
BALÁZS PELYHE

balazs.pelyhe@stud.uni-corvinus.hu

Business and Management ISP

BSc, 6. semester

Corvinus University of Budapest

*Supervisor:
László Tibor Kállay, dr.
associate professor, BCE VFI*

The contribution of university business education to business start-up and operation – The example of Corvinus University of Budapest

Along the lines of the questions described in the introduction was the main research question formulated: How does university business education contribute to entrepreneurship amongst young people? – The example of Corvinus University of Budapest. This is supplemented by the following sub-question: What points for improvement do BCE students and alumni members who have become entrepreneurs see in BCE's entrepreneurship education?

To answer the research question and sub-question, I conducted in-depth interviews with twelve different entrepreneurs. I have grouped and presented the thoughts expressed in the interviews and the resulting literature feedback, findings, and conclusions according to the points relevant to the main and sub-arguments of the research in the research section of the thesis. I have drawn broad conclusions from these point-by-point literature feedbacks, findings, and conclusions, which, together with the suggestions made by the entrepreneurs

As for the findings, the information below provides a high-level overview for the main question:

1. Material knowledge: It can be observed that the proportion of entrepreneurs reporting a positive experience is much higher for the bachelor's degree compared to those with a neutral or negative experience than for the master's degree, and slightly higher than the proportion for extracurricular activities.
2. Competences: The proportion of entrepreneurs reporting a positive bachelor's and master's degree experience compared to those with a neutral or negative experience were equal. For extracurricular activities, the ratio of positive experience is higher for the bachelor's.
3. Motivation: The majority of the entrepreneurs surveyed did not acquire entrepreneurial motivation through the BCE's bachelor's business courses, master's courses or extra-curricular activities.
4. Social network: Positive and negative experiences of undergraduate studies and extra-curricular activities are equally divided. In contrast, the distribution of master's degree experiences shows a ratio of 1-4.

The high-level overview for the sub-question below displays the fields in which the interviewees made proposals for points for improvements:

1. Curriculum development;
 2. Inter-university cooperation;
 3. Knowledge and experience sharing
 4. Career guidance;
 5. Organisational issues.
-