
Editorial

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This special issue of the *International Journal of Economics Education and Development* is devoted to better understanding different dimensions of learning and teaching entrepreneurship in developed countries.

As widely recognised, entrepreneurship assumes a key role in job creation and economic growth (Hoselitz, 1952; Wennekers and Thurik, 1999; Audretsch et al., 2006; Carree and Thurik, 2010; Bosma et al., 2018). The intensity, traits and characteristics of entrepreneurial activities can have a significant impact on the national and regional competitiveness (Audretsch and Keilbach, 2007; Baptista et al., 2008). For that reason, it has received substantial attention from national and international policy makers and other institutions.

Many studies have shed light into the determinants of entrepreneurial intentions and business creation. Among these factors, human capital assumes a very central position (Simoes et al., 2016) and therefore education institutions in general, and universities in particular, occupy a central position in scientific research on this topic. Entrepreneurial education is a field of study that received a substantial number of contributions over the past decades (Mwasalwiba, 2010; Lorz et al., 2013; Bae et al., 2014; Thomas, 2022).

A vast set of initiatives has been launched in order to stimulate entrepreneurial intentions (for a survey, see Dissanayake et al., 2022). These initiatives include new courses and training programmes, professorships in entrepreneurship, innovative approaches to teaching, partnerships, among many other approaches to this issue. It is crucial to foster research on this topic. Some of these approaches are in some sense questioned by the pandemic crisis and the increasing use of distance learning tools.

The current special issue is an important contribution in this context. The ten articles that integrate the special issue provide important insights into the critical issues facing researchers who are interested in the discussion of the entrepreneurship learning and teaching process in developed countries, offering complementary perspectives and enriching our conceptual and empirical understanding about this topic. The articles use a variety of methodologies, including qualitative and quantitative analysis.

The first paper, ‘Re-thinking human capital acquisition for entrepreneurship: a holistic multidimensional approach’ by Otitooluwa Dosumu, Nadia Simoes and Nuno Crespo, aims to review the empirical and theoretical literature on the different concepts and components of human capital acquisition for entrepreneurship. The study takes this review as support to advance a new and multidimensional framework bringing

together the key choices entrepreneurs have to make as well as the processes they have to go through in order to obtain a given level of knowledge, skills and abilities. This framework is based on four fundamental questions that summarise the decisions required at the individual level. The questions (i.e., the choices entrepreneurs have to make) are:

- 1 what human capital they want to acquire?
- 2 where they want to acquire that human capital?
- 3 how they acquire the human capital?
- 4 when they want to acquire it?

Additionally, the study discusses the drivers that motivate the entrepreneurs to acquire human capital.

The second study included in this special issue, 'Crafting future entrepreneurs from emerging adults: what matters more – personality or context?' is authored by Tamara Jovanov Apasieva, Mila Mitreva and Katerina Fotova Čiković. This empirical study considers a sample of emerging adults (19–24 years) who are undergraduate students of business and economics in North Macedonia and evaluates the influence of personality traits and contextual variables on entrepreneurial intention. The evidence obtained allows concluding that the internal locus of control is the most important personality trait variable associated with the intent to open a business in the future. On the contrary, risk-taking propensity does not seem to affect entrepreneurial intention. Regarding contextual variables, the results point out that perceived barriers, with a negative association, and perceived support factors, with a positive association, also influences entrepreneurial intentions in the case of emerging adults. Based on these conclusions, the authors suggest that financial and government institutions should promote, for example, better credit conditions, easier access to finance, free consultancy services, and availability university support.

The third article has the title 'Entrepreneurs' perceptions of their entrepreneurial process: a qualitative analysis of in-depth interviews with Education graduates in the Basque Country, Spain' and is written by Jessica Paños-Castro, María José Bezanilla and Leire Markuerkiaga. The study adopts a qualitative perspective, conducting 20 semi-structured interviews with entrepreneurial graduates of faculties of education. Three case studies are considered, aiming to identify key factors influencing the development of the entrepreneurial activity of graduates from faculties and schools of education in the Autonomous Region of the Basque Country (Spain). The results obtained by the authors allow highlighting, among other factors with positive/negative influence, the lack of development of entrepreneurial skills in universities, the use of traditional methodologies by teaching staff, the entrepreneurs' passion, and the desire to create companies with some specific hallmark characteristics.

The fourth article has the title 'Intrapreneurial intentions of undergraduate university students: a comparative study between Spanish and Nicaraguan students'. It is authored by Pedro Baena-Luna, Isadora Sánchez-Torné, Kevin Rodríguez-Loáisiga and Esther García-Río. The goal of the study is to compare the intrapreneurial intentions of university students in Spain and Nicaragua. Taking into consideration a sample of 474 students, the effect of variables such as age, gender, previous professional experience, and entrepreneurial or intrapreneurial training is evaluated. The study reaches several interesting results, namely that Nicaraguan students show a higher assessment of

innovation and risk-taking than Spanish students. Moreover, for both cases, age and professional experience improve innovation and risk-taking. In broader terms, the study highlights that universities have an important and active role to play regarding the development of competencies and skills of the students in order to increase their level of employability. In this scenario, improving intrapreneurial intentions through innovative behaviours and risk-taking could work as an important contribution to the employability of university students.

The fifth article, 'Culture and education as factors affecting entrepreneurship in Spain: an analysis of expert opinion', is authored by Jesús García-Álvarez, Ana Vázquez-Rodríguez and Daniel Sáez-Gambín. The article is focused on the Spanish case, which is especially important because the country is characterised, as mentioned by the authors, by high rates of unemployment and social exclusion. In this context, entrepreneurship can decisively contribute to innovation, job creation and economic growth. The main objective of the study is to analyse culture and education as factors affecting entrepreneurship. To that end, expert opinion on the subject is considered. Their vision is that, currently, culture and education cannot be seen as decisive factors encouraging entrepreneurship. The evidence suggests that the evaluation of entrepreneurship is influenced by variables such as gender, type of degree obtained and professional area. Therefore, the authors conclude that it is important to reinforce entrepreneurship education and training. This may compensate the impact of social inequalities on the decision to start a new business.

But Dedaj, Mjellma Carabregu-Vokshi, Gokcen Ogruk-Maz and Adel Ben Youssef write the sixth article included in the special issue. The study has the title 'Weaknesses of entrepreneurship education in science, technology, engineering and mathematics education in developing countries: empirical evidence of Kosovo'. Considering the case of Kosovo as reference, the article deals with a specific topic – entrepreneurship education for science, technology, engineering, and mathematics (STEM) students. This is an important topic since, as discussed by the authors, STEM students are supposed to be better equipped to use the new technologies and to customise them for the local needs. However, it is also clear that these students lack the necessary training to develop the required skills. Obviously, a possible reason for that fact is the lack of entrepreneurship education in STEM curricula. The analysis developed in this study points out three reasons for this situation, linked to the entrepreneurial ecosystem, the behaviour of higher education institutions, and the behaviour of the students.

The seventh article, 'Entrepreneurial university ecosystems: does the country's level of development differently affect the students' entrepreneurial intention? A perspective from public universities in Spain and Mexico' produced by Lizette Huezo-Ponce, Ana María Montes-Merino, Paola Isabel Rodríguez-Gutiérrez and Ma. Margarita Orozco-Gómez puts the focus on a fundamental question: does the entrepreneurial university ecosystem matter to improve the entrepreneurial intention of the students? In order to answer this question, the study uses a sample of 436 students, being 220 from Spain, and 216 from Mexico, allowing the comparison between a developed economy and a developing economy. The evidence obtained confirms the importance of the entrepreneurial university ecosystem to the entrepreneurial intention of the students. The study concludes that universities are critical institutions for growth and development. Therefore, policymakers should define policies supporting (public) universities, namely in what concerns the dynamics of their entrepreneurial ecosystem.

Oscarina Conceição, Cristina Sousa and Margarida Fontes are the authors of the eighth article, with the title 'The role of research-based spin-offs in innovation ecosystems'. The paper provides an important contribution to the understanding of the several roles played by research-based spin-offs in knowledge dissemination. It analyses if these research-based spin-offs operate as knowledge translators not only between distinct organisations of a given innovation ecosystem but also across different geographical scales and knowledge contexts. Using the Portuguese case as reference, 568 projects, involving 115 firms, are considered. The vast set of results obtained in the empirical analysis conducted in this study legitimates the conclusion that research-based spin-offs have the necessary conditions to have an intermediary role vis-à-vis other Portuguese organisations. In addition, they are able to make the bridge between research organisations and firms, thereby contributing to the dissemination of knowledge within the innovation ecosystem of the country.

Ronnie Figueiredo, Alvaro Lopes Dias and Maria José Sousa are the authors of the ninth paper included in this special issue, 'Digital technologies adopted by universities to support entrepreneurial students' spin-offs'. This study is a theoretical contribution based on a systematic literature review. It aims to identify what are the digital technologies adopted by universities in order to support entrepreneurial students' spin-offs. After a four-round process, the study considers a total of 42 articles. At the theoretical level, the article is useful as it builds a framework for university spin-offs. The study also has important practical implications. In fact, it helps to understand the trends of this type of entrepreneurship in universities, being useful not only for the institutions but also for the students. Another contribution of the study concerns the identification of emergent and trendy businesses. In this context, important topics include data science and analytics, smart cities, redesign of digital services, remote teaching, social networks, Industry 4.0, crowdsourcing and information security.

In the tenth paper, 'Training in social entrepreneurship using educational videos: description of two different learning experiences', Tiziana Priede-Bergamini and Cristina López-Cózar-Navarro argue that, as a consequence of the COVID-19 pandemic crisis, the use of information and communication technologies (ICTs) to support education has become critical. Taking this idea as starting point for their analysis, the authors develop a teaching experience based on the application of technological tools in the learning process of students as support to the acquisition of knowledge and the development of skills. They consider the use of audiovisual resources to promote a responsible and sustainable entrepreneurial spirit among university students. From two real cases developed in Spanish universities, it is possible to conclude that interactive resources, available any time, are important tools to improve the results of students' work. The dynamism introduced by the videos reduces the effort and motivates the students. In this context, the aptitude of teachers for the use of digital technologies in teaching is a key capacity to face the challenges of a new global context.

The last paper included in this special issue has the title 'Entrepreneurial intentions: the role of parental self-employment' and is authored by Kwaku Amofah, Ramon Saladríguez Solé, Jones Lewis Arthur and Edward Owusu. The study aims to evaluate how parental self-employment/role models impact the relation between the antecedents of entrepreneurial intention and social valuation, closer valuation, entrepreneurial skills, and environmental support. The paper uses multi-group analysis (MGA) to test the role of parental self-employment. Two critical conclusions are obtained. First, they suggest that respondents with parental self-employment perceive a

higher attitude towards entrepreneurship, perceived behavioural control, entrepreneurial skills, entrepreneurial support, and entrepreneurial intention than those without parental self-employment. Second, the analysis established that the entrepreneurial intention for respondents with parental self-employment is similar to those without parental self-employment.

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