

## THE INFLUENCE OF HIGHER EDUCATION CURRICULUM ON ENTREPRENEURSHIP EDUCATION

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### Abstract

The contribution of entrepreneurship education to innovation, economic expansion, and job creation has received a lot of attention recently. Institutions of higher learning are essential in forming the next generation of business leaders and preparing them for the difficulties of a market that is undergoing fast change. The goal of this study article is to examine how the higher education curriculum affects entrepreneurship instruction and how it affects students' acquisition of entrepreneurial knowledge, success, and attitudes. The study uses a mixed-methodologies approach, gathering data using both qualitative and quantitative methods. To learn more about the planning and delivery of entrepreneurship curricula in higher education institutions, educators, entrepreneurship program directors, and entrepreneurs will be the subjects of interviews and focus groups during the qualitative phase. To gauge undergraduate and graduate students' impressions of the curriculum's efficacy in fostering entrepreneurial competencies, the quantitative phase incorporates a survey that is given to those students who are enrolled in entrepreneurship programs. According to a preliminary literature review, it is anticipated that several factors, such as the harmony between theory and practice, the inclusion of experiential learning opportunities, the cooperation with industry partners, and the use of real-life case studies, will determine how effective the entrepreneurship curriculum is. The study will look at how much of these elements are included in current entrepreneurship curriculum and how they affect students' entrepreneurial performance. In addition, this study will investigate the connection between successful entrepreneurship education and entrepreneurship. The influence of entrepreneurship education on students' aspirations to launch their own companies, their capacity to spot and seize chances, and their general entrepreneurial performance will be evaluated. The study will also look at whether certain curriculum elements, such networking opportunities, incubators, and mentorship programs, have a big impact on entrepreneurial outcomes. The results of this study will advance knowledge of how higher education institutions may successfully create and deliver entrepreneurship curricula to advance students' entrepreneurial abilities and mindset. The study will provide information on the crucial components and pedagogical strategies that can be incorporated into the curriculum to encourage innovation, creativity, taking risks, and recognizing opportunities. The results of this study have important ramifications. Policymakers, educators, and curriculum developers will benefit from knowing how higher education curricula affect entrepreneurship education when creating and improving entrepreneurial programs. Higher education institutions can better prepare students with the information, skills, and mindset required to succeed as entrepreneurs in today's competitive business world by identifying effective pedagogical approaches and curriculum elements.

**Keywords:** Higher education, curriculum, entrepreneurship education, innovation, entrepreneurial mindset.

## 1 INTRODUCTION

In the quickly shifting global environment, entrepreneurship has emerged as a key driver promoting economic growth, innovation, and job creation. Higher education institutions have incorporated entrepreneurship education more and more into their curricula as they recognize the need of developing entrepreneurial skills and mindsets. This study paper intends to investigate the impact of higher education curricula on entrepreneurship education and its effects on students' entrepreneurial competencies and goals.

In recent years, there has been a rising understanding of the necessity of fostering entrepreneurship as a crucial skill set among students. In response, universities, and colleges all around the world have added entrepreneurship courses, programs, and projects to their academic offerings. The success of these initiatives in training students for entrepreneurial endeavours, however, is still up for discussion.

The curriculum in higher education has a significant and diverse impact on entrepreneurship education. The design and organization of the curriculum, which includes the choices of courses, pedagogical strategies, and the inclusion of experiential learning opportunities, are crucial in determining the learning process and results. Students learn the knowledge, abilities, and attitudes necessary for entrepreneurship within the framework of the curriculum.

Second, students' comprehension of entrepreneurship and their capacity to apply entrepreneurial principles in real-world contexts are substantially impacted by the expertise, teaching strategies, and industry contacts of the faculty members within the curriculum.

It is impossible to overstate the value of passionate, knowledgeable teachers who can foster an entrepreneurial mindset, spark innovation, and act as mentors. Likewise, partnerships with business professionals, incubators, and entrepreneurship centres help close the knowledge gap by exposing students to real-world problems and encouraging an entrepreneurial mindset.

This research paper aims to examine the existing literature on entrepreneurship education in higher education settings and analyse empirical studies that have explored the relationship between the higher education curriculum and the development of entrepreneurial competencies and intentions among students. By synthesizing the findings from these studies, this research seeks to provide valuable insights into the most effective curriculum design elements, pedagogical approaches, and extracurricular activities that can enhance entrepreneurship education outcomes.

Entrepreneurship plays a crucial role in fostering economic growth, job creation, and innovation. Globally, many countries recognize the importance of fostering an entrepreneurial ecosystem for the development of small and medium-sized enterprises (SMEs) and Oman is one of gulf countries that adopt this approach.

in Oman vision 2040, his majesty sultan Qaboos highlighted the importance of supporting SMEs, and His Majesty issued his Royal Directive to establish of Al Raffd Fund (R.D.No 6/2013) represented by Authority of Small and Medium Enterprises Development (ASMED) to support Omani citizens to start their business. Al Raffd program includes three finical programs that is targeted different target which are Rural Women program, Mawareed Al Riezq program, and Sanad program.

Oman Vision 2040 is also focusing on integrating market needs with higher education institution.

“This is attainable through increasing the quality of basic and higher education and developing scientific and educational curricula, so that graduates are acquainted with competitive qualifications and employability skills to enter the local and international labour market.”  
([https://www.mof.gov.om/pdf/Vision\\_Documents\\_En.pdf](https://www.mof.gov.om/pdf/Vision_Documents_En.pdf))

Due to the rapidly changing and competitive nature of today's world, universities are constantly searching for ways to train & prepare students for the demands of the market. Recent years have seen an increasing focus on entrepreneurship education in higher education. Therefore, the increasing demand for entrepreneurial thinking & skills has pushed higher education institutions to integrate this course into their education program.

Providing students with the skills to start a business is not the only purpose of entrepreneurship education in universities. it cultivates an entrepreneurial spirit that encourages students to think creatively, critically and take risks, besides providing valuable skills and perspectives for those pursuing careers across several

industries, this approach is helpful to aspiring entrepreneurs.

## 2 LITERATURE REVIEW

A study about China's higher education curriculum on entrepreneurship education has been conducted as it was found that, foreign advanced education experience may not be suitable for the innovation and entrepreneurship education in Chinese educational institutes such as colleges and universities, where the given socioeconomic development of China in the educational fields is different than the other countries and their educational situations.

The study examines the current situations of applied inventive talent nurturing in Chinese universities, under the innovation and entrepreneurship in response to arising challenges that could appear in case of applying them. Where in this research one of the used researching methods is questionnaire Survey, to dive into deeper situation of IEE (Undergraduate and graduate education) related courses growth in the Chinese colleges and universities and revealing the effectiveness of the entrepreneurship environment and conditions.

The IEE courses, teaching strategies, and policy systems are applying innovative talent cultivation in educational institutes; Where the main purpose of adopting innovation and entrepreneurship education in their colleges and universities is to enhance the quality of talent cultivation, according to the Chinese ministry of education which was stated in 2010; stating that the traditional educational techniques are not the same as advanced technological techniques, therefore students cannot completely benefit from foreign advanced educational techniques experiences; and it is very crucial to fully take different variables into account such as China's national circumstances, the state of domestic firms' development, and the educational situation of the country; that's why the most suitable technique will be chosen to be implemented according to the current given situation of the country.

Technical education methods should be properly considered to be applied as a type of higher educational methods from the standpoint of adopting rising talents and their classification (Wu Y. C. J. et al., 2019). Where applied innovative skills from higher vocational and technical education are also in high demand in developing the IEE systems.

Based on the conducted research the Chinese students in colleges and universities has a huge ability when it comes to their inventive entrepreneurial potentials and this research demonstrates that entrepreneurial activities considerably encourage students to assist in developing their nation's economic development.

The examinations show how entrepreneurship education affects entrepreneurial intention; where a conceptual model was developed by looking at the enormous impact of entrepreneurial education can have in colleges and universities which in turn affects the nation's economic and social development in a positive manner.

It also showcases evidence from China to support the hypothesis that entrepreneurial ability serves as an intermediary in the relationship between entrepreneurship education and entrepreneurial intention, and the hypothesis further suggests that this relationship is mediated by entrepreneurship education.

Through entrepreneurship education in colleges and universities, it is essential to increase entrepreneurial intention and encourage college students to launch their own business enterprises, where this study suggests a fictitious model of the relationship between entrepreneurial competence and intention.

It also demonstrates the results of a good relationship between entrepreneurial skills and entrepreneurial practice assistance between business plan competitions, and entrepreneurial teaching. Additionally, the association between entrepreneurial teaching, business plan competitions, practice support for entrepreneurs, and entrepreneurial intention is mediated by entrepreneurial skill, where education in entrepreneurship increases one's capacity for both current and future entrepreneurial endeavours.

With the assistance of various technologies, Entrepreneurship education (EE) may go to the next level. The suggested structure considers both the most recent developments in educational technology and the major aspects of EE implementation. A program that considers small- and medium-sized businesses' and entrepreneurs' present business demands might be a big step toward better outcomes. This will undoubtedly spark ideas among the students for other start-ups and career advancements that would benefit the economy of the country. (Al Afi et. al., 2022).

## 3 PROBLEM STATEMENT

According to the conducted research done in colleges and universities, it was found that there is a huge dependence on foreign advanced educational experiences, unreasonable talent development procedures

are followed, a flawed educational system, and a huge focus on the theory parts rather than practical parts in their educational techniques.

In the Chinese colleges and universities, the IEE courses are not well-organized methods and they do not have enough well-knowledgeable teachers to teach such techniques.

A creative talent cultivation must be applied in the Chinese colleges and universities, to improve the quality of IEE used systems, and strengthen the cultivation of applied innovative talents, where the applied cultivation of innovative talents under innovation and entrepreneurship, should be reformed from four perspectives which are: educational concept, educational model, educational policy, and social support.

The current educational system has failed to recognize the value of IEE in the development of practical inventive talents, while managing the educational institutions and it solely treats entrepreneurship and innovation education as an elective course, which discourages students from innovating and starting their own businesses. In such a situation, colleges and universities must modify their curriculum structure, as well as their instructions delivery methods using conventional ideas and techniques. Where the model of knowledge acceptance and transfer between students and teachers needs to be changed in the meantime (Wu and Song, 2019; Qi and Wang, 2020).

The Indonesian MOE stated that there is a lack of agreement on how entrepreneurship support systems should be incorporated in their education systems despite the fast expansion of merging technology in their colleges and universities educational systems.

And according to Van De Ven (1993), entrepreneurship thrives in situations where several stakeholders play significant synergistic roles; and to generate local conditions that foster entrepreneurial activities through stakeholders' their participation is required to support entrepreneurs in developing and growing new businesses within the country, also the creation of entrepreneurial ecosystems involves collaboration among the involved stakeholders; which is difficult to achieve.

One of the faced challenges is the relationship between entrepreneurship and unemployment, for instance, the graduates of the entrepreneurship programs has perceived from their connections to choose between entrepreneurship and employment as a push towards a specific job; where the choice of the students to launch a new line of business is a reaction to either unemployment or the pre-set employment prospects.

In a similar manner the increasing demand of the 21st-century learnings, competencies, and job-related abilities has increased, which made the need for innovative teaching and learning systems necessary.

In order to encourage entrepreneurial mindsets, attitudes, and abilities; innovative instructional approaches and methodologies are required; additionally, entrepreneurship education should be focused on imparting a variety of skills, including ideas generation, start-up management, innovation, and business expansion; and to encourage entrepreneurship education in Tanzania's higher education institutions, several instructional techniques should be applied in order for the applied changes success.

## **4 METHODOLOGY**

By following the below methodology, higher education institutions can effectively implement a comprehensive entrepreneurship education curriculum that equips students with the knowledge, skills, and mindset necessary to succeed as entrepreneurs in today's dynamic business landscape.

### **4.1 Needs Assessment**

To comprehend the existing situation of entrepreneurship education within the higher education institution, carry out a complete requirements analysis. Determine the needs and gaps for creating an extensive entrepreneurship education curriculum. Surveys, interviews, focus groups, and examinations of currently offered courses or programs may all be part of this.

### **4.2 Establish Learning Outcomes**

Establish definite, quantifiable learning objectives for the entrepreneurial education course of study. These outcomes, which should reflect the information, abilities, and attitudes students should learn via the program, should be in line with the goals and objectives of the higher education institution.

### **4.3 Curriculum Design**

Create a curricular framework outlining the organization, subject matter, and progression of the program's courses or modules. Think about including multidisciplinary perspectives, real-world applications, and practical experiences. Numerous facets of entrepreneurship, including ideation, opportunity recognition,

company strategy, marketing, finances, and legal issues, should be covered in the curriculum.

#### **4.4 Course Development**

Create distinct lessons or modules in accordance with the curricular framework. Work together with subject matter experts, seasoned businesspeople, and educators to make sure the information is current, relevant, and in line with best practices in the field. Include a variety of case studies, experiential learning exercises, theoretical topics, and guest lecturers.

#### **4.5 Teaching and Learning Methods**

Choose effective teaching and learning strategies that encourage student engagement and the development of entrepreneurial skills and mentality. The use of lectures, debates, group projects, case studies, simulations, seminars, field trips, and mentoring programs is something to take into consideration. Include active learning techniques that promote cooperation, creativity, problem-solving, and critical thinking.

#### **4.6 Resources and Materials**

The materials and resources required to support the implementation of the curriculum should be gathered and developed. This can include books, encyclopedias, websites, multimedia resources, software tools, and databases that are pertinent to entrepreneurship. Ascertain that the resources are available and accommodate various learning preferences and styles.

#### **4.7 Faculty Development**

Give instructors who are offering entrepreneurial courses the chance to grow professionally. To improve their entrepreneurial education knowledge and pedagogical skills, provide training sessions, workshops, seminars, or mentoring programs. Encourage faculty members to cooperate and exchange best practices.

#### **4.8 Assessment and Evaluation**

Create appropriate assessment tools to gauge student progress and assess how well the entrepreneurship education curriculum is working. Create a variety of formative and summative assessment techniques, including homework, projects, presentations, case studies, tests, and quizzes. To ensure unbiased evaluation that is consistent, use score guides or rubrics.

#### **4.9 Continuous Improvement**

Continually assess and revise the curriculum for entrepreneurship education considering input from students, teachers, and industry stakeholders. To increase the efficacy of the curriculum, keep an eye on how well students are achieving the learning objectives, spot any areas that need improvement, and make the appropriate revisions. Keep up with industry trends and modifications to make sure the curriculum is still current.

#### **4.10 Collaboration and Industry Engagement**

Encourage cooperation with outside partners, including businesspeople, organizations, incubators, accelerators, and experts in the field. To expose and link students to the real world, promote guest speakers, industry initiatives, internships, and networking opportunities. Utilize these alliances to enhance the curriculum and support student entrepreneurship projects.

#### **4.11 Program Evaluation**

To determine the overall impact and efficacy of the entrepreneurship education curriculum, conduct routine program reviews. To determine the relevance, strengths, and areas for improvement of the curriculum, get feedback from students, alumni, employers, and other stakeholders. Apply the evaluation results to future revisions of the curriculum and program improvements.

### **5 PROPOSED FRAMEWORK**

A simplified Framework of Entrepreneurship Education in Oman is proposed in the following figure (Figure 1).

#### **5.1 Awareness**

By presenting entrepreneurship as a legitimate career option, educators may raise awareness among students and foster an entrepreneurial mindset. Workshops, seminars, and guest lectures that highlight the advantages, difficulties, and possibilities of entrepreneurship can do this. Encourage kids to use their imaginations, take strategic chances, and adopt a creative mindset.

## 5.2 Basic Business and Entrepreneurial Skills

Provide introductory classes that teach students the fundamentals of business and entrepreneurship. These courses could cover subjects including market research, marketing tactics, business planning, financial management, and opportunity identification. Emphasis should be placed on helping students acquire information and abilities that they can use right away in authentic entrepreneurial endeavors.



Figure 1. Proposed framework of EE

## 5.3 Experiential Learning

Encourage the use of experiential learning opportunities including internships, startup incubators, and business competitions. Encourage students to take part in practical exercises that let them understand the challenges of starting and operating a business. Students benefit from this practical approach by developing networks, critical problem-solving abilities, and practical insights.

## 5.4 Industry Partnerships and Mentorship

To offer mentoring and direction to aspiring entrepreneurs, form alliances with local businesspeople, organizations, and specialists. build a network of mentors that can provide students with insightful guidance and assistance. Offer guest lecturers, internship opportunities, and access to resources and networks by working with partners in the business.

## 5.5 Access to Funding and Resources

Make sure students have access to funding options and tools to launch their entrepreneurial endeavors. Work together with governmental organizations, financial institutions, and venture capital firms to offer grants, seed money, and assistance with business development. Establish a welcoming environment that provides access to coworking spaces, technology infrastructure, and resources for business growth.

## 5.6 Continuous Learning and Support

By giving graduates in entrepreneurship ongoing support, mentorship, and access to networking events, you may give them possibilities for lifelong learning. Encourage alumni networks and entrepreneurship groups so that graduates can carry on with their education, collaborate, and get advice from seasoned businesspeople. Encourage an environment in which learning is ongoing and improvement is valued.

## 5.7 Policy and Regulatory Support

Promote laws and regulations that encourage business creation and lower barriers to entry for new businesses. Work together with governmental organizations and decision-makers to develop an environment that supports entrepreneurial endeavors. Simplify bureaucratic procedures, offer tax breaks, and create supportive laws that promote innovation and entrepreneurship.

## 5.8 Evaluation and Impact Assessment

Regularly evaluate the framework for entrepreneurship education for effectiveness and impact. To assess the applicability, benefits, and drawbacks of the program, get input from the students, teachers, and business partners. Utilize the evaluation findings to direct the framework's future iterations and make the necessary adjustments to improve its effectiveness.

## 6 CONCLUSION & RECOMMENDATIONS

In conclusion, the curriculum in higher education plays a crucial role in entrepreneurship education and influences students' entrepreneurial competencies and ambitions. This study looked at this influence's varied nature, taking into account the curriculum's design and structure, the role of the faculty, the value of industrial relationships, and the accessibility of opportunities for practical learning. Analysis of empirical research and literature studies have uncovered crucial information on the elements of curriculum design and pedagogical techniques that enhance the outcomes of entrepreneurship education.

The findings indicate that a good curriculum should strike a balance between conceptual comprehension and practical application. Classes covering essential entrepreneurial concepts like opportunity recognition, business planning, marketing, and financial management must be included. Experiential learning options include giving students access to practical opportunities like internships, entrepreneurship competitions, and business incubators that let them put their knowledge to work and develop crucial skills.

Additionally, it's critical to acknowledge the academics' participation. Teachers that are knowledgeable in entrepreneurship inspire students' imaginations, provide mentoring, and bring perspectives from the real world into the classroom. Encourage faculty members to work with business, do research, and pursue continual professional development to improve the effectiveness of entrepreneurship education.

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