

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

The Influence of Entrepreneurship Education on Students' Business

Margunani

Lecturer, Department of Economics Education, Semarang State University, Indonesia

Retnoningrum Hidayah

Lecturer, Department of Accounting, Semarang State University, Indonesia

Inaya Sari Melati

Lecturer, Department of Economics Education, Semarang State University, Indonesia

Abstract:

This study aims to determine the extent contribution of entrepreneurship education to students' business of Semarang State University (Unnes), identify weaknesses, advantages, opportunities and threats related to existing entrepreneurial models in Unnes. This research used a quantitative method is done by using a questionnaire with Likert Scale. The results showed that entrepreneurship education in Unnes contributing to student communication skills, able to foster creativity and innovation of students, and to make students become more enthusiastic about entrepreneurship.

Keywords: *entrepreneurship, education, entrepreneurship education, students' business*

1. Introduction

College has a strategic role in developing students' talent, interest, and potential. Through higher education, students can hone their potential to become a successful person. Semarang State University (Unnes) is a conservation university trying to preserve and protect the existing resources (Unnes' Rector Regulation No. 27 Year 2012 on Governance Campus-Based Conservation). One of programs related to governance campus-based conservation is entrepreneurship.

Entrepreneurship is a unique activity (Malach & Malach, 2014). It is due to an entrepreneur needs to apply all the knowledge in conducting business activities. Then, a commitment to always learn from experiences is required to make the business successful. Creating entrepreneurial spirit for students is not an easy thing to do. Hence, it needs early education about entrepreneurship. It is necessary to practice entrepreneurial activities. This is in line with a research conducted by Kuratko (2005) which confirms that practices provide students a real and comprehensive knowledge. Therefore, to foster entrepreneurial spirit, State University of Semarang (Unnes) has put entrepreneurial education into the curriculum. Entrepreneurship education is implemented in the form of lectures in entrepreneurship, business feasibility study, management of entrepreneurial and cooperative practices.

Furthermore, Wadhvani (2012) states that entrepreneurship education is a means to change capitalist economy. Hence, through entrepreneurship education, the students will be able to create his own job and contribute to a civil society that is "Pancasila" without prioritizing capitalism. Furthermore, Malach and Malach (2014) say that in entrepreneurship education, teachers are required to give assignments to students in order to hone their ability of businesses and to provide entrepreneurial experience. In addition, Cheung (2008) states that entrepreneurship education can provide significant entrepreneurial business understanding which has a purpose, a structure, and a correlation with other segments such as economy and social.

Therefore, teaching materials used to teach entrepreneurship should be creative to attract the interest of the students. It is also confirmed by Wadhvani (2012). She argued that entrepreneurial learning must implement creative and innovative methods. Unnes has tried to implement entrepreneurship programs as in line with the program of its Rector. It is expected that the program can enhance the spirit of entrepreneurship to the students. However, this is not optimal yet because there are only thirty departments in Unnes out of sixty-four that have entrepreneurship subject as the obligatory one. Some studies related to entrepreneurship education have been carried out, but research related to this field still needs to be improved by having deeper analysis on the urgency for entrepreneurship education. Therefore, the researchers planned to further examine how the contribution of entrepreneurship education to the business of the students. Further, this research will produce teaching materials that can be used as a reference for entrepreneurship education Unnes. Therefore, this research aims to investigate how does entrepreneurship education contribute to the student's business and what kind of entrepreneurial model is appropriate for entrepreneurship education?

2. Literature Review

2.1. Higher Education

According to Law No. 20 year 2003 article 19, paragraph 1 states that "higher education after secondary education includes diplomas, bachelor's, master's, specialist, and doctoral degree organized by college. Furthermore, according to Semiawan (1998), the general task of higher education today is very crucial because it involves accountability, quality of education, autonomy and self-evaluation of higher education so that human excellence can be created optimally. Therefore, college is expected to be a milestone in the creation of improved human character to take better roles in society.

College is the highest education level in Indonesia. Therefore, colleges have a significant role in the development of students' character. College graduates are expected to have noble actions and become independent people. The college is considered to have a role in the development of human resources. This is in line with a research conducted by Astin (1999) stating that higher education is a combination of three main functions namely input, environment, and output. Inputs include demographics, environment of students' family, and experience. Subsequently, environment consists of experience and extracurricular activities. Meanwhile, the outcome includes attitudes, knowledge, values and beliefs.

2.2. Entrepreneurship

Entrepreneurship is extremely important in the formation of students' character. According to Rahayu and Fitriati (2013), students tend to compete to achieve high grades and to graduate in time. However, it was found that after after graduating, not a few of them became unemployed. This happened due to the graduates have no entrepreneurial skills. As mentioned by Suryana (2011) that entrepreneurship is character and attitude which enable the students to develop their innovative idea in the real business world. It means that entrepreneurship is an intuition to make creative things generating added value. According to Schumpeter (1950), entrepreneurship is divided into two categories:

- i. Internal Entrepreneurship, is an activity that makes use of entrepreneurial potential that exists in an organization and change it into something more beneficial to the organization.
- ii. External Entrepreneurship is an entrepreneurial activity by starting and managing a business for himself

The implementation of internal and external entrepreneurship is various in different places. It can be seen at the State University of Semarang, in universities there are courses that implement such internal entrepreneurship in the faculty of engineering (FT) and faculty of sport (FIK). The application of internal entrepreneurship is to encourage the students in developing their potential. For example the the students who are from sport faculty can develop a new sport with current science and creativity. Meanwhile, the application of external entrepreneurship can be seen in the faculty of economics (FE) which aims to encourage the students to have independent businesses through entrepreneurial education. Faculty of Economics has developed methods of entrepreneurship education by having independent business practice for the students. This method has been found to produce the results. One of the business actors studying at the seventh term, but he has owned a restaurant named King Nasgor. Then, there are also students who have set up a waste paper management; and the other is a student who has a pizza outlet to hire some employees.

Another study conducted by Daryanto (2012) mentioning that that entrepreneurship is the ability to see any available opportunities and to make use of any available resources to generate income. Hence, having the entrepreneurial spirit is actually very beneficial. According to Suryana (2011), the characteristics of someone who has entrepreneurial spirit are:

- i. have high motivation to achieve something,
- ii. have the foresight,
- iii. have high creativity,
- iv. have innovation within himself,
- v. have commitment and responsibilities,
- vi. tend to be independent and not depend on others,
- vii. have high managerial skills, and
- viii. have good personal skills.

Therefore, if someone has the above characteristics, then he will be able to run properly his entrepreneurial business. Furthermore, Daryanto (2012) revealed that there are six basic skills required by entrepreneurs: their knowledge, imagination, practicality, being creative and find something new, the ability to estimate the long-term conditions, and also the ability to calculate the risk in the future. So that, skill or ability has a major role in the integrity of a person while doing entrepreneurship activities. The primary factor determining an entrepreneur successful or failed is the ability to respond to any existing conditions. The entrepreneurial spirit is not only arise from one's natural talent, but also can be sharpened through self-development and entrepreneurship education.

2.3. Entrepreneurship Education

Indonesia is a democratic country which is rich in human resources. Human resources should be honed and developed to make better civil society. Sukmadinata (2009) revealed that education in Indonesia includes three elements namely informal education through family, formal education through schools, and non-formal education through community. Having good education is everyone's responsibility. This is because each element has its role and function as a family. The elements give contribution in creating one's character. Then, the school provides opportunities for the students to think logically in facing daily life. Besides, the community influences individual behavior into the positive or negative one. So that, students need to immediately change their mindset from

becoming the employee-minded into entrepreneur one. Rahayu and Fitriati (2013) also confirmed that the change of the mindset is needed to have entrepreneurial spirit.

Entrepreneurship education has become one of the subjects in formal education. Furthermore, entrepreneurship education is regarded as a means in changing the capitalist economy (Wadhvani, 2012). Entrepreneurship education has been regarded as important and needs to be developed in college. This is similar to the research finding by Woollard et al (2007). It is stated that the curriculum in higher education related to entrepreneurship should be better developed especially to generate income. Currently, higher education has limitations in the development of entrepreneurship education curriculum.

Along with its development, entrepreneurship education in universities have different types of naming such as entrepreneurial, management, entrepreneurial techniques, management, entrepreneurship, etc. Having seen this, it can be concluded that the entrepreneurship education has been regarded as significant compulsory subjects in some universities. Fiet (2000) believes that entrepreneurship education should be linked with related theory to develop the cognitive abilities of the students. It means that in its implementation, entrepreneurship education should be able to stimulate the students to develop their entrepreneurial spirit by providing any cognitive tasks.

Additionally, entrepreneurship education should be developed to create highly competitive college students in business world. It implies that entrepreneurship education should have strategies applying the principles and methodologies that refer to life skills (Sutrisno, 2003). Furthermore, Malach and Malach (2014) stated that in the learning process of entrepreneurship education, a teacher should not hesitate to give a wide variety of tasks related to students' entrepreneurial practices. This is because through practice and experience, students will find their own pattern and they will be able to develop their ability to optimally complete related-entrepreneurship tasks.

Then, Chai et al (2013) revealed that entrepreneurship education should be focused on entrepreneurial competencies that are needed by the students. It is expected that entrepreneurship education is not only limited to theory but also should be referred to the development of existing potential and practice in the field. In addition, Chai et al (2013) also confirmed that through education, the entrepreneurial competencies will be able to enhance the spirit of the students to choose a career path as an entrepreneur rather than as an employee. Such characteristics are required to develop and lead the nation. If all people want to be employees, in the future, there will be more unemployment.

Zaidatol et al (2005) states that learning style has an important role in college. Hence, teachers are required to provide an interesting and innovative learning method to students. It is expected that through creative entrepreneurial education model, graduates of Unnes will be able to become highly competitive independent young entrepreneurs.

3. Method

In order to achieve the purpose of the study, researchers collected data by distributing questionnaires and other supporting documents were gathered to complete the data. The study population consisted of students from eight faculties (Education Faculty, Language and Art faculty, Social Faculty, Science Faculty, Technical Faculty, Sport Faculty, Economics Faculty, and Law Faculty). Subsequently, the samples used were students joining the program of PMW, Unsec, BSO Entrepreneurship, and Kopma. The sample of this research used convenient sampling. It means that the analyzed data were based only on the data which were returned back by the objects of the study. There were 33 filled in questionnaires out of 70 which were distributed to students involved in Unnes Student Entrepreneurship Center (Unsec), BSO of Entrepreneurship, or PKMK students.

This research employed two kinds of data: primary and secondary data. The primary data is defined as the data gathered directly from the main source such as questionnaires (Ghazali (2013). Then, the secondary data are defined as the data gathered from the third party such as financial report, strategic planning, and other data (Ghazali, 2013). Meanwhile the quantitative method was conducted by distributing questionnaires using scale of Likert.

4. Findings and Discussion

The object of the research was the students who were selected based on their working experiences as entrepreneurs. They were the students who already have a big shop, the new one, or the start up.

Students' Business Field	Number of students
Bakery	3
Culinary	17
Service	9
Convection	2
Reseller	2
TOTAL	33

Table 1: Description of Respondents

Table 1 indicates the description of respondents. It shows that there are 5 groups of entrepreneurs in Unnes; Bakery, 3 people; Culinary, 17 people; service, 9 people; convection, 2 people; and reseller, 2 people. The bakery produces bread, the culinary business produces snacks, home-made cookies, processed milk, yoghurt and so forth. For the service business sector here is an entrepreneurial student who engaged in services such as photography, then the convection which is producing T-shirts, clothing, characterized by a particular city. While the reseller is an attempt at resale of goods like purchased from the major vendors of hijab or clothes.

4.1. Findings of the Research

Based on the data analysis, the detailed finding is illustrated in Table 2 .

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
P1	33	2	5	140	4.24
P2	33	2	4	98	2.97
P3	33	2	5	139	4.21
P4	33	3	5	136	4.12
P5	33	1	5	142	4.30
P6	33	2	5	135	4.09
P7	33	1	5	138	4.18
P8	33	1	5	141	4.27
P9	33	2	5	129	3.91
P10	33	1	5	121	3.67
P11	33	1	5	136	4.12
Valid N (listwise)	33				

Table 2: The Result of Descriptive Analysis, processed data 2015

Table 2 shows that the first question (P1) scored 4,24. It means that the students agreed that entrepreneurship education gives students opportunities in learning to communicate with society. Then, second question (P2), shows the mean of 2.97. It means that the participants disagree if the entrepreneurship education success is measured by the ability to speak local language. Next, P3 scored 4.21 meaning that most of the students confirm that entrepreneurship education trigger the students to be creative and innovative. Further, Table 1 shows the mean of P4 as much as 4.12. It means that in the learning, the students appreciate when given the chance to have direct practice and write the real report. Then, P5 shows 4.30. It means that the students received benefit from the practical activities at campus. Meanwhile, P6 scored 4.09. It means that the students appreciated more in two-way learning due to their involvement matters to make them more interested in learning entrepreneurship. Next, the mean on P7 scored 4.18. It means that the students are interested in the learning media which were presented interestingly by the lectures. The mean of P8 was 4.2. It means that the direct practice has given useful experience and insights for the students to start their business.

Next result was the mean score of P9 reaching 3.91. It shows that the learning with the model of one-way / lecturing made the students bored. However, for some students, such kind of lecturing also was also considered easier to understand than that of the direct practices. Then, P10 mean scored 3.67 meaning that the majority of the students were doubtful because the learning materials are less comprehensive and less practical. This condition happened due to its 2 credit only within one term and also lack of facility for practices. Meanwhile, P11 has its mean score reaching 4.12. It means that the real business practitioners gave benefit for students in understanding and applying entrepreneurship in an impressive way.

4.2. Discussion

4.2.1. The Contribution of Entrepreneurship Education towards Students ability on communication.

Table 1 shows that P1 mean score reaching 4.24. It means that students mostly agree that entrepreneurship education gave them opportunity to learn to communicate with society. Empirically, Unnes Student Entrepreneurship Center (Unsec) as the motor of entrepreneurship in Semarang State University have many programs to increase communication skills of their members. Many event created to sharpen students communication skills such as training of public speaking, seminar of public speaking, advertising tutorial, and so forth.

This is in line with the research form Chai et al (2013) revealing that entrepreneurship education should focus on the need of the students to communicate with society. This is due to the communication is the first key to build business relations. The better the communication is, the better opportunity of someone to influence others. Marques (2010), who conducted a collaborative research between Ireland and Belgium, found that the examined trainers from both countries agree entrepreneurial skills can be built by developing life skills, one of them is communication skills. Raposo and Paco (2011) stated based in the state of entrepreneurship education research, it is possible to say that there are indications of a possible link between entrepreneurial education and subsequent entrepreneurial activity, where communication include in entrepreneurial activity.

4.2.2. The Contribution of Entrepreneurship towards Creativity and Innovation of the Students.

P3 has its mean score reaching 4.21. It means that the majority of the students agree the teaching material can trigger the them to think creatively and to find innovative ideas. The fact, there is an increasing number of Unnes entrepreneur students after entrepreneurship became compulsory courses for all the majors in Unnes. Unsec noted in 2015 there were 15 students starting a new business after taking entrepreneurship class. Their business covers many fields such as the culinary business, salon services, and other services.

This findings supported by some previous researches. Daryanto (2012) mentioned that one of the basic abilities of an entrepreneur is an ability to be creative and innovative. Hence, the entrepreneurship education is a platform to practice students' creativity and innovation skills. In addition, Zaidatol et al (2005) said that the learning style is a significant factor in higher education. In line with

them, Marques (2010) stated education can contribute greatly to the creation of an entrepreneurial and innovative culture of social intervention.

Therefore the lecturers are expected to provide interesting and innovative method as shown in P7 mean score reaching 4.18. It means that the students were interested in the learning media provided by the lecturers. This triggers students to pay attention to the given lectures.

4.2.3. The Contribution of the Lectures towards Entrepreneurship Subjects on the Students' Entrepreneurial Spirit

P8 Mean score of 4.27 showed that the direct practice opened opportunities for the students to start their business and it gave them initial spirit and high motivation. Furthermore, in Unnes, entrepreneurship education is not only stimulate students to build a new business, but also train them how to maintain their business well so that after finished their study students can be an independent entrepreneur in society and help the Government to reduce the amount of educated unemployment.

It could be happened because Unnes has considered business sustainability aspect by establishing appropriate lesson plan of entrepreneurship class. Besides compiling entrepreneurship as a cognitive materials for students, Unnes entrepreneurship lesson plan covers motivation matters, stimulates creativity by entrepreneurship project assignment, and cares about communication and interpersonal skills. Teachers can elaborate this lesson plan in many various learning strategy in order to increase students intention in entrepreneurship class.

This is in line with a research conducted by Malach dan Malach (2014) saying that during the learning process of entrepreneurship education, lecturers should not be doubtful to give tasks to students related to entrepreneurial practices. Through real practices, the students will be able to apply the theory into practice. In addition, the system of learning by doing will result into the creation of potential students entrepreneurs who are persistent to apply the theory into practice comprehensively.

Further, this research is also in line with Hussain and Norashidah (2015) suggested significant influence of entrepreneurial education on entrepreneurial intentions of the students. Chai et al (2013) mentioning that through entrepreneurship education, the spirit of the students to be entrepreneurs can be enhanced. Next, the result of Karali (2013) research shows that participants in an entrepreneurship education program (EEP) are more likely to intend to start their own business, five years after their studies, compared to non-participants.

4.2.4. The Model of Entrepreneurship Learning to Create Entrepreneurial Spirit

Table 4.12 shows the mean score of P2 indicating that during the learning process, the students are interested to have practical exercises and make report of their experiences. This gave students opportunities to manage, review, and analyze real condition. Then, the students are able to generalize ideas to help them in forming their entrepreneurial ability. As Fiet (200) suggests that entrepreneurial education needs to be linked with theory to develop students' cognitive ability. Then, based on qualitative analysis, the students regarded that practical exercises are required to acquire real experiences. They preferred to have 30% theory and 70% practice.

Further, the mean score of P5 was 4.30. It means that the students get benefit from the practical exercises at campus. They gained ability to make business plan and did their business well. The students benefited from the practices followed by the guidance from experts. This is more useful than the monotonous lectures. This is in line with Guidance for UK higher education providers released by QAA UK (2012) that specified there should be a Developing Capability & confidence section in entrepreneurship education through guided experience and practice to build students' enterprise awareness.

P6 mean was 4.09. It means that the students agree with the two-way learning system which involves students to discuss in the classroom. Such type of learning technique makes the students actively involved in the learning process. The process of knowledge transfer is considered to be fairly distributed among lectures and students. This triggers better learning process which is interesting and better. Next is P9 which has mean score 3.91. It means that the lectures with one-way technique made the students bored even though for some students, this technique is easier to understand. Sometimes, the lecturers cannot make the students actively involved making the learning process unpleasant. This finding is supported Katarzyna Bordziuk research result in Thematic Working Group on Entrepreneurship Education, Vienna (2013) that stated passive way of learning is a hindering factor. Active learning through the use of technology can engage teachers and learners and promote entrepreneurship education.

Then, P10 has its mean score 3.67. It means that the majority of the students were still doubtful because the insufficient teaching material which provide enough theory and practice. It is due to the limitation of the lecture and the minimum facilities to support students activities. The students argue that theories without practices give the students unpleasant feeling. However, practices without theoretical background is also not enough. As Okoro (2015) found in South Nigeria that ineffective monitoring, ineffective evaluation, insufficient time, poor welfare package and inadequate teaching facilities are some of the constraints facing the teaching of entrepreneurship education in colleges of education. Therefore, it was recommended that adequate teaching facilities should be provided by the school authorities (in this research the authorities is university) to enhance quality teaching of entrepreneurship education. This research is also suggested that school authorities provide adequate teachers for entrepreneurship.

Meanwhile, P11 has mean score 4.12. It means that by inviting practitioners or real entrepreneurs in entrepreneurship education subject benefit the students. Their involvement gives better understanding and application referred to the existing theory. Further, qualitative analysis resulted that the students are interested in its application. The students tend to be passive in learning materials because of monotonous and less innovative. Therefore, by involving the real entrepreneurs in the learning process, it helps students to improve their entrepreneurial potential. This finding is in line with Muofhe and Toit (2011) that found positive relationship between role model and entrepreneurial intentions. Bosma, et. al (2011) supported this finding by stated that the use of entrepreneurial role models appears wide spread 54 percent of the entrepreneurs have a role model in the pre- and/or post-start-up phase.

5. Conclusion

Based on the research finding and discussion, it can be concluded that Entrepreneurship education contributes to the improvement of the communication ability of the students. Entrepreneurship education is able to enhance students' creativity and innovation. Hence, Entrepreneurship education is supposed to be applied in all departments to create more entrepreneurs in the future.

6. References

- i. Astin, A.W. (1999). Student involvement: a development theory for higher education. *Journal of Collage student development*. 40,518-529.
- ii. Bosma, et.al. (2011). Entrepreneurship and Role Models. *Journal of Economic Psychology*, March 2011, 1-28.
- iii. Chai, F. T., Zaidatol, A. L. P.*, Soaib Asimiran and Rosnani Jusoh. (2013). Learning Styles among Students Pursing Entrepreneurship Course in Higher Education. *Pertanika J. Soc. Sci. & Hum.* 21 (2): 605 - 620 (2013).
- iv. Cheung, C. K. (2008). Entrepreneurship education in Hong Kong's secondary Curriculum: Possibilities and limitations. *Education dan Training*, 50 (6), 500-515
- v. Daryanto. (2012). *Entrepreneurship Education*. Yogyakarta: Gava Media.
- vi. Fiet, J. (2000). The pedagogical side of entrepreneurship theory. *Journal of Business Venturing*, 16, 107-117.
- vii. Ghazali, Imam. (2013). *Analysis Application of Multivariate using Program of IBM SPSS 21*. Semarang: Badan Penerbit Universitas Diponegoro.
- viii. Hussain, Altaf and Norashidah. (2015). Impact of entrepreneurial education on entrepreneurial intentions of Pakistani students. *Journal of Entrepreneurship and Business Innovation*, 2015, Vol.2, No.1, 43-53
- ix. Karali, Sofia. (2013). The impact of entrepreneurship education programs on entrepreneurial intentions: An application of the theory of planned behaviour. Master Thesis, Erasmus University of Rotterdam, 1-65.
- x. Kuratko, D. F. (2005). The emergence of entrepreneurship education development, trends and challenges. *Entrepreneurship, Theory and Practice*, 29 (5), 577-598.
- xi. Malach, S.E dan Malach, R.L. (2014). Start Your Own Business Assignment in the Context of Experiential Entrepreneurship Education. *Journal of Higher Education*
- xii. Margunani. (2014). *Ipteks for Enterpreneurship in Semarang State University (Unnes)*. Semarang: Report of Social Services of LP2M Unnes.
- xiii. Marques, Laura. (2010). The contribution of entrepreneurship education in the development of life skills in young people. *MACESS Dissertation*, 23 August 2010. MACESS, Netherland, 1-110.
- xiv. Muofhe, Nnditsheni and Toit, Willem F du. (2011). Entrepreneurial education's and entrepreneurial role models' influence on career choice. *AOSIS Open Journals*, <http://www.sajhrm.co.za/doi:10.4102/sajhrm.v9i1.345>, 1-15.
- xv. Okoro, James. (2015). Lecturers' perception of constraints facing the teaching of entrepreneurship education in colleges of education in South Nigeria. *World Journal of Education*, Vol. 5, No. 3; 2015, 99-106.
- xvi. QAA (The Quality Assurance Agency for Higher Education). (2012). *Entreprise and entrepreneurship education: Guidance for UK education providers*. UK, 1-32.
- xvii. Rahayu,A.S Dan Fitriati, R. 2013. Change In Student Mindset Toward Entrepreneur An Action Research. *International Journal Of Administrative Science & Organization*, May 2013, Volume 20, Number 2
- xviii. Raposo, Mario and Paco, Armonda do. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema* 2011. Vol. 23, no.3, 453-457.
- xix. Regulation of Unnes Rector Number 27 Tahun 2012 on Campus Management based on Conservation at Semarang State University.
- xx. Schumpeter, J.A. 1950. *Capitalism, Socialism, and Democracy*, 3d ed. New York: Harper &Row.
- xxi. Sukmadinata, Syaodih Nana. *The Foundation of Education Process Psychology*. Bandung: PT Remaja Rosdakarya.
- xxii. Suryana. 2011. *Practical Manual for Enterpreneurship: Tips and Process for Success*. Jakarta: Salemba Empat
- xxiii. Sutrisno, Joko. 2003. *Developing Enterpreneurial Education at Early Age*. Bandung: IPB
- xxiv. Thematic Working Group on Entrepreneurship Education. *Entrepreneurship education and the future of learning*. Thematic Report, Austrian Federal Ministry for Education, the Arts and Culture and the Austrian Economic Chamber, Vienna: 17-17 April 2013, 1-15.
- xxv. Unsec data about alumni entrepreneur
- xxvi. Wadhvani, D.R. 2012. How Entrepreneurship Forgot Capitalism: Entrepreneurship Teaching and Research in Business Schools. *Soc* (2012) 49:223-229. DOI 10.1007/s12115-012-9535-y
- xxvii. Woollard, D., Zhang,M. and Jones, D . *Creating Entrepreneurial Universities: Insights from a new university business school*. Institute for Small Business & Entrepreneurship. 7-9 November 2007 - Glasgow, Scotland.
- xxviii. Zaidatol Akmalalah Lope Pihie., Jamaliah Abd. Hamid., & Mahyuddin Rahil. (2005). *Opening New Doors in Business Teaching and Learning*. Serdang: Universiti Putra Malaysia Press.