

The Role of Government Policy in Activating the Role of the University in Promoting Entrepreneurship

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Abstract

Based on a review of the current role of governments through universities, economies and societies are affecting a wide spectrum of organizations, including universities and higher education systems, by moving towards more entrepreneurial configurations in social and economic engagement. The relationship between entrepreneurship education and entrepreneurial intention highlights the need for a more exploratory approach.

Keywords: University, government, entrepreneur, entrepreneurship education, student.

دور سياسة الحكومة في تفعيل دور الجامعة في تشجيع ريادة الأعمال

ملخص

استنادا إلى دراسة ما هو دور الحكومات حاليا من خلال الجامعات. تؤثر الاقتصادات والمجتمعات على مجموعة واسعة من المنظمات، بما في ذلك الجامعات وأنظمة التعليم العالي التي تنتج نحو تكوين المزيد من المشاريع الريادية لمتابعة تطوير الابتكار والمشاركة الاجتماعية والاقتصادية. تبرز العلاقة بين تعليم ريادة الأعمال وأهمية ريادة الأعمال في الحاجة إلى استكشاف أكثر.

الكلمات المفتاحية: جامعة، حكومة، مقال، تعليم ريادة الأعمال، طالب.

Le rôle de la politique gouvernementale dans l'activation du rôle de l'université dans la promotion de l'entrepreneuriat

Résumé

Sur la base d'un examen du rôle actuel des gouvernements à travers les universités, nous constatons que les économies et les sociétés touchent un large éventail d'organisations, y compris les universités et les systèmes d'enseignement supérieur qui s'orientent vers des configurations plus entrepreneuriales pour poursuivre le développement de l'innovation et l'engagement socio-économique. La relation entre l'éducation à l'entrepreneuriat et l'intention entrepreneuriale souligne la nécessité d'une approche plus exploratoire.

Mots-clés: Université, gouvernement, entrepreneur, éducation à l'entrepreneuriat, étudiant.

1- Introduction:

The role of entrepreneurship is not new in the economic literature⁽¹⁾. It has been cited as one of the solutions to meet future challenges⁽²⁾ in many social and environmental problems, and could provide the way to a more safety future⁽³⁾. So the Most countries are working to create solid economies with low unemployment rates. And they found that the Entrepreneurship is the key factor to achieve that goal⁽⁴⁾ the development of emerging economies has been a highly significant trend⁽⁵⁾, note that the impact of entrepreneurship in emerging countries is the economic engine due to their global prominence and expanding innovative capacity⁽⁶⁾. China has adopted technological entrepreneurship as a national strategy for strong future economic development⁽⁷⁾. The literature has found mixed results regarding the relationship between educational outcomes and entrepreneurship⁽⁸⁾. The Students will be having a better understanding of the entrepreneurship concept and learn how to be innovative and successful business owners⁽⁹⁾. According to Brush et al, the greater amounts of human capital are positively related to new venture start up, survival and performance⁽¹⁰⁾.

The rapidly changing business environment has led to increased reliance on outcomes of university and maintain competitiveness, improve profitability, and succeed in today's dynamic market⁽¹¹⁾. Under different titles such as entrepreneurship, small business management, entrepreneurial growth, new ventures creation, new ventures management or enterprise development⁽¹²⁾, Entrepreneurship education could be evaluated retrospectively by studying the entrepreneur once the new venture is formed⁽¹³⁾, and recognize the importance and potential of entrepreneurship, innovation and small business, but wisely warn readers (1) not to assume the superiority of the small enterprise, and (2) that the contextual framework is important in explaining objectives and conduct⁽¹⁴⁾.

The university has led to many developments in all social, and economic activities including entrepreneurship, and this is regarded as a major modern entrepreneurship instrument. There is many of entrepreneurship research such as: opportunities which evolve from interactions between markets and environments to spur innovations and create new ventures, individuals and teams that focus on characteristics of the individual entrepreneur or new venture team, mode of organizing that includes management practices, resource acquisition, and development of strategies, and environments that look at how contextual influences impact entrepreneurship. This perspective remains an enduring and well-known approach to entrepreneurship research⁽¹⁵⁾. That led to moderating effect of government intervention on the relation between knowledge and innovative nascent entrepreneurship through the universities⁽¹⁶⁾. Innovation is an important organizational capability, because the success of new ideas as products is the engine of growth which give impact on increasing sales, profits, and power of competition for many organizations⁽¹⁷⁾ entrepreneurs as innovators that challenge existing market orders and capitalize on the resultant disequilibrium. Conversely, we can described entrepreneurs as ventures who discover opportunities and incrementally change their competitive environment through small-scale differentiation from competitors⁽¹⁸⁾.

2. Problematic:

Based on the concept of the entrepreneurial university, two important fields of influence on the evolution of the university support system can be identified: (1) The institutional framing of universities (strategy, structure and culture), and (2) the environmental context (government policy and innovation systems)⁽¹⁹⁾. Entrepreneurs often create significant breakthroughs and bold innovations in all fields of business. interest in international entrepreneurship has increased rapidly As a driver of global economic growth⁽²⁰⁾, it has become increasingly important for innovations and economic development⁽²¹⁾. However, there is limited information systems research examining the role of university for entrepreneurs. This study investigates the direct effect of university access on individuals' entrepreneurial performance and the interaction effect with university. In the context entrepreneurship, as a vehicle of economic and societal transformation, And Several authors have already studied

the link between resolving global problems and entrepreneurship⁽²²⁾ and the motivations of the entrepreneurs involved as well. In particular, the university is the best place which is driven people to listen and hear the voice of the community and respond in meaningful ways. In this regard, entrepreneurs' ideas and actions are needed to capture the business opportunities made possible by the university. Even ignores the greater number of entrepreneurship students who never formed a successful venture⁽²³⁾. Sulisty, Heru. 2016 find out that the entrepreneurial process comes from the perception on the availability of opportunity or a situation in which resources are transformed into a profitable business⁽²⁴⁾.

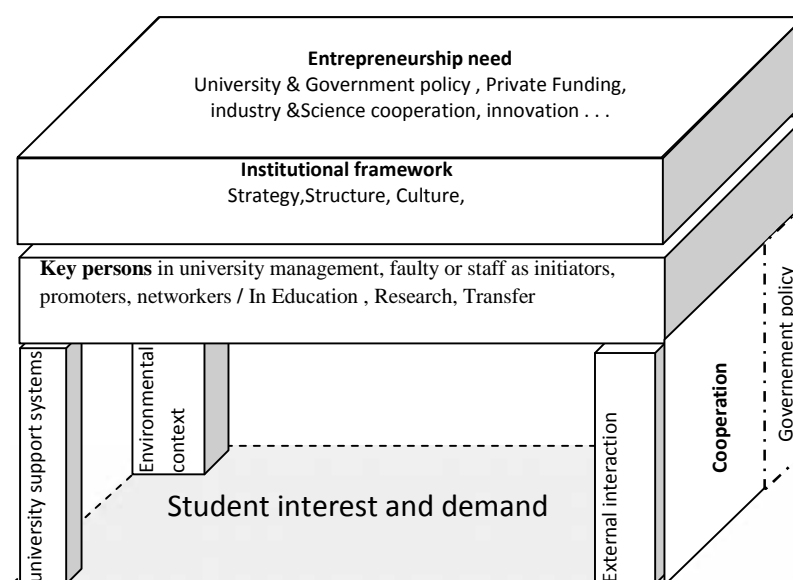
The above context makes the issue appear like that:

What are the major factors that influence success of university intervention is needed to transform scientific and technological knowledge into innovative nascent entrepreneurship?

I answer this question by drawing upon the knowledge spillover theory of entrepreneurship and institutional theory, That means a lot of concepts have to figure out.

In order to previous context the research model is built like this:

Figure 01: model for describing and explaining the role university support entrepreneurship



Source: adapted from

- Fichter, Klaus, and Irina Tiemann. 2018. "Factors Influencing University Support for Sustainable Entrepreneurship Insights from Explorative Case Studies." *Journal of Cleaner Production* 175. Elsevier B.V.:512–24. <https://doi.org/10.1016/j.jclepro.2017.12.031>.

- Cantu-Ortiz, Francisco J., Nathalie Galeano, Patricia Mora-Castro, and James Fangmeyer. 2017. "Spreading Academic Entrepreneurship Made in Mexico." *Business Horizons* 60(4). "Kelley School of Business, Indiana University":541–50. <https://doi.org/10.1016/j.bushor.2017.04.002>.

3.Hypothesis:

In this paper will test these two hypotheses, Based on view of the literature, our hypotheses investigates the relationship between outcomes of universities and entrepreneurial activity. And explore the role of education and capability perceptions and parity in entrepreneurship. Another propose to explore a link between these human capital factors established business rates.

Hypothesis 1. There is a relationship between outcomes of universities and qualified entrepreneurial activity.

Hypothesis 2. The students are more likely to achieve parity in entrepreneurship rates, the proportion of opportunity-motivated entrepreneurs, and established business ownership rates.

4. Theoretical framework:

The theoretical frameworks underlying my proposed model and hypothesis are discussed. Next, To overlaps and distinctions of meaning can cause confusion if not clearly defined, So, before any discussion about the effectiveness the government policy of a particular teaching method, That means through universities, there is a need to resolve the conceptual confusion of the various definitions concerning entrepreneurship. The concept will be further elaborated in the following context.

Entrepreneurs need to be proficient in The complexity and turbulence of current global and interconnected. There is no widespread, common understanding of cooperation between government, university, Private Funding, industry & Science cooperation, innovation ...etc, it is crucial and more important to understand who makes a successful entrepreneur to develop policy measures that support individuals who pursue entrepreneurial careers. Despite the fact that policy makers place great importance on entrepreneurship in promoting sustainable and inclusive development, the links between them are unclear. This paper sets to figure out the conditions where entrepreneurship can simultaneously achieve economic growth and⁽²⁵⁾ facing the challenges of capital and cash flow shortages, pass all kinds of difficulties. These issues have seriously restricted the development of sustainable projects. The solution of these issues has to be tailored to the entrepreneurial motivations, the openness to sustainability, the socio-cultural, the university, and the governments' priorities. It is necessary to find out an efficient solution to enhance the role of sustainable entrepreneurship in world's economic transition⁽²⁶⁾.

Knowledge is gained from previous experiences. This notion also appears in Personal Construct Theory. As such, intuition and learning are not contradictory, but rather mutually beneficial⁽²⁷⁾. The practical dimension of learning is process- orientated, linked to the fourth dimension for an ontology for ethical entrepreneurship fluidity. Fluidity, a feature of ethical entrepreneurship, requires that 'becoming' an ethical entrepreneur describes the phenomenon more accurately than 'being' an ethical entrepreneur. Entrepreneurs reminisces "At first it was only for fun, but then we thought we could do something similar and fundraiser. So, it was a sort of step-by-step process"⁽²⁸⁾. In this context, entrepreneurship has been cited as an important channel towards a new projects are underway as a panacea for many environmental, economic, and social concerns⁽²⁹⁾. Although, it requires financial, social and human capital, which constitute the stock of entrepreneurial capital. Because people differ in terms of their stock of entrepreneurial capital⁽³⁰⁾, it is also necessary to emphases that the probability of becoming and achieving success as an entrepreneur varies among individuals⁽³¹⁾.

Cultural innovation is about challenging/overcoming shared cultural codes of the product category, and proposing cultural meanings not previously exploited by incumbents that resonate with final customers. The cultural resources on which companies draw to pursue cultural innovation are generally found in the consumption domain⁽³²⁾ According to the theory of The person-environment(P-E), people are attracted to work environments that present work cultures, values, requirements, and demands that match their own personalities, needs and skills. The work environment can be analyzed on different levels of specificity including the, the job, the organization, or the work group, etc⁽³³⁾.

Generally, technological entrepreneurship has two research streams in the literature. One is the study of high-technology entrepreneurship and the other explores public research commercialization and applications of academic research⁽³⁴⁾ In this context, economic freedom, understood as market economy-oriented institutions and policies, may be seen as a significant aspect for entrepreneurial activity. In fact, the different dimensions of economic freedom, such as size of government, legal structure and security of property rights, sound money, freedom to trade internationally, or regulation of credit, labor, and business may constitute key context conditions determining the characteristics of entrepreneurship. Thus, some dimensions of economic freedom may particularly affect opportunity and necessity entrepreneurship⁽³⁵⁾.

4.1. Innovation capability:

Some study findings agree that there is a direct and positive correlation of innovation and superior performance in the level of any organization. Innovation is defined as a process that begins with an idea, the results development findings and introduction of new products, processes and new services in the market⁽³⁶⁾. In general, the classification of organizational level entrepreneurship has five characteristics that are innovativeness, proactiveness, risk taking, autonomy and competitive aggressiveness⁽³⁷⁾.

Entrepreneurship is taken to mean “new business creation” or “market innovation;” “rent-seeking” or other political activity is deemed “unproductive” entrepreneurship. But not all businesses create social value, and not all interaction between private firms and political entities destroys wealth⁽³⁸⁾ without the other economic factors. In particular, the role of university. There is a high correlation between technological entrepreneurship and economic growth^{(39),(40),(41)}. The number of technology enterprises has been growing and their contributions to the country's output value, exports, employment, and tax are increasing⁽⁴²⁾. That based on Human capital resources, such as education, experience, attitudes, beliefs and perceptions, are the most important resources a nascent entrepreneur brings to an emerging venture⁽⁴³⁾. Innovation is the specific tool of entrepreneurs, Hence, based on the differences in definition of what entrepreneurship is, it would be fallacious to argue that a particular teaching method in universities is effective or ineffective compared to other methods when all the programs do not share similar definition or objective⁽⁴⁴⁾.

4.2. Entrepreneurship

Much, if not all, of the problem of defining entrepreneurship, it appears, stems from the way functionalists understand that question: “Is entrepreneurship just a buzzword, or does it have particular characteristics that can be identified and studied?”⁽⁴⁵⁾. The term entrepreneurship is always revolving and varies across different industries and fields, making it difficult to define it. For example Simeone, Luca, Giustina Secundo, and Giovanni Schiuma. (2018) define entrepreneurship as “Entrepreneurship is a way for various organizations to network, exchange and/or jointly produce ideas, resources and competencies with the goal of creating economic and, potentially, other kinds of value(e.g., social, cultural, environmental, etc.)”⁽⁴⁶⁾.

Entrepreneurship can be identified as the cornerstone for wealth creation and equitable distribution through a dynamic process of new firm formation and growth(Kirchhoff, 1994)⁽⁴⁷⁾. Entrepreneurship is a dynamic process^{(48),(49)} of pursuit of an opportunity irrespective of existing resources⁽⁵⁰⁾ where people create incremental wealth⁽⁵¹⁾. And providing individuals with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge and skills to act on them”⁽⁵²⁾. On the other hand define entrepreneurship as “the desire, motivation and skills necessary to start and manage a successful business.”⁽⁵³⁾. Entrepreneurship is conceived not as a particular event, outcome, or even series of events, but rather as a A process philosophy, so it is “a philosophical inquiry of the qualities of entrepreneuring, such as temporality,wholeness, openness, force and potentiality” which prefers a language of change and becoming over that of stability and being⁽⁵⁴⁾ a part of human capital.

4.3. Personality characteristics and entrepreneurship

The literature on entrepreneurship has primarily focused on individual characteristics of entrepreneurs⁽⁵⁵⁾. Characteristics shown to impact learners’ entrepreneurial intentions include self-efficacy, resilience, creative problem solving, subjective norm, and opportunity recognition⁽⁵⁶⁾. Understood to be a chosen course of action toward the subjective ends of the entrepreneurial⁽⁵⁷⁾ orientation was determined by three dimensions that capture different facets of the concept : risk taking, proactiveness/innovativeness, and aggressiveness. Based on the existing research on entrepreneurial orientation, a new scale was adapted with the aim to capture family firms’ entrepreneurial orientation⁽⁵⁸⁾. such as venturing, innovation and self-renewal⁽⁵⁹⁾. Because successful entrepreneurship requires the effective leadership of people,

resources, and processes to create new value. Examples range from innovation within an existing organization to the creation of an entirely new venture⁽⁶⁰⁾.

4.4. The role of government :

People decide to become entrepreneurs when driven to do so by unemployment or when encouraged by government incentives⁽⁶¹⁾ in Government policies and financial support for the development of entrepreneurship in this domain⁽⁶²⁾. Economic freedom, understood as market economy-oriented institutions and policies, matters for opportunity entrepreneurship and necessity entrepreneurship⁽⁶³⁾. the effect of economic conditions on the decision to become self-employed is ex-ante ambiguous, since favorable economic conditions may increase the value of both business and labor market opportunities⁽⁶⁴⁾.

The strategic entrepreneurship are drawing on research from multiple disciplines such as economics and sociology, together with research fields in management including organizational behavior and organization theory, the strategic entrepreneurship phenomenon is naturally theorized and examined at the intersection of strategic management and entrepreneurship and informed by theories adopted in these fields⁽⁶⁵⁾.

4.5. the role of institutions in entrepreneurship :

the institutional and policy environment provides a series of arguments that relate to the mechanisms that shape entrepreneurship and has focused on addressing institutional deficiencies and constraints that shape organizational capabilities and adaptability in adverse socioeconomic conditions, for example, organizations may develop adversity advantages in response to institutional voids⁽⁶⁶⁾ institutional environment can still act to increase social value in spite of that environment⁽⁶⁷⁾. a support system comprises all actors, institutional settings and resources that help entrepreneurs in innovating successfully⁽⁶⁸⁾ while academic discourse acknowledges the importance of entrepreneurial action⁽⁶⁹⁾.

Institutional context factors influencing entrepreneurship include formal and regulatory frameworks, cultural, economic and social systems, and policies that affect the survival and legitimacy of new ventures. Specifically, research investigating relationships between the political context and entrepreneurship finds that startup rates are linked with such factors as the level of business regulation⁽⁷⁰⁾. Nevertheless, in the last few decades some authors have underlined the role of institutions and policies for entrepreneurship⁽⁷¹⁾. The available knowledge needs to interact with the institutional environment, so that the knowledge can be transformed into innovative nascent entrepreneurship⁽⁷²⁾.

4.6. What should university do?

Several studies find that greater levels of education are positively related to the likelihood of being an aspiring or nascent entrepreneur, or business founder. However, the link between education and entrepreneurship is also found to be stronger at the nascent or start-up stage and often not significant in the established business phase⁽⁷³⁾. identified three key fields of support activity, which help universities to implement the entrepreneurial role. The first relates to the activities and functions of Technology Transfer, The second support activities for new firm creation (university business plan competition, counseling and mentoring start-up teams, etc.)⁽⁷⁴⁾, and the third support, the theory of cultural innovation to achieve long-term competitive advantages⁽⁷⁵⁾. The Context is considered an exogenous variable measured at the national level: power distance, individualism, masculinity, uncertainty avoidance, long-term orientation, and indulgence⁽⁷⁶⁾.

There are four resource categories that explain differences in university entrepreneurship human, institutional, financial, and commercial resources. These resources help transfer innovations from university research to commercial markets⁽⁷⁷⁾ and social movements⁽⁷⁸⁾, and social enterprise, where organizations are dealing with the tensions associated with creating of multiple types of value⁽⁷⁹⁾ educational strategies such as active learning, experiential learning, simulations, and social learning narrow the gap between academic experience and real-life requirements⁽⁸⁰⁾. Educational institutions could provide the technical know-how and the innovation process management skills to senior managers in corporations⁽⁸¹⁾. Some

researchers claim that entrepreneurs do not perceive a new venture as a risky proposition because they are confident they have the skills with which to solve whatever problems they may encounter⁽⁸²⁾. The University give them a capable of being presented as a discipline, capable of being learned, capable of being practised. Entrepreneurs need to search purposely for the sources of innovation⁽⁸³⁾, the Effective teachers have high expectations for student learning, provided clear instructions, monitored student learning progress, used incentives and rewards to promote learning, highly efficient in the classroom routines, and maintained excellent personal interactions with their students. Specifically, when looking at the effectiveness of teaching method we focus on the learning objectives, the introduction of new knowledge, practice to deepen students' understanding, students' engagement and participations, classroom management, student teacher relationships and multiple measures of students' achievements⁽⁸⁴⁾.

4.7. Student interest and demand:

The entrepreneurship is a risky business, educating students about these risks and preparing them to deal with them through learning opportunities enhanced with critical entrepreneurial technologies and experiences with real world start-up companies may give students the increased confidence in both their technical and business skills that will ultimately lead them to become successful future entrepreneurs⁽⁸⁵⁾.

The effectiveness of the respective teaching method, the objective of EE can be categorised as follows. EE can be broadly divided into three primary objectives: teaching about, in, and for entrepreneurship. Teaching about entrepreneurship is aimed at providing students a general perspective and understanding of entrepreneurship as a phenomenon. The objective is to educate different stakeholders, including government, policy-makers, etc, and the general public on the role of entrepreneurs in the community. The training of individuals in entrepreneurship is aimed at making them more entrepreneurial in their work as well as increasing their innovativeness, skill and creativity. Finally, educating for entrepreneurship refers to the creation of an entrepreneur, the individual who decides to start his or her own business ventures. Based on these objectives, EE can be classified and properly designed depending on the progression or stage of becoming an entrepreneur⁽⁸⁶⁾.

5. Testing hypotheses:

The hypotheses are tested within the previous context, Where studies that dealt with the subject.

Include a number of articles that are relevant to the issue. First of all, the role of an university is that the creation of entrepreneurs who detect and exploit opportunities; make rapid decisions under uncertainty; are hard-working, goal striving, willing to take risks, and "jacks-of-all-trades" who perform a broad range of job tasks⁽⁸⁷⁾. And it support for entrepreneurship in many areas: education, research, transfer, and supporting new firm creation⁽⁸⁸⁾. Cloud universities facilitate the development of internationally oriented small- and medium-sized enterprise(SME) entrepreneurship by providing greater access to global markets, lowering opportunity costs, and supporting collaboration and innovation in an increasingly connected world⁽⁸⁹⁾ by means of open innovation comprises both outside-in and inside-out movements of technological ideas⁽⁹⁰⁾ that comes from Formal education which may assist in the accumulation of explicit knowledge leading to useful skills for entrepreneurs⁽⁹¹⁾. The influence of innovation on performance has been tested intensively by some current studies and the findings provide a significant effect one of these was done on 50 small and medium enterprises in the United Kingdom(firms with less than 250 employees)⁽⁹²⁾, find out that internal factors, such as level of education and owner experience of the company, study and development institutions, technical skills of manpower and investment in training and human resource development is the determinants of organizational innovation. Meanwhile, the external factors such as financial support from the government for study and development, communication or interaction with external parties(customers, suppliers, competitors, financial institutions, R & D In-universities or stitutions, Industry associations) also become

significant determinants of organizational innovation capability⁽⁹³⁾. In practice, this is done through emerging technological entrepreneurship such as Internet, big data, cloud computing, Internet of things, blockchain fintech and etc⁽⁹⁴⁾. Technological know-how and the ability to manage intellectual assets are critical considerations in every entrepreneur's bid to gain competitive edge in today's highly globalize environment⁽⁹⁵⁾. Entrepreneurs exploit technological breakthroughs, commercialize innovations, drive technological change, and therefore promote economic growth⁽⁹⁶⁾. in matching technological potential with market changes, new customer needs, emerging problems, and possible opportunities⁽⁹⁷⁾. As well as enhancing their employability to work in complex, turbulent, and uncertain business environment⁽⁹⁸⁾. So, There is a relationship between outcomes of universities and qualified entrepreneurial activity. And this is the **Hypothesis 1**, and that means it is confirmed.

As part of human capital, personality characteristics affect individuals' productivity and may further affect individuals' entrepreneurial intentions and success through motivation⁽⁹⁹⁾. The experience individuals acquire in the labor market after graduating is important, since knowledge of the market and access to contacts makes it easier to detect opening for entrepreneurship⁽¹⁰⁰⁾. Indeed, successful entrepreneurs must act creatively to recognize and exploit market opportunities as well as create innovative businesses⁽¹⁰¹⁾ that is created by the individuals who bear the main risk, in the form of capital, time, and commitment to a career risk in terms of providing value to the product⁽¹⁰²⁾. So, The students are more likely to achieve parity in entrepreneurship rates, the proportion of opportunity-motivated entrepreneurs, and established business ownership rates. And this is the **Hypothesis 2**, and that means it is confirmed.

6. Results and discussion:

This paper is re-explored the mixed findings in the literature with regard to the impact of integration between that the government, university, economy, culture, environment, firms, technology, and people on entrepreneurial outcomes, In particular, that produce in universities. Our results first show that a government sector is required to transform technological knowledge into innovative nascent entrepreneurship. In addition, we found that a larger government sector and more regulation of credit, labor, and business increase the transformation of scientific knowledge into innovative nascent entrepreneurship. We contribute to understanding the role of government in transforming scientific and technological knowledge into innovative nascent entrepreneurship⁽¹⁰³⁾. This has been a driver of innovation- related activities of higher education in learning and teaching, all of which tend to be technology-based and are designed to obtain better efficiency and higher performance. However, despite the wide adoption of entrepreneurship by organizations in various sectors, several survey reports have found that many projects comes from nascent entrepreneurship and a good cooperation.

By focusing on an academic, Teach the ethical, legal, and technical aspects of data security. Include more liberal arts courses in business and engineering curricula. Do not allow students to participate in venture competitions unless their business plans show concern for people, planet, and profit. The high-pressure life of founders has led to weight gain, failing personal relationships, depression, and even suicide . Weekly beer blowouts at the incubator are not enough to counter this. Young entrepreneurs should be taught practical skills for dealing with stress and overwork⁽¹⁰⁴⁾.

The relationship between human capital and entrepreneurship success is critical in boosting entrepreneurship, and appropriate drivers in these areas(environmental context, institutional framework, key persons and external interaction) do play a prominent and perhaps the most influential role in the evolution of university support systems for entrepreneurship⁽¹⁰⁵⁾. The human resources such as quantity and quality of researchers to be relevant for the successful production of spin-offs in universities and research centers⁽¹⁰⁶⁾. And it measured as formal education, prior entrepreneurial experience, and self-efficacy in the form of capability perceptions, is positively associated with nascent entrepreneurship. Human capital can

therefore represent elements that are objective and observable, as in formal education, or those that are subjective and internal, such as self-perceptions⁽¹⁰⁷⁾. The human resource management and entrepreneurship are the components to have a strong positive correlation with the performance of SMEs⁽¹⁰⁸⁾. and there is many factors influencing in university support systems for succifful entrepreneurs, such as university strategy, structure, culture, researchers, faculty members, and government incentive programs.

According to Fichter, Klaus, and Irina Tiemann. 2018 the key factors(drivers) influencing the emergence and implementation of university support systems for entrepreneurship are⁽¹⁰⁹⁾:

1. large projects for developing new specific structures and programs(providing resources, enabling research and experimentation, dialogue),that is the historical background of the university(organizational profile, competencies, culture,(technical university, technology transfer);

2. key persons such as the initiative of the university president, benefactors researchers and faculty members, promoting ideas, applying for funding, etc.

3. the new university strategy(defining strategic research/competency areas new objectives of the university strategy, strategic plan, initiative, priorities, vision);

4. governmental incentive programs, which identify the university as one of the best national founder universities and provide funding resources to establish new support structures, governmental incentives/funding programs(recognition and funding for being a leading founder university);

5. dialogue processes for developing and integrating support structures(entrepreneurship conferences, series of conversations and discussions cooperation and networks with regional actors such as founders, benefactors, industry, etc.and

6. new specific structures including professorships, faculty of sustainability, start-up service, central unit of entrepreneurship, network program for social entrepreneurs, institute of technology management, entrepreneurship center, institute for entrepreneurship with a professorship, innovation center, etc.

The result of the study concludes that entrepreneurship significantly influence innovation capabilities and outcomes of universities. The high entrepreneurial intensity affects innovation capabilities and encourages a sustainable innovation comes from EE. Several studies consider the entrepreneurial intensity as antecedents to the performance of the company. Entrepreneurial intensity affects the company's performance through Knowledge Integration Capability because it facilitates the process of creative destruction through the newly introduced innovations to gain a competitive advantage.

The two commonly approach for measuring are used the self-employment rate and the average firm size. One major concern in using either of these two measures, however, is that they fail to capture the dynamic nature of entrepreneurship. For example, the existence of a sizable number of self-employed businesses or small family-run businesses, which employ the same number of employees for many years, tends to make a somewhat limited contribution to economic growth. For instance, find that firm size has no effect on employment growth after controlling for firm age⁽¹¹⁰⁾. Instead, the larger firms create more jobs than small firms⁽¹¹¹⁾.

Unfortunately, very little is known about effective teaching techniques for entrepreneurship education⁽¹¹²⁾. Education and training of skilled labor, such skilled labor can lead to the development of enterprises are regarded as a major source of employment for a large part of the population in countries⁽¹¹³⁾, over half of the world's workforce comes from emerging countries. China or India creates about a third of every job, foreign direct investment has increased tremendously, and estimates indicate about 20% of their university graduates are internationally employable⁽¹¹⁴⁾.

One of the most commonly used foundational objectives of entrepreneurship education is to encourage students to create their own businesses⁽¹¹⁵⁾. In this, entrepreneurship provides flexibility for individuals to design their jobs and tasks in ways that suit their personal needs and preferences⁽¹¹⁶⁾ to activate entrepreneurial processes in order to access economic,

financial and other resources and create value. These entrepreneurial processes typically unfold in situations where different and diverse stakeholders sit at the same table and try to work together across their convergent and divergent interests⁽¹¹⁷⁾. choosing and designing their own work tasks and performance benchmarks: “Control over the person’s behavior derives neither from superiors, nor professional norms, nor peer group members”⁽¹¹⁸⁾.

In this context, the financial and education activities targeted toward entrepreneurship is positively correlation with allocation of entrepreneurial effort toward high growth activities. For many developing countries, having both a strong financial sector and a high level of human capital may not be feasible due to resource constraints⁽¹¹⁹⁾. For arguments against, reasons range from technology biased transfer, weak institutions in less developed economies to rising income inequalities⁽¹²⁰⁾. The academic institution match the funding received from the university by adopting an entrepreneurial perspective that unfolds through various collaborations with external stakeholders. Nowadays - in our complex, global and interconnected economies - ideas, resources and competencies might be distributed across various organizations. Some organizations may have brilliant ideas, but they might lack competencies or resources to fully exploit these ideas. Conversely, some other organizations might have economic or financial resources and lack innovative ideas(for example, for new products or services)⁽¹²¹⁾. It is recognized that EE can reduce transaction costs, improve organizational routines, and strengthen relationships with clients or suppliers, etc.

Finally, Cantu-Ortiz, et all 2017 described entrepreneurship as a broad set of activities that result in the introduction of novel goods and services. Although these definitions are not meant to be mutually exclusive, even combinations of them predominantly rely on neat categorizations that can clearly be observed, understood, and catalogued⁽¹²²⁾. Furthermore The lessons learned from a first-of-its-kind entrepreneurship experiment have been assimilated into a model called REPITA,(Research-Ecosystem-People-Intellectual Property-Transfer-Alignment) which prescribes six actions⁽¹²³⁾:

1. Research: Structuring a basic research platform toward applications;
2. Ecosystem: Catalyzing the entrepreneurship ecosystem with resources and incentives;
3. People: Combining highly specialized people in entrepreneurial teams;
4. Intellectual property: Writing more generous and flexible intellectual property(IP) compensation policies for the knowledge economy;
5. Transfer: Transferring technology per entry and exit strategies that respect young businesses and profit the technology transfer office(TTO); and
6. Alignment: Aligning technology and business incubation.

The creation of novel and innovative ideas, forms, and methods is central to both individual characteristic and entrepreneurship⁽¹²⁴⁾ In this regard, an adaptive comparison of entrepreneurship development policies in different countries shows that the dimensions of entrepreneurship development policies can be classified into six groups⁽¹²⁵⁾..:

1. Entrepreneurship promotion aimed at promoting a positive attitude towards entrepreneurship;
2. Entrepreneurship education in the educational system
3. Improving the environment of startup companies, facilitating entry, survival and growth of companies and easy exit through reduction of administrative and regulatory requirements;
4. Provision of initial capital and running aimed at increasing financing for new entrepreneurs and startup companies.
5. Supporting the business of startup companies, increasing the quantity and quality of business support for emerging and new entrepreneurs;
6. Strategies to focus on the target group by increasing the rate of business startup between community groups or increasing the number of innovative entrepreneurs.

Conclusion:

The common conclusion drawn from above theoretical framework is that government intervention has a differential impact, depending on the rate and type of entrepreneurial

activity. In the context, government intervention may affect how potential entrepreneurs access and deploy available knowledge to create innovative entrepreneurship. Furthermore, scholarship continues to struggle to find a commonly theoretical framework to explain how promoting entrepreneurship. From several views of experts, it may be concluded that entrepreneurship is a capability. Indeed, the very definition of ‘entrepreneurship’ remains widely contested. Scholars have recently delved into the meta- theoretical underpinnings of entrepreneurship theory in search of answers, eading, opportunities, entrepreneurial process, entrepreneurial phenomena, broadly, while appropriately delineating such phenomena, and support the assertion that scholars should view the concept of entrepreneurship as “entrepreneurizing”. So, it represents creative people who can successfully communicate their vision to the stakeholders, often through growth aspirations and imagery, are able to achieve specific goals that directly motivate and drive creative wealth.

Concluding remarks and recommendations The main aim of this paper was to discuss and highlight issues related to the effectiveness of the current teaching methods of EE. In general prospect Pedagogy or teaching method is of paramount importance in the learning process, involving effective method, competent instructor and sufficient teaching facilities. Given there is somehow a consensus among EE scholars that entrepreneurship can be taught, the emphasis now shifted to what should be taught and how it should be taught. However, even though there has been some progress in EE, the field is still at a very early stage of development⁽¹²⁶⁾. The university give the entrepreneurs the ability to clarifying what the markets need and closing the gap in the process of exchange. And get the opportunity with a mind to doing something about it.

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