

The Scope And Challenges Of Entrepreneurial Education In Developing Entrepreneurial Skills Of University Students In Uzbekistan

Ahmad Farid Jamali

Independent Researcher

Tashkent State University of Economics

Yusupova Yulduz Orif Qazi

Entrepreneur in Residence, InnoWIUT Entrepreneurship Lab
Westminster International University in Tashkent

Abstract

Till the early 1970s, entrepreneurship was not considered a significant asset. It has now been incorporated into the education system, including the greatest teaching practices provided at elite universities such as Harvard (Ubogu, 2020). This is because the skills and knowledge required by today's and tomorrow's jobs are evolving. Education systems at certain levels must react and adapt to the new problems and challenges (Grecu and Denes, 2017a). Today, most educational institutions are becoming cognizant of the need to incorporate entrepreneurial skills into their curriculum (Mahmood et al., 2020). However, implementing entrepreneurial education is not an easy process and has a lot of challenges and barriers.

This study's goal is to find out the challenges and barriers in entrepreneurial education in Uzbekistan in the process of developing university students' abilities and skills which will be useful for future researchers, government, and policymakers who want to work in promoting entrepreneurial education in the country. Moreover, the study investigates the existence of entrepreneurial education in traditional universities in the Republic. A quantitative data collection method will be used to collect data and information from the two Universities (Team University and Westminster International University) in Tashkent, Uzbekistan while providing two separate questionnaires containing open-ended and closed-ended questions for the students and lecturers of both Universities. The final result reveals the challenges of entrepreneurial education from the perspective of students and lecturers at the university level in Uzbekistan. Outdated curricula and education system, unqualified lecturers, and wrong attitudes towards entrepreneurial education are among the main challenges. The findings suggest that at some level entrepreneurial education is practiced by the traditional universities in Uzbekistan although to confirm it a larger sample of people needs to be surveyed throughout Uzbekistan by future researchers. According to the responses by the students, most of them believed that the courses they had taken were effective and have had motivated them to start their business in the future. Most of the students and lecturers surveyed were optimistic about the future growth of the entrepreneurial education in the Republic while suggesting more attention and investment to be made in order to accelerate the speed of the development and progress.

Keywords: Entrepreneurial Education, International Business, University Students, Traditional Education, Economic Growth, Challenges

Introduction

Entrepreneurial education is a set of structured teachings that instruct, train and educate people interested in promoting entrepreneurship awareness, business creation, or the development of small businesses through a project (UNESCO, 2020). The traditional educational system, which was based on a philosophy that was aimed at creating good employees and compliant soldiers, has failed to offer sustainable employment in the time of automation of jobs and a lack of enough employment opportunities (Sharma, 2019). In the last few decades, the idea of incorporating entrepreneurship into education has sparked a lot of interest. This is said to have a variety of consequences, including growth in the economy, employment generation, and better social perseverance, as well as personal growth, higher school participation, and increased equality (Lackeus, 2015). In today's economic climate, a fresh graduate's understanding of an academic subject is no longer sufficient. Students are increasingly expected to acquire skills and abilities that will boost their employability chances, such as information extraction and processing, communication and interpersonal skills, planning and problem-solving skills, and social growth and interaction (Grecu and Denes, 2017a).

A survey carried out by the World Economic Forum on future jobs revealed that half of today's jobs could be done by machines by 2055, which will create entirely new positions, duties, and problems for the future workforce. As a result, we can't say with certainty what our students will have to know after graduation. Therefore, entrepreneurial education provides students with valuable life skills that will aid them in managing this unpredictable future (Marlborough, 2019).

The objective of this study will be on exploring the challenges of entrepreneurial education in developing entrepreneurial skills of the university students in Uzbekistan to empower them to be able to work as entrepreneurs in the international business environment. Moreover, this study aims at finding the answer to **the main research question** about the prospects and challenges of entrepreneurial education in Uzbekistan. Meanwhile, the study will try to discover the relationship between entrepreneurial education and international business, entrepreneurial education's impact on motivating students to become successful entrepreneurs in today's dynamic and challenging international business environment, and the existence of entrepreneurial education in traditional universities. A mixed-method of quantitative and qualitative will be used to collect data and information from the lecturers and students of the two universities in Tashkent.

This research will be novel in this field and will assist policymakers and educators in developing, promoting, and making entrepreneurial education more effective in Uzbekistan, resulting in an increase in the Republic's employment rate. The fact that the research survey will be conducted only in Tashkent and the respondents will be from two universities is the **limitation** of this study.

The Primary Research Question

What are the prospects and challenges of entrepreneurial education in Uzbekistan?

Explorative Research Questions:

RQ1: How does Entrepreneurial Education exist in Uzbekistan?

RQ2: How effective has entrepreneurial education been in developing university students' entrepreneurial skills?

RQ3: Are traditional universities developing entrepreneurial skills?

Research Objectives

Main Objective:

To find out the challenges of entrepreneurial education in developing entrepreneurial skills of the University students in Uzbekistan to enable them to work as successful entrepreneurs in an international business environment.

Specific Objectives

Objective 1: To find out the impact of entrepreneurial education in developing entrepreneurial skills of the students.

Objective 2: To find out the effectiveness of entrepreneurial education in Uzbekistan.

Objective 3: To find out how entrepreneurial education has motivated students to engage in entrepreneurship after graduation.

Research purpose

The purpose of this study is to explore the existence, scope, and challenges of entrepreneurial education in Uzbekistan. Therefore, this study is exploratory and a type of research that is described as an investigation into a problem that is not well explained and the researcher should be ready to alter directions if new information or insight becomes available. When a problem is still in its early stages, such a study is frequently conducted (questionpro, 2018).

Literature Review

Until the early 1970s, entrepreneurship was not regarded as a valuable asset. It has now been integrated into the school curriculum, including the greatest teaching approaches available at leading universities such as Harvard. Entrepreneurship was often regarded to be little more than an applied trade rather than an academic discipline of study deserving of scientific attention (Kulo, Agbogo and Okudarie, 2018).

Youths' future employability will rest on how teaching and learning respond to these evolving needs. To negotiate in an ever-changing labor market, students will need to be creative, adaptive, self-reliant, and flexible (Britishcouncil, no date), and this will be possible only through providing entrepreneurial education to students. Entrepreneurship education has developed as a critical subject for young pupils to master. As job

opportunities become more limited as a result of factors such as technology improvements and population expansion, entrepreneurship might be considered as a viable career option among the modern generation (Panigrahi, no date). With the support of entrepreneurship education for students with various specialization fields, the gap between real-life situations and classroom concepts and ideas can be closed (Greco and Denes, 2017b). Though there is immense demand for entrepreneurial education, there are several barriers to it as well. Lack of local teaching resources, insufficient qualified teachers who are not experts in entrepreneurship education due to a lack of sufficient university graduates, and multi-dimensional strategies in the courses provided are some of the main challenges to entrepreneurial education (Shuaibu et al., 2021). Without overcoming the aforementioned constraints, it is difficult to generate competent entrepreneurs, and such entrepreneurs are those who possess management abilities, leadership and teamwork skills, communicating and effective listening skills, customer service skills, and budgeting acumen. Moreover, technical capabilities, creative thinking and planning skills, analytical and problem-solving skills, time management and organizational skills, advertising, selling, and networking are some of the most crucial skills and competencies that a good entrepreneur must possess (indeed.com, 2021).

Theoretical Studies

Entrepreneurial education aims to foster and promote an entrepreneurial mindset and success. To put it another way, entrepreneurship education is a set of formalized teachings that instructs, educates, and trains anybody involved in the business startup process. Entrepreneurship education is an educational approach that promotes entrepreneurial actions, attitudes, and perspectives (Tefula, 2017). Shah et al. (2020) believe that for many countries, entrepreneurship development and changing people's minds about entrepreneurship is a challenge (Ferreira et al., 2021) and therefore, special attention should be paid to promoting entrepreneurial education to fill such a gap. Many experts predict that entrepreneurs are crucial to our economic future, hence, there is a huge need to explore ways to promote entrepreneurship for both philosophical and societal reasons, and universities are given a crucial part to play in this regard (Vaicekauskaite and Valackiene, 2018).

According to Matlay (2006) Entrepreneurship education is an essential aspect of an economic policy aiming at generating jobs and economic growth (Fellnhöfer, 2017). Based on a study by OECD (2008) titled "Entrepreneurship and Higher Education", Entrepreneurship education is described as all programs targeted at cultivating entrepreneurial mindsets, behaviors, and abilities, and it encompasses a variety of subjects such as idea development, start-up, growth, and creativity. Entrepreneurship education focuses on the development of specific character capabilities rather than focusing directly on the establishment of new businesses (Vacek et al., 2016). Entrepreneurship education is a constantly changing phenomenon that must adapt to changing times and cultures. Entrepreneurship instructors should avoid using rigid frameworks of entrepreneurship practice. Educators can uncover ideas and motivation for prospective entrepreneurs by looking at diverse cultures and real-world situations (Loi et al., 2021).

Entrepreneurial education has immense significance since it focuses on instilling critical life skills that will improve a student's capacity to work in the actual world. Collaboration and teamwork, as well as speaking in public, creating presentations, and data processing, are all abilities that students can gain. Many training academies employ selective entrepreneurial education, focusing on important aspects like sales training, marketing competence, and e-commerce (Bhagat, 2021). There is a lot of discussion about whether entrepreneurship can be learned. The answer is obvious, given the hundreds of business schools in the United States that offer various types of entrepreneurship education. Universities, however, provide distinct educational practices and knowledge in entrepreneurial education. One of the most difficult challenges in international entrepreneurship education is how to teach students with a global entrepreneurship perspective (Cumming and Zhan, 2018).

In the global economy, entrepreneurial education is the most important feature that differentiates nations. As a result, education can aid in the development of entrepreneurship abilities as well as an understanding of business and the significance of entrepreneurs in society (Nafziger, 1970). Independent businesses frequently play a vital part in economic development not just on a national scale, but also on a worldwide one. Furthermore, one of the most important aspects of entrepreneurship is that it creates employment opportunities, which have a positive impact on local societies (global-business-school.org, no date).

In short, entrepreneurial education has a lot of benefits and advantages that enables students to recognize opportunities, commercialize a vision, manage resources, and start a new business that eventually results in

economic growth(Grecu and Denes, 2017a), but at the same time, one of the main challenges for entrepreneurial education, according to Maaravi et al. (2020) and Zhang (2018), is that it must keep up with the rapid shift of business contexts to provide efficient learning modules to assist the development of entrepreneurial trainees and pupils with entrepreneurial mindsets(Takemoto and Oe, 2021).

Empirical Studies

Entrepreneurial Education in other countries and challenges

Entrepreneurship education has increased rapidly over the last three decades, but despite this increase, policies and programs have received relatively less attention, and little direction has been provided on how to support this sort of education and what policies are required(Greene et al., 2015). During the last few decades, entrepreneurship education (EE) programs and research have grown dramatically in the United States and Europe(Wu, 2017), but such growth has been slow in Africa and Asia. If we look at **Nigeria** as an example of African countries, inadequate instrumental materials, incompetent teachers, poor attitude towards vocational and technical education, inadequate facilities and equipment for teaching and learning, the neglect of functional entrepreneurial education, the unavailability of enough funding, and the lack of skill-oriented programs and training are some of the main challenges of implementing entrepreneurial education in this country(Kulo, Agbogo and Okudarie, 2018). If we look at the challenges in entrepreneurial education from students` perspective, we can witness that students are learning at varying speeds, have varying motivations, begin with varying levels of knowledge and experience, and have access to varying networks of resources. Meanwhile, Educators, too, have distinct subject specializations, different levels of ability, and resources networks(Vanevenhoven, 2013). A study carried out in the Niger-Delta region indicates that Entrepreneurship education and its growth are hampered by the shortage of qualified teachers to manage entrepreneurial courses, poor training infrastructure, and a lack of finances. Moreover, Poor acceptance of diplomas given under the apprenticeship training programs, as well as a stereotyped educational curriculum, are all obstacles to entrepreneurial education in Nigeria's Niger-Delta region's public universities(Ubogu, 2020).

A study on the challenges of teaching entrepreneurial education in **the Indian** higher education system reveals several serious problems. According to the study results teachers had no role in the design of the courses that they had to teach, they had to follow the same criteria for evaluation of the entrepreneurial and managerial courses, the courses designed to be helpful for entrepreneurship had failed to achieve the set goals, designed courses failed to trigger the motivation among teachers and students, failed to create awareness among students about the advantages of pursuing entrepreneurship and inability of the universities to provide the required resource and facilities which are must for learning entrepreneurship(Chandrika, 2021).

A similar study carried out in **Australia** exposed a major challenge in the Australian higher education system when it comes to entrepreneurial education in that country: The challenge was entrepreneurial education programs` components that were found to be underdeveloped, specifically in the realm of the audience, topic, and pedagogy. Although there have been efforts to support the contribution of entrepreneurial behavior to the economy, it was suggested that in the Australian context, the impact of such measures would begin with the development of national entrepreneurial learning standards. Impact and measurement must be a key focus once such criteria have been produced and communicated. This will also ensure the stability of national entrepreneurship development in the country(Maritz, Jones and Shwetter, 2015).

Incompetent educators in the field of entrepreneurship are also one of the main challenges, according to a study conducted by Ustyuzhina, Mikhaylova, and Abdimomynova (2019) on 710 students, most of the participants lacked confidence in their instructors' competency. This is concerning because the teacher's job entails more than imparting abstract instruction. He or she should also create a supportive environment that encourages students to learn(Cited in Ubogu, 2020, p 132). In some countries, centralized education has been seen as a further barrier to entrepreneurial education. In **Indonesia**, in particular, the education system was not meant to equip students to work in the community as entrepreneurs or active participants in the decentralized system of education. Therefore so many students after graduation were willing to work as employees irrespective of the fact that they had taken entrepreneurial education(Amalia and von Korflesch, 2021). Moreover, the dearth of entrepreneurship education programs across the country, as well as a lack of awareness of how and what proper methodology to teach and generate graduate entrepreneurs, are examples of how entrepreneurial education has been implemented ineffectively(Hueber, 2021).

If we look at **Russia**, which is close to central Asian countries, entrepreneurial education is still a developing field and many higher education schools teach about entrepreneurship instead of entrepreneurship itself. According to a survey conducted in 2013 as part of the Global Competitiveness Report project, 79 percent of active entrepreneurs regard the development and execution of special entrepreneurial programs in Russian higher and vocational education institutions to be the most crucial matter (Semenov and Eremeeva, 2016). A study carried out in 2021 in Russia indicates that the development of entrepreneurial education programs in Russia has been low because the country's education system has been slow in modernizing its education system to save soviet education models. Secondly, SMEs in Russia mostly have been focusing on sales and services rather than focusing on production areas, as a result, demand for these areas is low in higher education. Thirdly, the government education system has been found as a major barrier to the development of entrepreneurial curriculum (Polbitsyn et al., 2021).

Generally, the main challenges that students face in different countries in learning entrepreneurial education at the university level are the absence of policy implementation, inadequate funding for entrepreneurship studies, lack of adequate alignment and sensitization of students in the universities, dearth of teaching materials such as textbooks and others, shortage of qualified instructors in the entrepreneurship field, and infrastructural shortfall (Okon, 2021).

Entrepreneurial Education in Uzbekistan

Over the last two decades, there have been many transformations and rapid developments in Uzbekistan's educational setting, particularly in entrepreneurship. Fundamental structural changes in the labor market have occurred, including a rise in expertise and intense competition in the educational services field (John et al., 2021). Two years ago, H.E. Shavkat Mirziyoyev, the President of the Republic of Uzbekistan, signed a decree aimed at improving the country's business climate and entrepreneurship support system (kun.uz, 2019). As a result of it the amount of new businesses is fast increasing, and local companies are extending their operations. Over the last five years, the number of entrepreneurs has nearly tripled. Many entrepreneurs have grown their businesses across the country, creating thousands of employees and building enormous, profitable businesses. In the local and international marketplaces, a class of entrepreneurs with their very own brands has begun to emerge (Uzdaily, 2021).

In continuation of the efforts to promote EE, in the year 2020 by Uzbekistan's Cabinet of Ministers Decree, Team University was established as the first and only privately funded Entrepreneurial University in Uzbekistan and one of the leading ones in Central Asia (teamuni, 2020). The university's education will be based on the British educational system. The first year of instruction focuses on the fundamentals of economic thought, business and start-up ventures, language skills training, and the development of essential skills required for further study. The cultivation of critical thinking, communication, presentation abilities, as well as other soft skills will be emphasized particularly (teamuni.uz, 2020). There are signs of the existence of EE in traditional universities as well. Several Universities in Uzbekistan received an "Entrepreneurial University Award" from UK experts for offering some sort of entrepreneurial education for their students and as a result, Tashkent State Technical University was named as the winner of the "Enterprising University of the Year award" (Uzdaily, 2021). Nevertheless, by now Team University is the first and only specialized University offering entrepreneurial education in Uzbekistan since 2020.

Research Gap

This research will try to find out the challenges of entrepreneurial education in Uzbekistan through conducting surveys. Since there has not been any similar research in this field, this research would be useful for policymakers, researchers, and educators who are willing to improve and spread entrepreneurial education in the Republic.

Hypothesis Development

A hypothesis is a statement that predicts the outcome of a study. It's a hypothesis for a research question that hasn't been proven yet. Some study projects may require us to develop multiple hypotheses that cover various facets of our research problem (McCombes, 2019). The research hypothesis is very significant since it guarantees that the full study methodology is accurate and reliable. It aids in estimating the likelihood of study failings and advancement. It aids in establishing a connection between the existing assumptions and the particular research issue. It aids data analysis and assesses the credibility of the study and dependability (Wagle, 2020). Concrete, verifiable assumptions must emerge from research questions. The

more detailed these assumptions are, the simpler it is to narrow down the number of possible explanations for the findings. Some issues necessitate a substantial quantity of information and knowledge before effective hypotheses may be formed, especially if the issues are complicated (tobiipro.com, no date).

H1 Teaching and Learning entrepreneurial Education is challenging.

During the review of similar studies in other countries in the literature review, it has been confirmed and proved that learning entrepreneurial education has been challenging for the students. Moreover, in the studied papers teachers also have found that teaching entrepreneurial education has been challenging for them due to several factors. While students have found learning entrepreneurial education challenging due to lack of proper curriculum, ineffective teaching methods, too much focus on class lectures instead of practical training programs and low quality lecturers and facilities, for teachers, developing entrepreneurial mindset among their students, standardizing, shifting from class lectures to practical way of teaching and compulsory entrepreneurship background and experiences has been among the top challenges (Neck, 2014).

H2 Entrepreneurial Education is effective in developing entrepreneurial skills of the university students.

Entrepreneurship education helps pupils willing to become successful entrepreneurs to create correct values and cognitive theories. It improves students' perspectives of creativity, and assist them to constantly assimilate and gain new skills to mold their inventive abilities and character (Wei, Liu and Sha, 2019). Students equipped with entrepreneurial training and education have the capacity to discern business opportunities, as well as the self-esteem, expertise, and abilities to execute upon them. It enables students in different areas including recognizing opportunities, monetizing a notion, managing resources, and running a new business. Therefore, entrepreneurial education is effective in developing entrepreneurial skills of the university students (Grecu and Denes, 2017).

H3 Entrepreneurial Education motivates students to start their own business after graduation.

Entrepreneurial education educators prepare students to be qualified role models who are keen to learn. They create a competitive environment with high expectations. Such educators tell their expectations for their students' attainment of objectives and provide academic and emotional assistance as needed (Okoro and Ezeonwumelu, 2019). Entrepreneurship education focuses on instilling essential skills that will improve a person's capacity to work in the real world. Synergism and teamwork, as well as public speaking, the ability to create presentation on variety of topics, and data processing and analysis, are all the skills that learners acquire (Bhagat, 2021). As a result, students will be more motivated to learn entrepreneurial education and, in the future establish their own business and become successful entrepreneurs. Entrepreneurship education has been shown to be critical to the success of any business, industry, or community. Entrepreneurship education in higher education institutions aims to improve pupils' entrepreneurial skills, motivations, and ambitions (Mónico et al., 2021).

H4 Traditional Universities develop entrepreneurial Education

The university's objective as an institution has evolved recently. Entrepreneurship education is one of the most important fields of study in the universities all across the globe. Information and technological advancements have reached a tipping point, posing new challenges and concerns for institutions. In order to keep up with the times, institutions must adapt their teaching styles and methodologies. Universities can change their missions and visions at any time. These goals should incorporate educational goals as well as an approach that takes into account the private sector's demands of institutions. Universities can benefit from partnership with industry and other connected areas, which can inspire them to introduce courses like "Entrepreneurship" to university programmes (Başçı and Alkan, 2015). Some services that traditional universities offer like mentoring, internship, placement, industry linkage and business simulations are good examples of the existence of entrepreneurial education in these universities while they use traditional teaching methods in general.

Methodology

Research philosophy

In this research quantitative (positivism) method will be used to gather and analyze necessary data and information. While the main focus will be on gathering data using close-ended questions but a limited number of open-ended questions also will be used to get the answer to those questions that cannot be answered through closed-ended questions only. Positivism is a philosophy that holds only "factual" information obtained from

observation, including measurement, is reliable. The researcher's involvement in positivist studies is confined to data collection and objective interpretation. The study outcomes in these areas of research are generally observable and quantitative (Dudovskiy, 2021).

Research method

While the main method for gathering data and information is closed-ended questions, several open-ended questions also will be added to the survey questionnaire to get comprehensive and credible data and information from the respondents. The data generated in a quantitative research method has always been numerical, and it is analyzed using statistical and mathematical methodologies (Aliaga and Gunderson, 2005).

Research strategy

This research will be done on two case studies. The first case study will be at Team University, and the second one will be at Westminster International University in Tashkent. An attempt will be made to find challenges in entrepreneurial education from the perspectives of students and lecturers in both universities through a quantitative method of data collection comprising closed-ended and open-ended questions while keeping in mind that Team University provides entrepreneurial education specifically in Uzbekistan. A case study is an analysis of a person, organization, or event that is both descriptive and exploratory. It is a research strategy and empirical investigation that examines a phenomenon in its natural setting and can involve single or numerous case studies, quantitative evidence, different sources of information, and the benefit of preceding theoretical proposition creation (Press Academia, 2018).

Time horizon

Since there is a one-year (two-semester) time frame for doing the research and a specific time is designated for completing it, a cross-sectional time horizon is used for collecting the data. A cross-sectional study is a form of research design in which data is obtained from a large group of people at one time. In a cross-sectional study, variables are observed without being influenced (Thomas, 2020). Cross-sectional studies examine a population at a specific point in time, much like a slice or cross-section of a unit, with variables collected for each respondent (Deakin University, 2021). To answer a research question, a study can be conducted in which data is collected only once, sometimes for days, weeks, or months. One-shot or cross-sectional studies are the terms used to describe these types of studies (Kath, 2016).

Sampling Techniques

In this research, stratified random sampling will be used since the goal is to choose a sample size of an average of 218 for a 500 population from two universities (Team University and Westminster International University in Tashkent). The first questionnaire for students of the two universities and the second questionnaire for lecturers of the mentioned universities will be used for conducting the survey. To complete the sampling process, stratified sampling divides the whole population into narrower groups or strata. The strata are created by using some of the population's common traits. After stratifying the population, the researcher proportionately selects a sample at random (The Economic Times, 2019).

Research Ethics

Research ethics are principles that help researchers in doing and reporting research without dishonesty or the intention to harm participants in the study or society overall, whether intentionally or unintentionally (Editge insights, 2019). Research ethics is greatly concerned with the examination of ethical issues arising when a group of people is engaged as study participants (Adhikari, 2020). While conducting the research and collecting data from the respondents, an attempt will be made to comply with all ethical issues during the data collection process. The objective and purpose of the research will be mentioned clearly on the questionnaire and the respondents' identity will be kept secret. No discriminatory language will be used in the research and through Westminster Harvard referencing system all citations and references will be mentioned properly and in a correct way. In addition, participation of the participants will be voluntary and their consent will be taken before collecting the data and information.

Quality of the Research

The terms **reliability** and **validity** are used to assess the quality of research. They describe the accuracy with which a method, approach, or test measures something. Validity is concerned with a measure's precision, while reliability is concerned with its consistency (Middleton, 2020). Special attention has been given to the quality of the research methods to make sure that consistent and stable results would be achieved if it is

measured more than once. To address the issue of validity, the attempt has been made to make sure that the research questionnaires can draw true results from the population chosen to be surveyed. Since entrepreneurial education in Uzbekistan is still unknown for many and is an evolving topic, conducting a survey from the Republic's top two universities, Westminster and Team universities using closed-ended and open-ended quantitative questionnaires would give a result that could represent a broader population in the country and address the issue of the **generalizability** of the results. The generalizability of a study's findings is an indicator of how relevant findings are to a larger set of people or situations(hydroassoc.org, 2021).

Preliminary Results (Secondary Data)

Challenges of entrepreneurial education in several countries were studied and as a result, the following findings were taken from the other similar studies in other countries:

In the African country of **Nigeria**, Some of the main barriers to implementing entrepreneurial education include insufficient instrumental materials, poor teachers, poor perceptions toward vocational and technical education, insufficient facilities and equipment for teaching and learning, the neglect of functional entrepreneurial education, a lack of sufficient funding, and an absence of skill-oriented programs and training(Kulo, Agbogo and Okudarie, 2018).

According to the findings of the study in **India**, there were several serious barriers ahead of developing entrepreneurial education. For instance, Indian teachers at universities had no say in the design of the curricula they were required to teach, and they were compelled to use the same criteria for evaluating entrepreneurial and managerial courses. The courses designed to support entrepreneurship failed to meet the set goals, failed to motivate teachers and students, and overall failed to raise students' awareness about the benefits of pursuing entrepreneurship(Chandrika, 2021).

In the Asian country of **Indonesia**, the education system, in particular, was not designed to prepare students to work in society as entrepreneurs or actively engage in the fragmented educational system. As a result, despite having received education and training, a large number of students were interested in working as employees following graduation(Amalia and von Korfflesch, 2021). Another similar study in the country exposed that in Indonesia entrepreneurship education has been conducted inefficiently due to a lack of efficient entrepreneurship education programs and also a lack of understanding of how and what right techniques should be used in the process of teaching and preparing young entrepreneurs(Hueber, 2021).

A study conducted in **Australia** to find out the status of entrepreneurial education in the country reveals a major challenge in the Australian higher education system when it comes to promoting entrepreneurial education at universities and developing the skills of the students. The challenge was the underdevelopment of entrepreneurial education programs' components, particularly in the realms of audience, topic, and pedagogy. Even though there have been initiatives to support entrepreneurial behavior's contribution to the economy, it was recommended that the impact of such measures in the Australian environment would begin with the development of national entrepreneurial learning standards. Once such criteria have been developed and conveyed, impact and assessment must be a top priority. This would also ensure the country's entrepreneurial development remains stable(Maritz, Jones and Shwetzzer, 2015).

The growth of entrepreneurial education programs in **Russian** institutions is at a low level. First, Russia has been slow to update its universities to retain the strong Soviet-style educational programs. Second, in Russia, SME entrepreneurship concentrates on non-production areas such as sales and services. As a result, there is a low degree of demand for higher education in these places. To achieve considerable growth in Russia, technology-based firms must be linked to a strong need for employees with higher education. Third, soft skills growth in the entire competency structure established by entrepreneurship education programs is delayed. This circumstance is in contrast to global entrepreneurial education programs, where soft skills have long played an important role, and this can be explained only by the conservatism of entrepreneurship educators. Furthermore, the current structure of government education systems in Russia severely limits the growth of entrepreneurial courses(Polbitsyn et al., 2021). To conclude this part, it is believed that some of the findings and results taken from the above-studied cases would be similar to the results that later on will be achieved from the study in Uzbekistan.

Final Result and Analysis of Data

Based on the predetermined objectives and the research questions, the attempt has been made to find out the challenges of entrepreneurial education in developing entrepreneurial skills of the students at the university

level in the Republic of Uzbekistan. Meanwhile, the effectiveness of entrepreneurial education, the existence of entrepreneurial education in the traditional or state universities of the republic, and the level of motivation that it can create among students have been assessed and analyzed by surveying a total number of 101 university students and 61 lecturers from Westminster International University and Team University in Tashkent. To properly analyze the results of the survey, responses have been interpreted and analyzed using SPSS Data Analyzing Tool. The attempt was to find out the responses separately from both parties involved in entrepreneurial education (students and teachers) using a quantitative research method. SPSS (Statistical Package for the Social Sciences) is a collection of software tools that have been bundled together. This program's primary function is to examine experimental evidence in the social sciences. This information can be utilized for market research, surveys, and data mining, among other things. SPSS stores and organizes the data initially and then combines the data set to generate the correct result. SPSS has been intended to work with a wide range of varying data types. The final result indicates the frequency statistics, descriptive statistics, T-Test, One-Way Anova, and Bar charts. An attempt has been made to test the developed research hypothesis using the above tools.

Findings and Analysis of the Students` Responses

As indicated in table 1 (frequency statistics), 51.5% of the respondents who participated in the survey were males and 48.5% of them were females. The majority of the students who attended the survey were between 18-24 years old, making it the biggest representation in the sample. Moreover, the table indicates that the majority of the students were employed comprising 66.3% of the total respondents. Interestingly, 39.6% of the respondents were full-time employees while 29.7% of them were working part-time.

Descriptive statistics have been used to characterize the fundamental characteristics of a study's data. They offer immediate summaries of the sample and the metrics. They are the foundation of practically all quantitative data analysis, along with simple graphical analysis(Trochim, 2020).

Table 1: Frequency Statistics

		Number	Percentage (%)
Gender	Male	52	51.5
	Female	49	48.5
	Total	101	100
Age	18-24	42	41.6
	25-29	35	34.7
	30-35	15	14.9
	36 and above	9	8.9
	Total	101	100
Are you employed?	Yes	67	66.3
	No	34	33.7
	Total	101	100
Do you work full-time or part-time?	Full-time	40	39.6
	Part-time	30	29.7

	Not Applicable	31	30.7
	Total	101	100

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation
Have these courses provided by your university developed your entrepreneurial skills?	101	1.59	.862
Please scale the effectiveness of such courses in developing your entrepreneurial skills? (1 is the lowest and 10 is the highest).	101	6.89	1.827
Has your university provided you lecturers with sufficient entrepreneurial knowledge and background?	101	1.44	.767
Please scale your lecturers' knowledge about entrepreneurial education?	101	7.31	1.736
Do traditional universities develop entrepreneurial education?	101	1.88	.778
Which of the following services is being offered by the traditional universities in Uzbekistan to promote the entrepreneurial attitude among students?	101	3.15	1.791
Do you think learning entrepreneurial education has been challenging for you?	101	1.57	.804
Please scale the level of challenge you faced while studying entrepreneurial education?	101	6.48	2.008
Does the course you are studying currently motivate you to start your own business after graduation?	101	1.46	.794
Please scale the level of your motivation to become an entrepreneur after graduation?	101	7.14	1.691
Would you like to start/expand your business beyond Uzbekistan in the future?	101	1.63	.913
Please scale the likelihood of starting/expanding your business abroad in the future?	101	6.52	1.978
Which of the following skills are needed for an entrepreneur?	101	3.70	1.653
Valid N (listwise)	101		

The mean and standard deviation are two statistical tools that are frequently used. The variance or how widespread the data observed in that variable is dispersed about its mean is described by the standard deviation, which is the average level recorded in a certain piece of data.

The highest mean of 7.31 indicates the fact that the majority of students believed their lecturers possess good knowledge in entrepreneurial education and in response to the question of whether universities had provided them with lecturers with sufficient entrepreneurial knowledge, students' responses show a mean of 1.44 which is the lowest amount of number. This indicates that not all universities have provided lecturers with sufficient entrepreneurial skills.

Table 3: T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Please specify your age?	101	1.91	.960	.096

Please scale the level of challenge you faced while studying entrepreneurial education?	101	6.48	2.008	.200
Does the course you are studying currently motivate you to start your own business after graduation?	101	1.46	.794	.079

In the T-Test (One-Sample Statistics) a mean of 6.48 indicates that most of the students believed learning entrepreneurial education in Uzbekistan is challenging and due to this fact, most students were not motivated to start their own businesses or work as entrepreneurs after their graduation as the response for this question got the lowest mean of 1.46.

Table 4: One-way ANOVA

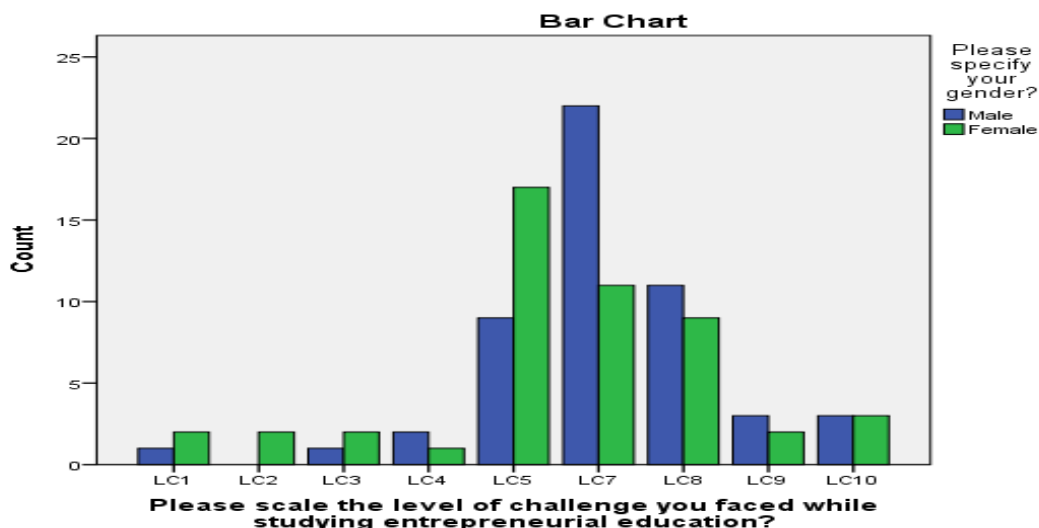
		Sum of Squares	df	Mean Square	F	Sig.
Please scale the effectiveness of such courses in developing your entrepreneurial skills? (1 is the lowest and 10 is the highest).	Between Groups	19.776	2	9.888	3.086	.050
	Within Groups	314.026	98	3.204		
	Total	333.802	100			
Does the course you are studying currently motivate you to start your own business after graduation?	Between Groups	5.032	2	2.516	4.250	.017
	Within Groups	58.018	98	.592		
	Total	63.050	100			

One-Way (NOVA) indicates that entrepreneurial education has been effective in developing the entrepreneurial skills of the university students in Uzbekistan since we have a sig .050 which is less than 1. Meanwhile, a considerable number of student believed that the course they were studying would motivate them to start their own business since we have a sig .017 which is less than 1.

H1 Learning Entrepreneurial Education is challenging.

The bar chart proves hypothesis 1. It indicates that most of the male and female students believed that learning entrepreneurial education in Uzbekistan was challenging while the number of men believing so was higher than the number of women.

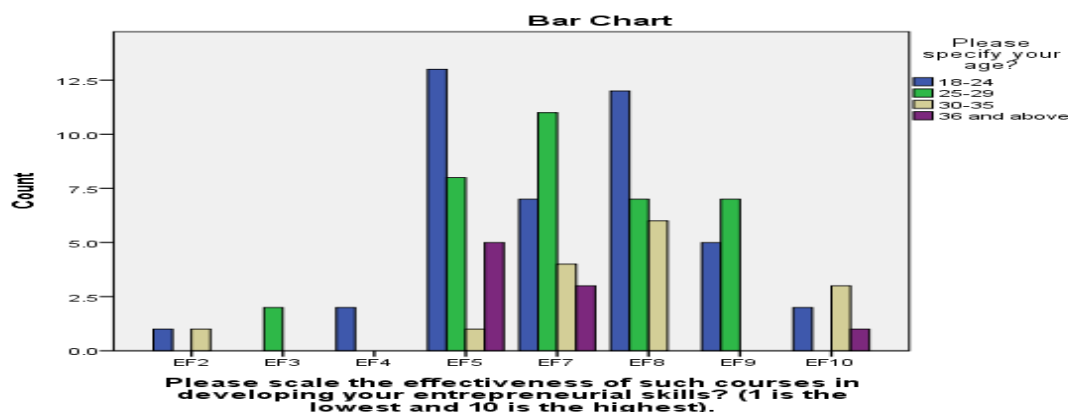
Table 5: Bar Chart



H2 Entrepreneurial Education is effective in developing entrepreneurial skills of the university students.

The Bar chart proves H2. It indicates that students between 18-24 and 25-29 years mostly believed that the course they had taken was effective in developing their entrepreneurial skills comparing to students between 30-35 and 36- above ages. Hence, it shows that younger students were more optimistic in this regard.

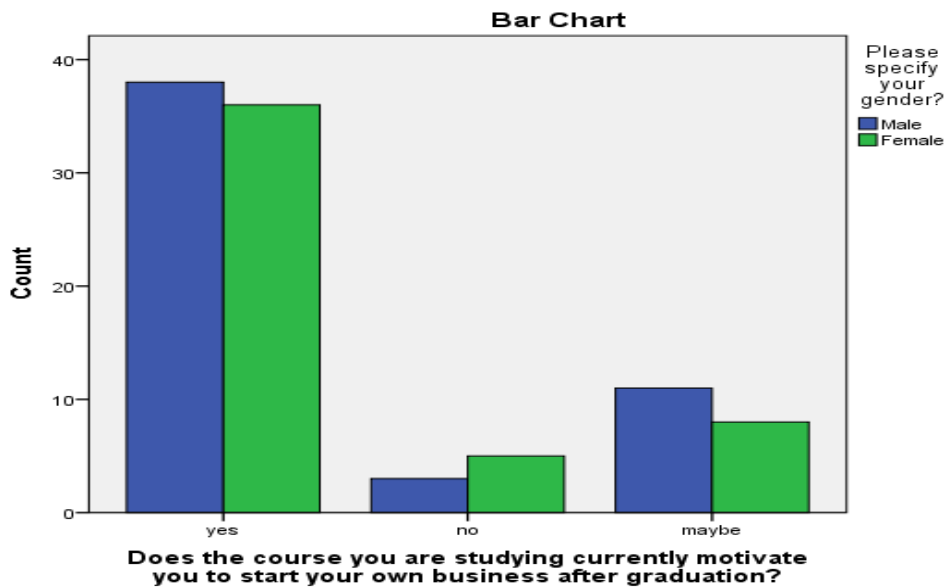
Table 6: Bar Chart



H3 Entrepreneurial Education motivates students to start their business after graduation.

Bar chart proves that most of them male and female students believed that the course they were studying would motivate them to start their own business after graduation from university.

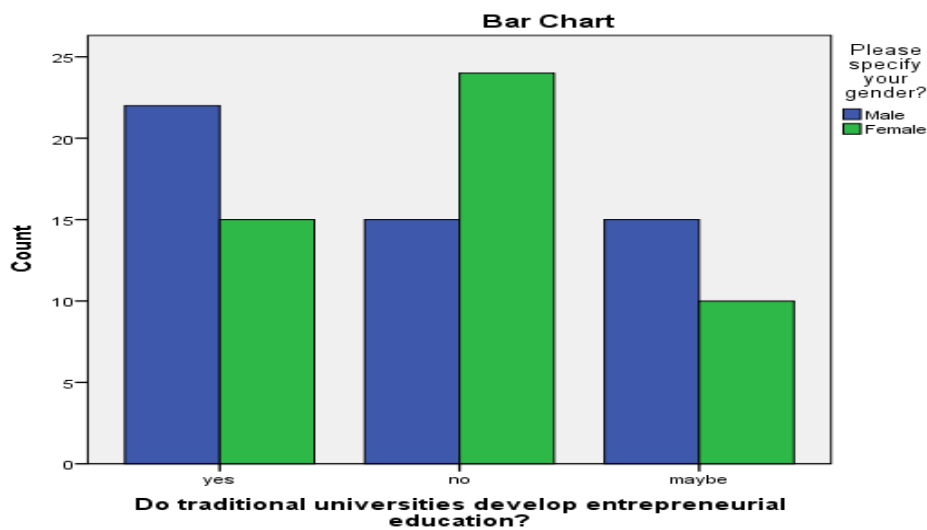
Table 7: Bar Chart



H4 Traditional Universities develop Entrepreneurial Education.

According to the bar chart it can be seen that most of the male students believed that traditional universities in Uzbekistan develop entrepreneurial education while most of the female students did not agree with that. Overall, the result is contradicting but yet shows that somehow some traditional universities might be developing entrepreneurial education to some extent.

Table 8: Bar Chart



Findings and Analysis of Teachers` Responses

Overall, 61 lecturers from Westminster and Team university had participated in this survey where 52.5% of the participants were females and 47.5% were males. 91.8% of the lecturers had entrepreneurial background or education while the remaining 8.2% had other education or backgrounds. 37.7% of the teachers had between 3-5 years of teaching entrepreneurial experience, 32.8% of them had between 5-8 years of teaching experience and 21.3% of the participants had between 8-12 years of experience. Only 6.6% of the participants have had above 12 years of the experience. As a result, we can say that majority of the teachers had below 8 years of experience in teaching entrepreneurial education.

Table 9: Frequency Statistics

		Number	Percentage (%)
Gender	Male	29	47.5
	Female	32	52.5
	Total	61	100
Entrepreneurial Background/Education	Yes	56	91.8
	No	5	8.2
	Other	0	0
	Total	61	100
Teaching Experience	3 – 5 years	23	37.7
	5 to 8 years	20	32.8
	8 to 12 years	13	21.3
	12 and above	4	6.6
	Not applicable	1	1.6
	Total	61	100

Table 10: Descriptive Statistics

	N	Mean	Std. Deviation
Which of the following facilities for teaching entrepreneurial education exist at your university?	61	5.48	1.903
Does the course you are teaching currently help in developing the entrepreneurial skills of your students?	61	1.10	.436
Please scale the effectiveness of the course you are teaching in developing the entrepreneurial skills of the students. (1 is the lost, 10 is the highest).	61	7.54	1.246
Do traditional universities develop entrepreneurial education?	61	1.84	.711

Which of the following services is being offered by the traditional universities in Uzbekistan to promote the entrepreneurial attitude among students?	60	3.43	2.078
Do you think teaching entrepreneurial education is challenging?	60	1.42	.720
What are the challenges for entrepreneurial teachers in Uzbekistan?	61	3.85	2.393
How challenging is teaching entrepreneurial education in Uzbekistan? Please, scale! (1 is the least, 10 is the most).	61	6.79	1.355
What are the skills that you need as an entrepreneurial teacher?	61	5.84	2.018
Do you have students that have started entrepreneurship during their study period or after education?	61	1.21	.609
Please scale their success level. (1 is the lowest, 10 is the highest)	61	7.08	1.159
Valid N (listwise)	59		

According to the descriptive statistics majority of the teachers believed that the courses they were teaching were effective in developing the entrepreneurial skills of the university students in Uzbekistan. The mean of 7.54 as the highest indicates this fact. But interestingly, the mean to the question whether the course they have been teaching help in developing entrepreneurial skills of the university students in Uzbekistan or not, shows the lowest number of 1.10. This may indicate the fact that perhaps not all the courses being taught by the teachers in Uzbekistan would help in the development of the entrepreneurial skills of the university students in Uzbekistan.

Table 11: One-Sample Test
One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Please specify your gender?	23.647	60	.000	1.525	1.40	1.65
Please scale the effectiveness of the course you are teaching in developing the entrepreneurial skills of the students. (1 is the lost, 10 is the highest).	47.270	60	.000	7.541	7.22	7.86

Do you think teaching entrepreneurial education is challenging? How challenging is teaching entrepreneurial education in Uzbekistan? Please, scale! (1 is the least, 10 is the most).	15.241	59	.000	1.417	1.23	1.60
	39.108	60	.000	6.787	6.44	7.13

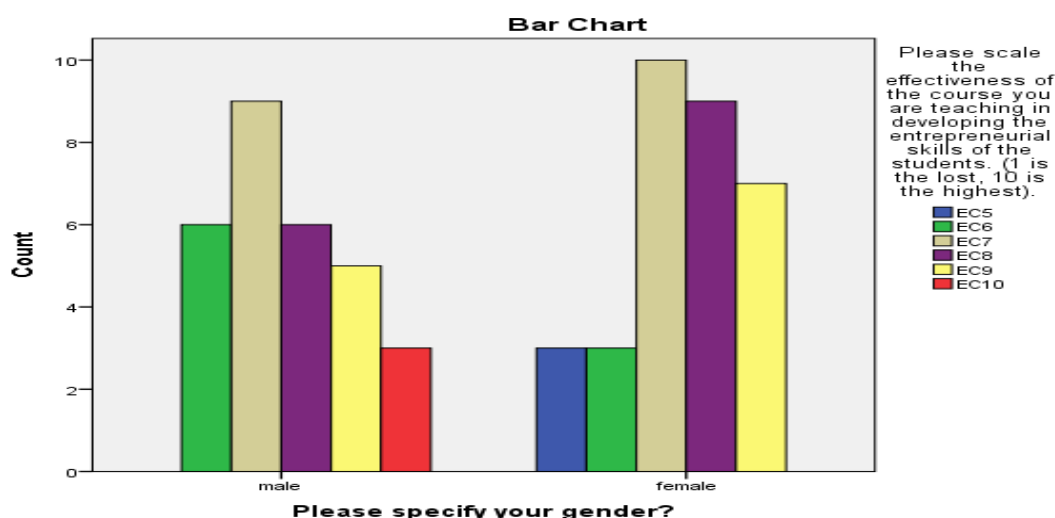
Hypothesis for Teachers

H1 Entrepreneurial Education in Uzbekistan is challenging.

One-Sample Test table 11 indicates that teachers believed teaching entrepreneurial education in Uzbekistan has been challenging for them since the sig. (2-tailed) is less than 1. As a result, we can say that most teachers teaching entrepreneurial education in the Republic of Uzbekistan found it challenging.

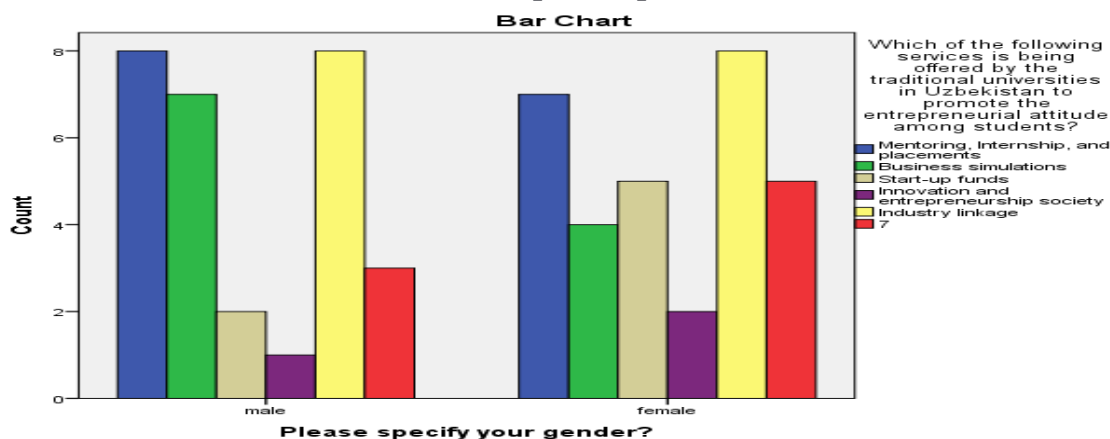
H2 Entrepreneurial Education is effective in Uzbekistan.

Bar Chart Table 12



Majority of the male and female entrepreneurial teachers who participated in the survey have scaled between 5-10 when they were asked about the effectiveness of the courses that they have been teaching to students in developing their entrepreneurial skills. This indicates that they have seen the effectiveness of the courses they have been teaching to their students.

H3 Traditional Universities in Uzbekistan develop Entrepreneurial Education



Bar Chart Table 13

The result of the responses from teachers shows the fact that at some level traditional universities in Uzbekistan have been providing entrepreneurial education to their students. The bar chart clearly shows that most of the participants have confirmed that traditional universities provide mentoring, internship and placement, industry linkage and business simulations while most of the male and female lecturers have chosen mentoring, internship and placement along with industry linkages as the two top services related to entrepreneurial education that state and traditional universities have been providing to their students in the Republic of Uzbekistan.

Findings and Analysis of Open-ended questions

The main focus of this research was on quantitative method of data collection but in consultation with the supervisor a small number of open-ended questions also has been added to get more comprehensive result. Since there are only 3 open-ended questions in students` questionnaire and 2 open-ended questions in lecturers` questionnaire there was no need to use qualitative data analyzing tools such as Nvivo because the sample size was small and the number of open-ended questions were very limited. Therefore, the focus was on the main similar answers for the given open-ended questions as the majority of the students and teachers have given the same category of the answers which can be easily identified and considered as majority of the respondent`s opinion.

Responses of Students to the open-ended Questions:

Do you have any suggestions or recommendations for the betterment of delivering entrepreneurial education from a student`s perspective?

In response to this question majority of the students` responses were circulated around the following 3 answers:

Main Answers	1	2	3
	More practical lectures and trainings related to entrepreneurship	Change or update of the old education system	Change or modification of the curriculum

As a result, we can see that absolute majority of the respondents have recommended and suggested more practical lectures and trainings at Uzbekistan`s universities, change or update in old education system and also modification of the traditional curriculum of the universities in order to make delivering entrepreneurial education more effective and better.

How can entrepreneurial education be delivered in a better way in Uzbekistan? Please share your opinion?

In response to this question majority of the students` answers were circulating around the following responses:

Main Responses	1	2	3	4
	More qualified teachers or lecturers	Change in the attitude of policy makers and education providers	More investment in entrepreneurial education	Update in curriculum and education system

As seen majority of the respondents had suggested employing more qualified lecturers, change in the attitude of policy makers and those who provide education, more investment from the government and private sector in entrepreneurial education sector and update in the curriculum and old education system in order to deliver entrepreneurial education in a better way.

How do you see the prospect of entrepreneurial education in the Republic of Uzbekistan in the next 5 to 10 years?

When students were asked about the prospect and future of entrepreneurial education in Uzbekistan almost absolute majority of the students were optimistic about the future of it in Uzbekistan and responded as the future is: promising, the future is good and entrepreneurial education will be developed in the republic.

Responses of the Teachers to Open-ended Questions

Teachers were asked the following two open-ended questions about the entrepreneurial education in Uzbekistan:

From a teacher`s perspective, what are your suggestions for delivering entrepreneurial education at the university level in Uzbekistan?

Teachers` responses were circulating around the following answers mainly:

Main Responses	1	2	3
	More practical trainings	More attention and investment in entrepreneurial field	Standardizing or updating the old curriculum

As shown in the table, majority of the lecturers had suggested more practical trainings in Uzbek universities rather than theoretical lectures. They had suggested more industrial visits, more real- life case studies and more opportunities for mentoring and internship. Moreover, a considerable number of them had recommended more investment and attention from government and private sector in entrepreneurial education since it is young and new phenomena in Uzbekistan. standardizing and updating the old soviet style education system specially the curriculum also have been recommended to make delivering entrepreneurial education more effective.

How do you see the scope and prospects of entrepreneurial education in the Republic of Uzbekistan in the next 5 to 10 years?

When the lecturers were asked about the future of the entrepreneurial education in the Republic, their answers mostly circulated around the following responses:

Main Responses	1	2	3
	The future is considered bright and very good	Optimism towards progress but it is slow and needs more work and efforts	Entrepreneurial education will be well-known and part of the curriculum

The lectures overall were optimistic about the future of the entrepreneurial education in Uzbekistan and believed that it would be improved and the future would be good for it while some of them believed that the progress would be slow and there has to be more effort undertaken by the government and policy makers to accelerate the progress speed. a considerable number of them believed that entrepreneurial education will be part of the curriculum in the future and will be well-known by the public specially students.

Discussion

The main goal of this study was to find out the challenges of entrepreneurial education in Uzbekistan from the perspective of the university students and lecturers. Most of the respondents have found entrepreneurial education challenging in Uzbekistan. Challenges like poor funding, low quality lecturers, negative attitude towards entrepreneurial education and inappropriate curriculum have been chosen as the main barriers of entrepreneurial education in the Republic of Uzbekistan. If we look at the findings in the literature review, we can spot most of the same challenges in the case of other countries as well. Therefore, we can argue that majority of the challenges of entrepreneurial education have been same in different countries. Most of the younger students and their teachers who participated in the survey believed that the courses being offered by their universities have been effective in developing their entrepreneurial skills and that is why most of the students were motivated to establish their own business after their graduation. This proves that effectivity of the courses provided by universities in Uzbekistan have played an important role in motivating their students to open their own business after graduation. However, it has been proved that while some state or traditional universities in Uzbekistan have been providing entrepreneurial education to students by offering some services related to entrepreneurship like mentoring, internship and placement, linkage to industry and business simulations, but not all the traditional universities in the republic have been doing so since the responses from participants where contradicting. While most of the male students believed that traditional universities promote entrepreneurial education, most of the female respondents were not agree with that. To overcome the challenges majority of the respondents have suggested a change or modification in the education system and curriculum of the universities, more attention and investment in the field and training more qualified teachers and lecturers in the Republic. Most of the respondents who participated in the study were optimistic about the future of the entrepreneurial education in the republic of Uzbekistan while some of them had predicted such a progress could be slow and time-consuming. As a result, we can confidently say that this study has achieved the answer for research questions and objectives. Moreover, all hypothesis were tested and proved after considering the participants responses.

This research contributes to government and policy makers in Uzbekistan by exposing the major barriers and challenges ahead of entrepreneurial education in the higher education system of the country. Policy makers can use this study while planning for the future in order to overcome the difficulties in the field of entrepreneurial education and promoting entrepreneurship in Uzbekistan.

Moreover, this study can provide a clear image to domestic and foreign investors willing to invest in entrepreneurship education in Uzbekistan. They will have a scientific and proven research paper to go through and assess the level of risk and benefits in this field prior to investment.

Finally, this research provides a base for future researchers and scholars who want to do research about entrepreneurship in Uzbekistan or build up on it using the proven and tested information that this study provides on entrepreneurial education.

Future Scope

Due to the limited time and resources only quantitative method of gathering data has been used even do, a small number of open-ended questions were included. However, future researchers and scholars can use a qualitative data gathering method or a mixed of both in their studies to get a comprehensive response to the questions that could not be properly answered only by using quantitative data gathering method. Moreover, the respondents in this study were only from the two universities in Tashkent. Hence, it might be difficult to consider the result as true in case of all Uzbekistan. Future researchers can conduct survey in all over Uzbekistan to fill the gap and get a comprehensive result that can properly represent all Uzbekistan truly.

Conclusion

Entrepreneurial Education is important for any nation that wants its business and economy to progress and flourish. An effective entrepreneurial education can produce highly knowledgeable and skilled entrepreneurs and entrepreneurs are the backbone of each country's economy. The more skilled and educated entrepreneurs a country has the greater will be its economic growth and prosperity. Considering the raising significance of the entrepreneurial education for the progress and prosperity of the central Asian nations that are looking for economic growth this study was conducted in order to expose the scope and challenges of entrepreneurial education in Uzbekistan. Initially, other similar studies have been assessed and reviewed and the result of the secondary data taken from them was presented as preliminary results in this study. Due to the shortage of time and resources this study mainly has focused on gathering data from only two universities in Tashkent. A total number of 162 students and lecturers from Westminster International University and Team University in Tashkent were surveyed in order to find out the challenges of the entrepreneurial education in Uzbekistan from the perspective of both educators and students. However, limited geographical coverage and small number of participants may question the fact that whether this study's results can truly represent whole Uzbekistan or not. But overall, this research which is one of the first studies on its own in the country can exhibit a right and true portray of the challenges that exist in entrepreneurship education field in the country. Considering the fact that entrepreneurship education is regarded as a new phenomenon in the Republic of Uzbekistan by so many people even a survey of a limited number of people from the academic institutions in the capital can be immensely important for understanding the status of entrepreneurial education in all over Uzbekistan. The study which had used quantitative method of data collection by including a limited number of open-ended questions as well will pave the way for future researchers to build up on this and do a broader study in the same field in Uzbekistan. This study will help policy makers and investors in the field of entrepreneurial education in Uzbekistan by outlining the challenges of entrepreneurial education in the country by providing realistic results and findings so that they can plan for the future with a good understanding of the situation. Though Team university is the only private university that specializes in providing the entrepreneurship education in all over Uzbekistan but entrepreneurship related services such as mentoring, internship and placement, business simulations and industry linkage that have been offered by some of the traditional universities but not all of them is a clear example of the existence of entrepreneurial education in traditional universities in the country. While lack of an up-dated education system and curricula, lack of enough qualified lecturers, negative attitude towards entrepreneurial education are among the main challenges for entrepreneurial education in Uzbekistan, but there is optimism for its growth and prosperity provided that policy makers of the education sector in Uzbekistan bring reforms in the structure and configuration of education sector in the country and update it according to the needs of the current generation.

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