



PREDICTORS OF ENTRENEURIAL INNOVATION ATTITUDE: IMPLICATIONS FOR ARTS AND BUSINESS PEDAGOGY

Lloyd G. Gibson,
School of Business, University of Bridgeport, Bridgeport, CT
lggibson@bridgeport.edu
and Regina A. Gibson, College of Public and International Affairs, University of Bridgeport,
Bridgeport, CT

ABSTRACT

The innovative attitudes of 273 business and arts students in a small mid-Atlantic university were examined. Results based on the Robinson, Stimpson, Huefner, and Hunt (1991) Entrepreneurial Attitudes Orientation model indicated that non-business students possessed innovative attitudes. Results indicated that overall, arts students had significantly higher innovative attitude scores than business students. Both arts and business student innovation scores were significantly related to exposure to entrepreneurship and several demographic characteristics. In addition, the innovative scores were higher for arts students who had taken at least one business course.

THE ENTREPRENEURIAL INNOVATIVE ATTITUDES MODEL

THREE ATTITUDINAL CONSTRUCTS

1. Attitude That **CHANGE** is Exciting and Energizing
2. Attitude That **NEW METHODS** and Procedures Should be Attempted
3. Attitude That There Exist New and **UNUSUAL PATHS** to Achieve the Final Goal or Success

PARTICIPANTS

273 Undergraduate Students Surveyed in Business and Arts Classes at a Small Mid-Atlantic College

127 Arts Students
58.3% Performing Arts Majors
41.7% Visual Arts Majors

146 Business Students
9.6% Accounting Majors
90.4% Business Majors

PURPOSE OF THE STUDY

To examine the innovative attitudes (3 sub-constructs) of arts and business students in order to increase innovation.

To determine the effects of demographic factors on the innovative attitudes of arts and business students.

To determine the effects of business and entrepreneurial education and exposure to small business on the innovative attitudes of business and arts students.

HYPOTHESES

- H1.* Arts students will have stronger innovative attitudes than business students (supported).
- H2.* Male business and arts students will have stronger entrepreneurial attitudes than female arts and business students (not supported).
- H3.* Both business and arts students with exposure to business courses or entrepreneurship will have stronger entrepreneurial attitudes than students without any exposure to business or entrepreneurship. (supported).

RECOMMENDATIONS TO ENHANCE INNOVATIVE ATTITUDES FOR ARTS AND BUSINESS STUDENTS:

FOR ARTS STUDENTS

Especially Those with Parents or Relatives with Small Businesses:

Take at Least One Business Course (Preferably in the Freshman Year).

FOR BUSINESS STUDENTS

Work in a Small Business Setting.

Business Students, Especially Those Over 21:

Take Entrepreneurship Class in Senior Year.

RESULTS

Higher Innovative Scores For ART Students Who: ATTITUDE

| | |
|--|--|
| Completed at least one business course | CHANGE |
| Were under 21 | UNUSUAL PATH |
| Were Freshmen | CHANGE, UNUSUAL PATH, NEW METHODS |

BUSINESS Students Who:

| | |
|--|----------------------------------|
| Completed at least 2 years of college | NEW METHODS |
| Were over 21 | UNUSUAL PATH, NEW METHODS |
| Were non-Caucasian | UNUSUAL PATH |
| Had annual household income over \$100,000 | CHANGE |

METHODOLOGY

- A quantitative approach
- A 75-question survey based on the EAO Model (1991)
- 3 innovation constructs measured with 1-10 Likert scale