

## **The Role of the University in Promoting and Developing Entrepreneurial Education: A Case Study of Algeria**

**Lotfi ZABAT,**

Assistant professor, College of Business, Jouf University, Kingdom Saudi Arabia

[l.zabat@live.fr](mailto:l.zabat@live.fr)

**Naima SADAOU,**

Assistant professor, College of Business, Jouf University, Kingdom Saudi Arabia

[n.sadaoui@live.fr](mailto:n.sadaoui@live.fr)

### **Abstract:**

The role of entrepreneurial projects in the economic systems of developed countries is increasing. It represents one of the driving forces for the occurrence of the new economic development. Moreover, entrepreneurship is based on innovation and change that leads to improved productivity and increased competitiveness. Therefore, it is considered an engine of economic growth for countries.

Entrepreneurship plays an important role in global economies, as it is currently considered one of the most prominent drivers of economic development, through the establishment of leading organizations that contribute to local development by providing job opportunities and increasing financial and economic returns. Entrepreneurship is also the process that helps create new economic activities through the processes it undertakes in terms of developing the production and distribution of products or services in order to contribute to economic development by establishing start-up companies in the technical field that lead to improved economic development. The role of the university in development and community service is manifested through encouraging the spirit of leadership, innovation, development, introducing sources and sources of funding for small projects and presenting successful models of entrepreneurs.

Based on this, developed countries rely on promoting pioneering education in the early school stages, in addition to the family environment, which encourages curiosity, questioning, and openness to everything new. Then comes the entrepreneurial education station at the university level, which is based on analysis and solving problems in creative ways, and encouraging critical thinking. This means that the current university educational programs can be able to create a pioneering orientation for the student and the community in addition to providing infrastructure and supportive mechanisms to promote and develop entrepreneurship, as well as encouraging the conduct of competitive scientific and applied research that benefits their societies, and taking care of the incubators of creativity and technology that operate to support and finance pioneering projects and provide them with technical support. Therefore, in this research paper, the role played by the Algerian University in promoting and spreading entrepreneurial education and entrepreneurial orientation will be discussed.

**Key words:** entrepreneurship, university, entrepreneurial education, pioneering projects, innovation, creativity. Entrepreneurial thought.

**Introduction:**

Entrepreneurial projects, especially small ones, represent one of the most important driving forces for the revival of growth and economic renaissance. This has contributed to encouraging programs and techniques to stimulate entrepreneurship on a large scale in recent times in all countries of the world, especially in university educational institutions, because of their essential and fundamental role in raising the rates of creativity and innovation, especially since the human element that frequents them is from the youth category in particular. .

Education plays a vital role in developing the knowledge, skills, attitudes and values that enable an individual to contribute and benefit from inclusive development and a sustainable future learning to form clear and purposeful goals, work with others by presenting different perspectives, finding untapped opportunities and identify multiple necessary solutions to big problems expected occur in the coming years.

Education needs to further prepare young people for the world of labor. It needs to equip students with the skills they need to become active, engaged and responsible citizens. In other words, education needs to become more entrepreneurial in the field of business, by playing a key role in the development of knowledge and skills, including the field of entrepreneurship, through the development of related skills. Investing in this role, which education plays in relation to entrepreneurship and in the various educational stages, is very important, especially in the advanced stages of higher education (Al-Shamimiri and Al-Mubarek, 2011, p. 31). This role becomes clear for graduates by qualifying them for a profession or self-employment as well as setting up projects, so that the entrepreneurship program has been included in most universities (Kuratho, 2015, 578).

Entrepreneurial education is based on a number of main components that make it an integrated work that seeks to serve humanity. It seeks to achieve a set of main and sub-objectives. It is a set of intended and regular operations that mainly aim to bring about various changes in the existing public policies at the present time, or what results from programs and plans. It is carried out by a group of individuals belonging to various official bodies in the form of groups or bodies subject to leadership, where many desired social goals are achieved and which result in clear positive changes.

Societies seek to take care of their universities, create more of them and provide them with the means of strength and development. This is a priority option a takes precedence that lives up to the concept of achieving sustainable development. At the same time, universities seek to justify their existence by achieving consistency and alignment between their mission, vision and goals with the constants and goals of their societies. In this context, Algeria is among the Arab countries that have endeavored to expand the network of higher education since independence so that it can perform the social, economic and pioneering role with distinction.

### **1. The research problem:**

Based on the foregoing, the research problem is centered on **the university's contributions to the dissemination of pioneering thought and the stages that pioneering education went through.**

### **2. Research objectives**

This research aims at:

- Recognizing the role of the university in pioneering education.
- Identifying the pioneering thought and its theoretical foundations.
- Finding out the reality of pioneering education and the role of Algerian universities in promoting the entrepreneurial culture among students, professors and members of society, and the extent to which this contributes to the development of this trend among members of the community who are affiliated with the labor market and others.

### **3- Significance of the research:**

- This research paper aimed to show the role of the university in the development of entrepreneurial education, which provides decision makers with the opportunity to compare what is expected of the university in entrepreneurial education and the actual roles that the university plays.
- It seeks to present an image of the university's role in spreading the entrepreneurial trend, especially among young students.
- It can increase the effectiveness of the university's role in the development of the pioneering community.
- The importance of the research is that it represents an attempt to urge Algerian universities to think seriously in order to find solutions to the problems and difficulties facing the community in the pioneering developmental aspect and for rational theorizing to develop ways to advance the institutions of the pioneering community and improve their performance conditions in accordance with the scientific and institutional standards in the developed world and by focusing on the qualification of staff, scientific research and serving the pioneering community close to the university and students.

### **Research Plan:**

Based on the foregoing, this research paper was divided into the following axes:

**First:** The emergence of pioneering behavior and its relationship to the university.

**Second:** Studies contributing to the dissemination of entrepreneurial education.

**Third:** Entrepreneurial education and its reality in Algeria.

**First: The emergence of pioneering behavior and its relationship to the university**

The philosophy of entrepreneurial behavior is based on the development of entrepreneurial skills and the accompanying behavior of students, as these skills can only be acquired through the application of appropriate teaching based on methods that provide active learning. It is also known as the learning/awareness approach as it puts the students in focus on the whole process. This concept elevates the role of the student on an equal footing with the teacher who only performs the role of guidance.

This type of learning, in addition to providing the necessary amount of theoretical knowledge, enables the student to personally experience the development of the necessary skills, unlike traditional education. That is, the educational process is based on forward teaching and passive transfer knowledge also known as teaching by teachers (Fayolle and Klandt, 2006).

### **1- Entrepreneurship and the university environment:**

It is noticed in the various economies of the world that self-employment is a source of economic development and recovery, thanks to which economic activity is accelerating. Entrepreneurial intent is closely related to the theory of planned behavior proposed by Fishbein and Ajzen (1975). Intent can be applied to understand and predict the factors that influence individual behaviors. Practical entrepreneurial intention (Fernandez, Carlson, Stepina, & Nicholson 1997) includes cognitive behavior. It is noted that there are three factors that influence entrepreneurial intent which are personality, environment and demography.

Entrepreneurship education has little impact on the attitude of entrepreneurship when the focus is only on theoretical aspects besides entrepreneurship education. The concept of entrepreneurship results from the influence of individual circumstances in the local context or culture that influences entrepreneurial intent (Sajjad, & Dad 2010). It is a term given to university youth who take the initiative and seize opportunities regardless of the available resources or the lack of these resources, in order to present innovative ideas, creative works, new products and services (Abdullah and Majdi, 2004, p. 239).

As previously mentioned, entrepreneurship is a process based on the initiative to start a new project based on the concept of creativity and innovation by identifying the available opportunities in the market and using the available resources that can be invested with the aim of a new business. It is also considered a tool for confronting new competitiveness on the scene and at a high speed of changes, and it is considered one of the most important driving forces for multi-dimensional development (Kraus & Kauranen, 2009, p. 47).

“Education for Entrepreneurship” was defined in a joint document of UNESCO and the International Labor Organization in 2006, entitled “Towards an Entrepreneurial Culture” as follows: Entrepreneurial education is generally viewed as an educational approach aimed at promoting self-esteem, self-esteem, creativity and self-confidence. It is to build values and related skills that will help learners expand their understanding of the study and the opportunities that follow. And the necessary methods for this were based on the use of personal and behavioral activities and those related to trends and those related to planning the career path (Monther Al-Masry et al., 2010, p. 9).

The idea was largely unknown until 1970, when it began as an initiative in many universities and appeared in part in the components of university curricula. In this context, the contractor is

characterized by a set of features that represent a function of the interaction of a number of environmental, family, psychological, social and personal circumstances and variables, which are embodied through behavior to satisfy certain motives. Despite the different people and their different social natures, they all share some characteristics (Malati and Qadri 2015, pp. 5-6), the most important of which are:

- **Willingness and tendency towards risk:** Whether it is when starting a project or operating it, and it is noted that the greater the degree of desire for success, the greater the tendency and willingness to take risks.
- **Desire to succeed:** Contractors know their goals well and work diligently to achieve them.
- **Self-confidence:** The ability to arrange and categorize problems. Since they are not afraid to make mistakes, they know that it is part of the tax of self-employment and independent will (Wach, & Wojciechowski, 2016).
- **Impulsiveness to work:** Contractors usually show a level of self-motivation to work, excellence above others and sometimes takes the form of stubbornness and a desire to work hard and hard.
- **Voluntary willingness to work long hours:** They often work the whole week to achieve competition.
- **Commitment:** Contractors must maintain their focus on their goals and plan their various activities, as there is a relationship between the extent of commitment and the level of business success. (Kim&Park, 2019)
  - **Optimism:** Entrepreneurs have the characteristic of optimism. That is, when they turn failure into success, it is similar to transforming negative energy into positive energy, as optimism helps success.
- **Methodology and system:** The contractor has the ability to arrange and organize time while seeing the picture in its realistic form in the smallest details.

## 2- The need for entrepreneurship education:

The recent literature of entrepreneurship has been linked to the creative behavior of individuals and thus their ability to engage in entrepreneurial behavior (Word, 2004). Thus, innovation is an essential phenomenon for various social and economic businesses as it is closely linked to environmental developments and is a means to ensure the survival and growth of companies (Paulus and Kenworthy, 2018). In this context, we refer to the creative economy, which, according to the United Nations report, defines the Conference on Trade and Development as the cycles of creativity, production and distribution of goods and services that use creativity and intellectual capital as primary inputs. Developing the creative side of a person is of great importance to the economy of any country. Entrepreneurship education also contributes to business development through a variety of different ways (Souitaris, Zerbinati, Al Laham, 2007).

The goals of co-entrepreneurship include education, openness to change, willingness to adapt to new situations and the ability to work in an uncertain environment towards greater focus on design

thinking and creativity skills (Kichul, Gondery, Mitra, Berkot, 2018). Entrepreneurship education is also through that entrepreneurship must be the approved and inevitably applied framework in various areas of life and the engine that focuses more on design thinking and creativity skills without neglecting the influencing aspects such as: uncertainty, rapid changes, high competitiveness, risks, etc.

Therefore, it is necessary to take into account the social aspect that increasingly affects entrepreneurship, such as activities with a social dimension. Entrepreneurship is also present in sports education, health institutions, etc. (2019 Bayarcelik and Tasel). Efforts to introduce entrepreneurship into the educational process are also long, but what is noted is that for the most part when we talk about the presence of entrepreneurship in educational programs, what is meant here is the theoretical content of entrepreneurship.

### **3. The importance of entrepreneurial education:**

To show the extent of the importance of entrepreneurial education and what are the consequences of its lack, we can use the results of previous research, referred to within the previous studies, which touched on the need to go towards entrepreneurship and strengthen the entrepreneurial intention of individuals, especially university students, by cultivating and spreading entrepreneurial education and memorizing the impact of entrepreneurship on the type of education on the current innovation of entrepreneurs (Kuratko, 2015). From that research that has been done, it can be seen that front teaching has been the traditional type of teaching since many years in many countries (Killen, 2019). It is the creation of such institutions as a result of the process of imitation, whether inborn skills or skills acquired in life, but not as a result of skills acquired during the educational process. (Bayarcelik , Tasel, 2019).

The importance of entrepreneurial education is evident from the growth trend of the higher education sector and the trend of governments towards their education sector, as they realized that economic development (Kickul, Gundry, Mitra, & Bercot 2018) and job creation and societal resilience can also be achieved through what can be achieved from through the development of entrepreneurship and education. In addition, unemployment rates have been identified among teachers, which have become an obsession and one of the main issues due to the decline in growth. There is a complete conviction among the various economies in the world that freedom is represented in free economic work and it is a concern at the national level and a source of economic development and economic recovery. It is also noted that governments are accelerating towards increasing their investments in the student business sector (Paulus, and Kenworthy, 2018).

### **Second: Studies Contributing to the Dissemination of Entrepreneurial Education:**

Many studies have dealt with entrepreneurial education, including:

**Al-Shahmoni (2020):** It aims to reveal the reality of pioneering education and future technology in school education in the Sultanate of Oman. The study adopted the descriptive analytical approach, and the study sample consisted of seven schools from three educational governorates, and the study community included 1166 schools. The results showed that 28% came with a small degree of future technology that is addressed within the curriculum of information technology in the classroom and recommended the need for the Ministry of Education in the Sultanate to adopt a clear strategy to

## The Role of the University in Promoting and Developing Entrepreneurial Education: A Case Study of Algeria

include pioneering education in the field of future technology in school education, as well as the development of curricula and educational activities.

**Nassar (2018):** This study aimed to reveal the role of Palestinian universities in achieving entrepreneurial education from the point of view of deans and faculty members. It adopted the descriptive analytical approach and consisted of a sample of (180) members of the faculties' deans and faculty members. A questionnaire consisting of 24 items was also used, and the results revealed the role of Palestinian universities from the point of view of the deans and faculty members.

**Mahmoud (2017)** conducted a study that aimed at revealing the degree of availability of entrepreneurship education and its requirements for university education in the light of the knowledge economy from the point of view of faculty members at Sohag University, as well as revealing the obstacles to entrepreneurship education in the light of the knowledge economy. The study adopted the descriptive approach. It reached a number of results divided into four main axes, where the results were divided according to axes from the reality of entrepreneurial education and its requirements in university education in the light of the knowledge economy from their point of view.

**Ufuk (2016):** The study aimed to measure the performance of pioneering and innovative universities in Turkey and their role in contributing to economic and social development, as well as their role in the field of research and education. The study confirmed the existence of a noticeable disparity between universities in the interest in pioneering education, which is reflected in their role in the development of the surrounding community. The study recommended the necessity of introducing new sources of ideas into the academic research agenda, addressing scientific concerns, increasing the financial independence of universities and activating their role in scientific contribution in a more positive way to sustainable regional development and social progress.

**Daniela et al. (2016)** also conducted a study that aimed at examining the impact of entrepreneurship education on the entrepreneurial intention of students in the fields of science, engineering, and business administration. The study used the descriptive approach through the comparative study, and it showed that the study of entrepreneurship effectively affects the personal and behavioral characteristics of the student and their preparations for it, and that science and engineering students have the formation of entrepreneurial tendencies for them, and that they are also affected by the most likely to do entrepreneurial projects, their association with the study of technology and industrial projects.

**Mahnawi (2014):** The study aimed to eliminate youth unemployment, identify the philosophy and the elements of education for leadership, and stand up to the challenges that stand in the way of technical education in its traditional form, which made him lose the role entrusted to him, which is to reach a new vision about the philosophy and objectives of technical education and the dual role and its role in providing young people with the leadership characteristics necessary for the labor market and the elimination of unemployment. The study concluded the success of dual education.

**Alain (2013)** also conducted a study that aimed at identifying the national policies and strategies taken by the central Chinese government to encourage entrepreneurship education and analyzing the problems that prevent its implementation. The study relied on the descriptive approach. The field study was also applied and it was concluded that some students in higher education with a percentage of

10% find it difficult to understand these policies, which hinders the implementation of pilot projects for them. The study emphasized the necessity of clarifying these policies to the students, introducing them to them, and strengthening the partnership between higher education institutions, industry institutions and companies in the country.

**Al-Hashwa** (2012) conducted a study aimed at identifying the role of the current educational system in students' adoption of the values of leadership. The study used the descriptive method. The researcher conducted structured interviews with a sample of Palestinian school teachers and principals. The study also found a list of the targeted outcomes of entrepreneurial education, including motivation, perseverance, independence, creativity, innovation, teamwork, knowledge of entrepreneurship as an option, seizing opportunities, and others.

### **Third: Entrepreneurial education and its reality in Algeria**

In order to reach the optimal application of entrepreneurial education in Algeria, a set of frameworks and strategies must be available:

#### **1- Teaching Entrepreneurship in Universities:**

There is an explicit difference between a supporter of the idea of the necessity of teaching entrepreneurship and those who see that entrepreneurship is linked to the entrepreneurial intention of individuals and cannot be acquired, but it is clear to us that the university must intervene and play its role as a driver of any development process, and this comes through the following procedures:

1. Laying the foundation in colleges and universities for teaching entrepreneurship, where the values and message of entrepreneurship are inculcated in the university's values, as well as the culture associated with open education. This trend has attracted a large number of students, which reinforces the orientation of teaching entrepreneurship in most universities.
2. Forming teams of academics and entrepreneurs: With this partnership, a balanced curriculum can be established, which combines practical applications and academic reference. This method has been tested for many years at Harvard University (Kreiser, Marino, Dickson, & Weaver 2010). Experience has shown that Opportunity to teach creative students, making entrepreneurship teaching an enriching experience for renowned academics of such a program.
3. Paying attention to teaching the basics of entrepreneurship, and presenting various experiences in this field, with a focus on precise topics such as: innovation, strategy, marketing, finance, implementation, and ethics, with an explanation of the reason for including these topics within the teaching of entrepreneurship (Jena, 2020).
4. Using a variety of techniques, such as the dependence of entrepreneurship on communication and the inclusion of the virtual world within the techniques and methods of teaching along with strategies for teaching large classes, small discussion groups, inviting external lecturers, holding specialized workshops, implementing training programs and other means Facilitating participation and real-time dialogue and using modern communication techniques (Nasrullah & Khan, 2016).



5. Providing practical tools, in order to be brief in explaining ideas, presenting projects, and using audio-visual presentation techniques, applications and specialized computer programs to provide students with advanced practical skills in actual practice.
6. Raising the level of commitment from both sides of the process, the supervisors of the teaching and the recipients, because the level and quality of the program are negatively affected with the increase in the number of students, as well as the high costs of such educational programs.
7. The necessity of communicating with various actors in the university environment such as universities, employers, guardianship, professional and commercial chambers and others in order to spread the culture of entrepreneurship in society.

## **2- Building Entrepreneurship Education:**

Entrepreneurship education is built by stimulating entrepreneurial vigilance and intentions, and this is done through:

- Enriching the content of entrepreneurship education curricula in all fields by conducting neuro-education for entrepreneurs and transferring knowledge of the neurological values of projects, entrepreneurship, and new business management, as well as practicing entrepreneurship and interpersonal skills.
- Creating a variety of extra-curricular lessons: to stimulate entrepreneurial awakening, including case studies of a diverse group of entrepreneurs, a successful entrepreneurial role.
- Real-life models and examples of youth entrepreneurship: These cases can allow university students to intuitively experience the entrepreneurship process.
- The educational curricula: More resources should be provided as the integration of entrepreneurial resources should be strengthened.

## **3- Recommendations:**

1. There is a necessity of adopting and developing an educational curriculum based on information technology that is compatible with the global trend towards future technology and the inclusion of future technology in school curricula.
2. There is a necessity for the Ministry of National Education, the Ministry of Higher Education and the Ministry of Vocational Training and Education to adopt a clear strategy and vision to include entrepreneurship in school education in line with future information technology.
3. Enhancing partnership and cooperation between the private and public sectors specialized in the field of technology to support, promote and disseminate entrepreneurial education through competitions, training and promotions in the field of future information technology.
4. Working to enhance and provide the human and material capabilities of schools, institutes and universities in the field of future information technology.

5. Embodying the integration between educational activities, guidance programs and professional preparation to train students in the three educational sectors on some technology that was not covered within the classroom curricula.

### **Conclusion:**

There is an urgent need to carry out development in many sectors at the national level, in order to better integrate entrepreneurship into the Algerian educational system, especially in the three important sectors: higher education, the education sector, and the vocational education and training sector, including those related to legislation supporting education for entrepreneurship, with reference to the lack of entrepreneurial skills when setting legislation and developing curricula for schools, training, vocational education and university education, since only referring to some leadership skills in legislation may not guarantee continuity. Therefore, the development of clear and specific legislation that supports the applications and directions of education for entrepreneurship will increase its support and ensure its continuity within the five-year guiding laws.

With the assessment of the impact of integrating entrepreneurship into the educational system, many improvements have been made to the educational system to support and enhance entrepreneurial skills, especially with regard to curriculum development. However, these improvements are not sufficient and their effects have not been evaluated to closely identify their role in preparing students to enter the labor market according to the requirements and future prospects. This may be due to the lack of a clear and personalized strategy and the novelty of some initiatives, and thus the difficulty of evaluating their impact. There is also an urgent need to assess the impact of implementing these programs that have been implemented, such as getting to know the business world. Therefore, evaluating the impact of integrating entrepreneurship culture and skills into the education system is one of the recommendations that should be considered.

In the same context, it is necessary to train the lecturers and supervisors of programs related to entrepreneurial education by adopting integrated policies for the education and training of professors and components and the frameworks supervising these programs in order to increase their entrepreneurial skills and enable them to transfer these skills to students. The importance of trainers should not be overlooked, and the importance of their education and training should be part of the development axis around which all operations revolve. It is very important that teacher education and training programs be adopted before and during the service.

### **References:**

1. Al-Hashwah, Maher. (2012). "Education for Entrepreneurship in Palestine: An exploratory study." Palestine Economic Policy Research Institute (MAS) (Palestine)
2. Al-Shamimary, Ahmed and Al-Mubarak, Wafaa. (2011), Entrepreneurship, second edition, Al-Shukry Library, Riyadh.
3. Al-Shahmoni, Yasser Jumaa bin Khamis (2020): On the reality of pioneering education and future technology in school education in the Sultanate of Oman, International Journal of Educational and Psychological Studies, Volume 8, Issue (1), pp. 129-141. <https://doi.org/DOI:10.31559/EPS2020.8.1.9>.
4. Abdul Rahman, Abdullah Magdy. (2014) "A proposed educational vision for the transformation of Egyptian university youth from non-normative to entrepreneurial." Journal of Educational Knowledge: 4 (2).

## The Role of the University in Promoting and Developing Entrepreneurial Education: A Case Study of Algeria

5. Mahmoud, Imad Abdel Latif. (2017) Entrepreneurial education and its requirements for university education.” *Journal of University Education Studies*. Issue (37) pp. 475-511.
6. Mahnawi, Ahmed Ghonimi. (2014) The role of dual technical secondary education in providing its student with a culture of entrepreneurship and facing the problem of unemployment in Egypt.” *Journal of Arab Studies in Education and Psychology*: 52 (2) pp. 277-309.
7. Nassar, Anwar Shehadeh (2018) Assessing the Role of Palestinian Universities in Achieving Education.” *Journal of Palestine Technical College for Research and Studies*, Issue 5, pp. 481-514.
8. Alain, F. (2013). “Personal views on the future of entrepreneurship Education”. *Entrepreneurship & Regional development. An International Journal*, 25 (7-8), July, 692 – 701, <https://doi.org/10.1080/08985626.2013.821318>.
9. Bayarcelik, E.B., Tasel, F. (2019), “Social Entrepreneurship for Sustainable Economic Growth”, Oyku, I.N., (Ed.), *Creating Business Value and Competitive Advantage with Social Entrepreneurship*, IGI Global, pp. 251-271
10. Daniela, M., Harms, R., Kailer, N. & Wimmer-Wurm, B. (2016). “The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs”. *Technological Forecasting & Social Change*. 104: 172, <https://doi.org/10.1016/j.techfore.2015.11.006>
11. Esmi, K., Marzoughi, R., & Torkzadeh, J. (2015). Teaching learning methods of an entrepreneurship curriculum. *Journal of Advances in Medical Education & Professionalism*, 3(4), 172-177
12. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93. <https://doi.org/10.1111/jsbm.12065>
13. Fayolle, A., Klandt, H., (2006), *International Entrepreneurship Education: Issues and Newness*, Edward Elgar Publishing Limited, pp. 28-29
14. Fayolle, A., Klandt, H., (2006), *International Entrepreneurship Education: Issues and Newness*, Edward Elgar Publishing Limited, pp. 28-29
15. Fernandez, D.R., Carlson, D.S., Stepina, L.P., & Nicholson, J.D. (1997). Hofstede’s country classification 25 years later. *Journal of Social Psychology*, 137(1), 43-54. <https://doi.org/10.1080/00224549709595412>  
<https://doi.org/10.15678/EBER.2016.040106>
16. Jena, R.K. (2020). Measuring the impact of business management Student’s attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106275. <https://doi.org/10.1016/j.chb.2020.106275>
17. Kickul, J., Gundry, L., Mitra, P., & Bercot, L. (2018). Designing with purpose: Advocating innovation, impact, sustainability and scale in social entrepreneurship education. *Entrepreneurship Education and Pedagogy*, 1(2), 205–221.
18. Killen, R. (2019). *Effective teaching strategies: Lessons from research and practice*. South Melbourne: Cengage Learning Australia.
19. Kim, M., & Park, M.J. (2019). Entrepreneurial education program motivations in shaping engineering students’ entrepreneurial intention. *Journal of Entrepreneurship in Emerging Economies*, 11 (3), 328-350. <https://doi.org/10.1108/JEEE-08-2018-0082>
20. Kreiser, P.M., Marino, L.D., Dickson, P., & Weaver, K.M. (2010). Cultural influences on entrepreneurial orientation:
21. Kuratko, D. (2015). “The Emergence of Entrepreneurship Education Development, Trends, and Challenges”. *Entrepreneurship, Theory and Practic*. 29 (5): 577–598, <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
22. Markopoulos, E., Ramonda, M.B., Winter, L.M.C., Katheeri, H.A., & Vanharanta, H., (2020), “Pink Ocean Strategy: Democratizing Business Knowledge for Social Growth and Innovation”, in Markopoulos, E.,

- Goonetilleke, R.S., Ho, A.G & Luximon, Y. (Ed.S), *Advances in Creativity, Innovation, entrepreneurship and communication of Design*, Proceedings of the AHFE 2020 Virtual conferences on Creativity, Innovation and entrepreneurship, and Human Factors in Communications of design, July 16-20, 2020, USA, Springer, p.40
23. Nasrullah, S., Khan, M.S., & Khan, I. (2016). The Entrepreneurship Education and Academic Performance. *Journal of Education and Practice*, 7(1).
  24. Paulus, B.P. and Kenworthy, J.B. (2018), "Overview of Team Creativity and Innovation", Reiter-Palmon, R. (Ed), *Team Creativity and Innovation*, Oxford University Press, New York, pp. 11-30
  25. Sajjad, S.I., & Dad, A.N. (2010). Impact of Culture on Entrepreneur Intention. *Information Management and Business Review*, 4(1), 30-34. <https://doi.org/10.22610/imbr.v4i1.960>
  26. Souitaris, V., Zerbinati, S., & Al Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? *Journal of Business Venturing*, 22(4), 566–591.
  27. [27](#). The impact of national culture on risk taking and proactiveness in SMEs. *Entrepreneurship theory and practice*, 34(5), 959-984. <https://doi.org/10.1111/j.1540-6520.2010.00396.x>
  28. Ufuk, G., İkbâl, S. & Oylumlu, Ö. (2017). "Critical Assessment of Entrepreneurial and Innovative Universities Index of Turkey: Future Directions". *Technological Forecasting & Social Change*. 123: 161-168, <https://doi.org/10.1016/j.techfore.2016.09.008>.
  29. Wach, K., & Wojciechowski, L. (2016). Entrepreneurial intentions of students in Poland in the view of Ajzen's theory of planned behaviour. *Entrepreneurial Business and Economics Review*, 4(1), 83-94.