
EMPIRICAL STUDY ON ENTREPRENEURSHIP EDUCATION: A COMPARATIVE REVIEW FROM HEIS OF SELECTED COUNTRIES

Dr. Venus Bunagan¹, Ms. Sheila Sison², Ms. Mary Ann Bartolome³, Dr. Joji Abey⁴

¹ Assistant Professor, Department of Finance and Accounting -College of Business Administration, Kingdom University -Bahrain

² Department of Finance and Accounting -College of Business Administration, Head- Strategy Strategic Planning and Governance Unit, Kingdom University -Bahrain

³ Assistant Professor, Department of Business Administration- School of Business Administration and Accountancy, University of Saint Louis-Philippines

⁴ Assistant Professor, Department of Finance and Accounting-College of Business Administration, Kingdom University-Bahrain

E-mail: ¹v.bunagan@ku.edu.bh, ²s.sison@ku.edu.bh, ³mbartolome_35@yahoo.com, ⁴j.abey@ku.edu.bh

ABSTRACT

Numerous studies in Entrepreneurship Education becomes more and more important everywhere in the world. Conducted researches in entrepreneurship are increasing and getting acceptability in the systematic communities. This study has been conceived to review comparatively the different approaches in teaching entrepreneurship in different Higher Educational Institutions randomly from references. The study further analyzed the different competencies of teachers in delivering entrepreneurship courses and the most effective tools and methods to manage the teachable skills fit to students. The study further identified the best match between students' needs and techniques as a recipe to teach entrepreneurship.

Keywords

Experiential Learning, Entrepreneurship. Entrepreneurship Graduates, Higher Education Institutions, Community

Introduction

The demand to learn entrepreneurship is increasing at the higher education level and the trend in most universities is to expand their educational programs and develop new curricula for students of this discipline, especially after the publication of studies that highlight the important role performed by higher education institutions in entrepreneurship education (Katz, 2003; Karatas-Ozkan and Chell, 2010; Kuratko, 2004). Bechard (2000) states that most methods utilized in entrepreneurship are basically of reproduction. These methods are characterized by traditional lectures, demonstration, modular contents and predominant repetitive exercises. Literature on entrepreneurship education highlights the importance of developing and utilizing different methods and techniques, instead of mere knowledge reproduction, pointing out the need for adopting procedures which facilitate the experience of the entrepreneurship process

(Bechard, 2000; Katz, 2003) and the learning of competencies such as selling, creating new products, managing business relationships, identifying opportunities and creativity (Aronsson, 2004).

One of the alternatives for different methods of teaching is based on experiential learning model (Kolb, 1984) which is also applied to entrepreneurship education (Kuratko, 2005; Solomon, 2008). Herein referred to EL, under this method students may experience situations whereby they process knowledge, skills and attitudes as the model's elements of the learning cycle and its predicted learning types are used to understand the various learning stages and different modes in which individuals receive and process new information (Akella, 2010).

Objectives of the Study

This study provides insights on how to foster entrepreneurship in universities by having comparisons on how existing universities develop

and implement this field. Fostering entrepreneurship in universities has become an important contribution to the country's economic development. It is noted that universities have impacted the startups and entrepreneurial undertakings. Universities provide authentic experiences to business students through courses offered in the different curricula. It is, therefore, assumed that universities provide an academic environment conducive in developing and fostering new generations of business founders; both to teach students what it takes to build a high-potential new venture and to create encourage and improve high-potential new ventures.

Methodology of the Research

The current study benchmarks the entrepreneurial practices of entrepreneurship selected universities which aims for a comparative analysis. Through a comparison of entrepreneurship programs of the selected universities, the researchers are able to promote and improve the experiential learnings of students in universities where the researchers teach. Some variables that are considered are the students' personality traits, attitudes towards entrepreneurship and perceptions of contextual factors. The aim is to shed some light on international differences in entrepreneurial intentions among students and also the approaches of universities toward entrepreneurship course delivery which will, in the long-run improve the socio-economic condition of the country. This, in turn, should help us gain insight into how, if at all possible, university administration and faculty could foster new venture creation among their graduates

Comparative Literature

Entrepreneurship Education in universities is important. The enhancement of entrepreneurial skills is a valuable complement to almost any education: undergraduate liberal arts, engineering at any level, business, medicine, and many other fields. Training in entrepreneurship stimulates powers of observation, develops observation, develops creative and critical thinking, and instills an orientation to disciplined and collaborative

action which are vital to students' learning. Further, an entrepreneurial mindset and skillset are believed to enable an individual to be a more effective contributor in very many careers and pursuits and is embraced by a large number of Higher Educational Institutions (Field, J. November, 2016).

The study of Gatchalian (2010), identified the training needs of entrepreneurship educators and practices in Entrepreneurship Education in the Philippines. The study is a descriptive study and made use of Focus Group Discussions (FGD) conducted using structured and unstructured interview guides which elicited the perceptions of respondents on Entrepreneurship Education in the Philippines. Findings revealed that the students paid more importance to the personal qualities of their entrepreneurship educators who are human and motivators. There are, however, recommendations made like the practices should be supplemented by optimum class size, support facilities and better teaching skills enhancement like mentoring.

Prelicean (2014) presented a comparative perspective on international education in Canada and Australia in the light of the recent federal proposals for improving international education programs. The study introduces the concept of public sector entrepreneurship (PSE) as a necessity for creating and administering comprehensive programs aimed at improving Canadian and Australian Education market share. The research discusses the potential contributions to Canadian human capital through attractive immigration policies for international students. The research results revealed that Canada needs a centralized management of international education programs to administer and coordinate activities for success. The PSE is represented by applying a market approach and strategies and the analysis of the costs and benefits of necessary capital investments and implications in educational institutions. The study, however, is indirect in its intention for entrepreneurial experiences of students in universities.

In his study, Fatoki (2014), he mentioned that Entrepreneurship Education is a way to improve low levels of entrepreneurship in South Africa. The study aimed at identifying the traditional and

non-traditional pedagogies employed in teaching entrepreneurship course at a South Africa University. The study is a descriptive quantitative approach which focused on the graduating students including the postgraduate levels at a selected Business Management Department in Limpopo Province in South Africa. Data was collected through a survey questionnaire measuring the perceptions of students on traditional and non-traditional teaching methods which are considered as important to the enhancement of the students' entrepreneurship skills and knowledge. The results showed that the students are mainly exposed to the traditional teaching methods. The main recommendation to introduce an educational model that will enable the teachers the skills to innovate teaching methods through course design and content. The other recommendations include to invite guest speakers and role models to assist in the teaching of entrepreneurship. In Africa, for example, the government has the mandate to assist entrepreneurs through the Small Enterprise Finance Agency (SEFA) and the Small Development Agency (SEDA). However, the study was conducted in only one university and hence, generalizations must be taken with caution. Yeoh (2014) in his research introduced a comparative case analysis to examine how and why particular social entrepreneurs in higher middle income economy broke new grounds in private education. The study presented arguments as to why private higher education entrepreneurs are social entrepreneurs and that they distinctively used prior insights from their working experiences to improve the financial and local capital to fund their social ventures while engaging with the country's economic and social challenges. In the study of AhmadzadehYaghoubi, Pelekh, & Kapil, (2017), an exploratory research, the aim is to rank and analyze the effectiveness of teaching methods in entrepreneurship using the Satisfaction Matrix Model (SatMat). Fifty two (52) students were the samples of a structured survey questionnaire using a psychometric instrument consisted of 16 teaching methods. SPSS was used to assess the level of satisfaction and dissatisfaction of entrepreneurship students toward the effectiveness of teaching methods and

understanding the gap between current situation and desired future state. Practical work was considered to be the most appropriate and effective teaching method and holding auditions as the least effective method used by their Professors. On the other hand, the results depicted by SatMat in two universities of Sistan and Baluchestan showed exactly different results. According to the model, holding an audition by Professors reflected highest performance in entrepreneurial teaching while practical work indicated lowest performance in entrepreneurship education methods. The result of the research deals with development of Entrepreneurship Education at universities.

Packham-2010) research paper examined the impact of Enterprise Education on entrepreneurial attitude within European Higher Education Institutions (HEIs) in France, Germany and Poland. The study determined the difference between cultural and industrial heritage that influenced the entrepreneurial attitude and mediate the effectiveness of Enterprise Education. The arguments presented were that Europe requires more entrepreneurs willing to innovate and create new ventures to facilitate economic growth. The research was built on previous studies examining the impact of enterprise education and training on business start-up. In particular, the study utilizes the concept of entrepreneurial attitude to measure how Enterprise Education influences students' perceptions of, and motivations towards, entrepreneurship as a viable career option. The study contrasts and compares the impact of a short enterprise course on entrepreneurial attitude among undergraduate students in French. The findings of the study revealed that Enterprise Education has a positive impact on entrepreneurial attitude of French and Polish students. Conversely, the course had a negative impact on male German students. It was also found that while female students are more likely to perceive a greater benefit from the learning experience, the impact of enterprise education on entrepreneurial attitude is actually more significant for male students. The practical implications of the study revealed that entrepreneurial attitude among European students can be influenced by exposure to

enterprise education. The results also indicate that gender, cultural and industrial heritage can moderate the impact of enterprise education. The findings likewise provided an evidence that differences between gender, culture and regional settings need to be considered in the design and delivery of enterprise programs if they are to have the desired impact on entrepreneurial intent and graduate entrepreneurs.

The study of Wiseman (2014) suggested that international comparison has become a component of educational innovation and entrepreneurship in spite of significant variation among educational contexts worldwide. The research provided an overview of educational innovation and public sector entrepreneurship from the international comparative perspective. This explained the influence of the global shift from natural resource and industry-based economies to knowledge-based economies on the development of educational innovation and entrepreneurship. The study concluded with an examination of specific knowledge society issues related to educational entrepreneurship and its reciprocal effect on innovation.

Anderson (2015) study aimed to determine the emergence of the nature of Entrepreneurship Education in China. It considered the variability despite implemented policy. Further, it considered the implications of the uneven distribution of expertise and resources. Conducted research used the empirical descriptive research which examined Entrepreneurship Education uniqueness of the Chinese context. Differences were found by region and by the status of the institution. This is paradoxical since the largest number of new businesses exist in regions with the best Enterprise Education. The biggest problem was the channeling of resources. Non-prominent universities make do with what they have and led to the detrimental quality and effectiveness of Enterprise Education.

A few implications were revealed from the findings like applied policy may have detrimental effects on less well-endowed universities and therefore neglect less entrepreneurial places. The social implications revealed that if entrepreneurship is to deliver its promise of

opportunity, innovation and job creation, it needs to be taught by experienced and informed faculty. The results of the study of Badariah Hj Din, Abdul Rahim, Usman (2016) showed that Entrepreneurship Education programs create high job satisfaction and enhance life status. The higher the levels of Entrepreneurship Education, the higher the earnings and reduce unemployment. Universities in the world today continuously enhance their Entrepreneurship Education programs to create more young entrepreneurs and face the challenges of the business world. The study evaluated the effectiveness of the Entrepreneurship Education programs of Malaysian university students. It made use of survey questionnaire to elicit the entrepreneurial skills of students. The survey was conducted specifically at the University Utara Malaysia. Results showed that the offered course on entrepreneurship at the university is very effective in enhancing the skills of students. Further results showed a strong relationship between the business plan, risk-taking and self-efficacy. Suggestions like entrepreneurship can be strengthened through more trainings including the improvement of entrepreneurship culture of the students. The study is significant to guide the policy makers to take appropriate measures regarding current trends of Entrepreneurship Education programs. Akhmetshin, et.al. (2019) used a hybrid method (qualitative and quantitative method. There two blocks used: Block 1 analyzed the labor market in Kazan, (Russian Federation) determined what innovation that are mostly demanded by employers and Block 2 determined the level of knowledge of modern project management methodologies as well as to determine the interest of students in their study. The respondents included 630 students from 7 universities of Kazan. Three state universities and 4 private universities, and from one university of Elabuga, aged 20 to 23 years, pursuing a Bachelor's degree. The knowledge of PMBoK, PRINCE2, CPM, and other equally important innovation project management methodologies were elicited from the respondents. Results showed that students are interested in learning these knowledge. The course covers only the basic tools of project management. It does not provide an in-depth

study of a particular methodology. The specific features of considered management methodologies do not allow using them in the teaching and learning process straight away. The study of Sarea and Hamdan (2018) tackled how entrepreneurship education affects the level of varied skills of entrepreneurs like technical skills, business management skills and personal entrepreneurial skills. The following focused on the points that help improve the entrepreneur in building solid grounds for entrepreneur to excel and succeed in their businesses. However, the foundation of education plays a crucial role in providing the necessary skills for an entrepreneur to operate their daily business requirements, likewise on how to face obstacles and challenges. Support of the government is also necessary to introduce programs, specialized for entrepreneurs to improve the quality of education and create massive awareness on the importance of entrepreneurship education and skills. The results showed very simply that the following skills like technical skills, business management skills and personal entrepreneurial skills are affected by the level of Entrepreneurial Education.

The study of O'Brien and Cooney (2019), a research by many OECD countries and EU states addressed a social situation requiring innovative approaches suggesting entrepreneurship to be a part of the solution. Observations revealed that there were under-represented groups in terms of entrepreneurial activity which faced significant barriers to entrepreneurship. The study identified how Higher Education Institutions can utilize their multi-disciplinary knowledge and expertise in partnership with government, industry and civil society to address the economic and social challenges within under-represented communities by engendering higher levels of enterprising behavior. Studies demonstrated how some HEIs provide tailored and holistic enterprise support to under-represented groups in the communities. A conceptual model identified how HEIs can move outside of their formal education setting and dynamically support the development of enterprising competencies and behaviors of people in the communities.

The findings highlighted six areas for consideration such as: Teaching and Learning, Resources, Infrastructure, multi-disciplinary approaches, stakeholders and culture. The findings highlight the requirements for a more effective engagement and suggest that HEI community engagement through entrepreneurial education is a novel way of adding value to universities and under-represented communities.

The study of Wu et.al. , (2017) applied a novel four-step method of comparative education research and assessment items for university-based entrepreneurship ecosystems with specific focus on universities in Taiwan and Singapore. The Entrepreneurship Education is developed and explored. This study is based on the comparative education research which used the four steps like description, interpretation, juxtaposition and comparison. This exemplified the similarities and differences of the process by which Entrepreneurship Education was developed in two universities the National University of Singapore and Nanyang Technological University and Taiwan (National Taiwan University and National Tsing Hua University).

The findings include considering broader factors i.e. history, education in such a comparison of the similarities and differences among four universities, reflecting the reality in the Asian region and introducing the method application of comparative education research for the first time in Entrepreneurship Education. The study provided helpful insights based on the perspectives of academics and practitioners. The authors urge the necessity of the theoretical base of teaching and learning in education when universities plan for entrepreneurship education. Second, the authors stress the critical impact of the government on the execution of Entrepreneurship Education in the higher education context.

Lombardiet.al. (2017) study aimed to investigate the new role that universities are assuming as entrepreneurial entities which support the development of regional innovations systems through an international comparisons addressing demand for global competitiveness. The purpose of this study was to compare how some universities in the Mediterranean area and South

East Asia conceive and implement an entrepreneurial culture in their curricula. The analysis focused on environmental factors and to find an explanation about how an innovative way of teaching entrepreneurship to students can affect the development of regional innovative systems. The research used an international comparison to investigate the relationships between a set of variables that influence government authorities, leading them to invest in programs on entrepreneurship. One of the recommendations of the study is the focus on Singaporean entrepreneurial education experience which is useful in highlighting limits of less advanced HEIs and in helping them to encourage entrepreneurial culture.

Carter and Collinson (1999) study was concerned with the perceptions of alumni towards the general provision of entrepreneurship education in HEIs. The review results observed that while some HEIs provide some form of enterprise training for their student population, a relatively few have extended provision to their communities. The research further sought to ascertain the current level of entrepreneurial behavior and the future of alumni entrepreneurial ambitions and attempted to determine the post-qualification entrepreneurship training among HEI alumni. The results demonstrate a keen interest among alumni on entrepreneurial activities. Some constraints were discussed like lack of viable ideas, finance and experience. The respondents suggested that HEIs should provide a more practical background for graduates and the inclusion of financial management and business communication skills as key elements to undergraduate curriculum. Another recommendation is a consensus that HEIs should play an important role in providing alumni with both post-qualification training and social support networks to encourage entrepreneurial activities.

The study of Atsanand Gurol (2006), explored the entrepreneurship profile of Turkish University students and made an evaluation for their entrepreneurship orientation by comparing them with non-entrepreneurially inclined students. Six traits important to entrepreneurs were considered like: need for achievement, locus of control, risk-taking propensity, tolerance for ambiguity,

innovativeness and self-confidence are defined. Randomly selected 400 fourth year students from two Turkish Universities were the samples. A forty (40) item questionnaire was administered and elicited questions related to demographic variables, entrepreneurial inclination and the six entrepreneurial traits cited earlier. The T-Test results showed that the except for tolerance for ambiguity, all entrepreneurial traits are found to be higher to entrepreneurially inclined students compared to the non-entrepreneurially inclined students. The former students are found to have higher risk-taking propensity, internal locus of control, higher need for achievement and higher innovativeness. A practical implication of the study provides insights to entrepreneurship education as to which entrepreneurial characteristics can be developed to raise good entrepreneurs. Finally, this study contributes to understanding the similarities and understanding between the characteristics of entrepreneurially inclined and the non-entrepreneurially inclined students at the edge of graduation.

Arasti et al. (2012) studied about a new phenomenon in Iran. The programs vary on short-term objectives, target audiences, format and pedagogical approach. In the University of Tehran, in 2005, one of the basic courses offered is business planning. This study focused on identifying the appropriate teaching methods which considered two qualitative studies using the semi-structured interviews. Results showed that the first sample of experts in teaching methods complete the list of teaching methods that could be used in entrepreneurship education. The results of second study on a sample of lecturers of "business planning" course show that appropriate teaching methods of this course are respectively group project, case study, individual project, development of a new venture creation project, and problem-solving.

Gimmon (2014), in his study "Mentoring as a Practical Training in Higher Education of Entrepreneurship," where he investigated the benefits of enriching higher education entrepreneurship through mentoring potential entrepreneurs. This is an action research in which were offered mentorship by Professional Senior staff in either one or two programs. This was done

with the senior high school students. Results showed that most students who participated at least for one semester are reported to have substantial improvement in their personal entrepreneurial abilities and self-efficacy, while those who did not participate have relatively lower in certain traits. Recommendations made were on further studies to rule out the existing results due to limitations and additional tools for active learning are needed to sufficiently teach entrepreneurial talent in the classroom setting. Further, student mentors in practical programs should be considered to enhance entrepreneurial capabilities and self-efficacy of others.

Wiseman 2014), in his study “Promises and Challenges for Innovation and Entrepreneurship in Education,” mentioned that entrepreneurial approaches to public mass education is not easily developed or managed by a public sector institution. The private sector entities are often responsible for the development and implementation of innovative and entrepreneurial education. The involvement here was either resistance to change in mass education engenders or hence, the privately-funded, organized and managed organizations play a significant role. The private sector has become the dominant sector driven for educational change in the educational systems. There are challenges and obstacles, however, such as activities and curricula that comprise the core of education.

Sirelkhatim and Gangi (2015)–provide a detailed common and best practices of curriculum content and methods of teaching entrepreneurship in the tertiary level in their study. The review of the literature made use of the six stages of NVivo computer software. Each stage is EE screened and filtered for relevance and usefulness of the papers use. Results indicated that the curricular content and methods of teaching differ depending on the program’s objectives. These aimed at increased entrepreneurial awareness from the theoretical courses to a more practical-oriented ones leading to the graduates readiness to start an entrepreneurial undertaking. Further, the study considered the students’ engagement in acquiring entrepreneurial competencies and the link between the practical terms: entrepreneurial course and entrepreneurial process.

Noted Experiential Entrepreneurship Programs from Selected Universities:

The Arizona State University took the challenge of ESeed which is part of ASU’s Innovation Challenge Program. The program initiated a series of competitions that are led by the colleges and schools. The ASU Innovation Challenges engage students in the New American University design aspiration of valuing entrepreneurship and providing entrepreneurial experiences to all ASU students. The Fulton Schools of Engineering eSeed Challenge enables students to win up to \$6,000 in seed funding and an all-expense paid innovation field trip to advance their entrepreneurial venture.

Edward L. Kaplan, ’71, New Venture Challenge (Traditional Track), University of Chicago Booth School of Business:

Launched in 1996, the Edward L. Kaplan, ’71, the Polsky Center for Entrepreneurship and Innovation at the University of Chicago runs a New Venture Challenge (NVC) program, which is an intensive program launched in the Fall Academic Quarter is a year-long activity undertaken. Team generation, customer identification, idea validation and team formation. Teams created with significant proposals must apply to the NVC. If approved, the selected teams advance into Phase II of the program – a Spring quarter academic class. The teams receive dedicated coaching, feedback and support, access and introductions to a variety of resources and mentors with varied expertise. Business plans are prepared and improved to advance to final competition and when selected in the finals, the Team could receive a reward of \$1M plus prizes and business services.

The Program for Entrepreneurs (P4E), Duke University, the Fuqua School of Business:

The experiential learning program for entrepreneurs - Program for Entrepreneurs (P4E) uses the process of starting a new venture as a vehicle for education. This is an experiential learning program that uses the process of starting a new venture as a vehicle for education. It comprises a three-course sequence housed in the

Business School with supporting resources and activities, including a series of workshops and meetings in preparation for the program focused on team formation and project selection. The duration of the program is nominally 18 – 24 months.

Technological Innovation: Generating Economic Results (TI: GER®), Georgia Institute of Technology, The Scheller College of Business:

The program established in this college is a multidisciplinary, experiential learning program focused on technology entrepreneurship. The program teams of PhD students in science and engineering with MBA and JD students to examine issues surrounding the potential for commercialization of the PhD student thesis research. Students take the three course TI:GER sequence while continuing to pursue their degrees. Each team has a legal and a business mentor and is given multiple opportunities to interact with industry advisors and the greater entrepreneurial community. The program is a 12 credit hour program, 9 credits of which can be used as a minor for the PhD students.

Delta v Accelerator, MIT:

MIT delta v is an educational accelerator for MIT student entrepreneurs. This helps the students to accelerate their growth in creating a viable and sustainable ventures. This is a capstone program and gives an educational opportunity for MIT students before they go into the world of business. The Delta V takes the best teams with the best business ideas and focuses on the impacts of innovation-driven startups. For 2016, 17 teams

spent their summer months working full-time at the Martin Trust Center with an emphasis towards: team building / organization development and dynamics, understanding their target market, customers, and users, learning the mechanics of venture creation (company formation, legal, financial, raising money and more).

Launchpad, D-School, Stanford University:

Launchpad is a D school class at Stanford for entrepreneurs. The teaching philosophy is built around the 5 culture of start-ups and what makes them tick. In the class Stanford students take an idea for a product or service and start a company in 10 weeks. The emphasis is on the entrepreneur, not the idea. The focus is on doing, not planning. It is totally different than other incubators or accelerators. Since the annual class started in 2009, 90 companies have launched and over 50 are still in business.

Creative Destruction Lab, University of Toronto, Rotman School of Management:

The foundation for the Creative Destruction Lab Course (CDL) is the CDL high tech incubator. The course is a hands-on learning experience where students are matched to real, science-based ventures in the program. The MBAs do not form their own ventures; rather, they provide a supporting role and help others achieve their objectives. This course is taken during the second year of the MBA program and runs from September-April. Recently, a handful of commerce undergraduates have been accepted to take the class.

Summarized/Comparative Tabular Presentation

	eSeed Challenge-ASU	New Venture Challenge, UChicago	P4E, Duke	TI:GER, GATech	delta v, MIT	Launchpad, Stanford	CDL, UofT
What	Projects (students evaluated as part of projects)	Projects	Projects and student teams together	Projects and student teams together	Diverse teams of student entrepreneurs	Student entrepreneurs	Projects and students separately

Target students	All students	MBA/graduate, but open to all students	MBA but open to all students	Grad Science or Engineering, MBA, JD	Open to all students	Open to all students	MBA
Degree of Interdisciplinarity of teams	Preferred	Preferred	Preferred	Required	Not required but heavily considered in selection	Not required but active recruiting for divers cohort	NA
Project stage at entry	Pre \$5K in funding or revenue	Pre investment	Usually at idea stage, pre-investment/pre-revenue	Promising technology	Idea	Idea	Early stage companies
Project: industry/market	All	All	All	Science/Engineering Based ventures	All but must be ambitious in impact	All	All
Selectivity/Student	Low	Moderate	Low	Moderate	High (team)	High	Highly selective
Selectivity — projects	Moderate to high	Highly Selective	Low	Moderate	Moderate	Low	Highly selective

Source: Jon Fjeld (2016) The Fuqua School of Business, Department of Philosophy, Duke University

The author’s discussion of the comparisons is driven by three most important factors like: objectives of the program, target students and projects and the underlying theories of entrepreneurship. The objectives are blended, reconciled and differed from each other to get a better view of comparisons.

On new venture development, the created entrepreneurial teams are ensured of the best advice. The most experienced advisers take their parts in their connection with the academe. The teachers in entrepreneurship feel more comfortable with teaching the theories and principles since they are also being advised by practitioners. The programs as stated earlier are designed to meet the needs of the target clientele from different levels and different fields, since entrepreneurship is not only for business students but for other fields as well. The projects offered

are considered more or less diverse or concentrated in industries and other technical fields. These have influenced the material covered, pedagogy and the overall approach to entrepreneurship.

Entrepreneurial action does not involve theory in entrepreneurship, but rather formed through strong and ample experience and combined with innate intuition. Beliefs and both explicit and implicit opinions play an important role in shaping entrepreneurial ambitions.

Summary and Conclusions

Apart from the Noted Experiential Entrepreneurship Programs from Selected Prominent Universities, the following are worth noticing:

1. Students’ Entrepreneurship Training stimulates powers of observation, develops observation, develops creative and critical

- thinking, and instills an orientation to disciplined and collaborative action which are vital to students' learning. Further, there is a need for students' engagement in acquiring entrepreneurial competencies and the link between the practical terms: entrepreneurial course and entrepreneurial process.
2. Recommendations like entrepreneurship educators aside from being human and motivators that the courses should be taught by experienced and informed faculty. Important factors considered are the quality of teaching and learning, resources, infrastructure, multi-disciplinary approaches, stakeholders and culture.
 3. There are required more effective engagement in the community by the Higher Education Institution through entrepreneurial education which is a novel way to add value to universities and under-represented communities.
 4. The use of experts in teaching entrepreneurship course should be part of the methods in entrepreneurship education and also to consider the "business planning" course coupled with mentoring which showed significant improvements in their personal entrepreneurial abilities and self-efficacy.
 5. Some results indicated that students are mainly exposed to the traditional teaching methods and therefore recommended the introduction of an educational model that will enable the teachers to adapt proper skills to innovate teaching methods through course design and content. Similarly, relationship learning on business plan, risk-taking and self-efficacy will be strengthened through more trainings including the improvement of entrepreneurship culture of the students. This will guide the policy makers to take appropriate measures regarding current trends of entrepreneurship education programs.
 6. A significant few results also indicate that gender, cultural and industrial heritage can moderate the impact of Enterprise Education. There are evidences that differences on gender, culture and regional settings need to be considered in the design and delivery of enterprise programs if they are to have the desired impact on entrepreneurial intent and graduate entrepreneurs.
 7. The environmental factors also contributed in finding explanations about innovative ways of teaching entrepreneurship to students and which can affect the development of regional innovative systems. These aspects are used to investigate a set of variables that influence government authorities to invest in entrepreneurial programs. This also demonstrated a keen interest among alumni to proceed to entrepreneurial activities, although with few constraints like lack of viable ideas, finance and experience. HEIs should provide a more practical background for graduates and the inclusion of financial management and business communication skills as key elements to undergraduate curriculum.
 8. There are a number of arguments as to why private higher education entrepreneurs are social entrepreneurs and that they distinctively used prior insights from their working experiences to improve the financial and local capital to fund their social ventures while engaging with the country's economic and social challenges. One of then examples given is Canada, which revealed a need of a centralized management of international education programs to administer and coordinate activities for success. The private sector entities are often coined to be responsible for the development and implementation of innovative and Entrepreneurial Education.
 9. There is great influence of the global shift from natural resource and industry-based economies to knowledge-based economies on the development of educational innovation and entrepreneurship.

References

- [1] Adel M. Sarea & Allam M. Hamdan (2018). A Review Paper on Entrepreneurship Education and Entrepreneurs' Skills. *Journal of Entrepreneurship Education*, 21(2S).
- [2] Ahmadzadeh, M., Salarzahi, H., Yaghoubi, N. M., Zaei, M. E., Pelekh, O., & Kapil, P. (2017). Ranking and Evaluating Effectiveness of Teaching Methods in

- Academic Entrepreneurship by Using Satisfaction Matrix Model. PACIFIC BUSINESS REVIEW INTERNATIONAL, 10(4), 103-111.
- [3] Akhmetshin, E. M., et.al. (2019). Modern approaches to innovative project management in entrepreneurship education: A review of methods and applications in education. *Journal of Entrepreneurship Education*, 22, 1-15.
- [4] Badariah Hj Din, Abdul Rahim Anuarr & Mariana Usman (2016). The Effectiveness of the Entrepreneurship Education Program in Upgrading Entrepreneurial Skills among Public University Students. *Procedia - Social and Behavioral Sciences*, 224, 117 – 123.
- [5] Carter, S., Collinson, E., 1 September 1999, “Entrepreneurship Education: Alumni Perceptions of the Role of Higher Education Institutions”, *Journal of Small Business and Enterprise Development*, ISSN: 1462-6004.
- [6] Cooney T.M., O’Brien, E., 4 October 2019 “How Can Higher Education Institutions (HEIs) Engender Enterprising Behavior from within Under-Represented Communities?”-Management and Administration of Higher Education Institutions at Times of Change, ISBN: 978-1-78973-628-1, eISBN: 978-1-78973-627-4
- [7] Fatima Sirelkhatim & Yagoub Gangi (2015). Entrepreneurship education: A systematic literature review of curricula contents and teaching methods, *Cogent Business & Management*, 2:1.
- [8] Field, J., Revision 4, November 2016, The Fuqua School of Business-Department of Philosophy, Duke University
- [9] Field, J., The Fuqua School of Business WORKING PAPER., Revision 4, 2016 - Department of Philosophy Duke University, fjeld@duke.edu
- [10] Gatchalian, M. L., (2010). An In-depth Analysis of the Entrepreneurship Education in the Philippines: An Initiative towards the Development of a Framework for a Professional Teaching Competency Program for Entrepreneurship Educators. *The International Journal of Research and Review*, 5.
- [11] Gimmon, E., 4 November 2014 “Mentoring as a Practical Training in Higher Education of Entrepreneurship” *Education and Training*, ISSN: 0040-0912.
- [12] Gurol, Y., Atsan, N., 1 January 2006, “Entrepreneurial Characteristics amongst University Students: Some Insights for Entrepreneurship Education and Training in Turkey”, *Education and Training*, ISSN: 0040-0912.
- [13] Lombardi, R., Lardo, A., Cuzzo, B., Trequattrini, R., 3 July 2017 “Emerging Trends in Entrepreneurial Universities Within Mediterranean Regions: An International Comparison”, *EuroMed Journal of Business*, ISSN: 1450-2194
- [14] Packham, G., Miller, P., Pickernell, D., Thomas, P., “Attitudes towards Entrepreneurship Education: A Comparative Analysis” ISSN: 0040-0912
- [15] Prelipcean, R.D., 1 January, 2014 *International Educational Innovation and Public Sector* - ISBN: 978-1-78190-708-5, eISBN: 978-1-78190-709- ISSN: 1479-3679
- [16] Seng P. Yeoh, 1 January 2014, *International Educational Innovation and Public Sector Entrepreneurship* ISBN: 978-1-78190-708-5, eISBN: 978-1-78190-709-2 ISSN: 1479-3679
- [17] Wiseman, A. W., 1 January 2014 “Promises and Challenges for Innovation and Entrepreneurship in Education”, *International Educational Innovation and Public Sector Entrepreneurship* ISBN: 978-1-78190-708-5, eISBN: 978-1-78190-709-2 ISSN: 1479-3679
- [18] Wiseman, A., 1 January 2014, *Internationally Comparative Approaches to Innovation and Entrepreneurship in Education*, *International Educational Innovation and Public Sector Entrepreneurship*, ISBN: 978-1-78190-708-5, eISBN: 978-1-78190-709- ISSN: 1479-3679
- Yu, M.C., Wu, W.H., Go, M., Kao, H.Y., Wu, W.H., 3 July 2017 “A comparative

- study of entrepreneurship education between Singapore and Taiwan,” *Management Decision*, ISSN: 0025-1747
- [19] Zahra Arasti, Mansoreh Kiani Falavarjani & Narges Imanipour (2012). A Study of Teaching Methods in Entrepreneurship Education for Graduate Students. *Higher Education Studies*, 2(1).
- [20] Zhang, X., Anderson A.R., 7 September 2015, Enterprise Education with Chinese Characteristics: Policy, Practices and Uneven Development in PRS, *Journal of Entrepreneurship in Emerging Economies*, ISSN: 2053-4604.