and private universities have been chosen as the respondents of the survey. A total of 58 questionnaires (78% of the total respondents) have been received and found up to the expectation, of which 16 from Public Universities and the rest 42 from Private Universities. The questionnaire is prepared based on an Entrepreneurship Education Model (EEM) proposed by Azim and Al-Kahtani's EET Model (2015). Data analysis is based on simple descriptive statistics. In order to sketch a comprehensive picture of Entrepreneurship Education in Bangladesh at the University level, the

most common descriptive statistics like, mean, percentage, standard deviation, variance, etc. are extensively used.

### 3.1. Specification of Azim and Al-Kahtani's EET Model (2015)

The model provides a recipe with the most crucial ingredients of an entrepreneurship development program in terms of traits, skills and knowledge contents (what are to be taught?) as well as approaches to teaching (how to teach?) and the essential features of the facilitators (Who should teach?). Following is the Diagram of the Model (Fig. 1):



Fig. 1: Entrepreneurship Education and Training Model (Azim & AlKahtani 2015)

## 4. Results

### 4.1. Entrepreneurship courses in Universities in Bangladesh

There are 46 public and 105 private universities approved by University Grants Commission operating in Bangladesh. Of them, an entrepreneurship development course is offered by almost all the universities having commerce/business faculty. No university in the public sector

is found to offer a full-fledged Honors or Masters Program in Entrepreneurship. A few Private universities, like BRAC University, Northern University, City University, etc. are found to mention major in entrepreneurship either at Undergraduate or Masters level in their brochures but in reality, none is observed to operate such program. The Commerce/Business faculties of relatively older public universities, such as Dhaka University, Rajshahi University, Chittagong University, and Islamic University, are consisted of a number of autonomous departments. Each department has its own curriculum and offers a BBA/MBA in the respective field like BBA/MBA in Marketing, BBA/MBA in Management, etc. On the other hand, the relatively new public universities such as Shahjalal University of Science and Technology, Khulna University, etc offer one combined BBA program under the business faculty.

Private Universities typically offer BBA/MBA degree under the business faculty/School. Each program usually has a number of core courses that are compulsory for all the students in the faculty/school and there are major/minor areas where the students have the option to focus on according to their choice. The most common major areas are Marketing, Finance, Accounting, General Management, Human Resources Management, Management Information Systems, etc. With few exceptions, the entrepreneurship course is taught as a core course in most of the Private Universities. Various aspects of entrepreneurship courses offered in different public and private universities in Bangladesh are described in the following sections.

#### 4.2. Title of the Entrepreneurship Courses

Entrepreneurship courses are offered in different titles in different universities in Bangladesh. Depending on the title the contents also vary to some extent. The most common titles are “Entrepreneurship Development”, “Entrepreneurship Development and Small Business Management”, “Entrepreneurship”, Entrepreneurship Development and Business Environment”, “Entrepreneurship: Process and Principles” etc.

**Table # 1: Title of the Entrepreneurship Course**

Title of the course	Frequency	Percent	Public Universities	Percent	Private universities	Percent
Entrepreneurship Development	33	56.9	10	62.5	23	54.8
Entrepreneurship Development and Small Business Management	14	24.1	3	18.8	11	26.2
Others	11	19	3	18.8	8	19
Total	58	100.0	16	100	42	100

Source: Filed Survey

The above table shows that 56.9 percent of universities use the "Entrepreneurship Development" title while 24.1 percent use "Entrepreneurship Development and Small Business Management" and 11 percent use other titles. It is also observed that relatively more public universities (62.5 percent of the sample) use the "Entrepreneurship Development" title than their private counterparts (54.8.percent). In fact, the courses under the title of "Entrepreneurship Development and Small Business Management" contain a significant portion of contents on various functional areas of management, like Financial Management, Human Resource Management, Operations Management, and Marketing management with particular reference to small business. However, it is observed that in most cases, the course contents are rather duplications for the business students because they are taught almost the same contents in more detail in the respective full-fledged courses on these areas.

### 4.3. Objectives of the Courses

An inquiry is made to know with what objective(s) the entrepreneurship courses are offered in the country. In line with the Gibb's (1999) typology of objectives of entrepreneurship education programs where he outlined three objectives (mutually not exclusive) like (i) to inform about entrepreneurship, (ii) to prepare the students to be entrepreneurial and (iii) to prepare students to become entrepreneur, the survey finds that the teachers at universities in Bangladesh offer entrepreneurship courses more or less with all three objectives in mind. However, it is interesting to note that around 70 percent of the respondents mention that they teach entrepreneurship with an aim to let their students prepared to become an entrepreneur. It indicates that around 30% don't have even the objective to let their students prepared to become an entrepreneur. The following table shows the frequency and percentages of different objectives mentioned by the respondents.

**Table # 2.: Objectives of the Course**

Objectives of the course	Frequency	% of respondents (58)	% of total responses (109)
Let my students know about entrepreneurship	37	63.79	33.94
Make my students entrepreneurial (not necessarily that they will start their own business)	31	53.45	28.44
Let my students become entrepreneurs (start their own business in the future)	41	70.69	37.61
Total	109		100%

#### 4.4. Status of the Course

As regards the status of the course in different universities, it is found that 79.3 percent of the universities offer this course as a mandatory course for their business students. The following table provides a glimpse of the status of the course in public and private universities.

**Table # 3: Status of the Course**

	F (total)	Public	Private
Mandatory	46 (79.3)	16 (100)	30 (71.4)
Optional	12 (10.7)	00	12 (28.6)

Source: Field Survey

One important observation is that the course is mandatory for all the departments under business faculties in public universities while in many private universities (28.6 percent of the sample) it is an optional course. It indicates that in some private universities, entrepreneurship course is not given enough importance which may imply that they want to prepare their students only for seeking employment with large public or private organizations rather than preparing themselves for employment creation.

#### 4.5. Textbooks and Reading Materials used for the Course

Textbooks are the manual of instruction, standard books in any branch of study. They usually contain the study materials in an easy-to-understand format. In fact, a good textbook makes learning (also teaching) easier and comprehensible. Entrepreneurship, even in an international context, is relatively a new field of study in comparison to many other disciplines of business like Management, Marketing, Accounting, etc. However, by this time a few good textbooks have been written by some US scholars based on the US context. And it is observed that, like in other fields, these US textbooks are frequently used by the teachers in the country. According to the survey it is found that the most prominent US textbook on entrepreneurship is written by Hisrich and Peters followed by books authored by Donald Kuratko and Hodgetts, by David H. Holt and by Nicholas Sinopolis. These textbooks are mostly organized in three major themes: (1) Fundamentals of entrepreneurship, which includes entrepreneurship concepts, process, approaches, qualities, etc. (2) Venture creation, which covers idea generation, legal issues, business plan formulation, startup avenues like franchising, acquisition, etc. and (3) Management and growth of the firm, which contains Operations management, marketing management, financial management, Human resource management, succession issues, international business, etc.

In fact, the first textbook on entrepreneurship written by a Bangladeshi author was “Shilpoddog Abong Babosthapon” (Entrepreneurship and Industrial Management) published in 1987 from Bangla academy. It was written in Bangla by Dr. Abdul Momin Chowdhury, Senior Management Counselor, Bangladesh Institute of Management (BIM). Even though the first attempt to bring out textbooks in Bangla was initiated by Prof. Lee C. Nehrt in 1984, it took nearly 5 years to get it published from UGC in July 1989. Later with the introduction of an entrepreneurship course in Bachelors and Master's level under National University, many

textbooks were published in Bangla. However, as the BBA/MBA programs in public and Private Universities are offered in English, these textbooks are not found appropriate. So there was a good demand for textbooks on entrepreneurship written in English from Bangladesh's perspective. However, so far there are only two available textbooks on entrepreneurship written by Bangladeshi authors. One is "Entrepreneurship, Small Business, and Lives of successful entrepreneurs" by Dr. A. R. Khan and the other is "Entrepreneurship Development: An Operational Approach" by Dr. Nazrul Islam and Dr. Muhammad Z. Mamun. Both books are found to be consulted by the teachers in different universities. The book written by Dr. A.R. Khan contains a lot many contents organized in fourteen chapters. But the materials are provided in a very synoptic form. It also includes the biographies of 16 successful entrepreneurs of Bangladeshi origin as well as a good number of small cases based in Bangladesh's perspective. The book by Islam and Mamun also has many rich contents. This book, to some extent, contains research findings on different aspects of entrepreneurship in Bangladesh. But it does not seem to serve the purpose of a full-fledged textbook. Certain chapters of the book are written in the textbook format while a number of chapters are simply based on some research papers on entrepreneurship or small business. In the survey, it is identified that 60 percent of the respondents use Dr. Khan's book while 43 percent are found to consult Islam and Huq's book. The following table provides a summary of the textbooks consulted by the respondents.

**Table# 4: Textbooks consulted by the Faculty Members for the Course**

Textbooks	Freq	% of respondents (58)	% of total readership (192)
▪ Entrepreneurship: A Contemporary Approach by Donald Kuratko & Hodgetts	20	34.48	10.42
▪ Entrepreneurship by Hisrich & Peters	37	63.79	19.27
▪ Small Business Management: An Entrepreneurial Emphasis by Longenecker, Moore, and Petty	7	12.07	3.65
▪ Entrepreneurship: An operational Approach by Nazrul Islam & Z. Mamun	25	43.10	13.02
▪ Entrepreneurship by Dr. A R Khan	35	60.34	18.23
▪ Entrepreneurship: Strategies and Process by Marc. J. Dollinger	8	13.79	4.17
▪ Entrepreneurship and Small Business Management by Nicholas Sinopolis	13	22.41	6.77
▪ Entrepreneurship: New Venture Creation by Holt	22	37.93	11.46
▪ Others	25	43.10	13.02
▪ Total	192		100

Source: Field Survey

Other than the listed books in the table, a number of other books are also found to be used as text or reference by the teachers. An illustrative list of such books is given below:

- Fundamentals of entrepreneurship and small business – Remu Arora & S.K. Sood



- 50 Companies that change the world – Howard Rothman
- Entrepreneurship Development – C K Basu & D J Halen
- Entrepreneurship – Vasanta Desai
- Entrepreneurship Development – SS Khanka
- Entrepreneurship and Small Business Management – Ibrahim & Mazhar
- The essence of small business – Colin Barrow
- Entrepreneurship in Action – Mary Coulter
- Essentials of entrepreneurship and small business management – Thomas w. Zimmerer & Norman M. Scarborough
- Entrepreneurship and small business management – C B Gupta & SS Khanka
- The determinant of small enterprise development of Bangladesh: An investigation ... – Jahangir H. Khan

It is interesting to note that more than 70% of the respondents consult more than 3 books for the course. It can be considered as a sign of the wide readership of the teachers. Since an entrepreneurship course is related to venture creation, it calls for information related to wide aspects of the business environment. Consequently, to conduct such a course it is imperative that depending solely on textbooks, which are mostly written in the US context, is not adequate at all. Therefore, it is observed that the respondents use various other materials as reference for the course. The following table shows various materials used by the respondents.

**Table # 5: Other Reading Materials used for Entrepreneurship Course**

Other Reading Materials	Frequency	% of respondents (58)	% of total readership (147)
▪ Industrial Policy	26	44.83	17.69
▪ Materials from BSCIC and other support institutions	19	32.76	12.93
▪ Articles published in journals	41	70.69	27.89
▪ Relevant Newspaper supplements/articles	36	62.07	24.49
▪ Others	25	43.10	17.01
▪ Total	147		100

Source: Field Survey

The table above shows that the most frequently consulted materials are articles published in academic journals followed by news/articles published in newspapers, industrial policy, BSCIC, and other institutional publications and others which include cases prepared by the teachers themselves, monographs, etc.

#### 4.6. Methods of Assessment

Assessment or evaluation of students' knowledge and understanding is a vital part of education. It is the feedback from the students about how well they could grasp the subject. Now the educators emphasize continuous evaluation rather than a one-time evaluation at the end of the period. It is also emphasized that the evaluation should be based on various criteria such as analytical skill, recollection skill, creativity, oral communication skill, writing skill, etc. rather than one or two criteria only. Based on this viewpoint, now it is argued that there should be a number of components in the evaluation scheme that covers the all-round evaluation of a student. From the survey on the assessment scheme for the courses on entrepreneurship in different universities, it is noted that the respondents use a number of elements in their evaluation scheme which is, of course, a very good practice. However, the composition of various components of the scheme varies from university to university. It is found that Private universities as a whole use more elements in their scheme than their public counterparts. All respondents from private universities are observed to use the final exam, class test, and mid-term. They are also found to use assignments, oral presentations by the students, and class attendance with high frequency. Case study and business plan projects are also used by around 80 percent of the private universities. In the case of public universities, it is observed that only the final exam is used by all the respondents in their evaluation scheme. The other components of their scheme, in accordance with the frequency of use, are class tests, assignment, mid-term, class attendance, case study, oral presentation, and business plan project. The following table shows the various components of the assessment scheme used by both Public and Private Universities in Bangladesh.

**Table # 6: Assessment Scheme for Entrepreneurship Course**

	Frequency	%	Public	%	Private	%
Class test	56	96.6	14	87.5	42	100
midterm	51	87.9	9	56.3	42	100
final exam	58	100	16	100	42	100
Business plan project	36	62.1	7	43.8	29	69.6
assignment	56	96.6	16	100	40	95.2
Oral presentation	41	70.7	6	37.5	35	83.3
class attendance	47	81	7	43.8	40	95.2
Case study	45	77.6	12	75	33	78.6

Source: Field Survey

One important point to note that a business plan is considered as the central part of an entrepreneurship course, particularly where the objective is to prepare students to start their own businesses. So, it should be given paramount importance in teaching entrepreneurship and in a course lasting for 4 or 6 months, it is very much sensible to allow the students to prepare a practical business plan incorporating all its components, like a marketing plan, organizational plan, human resource plan, and financial plan. Preparation of such a plan will certainly expose students to the real-life business scenario and let them internalize the lessons better. But it is found that only 69.6 percent of private universities and 43.8 percent of public universities included in the sample use business plan project as part of their evaluation scheme.

#### 4.7. Levels of Traits Developed Through Entrepreneurship Programs

It is well documented in the literature that a number of traits differentiate entrepreneurs from non-entrepreneurs (Bygrave, 1989; Hornaday, 1982). Lachman (1980) suggested that people, who possess the same characteristics as entrepreneurs, will have a higher tendency (or potential) to perform entrepreneurial acts than people who do not possess such characteristics. The list of such traits may contain more than 20 traits. However, in the survey, an attempt is made to identify what levels of efforts are exhorted to develop six most sought after traits among the students through the entrepreneurship course. The mean score of 2.77 on a scale with a maximum ceiling of 4 indicates that the facilitators of the courses give medium levels of effort to develop these traits. As it is evidenced from the table below that the most effort is found to discharge to develop creativity and innovation followed by self-confidence, vision, need for achievement, risk-taking, and internal locus of control. Since traits are the major determinants of being successful entrepreneurs, without developing these traits at a high level it is more unlikely that the students will be able to initiate ventures by putting their personal endowments at risk.

**Table # 7: Levels of Different Traits Developed Through Entrepreneurship Courses**

Item	Mean	S. Deviation	Public	Private	Levene's Test for equal variance F (sig.)	Test of significance t (Sig.)
Creativity and Innovation	2.91	.2831	2.81	2.95	.001	.204
Self confidence	2.89	.4468	2.63	3.00	.000	.083**
Vision	2.89	.3598	2.75	2.95	.000	.190
Need for Achievement	2.72	.4509	2.69	2.74	.475	.706
Risk-Taking	2.68	.6545	2.81	2.64	.092	.266
Internal Locus of Control	2.51	.8000	2.31	2.60	.979	.232

\*\* Significant at the 10% level.

As regards the difference between public and private universities in relation to traits, it is found that only in case of self-confidence trait, there is a significant difference at a 10% level.

#### 4.8. Levels of Skills Developed Through Entrepreneurship Programs

Entrepreneurs are doers. With their above-average skills, they make things happen. The presence of certain skills makes them different from non-entrepreneurs. Consequently, the experts on entrepreneurship recommend for developing certain skills among the students in entrepreneurship courses. In the study, eight very important skills are surveyed and it is found that with a mean score of 2.66 (out of 4), the faculty members pay medium level of effort in developing these skills among their students through entrepreneurship courses in Bangladesh. No single skill is found to receive a high level of effort i.e. score more than or equal to 3. The most taken care of skill is organizing skills followed by leadership, decision making, opportunity recognition, communication, and networking skill. Stress management and time management skills are observed to be paid the least attention. Moreover, the high standard deviation for these two skills indicates that there are wide variations in efforts among the faculty members to develop these skills.

**Table # 8: Levels of different Skills developed through entrepreneurship courses**

Item	Mean	S. Deviation	Public	Private	Levene's Test for equal variance F (sig.)	Test of significance t (Sig.)
Organizing skill	2.93	.3681	3.00	2.90	.070	.160
Leadership skill	2.86	.3478	2.88	2.86	.727	.863
Decision Making skill	2.79	.6144	2.94	2.74	.027	.116
Opportunity recognition skill	2.72	.7205	2.69	2.74	.665	.813
Communication skill	2.64	.7422	2.56	2.67	.961	.637
Networking skill	2.60	.6473	2.25	2.74	.000	.060**
Stress management skill	2.55	1.0950	2.94	2.29	.142	.278
Time management skill	2.18	1.0835	1.94	2.29	.142	.278

\*\* Significant at 10% level

Concerning the difference between public and private universities in relation to skills, it is observed that only in case of networking skills, there is a significant difference at the 10% level.

#### 4.9. Levels of Knowledge disseminated through entrepreneurship programs

Awareness about the whole process of entrepreneurship/starting a business is crucial for developing self-efficacy and desirability among the potential entrepreneurs. To this end, it is expected that an entrepreneurship course will keep its students/participants informed about certain important information and facts. The survey on this area finds that with the mean score of 2.81 (out of 4) the teachers of entrepreneurship courses in Bangladesh pay medium level of attention to this area.

An investigation into the various components of knowledge and information disseminated through entrepreneurship courses shows that theoretical aspects of entrepreneurship, preparation of a business plan, franchising as a Business Startup avenue and ways to develop entrepreneurship in the country receive a high level of attention from the entrepreneurship educators in Bangladesh while institutional sources of fund, government and private support services for entrepreneurs, legal issues related to starting a business, acquisition as an avenue to start a business, government incentives for entrepreneurs, and procedures of market research receive a medium level of attention. Tax regulation related to starting and running a business gets the least consideration.

**Table # 9: Levels of Knowledge disseminated through entrepreneurship programs**

Item	Mean	S. Deviation	Public	Private	Levene's Test for equal variance F (sig.)	Test of significance t (Sig.)
Entrepreneurship concept, benefits, functions, qualities, theories etc.	3.71	0.46	3.81	3.67	.014	.251
How to prepare a Business plan	3.57	0.92	3.63	3.55	.589	.777
Franchising as a Business Startup avenue	3.00	0.99	2.94	3.02	.504	.770
Entrepreneurship Development in a country	3.00	1.30	3.06	2.98	.267	.823
How the entrepreneurs can avail Institutional sources of Fund	2.81	1.37	2.94	2.76	.189	.666
What government organizations provide support services to the entrepreneurs	2.78	1.08	3.13	2.64	.008	.064**
What private organizations provide support services to the entrepreneurs	2.69	0.99	2.81	2.64	.670	.566
Government regulations (related to starting a business)	2.67	1.03	2.69	2.67	.864	.946
Buy out (acquisition) as a Business Startup avenue	2.62	1.24	2.63	2.62	.166	.987
Government incentives	2.53	1.14	2.44	2.57	.436	.694
How to conduct Market research	2.53	1.22	2.31	2.62	.264	.396
Tax regulations	1.83	1.20	1.38	2.00	.819	.076**

\*\* Significant at 10% level

As evidenced from the table high degree of standard deviation for institutional sources fund, ways to develop entrepreneurship in the country, acquisition, market research, tax regulation, government incentives, and government regulations indicate that there is marked variation among the universities in relation to teaching these aspects in the entrepreneurship courses. As far as the difference between public and private universities is concerned, a significant difference at 10% level is observed for information about the government support services and tax regulations for starting a business in favor of public and private universities respectively.

#### 4.10. Approaches used by the faculty members in entrepreneurship programs

To prepare students with the right set of traits, skills, and knowledge base so as to start their own businesses it is far more important to use appropriate approaches in imparting entrepreneurship education. However, the survey in this respect shows rather a wearisome picture in Bangladesh. With a mean score of 2.12 (out of 4) the educators in Bangladesh are found to use slightly over the low level of assortments of approaches in teaching entrepreneurship courses. It is noted that the teachers are more comfortable with traditional lecture-based teaching. However, a moderate level of scores for student presentation, business plan projects, group discussion, case study analysis, and exposure to successful entrepreneurs are indications of concerns of the teachers about using various approaches of teaching entrepreneurship. One grave concern is that the poor scores for using approaches like exercise for nurture creativity, simulation, and games & competition. These approaches are believed to be instrumental in developing creativity and innovation, need for achievement, internal locus of control, organizing skill, leadership skill, etc. among the participants which are the backbone of entrepreneurship. The poor score in using non-traditional approaches may be attributed to the class size. In many universities, class size is more than 50 or nearly 50 which is not a convenient size for practicing various innovative approaches in the class.

**Table # 10: Level of Approaches used in Entrepreneurship Programs**

Item	Mean	S. Deviation	Public	Private	Levene's Test for equal variance F (sig.)	Test of significance t (Sig.)
Lecture method	4.00	.00	4.00	4.00	--	---
Oral presentation by the students	2.89	1.80	2.50	3.05	.082	.305
Prepare a business plan	2.75	1.86	1.75	3.14	.013	.023*
Group discussion	2.55	1.93	1.50	2.95	.152	.010*
Case study	2.27	1.29	2.44	2.21	.217	.562
Exposure to entrepreneurs	2.00	.91	1.81	2.07	.602	.341
Exercise to nurture the creativity	1.79	2.00	.50	2.29	.000	.000*
Role play/simulation	.55	1.39	.25	.67	.029	.230
Games and competitions	.27	1.02	.50	.19	.046	.409

\* Significant at 05% level

Source: Field Survey

About the difference between public and private universities concerning approaches used, it is noted that assigning students to prepare a business plan, group discussion and exercise to nurture creativity are found to be significantly different at 5% level.

#### 4.11. Level of Facilitation Effectiveness in Entrepreneurship Programs

As regards the facilitation effectiveness of entrepreneurship courses in Bangladesh, it is observed that the teachers offering the course have a medium level of efficacy with a mean score of 2.46 (out of 4). However, the teachers have a very high level of perception (3.6) about the viability of entrepreneurship as a career choice for their students which is very important for the enthusiastic delivery of the lessons. The level of education/training and research experience of the teachers maintain a medium level with scores 2.47 and 2.31 respectively.

**Table# 11: Level of Facilitation Effectiveness in Entrepreneurship Programs**

Criteria	Mean	S. Deviation	Public	Private	Levene's Test for equal variance F (sig.)	Test of significance t (Sig.)
Education/training	2.47	1.16	1.75	2.74	.542	.003*
Business exposure	1.71	1.64	.75	2.07	.000	.001*
Research	2.31	1.33	2.44	2.26	.192	.656
perception	3.60	.85	3.06	3.48	.010	.167

\* Significant at 05% level

The business exposure of the teachers is found to be the least available criteria among the teachers. And in a country where job opportunities are limited, a person has to choose a career upon completion of his/her university degree and usually sticks to it. So those who choose to teach at universities as a career at the early stage of their career, by and large, don't switch to other job opportunities and vice versa. So it is natural that university teachers will have a low level of business exposure. However, some teachers are involved in the family business or with other businesses in the form of consultancy, etc. A very high level of standard deviations indicates wide dispersions among the universities in relation to facilitation criteria.

As regards, the difference between public and private universities about teacher's qualifications, it is observed that the teachers in private universities have significantly (at 5% level) better education/training and business exposure than their public counterparts. This can be attributed to the fact that in most of the public universities, the teachers are elderly and did their masters while entrepreneurship course was not offered at the university level whereas at the private universities most of the faculty members are relatively younger and have their BBA/MBA where they could take a course on entrepreneurship. Regarding, business exposure it can be argued that many teachers in the private universities join the university at different levels from

corporate jobs whereas in public universities, usually, the teachers join the university just after completion of their Master's level education.

#### 4.12. Overall Program Effectiveness

The entrepreneurship courses in different universities in Bangladesh as a whole are found to operate with a medium level of effectiveness with a mean score of 2.36 on a scale of 4. In terms of frequency, it is observed that most of the programs (53.4%) are run at a medium level while 27.6% at a low level and only 19% at a high level. The following table shows the overall picture of the program effectiveness of entrepreneurship courses in Bangladesh.

**Table # 12: Overall Program Effectiveness**

Level of effectiveness	Frequency	percentage
Low	16	27.6
Medium	31	53.4
High	11	19
Total	58	100

#### 5. Conclusions and Implications

One very obvious objective of any entrepreneurship course is to create entrepreneurs. If this is not the objective, the facilitator cannot deliver the course contents with enthusiasm and focus. So the entrepreneurship courses offered at universities in Bangladesh also must have the objective of creating entrepreneurs. In fact, the other objectives, like letting the students know about entrepreneurship, make them entrepreneurial, etc. should be secondary objectives.

Entrepreneurship is an alternative career option. Through different courses in Business Schools, the students are prepared for employment in large organizations. But it may not be the right choice for the students or there may be too competitive to have access, which is very much true for Bangladesh. In these circumstances, having exposure to entrepreneurship as a career option may lead the students to self-employment or starting their own businesses. So the course should be mandatory for all the students in business. Moreover, the contents of the course particularly, traits and skills, if developed properly will increase the students' employability as well.

As the course is offered in Business Schools/Commerce Faculties, the students take full-fledged courses on Management, Marketing, Operations Management, Financial Management, and Accounting. So if the same topics are taught again as part of the small business management it will be rather a duplication. Because, in the true sense, there is no obvious difference between large business management and small business management other than the difference in scale. A small business may be viewed as a subset of a large business. Consequently, in entrepreneurship in a Business School, it is better to concentrate on various aspects of entrepreneurship like fundamentals of entrepreneurship, legal issues related to new venture creation, incentives, support services, entrepreneurship development, innovation and creativity, idea generation, feasibility study, etc. in the entrepreneurship course. In line with this reasoning, it can be argued that the title of an entrepreneurship course should be either



"Entrepreneurship", "Entrepreneurship Development", "Business Environment and Entrepreneurship" or "Entrepreneurship: Concepts and Processes" etc. not "Entrepreneurship Development and Small Business management".

Godtfredsen (1997) has compared teaching entrepreneurship with teaching fine arts where traditional lecture method is not enough. Rather the teacher should use multiple approaches in order to develop the right set of traits, and skills in students and transmit the required knowledge for starting a business. To this end, both public and private universities should focus more on the approaches they are using in imparting entrepreneurship to the students. The entrepreneurship teachers in public universities should emphasize more on business plan writing, group discussion, and exposure to entrepreneurs in the form of either life story analysis or presentation of live entrepreneurs, role play/simulation, games and competition, student presentation, and exercises to nurture creative exercises. The entrepreneurship teachers in private universities should focus more on exposure to the entrepreneurs, role/play/simulation, and games & competition.

The preparation of the Business plan is the focal point of entrepreneurship education. It provides a comprehensive idea about the whole process of venture creation and management. As a result, the entrepreneurship course without preparing a business plan will not ensure proper learning at all. Therefore, every entrepreneurship course offered by either private or public university must assign students either individually or in a group to prepare and present a business plan during the course period.

To offer an ideal milieu of contents, the entrepreneurship courses in universities should improve their content. The courses in both private and public universities should emphasize more on developing an internal locus of control, risk-taking propensity, and need for achievement, time management, and stress management skills among the students. They should also develop their curriculum with more stress on institutional sources of funds, government and private support services, legal issues related to starting a business, acquisition as a business startup avenues, market research, and tax regulation.

In order to improve the facilitation of the entrepreneurship course, it should be taught by the teachers who have attended this course or received training on entrepreneurship, have research experience in entrepreneurship, and have exposure to business either in the form of involvement in the family business, prior employment in business houses or operation of own businesses.

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