

**THE DEVELOPMENT OF SELF-EMPLOYMENT IDEOLOGY THROUGH EDUCATION  
AS A BASIS FOR THE FORMATION OF ENTREPRENEURIAL CULTURE**

**Abstract**

Entrepreneurs are one of the key contributors to the economic growth of the nation. The modern-day definition of entrepreneurship is slightly different from the past. Small, medium and micro enterprises and start-ups have begun a new trend of creating solutions to socio-economic problems faced by people living mainly in the sub-urban and rural areas. Developing countries have dynamic market policies and are home to the majority of the world's young population. It is also to be noted that in these countries the number of the unemployed population is very high. Educating young people about self-employment, entrepreneurship, business modeling, governmental policies can inspire many to start new businesses. Keeping in mind these factors education and self-employment become very crucial in driving economic growth. The development of entrepreneurial culture in any society will take some time as it takes several generations to acquire the values, attributes, beliefs, and behavior that later form into a culture. This process can be made more efficient by introducing entrepreneurship development programs to students in universities. Digitalization has enabled the use of e-learning technologies by which new teaching methods can deliver lessons without disturbing the curriculum of the students. Research shows that many universities have used methods like setting up start-up incubators, creating a venture fund. Such activities have led to a rise in the number of young entrepreneurs with innovative ideas. Such steps taken at the university level will ultimately contribute towards the development of regional entrepreneurial ecosystems. The rise of regional level firms, businesses and enterprises are very essential in emerging economies. It can solve fundamental problems such as unemployment. Taking into account all these factors this paper tries to identify the key mechanisms that can be brought about at university level educational institutions which will encourage young people towards self-employment and entrepreneurship.

**Keywords:** self-employment, entrepreneurial culture, education, young entrepreneurs, innovation.

The question if entrepreneurship is an inborn talent or a skill that can be acquired has persisted for years among students, educators, and practitioners as well. It has often been believed that the spirit and capacity of entrepreneurship depend on traits inherent in the character and a psychological predisposition to take risks. However, since the 80s this idea has been questioned and it has been proposed that entrepreneurship can also be learned. Various authors (Drucker, 1985, Shane & Venkataraman, 2001, Wiklund, Davidsson, Audretsch & Karlsson, 2011) have projected that entrepreneurship is more of an attitude, a technique, a practice, and a discipline that can be taught and strengthened particularly through higher education and globally via the education system. Developing an entrepreneurial culture and mindset has gained popularity all over the world. It is considered as an influential factor for economic and social development.

Research done by many scholars' points out a major link between culture, which is understood as general values, as an important factor for the level of entrepreneurial activity in a society. The difference of growth in a society and its relation with entrepreneurial culture was first studied in detail by (Baumol 1968). The development of certain values, which is a part of the development of entrepreneurial culture in a society becomes a crucial factor in the formation of self-employment ideology. Certain values have a motivational construct that shapes the attitudes of people towards a goal centric society. Such values hold great significance when it comes to overall economic growth. This paper aims to propose the mechanisms that can be used to encourage the development of values and attributes that contribute to the entrepreneurial culture. An enterprising culture today is necessary to ensure that entrepreneurship thrives in a society. (Blokker and Dallago 2008) establish that if

entrepreneurial and enterprising behavior among young people especially university students is to emerge, more focus must be put on entrepreneurship education and methodologies that encourage practical learning with time-bound milestones.

The review of literature from various sources shows that there is a lack of agreement on the definition and the attributes of entrepreneurial culture. To understand the entrepreneurial culture in detail it is necessary to combine the different streams of literature relating to the field of entrepreneurship and other cross-disciplinary boundaries. Thus, if some works focus on the cognitive traits of the entrepreneur, i.e., his values, his motivations, his perceptions, his intentions and his cognitive processes (Johannisson 1984, Toulouse, 1990, Pruett et al. Aoyama 2009, Linan and Chen 2009, Engle et al., 2010, Moriano et al., 2012 and Goktan and Gunay 2011), others are more concerned with the environmental conditions that would favor this entrepreneurial culture (Bosma and Schutjens, 2009, Begley and Tan, 2001).

(Liikanen 2004) also adds that the development of an entrepreneurial culture in a society provides benefits even beyond their application to business activity in general. In fact, becoming entrepreneurial can lead to certain character attributes such as creativity, innovation, and spirit of an initiative which can be useful to everyone in their working activities and in their daily lives. Numerous researches have studied the impact of teaching and learning of entrepreneurship education to youth and its impact on the acceleration of economic growth and development of a country. In a study carried out by (Arogundade 2011), it is proposed that the importance of entrepreneurship education towards improving sustainable economic development is significant. Entrepreneurship education is not just about teaching someone how to run a business but it is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. This is what is desirable for economic growth and development. Therefore, the development of entrepreneurial culture in a country among the citizens and especially among the youth will lead to a situation where the majority of the population takes up self-employment as a career and firmly believes it is better than wage employment or taking up a regular job. This study considers entrepreneurial culture as the dependent concept. Entrepreneurial culture is determined as a dynamic process that involves three critical stages namely entrepreneurial mindset, business start-up motives, and entrepreneurial orientation. Concerning the independent variable, the literature reviewed discloses that entrepreneurship education equips people with the needed skills for them to become entrepreneurial. Hence the purpose of this study is to establish the relationship between entrepreneurship education and entrepreneurial culture among university-level students. This paper will contribute to the ongoing discussion making entrepreneurship education a core course at all levels of education especially at the higher levels.

### **Methodologies**

#### *Development of entrepreneurial culture:*

Johannisson (1984) defines the entrepreneurial culture as a culture that values the personal characteristics associated with entrepreneurship. To promote entrepreneurial culture societies need to emphasize individualism, marginality, the need for self-fulfillment, risk-taking, self-confidence, and social skills. It is very important to promote diversity and change along with encouraging personal success. Toulouse (1990) considers that the entrepreneurial culture is a culture that values both perseverance and determination, business activity and individual or collective initiative. It is also a culture that balances security and risk and offers a resolution to the tension between stability and change. For this author, the entrepreneurial culture should be considered as dynamic acting on the acceptance, desirability, and feasibility of entrepreneurial behavior. We can easily see that these two definitions are more business-oriented and therefore, consider entrepreneurship in its rather restrictive vision. Hence, the entrepreneurial culture is defined as a set of attitudes and traits that enhance initiative-taking and engaging in projects that aim at promoting autonomy and free will. It is a particular culture of projects that aims at producing novelty and change and underscoring creation and construction.

Entrepreneurial culture should no longer be considered merely as a means of creating new businesses, but rather as a general attitude and a valuable asset in every citizen's daily life, given the scope of the characteristics that define it (Fortin 2004) proposes that wealth creation involves the

development of an entrepreneurial culture that is preferably endogenous, prioritizing the development of values such as autonomy, empowerment, creativity, and solidarity. It remains strongly influenced by the beliefs of the individual, his values, his needs as well as the economic and socio-cultural environment in which he evolves. It can be deduced from the definitions outlined above that entrepreneurial culture is the outcome of socialization and education. Thus the question that remains to be answered is how can education contribute towards the development of entrepreneurs and what type of pedagogy best cultivates entrepreneurial culture.

#### *Entrepreneurial education at universities:*

Entrepreneurship education can be used as a tool for developing entrepreneurial skills, attitudes, and behaviors that will ultimately form the basis for the development of entrepreneurial culture. Entrepreneurship education, especially at the university level, can have a positive impact on shaping up the attitude towards self-employment and in turn promote entrepreneurship as a useful and respectable career prospect for graduates. Universities can be seen as engines of scientific and technological inventions and play an important role in transforming the invention and technological development into innovation. Entrepreneurship education at the university level should not be limited to those pursuing business studies alone. Since a student on other programs studying engineering or medicine could also become entrepreneurial in their field of study. Thus entrepreneurship education is not only a means to foster Youth Entrepreneurship but at the same time to equip young people with entrepreneurial attitudes and skills to be self-employed and provide employment to others.

Universities also play a key role in encouraging the talents of students, researchers, and graduates (Petridou 2009) suggests that university can be a platform for societal innovation system. Entrepreneurship education as a part of such a system could be regarded not only as a task of producing entrepreneurially oriented competent individuals but also reproducing the social mechanisms that strengthen and facilitate the birth and growth of new businesses. In addition, universities play a key role in building entrepreneurial eco-systems by linking researchers, students, entrepreneurs, business enterprises and other stakeholders with each other. In (Fayolle and Gailly 2005) state that the objectives of entrepreneurship education are aimed at changing students' behaviors and even intentions that make them understand entrepreneurship. It encourages them to become entrepreneurial and to become an entrepreneur that will finally result in the formation of new businesses as well as creates new job opportunities. In recent years there is a significant increase in the number of university graduates. Self-employment and business ownership are being considered by many graduates as a better option compared to a regular job. It has been recognized and acknowledged that higher education needs to be equipping its graduates better for the diverse range of skills required to manage new businesses.

UNESCO has classified education as comprising organized and sustained communication designed to bring about learning. Education is the acquisition and transmission of excellences of body, mind, and character. The definition does not focus on infrastructures of education as an activity but on what qualities should come out of the person through the process of education. Education, therefore, leads to the development of knowledge, values, and habits. Entrepreneurial education can be defined as the whole set of education and training activities within the educational system that try to develop the intention to start a new business in the participants. It aims to instill in the participants' entrepreneurial knowledge, the desirability of the entrepreneurial activity, or its practicability. Entrepreneurship Education is described as "the teaching of knowledge and skills that enables the students to plan, start and run their own business." (Deakins & Glancey 2005) describe that the role of entrepreneurship education is mainly to build an entrepreneurial culture among young people that, in turn, would improve their career choices towards entrepreneurship. The data from the Global Entrepreneurship monitor suggests that people with limited entrepreneurship education are less likely to participate in entrepreneurial initiatives. Therefore, getting adequate education becomes very important in the development of entrepreneurial intentions of a person which will ultimately lead them towards starting a new business.

#### **Conclusion**

The role of entrepreneurship education in the creation of entrepreneurial culture is very significant. Universities act as platforms for the instilling of necessary entrepreneurial skills and self-empowerment ideology, especially among youth. Entrepreneurship education aids students from all socioeconomic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship education comprises courses, pedagogy, activities, workshops, and evaluation methods. It aims to create awareness about the business and business visionaries, building an entrepreneurial frame of mind in an individual. It is important that universities develop certain programs that will ensure the development of entrepreneurial skills, not just in students pursuing business studies but also to students and researchers from various other streams. Universities have a significant role to play in the growth of a nation because they are the breeding grounds for future entrepreneurs. They have the potential to develop not only winning personal qualities but also provide an opportunity to create employment for self and for others. Entrepreneurship, self-employment and enterprise creation provides a solution to the crises of both unemployment and under-employment and will ultimately lead to the economic development of a nation.

### References

1. Aoyama Y. (2009). Entrepreneurship and Regional Culture: The Case of Hamamatsu and Kyoto, Japan, *Regional Studies*, 43:3, pp. 495-512 [Electronic resource]. Mode of access: [https://www.researchgate.net/publication/46527379\\_Entrepreneurship\\_and\\_Regional\\_Culture\\_The\\_Case\\_of\\_Hamamatsu\\_and\\_Kyoto\\_Japan](https://www.researchgate.net/publication/46527379_Entrepreneurship_and_Regional_Culture_The_Case_of_Hamamatsu_and_Kyoto_Japan)
2. Arogundade B. B. (2011). Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2, pp. 26-27. [Electronic resource]. Mode of access: <http://www.jeteraps.scholarlinkresearch.com/articles/Entrepreneurship%20Education.pdf>
3. Goktan B. & Gunay G. (2011). Is Entrepreneurial Cognition Culturally Bound? A Comparative Study Conducted in Turkey and the United States, *Journal of Small Business & Entrepreneurship*, 24:4, pp. 455-470. [Electronic resource]. Mode of access: <https://www.tandfonline.com/doi/pdf/10.1080/08276331.2011.10593548>
4. Baumol William J. (1968). Entrepreneurship in Economic Theory *The American Economic Review*, Vol. 58, Issue 2, pp. 64-71 [Electronic resource]. Mode of access: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1506344](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1506344)
5. Begley T., Tan W. (2001). The Socio-Cultural Environment for Entrepreneurship: A Comparison Between East Asian and Anglo-Saxon Countries. *J Int Bus Stud* 32, pp. 537-553 [Electronic resource]. Mode of access: <https://ideas.repec.org/a/pal/jimbs/v32y2001i3p537-553.html>
6. Blokker P. and B. Dallago (eds.) *Youth Entrepreneurship and Local Development in Central and Eastern Europe* Chapter 8. Publisher: Ashgate Publishing Company. [Electronic resource]. Mode of access: [https://books.google.co.in/books?id=Mqcy8enQwHYC&pg=PR4&lpg=PR4&dq=\(Blokker+and+Dallago+2008+reference&source=bl&ots=SIYOrmBqNV&sig=ACfU3U3ks4J6MjCDeKnt\\_2zmHXca8VaRTw&hl=en&sa=X&ved=2ahUKEwjo8r3VofToAhWKF3IKHbMTBvwQ6AEwAXoECAoQAQ#v=onepage&q=\(Blokker%20and%20Dallago%202008%20reference&f=false](https://books.google.co.in/books?id=Mqcy8enQwHYC&pg=PR4&lpg=PR4&dq=(Blokker+and+Dallago+2008+reference&source=bl&ots=SIYOrmBqNV&sig=ACfU3U3ks4J6MjCDeKnt_2zmHXca8VaRTw&hl=en&sa=X&ved=2ahUKEwjo8r3VofToAhWKF3IKHbMTBvwQ6AEwAXoECAoQAQ#v=onepage&q=(Blokker%20and%20Dallago%202008%20reference&f=false)
7. Bosma N., Schutjens V. (2009). Understanding regional variation in entrepreneurial activity and entrepreneurial attitude in Europe. *Ann Reg Sci* 47, pp. 711-742 [Electronic resource]. Mode of access: <https://link.springer.com/article/10.1007/s00168-010-0375-7>
8. Deakins D., Glancey K., Menter I. et al. (2005). Enterprise Education: The Role of Head Teachers. *Entrepreneurship Mgt.* 1, pp. 241-263 [Electronic resource]. Mode of access: <https://link.springer.com/article/10.1007/s11365-005-1131-9#citeas>
9. Drucker P. (1985). *Innovation and Entrepreneurship*, Heinemann, London. [Electronic resource]. Mode of access: [https://www.academia.edu/38623791/Innovation\\_and\\_entrepreneurship\\_-\\_Peter\\_F\\_Drucker](https://www.academia.edu/38623791/Innovation_and_entrepreneurship_-_Peter_F_Drucker)

10. Engle R. L., Dimitriadi N., Gavidia J. V., Schlaegel C., Delanoe S., Alvarado I., et al. (2010). Entrepreneurial intent: A twelve-country evaluation of Ajzen's model of planned behavior. *International Journal of Entrepreneurial Behaviour & Research*, 16 (1), pp. 35-57. [Electronic resource]. Mode of access: [https://www.researchgate.net/publication/281970801\\_Entrepreneurial\\_intent\\_A\\_twelve\\_country\\_evaluation\\_of\\_Ajzen's\\_model\\_on\\_planned\\_behavior](https://www.researchgate.net/publication/281970801_Entrepreneurial_intent_A_twelve_country_evaluation_of_Ajzen's_model_on_planned_behavior)
11. Fayolle A. G. & Gailly B. (2005). Using the Theory of Planned Behaviour to assess entrepreneurship teaching programmes. Centre for Research in Change. Innovation and Strategy, pp. 1-18. [Electronic resource]. Mode of access: [https://www.researchgate.net/publication/228752441\\_Using\\_the\\_Theory\\_of\\_Planned\\_Behaviour\\_to\\_Assess\\_Entrepreneurship\\_Teaching\\_Programs\\_A\\_First\\_Experimentation](https://www.researchgate.net/publication/228752441_Using_the_Theory_of_Planned_Behaviour_to_Assess_Entrepreneurship_Teaching_Programs_A_First_Experimentation)
12. Johannisson B. (1984). "A Cultural Perspective on Small Business - Local Business Climate", *International Small Business Journal*, Vol. 2, No. 4, pp. 32-43.
13. Liñán F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa/Small Business*, 3 (1), pp. 11-35. [Electronic resource]. Mode of access: [https://www.researchgate.net/publication/235937886\\_IntentionBased\\_Models\\_of\\_Entrepreneurship\\_Education](https://www.researchgate.net/publication/235937886_IntentionBased_Models_of_Entrepreneurship_Education)
14. Liñán F., & Chen Y.-W. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *Entrepreneurship Theory and Practice*, 33 (3), pp. 593-617. [Electronic resource]. Mode of access: <http://institucional.us.es/vie/documentos/resultados/LinanChen2009.pdf>
15. Moriano J. A., Gorgievski M., Laguna M., Stephan U. & Zarafshani K. (2012). A cross cultural approach to understanding entrepreneurial intention. *Journal of Career Development*, 39 (2), pp. 162-185. [Electronic resource]. Mode of access: [https://www.researchgate.net/publication/233951487\\_A\\_CrossCultural\\_Approach\\_to\\_Understanding\\_g\\_Entrepreneurial\\_Intention](https://www.researchgate.net/publication/233951487_A_CrossCultural_Approach_to_Understanding_g_Entrepreneurial_Intention)
16. Petridou E., Sarri A. and Kyrgidou L. (2009). "Entrepreneurship education in higher educational institutions: the gender dimension", *Gender in Management*, Vol. 24, No. 4, pp. 286-309 [Electronic resource]. Mode of access: <https://www.emerald.com/insight/content/doi/10.1108/17542410910961569/full/html>
17. Shane S. and Venkataraman S. (2001). Entrepreneurship as a field of research, *Academy of Management Review*, Vol. 26, No. 1, pp. 13-16. [Electronic resource]. Mode of access: [https://www.academia.edu/3444585/The\\_Promise\\_of\\_Entrepreneurship\\_as\\_a\\_Field\\_of\\_Research](https://www.academia.edu/3444585/The_Promise_of_Entrepreneurship_as_a_Field_of_Research)
18. Toulouse J. M. 1990. La culture entrepreneuriale, *Rapport de Recherche*, No. 9003, March 1990
19. Wiklund J., Davidsson P., Audretsch D. B., & Karlsson C. (2011). The Future of Entrepreneurship Research. *Entrepreneurship: Theory and Practice*, 35 (1) [Electronic resource]. Mode of access: [https://www.academia.edu/14889540/The\\_future\\_of\\_entrepreneurship\\_research](https://www.academia.edu/14889540/The_future_of_entrepreneurship_research)

О. Брйчук

## **РАЗВИТИЕ ИДЕОЛОГИИ САМОЗАНЯТОСТИ ЧЕРЕЗ ОБРАЗОВАНИЕ КАК ОСНОВЫ ФОРМИРОВАНИЯ ПРЕДПРИНИМАТЕЛЬСКОЙ КУЛЬТУРЫ**

### **Аннотация**

Предприниматели являются одним из ключевых факторов, способствующих экономическому росту страны. Современное определение предпринимательства несколько отличается от прежнего. Малые, средние, микропредприятия и стартапы определили новую тенденцию создания решений социально-экономических проблем, с которыми сталкиваются люди, проживающие преимущественно в пригородных и сельских районах. Развивающиеся страны имеют динамичную рыночную политику и являются местом проживания для большинства молодых людей в мире. Следует также отметить, что в этих странах очень высока численность безработного населения. Обучение молодежи о самозанятости, предпринимательстве, бизнес-моделировании, государственной политике может вдохновить многих на открытие новых предприятий. Принимая во внимание эти факторы, образование и

самозанятость становятся ключевыми факторами стимулирования экономического роста. Развитие предпринимательской культуры в любом обществе займет некоторое время, так как требуется несколько поколений, чтобы приобрести ценности, атрибуты, убеждения и поведение, которые в последствии формируются в культуру. Этот процесс можно сделать более эффективным, введя программы развития предпринимательства для студентов в университетах. Цифровизация позволила использовать технологии электронного обучения, с помощью которых могут осуществляться новые методы обучения, не нарушая учебный план учащихся. Исследования показывают, что многие университеты используют такие методы, как создание стартап-инкубаторов, венчурного фонда. Такая деятельность привела к росту числа молодых предпринимателей с инновационными идеями. Такие шаги, предпринятые на университетском уровне, в конечном счете будут способствовать развитию региональных предпринимательских экосистем. Рост числа фирм, предприятий и бизнеса регионального уровня очень важен в странах с формирующейся рыночной экономикой. Это может решить такие фундаментальные проблемы, как безработица. Принимая во внимание все эти факторы, данная статья пытается определить ключевые механизмы, которые могут быть реализованы в образовательных учреждениях университетского уровня и которые будут стимулировать молодежь к самостоятельной занятости и предпринимательству.

**Ключевые слова:** самозанятость, предпринимательская культура, образование, молодые предприниматели, инновации.

UDK 316.472.3

A. Earl

## CHALLENGES AND OPPORTUNITIES OF CONDUCTING SOCIAL SCIENCE RESEARCH IN RUSSIA

### Abstract

Conducting research is context dependant and examining specificities of a particular context can facilitate preparation for fieldwork. Social science research predominantly focusses on and emerges from western societies. The escalating rise of emerging economies, namely China, India, Russia, Latin America and Africa have sparked the interest of scholars. The peculiarities of these emerging economies present exciting opportunities to promote research within these economies. In this paper I reflect on my research process in Russia during 2014 and 2015. In particular, I discuss the challenges and opportunities based on temporal dimension of social science research. The key objective of this paper is to examine how temporality influence the research process. Time is central to research, however, the application of temporal aspect to research process has not been addressed in Management and International Business (IB). The time of my fieldwork presented both challenges and opportunities. I discuss the two challenges related to past and present (actual time of data collection): first, inability to build trust despite being an insider; and second, conducting fieldwork during times of sanctions. The future aspect of temporality presented a number of opportunities in the research space for me. I examine the research opportunities that Russia presents, including increased government funding for social research, abundance of knowledge that is not shared and increasing awareness of research outside main cities. The goal of the paper is to encourage social scientists to engage in research opportunities in Russia.

**Keywords:** sociology of entrepreneurship, Russia, developing societies, social processes

### Introduction

Social science research has originated in Western settings, with the focus on the philosophical, conceptual and the methodological domains from Western mentality. Existing studies provide a excellent foundation for understanding the nuances of existing philosophical underpinnings (Ritchie *et al.*, 2013). Understanding the philosophical foundations of social research is essential when examining the studied phenomenon and choosing a study method. The nature of social reality and adoption of philosophical stance provides guidance for selecting a study's methodology. A paradigm is defined as "a set of basic beliefs that deals with ultimates or first principles" (Guba & Lincoln, 1994: 107). The basic beliefs defining a research paradigm can be summarised by the concepts and questions associated with the ontology, epistemology, methodology and methods (Ritchie *et al.*,