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## **The Entrepreneurial Intentions Analysis during COVID-19 Pandemic: A Case Study on Graduates of the Faculty of Economics and Business, Universitas Widyagama Malang**

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### **Abstract**

*The research objective was to analyze the entrepreneurial intentions of FEB graduates at Widyagama University Malang during the Covid-19 pandemic, namely 2019 -2021 through the factor of entrepreneurship education. In addition, the entrepreneurial orientation in this case mediates the relationship between the two. The novelty of this study emphasizes the moderating role of Hofstede's culture on the role of entrepreneurship education and entrepreneurial intentions. This quantitative study used a sampling technique, namely purposive sampling, and distributed questionnaires to 85 respondents. The findings of this study concern the significance found in the interaction between entrepreneurship education on entrepreneurial orientation but not entrepreneurial intention. Entrepreneurial orientation in this case mediates the role of entrepreneurship education in increasing entrepreneurial intentions. Therefore, especially in this new normal, entrepreneurship education is important to direct prospective graduates to have an entrepreneurial orientation so that prospective graduates have confidence in choosing a career as an entrepreneur. Another finding, Hofstede's culture is not a moderator on the interaction of entrepreneurship education and entrepreneurial intentions. Social change after the Covid-19 pandemic has allowed the culture to find suitable forms for development that are compatible with entrepreneurship education in tertiary institutions.*

**Keywords:** *Entrepreneurial Intention, Entrepreneurship Education, Entrepreneurial Orientation, Hofstede Culture, Covid-19.*

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## **INTRODUCTION**

Higher education such as universities has a noble role that is illustrated in the tri dharma of higher education. These three dharmas are mandatory for lecturers in particular. Lecturers are obliged to carry out the teaching and learning process, carry out research, and carry out service (Law of the Republic of Indonesia Number 12 of 2012 concerning higher education). All faculties in universities have a mission to create alumni who have competencies in the disciplines of each faculty. However, not all universities have a mission to only create alumni who are professionals in the field of knowledge taught but are expected to be more independent in obtaining jobs. The Universitas Widyagama Malang through the Center for Career Development and Entrepreneurship (Pusat Pengembangan Karir dan Kewirausahaan – P2K2) commits to producing graduates who are absorbed into the world of work or building their companies-based entrepreneurship.

To simply be oriented towards finding a job, especially if you hope to become a Civil Servant, or become a company employee, of course, the share of the job market is very limited, even for PNS the opportunity is very small because the Government has implemented a moratorium on hiring PNS for a certain period. The most logical choice is to take the entrepreneurship path to create jobs from the intellectual, creative, and innovative provisions that every graduate has. Seeing such a reality, I would like to convey that Widyagama graduates from now on must have the courage to change their mindset from employees to

entrepreneurs who have three things as stated by Dr. (HC) Ir. Ciputra is one of the most successful entrepreneurs in this country, namely first, integrity or honesty; second, professionalism; and third, innovation-based entrepreneurship as capital to win increasingly fierce competition entering the MEA era and globalization. Entrepreneurship is essentially independence that we must instill early on so that we all become accustomed not to depending on other people, other nations, or other people's facilities in determining our future.

As a consequence of realizing Universitas Widyagama Malang as a university based on innovation and entrepreneurship, P2K2 provides a variety of competencies for students and beyond that, the university has encouraged faculties in its environment to have entrepreneurship activities. The Faculty of Economics and Business, Widyagama University, Malang has the entrepreneurship program such as FEBeKRAF, Market Day on Car Free Day Ijen Malang, which is a medium a form of building an entrepreneurial spirit in students directly, they experience how to produce goods and services, market them, and apply business management on this entrepreneurship day.

With a teaching and learning process environment that builds an entrepreneurial orientation, it is hoped that Higher Education alumni will have the desire to become entrepreneurs (Alam et al., 2015; Henderson & Robertson, 1999; Yıldırım & Aşkun, 2012). Liu et al., (2019) who investigated 327 students in China found that entrepreneurship education had a positive impact on entrepreneurial intentions in other words, through programs initiated in their faculties, graduates tended to have a greater interest in starting a business after graduation. Boldureanu et al., (2020) found results that were not much different from 30 students who took part in the business initiation and creation program. Entrepreneurship education programs in tertiary institutions affect entrepreneurial intentions and attitudes and direct students' orientations to the social benefits of entrepreneurship. Thus, the core programs for entrepreneurship do not only stop at the benefits that can be felt by students but also the surrounding community.

Previous studies yielded findings about the role of entrepreneurship education on entrepreneurial orientation and entrepreneurial intention, but none specifically demonstrated an important role in culture. Cultural diversity in society has been ingrained and integrated into the joints of people's lives from generation to generation, both in rural and urban areas. The unique culture described above has prompted Hofstede to conduct in-depth research. Hofstede's research work is known as the cultural dimension. Hofstede concludes that there are marked differences in cultural values. In many countries, the challenges and problems around these cultural values are the same or similar, but the interpretations and solutions sought to vary widely between countries. Hofstede's culture has been getting stronger lately, especially since the community has been battered by the impact of the co-19 pandemic. All levels of society feel that there is a new era that changes the social order, including changes in values that gradually develop into a new culture. Students are part of the social strata who also feel the impact and are one of the cultural forming actors. Therefore, this study provides a novelty that involves Hofstede culture as a moderating variable between entrepreneurship education and entrepreneurial intentions. In previous research, many have linked culture, such as Al Hawamdeh & Al Qatamin, (2021); Bağış et al., (2022); Gonzalez-Serrano et al., (2021) in terms of their impact on entrepreneurial intentions, entrepreneurial orientation but not specific to Hofstede's culture.

Based on the explanation described above, it is important to conduct an investigation related to the impact of entrepreneurship education that has been compiled in a comprehensive program from Universitas Widyagama Malang on entrepreneurial orientation and entrepreneurial intentions with Hofstede's culture as the moderator in 2019-2021 where that year was the year when the covid-19 pandemic. It was not easy at that time to carry out lectures with social difficulties. Not only that, graduates have faced many companies that were laid off

and businesses that went bankrupt due to the impact of the covid-19 pandemic. There are separate considerations that become a factor or allow it to limit the intentions of FEB graduates at Universitas Widyagama Malang in 2019-2021 in trying to make entrepreneurship a career choice.

## RESEARCH METHODS

This research uses an explanatory survey approach to graduates of the Faculty of Economics and Business, Universitas Widyagama Malang who are youngpreneurs. The research population is graduates of the Faculty of Economics and Business, Widyagama University of Malang in 2019-2021 with criteria used as a sample, namely: 1) graduates who already have a business, 2) graduates who have participated in entrepreneurship competitions, 3) graduates who have received entrepreneurship scheme grants.

So that the research sample that met these criteria was 85 respondents. The sampling technique used is probabilistic sampling with the random sampling method. The operational definition of the variable, entrepreneurship education as an exogenous variable was adapted from Lanero et al.,(2011), entrepreneurial orientation was adapted from Todorovic et al., (2011) as a mediating variable, Hofstede culture includes 6 items adapted from Hofstede & Hofstede, (2001) as a moderating variable, and entrepreneurial intentions include 10 items (Ozgul & Kunday, 2015) as endogenous variables. The measurement scale uses a Likert scale 1-5. Data analysis uses Smart-PLS 3 software to test external models, internal models, and hypotheses directly or indirectly.

## RESULT AND DISCUSSION

Judging from gender, it shows that men are 40 (42%) and women are 55 (58%). That is, graduates who have more intentions to become entrepreneurs are dominated by women. If we look at the description of the batch of graduates, it can be seen that the 2021 class fulfilled the sample of 24%, the 2020 class fulfilled 24% and the 2019 class had 47%. This means that the intention to become an entrepreneur is dominated by graduates from the class of 2019. The results of discriminant validity with the Fornell-Larcker Criterion method, can be seen in Table 1.

**Table 1 Discriminant Validity of Fornell-Larcker Criterion method**

	Education Entrepreneur (X)	Entrepreneurial Intentions (Y)	Entrepreneurial Orientation (M)	Hofstede Culture (Z)	Moderating Effect 1
Education Entrepreneur (X)	0,697				
Entrepreneurial Intentions (Y)	0,483	0,742			
Entrepreneurial Orientation (M)	0,447	0,800	0,780		
Hofstede Culture (Z)	0,676	0,540	0,583	0,806	
Moderating Effect 1	-0,002	0,398	0,502	0,203	0,609

Source: Primary Data Processed, 2022.

Based on Table 1 shows that the variables entrepreneur education (X), Entrepreneurial Intentions (Y), Entrepreneurial Orientation (M), Hofstede Culture (Z), and Moderating Effect 1 have a discretionary validity value above 0.06, meaning that all variables are said to be valid. The results of the outer model are based on conceptual illustrations, as follows:

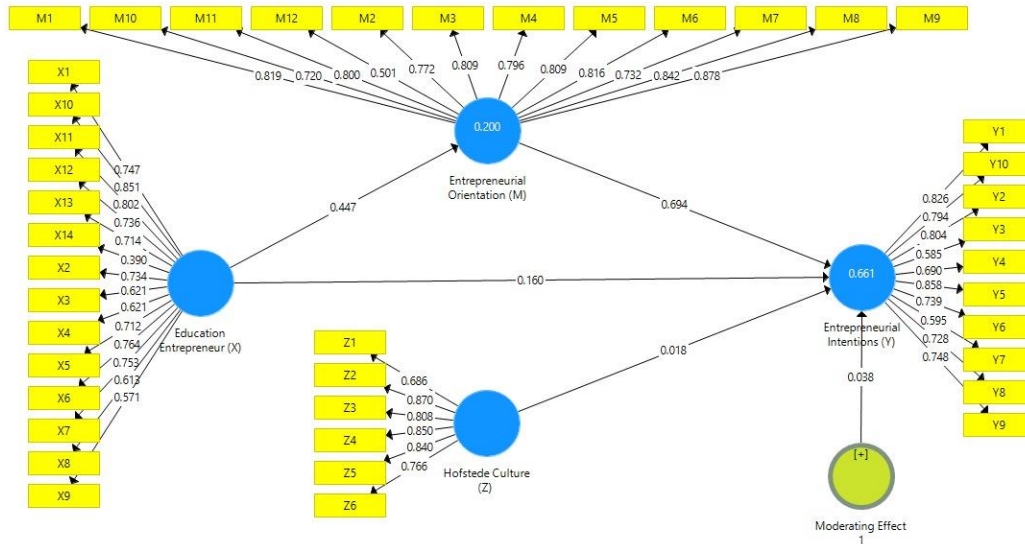


Figure 1 Outer Model Results

Reviewed from Construct Reliability and Validity can be seen in Table 2.

Tabel 2 Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability
Education Entrepreneur (X)	0,918	0,928
Entrepreneurial Intentions (Y)	0,907	0,924
Entrepreneurial Orientation (M)	0,940	0,948
Hofstede Culture (Z)	0,895	0,917
Moderating Effect 1	0,986	0,975

Source: Primary Data Processed, 2022.

Based on Table 2, it shows that the results of Cronbach's Alpha and Composite Reliability have a value above 0.7, meaning that the variables Entrepreneur Education (X), Entrepreneurial Intentions (Y), Entrepreneurial Orientation (M), Hofstede Culture (Z), and Moderating Effect 1 can be said to be reliable. R-Square indicates the strong or weak influence that the dependent variable has on the independent variable. In addition, R-Square also shows the strength or weakness of a research model Table 3:

**Table 3 R-Square**

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>Entrepreneurial Intentions (Y)</b>	0,661	0,644
<b>Entrepreneurial Orientation (M)</b>	0,200	0,190

Source: Primary Data Processed, 2022.

Table 3 shows that the R-Square value for the Entrepreneurial Orientation variable is 0.200. So it can be categorized as a weak model. This means that the Entrepreneurial Orientation (M) variable can be explained by the Education Entrepreneur (X) variable by 2% and the remaining 98% is explained by other variables outside the model studied. Then, the Entrepreneurial Intentions (Y) variable having an R-Square value of 0.661 can be categorized as a moderate model. Thus, it can be concluded that Education Entrepreneur (X) and Entrepreneurial Orientation (M) are able to explain the Entrepreneurial Intentions (Y) variable by 66.1%, the remaining 33.9% is explained by other variables outside the model. In addition, there are direct hypothesis tests, moderation tests, and indirectly, as table 4 follows:

**Table 4 Hypothesis Test Results**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Direct</b>					
<b>Education Entrepreneur (X) -&gt; Entrepreneurial Intentions (Y)</b>	0,160	0,186	0,119	1,342	<b>0,180</b>
<b>Education Entrepreneur (X) -&gt; Entrepreneurial Orientation (M)</b>	0,447	0,499	0,114	3,930	<b>0,000</b>
<b>Entrepreneurial Orientation (M) -&gt; Entrepreneurial Intentions (Y)</b>	0,694	0,634	0,072	9,705	<b>0,000</b>
<b>Hofstede Culture (Z) -&gt; Entrepreneurial Intentions (Y)</b>	0,018	0,010	0,088	0,203	<b>0,839</b>
<b>Indirect</b>					
<b>Entrepreneur Education (X) -&gt; Entrepreneurial Orientation (M) -&gt; Entrepreneurial Intentions (Y)</b>	0,310	0,316	0,077	4,013	<b>0,000</b>
<b>Moderating Effect</b>					
<b>Moderating Effect 1 -&gt; Entrepreneurial Intentions (Y)</b>	0,038	0,066	0,106	0,360	<b>0,719</b>

Source: Primary Data Processed, 2022.

Based on Table 4 shows that hypothesis 1 Entrepreneur Education (X) -> Entrepreneurial Intentions (Y) is stated to be insignificant, hypothesis 2 Entrepreneur Education (X) -> Entrepreneurial Orientation (M) is stated to be significant, hypothesis 3 Entrepreneurial Orientation (M) -> Entrepreneurial Intentions (Y) is stated significant, hypothesis 4 Hofstede

Culture (Z) -> Entrepreneurial Intentions (Y), where the variable Hofstede Culture as a moderation variable is expressed as insignificant, meaning that Hofstede Culture is not the driving factor of entrepreneurial intentions, the hypothesis 5 Entrepreneur Education (X) -> Entrepreneurial Orientation (M) -> Entrepreneurial Intentions (Y) is stated to be significant, meaning Entrepreneurial Orientation (M) as full mediation. The conceptual illustrative drawing of the inner model test results is as follows:

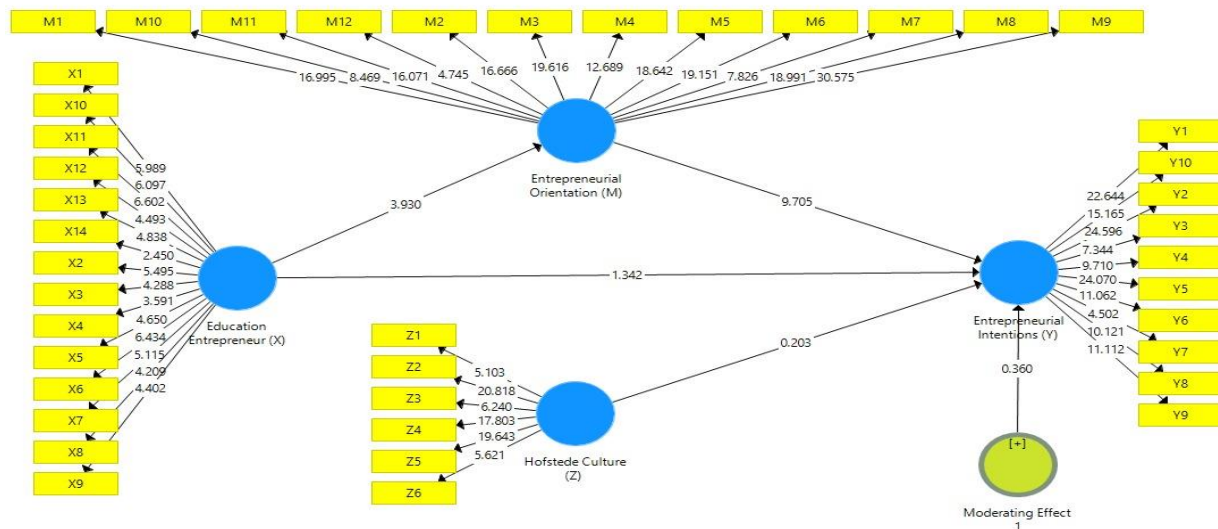


Figure 2 Inner Model Results

**Discussion**

Entrepreneurship education can be understood to be formal or non-formal, but within the scope of this research, entrepreneurship education is all educational programs from Universitas Widyagama Malang that have been programmed and outlined in the process. In this regard, entrepreneurship education is getting closer to expectations after the existence of the MBKM program, one of the programs approaches related to entrepreneurship, namely ‘Wirausaha Merdeka’. Widyagama through a special unit, namely P2K2, has several program contents that equip soft skills, one of which is related to entrepreneurship. Specifically, for each faculty, Universitas Widyagama Malang provides entrepreneurship courses according to the scope of the faculty. The Faculty of Engineering has courses on engineering entrepreneurship, the Faculty of Agriculture on agricultural entrepreneurship, and the Faculty of Economics and Business positions itself as social entrepreneurship which is supported by courses on startup and business development and creative economy.

To the results of the research that has been carried out above, the entrepreneurship education programs at Widyagama Malang which have been felt by the last three graduates, namely in 2019, 2020 and 2021 have not encouraged graduates to have entrepreneurial intentions. This is possible because from 2019 to 2021 the entrepreneurship programs formulated and implemented at FEB Widyagama are still in the process of adjusting to the MBKM curriculum which is effectively implemented for students entering the 2019 batch so that the entrepreneurship program is included as well as the curriculum in study programs at FEB Widyagama, which is felt by graduates in 2019, has not been fully evaluated properly. Previous research was not in line with the findings of this study, Boldureanu et al., (2020) through research on university students in Romania in 2019 produced entrepreneurial findings if education was able to encourage entrepreneurial intentions. Furthermore, this depends on the

curriculum that is formulated including the introduction of program studies and evaluation with clear indicators. However, the program and curriculum that has been prepared by Widyagama Malang University, especially the Faculty of Economics and Business, does not mean it is not good, but during the process, it may not be effective because the graduates in 2020 and 2021 are experiencing the learning impact of the Covid-19 pandemic. The same findings as the findings of this study can be seen from the research conducted in Adelaja, (2021) in Nigeria. There is a real difference between the entrepreneurship intentions of students who were given entrepreneurship education support before and after.

The next finding related to the impact of entrepreneurship education on entrepreneurial orientation has similar results with Hassan et al., (2021) which confirm entrepreneurship education that can bring entrepreneurial orientation to students in India. The impact felt by entrepreneurship education in India after a clear curriculum was made was able to increase student orientation so that the impact of this became one of the most popular career choices. Meanwhile, Mukhtar et al., (2021) the entrepreneurial mindset has successfully accelerated the entrepreneurial intention of university students. Partially, entrepreneurial culture has an impact on entrepreneurship education and entrepreneurial intention. Additionally, both entrepreneurship education and entrepreneurial culture have a robust correlation with students' entrepreneurial mindset in Indonesia. Duong, (2021) the findings show that even though entrepreneurship education did not have a direct effect on entrepreneurial intention, it increased entrepreneurial intention via attitude toward entrepreneurship and perceived behavioral control. In addition, this study finds that educational fields moderate the associations between predictors and entrepreneurial intention in Vietnam. Hoang et al., (2020) that entrepreneurship education positively affects entrepreneurial intentions, and this relationship is mediated by both learning orientation and self-efficacy in Vietnam. In South Africa, Jwara & Hoque (2018) revealed a positive relationship between social factors while no relation existed between entrepreneurial intentions and current education and university life. Higher educational institutions should integrate the positive change of mindset and skills about entrepreneurship in academic education and university life to nurture students' entrepreneurial intentions. This can be achieved by the development of an entrepreneurial culture amongst academic and support staff in conjunction with student clubs.

In this finding, indeed, the entrepreneurial orientation of FEB Widyagama Malang graduates in 2019-2021 is influenced by the entrepreneurship education program, but if you look at previous findings, it is still not able to lead the graduates to make entrepreneurship their main career choice besides working in other people's companies. They are reluctant to start a business does not mean they do not have an entrepreneurial orientation, this is shown by the full mediating role of entrepreneurial orientation in the relationship between entrepreneurial education and entrepreneurial intentions. So, if an understanding is drawn that occurs in the cases studied by graduates of Widyagama Malang University, especially in the Faculty of Economics and Business, it is to increase the role of entrepreneurship education by refreshing the curriculum and evaluating achievement indicators so that they can lead Widayagama students in the following years to have an entrepreneurial orientation, especially social entrepreneurship as a form of achievements proclaimed by FEB until 2024.

The link with culture in this study is a position to encourage the interaction of entrepreneurship education and entrepreneurial intentions. Hofstede's culture has 6 dimensions namely power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity, long-term versus short-term orientation, and indulgence versus restraint. implemented by FEB Universitas Widyagama Malang Malang. This should be a separate note because the culture of large power distance is more dominant in the scope of this research. The

main reason is that the pre-MBKM education curriculum emphasized standardization instead of development so rigidity reduced learning innovation. In addition, the sudden conditions during the Covid-19 pandemic created a culture of high uncertainty avoidance for graduates during the pandemic who were not ready to plan career goals. For FEB 2019-2021 graduates, thinking about yourself (individualism) is the basis for taking action because many considerations were not easy during the Covid-19 pandemic at that time. Especially the majority of respondents are women who have dominant femininity values. More emphasis on prioritizing quality of life rather than just dominating ambition seems like a more rational choice during the Covid-19 period. Some often believe that this is a temporary condition, but short-term orientation values more stability and the individual's role in social obligations but only to the extent that it does not harm the individual himself.

Valencia-Arias et al., (2021) show that the more a student perceives an entrepreneurial culture and the more training he or she receives, the more entrepreneurial attitude he or she will have. Also, it was found that entrepreneurial culture has a positive effect on the university environment, and the latter has a positive effect on entrepreneurial training in Colombia. Maslakçı et al., (2021) indicated that improving university students' attitudes toward multiculturalism will have a beneficial effect on their entrepreneurial intentions. Moreover, PsyCap is a mediator variable in the relationship between multicultural attitudes and entrepreneurial intentions. Lahikainen et al., (2022) formal institutional support has a greater impact on students' perceptions of entrepreneurial culture than student-driven activities. Furthermore, the results highlight that the encouragement of teachers has a greater influence on students' perceptions of EC than peer students and student-driven activities in Finland. Prasetyo (2019) shows positive and significant influence of entrepreneurial culture and network as well as competition on regional economic growth in Indonesia.

## CONCLUSION

FEB graduates from Universitas Widyagama Malang are graduates who are full of challenges due to difficult times due to the co-19 pandemic. For them, entrepreneurship education leads to their entrepreneurial orientation, but it is very difficult to form entrepreneurial intentions, apart from the curriculum in the MBKM transition, it is also due to limitations due to long social restrictions. However, when they graduated, they were increasingly challenged to enter the labor market, which was undergoing a lot of downsizing to the point of bankruptcy that was targeting companies at that time. The Hofstede culture, which is believed to encourage their entrepreneurial intentions, turns out to be not at all close to forming entrepreneurial intentions when they graduate from college. A new normal era was captured in these findings, that education does not solely support FEB graduates from Universitas Widyagama Malang intending to become entrepreneurs. Orientation formation is something that needs to be considered during the education period outside of strengthening culture.

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