
Editorial

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1 Aims and scope

This special issue aimed to broaden discussions on entrepreneurship education and learning and their importance in helping people and businesses capture opportunities in the contemporary digital era. Entrepreneurship education and digitalisation of business processes, learning, and development will encourage the creation of a leading business and learning organisation to cope with the demands of the new era.

Scholars, practitioners, and policymakers from all around the world are paying more attention to the development of entrepreneurship due to its contribution to the economic and social development of a country (Alkaabi and Ramadani, 2022; Hechavarria et al., 2019; Fernandes et al., 2021). Entrepreneurship education is a concept of education created and applied during the late 1980s in Western countries, which has been traced to the 1940s in Australia where it has a history of more than seventy years, China adopted entrepreneurship education to higher education in 2002 (Yu, 2018). In recent years, a substantial increase has been observed in university-based start-ups (Siegel and Wessner, 2012). The studies show that universities promote the commercialisation of the start-up innovation, university technology transfer, science parks, and incubators in the universities and they are realising the strength of innovation and entrepreneurship for economic growth (Jayawardena et al., 2023; Ramadani et al., 2022). Entrepreneurial education helps to create an innovation culture and supporting activities, which are necessary to maintain the technological progress and productivity improvements that generate national prosperity. Entrepreneurship and innovation performance has been quantified in different indicators, such as patents, trademarks, R&D inputs, publications, and citations (Szirmai et al., 2011).

The role of universities has changed in this new society, where they have become the main source of knowledge creation for competitive advantages, and a key contributor to the knowledge-based economy (Kuderov et al., 2018; Peart et al., 2021). As a result, significant resources and funding have been allocated to build many university-based innovation and entrepreneurship ecosystems, boosting the university scholarship and innovation environments through knowledge creation and research activities, as well as identify, package and transfer research and technology outcomes to the community (Halkias et al., 2020; Lundqvist and Middleton, 2006). Scholars posit that entrepreneurship development can be shaped by proper EE (Ribeiro-Soriano and Castrogiovanni, 2012). Febriantina and Karyaningsih (2020) stated that EE plays a vital role in terms of developing entrepreneurial passion, spirit, and mindset amongst the young generation. Likewise, Cui et al. (2019) pointed out that EE helps the young population positively shape their mindset, attitudes, and behaviours to adopt

entrepreneurship as a career choice. EE also helps improve the overall conditions of a country's entrepreneurship, which can contribute to the resolution of social and economic problems such as unemployment, poverty, and low living standards (Agarwal et al., 2020).

2 Introduction to selected papers

The authors were encouraged to come forward with emerging and ground-breaking topics to diversify and widen research into entrepreneurship education and learning, expanding possibilities in the contemporary digital era. The interest among scholars was very high, several quality papers were submitted, but only seven were accepted.

The first paper of this special issue, 'Entrepreneurial intention of communication students: the moderating role of entrepreneurship education' is written by Pedro Mota Veiga, Vasco Miguel and Jorge Adolfo Marques. This paper aimed to examine attitudes, subjective norms, and perceived behavioural control on entrepreneurial intentions among students pursuing higher education in the field of communication sciences. The authors investigated also the moderating effect of entrepreneurship education on these factors and entrepreneurial intention. The authors by using multivariate linear regression found that attitude and perceived behavioural control have a positive contribution to entrepreneurial intention. Furthermore, it was observed that entrepreneurship education moderates the positive impact of attitude and perceived behavioural control on entrepreneurial intention, indicating that education increases the impact of perceived behavioural control and attitude on entrepreneurial intention.

Muhammad Salman Chughtai, Fauzia Syed, Rimsha Khalid, Mohsin Raza, Hassan Raza and Marco Valeri have written the paper 'Affective change is the shadow of adaptive leadership in learning organisations', drawing from social schema theory (SST), they examined the relationship between learning organisations (LOs) and affective commitment to change (ACTC), with mediating role of change self-efficacy and moderating role of adaptive leadership (AL). The sample includes 331 full-time employees working in the manufacturing sector (pharmaceutical and automobile) organisations. They found that LOs positively predictor ACTC, and this relationship was fully mediated by change self-efficacy. Furthermore, AL moderates the LOs – ACTC relationship, LOs – change self-efficacy relationship, and change self-efficacy – ACTC relationship. This study highlights the importance of AL for employees' self-efficacy towards and for enhancing their commitment to organisational change.

Aamir Hassan, Arsheed Ahmad Dar, Ambreen Saleem and Nawab Ali Khan are authors of 'Entrepreneurship education, training and entrepreneurial intention of female students: the mediating role of entrepreneurial passion, creativity, and TPB'. They aimed to analyse the role of entrepreneurship education and training (EET) in developing entrepreneurial intention among female students through a longitudinal approach. They employed a longitudinal approach to collect the data from science and technology background female participants who took part in the women's entrepreneurship development program (WEDP) before and after completion of the program. The authors found that there is a significant difference in participants' intention before and after their exposure to EET, shown by paired samples t-test. Also, they found that the theory of

planned behaviour (TPB) plays a significant mediating role in the EET, EP, EC, and EI relationship.

Marsela Thanasi-Boçe and Selma Kurtishi-Kastrati in their paper 'The use of technology to develop students' entrepreneurial mindset and competencies' aimed to explore the type of technologies used in entrepreneurship education; and how these technological tools support the design and delivery of entrepreneurship knowledge. Their paper contributes at the theoretical level with a new discussion on technology-supported entrepreneurship education. From a practical perspective, it provides insights into incorporating technological tools for redesigning entrepreneurship education. The authors recommended that the integration of technologies in entrepreneurship education requires a wide approach, including curriculum updates, using technology to assess and evaluate students, increasing the faculty readiness to use technology, and strengthening partnerships/collaborations with other stakeholders.

Samiha Chemli, Michail Toanoglou and Jose Luis Del Val Roman in 'Skills mismatch and digital skill shortages in tourism: impact on graduate employment and implications for higher education', investigated the relationship between digital skills, skill mismatch for tertiary education graduates, and employment rate. Based on longitudinal regression analysis across 32 countries, they found that vertical skill mismatch positively impacts the employment rate. In contrast, the absence of digital skills among tertiary education graduates, particularly in the travel and hospitality sector, negatively affects employment. This study underscores the importance of conducting regular curriculum reviews to ensure alignment with the evolving demands of the labour market.

In 'Leveraging university-industry collaborative entrepreneurship education in the digital era: a systematic review', Lurdes D. Patrício, Natália Figueiredo, and João J. Ferreira systematised the most relevant U-I collaborative entrepreneurship education literature, trends, and dynamics. Based on a sample of 67 articles extracted from the WoS database and through the application of bibliographic analyses, the results show six main thematic clusters: entrepreneurship teaching and learning; learning-by-doing curricula; student entrepreneurial motivation, intention, and self-efficacy; higher education institutions entrepreneurial cultivation; entrepreneurship education and training pedagogy, and digital integration. They also developed an integrative model to illustrate the different research paths and their interconnectedness.

The paper 'Individual entrepreneurial orientation, entrepreneurial motivations, and intention: a moderated mediation approach using entrepreneurship education' is co-authored by Anjila Saleem, Aamir Hassan, Nawab Ali Khan, Ambreen Saleem and Imran Saleem. This paper examines the impact of individual entrepreneurial orientation (IEO) both directly and indirectly on the individual's entrepreneurial intention (EI) mediated through entrepreneurial motivations (EMs), conditioning it with the moderation of entrepreneurship education (EE). The findings of this study showed a complete mediation, i.e., IEO affecting EI through EMs. Conditional indirect effects were also statistically significant; with the enhancement in entrepreneurship education, the total indirect effect shows substantial improvement.

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