

# **An Entrepreneurship model for Higher Education**

## **Institutions: Critical Review Analysis**

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**June, 2019**

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## Introduction

Entrepreneurship can be defined as the process of utilizing the organized efforts to make best use of opportunities to create value, in this way wants and needs are obtained thanks to innovation and uniqueness, no matter what resources are available for entrepreneurs (Coulter, 2003, p. 4-6; Hisrich et al., 2005, p. 8). According to previous studies, they argued that the engagement in entrepreneurship is a result of the individuals' choice and comes intentionally not by accident because entrepreneurial process is a planned and purposive act, while individuals are active agents in the process (Katz & Gartner, 1988; Krueger & Brazeal, 1994; Obschonka, Silbereisen & Schmitt-Rodermund, 2010). Kalyoncuoglu, Aydintan, and Goksel (2017); Lekoko, Rankhumise and Ras (2012) stated that recently the entrepreneurship has become an important issue for not only individuals but also companies in emerging countries, and entrepreneurship becomes a new and growing field in scientific research and education.

Entrepreneurship education can be defined as “any pedagogical program or process of education for entrepreneurial attitudes and skills” (Fayolle, Gailly, & Lassass-Clerc, 2006, p. 702). While, Kourilsky and Walstad (1998); Linan, Rodriguez-Cohard, and Rueda-Cantuche (2011) stated that entrepreneurship education is a process in which all series of education and training activities in the education system, it provides entrepreneurial knowledge and behaviour, learning opportunities, organizing resources at risk as well as training and education. Kritskaya (2015); and Nakagawa, Takata, Matsuyuki, and Matsushashi (2017) claimed that educators are the primary actors who deliver knowledge about entrepreneurship, based on the research literature the researcher identified three types of entrepreneurship education pedagogies models which are; firstly, the supply model which aims to transfer the knowledge to the students in order to develop the awareness of entrepreneurial among them (Kritskaya, 2015; Sanchez, 2013). Secondly, demand and demand-competence model pedagogy which focus on experiential educational programs, it allows students to gain the practical experience through development of various entrepreneurial projects and tasks, and cooperation with role models (Kritskaya, 2015; Bechard & Gregoire, 2005; Fayolle et al., 2006; Chang & Rieple, 2013). Thirdly, competence model of pedagogy that focus on the interaction and problem-solving exercises as well as decision-making skills among students (Kritskaya, 2015; Bechard & Gregoire, 2005).

A lot of previous studies claimed that entrepreneurship education that enhances entrepreneurial attitudes and abilities has increased in the undergraduate and graduate schools of universities, and they highlighted that there is an increment of interest among students in entrepreneurship (Gough, 2019; Byun, Sung, Park, & Choi, 2018; Gedeon, 2017; Fayolle & Gailly, 2015). Jones and English (2004), revealed that the entrepreneurship programs in education emphasizes creativity, imagination, proactiveness, and risk taking that can respond to an uncertain environment. In addition, many of the previous studies revealed that there is a

variety of academic efforts focusing on entrepreneurship education as it becomes an important social and economic phenomenon in academic and teaching filed, they stated that entrepreneurship education plays an important role in the economic and social values creation of entrepreneurship education, as well as in high education reform (Eseley & Miller, 2018; Wan, Xu, Zhang, & Wu, 2017; Jarrar & Anis, 2016). Abualbasal and Badran (2019) revealed in his study that the university students perceive the effect of entrepreneurship education on the individual and the society positively. Additionally, Zheng (2019) found that entrepreneurship education can not only effectively promote students' employment, but also rationally utilize existing resources and upgrade them, improve the logistics professional students' entrepreneurial success.

### **Research objectives and Problem statement**

The overall aim of this research is to explore different types of entrepreneurship models for higher education institutions and to drive lessons in order to develop a new model for developing countries institutions.

Many universities around the world are arguing all the time the gap between the higher education institutions and the labour Market's needs and mainly the relation between the two sectors. Trying to answer the tough question of are we preparing our students to the labour market and a better type of life or just giving them a degree. So in many cases there is a high rate of unemployment between graduates especially in developing countries. In Other cases, they have solved this problem through training their students in entrepreneurship skills and developing their own models of entrepreneurship.

Palestine as one of the developing countries under Occupation, has been suffering for the last decays from deterioration in the quality of offered education due to many challenges, despite of the fact that Palestinians are very motivated for education and consider it as a tool for empowerment and liberation. There are more than 52 higher education institutors in Palestine and more than half of the population is in the education system since Palestine is a youth Population, while the rate of unemployment is also very high between university graduates. This raise the questions of why and how can graduates be encouraged to move from seeking jobs to creating jobs? So this study is expected to answer the following questions:

- 1- What are the most famous international models for entrepreneurship used in Universities?**
- 2- What are the common components between them? What are the main differences?**
- 3- Which model should fit universities in developing countries in general and Palestinian in Particular?**

## **Methodology**

The suitable research design for this type of study is the qualitative approach where researcher is expected to use the following tools:

- 1- Disk review: to analyse exited models for entrepreneurship used in Higher Education Institutions and extract similarities and differences between them through a critical literature review; it is expected that 10 models will be chosen and then reviewed from European universities, American and Asian ones.
- 2- Semi- structures Interviews: to be conducted with 10 International Universities leaders to collect data about their meanings, stories, understandings and best practices of entrepreneur universities; 20 leaders will be interviewed 2 from each university.
- 3- Content Analysis: strategies and plans of 10 Higher education institutions will be analysed and studied in order to drive the used models.
- 4- Focus group: to be conducted with An Najah National university senior management level to discuss initial findings from the Disk review.

## **Sampling**

It is expected that the researcher will review 40-50 documents in order to be able to get at least 10 different models to be able to do a critical analysis for them, and conduct 20 interviews with representative of universities for founded models. Two focus groups will be conducted at ANNU with 10 participants each.

## **Data Analysis**

There will be two types of data collected. The first one is through document analysis from the disk review and the content analysis. Thematic analysis will be used in order to present the findings form the data after driving main themes and subthemes. Then the data will be presented according to the derived models in order to build the theoretical framework of the research.

The second type of data will be through interviews and focus groups. Each interview will be recorded and then transcribed and analysed. Findings will be presented as themes and similarities and differences between participants' opinions and perspectives will be discussed and empowered with testimonies.

An initial report will be prepared and then discussed through a focus group with seniors from An Najah National University in order to pilot findings.

### Material needs and resources available

This work is developed in the PhD Programme: Education in the Knowledge Society (García-Peñalvo, 2014, 2018; García-Peñalvo et al., 2017, 2018), its portal (accessible from <http://knowledgesociety.usal.es>) is the main tool for communication and visibility of advances (García-Holgado et al., 2015). It will incorporate all publications, placements and attendees to conferences during the course of work.

### Research plan, procedures and Timing schedule

Activity	Sub activities	Timing
literature review	<ul style="list-style-type: none"><li>-Identifying main resources.</li><li>- quick readings</li><li>- deep readings</li><li>- writing</li></ul>	<b>October , 2019- Feb.,2020</b>
Identifying models	<ul style="list-style-type: none"><li>- Readings</li><li>- Initial interviews</li><li>- Content analysis</li></ul>	<b>Jan., 2020- July, 2020</b>
Design interviews and write protocols and choose interviewees	<ul style="list-style-type: none"><li>- Sampling</li><li>- Interviews questions</li><li>- Interviews protocoling</li></ul>	<b>June,2020- August, 2020</b>
Conduct interviews	<ul style="list-style-type: none"><li>- Assign appointments</li><li>- Conduct interviews</li></ul>	<b>Sep. 2020- Feb.2021</b>
transcript and analyse interviews	<ul style="list-style-type: none"><li>- Transcript interviews</li><li>- Choose data analysis</li></ul>	<b>Oct. 2020- April.2021</b>

	software - Conduct data analysis	
Writing	Continuous	<b>Three years</b>
Conduct focus groups	- Choose participants - Focus groups protocoling - Conduct focus groups	<b>May, 2021 – July2021</b>
Transcript and analysis		<b>May, 2021 – July2021</b>
Writing	Continuous	<b>Three years</b>

### Ethical consideration

The ethical standards accepted by Salamanca University will be considered in all stages of this research and mainly in data collection, analysis and documentation. *Ethical Guidelines for Educational Research* published by BERA will be considered and followed as cited here [https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research\\_4thEdn\\_2018.pdf](https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf)

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