

ENTREPRENEURIAL EDUCATION STRATEGY TO PROMOTE CREATIVITY AND INNOVATION OF ENGLISH AS FOREIGN LANGUAGE (EFL) STUDENTS

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ABSTRACT

This research examines Entrepreneurial Education Strategy to Promote Creativity and Innovation of EFL Students. The study aims to know about the strategies used by lecturers to promote students' creativity and innovation in entrepreneurship, and find how entrepreneurial education effects of EFL students at the institution. The study employs a qualitative descriptive method, utilizing interviews with entrepreneurship lecturers as data collection techniques. This study involved five purposefully selected lecturers. Based on the results obtained, it shows that there are five strategies used to promote students' entrepreneurial innovation and creativity that are 1) Students are motivated to become entrepreneurs after taking entrepreneurship courses. 2) Student apprenticeship program in the business world. 3) Establishing collaboration with business institutions. 4) Providing motivation to students to take part in competitions and entrepreneurial program grants. 5) Establishment of campus entrepreneurship study centers, such as student cooperatives, and student business units. The last, as a result, entrepreneurship education has a highly beneficial and amazing impact on enhancing students' entrepreneurial innovation and creativity. Thus, the entrepreneurial education strategy effectively boosts student creativity and innovation, transforming mindsets and preparing them for business pursuits. This research highlights the gap in understanding the relationship between education, experience, the level of education, and entrepreneurial intentions.

Keywords: Entrepreneurial, EFL Students, Creativity, Innovation

INTRODUCTION

Entrepreneurship plays a crucial role in a country's economic development and societal growth. Entrepreneurship promotes innovation and creativity by identifying new opportunities, creating innovative solutions, and challenging the status quo, leading to technological advancements, improved products, and economic growth for consumers.

Universities are expected to effectively fulfill the role of national education, particularly in the realm of entrepreneurship (Adha et al., 2023). Based on Suratman & Roostika, (2022), Universities must collaborate with industry to equip students with the necessary skills to succeed in the global economy. Entrepreneurship education is an

educational program designed to foster entrepreneurial spirit and competencies in students, focusing on identifying opportunities, integrating resources, and developing ventures (Zhang et al., 2022). Educational entrepreneurship offers numerous substantial advantages to students, besides those Students can enhance their entrepreneurial skills by fostering creativity, innovation, problem-solving, leadership, and critical thinking. Entrepreneurship education fosters students' entrepreneurial intentions, develops entrepreneurial thinking, cultivates skills, and contributes to the growth of human capital (Martin et al., 2013). A country's development is accelerated when the number of entrepreneurs reaches 2.0% of the total population (Frances, 2012).

Entrepreneurship education is an educational program designed to foster entrepreneurial spirit and competencies in students, focusing on opportunities identification, resource integration, and venture development (Fayolle et al., 2006). Thus, Entrepreneurship is a widely taught subject, aiming to spark students' interest and provide theoretical knowledge, fostering a connection between theoretical knowledge and practical experience in the field.

According to Galvão et al., (2020), universities should facilitate self-development activities promoting entrepreneurship among students, fostering new entrepreneurs with significant opportunities in the technological era, and a country's development can be accelerated. Thus, universities play a crucial role in preparing students to become innovative, creative, and entrepreneurial individuals, thereby positively impacting society and the economy.

Management should support entrepreneurship education systematically in improving the institution's ability to produce entrepreneurial alumni (Suratman & Roostika, 2022), besides that, facilitators require opportunities to enhance their confidence, knowledge, and capacity to create practical entrepreneurship education experiences that are relevant to students' current challenges.

Campus management's support, organizational strengths, and clear goals and incentives are crucial for interaction with the outside world in the educational environment (Suratman & Roostika, 2022). Thus, essential factors for effective teaching include flexible schedules, pedagogical discussions, change management, and individual reflection for uninterrupted learning and effective teaching methods (Lackeus, 2015). Higher education is a way of developing qualified graduates; additionally, the institution

is obligated to train and push students to become autonomous, creative, innovative, and generationally competent in creating business opportunities.

Based on Rusdiana et al., (2020), universities require policies and programs to foster entrepreneurship among students, enabling them to become university entrepreneurs. Therefore, by providing a supportive environment and providing the necessary resources, universities can play a key role in helping students develop their entrepreneurial interests and skills. Universities are expected to significantly contribute to the growth of innovation, entrepreneurship, and structural changes (Perkmann & Walsh, 2007).

Several researchers have conducted research on innovation and creativity in entrepreneurial. First, research conducted by (Alan, 2019), the study investigates the entrepreneurship traits and innovation skills of students in Computer Education and Instructional Technologies and other educational faculties. The data analysis revealed a significant disparity in students' perceptions of entrepreneurship based on department and gender. The study found significant differences in innovation skills among students based on grade levels, with significant correlations found between their innovation skills and their perceptions of entrepreneurship.

Second, a study was done by Hidayatulloh & Ashoumi, (2022) who assessed the impact of entrepreneurship education and creativity on entrepreneurs, considering factors that support their intentions. The investigation used a quota sampling technique to collect data from 76 vocational high school students ex post facto. The researcher collected data on entrepreneurial knowledge and intentions using tests and instruments and used regression analysis to determine the relationship and influence between variables. Research results show that students' entrepreneurial intents positively contribute to creativity.

The last study was conducted by Zuo et al., (2020) who explored the integration of innovation and entrepreneurship in undergraduate experimental teaching, focusing on Chinese economics and management as an example and practice. Based on the study, the integration of theory and experimental teaching is crucial in fostering innovation and entrepreneurship among liberal arts undergraduates in economics and management. Thus, Undergraduates often prioritize innovation and entrepreneurship, creating a paradox as they struggle to cultivate awareness regularly. The purposes of this study are to know about the strategies used by lecturers to promote students' creativity and innovation in

entrepreneurship, and find how entrepreneurial education effects of EFL students at the institution.

METHODS

The study used a qualitative descriptive research method. Mills & Gay, (2019) describe a qualitative approach to decision-making that focuses on the reasons behind the decision rather than just the where, what, and when. This study took place at Universitas Muhammadiyah Bone, located on Abu. Dg. Pasolong Street Watampone City, South Sulawesi Province. Collecting data from various respondents, namely five lecturers. The respondents were lecturers from various study programs who were taken purposely. For data collection, the researchers utilized a list of interviews, which included various indicators as an instrument. The interview was aimed to expose the lectures' responses to the strategies implemented. The interview was semi-structured with open-ended questions. In addition, the data analysis approach was carried out utilizing the interactive data analysis model (Miles et al., 2014). Thus, The chosen data was then presented in a straightforward format without any content reduction. It was drawing conclusions after viewing the facts.

RESULTS AND DISCUSSIONS

This study's conclusions are divided into two major questions: to know about the strategies used by lecturers to promote students' creativity and innovation in entrepreneurship and to find out how entrepreneurial education affects EFL students at the institution. As a result, the findings are as follows:

Strategies used by lecturers to promote students' creativity and innovation in entrepreneurship

Based on interviews with the university and both the Chancellor and lecturers who teach entrepreneurship, it demonstrates the various methods and strategies they employ to boost students' entrepreneurial innovation and creativity. The initiative aims to foster an entrepreneurial spirit among students in higher education through various methods and strategies to increase their interest in entrepreneurship. There are several strategies carried out by universities and lecturers to increase student entrepreneurship, namely; 1) *Students are motivated to become entrepreneurs after taking entrepreneurship courses.* 2) *Student apprenticeship program in the business world.* 3) *Establishing collaboration with business institutions.* 4) *Providing motivation to students to take part in competitions and*

entrepreneurial program grants. 5) Establishment of campus entrepreneurship study centers, such as student cooperatives, and student business units.

1). Students are motivated to become entrepreneurs after taking entrepreneurship courses.

The entrepreneurship curriculum is crucial for campus students as it fosters skill development, business understanding, and prepares them for real-world challenges. To understand the importance of entrepreneurship, campuses must provide entrepreneurship-based curricula, and courses are also urgent in providing a deeper understanding, because with the entrepreneurship curriculum students are able to understand it in detail. Apart from that, the university's entrepreneurship-based curriculum shows that it wants to produce students who have an entrepreneurial spirit. In this case, there was a respondent who said when interviewed that: *an entrepreneurship-based curriculum can provide students with an understanding of the importance of entrepreneurship, so that when students graduate, they not only want to become state civil servants but can set up a business that employs many people.*

Based on Susantiningrum et al., (2023), Indonesia has implemented a new curriculum that stresses entrepreneurial classes. In addition, after completing the course, students will be able to develop entrepreneurial skills. Thus, the entrepreneurship curriculum can provide students with an understanding of aspects of entrepreneurship and business, help them develop practical skills, and stimulate entrepreneurial attitudes. This is also in accordance with what was stated by Martin et al.,(2013), Entrepreneurship courses help students understand the meaning of entrepreneurship; apart from that, they will change their mindset to set up a business independently, and they will open businesses to support their economy.

As said by the respondent that: *in entrepreneurship lectures, several theories are studied about entrepreneurship; apart from that, there are also simple forms of design and practice in entrepreneurship so that they can change students' mindsets so that they can build independent entrepreneurs in the future.* Thus, Campuses that provide entrepreneurship teaching to students certainly provide positive advice because, by being equipped with entrepreneurial knowledge, students will certainly have an entrepreneurial spirit. When they become alumni, they will apply it to society and be able to set up businesses independently based on the knowledge and experience they gained at college.

Therefore, the importance of entrepreneurship on campus is emphasized, emphasizing the need for material- and design-based learning methods to foster a sense of entrepreneurship among students.

2) *Student apprenticeship program in the business world*

Internships allow participants to gain practical experience in the world of work. They can apply the knowledge they have learned at school or college to real-life situations at work. By taking part in an entrepreneurial internship, students will certainly experience changes in the world of entrepreneurship. In this case, students will certainly gain experience working, and students will become creative humans. Apprentices have the opportunity to develop practical skills required in a particular industry. This includes technical, interpersonal, and soft skills such as communication, teamwork, and problem-solving.

Apart from that, the natural ability of lecturers to motivate students to be entrepreneurial is by carrying out internship programs offered to students, where students will aspire high to achieve their dreams. To determine a student's career and interests, one of the important activities to do is to undertake an internship as a first step in getting to know the business world further. This was stated during the interview by one of the responders: *By participating in an internship program for students, they can work from an early age, which motivates them to become entrepreneurs.* Zulfikar et al., (2020) research suggests that internships help students develop basic pedagogical skills, boost confidence, and enhance communication skills. Thus, the Certified Independent Study Internship Program increases students' interest in entrepreneurship, in this case becoming a global entrepreneur or as an exporter (Suryatno & Insana, 2022). Therefore, internship programs have extraordinary benefits because they can develop practical skills, technical skills, interpersonal skills, and soft skills such as communication, teamwork, and collaboration.

3) *Establishing collaboration with business institutions*

Collaboration with several business worlds is very important because it can increase the entrepreneurial competence of students and lecturers. They will get to know more deeply about the world of business and be able to take lessons from many different businesses. When there is a collaboration with an entrepreneurial institution, it can certainly provide in-depth analysis for students, especially in getting to know real

businesses, so that when students have completed their studies at university, they will have a strong desire to become entrepreneurs. As said by the respondent: *By collaborating with the business world, we will expand our network, and students will develop their interest and talent in entrepreneurship. Besides that, it can also provide various kinds of experience and manage the business well. And also, the most important thing is that students can become good workers in order to increase their profits and the economy.* This can also be seen from the opinions of other respondents, such as: *It is highly important when dealing with external parties in an entrepreneurial context; additionally, students receive internships to obtain insight and experience in the workplace.*

4) Providing motivation to students to take part in competitions and entrepreneurial program grants.

One way to develop students' innovation and creativity in entrepreneurship is to provide opportunities for students to take part in entrepreneurial competitions and grants. By participating in these activities, students will gain deeper experience because they will be able to apply entrepreneurial knowledge. From the results of interviews with respondents, it is clear that there are several entrepreneurial grants that students participate in, such as independent entrepreneurship and entrepreneurial student development programs. This program is organized by the ministry of Education and Culture of the Republic of Indonesia. In addition, there is an independent learning program, independent campus (MBKM), where students can select autonomous entrepreneurship program activities such as internships or competitions.



Figure 1. Source: Directorate general of Higher Education, Ministry of Education and Culture of the Republic of Indonesia (2020)

Where all these programs make students motivated and enthusiastic about carrying out entrepreneurship in society. Apart from that, they make products related to food and

beverages, creative industries, cultivation, and digital business. This is evident from the responses of the respondents: *After students took part in entrepreneurial activities as a result of the Hiba competition, they were very motivated to become entrepreneurs, as was done by students from Muhammadiyah University of Bone for four months. They are truly able to change their mindset toward entrepreneurship.* Based on research conducted by Suranto et al., (2022) reported that activities through the autonomous entrepreneurship program, namely internships in Micro, Small, and Medium Enterprises to build entrepreneurial spirit and attitude entrepreneurship increases, through training stages and business help.

5) *Establishment of campus entrepreneurship study centers, such as student cooperatives, and student business units.*

Essentially, the development of an entrepreneurship center on campus helps student entrepreneurial activities such as conducting seminars, training, workshops, business practices, and so on. According to Susantiningrum et al., (2023), with adequate training, such as courses, seminars, and workshops, entrepreneurship education should effectively support students in becoming entrepreneurs, job creators, and independent individuals.

Even though entrepreneurial activity on campus has been successful, the establishment of company units or campus cooperatives has not been successful. This is consistent with one respondent's statement that: *the presence of campus business unit institutions is very good, but they are not effectively accommodated, particularly in institutional administration, and hence are unable to give good assistance for increasing students' entrepreneurial skills.* However, respondents are generally optimistic about the existence of a campus business unit as a forum for students to be creative and innovative in entrepreneurship, such as receiving information about entrepreneurship competitions, product displays, and other events. He stated in an interview with one of the other respondents that: *the existence of a campus business unit substantially benefits students; it is simply a matter of how to manage the unit so that it provides a platform for boosting student entrepreneurial activity.*

The impact of educational entrepreneurship on university-level EFL students

The outcomes can be seen from the results of interviews with participants. Entrepreneurship education entails students developing knowledge and understanding of entrepreneurship through entrepreneurship courses. Aside from that, students who take entrepreneurship courses are encouraged to become entrepreneurs. After studying entrepreneurship classes, students are prepared to create and run their own businesses.

According to the findings of all interviews, studying entrepreneurship at the university can help students establish a firm and have a strong entrepreneurial spirit. As a result, it can be concluded that the availability of entrepreneurship education for students at universities has a significant impact on students' ambition to become entrepreneurs, as stated by all respondents. As one respondent said: *Students have an interest and enthusiasm about starting businesses after attending entrepreneurship courses, and they have also engaged in several ministry entrepreneurship programs, particularly the independent campus learning program (MBKM). The campus is also very helpful, with an entrepreneurship curriculum.* Thus, the MBKM program is ideal for tertiary institutions to implement. Because this program is intended to help students build their entrepreneurial spirit. According to Setiyowati et al., (2022), after MBKM, students can apply their learning on campus, in the community, or at work, fostering an entrepreneurial spirit that will guide their lives. Then, one respondent stated that; *with entrepreneurship education students become more creative and willing to take risks. They can develop an entrepreneurial mentality, which is vital for establishing new chances, either as independent entrepreneurs.* The university curriculum, relational factors, society, and entrepreneurial values significantly impact business performance (Mahmood et al., 2020).

DISCUSSIONS

It is essential to provide entrepreneurship education in higher education so that students develop an entrepreneurial spirit and may apply it later in life. Essentially, the entrepreneurship program is one of the required curricula in colleges. Students who study entrepreneurship at the university will almost certainly want to start their own business. As a result, when students graduate from university, they will be entrepreneurs rather than civil workers. According to Ekpoh & Edet, (2011) in their research found that entrepreneurship education enhances entrepreneurial intent and understanding, promoting student efforts to shift graduates' perspective from job seekers to job creators.

Then, with the availability of an entrepreneurial curriculum in colleges, these institutions try to expand and develop students' business potential. By participating in entrepreneurial programs, however, there are still barriers to enhancing student invention and creativity, such as a lack of campus business unit administration, which causes it to run inefficiently. However, the entrepreneurial curriculum introduced at Muhammadiyah University of Bone has had a positive impact on students' entrepreneurial spirit. Thus, the efforts made by the institution to develop entrepreneurial students have had a very positive impact. Through good entrepreneurial strategy and innovation, students are able to create independent and skilled entrepreneurs to create a business. In addition, Entrepreneurs can use creativity to identify opportunities and produce new and unique concepts. As said by Susantiningrum et al., (2023) that entrepreneurship education aims to impart both soft skills like mastering entrepreneurship values and hard skills like business knowledge.

Entrepreneurial education has various benefits for students, both personally and professionally. Then, entrepreneurial education promotes creativity and innovation, encouraging students to think creatively, devise innovative solutions, and adapt to change, which is crucial in volatile markets. In addition, it is not only imparts business knowledge but also fosters character, abilities, and attitudes in students, preparing them to tackle business challenges. Then, the implications of this research is very important because it provides support for the implementation of stakeholders, especially campuses in providing support to students in carrying out entrepreneurship through various kinds of entrepreneurial activities.

The need for improved organization and construction of the college curriculum system for entrepreneurship education is urgent. The study has several limitations and requires further research to address them. In looking at students' entrepreneurial abilities, it needs to be studied further in terms of personality traits and entrepreneurial self-efficacy. Then, future research should employ longitudinal studies to investigate the correlation between entrepreneurship education and entrepreneurial intention.

CONCLUSION

Overall, the entrepreneurial education strategy for enhancing student creativity and innovation has been quite effective and had a great impact. Entrepreneurial activities at an institution transform students' mindsets, fostering inspiration and readiness to pursue business. The entrepreneurial curriculum serves as the foundation for boosting students' entrepreneurial

interest by providing them with a variety of entrepreneurial activities, such as internships at companies or in the business sector. Aside from that, they receive complete support from colleges by developing entrepreneurial courses. With this course, individuals will know and comprehend the goals of entrepreneurship. This study focuses on entrepreneurial education strategies for students; thus, future research should go deeper into entrepreneurial education strategies, particularly in terms of selecting respondents, i.e., students rather than lecturers. Aside from that, future research should focus on innovation and creativity in entrepreneurship.

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