

A Study to Investigation the Role of Universities to Promote the Entrepreneurial Culture in Pakistan

Huma Kausar, International Islamic University Islamabad, Pakistan
Anjum Naz, University of the Punjab, Pakistan

The Asian Conference on Education 2020
Official Conference Proceedings

Abstract

Higher educational institutes are playing an effective role to encourage entrepreneurial activities by developing entrepreneurial attitudes and capabilities among students. The purpose of the current study was to identify the role of universities to promote the entrepreneurial culture among students. A quantitative inquiry was planned to understand the roles and responsibilities of universities to enable the students to be entrepreneurs. Survey technique was used to collect the data. Purposive sampling technique was applied to draw the sample from the targeted population i.e. final semester students of Master and Bs (Hons) programs from the faculties of management sciences and social sciences of Sargodha University. A questionnaire was developed and distributed among 300 participants of the survey. Data was coded and analyzed by using statistical techniques e.g. frequencies, mean, and standard deviation were applied to analyze the descriptive data while the Pearson correlation test was applied to calculate the inter-factors relationship. It was found that there is an insignificant relationship between the role of University and students' attitudes to embrace entrepreneurship, whereas a moderate positive correlation was found between the content of management and students' entrepreneurial intentions. Keeping in view the findings of the study, researcher suggested that there is a dire need that universities should pay more intention to conduct entrepreneurial activities to develop the entrepreneurial attitude to start new ventures. Further, it was suggested that universities should teach entrepreneurship as a separate subject in non-business sciences to develop entrepreneurial attitudes and capabilities among their students to encourage the entrepreneurial culture in Pakistan.

Keywords: Entrepreneurship, Entrepreneurial Activities, Entrepreneurial Attitudes, Entrepreneurial Capabilities, Entrepreneurial Culture, Students, Universities

iafor

The International Academic Forum
www.iafor.org

Introduction

The new trends of globalization and the emergence of a knowledge-based economy have forced attention towards entrepreneurship. Many studies argue that entrepreneurship improves economic growth through productivity and economic competitiveness with advanced technology and economic liberalization (Drucker, 1985; Acs, 2006). Progressively, entrepreneurship emerged as one of the most widespread research realms in the academic world to study the contribution and significance of entrepreneurship (Lee & Chang et al. 2005). More researches on entrepreneurship are mainly focused at higher education level. Entrepreneurship courses are also attracted (at higher education level) colleges and universities (Brown, 1999). Entrepreneurship has the potential to generate employment opportunities through starting up new ventures; utilization of the available resources to increase the economy and national GDP, this initiative makes it possible to overcome the reliance on social welfare programs (Acs, 2006). Hence education plays a vital role in the development of entrepreneurial culture and equips students with advanced skills and an adaptive mindset to embrace entrepreneurship. Education and entrepreneurial success probably depended on undetected variables such as the ability of oversight which leads to unfair approximations of revenues. Thus, many universities and colleges around the world are responded to fulfill this demand by offering entrepreneurial courses to promote entrepreneurship as a professional career (Postigo & Tamborini, 2002). The “major purpose of entrepreneurship education at higher education level is to develop entrepreneurial capabilities and mindsets among students” and it is suggested to emerge entrepreneurship additional fully into university curricula (European Commission, 2008).

Literature Review

Volkman (2009) reported that universities also play an important role in hitching endowments of students, graduates, and researchers. Universities can be seen as scientific & technical invention engines and major contributors to transmuting technological development and invention into innovation. University is considered as a social innovation system when entrepreneurship education involved in such system as the result it produces more capable entrepreneurs, not just creates job opportunities for individuals but also reinforces and facilitate to birth and development of businesses as social mechanisms (Petridou, Sarri, & Kyrgidou, 2009). It has recognized and accredited that higher education is needed to equip the graduates better. However, a broad range of skills is required to fulfill this requirement, while it is considered that self-employment is increasing among university graduates. Also, graduates are creating job opportunities in the market (Carey & Naudin, 2006).

Utmost researches are focused on entrepreneurship at graduation level (Raposo, Ferreira, Paco, & Rodrigues, 2008; Sanchez, 2013) as well at secondary school level (Paco, Ferreira, Rodrigues, & Dinis, 2008; Rodrigues, Dinis, Paco, Raposo, & Ferreira, 2011). The economic development of a country is connected with productivity; several studies have argued that entrepreneurship improves economic growth through productivity. Therefore, entrepreneurship education is pivotal for the development of entrepreneurial skills, mindsets, and behaviors. At the university level, the promotion of entrepreneurship is a useful and valuable career prospect for graduates. Also, it has a positive impact on students' attitudes towards entrepreneurship by giving

entrepreneurship education (Galloway & Brown, 2002). Apart from this, universities as an entrepreneurial nucleus play an important role in connecting students, researchers, business enterprises, and other stakeholders.

The main objectives of entrepreneurship education are 1) to change student's behaviors and intentions, in like manners, 2) to enable them to understand the concept of entrepreneurship. Furthermore, it encourages students to become entrepreneurial and to become entrepreneurs, as the result it pursues the formation of new business enterprises, also creates new job opportunities in the market (Fayolle & Gailly, 2005). In the same manner, entrepreneurship education also plays a major role to develop entrepreneurial traits among students (Jesselyn & Mitchell, 2006).

Entrepreneurship education educates the students about drawbacks and risks to keep the crises away from them, as they can alleviate the feelings of trepidation of disappointment of potential entrepreneurs, while the courses of entrepreneurship in universities can prepare the individuals with a tremendous commitment to be entrepreneur i.e. by starting a new business enterprise. Entrepreneurship as a phenomenon enables students to make a complete understanding of it and without any doubt turn out to be more skillful partners at any level in entrepreneurship i.e. employees, investors, and managers, or entrepreneurs (Maranville, 1992).

In numerous parts of the world, entrepreneurship has engaged to discover scholarly authenticity. So, entrepreneurship should not only be seen as a part of Business Management or part of an interdisciplinary field, it ought to be standing separately as a subject. Thus, the university should need to nurture the individuals as active entrepreneurs by giving them assignments, by arranging entrepreneurs gathering, external lectures, and workshops. In this way, instructors should also ready to modify the mindsets of students who can successfully show their business aptitudes and create imaginative reasoning in their research work. Likewise, it would be great and well to have visitor teachers and visitor speakers to offer a measure of association with entrepreneurial specialists, while this isn't generally enough yet. The content of the course should have a focus on the skills and knowledge which an entrepreneur will need to succeed (Zeng & Honig, 2016). The support of higher education institutions towards entrepreneurship creates an environmental awareness about entrepreneurship and its aspects. In this new century, business is evolving, and learning to engage the individuals in society with long-lasting earning (Drucker, 1995). Besides, entrepreneurship helps society to become self-managing and provides huge potential, in the same way, it also furnishes people with career choices (Scott, 2003). Thus, it amplifies the capabilities among individuals and empowers them with a feeling of interest and inspiration, whereas they ought to wind up alarm and mindful about opportunities, whereas teaching should encourage students' attitudes towards entrepreneurship (Kirzner, 2009).

Most importantly, Universities ought to be viewed as spots to promote entrepreneurial activities and attitudes amongst students and academics with cooperation. The workplace and group-based work is increasing the new arrays of the work organizations which showing up with low levels of management and monitoring, multi-testing, not multi-schooling, and a more noteworthy requirement for effective communication skills (Probert, 1999).

It has been considered that entrepreneurial culture improves by entrepreneurship education. It's again highlighted the necessities of entrepreneurial culture to promote Small Medium Enterprises (SMEs), such as beliefs, values, attitudes, and behavioral norms (Gibbs & Lyapunov, 1996). According to Deci and Ryan (2000), "the abler you are, the more willing you are". At present, an entrepreneurial culture is necessary to be sure of the success of entrepreneurship. Blokker and Dallago (2012) exposed that entrepreneurship develops entrepreneurial behavior among youth, especially university students, thus it is more important to focus on entrepreneurship education and instructional methodologies to encourage just in time learning and learning by doing. Mugione (2011) as chief of entrepreneurship advisor at United Nations Conference on Trade and Development, has emphasized that students can become entrepreneurial even in their study field those are enrolled in other programs or courses, so at the university level entrepreneurship education should not be limited to only business schools' individuals.

Accordingly, it is not only mean to promote youth's entrepreneurship through entrepreneurship education but to train youth with entrepreneurial attitude and skills at the same time (Schoof, 2006). Entrepreneurship education is a way to promote entrepreneurial culture. Entrepreneurial culture can be achieved by several factors. While enterprise culture also delivers advantages in society, even beyond the business activity (Liikanen, 2004). Indeed, the qualities of an individual, i.e. innovation, creativity, and inventiveness are relevant to entrepreneurship and can be useful for everyone in their everyday life and work activities. Ngosiane (2010) discovered during his work to promote an entrepreneurial culture in Kenya, according to him, entrepreneurial culture can be promoted through the formation of clubs in universities to support entrepreneurial activities.

A country where the majority of citizens are youth and raises their own business as a career, such a nation has strong belief to establish an enterprise or earn money rather than the employment of wage (Gibb & Li, 2003). In the modern world, the uses of entrepreneurial and innovative thinking are inescapable in organizations. Whereas organizations' development and survival depend on the innovation, creativity, and capacity of human resource and management, the birth and death of organizations also rely on vision, knowledge, and their organizers' capabilities (kazemi, Rasekh, & Navid, 2016). Kirzner (2009) stated that entrepreneurship is an awareness of the invisible profitable opportunities.

Learning and innovation are essential for organizations that are trying to survive and achieve efficiency. Numerous organizations are progressively searching for inventive and entrepreneurial ways to improve their viability, effectiveness, and adaptability. In such a manner, entrepreneurship is quickly turning into a decision of organizations, especially for substantial organizations (Hagh et al., 2013). Entrepreneurial development is one of the apparatuses of economic development by reinforcing and creating a suitable environment for its advancement, particularly in developing countries like Pakistan.

Pakistan has extreme disregard in many areas of entrepreneurship education for instance communication and marketing. Government has the meddling part in deters innovation, marketing, and risk-taking (Haque, 2007). In any case, the substance of entrepreneurship is an outsider for the faculty and syllabuses. Approximately there is

the nonappearance of any entrepreneurial instructional faculty in Pakistan. In Pakistan, there are 128-degree awarding institutes and universities; of which seventy (70) are public universities and fifty-eight (58) are private universities (HEC). Though, just a few of them offer courses of entrepreneurship in their postgraduate and undergraduate degree programs, for instance, Lahore University of Management Sciences (LUMS), Institute of Business Administration (IBA), and Islamia College University. In this baffling circumstance, it is respecting that the Higher Education Commission (HEC) of Pakistan has understood the noteworthiness of entrepreneurial education with the changing worldwide financial patterns and has begun taking steps forward in such a manner. Inside the university frameworks to promote entrepreneurship and innovation, HEC has propelled a noteworthy program which included the introduction of entrepreneurship and innovation, changes in curricula, technology hatcheries, and the establishment of technology parks. Also, HEC is giving access to funding and delicate advances to new ventures (Rehman, 2006). Nevertheless, a reasonable concurrence on the idea of entrepreneurship education is required for its compatibility, whereas the issue of curricula and faculty improvement should be tended to with more concern (Khan, 2008).

Universities are also facing an alarming situation to support the entrepreneurial culture. Studies have discovered some barriers that disturb the development of entrepreneurial culture in universities, which incorporate into collegiate, proficient, and bureaucratic nature of universities (Hay, 2003). Zaharia and Gibert (2005) A university can't be entrepreneurial easily from the creation of modern structures; it must be changed in society to change its concept of the university mission. The entrepreneurial transfer procedure is long and different from one university to the next. It is affected by economic development, traditional and cultural elements, and legal structures.

Statement of the Problem: Higher education system produces a large number of graduates every year whereas unemployment is increasing because our economy is not in a position to engage the pass-out graduates or provide them job opportunities. So, the numbers of graduates are more than the number of jobs in the market. This study addresses to stress on the need to promote entrepreneurial culture among students and higher educational institutes to create job opportunities rather than to seek job opportunities. This study aims to investigate the role of Education to promote Entrepreneurial culture among students who are studying management as a major subject at the higher education level at University of Sargodha. This study is an endeavor to find out the connection and correlation between educational institutes and subjects taught in it which could be responsible for the emerging culture.

Objective of the Study: The current study was intended to identify the role of universities to promote the entrepreneurial culture among students at higher level of education.

Key Research Questions: The following two research questions examine the universities' role in perspective to encourage entrepreneurial intentions among students at higher level of education.

Q1. To what extent Universities are playing their role to promote entrepreneurial activities among students.

H1 "There is no significant relationship between the role of universities and entrepreneurial activities to promote the entrepreneurial culture"

Q2. Does there exist concerns between students' entrepreneurial intentions and the content of management as a subject taught at BS and Master level in universities?

H2 " There is no significant relationship between entrepreneurial intentions of students and the content of management as a subject which is taught at BS and Master level"

Research Methodology

Research Design: The nature of the study was descriptive. A quantitative inquiry was planned to understand the roles and responsibilities of universities to enable the students to be entrepreneurs. Survey is a basic strategy of engaging the quantitative research approach thus survey technique was applied to collect the data from the participants.

Participants: The target population of the study was all those students who have enrolled in the BS Hons and Master programs under the faculties of social sciences and management & administrative sciences of Sargodha University. And all the students who were enrolled in the final semester of BS Hones and Master programs of the above-mentioned faculties' departments at the time of data collection to examine the universities' role in the contribution to encourage entrepreneurial culture were considered accessible population of the study. Further, the study was delimited to those departments where management had been taught as a major subject and the content related to business management and entrepreneurship in one or more than one course taught to the faculties of social sciences and management and administrative sciences. Departments were selected keeping in view the context of the study i.e., department of education, department of social work, and department of sociology were selected from social science, while the department of economics, department of commerce, department of business and administration were selected from management and administrative sciences as well.

Sampling Technique: Keeping in view the context of the study purposive sampling technique was applied to draw the sample from the population. It is a type of non-random sampling. The purposive sampling technique is also called judgmental sampling because its sample is selected keeping in view objectives of the study and the characteristics of the population. It is stated that the researcher decides what information needs to know and sets to find individuals who can and are willing to provide the required data through the purity of knowledge and experience (Bernard, 2002; Lewis & Sheppard, 2006).

Initially, no specific sample size was decided. Master and B.s final semester students of six selected departments were requested to participate in the researcher. While the questionnaire was given only to those students who showed their willingness to participate in the study. In this way, the researcher got 300 volunteers who agreed to participate in the research and gave their responses on research tool.

Research Instrument: The research method in this research was survey method, thus the main data collection tool was a questionnaire. A self-developed questionnaire was applied as a research tool to collect data from participants. The questionnaire was based

on three factors such as entrepreneurial capacities, attitude, the role of Universities to be an entrepreneur, which included eighteen (18) closed-ended questions to explore the answers of the respondents. A seven-point Likert scale (strongly disagree to strongly agree) was used to measure eighteen (18) questions related to entrepreneurial capacities, the attitude of students towards entrepreneurship, and the role of the University to promote entrepreneurial culture among students. The number of questions falling under each factor varies, depending on how many questions were required to sightsee one factor. Questionnaire was validated by discussion with supervisor, getting expert opinion, and pilot testing.

Data collection and Analysis: After taking the permission from the concerned departments, questionnaire was distributed among volunteers who were willing to fill the questionnaire survey to investigate the role of universities to promote entrepreneurial culture in Pakistan. Required guidelines were given to the participants and a total of 300 questionnaires were filled from both faculties. Afterward, data were analyzed by using SPSS which is a statistical program for data analysis. Data was coded and analyzed by using statistical techniques e.g. frequencies, mean, and standard deviation was applied to analyze the descriptive data while Pearson correlation test was applied to calculate the inter-factors relationship.

Table 1: Correlation between educational program and students' entrepreneurial capacities

Variables	N	R	P-value
Program Capacities	300	0.063	0.278

Table 1 shows that Pearson correlation the value of (r) is .063, which depicts that insignificant relationship was found between educational programs where management is taught as a major subject or the content related to entrepreneurship and business administration and entrepreneurial capacities (confidence, resourcefulness, opportunity recognition, innovativeness, creativity, competence, Delegation, Risk taking, Self-motivated, Leadership, Ability to resolve crises, Communication skills, Networking and Practical approach) of students' at university level and this value is insignificant with p value i.e. 0.27 while n= 300.

Table 2: Correlation between educational program and students' attitude towards entrepreneurship

Variables	N	R	P-value
Program Students attitude	300	-.015	.792

Table 2 shows that Pearson correlation the value of (r) is -.015, which depicts that insignificant relationship was found between the educational programs and university students' attitude towards entrepreneurship after completing their graduation and this value is insignificant with p-value i.e. .792 while n= 300.

Table 3: Correlation between educational programs and the role of University to promote entrepreneurial culture

Variables	N	R	P-value
Program			
University role	300	-.091	.117

Table 3 shows that Pearson correlation the value of (r) is -.091, which depicts that insignificant relationship was found between the educational programs and the role of university to promote the entrepreneurial culture among students at higher education level and this value is insignificant with p-value i.e. .117 while n= 300.

Table 4: Correlation between the role of University and students' attitudes

Variables	N	R	P-value
University role			
Students' attitude	300	.403	.000

Table 4 shows that Pearson correlation the value of (r) is .403, which depicts that there was a moderate positive relationship between the university role and students' attitudes to be entrepreneurs after completion of their studies and correlation was statistically significant with p-value i.e. .000 while n= 300.

Findings and Discussion

- The first research question was “To what extent Universities are playing their role to promote the entrepreneurial activities among students at higher education level”. It was explored through the two factors named “the university role to promote entrepreneurial culture and the students’ attitude”. The null hypothesis is rejected based on results:

H1. "There is no significant relationship between the role of universities and entrepreneurial activities to promote the entrepreneurial culture". Insignificant relationship ($r = -.091$, $sig. = .117$) was found between the role of University and entrepreneurial activities to promote the entrepreneurial culture among students. Whereas, a moderate positive relationship ($r = .403$, $sig. = .000$) was found between the university role and students' attitudes to be entrepreneurs after completion of their studies. Moreover, universities also provide a platform for networking new business people. On these occasions, potential entrepreneurs meet stockholders who enable them to pitch their thoughts. Moreover, universities help their students to get to private budgetary openings. Universities utilized entrepreneurial thoughts and make connection to the ventures and universities play a role to nurture the facilities with entrepreneurial thoughts to staff and students. This incorporates the arrangement of preparing, access to financing, mentoring, instructing, IT services, research and development services, research centers, and sponsored premises (Byrnes, Peas, Blacker, Jackson, & Dwyer, 2010). Entrepreneurship education has been a priority in universities (Kuratko, 2005; Busenitz West, Shepherd, Nelson Chandler, & Zacharakis,

2003; Hannon, 2006; Heinonen & Poikkijoki, 2006; Klein and Bullock, 2006; Matlay, 2008; Matlay, Martiz, Jones, & Shwetter, 2015). Moreover, formal university education prepares students for the tough market game (Robinson & Sexton, 1994).

- The second question was “Does there exist concerns between students’ entrepreneurial intentions and the content of management as a subject taught at BS and Master level in universities”

H2 " There is no significant relationship between entrepreneurial intentions of students and the content of management as a subject taught at BS and Master level" It was discovered through inter factors correlation between educational programs and entrepreneurial capacities as well as the correlation between educational programs and students’ entrepreneurial intentions. The null hypothesis is rejected based on results: Results of data indicated that the insignificant correlation ($r = .063$, $p = .278$) was found between “educational programs” and “students’ entrepreneurial capacities” to be future entrepreneurs those were studying the content of management and entrepreneurship or business at the higher educational level. The result of other factors also depicts similar findings as to the insignificant relationship () between the “educational programs” and the “students’ attitudes” those were studying the management and content related to business or entrepreneurship. It is contradictory that an academic entrepreneurship program can be introduced as any instructive program or process used to create entrepreneurial states of mind, skills, and capabilities with a specific end goal to develop the necessary capacities to start new ventures (Fayolle, Gailly, & Lassas, 2006). This is also evident by one of the action mainstays of the European Commission’s Entrepreneurship 2020 Action Plan is entrepreneurial education and training for business creation and development. Either they establish an enterprise or not, those youngsters who got entrepreneurship education to enhance their basic skills, attitudes, and business knowledge that incorporate taking decisions, risk-taking, initiative-taking, creativity, teamwork, and a sense of responsibility. Such entrepreneurial capacities empower entrepreneurs to put their thoughts into reality and expand their employability (EC, 2013). Othman, Hamzah, Zahari, and Amri (2015) found a moderate relationship between entrepreneurship education and entrepreneurial spirit by individuals’ internal locus of control (Othman et al., 2015). Apart from this, Bakotic & Kruzic (2010) discovered that 67% of entrepreneurship students have strong entrepreneurial intentions towards entrepreneurship. Whereas, entrepreneurship programs significantly increase individuals’ intentions toward entrepreneurship by motivating them to choose entrepreneurship as a career (Wilson, Kickul, & Marlino, 2007). A study was conducted at the faculty of Economics, University of Split on the entrepreneurial source of motivation and aspiration towards entrepreneurship on a sample of first and final year graduate students. The results of this study revealed that few students who had previous entrepreneurial experience showed a very positive (1.88%) and a positive (2.68%) attitude toward entrepreneurship.

Conclusion

Knowledge-based economy has forced attention towards entrepreneurship. Most of the studies on entrepreneurship are mainly focused at higher education level, whereas the content of entrepreneurship is also attracted at higher education level in colleges and universities. Entrepreneurship courses develop entrepreneurial capabilities and attitudes among students to select entrepreneurship as a career choice. Although, higher

educational institutions have the responsibility to provide skills, training, and opportunities to students through education to encourage students' entrepreneurial spirit and prepare them to start new business ventures or invent something beneficial for the world. Findings of the study showed that universities are required to play a more active role to promote entrepreneurial culture. However, there is still a need to pay more attention on the curriculum to develop the entrepreneurial capacities among students and institutes' role to support the entrepreneurial activities. So, there is also a need to take some serious decisions to encourage students through practical entrepreneurial activities, such as there is no lack of talent among students but it is needed to promote this culture through the support of higher education system, educational policies, entrepreneurial courses, and students loan schemes. Likewise, there is also a need to pay attention to teaching methods that support students' innovative skills and attitudes which make them proficient entrepreneurs.

Recommendations

Keeping in view the major findings and conclusion of the study the researcher has suggested that there is a dire need to encourage entrepreneurial culture among students to meet the new trends of globalization and the emergence of a knowledge-based economy. So, universities should pay more attention to conduct entrepreneurial activities i.e. career awareness seminars, entrepreneurial training programs, and internship opportunities across the campus to develop the entrepreneurial skills, and attitudes among students at higher level of education. Universities should teach "Entrepreneurship" as a separate subject at the graduate level to develop entrepreneurial attitudes and capabilities among their students to start new ventures. Additionally, "Entrepreneurship" should also introduce as a subject in non-business sciences to encourage the entrepreneurial culture in Pakistan.

References

- Acs, Z. (2006). How is entrepreneurship good for economic growth?. *Innovations: technology, governance, globalization*, 1(1), 97-107. doi: 10.1162/itgg.2006.1.1.97
- Bakotic, D., & Kruzic, D. (2010). Students' Perceptions and Intentions Towards Entrepreneurship: The Empirical Findings From Croatia. *The Business Review, Cambridge*, 14(2), 209-215.
- Bernard, H.R. 2002. *Research Methods in Anthropology: Qualitative and quantitative methods*. (3rd ed.). Walnut Creek, California: AltaMira Press.
- Blokker, P., & Dallago, M. B. (Eds.). (2012). *Youth entrepreneurship and local development in Central and Eastern Europe*. Ashgate Publishing, Ltd.
- Busenitz, L. W., West III, G. P., Shepherd, D., Nelson, T., Chandler, G. N., & Zacharakis, A. (2003). Entrepreneurship research in emergence: Past trends and future directions. *Journal of management*, 29(3), 285-308. doi: 10.1016/S0149-2063_03_00013-8
- Byrnes, J., Paez, D., Blacker, J., Jackson, A., & Dwyer, C. (2010). The future of higher education in the knowledge-based economy: Developing innovative approaches to integrated articulation and credit transfer in Australia. In *Proceedings of the International Higher Education Partnerships and Innovation (IHEPI) Conference Budapest: From Higher Education to Innovation: Management and Entrepreneurship in a Changing Market* (pp. 91-101). Publikon Publishers/IDResearch Ltd. Retrieved from https://eprints.usq.edu.au/20416/2/Byrnes_Paez_et_al_IHEPI_2010_AV.pdf
- Carey, C., & Naudin, A. (2006). Enterprise curriculum for creative industries students: An exploration of current attitudes and issues. *Education+ Training*, 48(7), 518-531. doi: 10.1108/00400910610705908
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, 11(4), 227-268. Retrieved from https://users.ugent.be/~wbeyers/scripties2011/artikels/Deci&Ryan_2000.pdf.
- Drucker, P. F. (1995). The new productivity challenge. *Quality in Higher Education*, 37, 45-53.
- Drucker, P.F. (1985). *Innovation and entrepreneurship*. New York: Harper & Row Publishers. Retrieved from <https://rb.gy/rd0ays>.
- European Commission. (2013). Entrepreneurship 2020 Action Plan: Reigniting the entrepreneurial spirit in Europe. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52012DC0795>

- Fayolle, A., & Gailly, B. (2005). Using the theory of planned behaviour to assess entrepreneurship teaching programmes. *Center for Research in Change, Innovation and Strategy of Louvain School of Management, Working Paper, 5*, 2005. doi: 10.1.1.137.9032&rep=rep1&type=pdf
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European industrial training*, 30(9), 701-720.
- Galloway, L., & Brown, W. (2002). Entrepreneurship education at university: a driver in the creation of high growth firms?. *Education+ Training*, 44(8/9), 398-405. doi: 10.1108/00400910210449231/full/html
- Gibb, A. A., & Lyapunov, S. (1996). Creating small businesses out of large enterprises. In *Small Business in Transition Economies-Promoting enterprise in Central and Eastern Europe and the former Soviet Union*, 34, (50), 34-50.
- Gibb, A., & Li, J. (2003). Organizing for enterprise in China: what can we learn from the Chinese micro, small, and medium enterprise development experience. *Futures*, 35(4), 403-421. doi:10.1016/S0016-3287(02)00089-7
- Hannon, P. D. (2006). Teaching pigeons to dance: sense and meaning in entrepreneurship education. *Education+ Training*, 48(5), 296-308. doi: 10.1108/00400910610677018/full/html
- Haque, N. U. (2007). *Entrepreneurship in Pakistan* (No. 22190). East Asian Bureau of Economic Research.
- Heinonen, Jarna, and Sari-Anne Poikkijoki. "An entrepreneurial-directed approach to entrepreneurship education: mission impossible?" *Journal of management development* 25, no. 1 (2006): 80-94. doi:10.1108/02621710610637981
- Jesselyn Co, M., & Mitchell, B. (2006). Entrepreneurship education in South Africa: a nationwide survey. *Education+ Training*, 48(5), 348-359. doi: 10.1108/00400910610677054/full/htm.
- Khan, Z. M. (2008). Rich-poor gap widened, says survey. Retrieved from <http://www.dawn.com/2008/06/11/top8.htm>
- Kirzner, I. M. (2009). The alert and creative entrepreneur: A clarification. *Small Business Economics*, 32(2), 145-152. Retrieved from <https://www.econstor.eu/bitstream/10419/81491/1/wp760.pdf>
- Kirzner, I. M. (2009). The alert and creative entrepreneur: A clarification. *Small Business Economics*, 32(2), 145-152. doi:10419/81491/1/wp760.pdf
- Klein, P. G., & Bullock, J. B. (2006). Can entrepreneurship be taught?. *Journal of Agricultural and Applied Economics*, 38(2), 429-439.

- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship theory and practice*, 29(5), 577-598. doi: 10.1111/j.1540-6520.2005.00099.x
- Lee, S. M., Chang, D., & Lim, S. B. (2005). Impact of entrepreneurship education: A comparative study of the US and Korea. *The international entrepreneurship and management journal*, 1(1), 27-43. doi: 10.1007/s11365-005-6674-2
- Lewis, J. L., & Sheppard, S. R. (2006). Culture and communication: Can landscape visualization improve forest management consultation with indigenous communities?. *Landscape and Urban Planning*, 77(3), 291-313.
- Liikanen, E. (2004). European Network Security. *Speech/04/148, CeBIT, Hannover, 18.03.*
- Maranville, S. (1992). Entrepreneurship in the business curriculum. *Journal of Education for Business*, 68(1), 27-31.
- Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of small business and enterprise development*, 15(2), 382-396.
- Matlay, H., Maritz, A., Jones, C., & Shwetzzer, C. (2015). The status of entrepreneurship education in Australian universities. *Education+ Training*. doi: 10.1108/ET-04-2015-0026
- Mohammadkazemi, R., Rasekh, N., & Navid, M. (2016). The effect of entrepreneurial competencies on innovation: A case study of professional sport clubs. *International Business Research*, 9(11), 57-64. doi: 10.5539/ibr.v9n11p57
- Ngosiana, B. R. (2010). Promoting an entrepreneurial culture in Kenya. *Unpublished Thesis*. University of Nairobi, Nairobi, Kenya.
- Othman, A. K., Hamzah, M. I., Zahari, A. S. M., & Amri, S. (2015). The influence of entrepreneurship education and experience on students' entrepreneurship spirit: The moderating effects of internal locus of control. *Advances in Business Research International Journal*, 1(1), 11-29. Retrieved from; <https://rb.gy/yzklvz>
- Petridou, E., Sarri, A., & Kyrgidou, L. P. (2009). Entrepreneurship education in higher educational institutions: the gender dimension. *Gender in Management: An International Journal*. 24(4), 286-309. doi:10.1108/17542410961569.
- Probert, B. (1999, May). Global Impacts on Work in a Post-Industrial Society. In *Quality VET Conference, Royal Melbourne Institute of Technology, Melbourne, 27.*
- Raposo, M. L. B., Ferreira, J. J. M., do Paço, A. M. F., & Rodrigues, R. J. G. (2008). Propensity to firm creation: empirical research using structural equations. *International Entrepreneurship and Management Journal*, 4(4), 485-504. doi: 10.1007/s11365-008-0089-9

Raposo, M., & Paco, A. D. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3). Retrieved from <https://www.redalyc.org/pdf/727/72718925018.pdf>.

Robinson, P. B., & Sexton, E. A. (1994). The effect of education and experience on self-employment success. *Journal of business Venturing*, 9(2), 141-156.

Sanchez, J. C. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 51(3), 447-465. doi: 10.1111/jsbm.12025

Schoof, U. (2006). *Stimulating Youth Entrepreneurship: Barriers and incentives to enterprise start-ups by young people* (No. 993881573402676). International Labour Organization. Retrieved from <https://www.humanitech.it/wp-uploads/2007/07/imprenditoriagiovanilenelmondo.pdf>

Scott, I. (2003). Balancing excellence, equity and enterprise in a less-industrialized country: The case of South Africa. *The enterprising quality: Reform, excellence and equity*.

Volkman, C. (2009). Entrepreneurship in higher education. *Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century*, 42-79.

Wilson, F., Kickul, J., & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: implications for entrepreneurship education. *Entrepreneurship theory and practice*, 31(3), 387-406. doi: 10.1111/j.1540-6520.2007.00179.x

Zaharia, S. E., & Gibert, E. (2005). The entrepreneurial university in the knowledge society. *Higher Education in Europe*, 30(1), 31-40. doi: 10.1080/03797720500088038

Zeng, Z. E., & Honig, B. (2016). How should entrepreneurship be taught to students with diverse experience? A set of conceptual models of entrepreneurship education. In *Models of Start-Up Thinking and Action: Theoretical, Empirical and Pedagogical Approaches*. Emerald Group Publishing Limited. doi: 10.1108/S1074-754020160000018007

Contact email: humachudri@yahoo.com