

Modeling Analysis of Managerial Influence on entrepreneurship Educational Management in New Local Undergraduate Institutions

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ABSTRACT

This paper evaluates the relation between organizational management and educational management in new local undergraduate institutions. It hopes to answer the question: "Can educational strategies and managerial strategies of a school or department be influenced by an influential individual or group? This research aims to analyses the theoretical construction and viewpoints of entrepreneurship education study. This research is quantitative, and data collection is done by a questionnaire-survey method. The target sample consists of 100 participants who are the experts in the field of entrepreneurship. The sample has been selected by stratified random sampling and studied by a questionnaire. In data analysis, descriptive statistics is consumed to investigate the data and the inferential statistics and the SPSS software are used in this research to get the result. The results and findings show that entrepreneurship education influences the development of Innovation and creativity, the desire for autonomy and the desire for accomplishment.

Keywords: entrepreneurship education management, skills, competencies, creativity, programs, entrepreneurs

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1. INTRODUCTION

As the number of companies and their employees grow, so do the number of business owners. And as with any type of partnership, it is important to understand what influences each partner's behavior and how they react to one another. The knowledge and skills that students acquire during their time at a university are essential for those who aspire to be entrepreneurs. This article looks into how universities can encourage entrepreneurial ventures by developing management courses that provide students with the appropriate tools for sustainable success in all aspects of entrepreneurship. The article also explores how management courses like these can help business development managers' make more accurate decisions. In addition to these management skills, the article also discusses how the incorporation of entrepreneurship courses in university curricula can be beneficial for both students and business owners. Finally, the article looks into how universities can contribute to a greater entrepreneurial environment by creating a culture that encourages entrepreneurship. Entrepreneurship has improved the economy of developed countries and for developing countries is required to build entrepreneurship to accomplish competitive advantages and resolve the public issues of the society such as unemployment, etc. For the development of entrepreneurship, these strategic measures involve entrepreneurship education, especially in the field of education. However, there is a new model that is a systematic approach to the culture in which there are two key factors which involving the outcomes and customer orientation which play a significant and fundamental role in the system result. The educational institutions have a set of interconnected tasks and also believe that they are social a system. Therefore, when this process takes a static mode than the system losses it optimal relationship with the surrounding and does not have any transactions of information, as well as the financial with it and lose it independent identity and integrity. The impact

of entrepreneurship education has resulted in exciting challenges for the institutions that are delivering entrepreneurship education and also supporting it. The main areas which are covered in entrepreneurship education are managing complexity and the skills and employability. The department of business and management could have the most robust orientation towards the entrepreneurship in their programs of the training.

The word entrepreneurship has an essential meaning in different languages. For example, in French, it is known as *entreprendre*, which means to undertake something and to take a further step. In the Greek language, the same work refers to the exercise of different means at the same time. For example, natural sources for achieving a specific goal. It is considered as the important point that helps in development of educational sector over the years in the field of entrepreneurship. The main trend in all the educational sectors is to create a specific plan for the entrepreneurship education. There has been a remarkable devotion towards entrepreneurship schooling, with today's development and growth in the prospectus and programs of study devoted to entrepreneurship. The applications related to the education improve the approaches and the overall entrepreneurial movement and that stimulus, i.e., a construct holding the emotional element, which is the most influential entrepreneurship education benefit. The research related to entrepreneurship education has increased and has involved the care of several other investigators as well. The entrepreneurship education research seems to be more focused on what works in the classrooms of the educational institutions than on developing the cutting edge theoretical contributions. Entrepreneurship education is a complex and complicated procedure. The knowledge in various nations and popular methods has been used in this entrepreneurship education program which also includes numerous case studies, journals, readings, and working with entrepreneurs. In this program the use of modern technology has increased and computer based simulation are getting more preference. Entrepreneurship is important for the method of creation of all the values, jobs and the financial growth of the sectors. All the education sectors should teach the entrepreneurship that will help to increase the number of participants with the broad set of all the enterprising areas. The skills as well as the aims to become the entrepreneur and to use the skills for achieving the goals.

The main objective of the research is to obtain the theoretical structure and viewpoints on entrepreneurship teaching investigation. It aims to review the program of entrepreneurship education. This research paper will also develop a new understanding from the standpoint of social constructionist by consuming technology-based entrepreneurs to explore their experiences regarding learning and its behavior. In this paper, also establishes a framework and structure for analyzing and evaluating entrepreneurial education through the in-depth analysis of entrepreneurial skills by consuming the disclosure analysis. Businesspersons have a dream and goal for doing the things in an improved method so they can achieve it and think beyond the constraints of existing resources and rules to follow. Entrepreneurs have the desire and earnestness to take the essential risk to realize their dream to achieve their aims. However, entrepreneurship is not just a business or an organization building procedure; its spirit goes beyond modern times with adulthood and helps as a mediator of revolution. It is also a multifaceted phenomenon. It is also a vital surface of any state's budget and is the essential driver for economic growth and employment. The entrepreneurship touches the human survives through the overview of new knowledge, products and facilities. These businesspersons overcome their failures through their originality and the inflexible method, recover their world and venture by new ideas and support a civilization that is better-off, socially skilful and officially advanced. It is essential to emphasize the significance of entrepreneurship in culture. The development of new companies, consider that motivating youth to begin their venture and to build their private investment, which is essential to the financial growth of the nation and educational institutions. Principally it is the fact that small and medium-sized organizations have proved to be significant for the economy, and effort to understand the entrepreneurship education phenomenon has been focused on the people who undertake these risks. Entrepreneurship education is systematically combined as a goal and is developed to serve society, such as education through the influence of financial growth through the technology of enterprises and research. The research is prearranged as shadows: after the introduction, chapter two is the literature review in which it looks at the conceptual structure, roots and perspectives on entrepreneurship education and its progress. The third chapter presents and discusses the methodology which I used to select for the research paper

examined to apply the conceptual structure and the framework. The chapter four presents the findings and discussion of the results about the result and show a simple questionnaire analysis to classify and assess the advance calculation values from SPSS contributions, and applies it systematically to the research paper which is already selected in division three. Chapter five is the conclusion which reflects on the value and limits of the analysis while providing the recommendations for future research.

1.1 Research Objective

The main aim of the study is to review the conceptual structure and perspective of entrepreneurship education research and set the entrepreneurship education is compulsory at each level of education. The aim is to increase the understanding of the method of entrepreneurship is to impact the participant's start-up services and its capabilities.

1.2 Research Question

To fulfil the research paper aim, the following research questions are

- What concepts are used for entrepreneurship education?
- What methods are used for the program regarding entrepreneurship education?
- What are the generic aims and teaching approaches influence educational institutions?

1.3 Purpose of the study

The purpose of the study was to review and explain the conceptual structure and perspectives of entrepreneurship education study and the types of teaching approaches that are used in preparing this program in educational institutions.

2.0 Literature Review

Entrepreneurship education is a beginning point to a full sympathetic of the phenomenon under conversation. Through it, one might be capable of discovering the spirit, goals and concerns of the events besides. These fundamental problems, originating from a meaning might be occupied later to be the groundwork for conceptually aligning entrepreneurship education with the suitable board market, contents of the course and its practices. However, for the sake of suitability, here, opinions of some commentators in the arena are being reproduced. There is a conceptual change between entrepreneurship education, and initiative education is the previous has to do with making a boldness of self-reliance and making the opportunity-seeking persons. Entrepreneurship education with industrial training and it is a procedure of giving persons with the competence to classify profitable chances and the insight, self-esteem, knowledge and skills to act on them. Entrepreneurship teaching is the study of the source of opportunities and procedure of discovery, in which an individual activities capability of Invention, taking the hazard and turn their ideas into action.

Entrepreneurship education gives the abilities of enterprise creation. The educational program is on fostering the entrepreneurial behaviour, skill and managerial attributes. It is some kind of educational procedure that is aimed at influencing only the individual's actions, their values or intentions, attitudes towards the entrepreneurship either as a possible career or to enhance among them an appreciation of its roles towards the society. This education has the acquisition of personal skills in entrepreneurship and also associated with innovative business formation, recognition of opportunity and also managing the existing small organizations. An entrepreneur refers to an individual who can turn the impression into the act and also includes the originality. The innovation and captivating of the danger, moreover the ability to plan and manage the projects to accomplish the goals. Entrepreneurship education is the procedure of professional application of knowledge, skills, competencies and attitude of a separate. It is additional than teaching the participants how to become the independent owners of a business. It is about making and nurturing a knowledge surrounding that promotes the entrepreneurial traits and behaviors, such as becoming a creative and independent thinker, individual risk-taker, assessing the responsibility and valuing the diversity.

Entrepreneurship education is the entrepreneurial learning and enterprise learning has been consumed to describe the link between entrepreneurship and practices. Entrepreneurial culture is the best understood in collaboration with the operative setting and through education, participant gain info about free enterprise and its role in civilization. Entrepreneurship education involves knowledge about the difficulties associated with business start-ups and the running of an organization. The entrepreneurship agendas should focus on useful information, and a chance is to comprise the courses that speech Innovation, design, intellectual property, and social broadcasting. Therefore, learning through the act and via target-oriented and societal information methods is emphasized in free enterprise education. It is usually essential that free enterprise programs establish a close association between working life, practice, and commercial. Entrepreneurship education obtains attention as an income to near the gap amid the type of young talent obligatory by the marketplace and the aptitude that is being provided by higher teaching.

Entrepreneurship education emphasizes the formation of entrepreneurial philosophy. It supports possible entrepreneurs to recognize and follow the chances available. It is not inadequate to increasing the start-ups, ground breaking undertakings and new jobs. Entrepreneurship is a capability for the entire, supporting the youth to turn out to be original and self-confident in whatever they assume. Entrepreneurship education is the function of Innovation, fostering leadership, company building, includes the creation and operation of a company and high accomplishment. Entrepreneurship educations are the procedure of making value for clients by misusing untapped chances and have a secure and optimistic location towards the development in prosperity, learning and service. It is also anxious with the attitudinal alteration, taking the risk capabilities and turning the idea into proceedings. Entrepreneurship education always tries to convince a few skills, so that one can show a vital role in compound change for socio-economical. It provides the power to form the upcoming civilization and one's personal life concurrently. Entrepreneurship education involves every activity targeting to foster the mindsets of entrepreneurial, behaviors and skills and wrapping a variety of features such as idea group, growth, start-up and creativity. Entrepreneurship education comprehensive statistics have opined whether commercial aims can be accomplished and improved through education and exercise, or whether some members are born to be a businessperson.

As a discipline, Entrepreneurship education is the coaching of ability, learning and behavior for individuals to drive out and make their revenues and resolve their issues. Entrepreneurship education is the education about, for and in the enterprise. They refer to such knowledge as about the style of teaching entrepreneurship school. It is utilized during the entrepreneurial situation and company is the training for both potential and present entrepreneurs. Entrepreneurship education believes as a discipline that entrepreneurs are not instinctive somewhat than they become the entrepreneurs through the knowledge of life and profession. Entrepreneurship education is the practical procedure of thought, Change and Innovation. Entrepreneurship can be used as a device or instrument for the management and as a form of societal originality. Entrepreneurship education is not fair about exercise or education someone to track or start a company; it is about motivating innovative rational and encouraging a robust intelligence of self-worth and authorization. Entrepreneurship teaching is about building the capability to act in a business way, behavior and attitudes are perhaps additional significant than the learning about how to start and run the company and entrepreneurship teaching also building an ethos which is finished, for and about entrepreneurship. Capabilities are finest obtained through people-led enquiry and discovery that allow the participants to turn the thoughts into actual work. Entrepreneurship education is challenging to teach through the old-style education and knowledge performs in which the beginner inclines to be an additional or less inert beneficiary.

Entrepreneurship education necessitates the active, centred learner and knowledge actions that consume applied knowledge chances from the actual world. It is a transversal capability it must be obtainable to all people and be learnt and trained as a subject matter than as a distinct theme at all levels and phases of education. Entrepreneurship education also means a meaningful change in centre aspect teaching approach like how they teach this program, transfer form communicator of learning to the facilitator of knowledge and these changes are substantial for the teachers. It is also a new role for all educators, and there is also an intersection at which various alteration events embedded in converge of entrepreneurship education. Entrepreneurship education has been extensively documented

as a field of particular importance for the single person and societal growth worldwide. Entrepreneurship education involves the consumption of a lively knowledge technique that places the learner at the core of educational procedure and allows them to take accountability for their school to trial and learn about themselves. Currently, the emphasis is on rote knowledge, and the scheme of education does not vigorously motivate the participants to reason on their individual and acquire on the responsibilities. Entrepreneurship education is the importance of building an innovative attitude between the people and also a piece of equipment for personal development. Therefore, it stresses the significance of entrepreneurship education to overcome the challenges they will have to face and concerning the productivity of knowledge in the institutions.

Entrepreneur education appeared as a social science subject. Entrepreneurship and business education have emerged in various nations as a technique to build entrepreneurial culture, to make the new ventures, to encourage the entrepreneurship.

3.0 Methodology

The research methodology is based on a survey approach in which a questionnaire will be designed to collect the information from the experts in the field of entrepreneurship. A closed-ended questionnaire will be used, and information will be used to determine the conceptual structure and perspectives of entrepreneurship education. To collect data on the entrepreneur experts, I survey the Beijing of China. The survey is conducting by intercepting the experts from different market ventures in Beijing which I have selected, and expected to have a high concentration of such experts. The data will be assembled from China capital Beijing. The data is not easily attainable from the market. To collect the data, however, make it possible to survey the entrepreneurship experts from different Beijing business markets. The questionnaires are closed-ended and were distributed among the experts and get an actual response. The sampling technique which I used for this research is the stratified sampling.

3.1 Data Collection

The data will be collected through the questionnaire survey from the Beijing experts with a sample size of 100 experts in the field of entrepreneurship from undergraduate students. The data later will be processed and analyzed with the help of IBM SPSS to get the necessary advance results. By using the SPSS, the outcome of the information which we assembled in MS-excel that I have gathered from the experts shows the advance results such as descriptive statistics, regression analysis and ANOVA between the variables. The graphs will show the actual situation and outcome of the data, which also give the viewpoint of the experts.

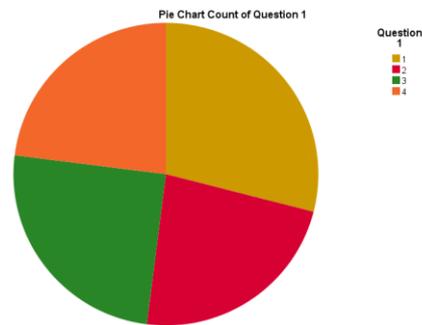
3.2 Instrument

The instrument which I have decided and used for this research paper is the questionnaire, and it was a close-ended questionnaire. The quiz comprises of ten questions which cover the objectives of the research paper. These questionnaires are distributed to the entrepreneurs and filled these questions. The surveys are analyzed individually and prepared an excel sheet to gather the data on one place.

4. Result and Findings

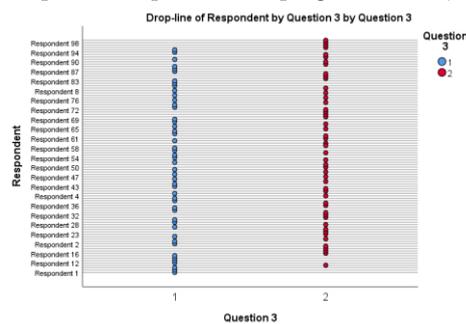
Total data of 100 respondents is collected. Our review demonstrates about 65% of chiefs for profession administrations concur and very firmly concur with the accompanying proclamation: "current undergrads are intrigued in business." It can be found as of late; undergrads are more intrigued by the business enterprise. However, our investigation shows that the mean pace of understudies who have innovative aims is just 6% which isn't reliable with past nearby examinations. One reason for this irregularity may lie in who is overviewed. Chiefs of profession administrations may only count the individuals who have genuine contemplations for innovative exercises as having expectations, and in this manner could fill in as a superior indicator of real business than student self-announced expectations, which might be causal.

1. How would you describe the Entrepreneurship education program?

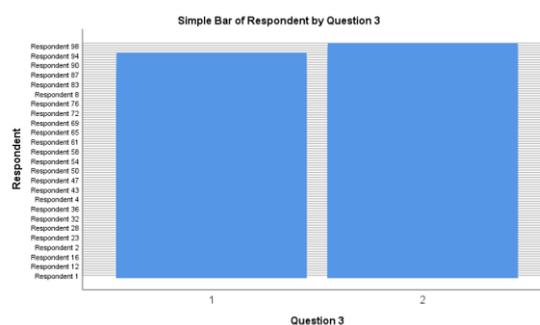


In the first question and second question of the survey, the highest percentage of respondents voted for General attention in entrepreneurship and want to absorb more about it to choose whether becoming a businessperson is a choice for me. The aims to begin a business, later on, are measurably unique across gender orientation, where male understudies are bound to start new business contrast and female understudies. Next, the aims to open a business, later on, are factually extraordinary for various family foundations with the higher objective for those from a family engaged with the company. At last, the goal is to begin business later on for substitutes. Who have past enterprise instruction is factually not the same as understudies without prior enterprise training. Understudies who recently examined enterprise display a more significant level of goal to begin business later on

3. Did the entrepreneurship education program match your expectations of it?

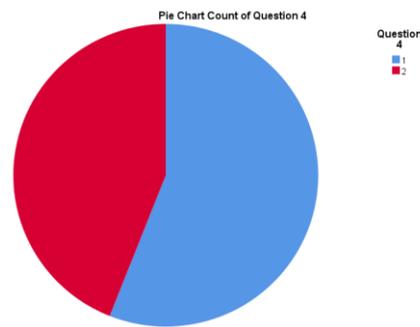


Most of the respondent said No, the entrepreneurship education programme does not match their expectations.



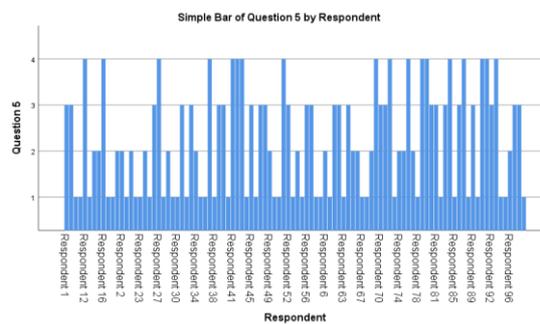
4. Have you, during the education program, build a network of entrepreneurship like-minded people?

More than 60% of the respondent stay positive that the education program is building a network of entrepreneurship. We have visualized its graph below.



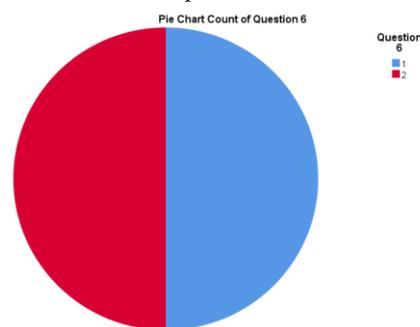
5. Have you got entrepreneurs to work experience?

In this question, some of the respondents were in charge of the entrepreneurs working experience. Among most of the experienced workers, they hold the only expertise of some months a few of them have got experience of a year or more than that. The respondent's opinion is visualized below.



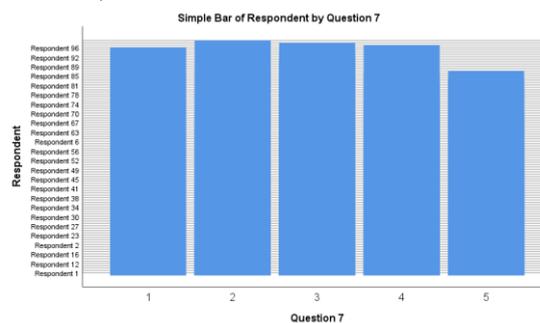
6. Have you ever worked for a start-up (small company)?

Almost 50% of the respondents have worked for a small group of startups and small scale companies to gain some experience and to explore their views with other entrepreneurs.



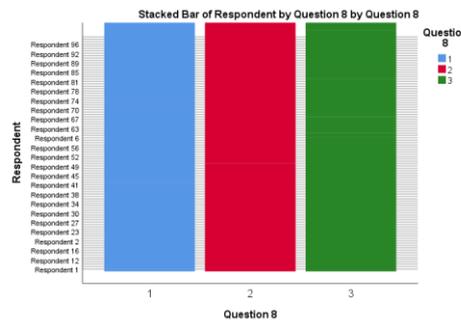
7. Which of the following stages best describes the firm's current stage of development?

From the graph below, we can evaluate that growth is the highest stage that describes the firm's current stage of development. After germination, maturity and decline are the other two factors that define the stage of development.



8. Does your firm maintain relationships with other successful firms?

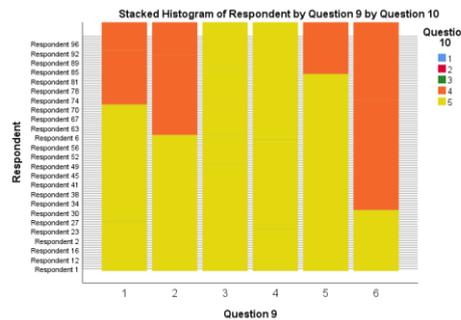
Almost 30% of the respondent said that their firm maintains a relationship with other successful firms and the same rate of about 33% of the respondent showed that their firm does not support their relationship with others.



9. Which of the following best describe your work position when you started your new venture?

In the graph below the yellow plotted area is showing the response for the above-asked question—the other color area showing answer for the 10th question that is combined in this graph.

We can understand the buy/sell and marketing are the two core positions for the 9th question as gathered from respondents.



Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic		Statistic
Question 1	100	1	4	242	2.42	.114	1.139
Question 2	100	1	4	231	2.31	.115	1.152
Question 3	98	1	2	148	1.51	.051	.502
Question 4	100	1	2	144	1.44	.050	.499
Question 5	100	1	4	224	2.24	.115	1.147
Question 6	100	1	2	150	1.50	.050	.503
Question 7	100	1	5	298	2.98	.138	1.378
Question 8	100	1	3	167	1.67	.074	.739
Question 10	100	1	5	291	2.91	.139	1.386
Question 9	100	1	6	325	3.25	.160	1.598
Valid N (listwise)	98						

There is no massive contrast in the apparent increment in business enterprise among districts and institutional levels. Nonetheless, as far as the quantity of real business among institutional levels, there is a measurably critical contrast. There are a more prominent number of graduate business people from exceptionally serious colleges than different schools and colleges. Two reasons may represent this marvel. On the one hand, institutional size of 985 colleges is commonly more significant than that of others. Though, graduates with pioneering goals from the 985 colleges are bound to pick genuine business enterprise. In our example, the percent of graduate enterprise by those with

groundbreaking goals from various associations is near 30%, which is a lot higher than the model mean. It might infer that these associations give their alumni groundbreaking support with higher calibre.

Model Description

Model Name		MOD_1
Dependent Variable	1	Question 1
Equation	1	Linear
Independent Variable		Question 2
Constant		Included
Variable Whose Values Label Observations in Plots		Unspecified

The above model is described for question 1 and question 2

Variable Processing Summary

	Variables	
	Dependent Question 1	Independent Question 2
Number of Positive Values	100	100
Number of Zeros	0	0
Number of Negative Values	0	0
Number of Missing Values	User-Missing	0
	System-Missing	0

This table shows the number of missing attributes and values.

Question 1

Here is the model for R square value for first question statement.

Model Summary

R	R Square	Adjusted R Square	Std. The error of the Estimate
.046	.002	-.008	1.143

The independent variable is Question 2.

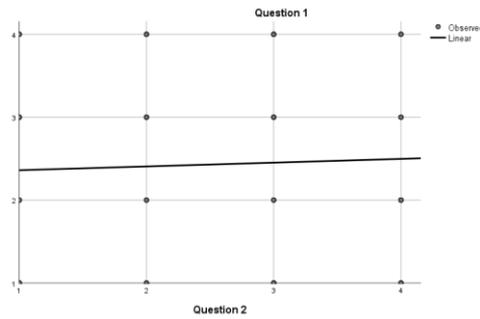
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.272	1	.272	.208	.649
Residual	128.088	98	1.307		
Total	128.360	99			

The independent variable is Question 2.

Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Question 2	.046	.100	.046	.456	.649
(Constant)	2.315	.257		9.000	.000



The above graph is showing the linear regression between question 1 and question 2.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Question 1	100	2.42	1.139	.114
Question 2	100	2.31	1.152	.115
Question 3	98	1.51	.502	.051
Question 4	100	1.44	.499	.050
Question 5	100	2.24	1.147	.115
Question 6	100	1.50	.503	.050
Question 7	100	2.98	1.378	.138
Question 8	100	1.67	.739	.074
Question 9	100	3.25	1.598	.160
Question 10	100	2.91	1.386	.139

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Question 1	21.253	99	.000	2.420	2.19	2.65
Question 2	20.052	99	.000	2.310	2.08	2.54
Question 3	29.754	97	.000	1.510	1.41	1.61
Question 4	28.864	99	.000	1.440	1.34	1.54
Question 5	19.530	99	.000	2.240	2.01	2.47
Question 6	29.850	99	.000	1.500	1.40	1.60
Question 7	21.627	99	.000	2.980	2.71	3.25
Question 8	22.589	99	.000	1.670	1.52	1.82
Question 9	20.340	99	.000	3.250	2.93	3.57
Question 10	20.995	99	.000	2.910	2.63	3.19

Bayesian Estimates of Coefficients^{a,b,c,d}

Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
Question 5 = 1	1.407	1.407	.007	1.247	1.567
Question 5 = 2	1.519	1.519	.015	1.282	1.755
Question 5 = 3	1.447	1.447	.010	1.248	1.647
Question 5 = 4	1.462	1.462	.015	1.220	1.703

a. Dependent Variable: Question 4

b. Model: Question 5

c. Regression Weight Variable: Question 6

d. Assume standard reference priors.

Bayesian Estimates of Error Variance^a

Parameter	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
Error variance	.376	.392	.003	.295	.520

a. Assume standard reference priors.

Given China's information from the extents of China's chance business enterprise and need, the enterprise was 61% and 39% individually. Among the example schools and colleges shrouded in the overview, the extents of chance enterprise and need business enterprise were 65% and 35%, personally. China is, for the most part, dependent on business openings, and the level of chance enterprise in undergrad populaces is higher than that among everybody. The students who are compelled to pick enterprise underwork or endurance tension record for just a little extent. It is likewise affirmed by the emotional positioning of "potential reasons for student enterprise" by executives of profession administrations. There are only 10% of chiefs who picked "business challenges" as one of the three primary purposes behind the enterprise. They accept most undergrads who choose independent work, for the most part, do as such because of personal reasons, for example, character qualities and occupation inclination (45%), just as the thought of great activities.

5.0 Conclusion

The researchers concluded that through the development of management courses, would-be-entrepreneurs will become more aware of their company's actions and understand the impact each decision has on their business. This will subsequently allow them to take into account their potential managers and employees' characteristics and attitudes in order to create a positive and productive environment with sustainable success. It offers a chance to place their education study inside this developing field and permits aimed at the recognition of innovative avenues. The results show that it very significant practical implications of the entrepreneurial education program have been an importance crossways the education strategies and the whole theoretical levels and disciplines. There is a study of the development and growth in the prospectuses of educational institutions. Their plans are also dedicated to entrepreneurship and new companies formation. The result of this program also shows the theoretical arrangement through a co-word investigation which explains the various thematic networks. The entrepreneurship education was the unique theme and involving entrepreneurship knowledge, its intention, higher teaching and incitement. The discussion shows that there is a particular attention in determining the theoretical viewpoint of entrepreneurship tutoring by evaluating both the process and set of entrepreneurship education. Specifically, the research is the focus is cumulative on the new techniques that situate the participants and experts as the principal manager and stress the gaining of capabilities rather than just the broadcast of info, a necessary part of the education model. It is the initial goal to foster the entrepreneurial skill in people. In China, there is a shortage of excellence of people in the group, which demands a high level of entrepreneurship growth programs throughout the country for the development of the China financial. Innovation and entrepreneurship need to be interested at social levels and decision-making levels, and there must be social behaviour that views new ideas with liberal action.

Entrepreneurship education can stretch them appreciated understandings and also assist them in this. There is no doubt that entrepreneurship is a reliable tool to deal with work difficulties faced by youth in many communities globally. Entrepreneurship instruction is a foundation of creativity and Innovation that importantly donates to the development of societies. Entrepreneurship education is an essential program to be capable of making a system that participant can learn and supports the event of an entrepreneurial mindset and spirit. Entrepreneurship education would be extremely valued as it is a general skill that has possible connections with a vital entrepreneurial ability and with value creation as its core. Entrepreneurship education is industrialized based on present theories from other corrections, uniting and appealing them in the field of entrepreneurship. Entrepreneurship education affects importantly; the participants think and act.

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