

DOI: 10.7251/EMC1802385M

Datum prijema rada: 6. septembar 2018.

Datum prihvatanja rada: 5. decembar 2018.

UDK: 338.23(497.11:4-672EU)

Časopis za ekonomiju i tržišne komunikacije

Godina VIII • broj II

str. 385-395

KRATKO SAOPŠTENJE / SHORT REPORT

## THE ROLE OF ENTREPRENEURIAL EDUCATION IN THE DEVELOPMENT OF ENTREPRENEURSHIP

**Mihaela Mikić** | Assistant Professor, Faculty of Economics & Business Zagreb, University of Zagreb, mmikic@efzg.hr

**Martina Sopta** | Assistant Professor, Faculty of Economics & Business Zagreb, University of Zagreb, msopta@efzg.hr

**Tin Horvatinović** | Teaching and Research Assistant, Faculty of Economics & Business Zagreb, University of Zagreb, thorvatinovic@net.efzg.hr

**Abstract:** *The purpose of this article is to identify the connection between entrepreneurial education and the development of entrepreneurship and to reexamine the importance of education in an intention of starting a business venture. In the process of education skills, culture and attitudes on particular subjects are established. Entrepreneurial education especially enables the combination of experimental learning, skills development and, the most important thing, the change in the way of thinking of individuals. Researches have shown that entrepreneurship can be learned because education can help to achieve and increase the awareness and acceptance of entrepreneurship as a valuable career option. Entrepreneurial education is strategically directed towards establishing an entrepreneurial venture. Conducted meta-analysis shows that there is a positive link between entrepreneurial education and entrepreneurial intentions which confirms the success of the current entrepreneurial education programmes and the importance of further enhancing and developing those programmes.*

**Keywords:** *entrepreneurial education, entrepreneurial intentions, entrepreneurship.*

**JEL:** L26, A20

### INTRODUCTION

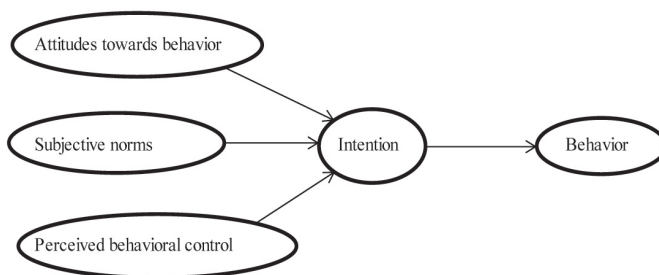
Entrepreneurship, as a key driver of innovations, represents a key resource of any economy (Schumpeter, 1959). Innovation is a process of developing ideas which result in commercialization and practical use of new products, processes or services (Jakobson, 2007). Many industries see innovation as a key competitive advantage which requires detailed understanding of its dynamic nature and the quality of innovation strategies (Shilling, 2005). Intellectual capital is a pillar in

the knowledge economy and the increase in knowledge leads to new business opportunities. In a global environment universities are an important instrument in shaping national economies. Empirical research points to the conclusion that entrepreneurship can be taught, in other words that through education the awareness of entrepreneurship as a viable career option can be raised (Clark, Davis, and Harnish, 1984; Kantor, 1988). For this reason policymakers develop and implement different support systems for enhancing entrepreneurial activities, one example is the transformation of „classical,, universities into entrepreneurial universities which adopt entrepreneurship as an ideology and support technology transfers (Zhou, 2008). Given the importance of entrepreneurship and the transformation of universities, the question is how effective are universities in creating entrepreneurs, in other words can entrepreneurial education encourage students to become entrepreneurs. Many empirical researches tried to answer this question and the majority used the theory of planned behavior as their theoretical basis.

## LITERATURE REVIEW

In the domain of psychology a number of conceptual models were suggested in order to explain, affirm and predict behavior of individuals. Models that are based solely on individuals attitudes and, as well as, on exogenous factors have been showed to be poor predictors of behavior (Krueger, Reilly and Carsrud, 2000), although some empirical research pointed out that individuals intentions are the best predictor of behavior in some circumstances (Bagozzi, Baumgartner and Yi, 1992). Further models were developed that explain which factors influence intentions and subsequently behavior. The theory of reasoned action was proposed where attitudes and norms predict behavior (Fishbein and Ajzen, 1975). This theory, due to some deficiencies, was enhanced to the theory of planned behavior (Ajzen, 1991). The theory of planned behavior adds perceived behavioral control, so according to this theory, attitudes towards behavior, subjective norms and perceived behavioral control predict behavior. The theory of planned behavior is shown in picture 1.

**Picture 1.** The theory of planned behavior



**Source:** Adapted from Ajzen (1991).

Intentions are the strive in executing behavior, attitudes towards behavior represent motivational factors that influence behavior, subjective norms are the perceived pressure of the individuals' surroundings for engaging in behavior and the perceived behavioral control is the individuals perceived ability for conducting behavior (Ajzen, 1991).

This theory can be applied on any type of behavior and so it is applicable in research regarding entrepreneurial behavior because doing entrepreneurial activities can be regarded as a planned activity which is not only a reaction to stimuli. In addition, the theory of planned behavior is a good predictor of behavior in instances where the behavior is rare and where behavior is difficult to observe. Because of the above mentioned, entrepreneurship can be described using the theory of planned behavior (Krueger, Reilly and Carsrud, 2000). A new model is made by combining entrepreneurship and the theory of planned behavior in which attitudes towards entrepreneurship, subjective norms and perceived entrepreneurial abilities influence entrepreneurial intentions and subsequently doing entrepreneurship. In this model entrepreneurial intentions are the strive for self-employment, attitudes towards entrepreneurship make the difference between self-employment and having a job in a corporation, subjective norms represent the perception of the individual about the opinion of his community on the topic of self-employment and perceived entrepreneurial abilities are the perceived ability for self-employment (Kolvereid, 1996). This is the most frequently used model in the scientific literature for explaining and predicting if the individual will become an entrepreneur since, for instance, demographic characteristics are not sufficient in predicting any type of behavior. This is the primary reason why the theory of planned behavior is used in empirical research when investigating the influence of entrepreneurial education on entrepreneurial behavior. The argument is that entrepreneurial education can affect entrepreneurial behavior

because intentions, by definition, are based on perceptions from which it follows that they can be modified or changed.

It should be mentioned that this model uses a narrow definition of entrepreneurship, in other words other concepts that are embedded in the entrepreneurship theory, for instance corporate entrepreneurship, were not used (Pinchot, 1985). A wider definition of entrepreneurship is not frequently used in empirical studies because of the difficulty of measuring such concepts. As a result of a great number of empirical studies on the mentioned topic, two meta-analyses were carried out to determine the effect of entrepreneurial education on entrepreneurial intentions. They both show a statistically significant positive correlation between entrepreneurial education and entrepreneurial intentions (Bae, Qian, Miao and Fiet, 2014; Martin, McNally and Kay, 2013). In view of the fact that the last meta-analysis was conducted in 2014 and that there have been new published or working papers, a meta-analysis was carried out to see whether the findings would differ.

## **METHODOLOGY AND RESULTS**

A meta analytic approach was chosen to determine the influence of entrepreneurial education on the intention for doing entrepreneurship. Meta-analysis is a quantitative form of literature review in which the goal is to identify average size effects, analyze their relationship and the relation between empirical findings (Card, 2012). The advantage of a meta-analysis is the possibility of compression of large numbers of data and, through their integration, answering relevant questions (Bartolucci, 2009). Statistical software STATA was used for carry outing the meta-analysis in this paper. Firstly, an online search for papers was made through databeses EBSCO, ProQuest, ScienceDirect, JStor and Google Scholar and the keywords that were used were „entrepreneurial education“ and „entrepreneurial intention“. Next, three criterias were placed for the inclusion of papers in the meta-analysis. For the paper to be included it had to be a primary research, the sample was comprised of university students and it had to use the theory of planned behavior in order to explain the effect of entrepreneurial education on the intent for doing entrepreneurial activities. The list of papers, a total of 45 papers, that fulfilled the mentioned criterias is shown in table 1.

**Table 1.** List of papers for the meta-analysis

<b>Authors</b>	<b>Country</b>	<b>Sample size</b>
Adekiya, A.A. and Ibrahim, F. (2016)	Nigeria	310
Ahmed, I. et al. (2010)	Pakistan	276
Ambad, S.N.A. and Damit, D.H.D.A. (2016)	Malesia	351
Aslam, T.M. et al. (2012)	Pakistan	197
Azhar, A. et al. (2011)	Pakistan	320
Babatunde, E.Y.B. and Durowaiye, B.E. (2014)	Nigeria	120
Barba-Sanchez, V. and Atienza-Sahuquillo, C. (2017)	Spain	423
Karimi, S. et al. (2012)	Iran	275
Byabashajja, W. et al. (2010)	Uganda	167
Chukwuma, E. and Ogbeide, E.D.O. (2017)	Nigeria	166
Denanyoh, R. et al. (2015)	Ghana	228
Dohse, D. and Walter, S.G. (2010)	Germany	1949
Ebewo, P.E. et al. (2017)	Botswana	343
Fayolle, A. and Gailly, B. (2015)	France	275
Gerba, D.T. (2012)	Ethiopia	156
Hamidi, D.Y. et al. (2008)	Sweden	78
Hussain, A. and Norashidad (2015)	Pakistan	499
Ismail, M. et al. (2013)	Malesia	123
Jeger, M. et al. (2014)	Croatia	333
Kokash, P.P.I.S.C.J.M.A.P.V.H. (2016)	Spain	382
Kolvereid, L. and Moen, O. (1997)	Norway	278
Kuttim, M. et al. (2014)	International	55781
Lanero, A. et al. (2011)	Spain	800
Linan, F. (2004)	Spain	166
Lorz, M. (2011)	International	272
Maresch, D. et al. (2016)	Austria	4548
Marques, C.S. et al. (2012)	Portugal	202
Muofhe, N.J. and Du Toit, W.F. (2011)	ZAR	269
Mwiya, B. (2015)	Zambia	432
Nabi, G. et al. (2016)	UK	150
Ndofirepi, T.M. and Rambe, P. (2017)	Zimbabwe	154
Ojogbo, L.U. et al. (2016)	Nigeria	386
Olomi, D.R. and Sinyamule, R.S. (2009)	Tanzania	509
Oyugi, J.L. (2016)	Uganda	255
Patricia and Silangen, C. (2016)	Indonesia	180

Potishuk, V. and Kratzer, J. (2017)	International	84
Rodriguez-Cohard, F.L.J.C. (2015)	Spain	135
Sanchez, J.C. (2013)	USA	864
Sultan, M.F. et al. (2016)	Pakistan	400
Tiago, T. et al. (2014)	International	734
Utami, C.W. (2017)	Indonesia	1237
Westhead, P. and Solesvik, M. (2016)	Norway	314
Wilson, F. et al. (2007)	USA	933
Wu, S. and Wu, L. (2008)	China	146
Zhao, H. et al. (2005)	USA	265

**Source:** Compiled by the authors.

The results from the selected papers were extracted and the appropriate transformations were made to get the effect sizes. Given the nature of the reported results, the Pearson correlation coefficient was used. If the paper reported the Pearson correlation coefficient it was modified using the Fischer transformation and if the paper did not report the Pearson correlation coefficient corrections were made before the Fischer transformation. After the Fischer transformations corrections for unreliability, more precisely internal consistency, were performed using the reported Cronbach's alpha coefficients. Cronbach's alpha coefficient for entrepreneurial intentions and entrepreneurial education were used. Some studies did not report the Cronbach's alpha coefficient so an arithmetic mean was calculated for those coefficients that were reported and that mean was added, for the consistency of the meta-analysis, to the papers that did not report the coefficient. Additionally, an Egger's test for small-study effects was carried out. Finally, using the Cochrane Q test and the  $I^2$  index the appropriate model was chosen. The results of the meta-analysis are displayed in table 2.

**Table 2.** Results of the meta-analysis

	Association of entrepreneurial education on entrepreneurial intention	sig.
Cochrane's Q (df=46)	17269,91	p<0.01
$I^2$	99,73%	-
Random effects mean $\rho$	0,337	p<0.01
95% confidence interval	0,106-0,534	-
Egger's test	4,34 (3,44)	p>0.1

**Source:** Authors' own calculation. Note: Standard errors in parenthesis.

From the value of Cochran's  $Q$  we can reject the null hypothesis on 1% significance level and conclude that the effect sizes are heterogeneous. Additionally, we can conclude that there is a large amount of heterogeneity since the  $I^2$  index is 99,73%. From these results it follows that the appropriate model to use is the random effects model, more precisely the DerSimonian-Laird random effects model. To account for publication bias the Egger's test was conducted and we fail to reject the null hypothesis from which we can conclude that there are no small study effects, in other words that we do not find presence of publication bias. Finally, the random effects mean, or the correlation coefficient, is positive and statistically significant on 1% level of significance, so we can conclude that there is a positive correlation between entrepreneurial education in universities and entrepreneurial intentions of those students.

## CONCLUSION

Entrepreneurship is one foundation on which national economies can develop and progress. The educational system is one channel through which individuals can be encouraged to participate in the entrepreneurial activities, especially in light of the fact that there is an increase in number of entrepreneurial universities. With the increase in number of such universities and the number of entrepreneurial courses, there is an increase in interest of empirical research on the influence of entrepreneurial education on engagement in entrepreneurship. Most studies use the theory of planned behavior as their conceptual model. Given the large number of studies that use the same theoretical basis, two meta-analysis were conducted in 2013 and 2014 which found that there was a positive correlation between entrepreneurial education and entrepreneurial intentions. Since then there was an increase in the number of studies, so a meta-analysis was carried out, using only papers on university courses, to determine whether there was any change from the mentioned meta-analysis. From the results of the meta-analysis we can conclude that there is a statistically significant positive correlation between entrepreneurial education and entrepreneurial intentions. The correlation coefficient was higher than in the mentioned two meta-analysis. The limitation of this and other meta-analysis on this topic is the use of a narrow definition of entrepreneurship. Modern concepts of entrepreneurship include for instance corporate entrepreneurship, no just the process of firm formation. Future research and subsequent meta-analysis should include the wider definition of entrepreneurship. Despite the mentioned limitation, the implication of this paper is that entrepreneurial education can lead to increase in entrepreneurship in the economy so a stronger emphasis from policymakers and universities should be made on entrepreneurial education.

## REFERENCES

- Adekiya, A.A. and Ibrahim, F. 2016. „Entrepreneurship intention among students: The antecedent role of culture and entrepreneurship training and development“. *The International Journal of Management Education*, 14(2): 116-132.
- Ahmed, I., Nawaz, M., Ahmad, Z., Shaukat, M., Usman, A., Rehman, W. and Ahmed, N. 2010. „Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates“. *European Journal of Social Sciences*, 15(2): 14-22.
- Ajzen, I. 1991. „The theory of planned behavior“. *Organizational Behavior and Human Decision Processes*, 50(2): 179-211.
- Ambad, S.N.A. and Damit, D.H.D.A. 2016. „Determinants of Entrepreneurial Intention among Undergraduate Students in Malaysia“. *Procedia Economics and Finance*, 37: 108-114.
- Aslam, T.M., Awan, A.S. and Khan, T.M. 2012. „Entrepreneurial Intentions among University students of Punjab a Province of Pakistan“. *International Journal of Humanities and Social Science*, 2(14): 114-120.
- Azhar, A., Javaid, A., Rehman, M. and Hyder, A. 2011. „Entrepreneurial Intentions among Business Students in Pakistan“. *Journal of Business Systems, Governance and Ethics*, 5(2): 13-21.
- Babatunde, E.Y.B. and Durowaiye, B.E. 2014. „The impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates“. *International Journal of Research in Humanities, Arts and Literature*, 2(11): 15-26.
- Bae, T.J., Qian, S., Miao, C. and Fiet, J.O. 2014. „The Relationship Between Entrepreneurship and Entrepreneurial Intentions: A Meta-Analytic Review“. *Entrepreneurship: Theory and Practice*, 38(2): 217-254.
- Bagozzi, R.P., Baumgartner, H. and Yi, Y. 1992. „State versus Action Orientation and the Theory of Reasoned Action: An Application to Coupon Usage“. *Journal of Consumer Research*, 18(4): 505-518.
- Barba-Sanchez, V. and Atienza-Sahuquillo, C. 2017. „Entrepreneurial intention among engineering students: The role of entrepreneurship education“. *European Research on Management and Business Economics*, 24(1): 53-61.
- Bartolucii, A.A. 2009. „Opis i tumačenje metodoloških i statističkih tehnika u meta-analizama“. *Biochemia medica*, 19(2): 127-136.
- Biemans, H.J., Lans, T., Mulder, M. and Chizari, M. 2012. „The Role of Entrepreneurship Education in Developing Students Entrepreneurial Intentions“. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2152944](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2152944)
- Byabashaija, W., Katono, I. and Isabalija, R. 2010. „The impact of college entrepreneurial education on entrepreneurial attitudes and intention to start a business in Uganda“. *Journal of Developmental Entrepreneurship*, 16(1): 127-144.
- Card, N.A. 2012. *Applied Meta-Analysis for Social Science Research*. New York: The Guilford Press.
- Chukwuma, E. and Ogbeide, E.D.O. 2017. „Impact of entrepreneurial education on entrepreneurial intention among a sample of Nigerian students“. *International Journal of Social Science and Humanities Reviews*, 7(1): 72-79.
- Clark, R.W., Davis, C.H. and Harnish, V.C. 1984. „Do courses in entrepreneurship aid in new



- venture creation?“. *Journal of Small Business Management*, 22(2): 26-31.
- Denanyoh, R., Adjei, K. and Nyemekye, G. E. 2015. „Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana“. *International Journal of Business and Social Research*, 5(3): 19-29.
- Dohse, D. and Walter, S.G. 2010. „The role of entrepreneurship education and regional context in forming entrepreneurial intentions“. Institut d’Economia de Barcelona Working paper 2010/18.
- Ebewo, P.E., Rugimbana, R. and Shambare, R. 2017. „Effects of Entrepreneurship Education on Students’ Entrepreneurial Intentions: A Case of Botswana“. *Management Studies*, 5(4): 278-289.
- Fayolle, A. and 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.
- Fishbein, M. and Ajzen, I. 1975. *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Reading: Addison-Wesley.
- Gerba, D.T. 2012. „Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia“. *African Journal of Economic and Management Studies*, 3(2): 258-277.
- Gottlieb, E. and Ross J.A. 1997. „Made not born: HBS courses and entrepreneurial management“. *Harvard Business School Bulletin*, 73(2): 41-45.
- Hamidi, D.Y., Wennberg, K., and Berglund, H. 2008. „Creativity in entrepreneurship education“. *Journal of Small Business and Enterprise Development*, 15(2): 304-320.
- Hannon, P. 2005. „Philosophies of Enterprise and Entrepreneurship Education and Challenges for Higher Education in the UK“. *The International Journal of Entrepreneurship and Innovation*, 6(2): 105-114.
- Hussain, A. and Norashidad, D. 2015. „Impact of Entrepreneurial Education on Entrepreneurial Intentions of Pakistani Students“. *Journal of Entrepreneurship and Business Innovation*, 2(1): 43-53.
- Ismail, M., Khalid, S.A., Othman, M., Jusoff, H.K., Rahman, N.A., Kassim, K.M. and Zain, R.S. 2013. „Entrepreneurial Intention among Malaysian Undergraduates“. *International Journal of Business and Management*, 4(10): 64-60.
- Jakobson, L. 2007. *Innovation with Chinese Characteristics – High-tech Research in China*. New York: Palgrave Macmillan.
- Jeger, M., Sušanj, Z. and Mijoč, J. 2014. „Entrepreneurial intention modeling using hierarchical multiple regression“. *Croatian Operational Research Review*, 5(2): 361-373.
- Kantor, J. 1988. „Can entrepreneurship be taught? – A Canadian experiment“. *Journal of Small Business and Entrepreneurship*, 5(4): 12-19.
- Kokash, P.P.I.S.C.J.M.A.P.V.H. 2016. „Impact of entrepreneurship programmes on university students“. *Education + Training*, 58(2): 209-228.
- Kolvereid, L. 1996. „Organizational Employment Versus Self-Employment: Reasons for Career Choice Intentions“. *Entrepreneurship: Theory and Practice*, 20(3): 23-31.

- Kolvreid, L. and Moen, O. 1997. „Entrepreneurship among business graduates: does a major in entrepreneurship make a difference?“. *Journal of European Industrial Training*, 21(4): 154-160.
- Kourilsky, M.L. 1995. „Entrepreneurship education: opportunity in search of curriculum“. [http://www.unm.edu/~asalazar/Kauffman/Entrep\\_research/e\\_educ.pdf](http://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_educ.pdf)
- Krueger Jr.,N.F., Reilly, M.D. and Carsrud, A.L. 2000. „Competing models of entrepreneurial intentions“. *Journal of Business Venturing*, 15(5-6): 411-432.
- Kuttim, M., Kallaste, M., Venesaar, U. and Kiss, A. 2014. „Entrepreneurship education at university level and students entrepreneurial intentions“. *Procedia- Social and Behavioral Sciences*, 110: 658-668.
- Lanero, A., Vazquez, J.L., Gutierrez, P. and Garcia, M.P. 2011. „The impact of entrepreneurship education in European universities: an intention based approach analyzed in the Spanish area“. *European Research on Management and Business Economics*, 23(2): 113-122.
- Linan, F. 2004. „Intention-Based Models of Entrepreneurship Education“. *Small Business*, 3(1): 11-35.
- Lorz, M. (2011). „The Impact of Entrepreneurship Education on Entrepreneurial Intention“. PhD diss. University of St. Gallen.
- Maresch, D., Harms, R., Kailer, N. and 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: 172-179.
- Marques, C.S., Ferreira, J.J., Gomes, D.N. and Rodrigues, R.G. 2012. „Entrepreneurship education: How psychological demographic and behavioral factors predict the entrepreneurial intention“. *Education + Training*, 54(8): 657-672.
- Martin, B.C., McNally, J.J. and Kay, M.J. 2013. „Examining the formation of human capital in entrepreneurship: A meta-analysis of entrepreneurship education outcomes“. *Journal of Business Venturing*, 28(2): 211-224.
- Muofhe, N.J. and Du Toit W.F. 2011. „Entrepreneurial education's and entrepreneurial role models' influence on career choice“. *SA Journal of Human Resource Management*, 9(1): 1-15.
- Mwiya, B. 2015. „The Impact of Entrepreneurship Education on the Relationships between Institutional and Individual Factors and Entrepreneurial Intention of University Graduates Evidence from Zambia“. PhD diss. University of Wolverhampton.
- Nabi, G., Walmsley, A., Linan, F, Akhtar, I. and Neame, C. 2016. „Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration“. *Studies in Higher Education*, 43(3): 452-467.
- Ndofirepi, T.M. and Rambe, P. 2017. „Entrepreneurship education and its impact on the entrepreneurship career intentions of vocational education students“. *Problems and perspectives in Management*, 15(1): 191-199.
- Ojogbo, L.U., Idemobi, E.I. and Ngige, C.D. 2016. „The impact of entrepreneurship education on the development of entrepreneurial career intentions and actions“. *International Journal of Entrepreneurship*, 1(1): 27-49.
- Olomi, D.R. and Sinyamule, R.S. 2009. „Entrepreneurial inclinations of vocational education students: a comparative study of male and female trainees in Iringa region, Tanzania“. *Journal of Enterprising Culture*, 17(1): 103-125.

- Oyugi, J.L. 2016. „The Mediating Effect Of Self-Efficacy on the Relationship Between Entrepreneurship Education and Entrepreneurial Intentions of University Students“. *Journal of Entrepreneurship, Management and Innovation*, 11(2): 31-56.
- Patricia, P. and Silangen, C. 2016. „The effect of entrepreneurship education on entrepreneurial intention in Indonesia“. *DeReMa Jurnal Manajemen*, 11(1): 67-86.
- Pinchot, G. 1985. *Intrapreneuring: Why You Don't Have to Leave the Corporation to Become an Entrepreneur*. New York: Harpercollins.
- Potishuk, V. and Kratzer, J. 2017. „Factors affecting entrepreneurial intentions and entrepreneurial attitudes in higher education“. *Journal of Entrepreneurship Education*, 20(1): 25-44.
- Rodriguez-Cohard, F.L.J.C. 2015. „Assessing the stability of graduates' entrepreneurial intention and exploring its predictive capacity“. *Academia Revista Latinoamericana de Administracion*, 28(1): 77-98.
- 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.
- Schilling, M.A. 2005. *Strategic Management of Technological Innovation*, McGraw-Hill Education, New York, NY.
- Schumpeter, J. A. 1959. *The Theory of Economic Development an Inquiry into Profits, Capital, Credit, Interest, and the Business Cycle*. World: Harvard University Press.
- Sultan, M.F., Maqsood, A. and Shrif, H.M. 2016. „Impact of Entrepreneurial Education on Students Entrepreneurial Intentions“. *Kasbit Business Journal*, 9(1): 131-153.
- Tiago, T., Faria, S., Couto, J.P. and Tiago, F. 2014. „Fostering innovation by promoting entrepreneurship: from education to intention“. *Procedia- Social and Behavioral Sciences*, 175: 154-161.
- Utami, C.W. 2017. „Attitude, Subjective Norms Perceived Behavior Entrepreneurship Education and Self-efficacy toward Entrepreneurial Intention University Student in Indonesia“. *European Research Studies Journal*, 10(2): 475-495.
- Westhead, P. and Solesvik, M. 2016. „Entrepreneurship education and entrepreneurial intention: Do female students benefit?“. *International Small Business Journal*, 34(8): 979-1003.
- Wilson, F., Kickul, J. and Marlino, D. 2007. „Gender, Entrepreneurial Self Efficacy and Entrepreneurial Career Intentions: Implications for Entrepreneurship Education“. *Entrepreneurship Theory and Practice*, 31(3): 387-406.
- Wu, S. and Wu, L. 2008. „The impact of higher education on entrepreneurial intentions of university students in China“. *Journal of Small Business and Enterprise Development*, 15(4): 752-774.
- Zhao, H., Seibert, S.E. and Hills, G.E. 2005. „The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions“. *Journal of Applied Psychology*, 90(6): 1265-1272.
- Zhou, C. 2008. „Emergence of the Entrepreneurial University in Evolution of the Triple-Helix“. *Journal of Technology Management in China*, 3(1): 109-126.

