

ENTREPRENEURSHIP EDUCATION PROGRAMMES AND CAREER MINDSET OF BUSINESS EDUCATION STUDENTS OF UNIVERSITIES IN RIVERS STATE.

Dr. Wagbara, Sampson Owazuaka

Department of Business Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

sampsonwagbara@gmail.com

ABSTRACT

This study examined the relationship between entrepreneurship education programmes and career mindset of business education students of University in Rivers State. For this purpose, the study examined the entrepreneurship education programmes dimensions of scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship and their influence on career mindset of business education students and its measures such as capacity of students, innovative skills and knowledge building development with team cooperation moderating the influence of the relationship between these variables. The study adopted a correlational research design. The population of the study comprised 213 M.Sc.Ed students from 3 universities (Ignatius Ajuru, University of Education, Rivers State University and University of Port Harcourt). The sample size for this study was 139 respondents derived using the Taro Yamen's method for sample determination. Out of 139 copies of questionnaire distributed, 138 copies were retrieved and used for the analysis. The univariate (descriptive analysis) was done using tables, frequencies, mean and standard deviation, while the bivariate analysis (test of hypotheses) was done using the Spearman's Rank Order Correlation Coefficient (r) with statistical packages for Social Sciences (SPSS) Version 21.0 at 0.05 level of significant. The result of the study revealed that entrepreneurship education programmes have a significant relationship with career mindset of business education students. The study also revealed that the dimensions of entrepreneurship education programmes of scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship significantly correlated with career mindset of business education students. The study further showed that team cooperation significantly moderated the influence of the relationship between entrepreneurship education programmes and career mindset of business education students. The study therefore, concluded that entrepreneurship education programmes enhances career mindset of business education students of universities in Rivers State. It was recommended that universities should initiate entrepreneurship education programmes in order to create and enhance career mindset of business education students and others in Universities.

INTRODUCTION

It has become imperative for a serious attention to be given to entrepreneurship education to be in tertiary institutions in Nigeria. This is so because our educational system has been able to turn out graduates from over 150 Universities, Polytechnics and Monotechnics that have not been trained to be self-reliance, but to depend entirely on white collar jobs for a living. As such there are several graduates from our institutions today who are not fully employed. Apart from the book that they gained, there are no requisite skills to make them self-reliance.

As a means of getting students prepared for future challenges they are encouraged to see the need for attending programmes and courses that can help them in acquiring skills and knowledge that will make them fit into the labour market without much stress, mostly after graduation from the college or universitie. Therefore, entrepreneurship education has been identified, in particular as a course that arouse the interest of the students at getting focused for their career as it is regarded as that which disseminate attitudes skills and knowledge required to venture into and grow business effectively. The significance of entrepreneurship in improving human existence in terms of poverty reduction, generation of employment, wealth formation and economic vigour has given global recognition to entrepreneurs and entrepreneurship.

Evidences from universities in the developed economics showed that entrepreneurial or entrepreneurship education has the ability to transfer and communicate to students the skills, ability and knowledge needed for there to be business opportunities (Chinonye & Akinlabi, 2014).Nevertheless, the appreciation of entrepreneurship education as a field of study requires good intentions and mindset of the students. Students' career or entrepreneurial mindset is being an entrepreneur in a state of mind. It is about analyzing the world

and what is happen in in terms of opportunities and possibilities, trying to decide how an individual intervention can enter the economic and social system in terms of construction and progress, and then putting into practice, objectives and transecting ideas into action (Ferrero & Fioro, 2014). Therefore, there is the need to engage the youth who make up the over 60% of the population in meaningful educational programmes to prevent unhealthy alternatives for this group of persons.

Again, a close look at the educational sector in our country, Osakwe (2015), reveals that very little or nothing is being done in the area of entrepreneurial, technological and scientific education that could have made the students and other beneficiaries develop skills, abilities and ideas for national growth and development.

The failure to achieve the objectives of entrepreneurship education in tertiary institutions could be attributed to poor career or entrepreneurial mindset of students as seen in lack of capacity level innovative skills and knowledge building development. Therefore, the problems confronting entrepreneurial or career mindset of students has made it necessary to examine entrepreneurship education programmes as a means of enhancing career mindset of business education students of Universities in Rivers State.

Hypotheses of the Study

The following null hypotheses tested at 0.05 level of significance were formulated to guide the study.

- H₀₁:** There is no significant relationship between innovative entrepreneurship and capacity of business education students of Universities in Rivers State.
- H₀₂:** There is no significant relationship between innovative entrepreneurship and innovative skills of business education students of Universities in Rivers State.
- H₀₃:** There is no significant relationship between innovative entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Social Entrepreneurship

Social entrepreneurship is a response to social and societal issues. Social Entrepreneurship is a relatively recent scientific concept that has grown considerably in recent years. However, the definition of social entrepreneurship remains polymorphic, as evidenced by the various reviews of the literature that have allowed to approach the contours of this economic and social phenomenon (Dacin, 2010). It is arousing growing interest both for researchers, practitioners, and public authorities. In this regard, the European Commission (2003) encourages such initiatives to the point of establishing, in certain countries, a legal framework regulating the sector. The Organization for Economic Cooperation and Development defines SE as "any private activity of general interest, organized on the basis of an entrepreneurial approach and not having as main reason profit maximization but the satisfaction of certain economic and social objectives, as well as the capacity to put in place, in the production of goods and services, innovative solutions to the problems of exclusion and unemployment."

The myriad definitions of social entrepreneurship raise specifics relating to the context or the research discipline. The various central articles dealing with previous and future research on social entrepreneurship point out, in this regard, a lack of consensus (Dacin, 2010). SE has an important pragmatic character (Mair and Marti, 2006) in the sense that it aims, among other things, local management and service. The advantage of the existence of geographic proximity and support lies in the efficiency of resource and conflict management through permanent adjustments directly linked to the field.

In order to overcome the lack of resources, but also in order to respond more quickly and effectively to social emergencies, companies are often required to collaborate with other organizations. They can be civil society actors, as well as public bodies or even companies in the private sector. In this regard, a collective Social entrepreneurship. The latter consists of deploying resources to multiple actors engaged in different activities and strategies. This makes it possible to integrate sympathizers for the developed social cause and to share different points of view by collaborating and effectively driving lasting social change.

The concept of innovation in the field of social entrepreneurship can be analyzed both in terms of the social value created and the organizational form specific to this type of business. Social enterprises are therefore considered to be hybrid organizations seeking to combine economic performance with a social mission. In

other words, they constitute a new orientation valuing the creation of shared value in visionary societies (Gramescu, 2015). Mair and Marti (2006) define social entrepreneurship as a process of innovative use and the combination of resources to exploit opportunities that aim to catalyze social change by providing basic human needs in a sustainable manner. In addition, Zahra et al. (2009) consider SE as "activities and processes undertaken to discover, define and exploit opportunities to increase social wealth through the creation of new businesses or the management of existing organizations in innovative ways." Finally, Dees and Anderson (2006) and Dacin (2010) recognize SE itself as a form of SI, notably because of its innovative dimension in the face of social and societal issues. At the individual level, SE highlights a social project initiator and an agent of change (Dees, 1998). According to the authors, the latter is presented as an individual offering innovative solutions to the most pressing social problems in society. Social entrepreneurs are ambitious and enduring and tackle major social problems by proposing *new* ideas for large-scale change. The proximity to the field is a central advantage in the entrepreneurial process. Thus, the social entrepreneur must constantly be on information watch in order to detect investment opportunities but also in order to have a good knowledge of *the* society in which he is inserted. Also, the social entrepreneur is presented as a visionary individual and a leader. He is an innovative actor described in the literature as "a Schumpeterian entrepreneur in the sense that he realizes *new* combinations of production factors whether it is the creation of a new product or service, or else yet another form of organization. This definition highlights an entrepreneur who is distinguished in particular by specific skills. Among other things, the latter is called upon to mobilize a large number of internal stakeholders (volunteers, permanent staff, collaborators, etc.) and external stakeholders (clients, donors, public actors, local communities, etc.) who will contribute to the success of the social project. Thereafter, the social entrepreneur must be able to manage the relations between the environment and his social enterprise. The role of communication, is, in this sense, a major skill. Finally, he very often shows solidarity with his colleagues. Mutual aid and solidarity are a major characteristic of this type of entrepreneurship.

Concept of Career Mindset of Business Education Students

Entrepreneurship according to Emmanuel (2010) is the ability and readiness of a person to create a new investment prospect, develop a venture based on this and manage it effectively for social benefit or making of profit. In a like manner, Adegoke, (2015) defines entrepreneurship as a complex process that demands decision making across all the facets of embarking on a new line of business under uncertainty in a dynamic and worldwide socio-technical environment. Nevertheless, we regard entrepreneurship is both a life-long and life-wide experience, hence, the best means to learning and combining experience with official educational endeavours. Apart from being viewed as the fourth element of production, more resources and time is being devoted to research efforts on entrepreneurship. Thus, recent literature refers to it as the most persuasive economic dynamism ever experienced globally Gunning et al., 2014(Kuratko, 2003). Therefore, entrepreneurship or career mindset has to do with the determination of opening and opportunities in business in terms of one's current situation and connecting up the various resources in a creative manner to meeting a particular need for an eventual compensation Conceptually, entrepreneurship mindset has to do with examining opportunities, acquiring resources and creating and sustaining the venture over time (Gottlieb and Ross, 1997). The skills involved with entrepreneurial activities are classified as business management, personal and technical entrepreneurial skills (Kuratko, 2003).

Entrepreneurship education may be expressed as the enhancement of behaviour, attitudes and capacities of persons/entities and according to Faydle (2009) all of the several efforts at boosting entrepreneurial attitudes, skills and mind-sets for the purpose of addressing issues like creativity, innovation, business start-up and generation of ideas, culminate in entrepreneurship education. In other words, entrepreneurship education is the genuine intervention by administrators and educators in the life of the participants to overcome challenges in the corporate global business environment (Isaac et al., 2007). In this case the participants are exposed to further attributes, capabilities and skills necessary for them to implement the learnt knowledge within the framework of creating new trade. Chinnoye and Akinlabi (2014) affirm that entrepreneurship education can be enhanced if the mindsets of the students are involved in the teaching and designing of the curriculum for EE. There is a regular evaluation of the programme to validate students' learning behaviour and attitude, EE can be made a multi-disciplinary course and entrepreneurial week and awards are organised

to arouse the interest of the students in entrepreneurial programmes. Despite its popularity as an area of study in the universities, there have however been arguments at different fora as to whether entrepreneurs are born or made or whether entrepreneurship can be a subject of study at any level at all. The observations notwithstanding Kuratko (2003) asserts that it can be a course of study while Faydle et al., (2009) argue that temperament and talent can be learnt. Entrepreneurship education can take the form of either arts or science with the latter focusing on the acquisition of basic skills required for starting up a venture which are teachable while the former emphasizes on the innovative side of entrepreneurship which are tacit in nature. Therefore, entrepreneurship education is about the objectives, contents, audiences and pedagogical techniques geared toward preparing the mindset of learners.

The fundamental outcome of entrepreneurship education comprise of generating the environment for responsiveness, information and understanding about the concept and practice of entrepreneurship, to cultivate personal entrepreneurial skills, manners and attitudes, to create personal assurance and capability, to have understanding of an entrepreneurial means of living, to entrench entrepreneurial philosophies, to the minds students toward entrepreneurial livelihood to understand business innovation processes, to appreciate broad entrepreneurial competencies, to develop important technical business know-how, to encourage personal relationship and networking skills, to brace-up for self-employment, to have a mindset for new ventures, and to exploit institutionally-owned enterprise. In another dimension, Azizi (2009) opined that the long-term outcomes of entrepreneurship education comprise of transformation in behaviour, or mindsets, support system culture and impact on business generated by the young ones. The breakdown of the motives for entrepreneurship programs requires an in-depth evaluation of the mindset various audiences for entrepreneurship education (Lonappan et al, 2011). These audiences are made up of students from different social and economic backgrounds with varying degrees of attachments to entrepreneurial activities, thus, the programs designed for them differ too, as they may fall into the categories of graduate business students, science related students, literate personalities, instructors and post graduate students' On the other hand those who have firm belief about their business acumen, those that are practitioners and professionals with focus on their areas of interest as well as those without any pursuit and genuine venture would have teaching or learning modes designed in a different version (Honig, 2004).

Innovation Entrepreneurship and Career mindset of Business Education Students

Universities are becoming an increasingly important part of national innovation. Innovation according to Gibb (2012), is an outcome from entrepreneurial and enterprising behaviour. Innovation as observed by Shane (2002) is linking patterns of information from various success form the basis of information and new business opportunities. Milesi et al (2013) suggested that innovation can assist to differentiate a business products as to improve their competitive position in the market. Also, innovation and knowledge are key factors affecting the competitiveness of business and countries (Milesi et al, 2013). An innovation has direct and indirect value. Businesses that are part of a bigger group, international businesses and newly established businesses are more likely to be innovators (Tether, 2002), while middle-sized businesses are less innovative (Dolfsma & Vander Pann, 2008). This has become important for R/D and work integrated learning for students and staff at entrepreneurial institutions.

Universities can act as an incubator of innovation ideas for students who want to become entrepreneur. An entrepreneurial university has a strong link with external initiatives such as science parks and incubators (Salem, 2014). A university can provide intellectual resources such as financial and marketing skills to assist students in skills development for existing projects, but can also institute research in order to identify solutions for unresolved challenges. Clarysse et al (2005) and Markman et al (2008) have recognized that universities are increasingly moving from their traditional primary role as education providers to a more complete entrepreneurial university model, such institutions incorporate the role of commercializing innovative knowledge and actively developing private enterprises.

Arvantis et al (2008) and Salem (2014) have found that universities may act as incubation facilities to students and staff by stimulating entrepreneurial ideas and creating the link to industry thus providing network of opportunities for new entrepreneurs and also help potential entrepreneurs' access financial services. Similarly, Byrnes et al (2010) posited that entrepreneurial spirit can be engendered in the students through knowledge exchange mechanisms such as joint curriculum development and provision of internship.

Universities need partnerships with organization to ensure on-going knowledge exchange, so as to incorporate this knowledge into the curriculum of university programmes. (Gibb & Huskins, 2014). Also, Brush (2014), Bodas Freitas et al (2013), asserted that organisational partnership that bring credibility to the institution and joint degree programmes might also be areas of expertise and businesses with different sizes and activities may engage on different forms and levels with universities to solve their problems and build competency. Dabic and Potocan (2012) asserted that innovation is the factor influencing the majority of the development aspects of entrepreneurship which is crucial in the strategic process in an enterprise. The impact of innovation is crucial for strategic orientation as well as in the process of implementing strategic segmentation. Entrepreneurial spirit can only be gained if the focus is placed on developing never-before-seen products with completely new perceived benefits (Dabic & Potocan 2012).

An individual with innovative mind can transform an entrepreneurial process through the means of entrepreneurial mindset which shows how important innovation represents the incubator of an entrepreneurial mindset (McGrath & MacMillan, 2000). Furthermore, Dhilirwayo and Van Vuuren (2007) observed that innovation is one of the critical feature to be considered in the success or failure of business enterprise. This means that a business without entrepreneurial mindset adoption is more susceptible to fail than succeed.

Karatko (2002) also posited that a successful business environment needs the presence of entrepreneurial mindset to help keep the manager in their process of outgrowing old management principles to cut down high rate of business failure. Therefore, the development of a creative mindset within the organization is suitable to set up innovation purpose, take advantage of the market and add value. To business (Faltin, 2007). Various researchers such as Dhilirwayo and Van Vuuren (2007) Karatko (2002), Faltin (2007), Mauer et al (2009) have significantly contributed to evolution of innovation and entrepreneurial mindset concept. Thus based on the review of various research, career mindset can be developed and is connected to entrepreneurship innovation. This implies that career mindset can be enhanced based on the levels of innovations. Thus, the researcher hypothesized that:

- H₀₁:** There is no significant relationship between innovation entrepreneurship and capacity of students of business education of Universities in Rivers State.
- H₀₂:** There is no significant relationship between innovation entrepreneurship and innovation skills of business education students of Universities in Rivers State.
- H₀₃:** There is no significant relationship between innovation entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Fixed and Growth Mindset Theory: This theory was proposed by Dweck in 2006. The theory stated that an individual could either hold a fixed mindset or growth mindset and not both of them combined. According to this theory, a fixed mindset that makes an individual believes in his qualities that are considered to be carved in stone and also unlikely to change. The theory also stipulates that growth mindset deals with the belief that an individual may adopt a mindset which can grant changes and growth through his effort.

The growth mindset as predicted by Dweck (2006) implies the personal endeavor that everyone may have for achieving change and growth.

Fixed and growth mindset theory further explain that individual response to the surrounding world is guided by the influence those mindsets, have on him. Thus, the influence describes whether an individual respond to challenges, effort, obstacles and the success of others in a consciously and unconsciously manner. The fixed and growth mindset predicts according to Johnson (2009) that a person with low confidence and fixed mindset believes that he will come out with low-performance goals as results. Hence, the person will face challenges in a helpless characteristics manner pattern of typical behaviours, feelings, and thoughts. Also, a person with growth mindset believes that he can succeed and face challenges through the adoption of learning goals. This theory suited this study in that it is related to then variables of the study. This theory implies that if the career mindset of students is motivated through entrepreneurship education programmes, the intention to become better entrepreneurs will be there.

Results

H₀₁: There is no significant relationship between innovative entrepreneurship and capacity of business education students of Universities in Rivers State.

Showing the Relationship between relationship between innovative entrepreneurship and capacity of business education students of Universities in Rivers State.

		Innovative Entrepreneurship	Capacity
Innovative Entrepreneurship	Correlation Coefficient	1.000	.588**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Capacity	Correlation Coefficient	.588**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and capacity of students of business education revealed to be significant given the observed correlation: .588** and a p-value of 0.000 which is less than 0.05 (Table 1 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate sign value of $r = .588^{**}$ reveals a direct relationship between innovative entrepreneurship and capacity, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and capacity (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between innovative entrepreneurship and capacity of students of business education of Universities in Rivers State.

H₀₂: There is no significant relationship between innovative entrepreneurship and innovative skills of business education students of Universities in Rivers State.

Showing the Relationship between relationship between innovative entrepreneurship and innovative skills of business education students of Universities in Rivers State.

		Innovative Entrepreneurship	Innovative Skills
Innovative Entrepreneurship	Correlation Coefficient	1.000	.551**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Innovative Skills	Correlation Coefficient	.551**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and innovative skills of students of business education revealed to be significant given the observed correlation: .551** and a p-value of 0.000 which is less than 0.05 (Table 2above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate sign value of $r = .551^{**}$ reveals a direct relationship between innovative entrepreneurship and innovative skills,

the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and innovative skills (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between innovative entrepreneurship and innovative skills of students of business education of Universities in Rivers State.

H₀₃: There is no significant relationship between innovative entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Showing the Relationship between relationship between innovative entrepreneurship and knowledge building of business education students of Universities in Rivers State.

		Innovative Entrepreneurship	Knowledge Building Development
Innovative Entrepreneurship	Correlation Coefficient	1.000	.667**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Knowledge Building Development	Correlation Coefficient	.667**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, **correlation is significant at 0.05 level (2-tailed) variables

The relationship between innovative entrepreneurship and knowledge building development of students of business education revealed to be significant given the observed correlation: .667** and a p-value of 0.000 which is less than 0.05 (Table 4.17 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The strong positive sign value of $r = .667^{**}$ reveals a direct relationship between innovative entrepreneurship and knowledge building development, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between innovative entrepreneurship and knowledge building (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between innovative entrepreneurship and knowledge building development of students of business education of Universities in Rivers State.

Significant relationship between Innovation Entrepreneurship and Career Mindset of Business Students

The results from the test of hypothesis 4 to 6 revealed a significant relationship between innovation entrepreneurship and capacity of students, a significant relationship between innovation entrepreneurship and innovative skills and, a significant relationship between innovation entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

The findings are evidenced in the studies carried out by other researchers. For examples, Milesi (2013) found that innovation assist in differentiating a business products as to improve their competitive position in the market. The authors opined that innovation and knowledge are the key elements in the competitiveness of business and outcomes. An innovation has direct and indirect value. Salem (2014) observed that universities can act as an incubator of innovation ideas for students who want to become entrepreneurs. An entrepreneurial university has a strong link with external initiatives. An institution can provide intellectual resources such as a financial and marketing skills to assist students in skill development and can also initiate or institute a research so as to identify solutions for unresolved challenges. These as observed by Clarysse et al (2005) and Markman et al (2008) are increasingly moving universities students from their traditional

primary role as education providers to move complete entrepreneurial institutions. Also, in line with the findings of this study. It was found that an individual with initiative can transform an entrepreneurial process through the means of entrepreneurial mindset which shows how critical innovation represents the incubator of an entrepreneurial mindset. Innovation is a crucial factors to be considered in the success or failure of business enterprise. This means that a business without entrepreneurial mindset adoption is more likely to fail than succeed. Thus, innovation entrepreneurship has a direct relationship with career mindset of business education students in universities.

CONCLUSION

Based on the data analysis and the discussion of findings, the study concluded that innovation entrepreneurship influences measures of career mindset of business education students such as capacity of students, innovative skills and knowledge building development. Therefore, entrepreneurship education programmes enhance, capacity of students, innovative skills and knowledge building development.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship should be adopted by universities for enhancement of career mindset of students.
2. Universities should initiate entrepreneurship education programmes in order to create career mindset in business education students and other students in their universities.
3. All stakeholders in the field of education should team up to design polices and effective curriculum in entrepreneurial studies that enhance the study effective entrepreneurship.

REFERENCES

- Arvanitis, S., Kubli, U., & Woerter, M. (2008) University-industry knowledge and technology transfer in Switzerland: What university scientists think about co-operation with private enterprises. *Research Policy*, 37(10), 1865-1883.
- Adegoke, B.A. (2015). An assessment of the role of basic science education in poverty reduction in the sub-saharan Africa: Nigeria as a case study. *International Journal of Humanities and Social Science*. 5, 8(1): 15 -20
- Chinonye, I. M, & Akinlabi, M (2014). Entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurship education research *Journal of Economic and Business Studies*, 4(1), 1-11.
- Clarysse, B., Wright, M., Lockett, A., Van de Velde, E., & Vohora, A. (2005). Spinning out new ventures: A typology of incubation strategies from European research institutions. *Journal of Business Venturing*, 20(2), 183-216.
- Dacin, P. A. (2010). Socia entrepreneurship: Why we don't need a new theory and how we move forward from here. *Academy of management perspectives*, 24(3), 37-58.
- Dhliwayo, S, & Van Vuuren, J. J. (2007). The strategic entrepreneurial thinking imperative. *Acta Com*, 7, 123-134
- Dolfsma, W.& Van der Panne, G. (2008). Currents and sub-currents in innovation flows: Explaining innovativeness using new-product announcements. *Research Policy*, 37(10), 1706-1716.
- Emmanuel C. L. (2010). *Entrepreneurship: A conceptual approach*. Concept Publications.
- European Commission (2005). Commission Proposal for recommendation on Key Competences for lifelong Learning.com548final.

- Faltin, G. (2007). The successful entrepreneurs start as an artist and *composer*. *German Industry and Commerce*, Financial. Times Lex.
- Faydle, A. (2009). Entrepreneurship education in Europe: Trends and challenges, OECD LEED Programme, universities innovation and entrepreneurship: *Good practice workshop*.<http://www.oecd.org/dataoecd/11/36/432025>.
- Gibb, A. (2012). Exploring the synergistic potential in entrepreneurial university development: Towards the building of a strategic framework. *Annals of Innovation and Entrepreneurship, Journal* 3(6), 67-88.
- Gottlieb E, & Ross, J. A. (1997) Made not born: HBS courses and entrepreneurial management *Harvard Business School Bulletin*, 73, 41-45
- Gramescu, L. (2015). Sailing social innovation in Europe: An overview of social enterprise readiness, *procedia Social and Behavioral Sciences*, 22,(2) 8-225.
- Honig, B. (2004). Entrepreneurship education: Towards a model of contingency based on business planning. *Academy of Management learning and Education*, 3(3), 258-273.
- Johnson, D. V. (2009). *Growth mindset as a predictor of smoking cessation*. Submitted in partial fulfillment of requirements for the degree doctor of philosophy in urban education at the Cleveland State University.
- Lonappan, J.& Devaraj, K. (2011). *Pedagogical innovations in teaching entrepreneurship mindset. Strategies for continuously creating opportunity in an age of uncertainty*. Harvard Business School Press.
- Mair, J.& Martin, I. (2006). Social entrepreneurship research: A source of explanation, prediction and delight. *Journal of World Business*, 41(1), 36-44.
- McGrath R. G,& MacMillan I. (2000). *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Harvard Business School Press.
- Markman, G. D., Siegel, D. S., & Wright, M. (2008). Research and Technology commercialization. *Journal of Management Studies*, 45(8),1401-1423.
- Salem, M. I., (2014). Higher education as a pathway to entrepreneurship. *International Business and Economic Research Journal*, 13(2),289-294.