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THE PERCEPTION OF THE ACADEMICS AND STUDENTS REGARDING THE ENTREPRENEURIAL EDUCATION IN ECONOMIC EDUCATION

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Abstract

The XXI century has brought radical transformations in the ways of organising the society as a whole and particularly of the academic world. It is known that the higher learning institutions have constantly positioned themselves among the sustainable institutions of the civilisation, fact due in large amount to their flexibility, but also to their power of anticipation, transformation, and innovation.

The role of education in society, but especially of entrepreneurial education is in a constant state of change, and must be correlated with social requirements that keep evolving. The knowledge based economy focuses on continuous development of human education and their entrepreneurial capabilities. The modern economy needs specialists with entrepreneurial attitudes, and universities must assume an important role of providers of potential entrepreneurs. This requirement is also valid for the university community from the Bucharest University of Economic Studies; the purpose of this work was to find the perception of teachers and students in regards to using the professional competences through business education.

Keywords: academic entrepreneurial education, students, professors, Bucharest University of Economic Studies

Classification JEL: I20, I23, I25, C00

Introduction

Nowadays the globalisation influences even the academic world, and one of the main effects is the transition from traditional research universities that had as main purpose the theoretic and experimental development of knowledge, towards profit and market oriented institutions (Vasilache, Dima and Dan, 2011).

According to Drucker (2007), „most of the things you hear about entrepreneurship are wrong; it has no mystery and nothing to do with genes. It is a discipline and, like any other discipline, it can be learned”. In spite of this the entrepreneurial education is a relatively recent phenomenon. The number of initiatives in Europe in the entrepreneurial education

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domain has increased constantly in the last decades, of the past and present millennia (Romero, Petrescu and Balalia, 2011).

Entrepreneurial education has its origins in the 1970, when it could be found only in a small number of universities in the entire world (Landstrom and Benner, 2010). Since then the interest for this kind of courses has constantly grown towards these days when there are a lot of universities that offer courses with entrepreneurial content. The purpose of entrepreneurial education has expanded from a single course in business schools, to being integrated in very many university studies domains. The effects of entrepreneurial education are, still, little understood. Also there are not many studies which have evaluated the entrepreneurial education, and among these there are many who have errors or weak points (Karlsson and Moberg, 2013).

Entrepreneurial education is seen as a means of improving the innovative spirit, or of changing human behaviour (Venesaar, Ling and Voolaid, 2011). In the last years the need of including entrepreneurial education in the universities curricula, especially for those with an economic profile, has imposed itself.

Kindlon (2006) believes that in order for an entrepreneurial educational program to be successful it must fulfil more requirements presented in Figure no. 1.

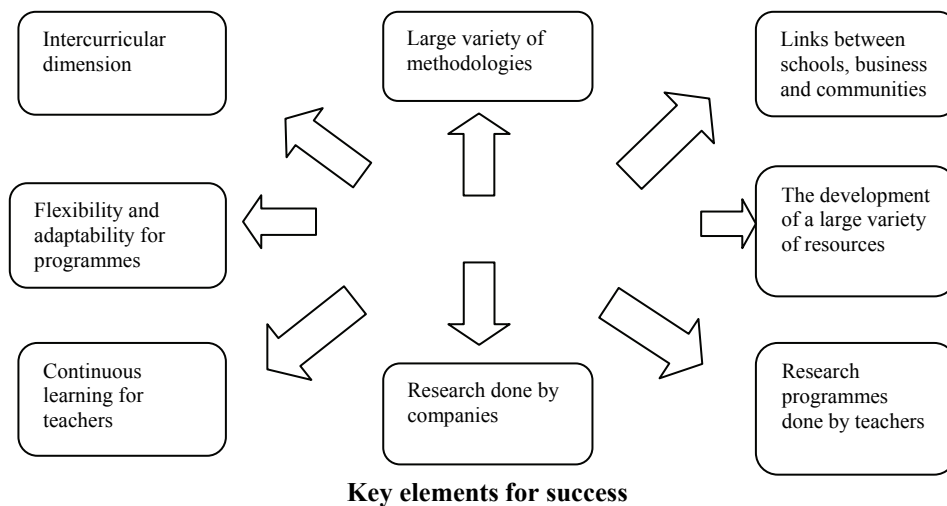


Figure no. 1: Criteria for an entrepreneurial educational programme

Source: Adaptation after Kindlon, 2006

Kuratko (2005) sustains that entrepreneurial education is promoted and included as a study discipline in schools in the entire world, especially in those from Europe and the USA. As these entrepreneurial education programmes vary from country to country and from institution to institution, the necessity for a study on the impact of entrepreneurial education is more and more stringent. It is also the case of the present study.

The universities are organisations based on intensive knowledge due to the extraordinary dynamics of knowledge creation – and spread, this is especially valid for the research

universities, where research is much more important than the reproduction of an experience. These entities could become learning organisations if the learning and organizational integration loop is well developed (Lefter, Brătianu, Agapie, Agoston and Orzea, 2011).

Education and practical training (entrepreneurial training) are crucial ingredients for the economic and social efficiency of the economy and knowledge based society. At the European Union level starting from the objectives of the program „Education and training 2010” – as part of the Lisbon strategy, and strengthened by the program „Europe – Agenda 2020” one of the base pillars is represented by „Education and practical training 2020”. This program refers directly to the improvement of the quality of education in institutions in the domain (Barroso, 2010).

Different qualitative studies (Nicolescu and Păun, 2009; Nicolescu and Dima, 2010) which had as subject the criteria for choosing universities by students state that for most of Romanian students important points are: the universities prestige, the chance of employment upon finishing the studies, taxes and tariffs, infrastructure. This thing means that universities who use in their campaigns promotion elements like: international relations, research activities they develop, connections with the business environment, have a better quotation among the options of future candidates.

Entrepreneurial activities which generate new business, products, and jobs were considered essential for sustainable economy development and as a stimulant for economic activity in the private sector (Bullough and Renko, 2013). Entrepreneurs either coming from existing organisations or beginning new business are economic actors who fuel the offer and demand of goods and services, they are those who “turn” the wheels of the economy.

Gurel (2010) underlines that the traits of individuals influence their intentions of launching a business. Individuals with traits like a tendency for assuming risk, tolerance for ambiguity, control focus are more inclined towards starting a business than other people. Previous studies state that education influences cultural values and the level of entrepreneurial initiative. The main objective of education is to develop the students’ abilities of interpreting, evaluating and analysing theoretical concepts.

Wishing to find which is the opinion of the members of the university collective from the Bucharest University of Economic Studies in regards to the education for the business domain, we have realised the research presented next. We took this decision because the Bucharest University of Economic Studies is the main higher economic learning institution from our country, mostly specialised on the economic sciences domain (10 economic faculties, out of the total 11 existing). On the other side it has an existence of a century, being a model of launch and development for the other economic faculties in the Romanian universities. The last argument is the position of leader which the Bucharest University of Economic Studies holds in the Association of Economic Faculties of Romania, fact that made us consider the analysed community as representative. The research has followed two components of the educational process from the university: students and teachers; with the purpose of finding out their opinion regarding the usage of professional competences through business education.

1. Purpose and objectives of the research

The purpose of the research was investigating the opinion of teachers and students from the Bucharest University of Economic Studies (UES) regarding the entrepreneurial academic education.

The present research proposes collecting the information needed for a good characterization of the state of entrepreneurial education in the UES, on the two proposed plans, of teachers and students.

The objectives of the research regarding the opinion of teachers from the Bucharest University of Economic Studies regarding the entrepreneurial education in the Romanian higher learning are the following: the degree in which independence and autonomy of universities can ensure a better adaptation of the learning and research to the changing realities and needs of the contemporary society; the importance of recognising students diplomas and qualifications on an European level; the measure in which the modifications to the educational curricula influence the level of students training; the degree of utility of subjects studied in the first cycle to the future entrepreneurial career of students – from the perspective of developing abilities and competences demanded on the workforce market; degree of students satisfaction regarding the taught subjects – which can point the future career towards entrepreneurship; the perception regarding the quality as a whole of seminar and course activities, taking place in UES Bucharest, which develop entrepreneurial abilities; the teaching method used during course activities – for the teachers with academic titles of lecturer, assistant professor or professor, who can direct the future career towards entrepreneurship.

The objectives regarding the opinion of students from the Bucharest University of Economic Studies in regards to the entrepreneurial education inquire into: the importance of recognizing students diplomas and qualifications on an European level; the measure in which ensuring student mobility between EU member states contributes to the increase in the level of students professional training and in their accumulation of entrepreneurial abilities; the role held by research in the professional formation of students – the future entrepreneurs; the involvement/possible involvement of students in research project developed by the teaching departments, with the purpose of developing entrepreneurial abilities; the degree of utility of subjects studied during the first cycle of university training in the economic domain, for entrepreneurial formation; the degree of utility of subjects studied during the first cycle for the future career of students, from the perspective of developing abilities and competences required by the entrepreneur quality; the perception in regards to the quality as a whole of course and seminar activity taking place in the UES of Bucharest – in the perspective of entrepreneurial becoming; the level of satisfaction with the activities in the course and seminar periods; the professional training of teachers who taught the courses and held the seminars for the disciplines that included entrepreneurial themes; the level of satisfaction referring to the content of taught disciplines; the level of satisfaction referring to the teaching methods used during course and seminar periods; the necessity of developing an internal quality insurance system which would contribute in the increase of the quality of university learning; the degree of implication of the state in stimulating the students entrepreneurial spirit.

2. Methodology of the research

The research was lead on two plans, taking into consideration both the perspective of teachers, and the perspective of students, according to the purpose of the research. The statistic population researched is made up of teachers – from all the didactic levels, and students from the bachelor cycle, which undergo studies programmes in the Bucharest University of Economic Studies.

The hypothesis of the research regarding the opinion of teachers and students in the Bucharest University of Economic Studies referring to the entrepreneurial education realised during the bachelor cycle are the following:

- For the teachers we have: the degree in which university independence and autonomy are able to ensure a better adaptation of learning and research to the changing realities and needs of the contemporary society is appreciated as being high by the majority of teachers; the recognising of students diplomas and qualifications on an European level has a high or very high importance for most of the teachers; the modifications in the educational curricula influence in at least a medium measure the students training level, according to the opinion of the majority of the teachers; the disciplines studied in the first cycle of university training are appreciated by the largest part of the teachers as having a high or very high utility for the future career of students from the perspective of developing abilities and competences demanded on the workforce market; the students degree of satisfaction referring to the taught subjects is appreciated by the teachers at a high level; the main two reasons of student discontent regarding the taught subjects, according to the teachers appreciation, are the large volume of information that must be taught and deficiencies at the level of the evaluation system; the perception of the teachers regarding the quality as a whole of course and seminar activities held in UES of Bucharest is, generally, favourable; the main methods of teaching used during course and seminar activities by the teachers with the lecturer, assistant professor or professor title are free debate and the debate with Power Point presentations.

- For the students the hypothesis are: almost two thirds of the students consider that the importance of recognising the students diplomas and qualifications on the European level is high or very high; the majority of students consider that ensuring the students mobility between EU member states contributes to an increase in their level of professional training; the majority of students consider that the research holds a high level of importance in the professional training; the involvement/possible involvement of students in research projects developed at the teaching department level is appreciated favourably by the majority of students questioned; the subjects studied in the first cycle of university training in the economic domain, are appreciated by most of the students as having a high or very high utility; the subjects studied in the first cycle of university training are appreciated by most students as having a high or very high utility for their future – from the perspective of developing abilities and competences required on the workforce market; the perception regarding the quality as a whole of the course and seminar activities held in the faculty is generally favourable; the level of satisfaction of the majority of students regarding the activity taking place during course and seminar periods is high; the main causes that produce discontent among students regarding the activity taking place in the seminar and course periods are the large volume of information to be taught and problems at the level of the evaluation system; the professional training of teachers that taught courses at the disciplines studied so far is appreciated by the majority of the students at a high level; the professional training of teachers that held seminars at the disciplines studied

so far is appreciated by the majority of students at a high level; from the point of view of the level of satisfaction referring to the aspects of the system of teaching in higher learning, the hierarchy established by the students is the following: applicability of knowledge gained, content of taught disciplines, teachers style of presenting, teaching methods used during the course and seminar periods; most students agree with the necessity of developing of an internal system of quality insurance which should contribute to the increase in the quality of university learning; the degree of involvement of the state in stimulating entrepreneurial spirit is generally appreciated at a medium level.

- We have also announced the hypothesis of the research regarding the correlations between the opinions of the two categories of respondents: H1: there is a positive correlation between the opinion of teachers and students regarding the importance of recognising the students diplomas and qualifications at the European level, opposed to the null hypothesis; H1: there is a positive correlation between the opinion of teachers and students regarding the involvement/possible involvement of students in the research projects developed at the teaching departments level, opposed to the null hypothesis; H1: there is a positive correlation between the opinion of teachers and students regarding the degree of utility of subjects studied in the first cycle of university training in the economic domain, opposed to the null hypothesis; H1: there is a positive correlation between the level of importance that research holds in the students professional formation and the opinion regarding the involvement/possible involvement of students in research projects developed at the teaching departments level, in the students opinion, opposed to the null hypothesis.

The research has as a main purpose the clarification and better understanding of the coordinates of the problem taken into account, thus it can be considered an *exploratory research*.

The method of information collection was the direct research, a survey, using the structured interview technique. The information collection instrument was the *questionnaire*.

The sampling method was random, the research being a pilot inquiry. 525 students and 172 teachers took part in the research. The sampling scheme was simple random. We have reached this volume through an inventory of the processed questionnaires; the non-answer was not anticipated, and the used step was mechanical (quasi random). The sampling technique used was based on volunteer participation.

The sample structure was determined in a different way for the two investigated categories; the most representative criteria were retained according to the specific of each collective. For the teachers the didactic title was selected, and for the students – the study year and sex.

The sample structure for the teachers, based on the academic title criteria, contains 25.58% - lecturers, 23.84 – associate professors, 18.60% - assistants, professors and tutors meeting 15.70% and 16.28%. Because we are facing an exploratory research, the quotas do not indicate properly the reality in the institution (regarding the held didactic positions). This situation is relatively in accordance with the representation, by academic degree of the teachers in the Bucharest University of Economic Studies, showing adequately the distribution by didactic titles from a statistic point of view. We can say that the didactic titles held by the people who were questioned covers proportionally all the academic degrees.

By using the absolute frequencies, the sample includes: 28 tutors, 32 assistant professors, 44 lecturers, 41 associate professors, 27 professors.

The structure of the students sample includes 31.43% - first year students, 34.86% - second year students, and 33.71% - third year students, having a relatively balanced spread with the quotas of the students that follow the bachelor cycle in the Bucharest University of Economic Studies.

The absolute frequencies corresponding are: 165 first year students, 183 second year students and 177 third year students.

The information collection process took place among a percentage of 78.29% women and 21.71% men, situation in accordance with the representation by sex of the student collective in the Bucharest University of Economic Studies, showing adequately the distribution by sex from a statistic point of view.

Using absolute frequencies out of the 525 interviewed persons, 114 were male and 411 female.

3. Analysis and interpretation of the research’s results

In what regards the degree in which the independence and autonomy of the universities are capable to ensure a better adaptation of the research and education to the realities and changing needs of the present society, the results obtained are presented in figure no. 2.

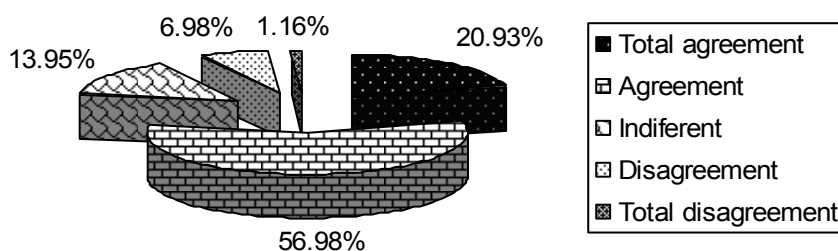


Figure no. 2: The degree of adaptation of the education and research to the realities of the present society

Source: made by the authors based on the research

Most of the teachers, in a percentage of 56.98%, have expressed their agreement regarding the idea that independence and autonomy of the universities are able to ensure a better adaptation of the education and research to the realities and changing needs of the present society, and 20.93% have expressed a total agreement. These results confirm the hypothesis established previously. A very small percentage of respondents have expressed their disagreement – 6.98%, or total disagreement – 1.16%, about this idea.

Regarding the opinion of the teachers towards the importance of acknowledging diplomas and student qualifications at a European level, the results of the research are synthesised in figure no. 3.

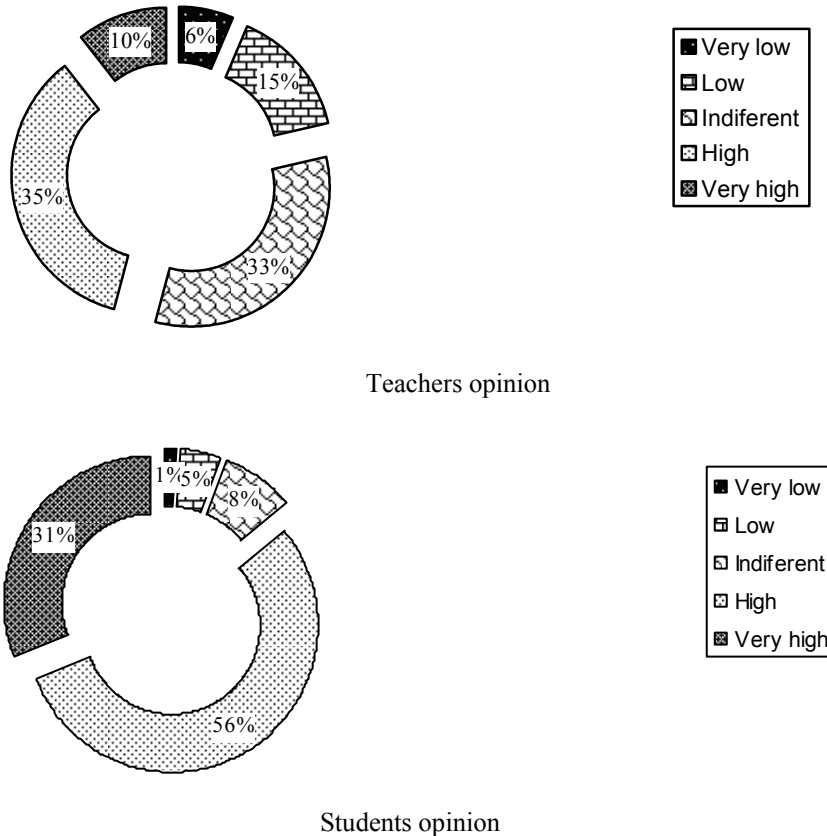


Figure no. 3: The importance of diplomas and student qualifications acknowledgment at the European level
 Source: made by the authors based on the research

The analysis of the results obtained from the research shows that the recognition of the diplomas and student qualification on the European level has a high importance for the majority of the teachers – 35.47% and 55.05% for the students, confirming the hypothesis previously established, but for another important percentage – 32.56%, the level of importance is indifferent, and for the students the importance of the acknowledgment of diplomas is very high for 31.05%. About a fifth of the teachers give a low importance – 15.12%, or very low – 6.40%, to this aspect while the other options have registered low percentages for the students.

Regarding the measure through which insuring the mobility of students between EU member states contributes to an increase in the level of entrepreneurial training for them, the answers of the teachers are represented in figure no. 4.

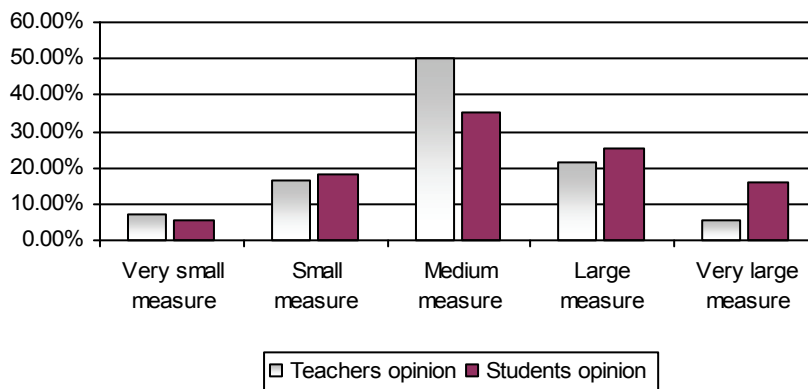


Figure no. 4: The increase in the entrepreneurial level through student mobility

Source: made by the authors based on the research

The results of the research show that half of the teachers consider that ensuring student’s mobility between EU member states contributes to the increase in the entrepreneurial training level in a medium measure. Just a quarter of the answers have appreciated this contribution in a large measure – 21.51%. The students consider in a percentage of 25.52% the same thing. These results contradict the previously established hypothesis which state that the largest part of the teachers and students consider that ensuring the mobility between EU member states contributes to the increase of the level of entrepreneurial training in a large measure.

In regards to the involvement or possible involvement of students in research projects taking place in the teaching departments, the results obtained are synthesised in figure no. 5.

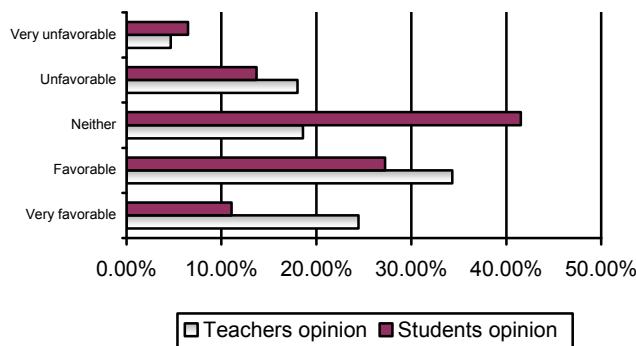


Figure no. 5: The opinion regarding the involvement / possible involvement of the students in research projects taking place in the teaching departments

Source: made by the authors based on the research

More than half of the teachers appreciate favourably – 34.30%, and very favourably – 24.42%, the involvement or possible involvement of students in research projects taking place in the teaching departments. These results confirm the hypothesis established

previously. The students appreciate the involvement or possible involvement of students in research projects taking place in the teaching departments as neither favourable nor unfavourable – 41.52%, and 27.24% offer a favourable appreciation. These results contradict the previously established hypothesis, which stated that most students appreciate favourably the involvement or possible involvement of students in research projects taking place in the teaching departments.

The influence of the modifications in the educational curricula on the level of students training was appreciated by the teachers and students according to the representation in figure no. 6.

We can see that most of the answers appreciate a high influence of the modifications in the educational curricula on the level of students training – 48.84%. Over a quarter of the respondents – 26.16%, appreciate a medium influence, and 9.30% - a high influence.

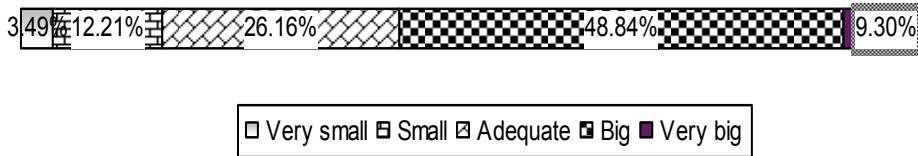


Figure no. 6: The influence of the modifications of the educational curricula on the level of students training

Source: made by the authors based on the research

These results confirm the previously established hypothesis, which states that the modifications in the educational curricula influence in at least a medium amount the level of training of students. A very small percentage of respondents have appreciated that this influence is low – 12.21%, or very low – 3.49%.

Regarding the use of the subjects studied in the first cycle of university studies in the economic domain the options of the teachers appear synthesised in figure no. 7.

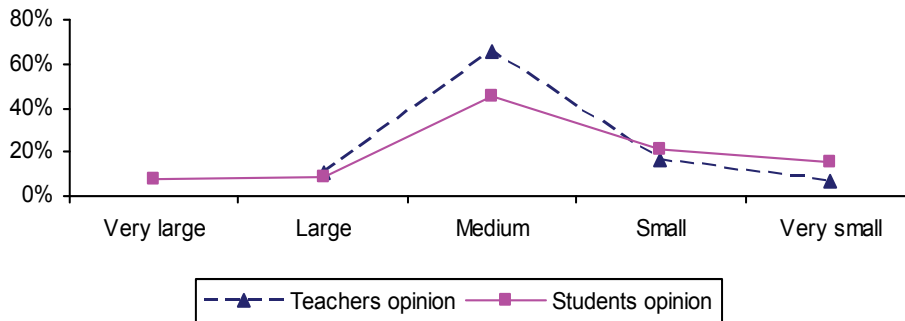


Figure no. 7: The utility of subjects studied during the first cycle

Source: made by the authors based on the research

We can observe that a significant majority of answers – 61.12%, for the teachers, appreciate that the subjects studied in the first cycle of university studies in the economic domain have a medium utility, while among students 41.48% consider the same thing. These results

contradict the hypothesis established previously, which stated that the disciplines studied in the first cycle of university studies in the economic domain are appreciated by a large part of the teachers and students as having a large or very large utility.

Regarding the utility associated to the subjects studied in the first cycle of university training for the future career of the students from the perspective of developing abilities and competences required on the work force market, the answers of the teachers and students are represented by the figure no. 8.

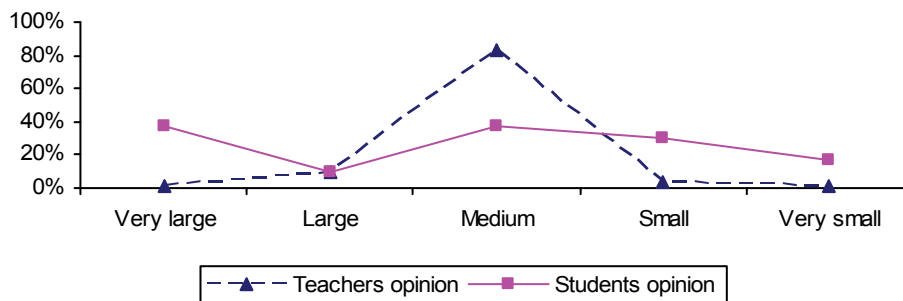


Figure no. 8: The utility of subjects studied during the first cycle of university training
 Source: made by the authors based on the research

We can observe that the significant majority of answers – 83.72% appreciate that disciplines studied during the first cycle of university training have a medium utility for the student’s future career from the perspective of developing abilities and competences demanded on the work force market. For the students, the majority of the answers – 37.14% appreciate that disciplines studied during the first cycle of university training have a medium utility for the student’s future career from the perspective of developing abilities and competences demanded on the work force market. The other options received very low percentages out of the total answers, from the teacher’s point of view. These results have contradicted, both for teachers and for students, the hypothesis previously established, which stated that the subjects studied during the first cycle of university training are appreciated by a majority of the teachers as having a high or very high utility for the future career of students from the perspective of developing abilities and competences demanded on the work force market.

The identification of the opinion of teachers in regards to the necessity of developing an internal quality assurance system which would contribute to an increase in the quality of university learning, another objective of the research, has generated the results presented in figure no. 9.

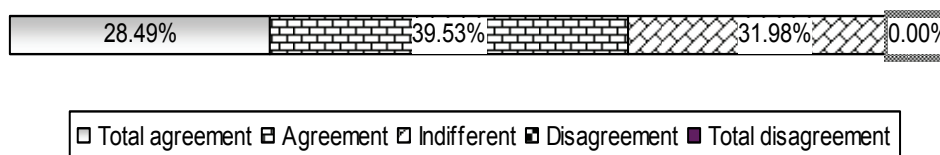


Figure no. 9: The necessity of an internal system for quality assurance
 Source: made by the authors based on the research

We can see that the majority of the teachers agree with the need of developing an internal quality assurance system which would contribute to an increase in the quality of university learning, which confirms the previously established hypothesis. It is interesting to know that no answer was registered showing disagreement or total disagreement, which strengthens the conclusions regarding the opinion of teachers towards this aspect. The answers registered were relatively balanced from a spread point of view, almost a third of respondents choosing: indifferent – 31.98%, agreement – 39.53% and total agreement – 28.49%.

The opinion of students regarding the level of importance that research has in entrepreneurial formation, according to the registered answers, appears synthesised in figure no. 10.

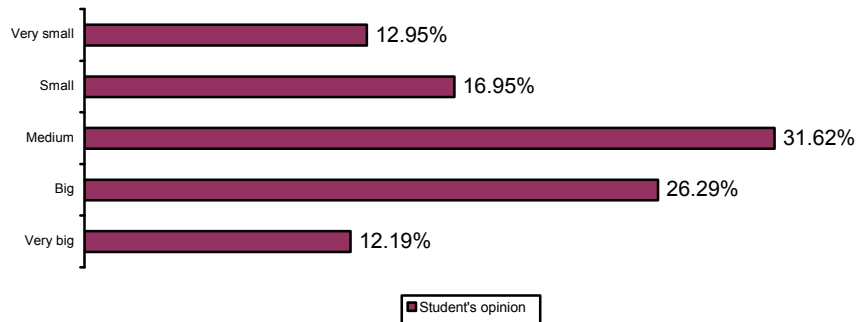


Figure no. 10: Role/level of importance that research has in entrepreneurial formation

Source: made by the authors based on the research

We can notice that the largest part of students, about a third of them – 31.62%, consider that research holds a medium level of importance in entrepreneurial formation, and approximately a quarter of them – 26.29% give a high level of importance to research. These results contradict the previously established hypothesis which stated that most of the students consider that research holds a high level of importance in entrepreneurial formation. The spread of the answers is relatively balanced, with a tendency towards a high level of importance of the research for the student’s entrepreneurial formation.

The evaluation of student’s perception regarding the quality of course and seminar activity, taking place in the university, an important objective of the research, has generated the results presented in figure no. 11.

A significant percentage can be observed, representing almost half of the total number of answers – 47.24%, that perceives as favourable the quality as a whole of course and seminar activity taking place in the university, and almost a third of respondents – 30.86%, have a very favourable perception. These results confirm the previously established hypothesis.

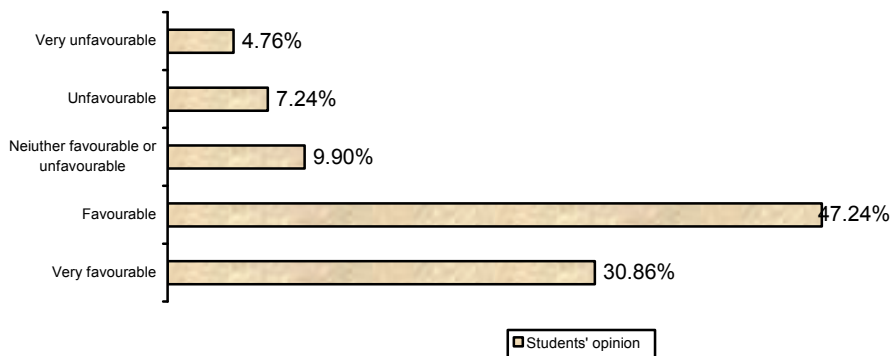


Figure no. 11: The perception regarding the quality of course and seminar activities
 Source: made by the authors based on the research

Reduced percentages of respondents have appreciated this aspect as very unfavourable – 4.76%, and unfavourable – 7.24%.

The degree of involvement of the state in stimulating student’s performances, according to their perception, is shown in figure no. 12.

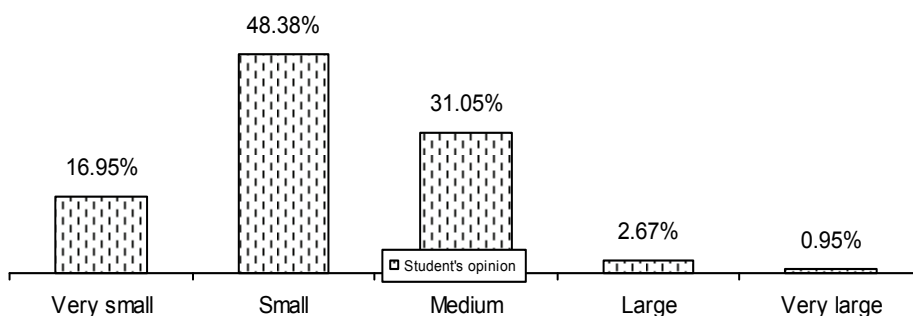


Figure no. 12: The degree of involvement of the state in stimulating student’s performance
 Source: made by the authors based on the research

We can notice the fact that almost half of the respondents – 48.38%, appreciate that the degree of involvement of the state in stimulating the students’ performance is low, and almost a third – 31.05% appreciate a medium degree of involvement. A relatively high percentage of respondents – 16.95% appreciate that this degree of involvement is very low. The results contradict the hypothesis previously stated according to which the degree of involvement of the state in stimulating the students’ performance is appreciated generally as being at a medium level. We can also notice the reduced percentages for respondents that appreciated the degree of involvement as being high – 2.67%, or very high – 0.95%.

In order to obtain an integrated perspective on the opinion of teachers and students, regarding the entrepreneurial education, a part of the objectives followed for the two categories were common. The correlations between common aspects investigated,

presented according to the specific questions in the questionnaires and quantified as correlation coefficients.

A very high degree of correlation was found for the set of questions (*In your opinion, which is the degree of utility of the disciplines studied during the first cycle, of university training in the economic domain?*), which shows that the opinions of teachers and students are almost completely identical.

For the question sets (*Which is your opinion regarding the involvement/possible involvement of students in research projects developed at the level of teaching departments?*) and (*How do you appreciate the duration of specialty studies followed by the students in the first cycle?*), the degree of correlation is a little over the value of 0.4 – 0.411446, and 0.441881, which shows that the opinions of teachers and students do not match.

In the case of the pair of questions (*Do you agree that the recognition of students diplomas and qualifications on the European level has an importance?*), the value of the correlation coefficient is 0.510999, which means that the opinions of the two groups of respondents match in a small part, students being much more interested by the recognition of diplomas and qualifications on the European level, then the teachers.

In regards to the correlation (*Do you agree that the recognition of students diplomas and qualifications on the European level has an importance?* and *Do you believe that the modifications to the educational curricula influence the degree of students training in a measure?*), the coefficient with a value of 0.52 shows a half - correlation. Only a part of the teachers which believe that the modifications to the educational curricula reflect in the level of students training, consider important the recognition of their diplomas on a European level.

Conclusions

In the analysis and information interpretation stage we took into account describing the results of the research in detail for every objective, regarding the teachers and students from the Bucharest University of Economic Studies opinion on the problems raised to their attention: the way in which the curricula – at the bachelor level- gives value to the professional competences through business education.

In the following paragraphs we present the most important aspects that resulted from the research and their possible implications, in an integrated perspective, including comparisons and correlations between the opinion of the teachers and students, regarding the existence of some elements of entrepreneurial education in the study curricula of the future economists.

The teacher's opinion regarding the most important aspects shows certain differentiations, but, in general, the opinion stays favourable. We can see that *the recognition of student's diplomas and qualifications at a European level* is mostly considered important, but a significant percentage of almost a third, give only a medium importance to this aspect.

The possibility of the *student's mobility between EU member states* is not considered an especially important aspect as a factor that contributes to the increase in the level of entrepreneurial training of the students, the distribution of the answers registered showing

an appreciation of a medium level for it. In regards to *the involvement or possible involvement of students in research projects unfolding in the teaching departments*, the teachers gave generally favourable appreciations.

The perception of teachers regarding the quality of *course and seminar activities as a whole that take place in the Bucharest University of Economic Studies* is definitely favourable, as the answers registered show, we can see that no respondent appreciated this aspect as being very unfavourable and only an insignificant percentage has an unfavourable perception. The main *methods of teaching used* during course activities by the teachers holding the title of lecturer, assistant professor or professor are the power point presentation and free debate, and during seminar activities case studies, solving problems and exercises taken from practice.

When talking about the *recognition of student's diplomas and qualifications on a European level*, the students appreciate that it is a high importance aspect, in a greater percentage than the teachers. *The measure in which ensuring the mobility between EU member states contributes to the entrepreneurial training level of the students* is appreciated generally at a medium level, with a distribution of frequencies similar to the answers given by the teachers.

In regards to the *importance that the research holds in entrepreneurial formation*, students appreciate a generally medium level. And the *involvement or possible involvement of students in research projects unfolding in the teaching departments* is appreciated generally as neither favourable nor unfavourable. These results can suggest a limited interest from students towards the research activity, but also a low level of information regarding this aspect.

Referring to the *degree of involvement of the state in stimulating the student's performance*, the perception of the respondents is generally negative, and we can also see the very low percentages of the answers that appreciated a big or very big degree of involvement. These results should be a signal of concern, that needs to be investigated further in order to determine whether this perception is sustained by actual facts or not.

The research has underlined the existence of a real preoccupation for entrepreneurial education in the curricula – for the bachelor cycle, for the future economists. Still the perception in certain places is different, in regards to the necessity of connecting the theoretical education with real practice. Taking into account the position held by the Bucharest University of Economic Studies in the Romanian higher economic learning we consider the objectives achieved, and the results of the research relevant.

The higher learning institutions, including the economic ones, face several major tendencies, which can represent dangers or opportunities – depending on the way in which each institution finds suitable to approach them, in the context of the new market they work in. A type of approach is to look for constructive solutions to the new challenges, to adapt to the market faster than the competition, to exploit the new character of the change. Through this entrepreneurial type of approach, dangers turn into opportunities.

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