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RESEARCH AND ANALYSIS OF ENTREPRENEURIAL LEARNING

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ABSTRACT

Entrepreneurial learning is an important factor in cultivating entrepreneurial ability and stimulating entrepreneurial intention. Many scholars regard entrepreneurial learning as an important research variable, and this paper reviews relevant literature on entrepreneurial learning to lay a certain foundation for further quantitative research. The author first defines the concept of entrepreneurial learning, then reviews the division of the dimensions of entrepreneurial learning, and finally combs the research model of entrepreneurial learning.

INTRODUCTION

The concept of entrepreneurial learning is similar to the concept of entrepreneurship, and there is currently no unified or accepted concept. Different scholars have given the definition from different angles and perspectives. The early research on entrepreneurial learning is mainly static learning, and it is believed that entrepreneurial learning includes entrepreneurial knowledge and

Two aspects of entrepreneurial experience, and deliberately emphasized the difference between the two. Then, scholar Rea(2001) defined entrepreneurial learning from the perspective of process. He proposed that entrepreneurial learning is a process in which entrepreneurs identify possible opportunities and grasp them in time. In addition, some foreign scholars also believe that entrepreneurial learning is a process in which entrepreneurs constantly expand their knowledge reserves by reflecting on their existing knowledge (Richard, 2004). After Western scholars' views on entrepreneurial learning were introduced to China, Chinese scholar Zhang Hong (2016) argued that entrepreneurial learning is a process in which entrepreneurs acquire and reorganize entrepreneurial knowledge, and decomposed entrepreneurial learning into individual learning and action learning according to the relationship between entrepreneurs and their contexts. In addition, Chinese scholars found that entrepreneurial learning has a positive role in promoting the acquisition of team resources (Liu Yuguo, 2016). Based on the above research, this paper defines entrepreneurial learning from the perspective of entrepreneurial learning styles. The author believes that entrepreneurial learning is a process in which entrepreneurs acquire relevant entrepreneurial knowledge by accepting entrepreneurial information consciously or unconsciously, reflecting on the experience of entrepreneurs, observing and imitating similar entrepreneurs or entrepreneurs, and learning in practice, in order to enable new ventures to develop based on themselves.

The dimensions of entrepreneurial learning

Dimension is a clear definition of the aspects that a variable should contain based on a certain perspective. Entrepreneurial learning is not only a process of learning knowledge, but also a process of thinking about entrepreneurial activities, and the process of thinking will be accompanied by the increase of skills. Therefore, scholars divide entrepreneurial learning into two dimensions: knowledge learning and skill learning. Knowledge learning is focused on cognitive learning, while skill learning is the mastery of methods and skills. Cope(2005) classifies entrepreneurial learning into learning from books, learning from business activities, and learning from the surrounding environment and network. Some scholars simplify the complexity, saying that college students' entrepreneurial learning is divided into on-campus and off-campus entrepreneurial learning, while others divide entrepreneurial learning into explicit knowledge and implicit knowledge based on the results of obtaining entrepreneurial knowledge. Based on the perspective of entrepreneurial learning, the author divides entrepreneurial learning into three dimensions: experiential learning, cognitive learning and practical learning.



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Theoretical model of entrepreneurial learning

The theoretical model of entrepreneurial learning is actually a process of integrating the research results of different researchers, reconstructing the main research content, and conducting reasonable classification and induction. The essence of the theoretical model is a highly summary and generalization of the existing research results from a certain research perspective. Based on the collation of literature on entrepreneurship studies, the author draws on the research results of Chen Jing (2009) et al., and further summarizes and concludes relevant theories.

(1) Dynamic model of entrepreneurial learning.

The most important point of view of the dynamic model of entrepreneurial learning is that entrepreneurs need to learn knowledge and skills related to entrepreneurship in the process of entrepreneurship, but this learning is not a one-time, entrepreneurial activities also need multiple choices. Entrepreneurs need to learn lessons from the past success and failure experience and acquire the corresponding knowledge, thus forming a cyclic dynamic process. Some scholars have shown through research that environmental dynamics plays a positive regulating role between strategic orientation and entrepreneurial learning (Yin Miaomiao, 2016), which is also entrepreneurship

One of the main reasons why learning is dynamic is that the environment is constantly changing and therefore learning is constantly changing. In the long run, entrepreneurs will constantly adjust their information processing methods based on the feedback of selection and constantly correct the error of selection, and this process will form a dynamic model of entrepreneurial learning. What really works in this process is that entrepreneurs learn positive and negative lessons from failure and success, so as to form entrepreneurial cognition and knowledge. This process is the process of entrepreneurial learning from a dynamic perspective, and it is repeated and accumulated.

(2) Entrepreneurial learning confidence model.

In general, scholars believe that learning can shape ability, but there is no unified view on the mechanism (Rae, 2001). Some scholars propose to analyze how entrepreneurial learning affects entrepreneurial ability through descriptive methods, rather than simply pursuing empirical and quantitative methods. According to the research results, most of the articles related to the variables of entrepreneurial self-efficacy among the respondents. In fact, different entrepreneurs have different ideas about what a viable entrepreneurial opportunity is and what the prospects are. If the behavior is consistent with the idea, and this correctness is constantly verified in the learning process, the entrepreneur's self-confidence will be improved, so that they are more willing to invest time and energy, and eventually form the relevant entrepreneurial ability. It can be seen that self-efficacy is very important in the process of entrepreneurial learning

Determines whether entrepreneurial learning is ultimately fruitful. Based on this, the model holds that entrepreneurial learning is actually a process of cultivating and improving self-confidence.

(3) Entrepreneurial learning experience model. The entrepreneurial experience of entrepreneurs can greatly improve the output level (William, 2004), thus affecting the performance of enterprises. The experience of entrepreneurs is an important aspect of entrepreneurial learning, entrepreneurial learning includes experiential learning, that is, to reflect on the success and failure of the past entrepreneurial experience. The effectiveness of entrepreneurial learning is largely determined by the ability to reflect on past experience and gain progress and development. At the same time, other scholars especially pointed out that the handling and solving of key events in the entrepreneurial process is an important aspect for entrepreneurs to obtain entrepreneurial learning experience (Cope, 2000), and it is a steady and effective learning mode for important knowledge to be learned.

(4) Entrepreneurial learning system model. Foreign scholar Lorraine(2004) pointed out through the interview method that there are different levels of learning for entrepreneurs, and entrepreneurial learning is divided into individual level of entrepreneurial learning, organizational level of entrepreneurial learning and social level of entrepreneurial learning according to different subjects. Some scholars subdivided different levels of learning into seven levels. The relevant research shows that: individual level learning and other levels of learning are not isolated, but interact with each other; For example, entrepreneurial learning at the individual level must



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be efficient and adapt to and influence entrepreneurial learning at the organizational level. Therefore, it is very important to consider different levels of entrepreneurial learning as a system to examine the relationship between different levels (Lorraine, 2004). Therefore, the entrepreneurial learning system model is proposed.

CONCLUSION

Entrepreneurial learning is a critical aspect of entrepreneurship that influences the development of entrepreneurial ability and the success of ventures. From reviewing various definitions and models, it is clear that entrepreneurial learning is a dynamic, multi-dimensional process encompassing knowledge acquisition, experience reflection, confidence building, and systemic interaction at different levels.

The dynamic nature of entrepreneurial learning suggests that entrepreneurs must continuously adapt to changes in the business environment. Learning from both successes and failures enables entrepreneurs to refine their strategies and make informed decisions. This cyclic process highlights the importance of feedback loops and adaptive learning mechanisms. Entrepreneurial confidence plays a crucial role in the learning process, as it determines the extent to which entrepreneurs apply their knowledge and take risks. Self-efficacy, developed through repeated validation of ideas and experiences, can enhance entrepreneurial resilience and long-term commitment to business ventures. Experience-based learning further underscores the importance of past entrepreneurial activities in shaping future decisions. Entrepreneurs who critically analyze past events can extract valuable insights that contribute to their overall entrepreneurial acumen.

Finally, the system model of entrepreneurial learning emphasizes that learning does not occur in isolation. It is influenced by individual, organizational, and societal factors. The interactions between these levels shape the overall learning experience and effectiveness. Policymakers, educators, and business mentors should consider these factors when designing programs that support entrepreneurial development.

In conclusion, entrepreneurial learning is an ongoing, multifaceted process that requires strategic thinking, confidence, experience, and systemic engagement. Understanding its complexities can provide valuable insights for aspiring entrepreneurs and researchers seeking to enhance entrepreneurial education and practice.

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