

**Entrepreneurship education and its impact on the entrepreneurship career intentions: A Study of Algerian Students' Entrepreneurial Intentions and Opportunity Identification (case study Université Amar Telidji)**

التعليم المقاولاتي وأثره على الاتجاه المقاولاتي لدى الطلبة الجزائريين (دراسة حالة جامعة الأغواط)

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**Abstract:**

**Purpose** - This study aims towards investigating the impact of entrepreneurship education by means of variables that include: attitudes toward entrepreneurial behavior, personal standards and perceived behavioral control and on the basis of entrepreneurship career intentions of students from the Faculty of Economic Sciences, Business Sciences and Management Sciences at Laghouat University. **Design/methodology** - Depending on the design of a questionnaire directed at (46) for randomly selected students, the study examines the extent to which students intend to participate in entrepreneurship in the near future. The Spearman correlation test and regression analysis were used to test the relationships between entrepreneurship education and the entrepreneurship career intentions to activate the components of planned behavior theory. **Findings** – It has been found that entrepreneurship education had a positive correlation with the entrepreneurial intentions of entrepreneurship. In addition, the results largely proved the validity of the planned behavior theory as an invaluable instructional tool for academics and trainers. It also assessed policy makers seeking to find effective ways to promote the process of creating potential entrepreneurs. **Recommendations** -If one is to stimulate entrepreneurship in the educational or training community, the results of this study provide guidance by making many suggestions on how to improve leadership vigilance.

**Keywords:** entrepreneurship education; entrepreneurial intent; planned behavior theory; University Students

**Jel Classification Codes:** L260, I230

**ملخص:**

تهدف هذه الدراسة لمعرفة تأثير تعليم ريادة الأعمال، بوساطة المتغيرات (مثل الموقف اتجاه السلوك الريادي، والمعايير الشخصية والسيطرة السلوكية المتصورة) على نوايا المهنية لريادة الأعمال لطلاب كلية العلوم الاقتصادية والعلوم التجارية وعلوم التسيير في جامعة الأغواط. بالاعتماد على تصميم استبيان موجه نحو (46) طلاب تم اختيارهم عشوائياً، توصلت لدراسة إلى أن تعليم ريادة الأعمال كان له علاقة إيجابية مع نوايا المهنية لريادة الأعمال، بالإضافة إلى ذلك أثبتت النتائج إلى حد كبير صحة نظرية السلوك المخطط كأداة إرشادية.

**كلمات مفتاحية:** تعليم ريادة الأعمال؛ نية ريادة الأعمال؛ نظرية السلوك المخطط؛ طلبة جامعيين

**تصنيف JEL:** L260، I230

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### **Introduction:**

This study was based on an integrated conceptual framework, supported largely by theory of planned behavior (Ajzen, 1991)<sup>1</sup>. The current study follows the same path of traditional, evidence-based entrepreneurship research through examining the impact of entrepreneurship education across numerous studies on the basis of student's entrepreneurial intentions. By entrepreneurship education, we are referring to education for entrepreneurial attitudes and skills. Entrepreneurial intentions are desires to own or start a business<sup>2</sup>.

The term "entrepreneurship" nowadays was rendered an everyday buzzword, since everybody talks about it, either within the macro or even individual context. Within the macro context, it is deemed as an enabler of economic growth and other economic indicators<sup>3</sup>.

Scholars have intensively debated about whether entrepreneurship can be formally taught and learned (Gorman et al., 1997; Aronsson, 2004; Gendron, 2004)<sup>4</sup>. Many commentators assume that university education may have the ability to transmit at least some entrepreneurial know-how knowledge. Prior research has tracked the progress in entrepreneurship education (Robinson and Haynes, 1991; Vesper and Gartner, 1997; Katz, 2003)<sup>5</sup> Most entrepreneurship education programs present different objectives. These may include specific and immediately measurable objectives as well as more general and complex ones. Through the identification of various objectives of entrepreneurship education, we might have a deeper understanding of educational needs as well as a more weighted choice of evaluative criteria and pedagogical techniques<sup>6</sup>.

Entrepreneurship Program at the University of Laghouat began in 2014 and was the founding of House Entrepreneurial. On the other hand, an optional Business Entrepreneurship course has been included in the curriculum for students of all disciplines. The Action Plan is one of the main courses of the Entrepreneurship Education Program at the Faculty of Economic Sciences, Business Sciences and Management Sciences at Laghouat University.

The key research question addressed was: What effect does students' attitudes toward entrepreneurial behavior, personal standards and perceived behavioral control have on their intentions to study and pursue a business career path?

### **Hypotheses:**

Despite earlier advances in the field, relevant unanswered questions related to entrepreneurship career intentions of Faculty of Economic Sciences, Business Sciences and Management Sciences students still remain. More particularly, one these questions would be: Does the Theory of Planned Behavior contribute to the explanation of entrepreneurship career intentions of Faculty of Economic Sciences, Business Sciences and Management Sciences students? and if so, what factors influence entrepreneurship career intentions of these students? Therefore, the main purpose of this study was to analyze which variables influence entrepreneurship career intentions of Faculty of Economic Sciences, Business

Sciences and Management Sciences students the most. Based upon the TPB predictions and previous literature, the following hypotheses were defined:

**Hypothesis 01:** (Attitudes toward the behavior (ATB), entrepreneurship career intentions)

**H0:** There is not a significant relationship between Attitude toward the behavior (ATB) and entrepreneurship career intentions

**H1:** There is a significant relationship between Attitude toward the behavior (ATB) and entrepreneurship career intentions.

**Hypothesis 02:** (subjective norms (SN), entrepreneurship career intentions)

**H0:** There is not a significant relationship between subjective norms (SN) and entrepreneurship career intentions.

**H1:** There is a significant relationship between subjective norms (SN) and entrepreneurship career intentions.

**Hypothesis 03:** (perceived behavior control (PBC), entrepreneurship career intentions)

**H0:** There is not a significant relationship between perceived behavior control (PBC) and entrepreneurship career intentions

**H1:** There is a significant relationship between perceived behavior control (PBC) and entrepreneurship career intentions.

#### **The Importance of the Study**

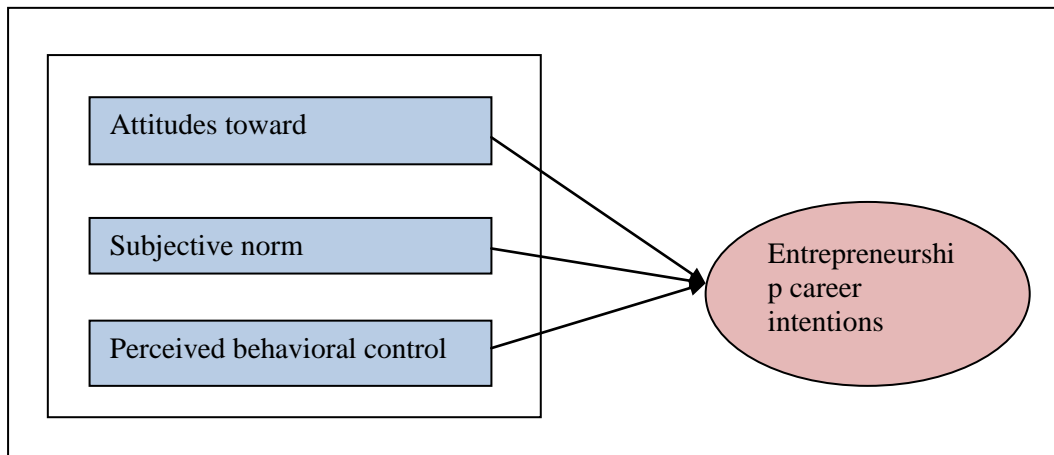
The significance of this study stems from providing deeper insights on the causal chain that can be presented as follows:

- Behind entrepreneurial action are entrepreneurial intentions ;
- Behind entrepreneurial intentions lays entrepreneurial attitudes ;
- Behind entrepreneurial attitudes are deep cognitive structures ;
- Behind deep cognitive structures are deep beliefs.

#### **Objectives of the Study:**

- To examine relationships among undergraduate students' perceptions of their entrepreneurship behavior
- To identify and stimulate entrepreneurial skills.
- To develop empathy and support for all issues of entrepreneurship.
- To develop attitudes towards change.
- To promote new start-ups and other ventures.

**Figure 01**  
**Study Model**



Source: Adapted from **planned behavior theory Ajzen** (1991)

The model study is about to explain the entrepreneurship career intentions with three variables to explain it, first one attitude toward entrepreneurial how they perceive the entrepreneurial actions. The second one is the subjective norm the student (The culture, education, family...). the last one is the Perceived Behavioral control. How do they behave, the intern and extern control)?

## ***1. Theoretical Framework:***

### ***1.1 Entrepreneurship Education (EE): Concept and Meaning:***

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills as well as covering a range of skills such as idea generation, start-up, growth and innovation (Fayolle, 2009)<sup>7</sup>. Entrepreneurship education was pioneered by Shigeru Fijii, who started teaching in this field in 1938 at Kobe University in Japan. Courses in small business management began to emerge in the 1940s and in 1947 as Myles Mace introduced the first course in entrepreneurship in USA at Harvard Business School. Only half a century later did this phenomenon gain a more universal recognition <sup>8</sup>.

Hansemark (1998) states that traditional education is marked as only a transformation of knowledge and abilities, while entrepreneurship education, in contrast, is held up as the model for changing attitudes and motives. Entrepreneurship and entrepreneurship education, beside evident advantages, like promoting business start-ups, has also a wider market potential<sup>9</sup>.

According to the European Commission communication responsible for “fostering entrepreneurial mindsets through education and learning”, entrepreneurship education can be defined as it follows: “Entrepreneurship refers to an individual’s ability to turn ideas into actions. It includes creativity, innovation and risk taking, as well as the ability to plan and

manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity”<sup>10</sup>.

Moreover, there is a diversity of views among academics about what constitutes “entrepreneurship” as a field of study as well as what constitutes an entrepreneurship program. In the United States, entrepreneurship generally refers to growth-oriented ventures or companies and entrepreneurship programs promoting skills for building, financing, and nurturing high-growth companies. In Europe, entrepreneurship is “often equated with small and medium-sized enterprises (SME), and many entrepreneurship programs are actually SME training programs that focus on functional management skills for small business. The primary purpose of entrepreneurship education at European universities is to develop entrepreneurial capacities and mindsets that support everyone in day-to-day life, at home, and in society and provide a foundation for entrepreneurs establishing a social or commercial activity”<sup>11</sup>.

### ***1.2. Characteristics of Entrepreneurship Education :***

Entrepreneurship education basically focuses on the creation of entrepreneurial culture. It helps potential entrepreneurs to identify and pursue opportunities. It is thus not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competency for all, helping young people to become creative and self-confident in whatever they undertake. The basic characteristics of entrepreneurship education as follows <sup>12</sup>:

- It is a function of innovation .
- It is a function of fostering leadership .
- It is an organizational building function .
- It is a function of high achievement .
- It involves creation and operation of an enterprise .
- It is a process of creating value for customers by exploiting untapped opportunities .
- It is a strong and a positive orientation towards growth in wealth, knowledge employment .
- It is concerned with attitudinal change, risk taking abilities and turning idea in to actions .

Thus, as a discipline, entrepreneurship education always tries to inculcate some skills, so that one can play a role of catalyst for socio-economical change. It simultaneously gives force to shape the future of society as well as one's own life.

### ***1.3. Teaching Methods in Entrepreneurship Education***

Given the proliferation of entrepreneurship education, it is necessary to organize this topic's framework. Jamieson (1984) suggests a three-category framework. Furthermore, the author distinguishes between education about enterprise, education for enterprise and education in enterprise, recognising the roles that the different types of education represent.

**The first category**, deals mainly with awareness creation, and has the aim of educating students on issues related to setting up and running a business (from a theoretical perspective).

Enterprise modules within business and other courses at undergraduate or postgraduate level can also be included in this category.

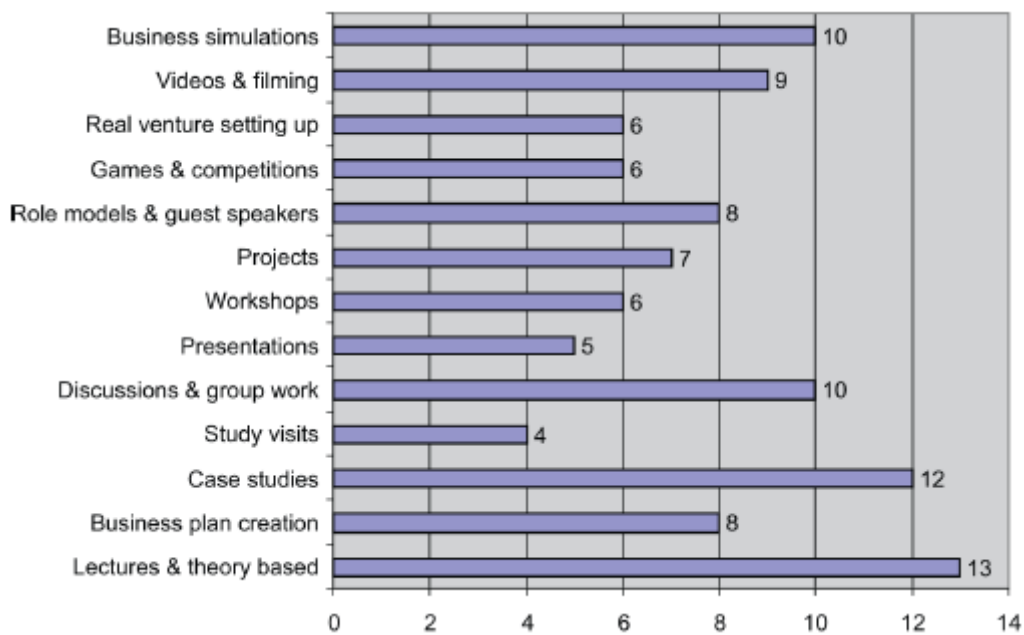
**The second category**, deals more with the training of aspiring entrepreneurs for a career in self-employment, with the aim of encouraging participants to set-up and run their own business. Individuals are taught the practical skills required for business management. The courses are often directed towards the preparation of a business plan. Business startup and “start your own business” would be examples of this type of entrepreneurship training.

**The third category**, education in enterprise, includes management training for established entrepreneurs and focuses on ensuring the expansion and development of the business<sup>13</sup>.

Teaching methods, categorised into twenty-six methods, were identified from a total of 21 articles, and these were summarised to include the 13 most important ones (see Figure 01). It seems that most authors categorise teaching methods into two groups, namely “traditional methods”

(comprising normal lectures) and “innovative methods” (which are more action-based), these two categories are also known as “passive methods” and “active methods”, respectively. Compared with passive methods, active methods according to Bennett (2006) are those that require the instructor to facilitate learning, not to control and apply methods that enable students’ self-discovery<sup>14</sup>.

**Figure 02**  
**Teaching methods**



Source: Ernest Samwel Mwasalwiba, "Entrepreneurship education: a review of its objectives, teaching

methods, and impact indicators", Education + Training, , Vol 52, N°01,p31.

As it can be seen in Figure 01, in order of importance, the three most used methods are: (1) lectures; (2) case studies; and (3) group discussions. These are actually the same methods used in other business-related courses, which are passive and less effective in terms of influencing entrepreneurial attributes. Instructors rely on lecture-based methods because they can be easily accomplished, and also because they require less investment.

Other implemented methods, which are not as common as the previous group, include: business/computer or game simulations, video and filming, role models or guest speakers, business plan creation, and project works. Further methods may include using games and competitions, creating setting of real small business ventures, workshops, presentations and study visits<sup>15</sup>.

#### ***1.4. Teaching Methods in "Business Planning" Course:***

White et al (2010) suggest that an effective method for teaching skills, associated with writing a business plan, may be achieved through a process of translating academic research into pedagogy that may be useful in the classroom. Moreover, they suggest that in the particular case of teaching skills, associated with understanding essential criteria of a business plan, the appropriate pedagogies are similar to those used to teach a craft. A craft is commonly defined as an art, trade, or occupation requiring special skills. They add that the choice of teaching methods depends mainly on the objective, content and audience of the course as well as the constraints imposed by the institutional context. For instance, consider a "business plan" course, which is a basic course in the entrepreneurship education curriculum with a specific objective and content<sup>16</sup>.

## ***2. Entrepreneurship Career Intention:***

Is entrepreneurship an attractive career option for graduate student? Entrepreneurship offers graduate self-employment opportunity. It is a career options for youth and graduates<sup>17</sup>.

This has made research works on entrepreneurship phenomena become very attractive. Moreover, research revolving around how to attract graduate students towards entrepreneurship. Krueger et al., (2000) has envisaged that entrepreneurial inclination can be better determined through entrepreneurship intention rather than personality traits, demographic characteristics, or situational factors<sup>18</sup>.

Motivation for entrepreneurship is seemingly complex and involves the dynamic interaction of a number of factors. Early research in the areas of entrepreneurship and graduate career choices predominantly focuses on characteristic specific to the individual's personality; e.g. extraversion, conscientiousness, openness to experience, and emotional stability, in addition to entrepreneurship intentions and performance with risk propensity (which are also linked to intentions). Demographics, such as age, gender and employment experience, have also been empirically investigated. Due to the low explanatory power offered by personality and demographic factors, however, the focus has been shifted to the conscious choice of an individual, and thus to the intention to engage in entrepreneurial behaviour<sup>19</sup>



## **2.1. The Theory of Planned Behavior (TPB)**

Among intention models, one of the most widely researched is the TPB, originally presented by Ajzen (1991). This model has been widely applied in entrepreneurship research and its efficacy and ability to predict entrepreneurial intentions (EI) and behaviors have been demonstrated in a number of studies on entrepreneurship (for example Kolvereid and Isaksen 2006).

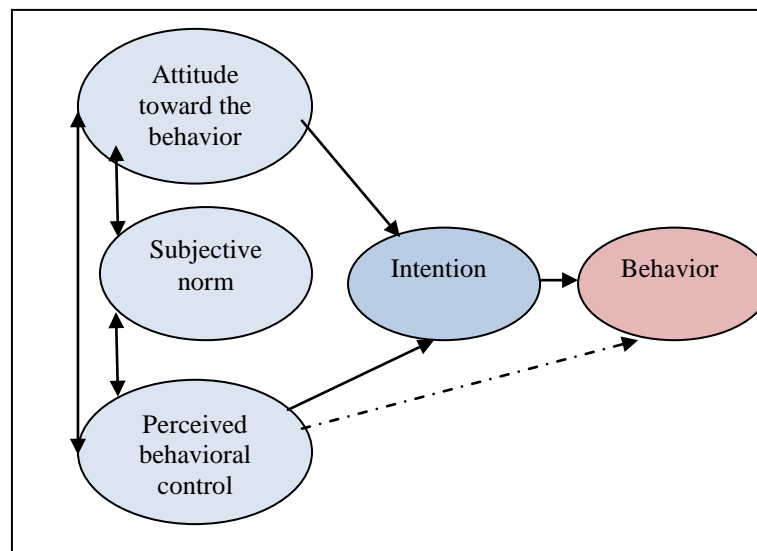
The central factor of the TPB is the individual intention to perform a given behavior (e.g., the intention to become an entrepreneur)<sup>20</sup>.

According to the TPB, entrepreneurial intention indicates the effort that the person will make to carry out that entrepreneurial behavior. And so, it captures the three motivational factors, or antecedents, influencing behavior<sup>21</sup>:

- **Attitude toward start-up (personal attitude)** refers to the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur. It includes not only affective (I like it, it is attractive), but also evaluative considerations (it has advantages).
- **Subjective norm (SN)** measures the perceived social pressure to carry out—or not to carry out—entrepreneurial behaviors. In particular, it would refer to the perception that “reference people” would approve of the decision to become an entrepreneur, or not.
- **Perceived behavioral control (PBC)**<sup>22</sup> is defined as the perception of the ease or difficulty of becoming an entrepreneur. It is, therefore, a concept quite similar to self-efficacy (SE) (Bandura, 1997) and to perceived feasibility (Shapero & Sokol, 1982). All three concepts refer to the sense of capacity regarding the fulfillment of firm-creation behaviors.

**FIGURE 03**

**Entrepreneurship, Intention Model Based on Planned Behavior Theory Ajzen**



Source: Source : Ajzen, I, “The theory of planned behaviour”, Organizational Behaviour and Human Decision Processes, Vol 50, N°01,1991,p182.



In this regard, a person was influenced by his/her closer environment valuation and social valuation. In turn, the sources of closer environment valuation can be parents and or close friends. Perception about the skills in entrepreneurship will also influence the person intentions to become entrepreneurs. Higher skills poses by an individual in entrepreneurship will yield entrepreneurial intention<sup>23</sup>.

### **3. Methodology:**

#### **3.1. Sample / data:**

To collect data to understand the impact of Entrepreneurship education, a questionnaire was distributed to a sample of 46 students from of the Faculty of Economic Sciences, Business Sciences and Management Sciences at Laghouat University

Since the sample members have one basic qualification to participate in the self-survey, the member should be a sample at the university and have sufficient knowledge of entrepreneurship. The principle targeted subject for collecting sample data is the management science students. The choices of these students are based on the entrepreneurship education program.

#### **3.2 Questionnaire Development:**

The development of the questionnaire occurred in several steps. As a starting point, the literature was reviewed to identify scales that have been used in previous studies with a similar focus. The main constructs of the theory of planned behaviour and entrepreneurial intentions have been the subject of previous studies. In the article presented by Linan & Chen (2009) and published in the highly respected journal *Entrepreneurship Theory and Practice*, the authors developed a scale for testing entrepreneurial intentions by utilising the theory of planned behaviour.

Thus, the questionnaire was deemed relevant for the research questions and was henceforth adapted to the specific context of this study.

#### **3.3 Test the Stability of the Study Instrument:**

This implies the ability of the instrument to remain constant over time for the same questioner (s) or to measure a particular attribute or concept in a consistent measure in different circumstances. The Cronbach's Alpha coefficient was used using SPSS 19.0.

The following table shows the results obtained.

#### **3.4. Reliability Analysis:**

The Cronbach's alpha of Entrepreneurship education and its impact on the entrepreneurship career intentions questionnaire items atr more than acceptable and recommended for the values of 0.50 and 0.60.

This demonstrates that all of the 22 items were reliable and valid for measuring the attitudes of student towards Entrepreneurship education and its impact on the entrepreneurship career intentions.

**Table 01**  
**Reliability of dimensions Instrument**

Scales	Items	Alpha de Cronbach
Attitude toward the behavior	04	,687
Subjective norm	04	,804
Perceived behavioral control	06	,755
Entrepreneurship Career Intention	08	,641

Source: Prepared by researchers based on SPSS.19 results

### 3.5 Results and Analysis:

#### Profile of the Respondents

Profile of the respondents' personal and demographic information, such as sex, age, Educational level and specialty, are presented in the following table (Table 2).

**Table 02**  
**Profile of the Respondents**

	Category	Frequency	Pourcentage
sex	Male	10	21,7
	Female	36	78,3
age	20-26 years	45	97,8
	26-30 years	1	2,2
Educational level	Bachelor's degree	46	100,0
specialty	Management Science	46	100,0

Source: Prepared by researchers based on SPSS.19 results

### 4. Hypothesis Testing:

We will take the first hypothesis as a model for showing statistical analysis, while the rest of the hypotheses will summarize the most important statistical values only

#### 4.1. Attitude Toward the Behavior (ATB) and Entrepreneurship Career Intentions (ECI):

ANOVA<sup>b</sup>

Modèle	Somme des carrés	ddl	Moyenne des carrés	D	Sig.
1 Régression	15,331	1	15,331	45,996	,000 <sup>a</sup>
Résidu	14,665	44	,333		
Total	29,996	45			

a. Valeurs prédites : (constantes), Entrepreneurship Career Intention

b. Variable dépendante : Attitude toward the behavior

**Récapitulatif des modèles**

Modèle	R	R-deux	R-deux ajusté	Erreur standard de l'estimation
1	,715 <sup>a</sup>	,511	,500	,577

a. Valeurs prédites : (constantes), Entrepreneurship Career Intention

**Coefficients<sup>a</sup>**

	Coefficients non standardisés		Coefficients standardisés	t	Sig.	95,0% % intervalles de confiance pour B	
	A	Erreur standard	Bêta			Borne inférieure	Limite supérieure
(Constante)	1,345	,324		4,156	,000	,693	1,997
Entrepreneurship Career Intention	,662	,098	,715	6,782	,000	,465	,859

a. Variable dépendante: Attitude toward the behavior

It was found through the statistical test that the hypothesis is achieved at the level of significance of  $\alpha$  is 0.05, and that the coefficient of  $R^2$  determination is 0.511 meaning that the attitude towards the behavior dimension has interpreted 51.1% of the variance found in the After-Entrepreneur Career

We also note that the values of the regression model are all less than the value of  $\alpha$  and give the regression model in the following formula:

$$Y=1.345+0.662X$$

So that Y represents after Entrepreneurship Career Intention, the X after Attitude towards the behavior. While the value (1.345) represents the constant of this equation.

**Table 03**

**Summary of the Main Values of the Statistical Tests of Hypotheses h2, h3**

	The coefficient of determination R	Sig	Equation formula
Hypothesis H2	0.238	0.01	<b>Y=2.009+0.506X</b>
Hypothesis H3	0.238	0.01	<b>Y=1.442+0.408X</b>

**4.2. Subjective norms (SN) and Entrepreneurship Career Intentions (ECI)**

According to the results of the study, Subjective norms (SN) has a significant positive association with Entrepreneurship career intentions (ECI) with  $R = 0.238$  and  $Sig = 0.01$  that means the Subjective norms contributes more than 23.8% to Entrepreneurship career intentions. So, we accept the hypothesis 2.

### **4.3. Perceived Behavior Control (PBC) and Entrepreneurship Career Intentions (ECI):**

According to the results of the study, Perceived Behavior Control (PBC) has a significant positive association with Entrepreneurship Career Intentions (ECI) with  $R = 0.238$  and  $Sig = 0.01$  that means the Subjective norms contributes more than 23.8% to Entrepreneurship Career Intentions. So, we accept the hypothesis 3.

### **Conclusions and Discussion:**

Academics seek to educate students on entrepreneurship, especially in local economies associated with low employment. They are trying to encourage more students to become entrepreneurs after leaving the university to create new businesses that can generate positive local external factors (generating jobs, increasing social cohesion in communities, and increasing national income). Many students face barriers in terms of attitudes and resources provided by institutions. Practitioners and university officials need evidence base to guide resource allocation decisions to promote projects. In addition, Initiatives that encourage student institutions should be monitored.

This study has found common grounds with some previous studies, where many business students participate in project units during their Second Year.

Previous research about the theory of planned behaviour testing has been confirmed in the context of entrepreneurial intentions (Engle et al., 2010; Iakovleva and Kolvereid, 2009)<sup>24</sup>. Our findings indicate that individuals who participated in enterprise education had a leading entrepreneurial motivation that strengthened their attitudes toward the institution and their perceived behavior control for institutions more than students who did not participate in the Foundation program. This can be considered as the novelty that this study brings forth. The perceived impact of business drivers on entrepreneurial intentions was mediated entirely through student attitudes, subjective standards and perceived levels of behavioral control.

The results of this study have significant implications for small and medium enterprises. Understanding the composition of entrepreneurial intentions supports an informed appraisal of entrepreneurial behavior (Fitzsimmons and Douglas, 2011)<sup>25</sup>. Previous research has found that entrepreneurial intentions are higher in countries with lower levels of GDP per capita. In addition, intentions can shape subsequent behavior (Ajzen, 2001)<sup>26</sup>. However, the unfavorable external environment, lack of resources, entrepreneurial knowledge and skills may prevent intentions from turning to later behavior.

Moreover, the results indicate that a university is considered the engine for potential entrepreneurs. At the same time, creative university education is what students need. Thus, the companies initiated by the students have a significant impact on becoming successful companies and establishing workplaces in transition economies.

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