

A Study on the Operating Status of Entrepreneurship Education Center in Korea*

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Abstract

Recently our government has presented the realization of 'Creative Economy' as a primary goal of the state administration through encouraging start-ups and ventures. Activation of entrepreneurship education is an important task for a national job creation and entrepreneurship activation policy. Since 2012, as a mid and long term project, the Korea Ministry of Education has led to activate creative entrepreneurship, entrepreneurship education and entrepreneurial culture within university by installing entrepreneurship centers respectively in 61 universities.

In this study, we provide future entrepreneurship improvement subject and policy implication through the case analysis of entrepreneurship center operation and management. In order to achieve the research purpose, we will examine the program and condition of successful entrepreneurship centers in overseas universities and explore the factors that can enhance domestic entrepreneurship center development and operational effectiveness by analyzing 61 university-entrepreneurship center survey. First, primary research was conducted through survey focusing on organization and operation of centers, entrepreneurship education, startup support for students and entrepreneurship culture activation to proceed with comparative analysis. Through this case study, we expect to be able to derive policy implications for the effective operation of entrepreneurship center and the nurture of creative entrepreneurial young generation.

Keywords : Entrepreneurship, Entrepreneurship Education, Entrepreneurship Education Center

I . Introduction

Since 2012, the Ministry of Education has been implementing the Leaders in INdustry-university Cooperation(LINC) program to create & spread various leading industry-university cooperation models for the partnered growth between university and local industry, as well as cultivate competent people and support technological innovation. The purpose of this program is to improve the university education system through industry-university cooperation to cultivate LINC that would solve the employment mismatch and lead the win-win development between university and local industry. As for the major contents of the LINC program, it strive to provide opportunities of new challenge and broaden the range of selection for the youth by promoting effective cooperation between university and industry and strengthen entrepreneurship education in university to overcome

the current 'growth without employment' era and create new jobs for the youth.

For the purpose of cultivating competent young entrepreneurs, it seeks to establish entrepreneurship education system in university, as well as establish entrepreneurship education center in university to increase the interest on entrepreneurship among the constituents of university and the society in general. In addition, it is overseeing entrepreneurship education in university, providing related lectures, spreading the culture of entrepreneurship, providing support for entrepreneurship club, etc. In addition, fragmentary entrepreneurship education that has been provided in university is now being administered and managed under a more systematic system through the establishment and operation of such entrepreneurship education center.

Accordingly, survey research and status research were conducted in this study on the current status of the

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entrepreneurship education center operation in university upon focusing on the increasing importance of entrepreneurship education in university. It seeks to propose a direction of effective advancement of entrepreneurship education center in the country through a comparative study on the major entrepreneurship center in the USA.

II. Literature Review

2.1 Research Trend on Entrepreneurship Education

2.1.1 Understanding on Entrepreneurship

There is a increasing need for creative challenge and the creation of opportunities for new economy area, industry and technology to overcome the recent global recession. Accordingly, cultivation of innovation entrepreneur and entrepreneurship is garnering attention, and entrepreneurship education is being revitalized also in our country in various organizations and areas to cultivate young entrepreneurs. For the purpose of properly teach entrepreneurship that is being emphasized, it is necessary to more accurately understand the meaning and contents of entrepreneurship.

'Entrepreneurship' is a term that was created by adding the ending '-ship' to the derivative 'entrepreneur' from a French term 'entreprendre(a verb meaning to try, attempt). Entrepreneurship is generally being translated as 'entrepreneurial spirit' in Korea and Japan, which is not an effective translation. Although its definitions among major researchers are not completely consistent, common definition is 'innovative activity of entrepreneur' or 'activities or process of entrepreneur'. Additionally, 'entrepreneurship' can be said as an overall concept indicating the innovative, progressive risk-taking spirit, action, process by an entrepreneur that always seeks to seize new opportunities and create new values even in the midst of lack of resources and uncertainty of future(Zahra, 1993).

Park(1997) who has conducted a leading study in the area of entrepreneurship for the first time in our country asserted that entrepreneurship is not simply limited to the spirit of entrepreneur as entrepreneurial activities or process is more important meaning. In a narrow sense, entrepreneurship refers to 'start-up' of establishing a company or corporation. However, in a broad sense, it should be seen as indicating the 'innovative activities of entrepreneur' displayed in various areas. While indicating academic contents on 'entrepreneurship' or opening related lectures, some scholars in our country call it 'theory of start-up' but it should be called 'study of start-up' since the contents mainly dealt with in 'entrepreneurship' includes not only theory on start-up but also analytical methods on various

phenomenon related to start-up and systemized scientific knowledge on the process of establishing a new business or corporation. Contents on entrepreneurship have already surpassed the phase of theory into the phase of science.

Kuratko and Hodgetts(2004) once pointed out that a distinctive domain should be established for entrepreneurship to establish itself as a legitimate social science field. They defined entrepreneurship as follows.

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks-in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion(Kuratko & Hodgetts, 2004).

Park & Park(2012) also stated that for entrepreneurship education to establish itself as a systematic system in university, entrepreneurship must play a mediating role of creative combination between theory and practice as an interdisciplinary field while emphasizing the need for first discuss and identify a clear concept of entrepreneurship. They also stated that flexibility between theoretical advancement and practical learning should be maintained.

2.1.2 Preceding Studies on Entrepreneurship Education

It is becoming clear that entrepreneurship, or certain facets of it, can be taught. Business educators and professionals have evolved beyond the myth that entrepreneurs are born, not made. Peter Drucker, recognized as one of the leading management thinkers of our time, has said, "The entrepreneurial mystique? It's not magic, it's not mysterious, and it has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned"(Kuratko, 2005).

An additional support for this view comes from a 10-year(1985-1994) literature review of enterprise, entrepreneurship, and small business management education that reported, ". most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education"(Gorman, Hanlon, & King, 1997).

Today, entrepreneurship education in U.S has exploded to more than 2,200 courses at over 1,600 schools; 277 endowed positions; 44 referred academic journal, mainstream management journals devoting more issues to entrepreneurship; and over 200 established and funded entrepreneurship centers(Katz, 2003; Kuratko, 2005).

Solomon, Duffy, and Tarabishy(2002) conducted empirical analyses on entrepreneurship education. They stated:

A core objective of entrepreneurship education is that it differentiates from typical business education. Entrepreneurship education must address the equivocal nature of business entry(Gartner, Bird, & Starr, 1992). To this end, entrepreneurship education must include skill-building courses in negotiation, leadership, new product development, creative thinking, and exposure to technological innovation(MacMullan & Long, 1987; Vesper & MaMullen.(1988). Other areas identified as important for entrepreneurial education included awareness of entrepreneur career options, sources of venture capital, idea protection, ambiguity tolerance, the characteristics that define the entrepreneurial personality, and the challenges associated with each stage of venture development.

More specifically, they found that "experiential learning" is widespread and diverse in its application from the literature. The types of learning tools were business plans, student business start-ups, consultation simulations, behavioral simulations, interviews with entrepreneurs, environmental scans, field trips and the use of video and films.

Additionally, a number of major academic institutions have developed programs in entrepreneurial research. In 1998, the National Consortium of Entrepreneurship Center(NCEC) was founded for the purpose of continued collaboration among the established entrepreneurship centers, as well as the newer emerging centers, to work together to share information, develop special projects, and assist each other in advancing and improving their center's impact. Most of the University centers for entrepreneurship have focused on three major areas: (1) entrepreneurial education; (2) outreach activities with entrepreneurs; and (3) entrepreneurial research. Today, the trend in most universities is to develop or expand entrepreneurship programs and design unique and challenging curricula specifically designed for entrepreneurship students.

Thus far, preceding studies on entrepreneurship education and its background have been examined. Besides theses, we come across two issues when we try to implement entrepreneurship education. First, the issue is what kind of contents to teach, and the second issue is how to teach them. As for the first issue of what kind of contents to teach, various opinions and perspectives are being presented.

Ronstadt(1987) who designed the entrepreneurship education program of Babson College stated that the question of 'is it needed to effectively awaken potential entrepreneur of future' should be the purpose of entrepreneurship education, and entrepreneurship education process will be effective when it is provided centering on learners(Park & Kim, 2009).

Also, Ronstadt(1987) proposed that entrepreneurial program should be designed so that potential entrepreneurs are aware of barriers to initiating their entrepreneurial careers and can devise ways to overcome them. He proposed a two-continuum model of curricular design for entrepreneurship education. His "structured-unstructured" continuum addressed various methods of transferring information and expertise. Among the methods he discussed were lectures, case studies, and feasibility plans. Ronstadt(1987) contended that an effective program must show students 'how' to entrepreneurially behave and should also introduce them to people who might be able to facilitate their success.

Lena & Wong(2003) also asserted in a study that active entrepreneurship education has positive effect on increasing start-up businesses and it is contributing to job creation and growth of local economy. Thomas & Barra(1994) who comparatively analyze the entrepreneurship education of major European nations also stated the need to establish balanced learning strategy by selecting specific and clear education target, as well as emphasized that most importantly, there is a need for expert organization that can sufficiently provide various contents on entrepreneurship education.

It can be said that entrepreneurship education is to timely and properly and provide the contents on entrepreneurship mentioned above to cultivate innovative and risk-taking entrepreneur. As seen above, the need for entrepreneurship education is gradually increasing. In addition, it can be said that now is the time in which effective and systematic entrepreneurship education is needed more than ever. Major universities across the world are opening various lectures on entrepreneurship and actively providing various interdisciplinary cross-campus education in recent. Also in the case of our country, entrepreneurship education is increasing in an explosive way at the establishment of entrepreneurship education centers in 61 universities through the LINC program started by the Ministry of Education in 2012. The Ministry of Education defines the entrepreneurship education as follows in the basic operational guideline for support program of the entrepreneurship education center within the LINC program.

Entrepreneurship education refers to every activity for the university education process of teaching knowledge and technology need to enhance entrepreneurship and every activity for cultivating the management knowledge value and attitude need for upcoming entrepreneur.

Based on such conceptual definition, the main functions of entrepreneurship education centers of 61 universities across the country include the reinforcement of entrepreneurship education program such as various entrepreneurship lectures, spreading of entrepreneurship culture and cultivation of entrepreneurship foundation.

2.2 Entrepreneurship Education in Korea

2.2.1 Entrepreneurship Education: The Past

The current circumstance of the entrepreneurship education in our country is that it is being implemented as individual programs of different agencies such as Ministry of Employment and Labor and Ministry of Education, Science and Technology only recently after having been implemented as a part of the assistance policy for small & medium-sized businesses based on the Article 5, Small & Medium-sized Business Assistance Act(provision of entrepreneurship information).

An analysis of the entrepreneurship education programs for SME that have been leading the entrepreneurship education in our country revealed that they focused on the development of business mind set, reinforcement of entrepreneurship practical knowledge & capabilities, enhancement of commercialization capability, etc.

They have been centering on the opening of entrepreneurship lecture for university students, entrepreneurship education for the upcoming entrepreneur, Bizcool education for vocational high school students, etc. Although efforts have been made in recent on sustainable entrepreneurship and entrepreneurship education such as the development of materials for elementary, middle & high schools, issues of lack of expertise in the development of materials is surfacing. In addition, focus on the creation of short-term results for job creation has lead to a situation of neglecting the provision of extensive motivation for learners, discovery of new values and recognition of opportunity, which should be improved.

Entrepreneurship education in our country can be mainly classified into bizcool program for vocational high school students, major & cultural studies lecture for university students, and short-term education for upcoming entrepreneurs. Efforts are being made in recent to incorporate entrepreneurship curriculum for elementary, middle & high school students, in addition to intensive learning program for upcoming entrepreneur such as youth entrepreneurship academy.

Since the early 1980s, they have been taught at several universities are regular subject and various universities such as Soongsil University, Ajou University, Hanyang University and Dongguk University have been gradually opening lectures on entrepreneurship as a part of SME education. The number of schools that are opening entrepreneurship related subjects and the number of the subjects are significantly increasing upon reflecting the demand for entrepreneurship education that is increasing in recent. It was found that over 75 universities across the country have opened and are providing at least one entrepreneurship related lecture. Most of the subjects have been opened as cultural

studies lectures such as theory on venture entrepreneurship, theory on SME entrepreneurship, theory on entrepreneurship, entrepreneurship and management, practical entrepreneurship and general entrepreneurship, and specialized entrepreneurship education is insufficient in a simple lecture method.

Some universities started to open entrepreneurship related major courses for undergraduate study, and five entrepreneurship graduate schools that began since 2004 through the support from Small & Medium Business Administration(Chung-Ang University, Hoseo University, Hanbat National University, Gyeongnam National University of Science & Technology, Yewon Arts University) are offering major concentrations in graduate course such as entrepreneurship management, entrepreneurship consulting, etc. Additionally, Chung-Ang University has began offering doctoral course in entrepreneurship study for the first time in our country since 2008, and the entrepreneurship study is becoming a distinctive domain. Despite such quantitative expansion, however, curriculum development is still insufficient due to the short history of entrepreneurship education in our country and there is a limitation in providing systematic entrepreneurship education due to lack of faculty staff, teaching method and material development. Accordingly, entrepreneurship education in our country is being offered in incomplete form both in terms of subject for education and stage, and there is a need for systematic cooperation between educational institutes and support agencies for each stage.

2.2.2 Entrepreneurship Education Center in LINC Project

Since February 2012, the Ministry of Education(former Ministry of Education, Science and Technology) has been seeking to revitalize entrepreneurship education and spread the culture of entrepreneurship to cultivate competent entrepreneur with creativity and sense of challenge upon establishing 'Basic Plan for University Entrepreneurship Education & Entrepreneurship Culture Revitalization Support Program'. Through this initiative, entrepreneurship education center has been respectively established in 61 universities selected as LINC to increase the interest in entrepreneurship throughout the society centering on universities, revitalize entrepreneurship education for create the second entrepreneurship boom and spread the culture of entrepreneurship.

Entrepreneurship Education Steering Committee includes 'Dean of Academic Affairs', 'Director Cooperation', 'Management Dean', 'Dean Institute of Technology' should be installed and operated to perform the function of entrepreneurship education general agencies. Entrepreneurship Education Steering Committee has the functions of implementation planning of entrepreneurship

education, coordination and evaluation of entrepreneurship education in the university.

Entrepreneurship education center that oversees the entrepreneurship education in university and seeks to spread the culture of entrepreneurship is implementing the initiatives of student entrepreneurship culture expansion, entrepreneurship education system development and student entrepreneurship foundation establishment to cultivate competent entrepreneur with creativity and sense of challenge. Main programs include Student Entrepreneurship Cultural Festival(May), Student Entrepreneurship EXPO(October), Entrepreneurship Culture Roadshow & Student Entrepreneurship Competition(April-November). For the purpose of establishing entrepreneurship education system in university, the existing cultural studies lectures on entrepreneurship were expanded, various entrepreneurship major lectures & practical lectures were opened in connection with various major subjects in university, and a higher quality of entrepreneurship education is being provided by bringing in outside experts.

Furthermore, training program was implemented to strengthen the capability of staff in charge of entrepreneurship education to increase the competitiveness of entrepreneurship education center. Additionally, various activities are being implemented by developing network through exemplary case presentations among universities and establishing the National Entrepreneurship Education Center Conference(June).

Through the entrepreneurship education centers established in 61 universities throughout the country, effectiveness of entrepreneurship education is being increased by providing entrepreneurship education, which had been provided by certain departments as mostly cultural studies subjects, as the school-wide education. Furthermore, it is increasing university students' interest in entrepreneurship in their future career decision. Entrepreneurship education center that consists of expert staff in respective fields is being operated as a part of the industry-university cooperation in university or as an independent organization. As for its main activities, it oversees and manages entrepreneurship related cultural studies & major and practical lectures in university, and provides support for student entrepreneurship activities through the support of entrepreneurship mentoring & society activities. In addition, it is carrying out other activities such as competition in university to increase the awareness of various entrepreneurship cultural activities.

III. Methodology

If you look at the preceding research there has been studies that relate to courses or curriculums of entrepreneurship,

however, in reality, the studies on the body that manage the education of entrepreneurship is insufficient. his study pays attention to the entrepreneurship education center, the body that operates the entrepreneurship educational programs in universities in Korea, and analyzes with comparison to the entrepreneurship spirit center in the main schools of the US.

We collected data for this study from the 61 entrepreneurship center in korea that provides a variety of entrepreneurship education services such as lecture, outreach activities, assistance for student's start-up. The surveys in this study is composed of two kinds. The first measures the structure and the operation status of the entrepreneurship education center, status of the opened courses, support in student entrepreneurship, and the clubs and mentoring. The second researched the operative problems of the entrepreneurship education center and the necessary factors needed for successful operation in the future. The ultimate data was collected from the 53 centers among the 60 schools. The results of the survey were compared with the thesis of Todd et al(2006) and was analyzed with comparison to the entrepreneurship spirit center in the States regarding the current operative status and success factors.

IV. Analysis and Results

This study, with the support from the LINC Program of the Ministry of Education, has been progressed with the 56 schools who responded to the survey, among that of which have installed the entrepreneurship education centers in 2012. The contents of the survey were, (1) Status of Center Structure: Operation guidelines and Management Committee, (2) Status of entrepreneurship education: Entrepreneurship courses and number of students, (3) Status of student entrepreneurship: Number of student entrepreneurs and firms, (4) Status of Entrepreneur culture: Internal and external Entrepreneur programs and clubs. Also, 46 entrepreneurship education centers have been surveyed regarding the operative problems and success factors and draw out implications needed for the development of the operation of the entrepreneurship education center in Korea.

4.1. Entrepreneurship Center Operating System

According to the operation guidelines for the entrepreneurship education centers that the Ministry of Education has provided, each entrepreneurship education centers of schools need to prepare the operation guidelines and install a management committee. The management committee, as the organization that does the decision making related to entrepreneurship education, it

needs to include the Dean of Academics, Head of the Business and Academic Cooperations, Dean of the Engineering Studies, Dean of the Business Studies, and the Head of the Entrepreneurship Education Center as its official members.

Seen from the research results, most of the 56 schools that replied the survey, 55 of them followed the operation guidelines, and 52 of them had their management committee, however, only 35 of them had the official members in the committee. These results show that more decision makers need to participate in the entrepreneurship education centers to efficiently promote the entrepreneurship education in schools.

<Tabel 1> Entrepreneurship Center Personnel Status

Teaching Staff												Staff	
Non-Tenure Track Full Time Teaching Staff												Reg	Irreg
Full Time Teacher (Tenure Track)						Part Time Teacher							
F. Prof	Asso Prof	Asst Prof	F.T Inst	F. Prof	Asso Prof	Asst Prof	F.T Ins	V. Prof	I. Prof	A. Prof			
21	32	20	-	3	5	14	2	3	28	-	30	109	
73				24				31				139	
128													
267													

* F. Prof = Full Professor, Asso. Prof = Associate Professor, Asst. Prof=Assistant Professor, F. T. Inst = Full Time Instructor, V. Prof = Visiting Prof, I. Prof = Industry-based Professor, A. Prof = Adjunct Professor, Reg = Regular, Irreg= Irregular

Table 1 shows that the regular staff ratio of the full time teachers is 42.6%, and that of the general staff is 21.8%, however the expansion of full time teachers and the regular staff is needed for the stability and professionalism of the members. The research results from Todd et al(2006) tell us that more full time teachers are being secured from more outstanding entrepreneurship education centers.

4.2. Entrepreneurship Education Program

4.2.1 Entrepreneurship Course Composition

The entrepreneurship education center supervised the entrepreneur education of the school. This study has researched the entrepreneur courses that are currently taught in schools and have classified them into liberal arts, major studies, and practical studies. As you can seen in Table 2, most of the entrepreneurship courses are composed of liberal arts(63%), and so systematic and various classes are not sufficient. It has been improved compared to the courses that took place before 2011, when the entrepreneurship education center has not been established yet, however, the major studies and the practical courses were insufficient.

In the case of the main entrepreneur spirit center of the States, major or minor courses such as, Introduction to Entrepreneurship, Business Plan Development, Entrepreneurial Finance, Entrepreneurial

Growth, Small Business Management, Entrepreneurial Field Project, Entrepreneurial Marketing, Feasibility Analysis, Law and Entrepreneurship, Internships, Creativity and Innovation, Family Business, Product Development, Corporate Entrepreneurship, Franchising, Technology Transfer takes place more than the selective courses.(Todd et al, 2006).

<Tabel 2> Entrepreneurship Program Courses and Students

Contents	2012		2011		Rate of Change	
	Courses	Students	Courses	Students	Courses	Students
Liberal Arts	614	42,373	438	33,744	40.1	25.5
Major Studies	333	13,694	261	11,331	27.6	20.8
Practical studies	27	1,020	15	429	80.0	137.7
Total	974	57,087	714	45,504	36.4	25.5

4.2.2 Programs using External Professionals

In order to raise the efficient entrepreneurship courses and the satisfaction of students, it is better to use external professionals who have various experience and expertise.

<Tabel 3> Entrepreneurship Program Using External Professionals

Contents	2012		2013		Rate of Change	
	Courses	Students	Courses	Students	Courses	Students
Liberal Arts	366	22,291	128	7,952	185.9	180.3
Major Studies	216	7,956	70	2,957	208.5	169.1
Practical studies	23	814	1	26	-	-
Total	605				204.0	184.1

The LINC Business is recommending more than 30% of external professionals to be used, and as you can see in the Table 3, the education using external professionals has increased twice as much since the entrepreneurship education center has been established. Like the examples of the developed countries overseas, various external professionals, such as Venture Capitalist, lawyers, Patent Specialists need to be used to further expand the education.

4.3. Student Entrepreneurship and Application Status

Since the establishment of the entrepreneurship education center in 2012, new student entrepreneurs numbered 136, and firms amounted to 124. Employment reached 177 people, and the sales of the firms amounted to 9 hundred and 64 million Won, showing expectations to grow in the near future. Furthermore, 487.5m2 space is supported averagely from schools, for the

students to involve in various entrepreneur activities, and 12 hundred 51 million Won is used as its budget.

4.4. The spread of Entrepreneurship Culture

If you look at the examples of the entrepreneurship centers of the main universities overseas, the roles of the entrepreneurship education center in colleges can be summarized to the invigoration of the entrepreneurship culture through opening systematic courses and revitalizing various activities and outreach. Although it is on its beginning stage, the domestic entrepreneurship education center is continuously developing through the network from professional mentoring, competitive exhibitions, and camps.

<Tabel 4> Activities and Mentoring using Professionals

Classification		2012	2011	Rate of Change
Competitive Exhibition	Number of Event	70	64	9.3
	Number of People	7,211	7,125	1.2
Forums, Seminars	Number of Event	50	52	▲ 3.8
	Number of People	4,254	3,808	11.7
Mentoring	Number of Event	446	415	7.4
	Number of People	1,664	799	108.2
Camp	Number of Event	62	41	51.2
	Number of People	3,332	1,453	129.3
Etc (Special Lecture)	Number of Event	256	191	34.0
	Number of People	18,399	14,601	26.0
Total	Number of Event	884	763	15.8
	Number of People	34,860	27,786	25.4

The research on the network construction status from using internal and external professional mentoring, it is shown that it is being proceeded more variously compared to that of 2011. As it can be seen in Table 4, the network through professional mentoring and activities such as entrepreneur camps have increased twice as much. Although the activities such as entrepreneur competitive exhibitions are increasing as well, it needs to be expanded nationally, rather than just within schools.

4.5. Entrepreneurship Education Center Success Measure and the Management Problems

Todd et al(2006) has classified the factors that are needed to successfully operate the entrepreneurship centers in the States as (1) Number of Students (2) Evaluation of Students (3) Number graduates (4) Capital (5) Community Programs (6) Number of entrepreneur firms (7) Awareness (8) Size and Growth of Entrepreneur Firms (9) Employment in entrepreneur firms (10) Competition (11) Research Records. Following the measuring factors of Todd et al.(2006), this study has researched 53 entrepreneurship education centers in Korea by asking the success measuring factors(12 questions) and the entrepreneurship education related problems(13 questions) with the Likert 7 index. The results of the survey is shown in Table 5, Number of currently course taking students(4.89), Evaluation of Students(4.83), Number of course completed students(4.81), Community Programs(3.77), Number of entrepreneur firms(3.87), Rank of Entrepreneurship Education Programs by School(3.87), Size and Growth of Entrepreneur Firms(3.47), External Activity Programs(4.23), Employment in entrepreneur firms(3.91), Competitive Exhibition(5.08), Scholarship and Research Records(3.58).

<Tabel 5> Success Measure Factors

Classification	Average
Number of currently course taking students	4.89
Evaluation of Students	4.83
Number of course completed students	4.81
Financing	3.77
Community Programs	3.77
Number of entrepreneur firms	3.87
Rank of Entrepreneurship Education Programs by School	3.87
Size and growth of Entrepreneur firms	3.47
External Activity Programs	4.23
Employment in entrepreneur firms	3.91
Competitive Exhibition	5.08
Scholarship and Research Records	3.58

The problems of operating the entrepreneurship education centers resulted like the table 6, Time(5.08), Financing(4.74), Securing professional personnel with outstanding lecture(5.51), Necessity of entrepreneur education(5.09), Compensation(4.89), Jealousy from other department professors(3.55), Administrative Operation(4.68), Lack of concentration(4.30), Student Recruitment(5.23), Success Measuring Method(4.94), Program Operation(4.60), Government support based on the awareness of school(4.57), Heavy tasks of teaching staffs(5.25).

<Tabel 6> Management Problems of Entrepreneurship Centers

Classification	Average
Time	5.08
Funding	4.74
Funding Qualified Faculty	5.51
Legitimacy	5.09
Rewards	4.89
Faculty Jealousy	3.55
Administration	4.68
Faculty Burn-out	5.25
Recruiting Student/ Enrollment	5.23
Measure of Success	4.94
Control of Program	4.60
Ranking	4.57

V. Discussion and Future Research

This study, as the LINC business of the Ministry of Education(Formerly known as Ministry of Education, Science and Technology), has been analyzing the operation status of the entrepreneurship education center that is installed in 61 colleges in the country since 2012. Furthermore, it has researched the success measuring factors and operating problems of the entrepreneurship education centers in the country, and has compared with the main entrepreneurship centers in the US.

By having comparison analysis with the operation status and characteristics of the main entrepreneurship centers in the US, meaningful differences between Korea and the States can be found. These studies will be able to provide sufficient implications to the government policy and the university's operating members who try to revitalize the entrepreneurship education in colleges and promote efficient entrepreneurship education centers.

This work allowed us to realize the political implication of entrepreneurship education center which running the various entrepreneurship education activity in University. First, Center staff with expertise is very important in order to enable the activation of entrepreneurship education center. Because most of the entrepreneurship center are consisting of non-regular faculty and staff lack the permanence and stability of entrepreneurship education. Second, It's necessary to develop a structured entrepreneurship education curriculum. Entrepreneurship education class based liberal arts courses will be developed in a more systematic majoring courses, management and engineering, medicine, etc. It must be fused with other courses to be activated. Finally, we will try to take advantage of a variety of Outreach activities within the enterprise and entrepreneurial

regions in a positive entrepreneurship culture spread through the student entrepreneurship awareness by actively enforced.

We hope that this work recently conducted an initial analysis of operating status and situation of the education center was, and is deemed as a regular subject empirical research and educational effects and further research is necessary for the future founding members of the faculty and students of educational centers.

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국내 창업교육센터 운영현황에 관한 연구*

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국문요약

현 정부는 벤처 및 창업 활성화를 통한 '창조경제' 실현을 주요 정책과제로 발표하였으며, 이러한 창조경제의 구현을 통한 새로운 일자리 창출 및 창업정책 활성화를 위해서 창업교육은 무엇보다 중요한 과제라 할 수 있다. 교육과학기술부(현, 교육부)는 2012년부터 중장기적인 발전 과제로 전국 61개 대학에 창업교육센터를 설치하여 창업문화 확산 및 창업교육 활성화를 위한 다양한 정책을 추진하고 있다. 본 연구는 산학협력 선도대학(LINC) 지원사업 초기 61개 대학에 설치된 창업교육센터 운영현황 및 실태조사를 통해 창업 관련 분야의 정책 및 실무적 시사점을 제시하고자 한다. 연구목적 달성을 위해 본 연구는 해외 선진국의 창업교육센터 현황에 대한 선행연구를 통해 창업교육센터 운영현황 및 실태조사에 대한 설문지를 개발하였으며, 국내 창업교육센터를 대상으로 한 조사를 통해 창업교육센터의 조직구성 및 운영 현황, 창업교육 강좌현황, 학생창업 지원 및 창업문화 확산 등에 대한 실태를 분석하였다. 이러한 사례분석을 통해 향후 국내 대학 창업교육센터의 효과적인 운영 및 창의적인 창업교육프로그램 개발에 대한 시사점을 제시하였다.

핵심주제어 : 기업가정신, 창업교육, 창업교육센터

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