



Investigating Students' Perceptions on the Effectiveness of Entrepreneurship Education Module in Developing Students' Entrepreneurial Competencies

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Abstract

Entrepreneurship is an important module to be incorporated into the higher education curriculum either as an independent module or integrally through other subjects. College of Basic Education, as an academic institution, took the initiative of adding EE indecently to its curriculum in 2016-2017. The purpose of adding it were to develop the students' entrepreneurial competencies and graduate students that meet market demand.

The present study aims to investigate; first, how successful entrepreneurship education module is in developing students' entrepreneurial attitudes, second, entrepreneurship education module is in developing students' entrepreneurial skills, and third, entrepreneurship education module is in developing students' entrepreneurial knowledge and awareness.

This current study adopted a descriptive methodology in which the data was collected quantitatively through the construction of a closed ended questionnaire consisting of (52) items. The participants of the study were (224) second year students at College of Basic Education. The data was entered SPSS program, then analyzed using non-parametric test because the data was not normally distributed. According to the findings of the study, the module successfully helped the students to develop their entrepreneurial attitudes, skills, and knowledge. Moreover, the students indicated that after taking the module, they became more skilled and knowledgeable about entrepreneurship and the researchers suggested a set of recommendations.

Keywords: Entrepreneurship Education, Entrepreneurial Competencies, Students' Perceptions.

1. Introduction

Entrepreneurship Education (henceforth, EE) is an important subject that is taught in different phases of education. EE can be taught either as an independent subject or as an interdisciplinary subject. studying EE helps students to be ready for the labour market through developing a set of skills, attitudes, and knowledge that shapes their future and makes them productive individuals with up-to-date skills.

Eurydice (2016) claims that EE, as an independent or interdisciplinary subject, is commonly taught in higher education (henceforth, HE) and mostly in social sciences, economics, and business studies (Eurydice, 2016). Nowadays, the interest in teaching EE in HE has increased, both in business colleges and educational institutions with the main aims of developing individuals' entrepreneurial knowledge, skills, and attitudes (Volkman and Audretsch, 2017). In addition to teaching and researching, universities ought to focus on a third mission which is knowledge transfer in which it promotes innovation, creativity, and students' enterprising capabilities (Vaquero-Garcia, et al., 2016).

In other words, universities are advised to concentrate more on graduating skillful individuals who can create economic values in society. In congruence with that, Lackeus (2013) states that the two primary facets of entrepreneurship are learning and value generation. That is,



students create value in the organization that they are going to be part of in the future and through the real-life experiences within the organization, they also develop a set of competencies.

Furthermore, Mitra and Manimala (2008) highlighted that HE has a vital role in teaching EE within their curriculum whether by offering academic degree programmes in EE or training courses with an apparent need to apply new strategies and methods for improvement. It is crucial to teach EE in HE because it influences students' future career choices in addition to helping them develop entrepreneurial competencies.

EE programs in HE has expanded quickly and internationally since the first entrepreneurship course at Harvard Business School which was taught in 1947 (Nabi, G. et al, 2017). After that many institutions began teaching EE as part of their program and Several studies have contrasted the outcomes of attending an EE course or being exposed to EE training when it comes to the impact and achievements of EE. In an effort to better prepare their students, several institutions in HE started to add EE to their curriculum. As a leading academic institution to incorporate EE into HE, College of Basic Education (henceforth, CoBE) added EE module to its curriculum in the academic year 2016-2017.

2. Entrepreneurial Competencies

The values of entrepreneurial competences have increased as a result of the changes in the world of business and market demand. Entrepreneurial competencies are essential for individuals who want to be successful in their career and these competences are also important for starting your own business. Academic institutions have a vital role in developing these competencies in students. Individuals who possess entrepreneurial competencies they have better chance in identifying opportunities get hired.

In recent years, fostering students' entrepreneurial competencies has gained importance as the primary means of linking academic life with socioeconomic and professional life (Ilie, 2014). According to Lackeus (2013) entrepreneurial competencies are defined as the knowledge, skills, and attitudes that are necessary for people to successfully launch and operate their own firms. Creativity, invention, taking risks, problem-solving, decision-making, opportunity discovery, networking, and communication are some of these competencies. Furthermore, Lackeus (2013) claims that cultivating these skills through EE can help to advance not only entrepreneurship job but also employability, flexibility, and resilience in people.

Individuals in a variety of businesses who need to be creative and adaptable in order to remain competitive in the global market should consider developing their entrepreneurial skills. Lackeus (2015) assigned (Knowledge, Skills, and attitudes) as the main themes of entrepreneurial competencies. Therefore, in light of the themes that Lackeus defined for entrepreneurial competencies, the questionnaire of this study has been constructed.

3. Previous Studies

Due to the impact of EE on the development of students' entrepreneurial competencies and skills, it has grown in popularity across educational institutions. Additionally, promoting an entrepreneurial mindset among the students, turning the students into active individuals in society, and preparing them before entering the workforce are arenas of EE. So, these factors make EE to be a very popular concept in HE to be taught whether independently or through the themes of other subjects. The effectiveness of EE and its impact on students' growing entrepreneurial competencies as well as their perceptions on EE have been the subject of numerous research. The researcher looked over several EE-related studies.

AbdulRahim and Mukhtar (2021) conducted a quantitative study entitled "Perception of Students on Entrepreneurship Education." The study was conducted in Malaysia. The aims of the study were (1) to investigate students' perceptions on EE, (2) how EE affects students'



entrepreneurial intentions. Regarding sampling, the researcher adopted purposive sampling where he selected 114 third-year students who were studying Entrepreneurship in their final semester at University of Malaysia Sabah. The tool used for data collection was a 42-item, five-point Likert scale questionnaire. The study revealed that the relationship between an entrepreneurial curriculum and entrepreneurial intentions is significant. In addition to that, students who have studied an entrepreneurial curriculum tend to have more entrepreneurial intentions. The study also revealed that the students who were exposed to EE seemed more prepared than those who did not study EE. Finally, it was discovered that the relationship between entrepreneurial intentions and teaching methods is significant.

Abdullah et al. (2021) conducted a study entitled “Modelling the Students’ Perceptions towards Entrepreneurship in Higher Educational Institution Using Multiple Linear Regression Model.” The study was conducted at University in Kota Bharu, Malaysia in 2021. The study aimed at identifying the factors that affect students’ perceptions of EE. The researchers chose 300 students by implementing stratified random sampling. The questionnaire included six independent variables (i.e., the role of university, the role of government, gender, faculties, family background, and entrepreneurial traits). The analysis of data showed that gender and the role of government had no effect on students’ perceptions of EE. On the other hand, the role of university, family background, entrepreneurial traits, and faculties did affect students’ perceptions of EE.

Alharbi et al. (2018) conducted a study in Saudi Arabia entitled “The Impact of Entrepreneurship Education Programs (EEPs) on the Entrepreneurial Attitudes among Higher Education Students.” The study was carried out in 2018 in five public and private sectors in institutions related to higher education. The aim of this study was to compare the attitudes and intentions of students who studied EE to those who did not. The data in this study was collected quantitatively by implementing a questionnaire. The questionnaire was administered twice, in the beginning, and at the end of the semester. Moreover, the questionnaire was implemented twice for each group of students, the students who studied EE, and the group who did not. The questionnaire was distributed in two stages; first, 632 participants who had just joined their EE programme responded to the questionnaire. Then, the same group of students (632) responded as they were about to finish their programme. The data shows that the programme had positive impacts on the students and reflects a change in their entrepreneurial attitude. After completing the programme, the students developed their entrepreneurial intentions and showed their preference to become self-employed.

In another study, Belwal, Al Balush, and Belwal (2015) attempted to investigate student perception on entrepreneurship and the role of university on enhancing enterprise education. The study was entitled “Students’ Perception of Entrepreneurship and Enterprise Education in Oman.” The study was conducted in Sohar University in Oman in 2014 in five departments, namely, business, engineering, computing and IT, English studies and arts, and law. The researchers in this study adopted the mixed-method approach to collect data. Moreover, the researchers developed a questionnaire. The questionnaire comprised closed and open-ended questions and it was distributed over 200 students who were purposively selected from the aforementioned departments. The results showed that students from Engineering and Business Department demonstrated higher intentions in becoming entrepreneurial. However, they did not possess knowledge regarding how to start their businesses. Another finding was that students showed their intentions to run their own business and their sociable and were ready to work outside their comfort zone.

In another study, Akinboye and Pihie (2014) conducted a descriptive study entitled “Effects of Learning Styles on Students’ Perceptions of Entrepreneurship Course Relevance and Teaching Methods.” This study aimed at exploring students’ perceptions of the teaching methods used in teaching EE and the relevance of the course to students’ learning styles. To collect data, the researchers used seven-point Likert scale questionnaire that consisted of 15



items. The participants in this study were 119 undergraduate students who were studying vocational education at University Putra Malaysia. The results showed that students value the EE course. Moreover, students' perceptions of the teaching methods used in teaching EE were almost similar and believed that the teaching methods were satisfactory. Finally, the students indicated that the course contents were useful, and that the teacher considered learner differences.

In their study entitled "Understanding the Students' Perspectives towards Entrepreneurship," Obembe, Otesile, and Ukpong (2014) attempted to (1) gain insights into students' perceptions regarding EE, (2) understand the factors that form students' perceptions, (3) understand the role of university in developing students' entrepreneurial traits and intentions. The study was carried out in 2014 in three universities in Turkish Republic of North Cypress. Moreover, 280 undergraduate and postgraduate students participated in the study. To collect data, the researchers used logistical hierarchical regression and a T-Test to compare the results. The analysis of the data revealed two outcomes; (1) university plays a significant role in developing strong entrepreneurial perceptions in students, (2) gender has no effect on the perceptions of students toward EE.

This present study is more important and different from other studies because; (1) it studies the perceptions of students quantitatively in terms of the content that is taught, while other studies mostly studied the perceptions of students toward methods of teaching EE, students' intentions, (2) this study investigates the impact of EE on students that are enrolled in a teacher education program rather than a business-oriented program, and (3) the research questions and its aims are different from other studies.

4. Methodology

To achieve the goals of the study, the research adopts a descriptive methodology. In which, quantitative approach was adopted in this study through using questionnaire.

4.1. Research Questions

The following are the research questions that this study tries to answer:

1. To what extent does EE module develop students' entrepreneurial attitudes?
2. To what extent does EE module develop students' entrepreneurial skills?
3. To what extent does EE module develop students' entrepreneurial knowledge and awareness?

4.2. Aims of the Study

The current study focuses on showing the perceptions of students' perceptions toward Entrepreneurship Education Module. Therefore, this study aims at:

1. How successful EE module is in developing students' entrepreneurial attitudes.
2. How successful EE module is in developing students' entrepreneurial skills.
3. How successful EE module is in developing students' entrepreneurial knowledge and awareness.

4.3. Study Samples

The population was 498 students, whereas the sample of the study who participated in answering the questionnaire was 224 second-stage students (39 males and 185 females) whose ages ranged from 19 to 22. The participants had already taken the EE module. This study was conducted during the academic year 2021-2022 at Departments of College of Basic Education, Salahaddin University-Erbil.

4.4. The Study Tool

To achieve the aims of the study, a questionnaire consisting of two parts: the first part is about the participants' demographical data, whereas the second is on entrepreneurial competences



including 52 five-point Likert scale items divided into three sections (entrepreneurial attitudes, entrepreneurial skills, and entrepreneurial knowledge and awareness). to indicate the participants' extent of agreement with each item [abbreviated as (SD) Strongly Disagree, (D) Disagree, (N) Neutral, (A) Agree, and (SA) Strongly Agree]. The items of the questionnaire were constructed following all scientific steps of constructing a questionnaire. The questionnaire was distributed to the second-grade students at College of Basic Education, the Departments of (Kurdish Language, English Language, Arabic Language, Kindergarten, Social Sciences, General Sciences, and Mathematics) at Salahaddin University-Erbil.

4.5. The Validity of the Questionnaire

In order to construct a valid questionnaire, the researcher applied all psychometric properties, and the questionnaire was sent to (10) jury members in the steps that are needed. All the necessary statistical and scientific procedures have been followed to construct the questionnaire including, Face validity, Translation Validity, Construct Validity, and Item Discrimination.

4.6. The Reliability of the Questionnaire

Regarding the reliability of questionnaire, Cronbach's Alpha is used which is one of the widely used statistic among the researchers who tend to construct or adopt a questionnaire. Cronbach's Alpha coefficient was used to determine the internal consistency of the items of questionnaire. The reliability of questionnaire has been found through a pilot study with 60 students. The Cronbach's Alpha coefficient was analyzed using SPSS (Statistical Package of Social Sciences). The results of the reliability analysis of questionnaire indicated the reliability coefficient of (0.893, 0.877, 0.878) for section 1, 2, and 3 respectively, and an overall Cronbach's Alpha coefficient of (0.952) for the questionnaire.

5. Results and Discussions

The obtained data in Students Questionnaire is analyzed through non-parametric tests due to the non-normally distribution of the data. The data were collected from (224) students of the second year, (39) males and (185) females. Difference between the number of males and females is observed due to the dominance of female gender at CoBE in all the departments. To organize the analysis and he discussion of the data, the order of research questions has been used as a guide to order the data.

1. To what extent does EE module develop students' entrepreneurial attitudes?

Prior to analyzing and discussing the first section items in the student questionnaire, the overall mean of the first section is viewed in table 1 which is (4.09). The mean shows a high level of agreement by the students regarding developing their entrepreneurial attitudes.

Entrepreneurial Competencies	N	<= 3	> 3	Mean	Std. Deviation	Binomial test P-Value
Section 1: Entrepreneurial attitudes students have developed	224	10	214	4.09	0.51	0.000 Highly significant



Table 1: Students' responses regarding the effectiveness of EE module in developing students' entrepreneurial attitudes.

To respond to the first research question, the obtained results of this study are first shown section by section, then analyzed and discussed. Therefore, the data was tabulated to show the percentage of each Likert scale option as shown in table 2.

Items	Responses and percentage				
	SD	D	N	A	SA
Item 1	0.89%	3.13%	8.48%	40.18%	47.32%
Item 2	0.45%	2.23%	5.8%	48.66%	42.86%
Item 3	0.89%	4.91%	9.82%	56.25%	28.13%
Item 4	1.34%	4.02%	11.16%	48.66%	34.82%
Item 5	2.23%	4.46%	10.71%	46.88%	35.71%
Item 6	1.34%	5.8%	12.95%	55.36%	24.55%
Item 7	1.79%	6.25%	17.41%	53.57%	20.98%
Item 8	0.89	7.14%	17.86%	48.21%	25.89%
Item 9	2.23%	7.14%	8.93%	41.52%	40.18%
Item 10	2.23%	2.68%	9.38%	37.5%	48.21%
Item 11	0.89%	4.91%	11.16%	58.04%	25%
Item 12	0.89%	5.36%	15.18%	48.66%	29.91%
Item 13	3.13%	7.59%	22.77%	42.86%	23.66%
Item 14	1.79%	5.36%	11.61%	42.41%	38.84%
Item 15	1.34%	4.46%	12.05%	40.18%	41.96%
Item 16	1.34%	3.57%	9.82%	38.39%	46.88%
Item 17	0%	1.79%	5.36%	41.07%	51.79%
Item 18	4.46%	4.46%	9.82%	50%	31.25%
Item 19	2.23%	4.46%	15.63%	50%	27.68%

Table 2: Students' responses regarding their entrepreneurial attitudes after taking EE module.

To respond to the first research question, the percentage of agreement in items 1-19 is considered by adding up the percentage results of both “Strongly Agree” and “Agree” options for each item.



In response to item 1, most of the students (i.e., 87.5%) indicated that their self-confidence increased after taking EE module. This attitude is helpful for students to enable them to start their own business or to take risks.

Regarding item 2, 91.52% showed that taking EE module made them trust their abilities more. This could be due to giving students the opportunity to demonstrate their abilities.

The 3rd item of the questionnaire shows that more than three-quarters (i.e., 84.38%) of the participants showed that they can take responsibilities within organizations after taking the module. This is very likely to make students become active employees or entrepreneurs in the future.

In the 4th item of the questionnaire, 83.48% of the participants indicated that they are ready to do their best in different situations they are likely to face in the workforce.

The 5th item shows that 82.59% of the participants agreed that the module provided them with sufficient knowledge about labour market due to which they show their readiness for the workforce.

In item 6, 79.91% of the students agreed that they were able to recognize their weak points, work on them, and consequently improve them. This might be due to receiving various assignments and roles while taking the module.

Nearly three quarters of the participants showed their agreement with item 7. In this item, 74.55% of the students claimed that they could put the ideas they had generated into practice. Such an outcome is expected from students who take EE module due to the practice and guidance they receive.

The percentage of students who agreed with item 8 is 74.1%. In this item, almost three quarters of the students agreed that they gained the ability to evaluate opportunities, take advantage, and seize them owing to taking EE module.

In item 9, 81.7% of the students claimed that EE module helped them to complete given tasks without being told. With such a high rate of agreement, students confirm their familiarity with the significance of being concentrated on their assignments.

In the 10th item, more than three-quarters (i.e., 85.71%) of the students indicated that after taking EE module, they learned to act on problems when they occur rather than showing emotions and reacting. Such attitude is considered as an asset in the labour market as problems occur on a daily basis and solving them requires sensible individuals.

Item 11 is concerned with recognizing and solving problems. In this item, 83.04% of the respondents showed that EE module assisted them to identify problems as well as solve them.

Regarding item 12, it represents the proactivity at work. 78.57% of the students agreed with the item. This agreement indicates that EE module taught the students how being active and involved in an organization boosts their chances of obtaining various positions and responsibilities.

Willingness to take risk is mentioned in item 13 which received agreement by 66.52% from the students. Such a low percentage may be due to the fact that risk-taking is a complicated process which needs effort and evaluation to step forward because besides benefits, it may also lead to loss. So, it's hard to develop such attitude easily.

Item 14 received a high percentage from the students. The percentage of agreement in this item is 81.25% which indicates that the students are willing to take accounted (measured) risks. By taking part in the module, students showed that they have learned how to calculate risks then move toward.

The students gave item 15 a high percentage of agreement. In other words, 82.14% of the respondents indicated that they are prepared to take initiative and learn new skills. Possessing new skills and being initiative are two important aspects of being an entrepreneur or a productive employee within an organization.

A high proportion of respondents reacted positively to item 16. 85.27% of the students mentioned that by taking EE module, they learned how to apply their prior experience to new



situations. This attitude can be further enhanced by providing activities which work on this attitude.

The percentage of agreement for item 17, which is about learning from mistakes, is 92.86%. The participants indicated that they learned ‘how to learn from others’ mistakes’ as a result of taking EE module. Some start-ups shine and others fail to succeed. Learning from mistakes enables students to easily overcome and avoid problems. Gaining such perspective after participating in the module with such an excellent percentage, shows the success of the curriculum in developing the entrepreneurial mindset in students.

Item 18, which addresses students’ knowledge about the job market, received 81.25% agreement for students to know the range of alternative career options is crucial to choose a proper career path.

Item 19, which addresses students’ creativity in various work environments, gained 77.68% agreement from the participants. The students’ agreement showed the module’s positive effect on their ability to be innovative.

2. To what extent does EE module develop students' entrepreneurial skills?

As shown in table 3, the overall mean for the second section of the student questionnaire is (3.91) which indicates moderate level of agreement by the students.

Entrepreneurial Competencies	N	<= 3	> 3	Mean	Std. Deviation	Binomial test P-Value
Section 2: Entrepreneurial skills students have obtained:	224	22	202	3.91	0.55	0.000 Highly significant

Table 3: Students' responses regarding the effectiveness of EE module in developing students’ entrepreneurial skills.

Regarding items 20-38 in the second section of the questionnaire, the items are analyzed and discussed by adding up the percentage results of both “Strongly Agree” and “Agree” options for each item.

Items	Responses and percentage				
	SD	D	N	A	SA
Item 20	0.89%	5.8%	12.05%	54.91%	26.34%
Item 21	0.89%	6.7%	17.86%	50.45%	24.11%
Item 22	1.79%	5.8%	14.29%	35.71%	42.41%
Item 23	2.23%	4.46%	12.5%	38.39%	42.41%
Item 24	2.23%	0.89%	8.93%	41.96%	45.98%
Item 25	2.23%	4.91%	8.48%	33.93%	50.45%
Item 26	16.96%	16.52%	19.2%	29.02%	18.3%



Items	Responses and percentage				
	SD	D	N	A	SA
Item 27	1.79%	3.57%	8.04%	46.88%	39.73%
Item 28	2.23%	3.57%	12.5%	53.13%	28.57%
Item 29	12.05%	23.66%	23.21%	26.79%	14.29%
Item 30	3.13%	2.23%	8.93%	40.18%	45.54%
Item 31	0.45%	6.25%	13.39%	46.43%	33.48%
Item 32	3.13%	6.7%	16.52%	41.96%	31.7%
Item 33	3.13%	8.04%	18.75%	48.21%	21.88%
Item 34	3.13%	5.8%	19.64%	46.88%	24.55%
Item 35	2.23%	4.46%	18.3%	52.23%	22.77%
Item 36	4.46%	6.25%	21.43%	52.68%	15.18%
Item 37	2.23%	10.27%	11.61%	45.98%	29.91%
Item 38	3.57%	8.04%	15.18%	49.55%	23.66%

Table 4: Students' responses regarding their entrepreneurial skills after taking EE module.

In item 20 of the questionnaire, over three quarters (i.e., 81.25) of the students indicated that EE module has enabled them to manage unexpected situations in the workforce. This skill is significant because employees are likely to face unforeseen situations; therefore, they need to know what to do in such a case.

In item 21, nearly three quarters 74.56% of students agreed to this item. Students' responses indicated that participation in the module enabled them to spot problems when they arise.

Regarding item 22, the students' agreement with the item is 78.12%. Being aware about the labour market increases students' self-belief and makes them ready to enter the job market.

In response to item 23rd, students agreed with the item by 80.8%. After taking EE module, students showed their readiness to become part of a corporation.

Item 24 of the questionnaire has the agreement ratio of 87.94%. More than three quarters of students showed that the module enabled them to see mistakes of others as learning opportunities.

In item 25th, which intends to see how students directed to work in teams through the activities of EE module, the agreement proportion to the item is 84.38% indicating that the students have learned how to work in teams, and they understood the importance of such a skill for labour market.

In item 26, which is a negative statement about working alone is better than working in teams, here, the students showed low agreement to the statement with a percentage of 47.32%. The students with their low agreement percentage are emphasizing on that they have learned about the advantage of working in teams.

Item number 27 shows that the students' presentation skills have been improved after participation in the module, according to students' perceptions. To prove, 86.61% of the participants responded positively to this item.



Item 28 in the questionnaire is concerned with students' negotiation skill. Students' agreement with the item is 81.7% which indicates the success of the module in equipping students with negotiation skill.

In the item number 29 of the questionnaire which is a negative statement to check whether the students find it hard to start a conversation or not. In this item 41.08% of the students claimed that they don't find starting a conversation difficult. Their low percentage of agreement is an indication of that the students have developed their communication skills along other skills.

85.72% of the students responded positively to item number 30 of the student questionnaire and that they are ready to give a hand to their co-workers at work. Working in teams and helping each other are situations that employees face on a daily basis at workplace. Therefore, possessing such a skill is an important asset for students' future career.

Students' responses to item 31 regarding decision-making skill are positive. In this item 79.91% showed that they had acquired this competence by taking EE module. Decision-making is a crucial skill for anyone seeking entrance to the workforce due to the challenges they face every day.

In response to item 32, the students' agreement to the item is 73.66%. Nearly three quarters of students agreed to that after taking the module, they developed their financial skills.

Managing expenses is also another skill related to finance, the students responded to the item 33 with the percentage of 70.09%. Such an agreement is an indication that the module was effective in enabling students to improve this skill.

Item number 34 investigates students' ability to direct an organization to the right path. Optimistic results are seen from the students' agreement to the item with the percentage of 71.43%.

Item 35th shows that 75% of the students indicated that they improved their interpersonal skills and became more objective-driven within the organizations. It is important for an employee to maintain their position within an organization. To do so, it is important to know how to stay focused on the goals of that organization.

According to the data of item 36, 67.86% of the respondents believed that they could allocate resources to their plan within any firm they work for. For every plan to be implemented, it is important to know how and where to allocate resources to. The students' response indicated that they had benefited from the module regarding this skill.

In item 37, the agreement percentage is 75.89%. In this item, over three quarters of students shows their agreement that they have improved their digital literacy skills. In the globalized world, digital literacy skill is very importance for workforce readiness. In addition to that, being a digital citizen helps them to easily access to the market and get better jobs in the future.

In item 38 of the questionnaire, with nearly three quarters (i.e., 73.21%) of students agreeing with the item, students emphasized that the module helped them to develop their marketing skills. Marketing is an important business skill which makes the contact between customers and businesses and helps the businesses to grow.

3. To what extent does EE module develop students' entrepreneurial knowledge and awareness?

As shown in table 5, the overall mean for the third section of the student questionnaire is (3.93) which indicates moderate level of agreement by the students

Entrepreneurial Competencies	N	<= 3	> 3	Mean	Std. Deviation	Binomial test P-Value
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Section 3: Entrepreneurial Knowledge and awareness students have gained:	224	20	204	3.93	0.57	0.000 Highly significant
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Table 5: Students’ responses regarding the effectiveness of EE module in developing students’ entrepreneurial knowledge and awareness.

Regarding items 39-52 in the third section of the questionnaire, the items are analyzed and discussed by adding up the percentage results of both “Strongly Agree” and “Agree” options for each item.

Items	Responses and percentage				
	SD	D	N	A	SA
Item 39	0.89%	3.13%	12.5%	53.57%	29.91%
Item 40	2.68%	4.91%	12.05%	50%	30.36%
Item 41	1.34%	5.36%	12.5%	53.57%	27.23%
Item 42	1.34%	3.13%	20.09%	44.64%	30.8%
Item 43	3.13%	5.36%	17.41%	46.43%	27.68%
Item 44	2.23%	7.14%	18.75%	44.2%	27.68%
Item 45	0.89%	4.91%	13.84%	55.36%	25%
Item 46	5.36%	12.05%	24.55%	42.86%	15.18%
Item 47	4.02%	9.38%	24.11%	44.2%	18.3%
Item 48	1.79%	4.02%	9.38%	48.66%	36.16%
Item 49	1.34%	6.25%	12.05%	45.98%	34.38%
Item 50	1.34%	6.7%	13.39%	46.88%	31.7%
Item 51	3.13%	3.57%	14.73%	53.13%	25.45%
Item 52	4.46%	3.57%	12.95%	51.34%	27.68%

Table 6: Students’ responses regarding their entrepreneurial knowledge and awareness after taking EE module.

In the 39th item, the students showed 83.48% of agreement. The high rate of agreement is an indication of the success of EE module in increasing students’ awareness about the future career choices that are available for them.

Item number 40 of the questionnaire is concerned with increasing students’ knowledge about the careers that are available for them. In this item, students showed their agreement with the item by 80.36%. knowing about the labour market demands enables students to equip themselves with the necessary skills and information according to the needs of labour market.



Regarding item 41, the students agreed with the percentage of 80.8% on that the module helped them to explore the skills that are needed for future careers, for example, teamwork, negotiation, and communication.

Concerning item 42 of the questionnaire, nearly three-fourths of students (i.e., 75.44%) emphasized that after taking EE module, they have been introduced to the opportunities that are available for them after graduation. The curriculum of the module is designed based on the context of the region. Therefore, it provides students with information about the labour market in KRI and what they need when enter the workforce.

The statistics of the item 43 reveals that 74.11% of students agreed that they have gained knowledge about how to manage budget and financial aspects. Managing financial aspects are one of the important skills which it helps in achieving financial stability and building wealth.

In item 44, responses show that 71.88% of the participants responded to this item positively. This is an indication that students have increased their knowledge about managing money effectively. This skill is helpful not only at work, but also helps them to meet basic needs, make daily purchases, and reducing debts.

In item 45 of the student questionnaire, more than three-fourths of students (i.e., 80.36%) showed their agreement that they have improved their ability in making financial decisions after taking the module. Through making a right financial decision students can reach their financial goals and reduce financial stress.

Item number 46 of the questionnaire investigates students' understanding of retirement plans. In this regard, students showed their agreement to the statement with the percentage of 58.08%. Retirement is in the far future for students, as a result, it is normal for students not to have a clear vision about it. However, more than half of students responded positively to the item.

In item 47, 62.5% of the students showed their agreement with the item. More than half of the students indicated that they increased their knowledge about loans and opportunities of getting financial support for their innovative ideas. In the region, various local and international organizations provide financial supports for start-ups and the ones who have an innovative business idea.

In item 48 of the questionnaire, over three quarters (i.e., 84.82%) of the respondents indicated that the module taught them how to seize opportunities and benefit from them. In KRI, which is a developing region, there are many opportunities and gaps in its market, this is gives the chance to many businesses to emerge.

The agreement percentage with item 49 is 80.36%. More than three quarters of the students believed that the module increased their knowledge about the sources of opportunities and how to make them a viable product or service.

Over three quarters (i.e., 78.58%) of respondents agreed with item number 50 of the questionnaire which is concerned with students' knowledge on turning ideas into potential start-ups. It's crucial for students to increase their knowledge about start-ups and how to start from the beginning step by step in order to think about starting their own business and increase employability opportunities for others.

In item 51, 78.58% of the students responded positively to the item that the module increased their knowledge about assessing the opportunities that are available and seize it. Increasing knowledge about assessing opportunities is important because it helps individuals to make informed decisions and identifying opportunities.

Item 52, which is the last item of student questionnaire, looks into the extent to which the module provided students with information about studying the customers' needs. 79.02% of the students showed their agreement with the item and indicated that they gained more knowledge about assessing the customers' needs.



Overall, the data obtained through student questionnaire shows that EE has been effective and succeeded in developing students' entrepreneurial competencies, that is entrepreneurial knowledge, entrepreneurial skills, and entrepreneurial skills. That is why the first hypothesis of the present study is accepted.

6. Conclusion

In conclusion, the addition of entrepreneurship into higher education is to develop the students' entrepreneurial attitudes, skills, and knowledge. College of Basic Education added the module into its curriculum aiming in equipping the students with entrepreneurial skills and graduate them to meet market demand.

EE module had a significant impact on developing the students' entrepreneurial competencies. The module helped the students to develop entrepreneurial attitudes, for instance, risk taking, being initiative, and self-confidence in which such skills make them to be survive in today's changing world. Beside to that, also the module helped the students to be equipped with up-to-dated skills that helps them to be successful in their future career regardless of whether they choose to become entrepreneurs or an entrepreneurial employee. Finally, the module increased the students' knowledge and awareness about entrepreneurship and different aspects of entrepreneurship. This helps the students to think about starting their own business or identifying different career opportunities.

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Appendix 1
Students' Questionnaire

Part A: Demographical Details

Age..... :

Gender: Male Female

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA

Part B : Entrepreneurial Competencies

To what extent do you agree with the following items? Tick one box for each item to show your degree of agreement with the item.

Section 1: Entrepreneurial attitudes students have developed.

After Participation in the Entrepreneurship Education Module						
No	Items	(SD)	(D)	(N)	(A)	(SA)
1	I feel confident and believe in myself.					
2	I trust my abilities at work.					
3	I can take responsibilities within an institution					
4	I do my best in every situation.					
5	I am ready to enter the labour market confidently.					
6	I can recognize my weak points and improve them.					
7	I can turn ideas into action.					
8	I do identify opportunities and take advantage of them.					
9	I do what is necessary at work without being told.					
10	I act on problems instead of reacting at work.					
11	I can recognize and solve problems.					
12	I can be proactive at work.					
13	I am willing to take risks in the hope of benefits.					
14	I have to make sure that I can succeed in doing something, then I step forward.					
15	I take initiative to learn new skills.					



16	I know how to apply prior experience to new situations.					
17	I learn from the mistakes of others.					
18	I have increased my knowledge about the job market.					
19	I act creatively in different situations.					

Section 2: Entrepreneurial skills Students have obtained.

After Participation in the Entrepreneurship Education Module						
No	Items	(SD)	(D)	(N)	(A)	(SA)
1	I have learned how to manage unexpected situations in the workforce.					
2	I can easily determine the sources of problems.					
3	I am interested in entering job market.					
4	I am excited to become a part of an institution.					
5	I see errors as a learning opportunity.					
6	I can work in teams.					
7	I would rather work alone than in teams.					
8	I feel very confident when I present a project to my colleagues.					
9	When I enter a negotiation, I can achieve what I want.					
10	I find it difficult to start a conversation.					
11	I always try to help my co-workers.					
12	I have developed decision-making skills.					
13	I can budget my finance for future career.					
14	I can track my monthly expenses.					
15	I can drive the organization in the right direction.					
16	I can determine the objectives of an organization.					
17	I can allocate resources for implementing the plans of an organization.					
18	I can digitally advertise for my products/services.					
19	I can implement marketing strategies.					


Section 3: Entrepreneurial knowledge and awareness students have gained.

After Participation in the Entrepreneurship Education Module						
No	Items	(SD)	(D)	(N)	(A)	(SA)
1	I have gained information about what career choices do I have.					
2	I have gained information about the careers that are available in the labour market.					
3	I have explored what skills are necessary for future career.					
4	I have known more about opportunities I have after graduation.					
5	I have gained knowledge about how to manage a budget.					
6	I have learned how to manage money effectively.					
7	I have improved my abilities to make financial decisions.					
8	I have understood how to plan for retirement.					
9	I have increased my knowledge about loans.					
10	I have learned how to seize opportunities.					
11	I have learned about the sources of opportunities.					
12	I have learned how to turn ideas into potential start-ups.					
13	I have increased my knowledge about how to assess opportunities.					
14	I have learned to assess customers' needs.					



تيكۆلينيوه له تيرواني قوتاييان سه بارهت به سهركه وتوويى باهتي پوره رده ي پيشه ننگارى له بهره و پيشبردى توانسته پيشه ننگاريه كانى قوتاييان

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پوخته

پيشه ننگارى باهتي گرينگه تاوهكو زياد بركي بۇ ئيو پروگرامى خوئندى بالا وهكو باهتي سهر به خو ياخود تيكه ليشكردى بۇ ئيو باهته كانى تر. كۆليژى پوره رده ي بهرته وهكو يه كه م ناوه ندى ته كاديمي توانى دهست پيشخه ر بيت له زيادكردى باهتي پوره رده ي پيشه ننگارى بۇ ئيو پروگرامى خوئندى له سالى (2017-2016). تامانج له زيادكردى ته م باهته بۇ پهره پيدانى توانسته پشه ننگاريه كانى قوتاييان و پينگه ياندينان به پي داواكارى بازارى كار. تامانجه كانى ته م توئيزينه وه به برتين له پشترا سكر دنه وه ي يه كه م، سهركه وتوويى باهتي پوره رده ي پيشه ننگارى له پهره پيدانى هه لوئسته پشه ننگاريه كانى قوتاييان بدات. دووه م، سهركه وتوويى باهته كه له پهره پيدانى كارامه ييه پيشه ننگاريه كانى قوتاييان. ستيه م سهركه وتوويى باهته كه له پهره پيدانى تاستى زانبارى و هوشبارى قوتايي سه بارهت به پيشه ننگارى.

ته م توئيزينه وه به، ريبازى وه سفى گرتوته بهر تاوهكو زانبارى چهنديه تي له ريگه ي بنياتنانى پارسيه كه له (02) برگه پكه اتوه له به شداربووانى توئيزينه وه كه كۆبكه توه. به شداربووانى توئيزينه وه كه (24) قوتايى قوناعى دووه مى گشت به شه كانى كۆليژى پوره رده ي بهرته ييه. دواى داخلكردى داتاكان بۇ ئيو بهرنامه ي (SPSS) و شيكاركردى له ريگه ي گرتنه بهرى تيستى (ناپاراميتري) له بهرته وه ي داتاكان دابه شوونتيكى ئاسايى نه بوو. دهستكه وته كانى ته م توئيزينه وه دريده خه ن كه وا باهتي پوره رده ي پيشه ننگارى توانيوه تي پهره به توانسته پيشه ننگاريه كانى (هه لوسته پيشه ننگاريه كان، كارامه ييه پيشه ننگاريه كان، زانبارى و هوشبارى پيشه ننگارى) قوتاييان بدات. وه ههروه ها دهره نجامى توئيزينه وه كه دريده خات كه وا قوتاييان دواى به شداربوونيان له باهته كه، كومه ليك كارامه يى و زانباريان به دهست خستوه سه بارهت به پيشه ننگارى، توئزه ران گه يشتنه كومه ليك راسپارده و پيشنيان.

وشه سه ره كميه كان: پوره رده ي به شه ننگارى، توانسته پيشه ننگاريه كان، تيرواني قوتاييان.

التحقق من وجهة نظر الطلبة حول فاعلية تعلم مادة ريادة الأعمال في تنمية الكفاءات الابداعية لديهم

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ملخص

تعد ريادة الأعمال مادة مهمة يجب تضمينها في المنهج الدراسي الجامعي إما كوحدة دراسية مستقلة أو كجزء من مواد أخرى. قامت كلية التربية الأساسية بالمبادرة بإضافة هذه المادة كجزء من منهجها الدراسي في العام الدراسي 2016-2017. كان الهدف من إضافتها هو تطوير كفاءة الريادية لدى الطلاب وتخريج طلاب يلبون طلبات السوق.

تهدف هذه الدراسة إلى التحقق أولاً من النجاح الذي حققه الوحدة الدراسية في تنمية المواقف الريادية لدى الطلبة، وثانياً في تنمية مهاراتهم الريادية، وكذلك في تنمية معرفتهم ووعيهم الريادي. تبنت هذه الدراسة منهجية وصفية حيث تم جمع بيانات كمية خلال بناء استبيان مغلق مكون من (02) فقرة. بلغ عدد مشاركي الدراسة 224 طالباً في المرحلة الثانية بكلية التربية الأساسية. تم إدخال البيانات إلى برنامج (SPSS)، ثم تم تحليلها باستخدام اختبار غير المعلمي لأن البيانات لم تكن موزعة بشكل طبيعي.

ووفقاً لنتائج الدراسة، فإن الوحدة ساعدت بنجاح الطلاب في تنمية مواقفهم ومهاراتهم ومعرفتهم الريادية. وعلاوة على ذلك، أشار الطلاب إلى أنهم أصبحوا أكثر مهارة ومعرفه بعد أخذ الوحدة وتوصل الباحثان إلى مجموعة من التوصيات والمقترحات.

الكلمات المفتاحية: تربية ريادة الأعمال، كفاءات ريادية، وجهات نظر الطلاب