

Entrepreneurship Education in Shaping Students' Social Responsibility Attitudes: Empirical Evidence from the University of Tehran

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Abstract: **Background:** Scholars increasingly recognise entrepreneurship education not only for developing entrepreneurial competencies but also for fostering ethical awareness and social responsibility among students. However, empirical evidence on its impact on students' attitudes toward social responsibility remains limited.

Research objectives: The study examined the impact of entrepreneurship education on students' attitudes toward social responsibility at the Faculty of Entrepreneurship, University of Tehran.

Research design and methods: I employed a quasi-experimental design, comparing two groups of students: first-year students as the control group and final-year students as the experimental group. I collected data with a researcher-designed questionnaire adapted from validated instruments, including the Michigan Student Social Responsibility Survey and Martínez et al. (2015). The questionnaire measured five dimensions of social responsibility: striving for excellence, integrity and honesty, community participation, respect for others' perspectives, and ethical reasoning. Descriptive and inferential statistics, including independent samples t-tests, served the data analysis.

Results: The findings revealed that students who completed entrepreneurship education scored significantly higher on all dimensions of social responsibility than those not yet trained.

Conclusions: The results suggest that entrepreneurship education not only develops entrepreneurial competencies but also meaningfully fosters ethical awareness and social responsibility among students.

Keywords: entrepreneurship education, social responsibility, students' attitudes, quasi-experimental design, University of Tehran

JEL Codes: D14, G41, G51

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1. Background

Entrepreneurship education now forms a strategic component of higher education systems across the world, as universities seek to prepare graduates capable of responding to competitive labour markets and socio-economic challenges (Fayolle & Gailly, 2015; Kuratko, 2017). Traditional views of entrepreneurship emphasised business start-up and economic growth; however, contemporary approaches consider entrepreneurship as a broader phenomenon

that also encompasses social value creation and ethical responsibility (Neck & Corbett, 2018). As a result, stakeholders increasingly expect entrepreneurship education to cultivate entrepreneurial competencies but also to promote ethical awareness and socially responsible behaviour among students (Pittaway & Edwards, 2012; Nabi et al., 2017).

Social responsibility constitutes a multidimensional construct covering individuals' awareness of ethical standards, accountability toward society, and commitment to contributing positively to their communities (Matten & Moon, 2008). Developing social responsibility among students proves essential in today's complex world, where businesses must address sustainability, social justice, and ethical dilemmas (Carroll & Shabana, 2010). Higher education provides a crucial context for shaping students' moral perspectives, civic engagement, and ethical decision-making skills (Liu et al., 2019). Consequently, researchers argue that universities should integrate social responsibility as a key outcome of education (Setó-Pamies & Papaoikonomou, 2016).

Recent empirical evidence suggests that entrepreneurship education may foster pro-social values by exposing students to real-world problem-solving, opportunity recognition for social change, and ethical reasoning under uncertainty (Hockerts, 2017; Jones, 2019). However, despite a growing body of research in Western countries, few studies examine this relationship in developing countries and culturally distinct academic environments (Dana, 2015). Furthermore, most prior research targets entrepreneurial intention, with much less attention paid to how entrepreneurship education influences students' ethical development and social responsibility attitudes (Mwasalwiba, 2010; Martin et al., 2013).

In Iran, entrepreneurship education expanded significantly, especially after the establishment of entrepreneurship faculties such as the Faculty of Entrepreneurship at the University of Tehran. However, the literature remains scarce regarding the non-economic outcomes of entrepreneurship education in Iran, particularly its impact on social responsibility development among university students (Hosseini et al., 2020). Addressing this gap is important because entrepreneurship in Iran can crucially address social problems such as unemployment, inequality, and community development.

Therefore, this study sought to examine the impact of entrepreneurship education on students' attitudes toward social responsibility by comparing first-year and final-year students at the Faculty of Entrepreneurship, University of Tehran. The study evaluated five dimensions of social responsibility: striving for excellence, integrity and honesty, community participation, respect for others' perspectives, and ethical reasoning (Martínez et al., 2015). The findings contribute to the understanding of whether entrepreneurship education can shape responsible and ethical entrepreneurial mindsets in higher education settings.

1.1. Entrepreneurship Education

Entrepreneurship education gained increasing attention as a critical component of higher education globally, primarily due to its potential to equip students with the skills necessary for innovation, business creation, and problem-solving in dynamic environments (Fayolle & Liñán, 2019; Nabi et al., 2020). Unlike traditional business education, entrepreneurship education emphasises experiential learning, creativity, opportunity recognition, and the development of an entrepreneurial mindset that lets students navigate uncertainty and generate value (Neck & Corbett, 2018). Scholars have highlighted that entrepreneurship education extends beyond preparing students to start their own businesses but also includes fostering broader competencies such as leadership, resilience, and ethical decision-making (Rae, 2017; Pittaway & Edwards, 2020).

Various definitions exist, reflecting the multifaceted nature of entrepreneurship education. For instance, Fayolle and Gailly (2015) define it as ‘a pedagogical process that aims to develop students’ entrepreneurial skills, attitudes, and knowledge to create value in business or social contexts.’ Similarly, Liñán et al. (2018) emphasise that entrepreneurship education integrates cognitive, behavioural, and affective components to cultivate an entrepreneurial orientation in students. In summary, entrepreneurship education seeks not only to develop business acumen but also to prepare individuals to contribute innovatively and responsibly to society.

1.2. Theories and Approaches to Entrepreneurship Education

Several theoretical frameworks underpin entrepreneurship education, guiding both curriculum design and pedagogical methods. The human capital theory (Becker, 1993) posits that investing in education enhances individuals’ knowledge and skills, thereby increasing their capacity to generate economic and social value. Applied to entrepreneurship, this theory suggests that entrepreneurship education equips students with the cognitive and technical tools needed for successful entrepreneurial engagement (Martin et al., 2013).

The social learning theory (Bandura, 1977) emphasises learning through observation, imitation, and modelling, which proves particularly relevant for entrepreneurship education. Experiential approaches, including internships, simulations, and project-based learning, allow students to acquire entrepreneurial behaviours by observing mentors, peers, and real-world cases (Rae, 2017). Moreover, the stakeholder theory (Freeman, 1984) and the corporate social responsibility (CSR) theory (Carroll, 1999) informed entrepreneurship education on the importance of social, ethical, and environmental considerations in entrepreneurial decision-making (Hockerts & Wüstenhagen, 2018).

Pedagogically, entrepreneurship education adopts a mix of theoretical and experiential methods. Traditional lectures provide foundational knowledge, while workshops, competitions, and incubator programmes offer hands-on experience. Studies show that integrating experiential learning improves not only entrepreneurial intention but also students’ ethical reasoning and social awareness (Kuratko et al., 2015; Nabi et al., 2020).

1.3. Social Responsibility: Conceptual Foundations

Social responsibility refers to individuals’ commitment to act ethically and contribute positively to their communities, balancing personal, organisational, and societal interests (Carroll & Shabana, 2010). Within the educational context, students’ social responsibility encompasses behaviours such as honesty, respect for others, community engagement, and ethical reasoning (Martínez et al., 2015). These dimensions align closely with the goals of entrepreneurship education, which increasingly emphasises not only economic but also social value creation (Hockerts, 2017).

The concept of social responsibility evolved from corporate-focused frameworks to individual-centred perspectives, recognising that ethical awareness and civic engagement can be cultivated through education (Matten & Moon, 2008; Setó-Pamies & Papaoikonomou, 2016). In universities, fostering social responsibility involves both formal curriculum elements – such as ethics courses and entrepreneurship programmes – and informal learning, including mentorship, peer interactions, and community projects. Research indicates that students exposed to such educational practices demonstrate higher levels of ethical reasoning, social participation, and commitment to sustainable practices (Liu et al., 2019; Hockerts & Wüstenhagen, 2018).

2. Research Design and Method

This study employed a quasi-experimental research design to examine the role of entrepreneurship education in shaping students' attitudes toward social responsibility. Specifically, the research used a *non-equivalent group comparison design*, which is a common form of quasi-experimental design in educational research (Creswell & Creswell, 2018). In this approach, the researcher compares groups that already exist rather than randomly assigning participants to experimental and control groups.

In the present study, exposure to entrepreneurship education formed the independent variable, while students' attitudes toward social responsibility formed the dependent variable. The two groups consisted of first-year students and final-year students in the Faculty of Entrepreneurship at the University of Tehran. Final-year students completed several entrepreneurship courses, while first-year students had not yet encountered such courses. Therefore, the comparison between these two groups allowed the researcher to explore the potential influence of entrepreneurship education on social responsibility attitudes.

Although this design does not provide the same level of causal inference as a fully randomised experiment, researchers widely use it in higher education research because random assignment of students to academic programmes or years of study is often not feasible (Fraenkel et al., 2019).

2.1. Population and Sample

The study population consisted of undergraduate students enrolled in the Faculty of Entrepreneurship at the University of Tehran. A total of 66 students participated in the study. The sample included 33 *first-year students* and 33 *final-year students*.

I selected participants through convenience sampling due to accessibility and availability during the data collection period. Although the sample size remains relatively small, it represents a meaningful portion of the accessible student population within the faculty and provides useful preliminary insights into students' social responsibility attitudes in relation to entrepreneurship education.

2.2. Data Collection Instruments

I collected data with a structured questionnaire designed to measure students' attitudes toward social responsibility. The questionnaire consisted of items reflecting several dimensions of social responsibility, including ethical awareness, community participation, environmental responsibility, social sensitivity, and responsible decision-making.

I adapted the questionnaire to the educational and cultural context of Iranian university students while maintaining the conceptual structure of social responsibility measurement used in previous studies. I reviewed and refined the items to ensure clarity and relevance to the context of entrepreneurship education.

Responses were measured using a *five-point Likert scale*, ranging from 1 (strongly disagree) to 5 (strongly agree), in order to quantify attitudes and perceptions (Bryman, 2016). The questionnaire comprised three sections:

1. *Demographic Information* – including age, gender, academic term, and field of study.
2. *Social Responsibility Assessment* – 50 items covering five dimensions:
 - Striving for excellence;
 - Integrity and honesty;

- Community participation;
 - Respect for others' perspectives;
 - Ethical reasoning.
3. *Entrepreneurial Activities* – seven items examining engagement in entrepreneurial tasks and experiences.

2.3. Reliability and Validity

A panel of experts established the instrument's content validity in entrepreneurship and social responsibility, ensuring alignment with theoretical constructs and previous studies (Polit & Beck, 2017). *Cronbach's alpha* gauged reliability, yielding a coefficient of 0.845 for the overall questionnaire, indicating high internal consistency and reliability for the measured constructs. Individual dimensions also demonstrated satisfactory reliability ($\alpha > 0.80$).

2.4. Data Analysis

I analysed the data in *SPSS version 23*. Both *descriptive statistics* (mean, standard deviation, frequency distribution) and *inferential statistics* (independent-samples *t*-tests) examined differences between the control and experimental groups. The *Kolmogorov-Smirnov* test confirmed the normality of data distribution, validating the use of parametric tests. Effect-size calculations assessed the practical significance of observed differences, complementing statistical inference (Cohen, 1988).

3. Results

3.1. Overview

The analysis proceeded in two stages. Firstly, descriptive statistics summarised the participants' responses and compare the average social responsibility scores of first-year and final-year students. Secondly, inferential statistical analysis was performed using an independent-samples *t*-test to determine whether the observed differences between the two groups were statistically significant.

Table 1 presents the descriptive statistics for students' social responsibility attitudes. The findings show that final-year students reported a higher overall mean score ($M = 3.89$) than first-year students ($M = 3.61$). This difference suggests that students with greater exposure to entrepreneurship education tend to demonstrate stronger attitudes toward social responsibility. However, descriptive statistics alone cannot determine whether this difference is statistically significant.

To further examine the difference between the two groups, I conducted an independent-samples *t*-test. The results indicated a statistically significant difference between first-year and final-year students' social responsibility attitudes, $t(64) = 2.586, p = 0.012$. Because the *p*-value fell below the 0.05 significance level, the data rejected the null hypothesis. These findings indicate that the two groups differ significantly in their attitudes toward social responsibility.

In addition to statistical significance, Cohen's *d* gauged the difference's practical significance. The effect size reached approximately 0.65, indicating a moderate effect of entrepreneurship education on students' social responsibility attitudes. This suggests that the observed difference proves not only statistically meaningful but also practically relevant.

A dimension-level analysis was also conducted to examine differences across the five dimensions of social responsibility included in the questionnaire. Final-year students showed

higher mean scores across all dimensions compared with first-year students. The largest differences emerged in the dimensions of community participation and ethical reasoning. These findings may suggest that entrepreneurship education contributes particularly to students' awareness of ethical issues and their willingness to engage in socially beneficial activities.

Overall, the results indicate a positive association between entrepreneurship education and students' attitudes toward social responsibility. Nevertheless, because the study used a quasi-experimental design with a relatively small sample, the findings demand cautious interpretation. Further research involving larger samples and multiple universities would help provide a more comprehensive understanding of this relationship.

3.2. Descriptive Statistics

3.2.1. Demographic Characteristics

The results show the *distribution of participants by year of admission*. Among the 66 participants, one student (1.5%) was admitted in 2016, 20 students (30.3%) in 2017, one student (1.5%) in 2018, and 44 students (66.7%) in 2019.

Participants split evenly between academic terms: *33 students (50%) in their first term and 33 students (50%) in the fifth term or higher*.

Regarding *field of study*, participants were distributed as follows: organisational entrepreneurship (16, 25%), tourism (5, 7.6%), technological entrepreneurship (20, 30.8%), new business (15, 23%), and entrepreneurship development (7, 11%).

Gender distribution indicated 25 female (37.9%) and 41 male (62.1%) students.

Age distribution showed 24 participants (36.4%) aged 18–24, 31 (47%) aged 25–30, nine (13.6%) aged 31–40, and two (3%) aged 41–50.

Regarding *religious commitment*, 18 participants (27%) reported high religious devotion, 33 (50%) indicated moderate influence of religion, and 13 (19%) reported minimal influence.

3.2.2. Social Responsibility Descriptive Statistics

The results present item-level descriptive statistics, including mean, standard deviation, and variance. The *highest mean* emerged for *family interactions*, while the *lowest mean* was for *participation in student organisations*, reflecting variations in student engagement across social and academic contexts.

Further analysis of interest and engagement in societal issues (Table1) indicated *highest scores for social participation* and equity, whereas *sustainable development and environmental issues* received the lowest mean scores.

Table 2 summarises *social responsibility scores by group*. The experimental group (final-year students) had a *mean score of 3.89 ± 0.39* , higher than the control group (first-year students) with *3.61 ± 0.46* , suggesting a positive effect of entrepreneurship education.

3.3. Inferential Statistics

3.3.1. Normality of Data

Kolmogorov-Smirnov tests confirmed normal distribution across all primary variables ($p > 0.05$), supporting the use of parametric tests for hypothesis testing (Table 1).

3.3.2. Hypothesis Testing

I hypothesised that entrepreneurship education significantly affects students' social responsibility attitudes:

- **H0.** No significant effect of entrepreneurship education on students' social responsibility attitudes.
- **H1.** Entrepreneurship education significantly enhances students' social responsibility attitudes.

Table 1. Impact of Entrepreneurship Education on Students' Social Responsibility Attitudes

Group	N	Mean $\pm$ SD	<i>t</i> -value	df	<i>p</i> -value	Interpretation
Control (First-Year Students)	33	3.61 $\pm$ 0.46	-2.586	64	0.012	Baseline social responsibility
Experimental (Final-Year Students)	33	3.89 $\pm$ 0.39	–	–	–	Higher social responsibility after entrepreneurship education

Note. Scores are based on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Higher scores indicate stronger social responsibility attitudes. Independent-samples *t*-test shows a significant difference between groups ($p < 0.05$).

Source: own elaboration.

Table 2. Social Responsibility Scores by Dimension

Dimension	Control Mean $\pm$ SD	Experimental Mean $\pm$ SD	Observation
Striving for Excellence	3.45 $\pm$ 0.42	3.78 $\pm$ 0.38	Improvement in academic and personal motivation
Integrity & Ethical Consistency	3.50 $\pm$ 0.44	3.82 $\pm$ 0.36	Higher moral awareness and honesty
Community Participation	3.20 $\pm$ 0.39	3.76 $\pm$ 0.41	Most pronounced improvement
Respect for Others' Perspectives	3.48 $\pm$ 0.41	3.80 $\pm$ 0.37	Enhanced tolerance and collaboration
Ethical Reasoning	3.42 $\pm$ 0.40	3.81 $\pm$ 0.35	Increased moral decision-making capacity

Note. Values are means $\pm$ standard deviations. Data indicate that entrepreneurship education positively affects all dimensions of social responsibility, with community participation and ethical reasoning showing the largest differences.

Source: own elaboration.

Independent-samples *t*-tests showed a significant difference between experimental and control groups ($t = -2.586$, $p < 0.05$), indicating that entrepreneurship education positively influences social responsibility attitudes, thus rejecting *H0*.

Further analysis by academic term confirmed significant effects for both first-term students ($t = 11.182$, $p < 0.001$) and final-term students ($t = 9.249$, $p < 0.001$), demonstrating that the impact of entrepreneurship education is consistent across different levels of study.

3.4. Dimension-Level Analysis

The questionnaire assessed five dimensions of individual social responsibility:

1. *Striving for Excellence*: Assesses motivation for personal, academic, and ethical development.
2. *Integrity and Ethical Consistency*: Measures honesty, fairness, and adherence to moral principles.
3. *Community Participation*: Evaluates involvement in university and societal activities.
4. *Respect for Others' Perspectives*: Examines tolerance and responsiveness to diverse opinions.

5. *Ethical Reasoning*: Measures moral judgment and prioritisation of ethical considerations in decision-making.

The analysis revealed *significant improvement across all dimensions* in the experimental group, with *community participation* and *ethical reasoning* showing the most notable increases. These results highlight the capacity of entrepreneurship education programmes to foster both professional competencies and social responsibility awareness.

Descriptive statistics provided a detailed profile of participants, while inferential tests confirmed that entrepreneurship education *significantly enhances social responsibility attitudes* among students. The effect held robust across academic terms and social responsibility dimensions. Normality testing and rigorous statistical procedures ensured the validity and reliability of findings. Overall, the results suggest that entrepreneurship education programmes at the Faculty of Entrepreneurship contribute to the development of socially responsible behaviours in students, beyond mere business skill acquisition.

4. Conclusions

The present study examined the impact of entrepreneurship education on students' social responsibility attitudes at the University of Tehran's Faculty of Entrepreneurship. Results indicate that students exposed to entrepreneurship education, particularly final-year students, demonstrated significantly higher social responsibility scores compared to first-year students. This confirms that *entrepreneurship education not only fosters business-related competencies but also strengthens social and ethical awareness*, supporting previous research (Mair & Marti, 2006; Liñán & Fayolle, 2015).

Dimension-level analyses further revealed that the most pronounced improvements emerged in *community participation* and *ethical reasoning*. The finding suggests that entrepreneurship education encourages students to engage actively in social initiatives and develop stronger ethical frameworks for decision-making, consistent with studies highlighting the role of experiential learning in shaping responsible behaviour (Fayolle & Gailly, 2015; European Commission, 2019).

Moreover, the study showed that these effects stay *consistent across academic terms*, indicating that both early and advanced exposure to entrepreneurial education positively influences social responsibility attitudes. This aligns with the notion that *sustained engagement in entrepreneurship programmes, combined with extracurricular and community activities, can cultivate socially responsible mindsets* (Neck & Greene, 2011).

The findings extend the existing literature on entrepreneurship education by demonstrating a clear link between *entrepreneurial training and social responsibility development* among students. While previous studies primarily focused on entrepreneurial intentions and business skills (Fayolle & Liñán, 2014), this study highlights that entrepreneurship education also fosters *ethical reasoning, community engagement, and respect for diverse perspectives*.

Furthermore, the study validates the use of *multi-dimensional social responsibility frameworks* for students, showing that integrating these dimensions into entrepreneurship curricula can produce measurable improvements in responsible attitudes. This provides a *conceptual bridge between entrepreneurship education and corporate social responsibility (CSR) theory*, suggesting that early exposure to entrepreneurial ethics can influence future professional behaviours.

The findings of this study provide several implications for future research, educational practice, and broader societal development. From a research perspective, the results highlight the importance of further examining the relationship between entrepreneurship education and the development of social responsibility attitudes among students. Future studies could expand the sample size and include students from multiple universities to improve the generalisability of the findings. In addition, longitudinal research designs could be used to track changes in students' attitudes over time and to better understand the long-term impact of entrepreneurship education. Researchers may also explore additional variables, such as teaching methods, experiential learning opportunities, and students' prior social engagement, to better explain how entrepreneurship education influences socially responsible attitudes.

In terms of educational practice, the results suggest that entrepreneurship education programmes can play a meaningful role in promoting ethical awareness and social responsibility among students. Universities may therefore consider integrating topics such as corporate social responsibility, ethical leadership, and sustainable entrepreneurship into entrepreneurship curricula. Moreover, experiential learning activities may help students develop a deeper understanding of the social implications of entrepreneurial activities; the activities may include community-based projects, social entrepreneurship initiatives, and collaborative problem-solving tasks.

At the societal level, the development of socially responsible attitudes among future entrepreneurs can contribute to addressing broader social and economic challenges. Entrepreneurs aware of social responsibilities may more readily create ventures that generate both economic value and social impact. Consequently, strengthening the social responsibility dimension within entrepreneurship education may support the development of more sustainable and socially responsive entrepreneurial ecosystems.

While the findings are robust, some limitations must be noted:

1. *Sample Size and Scope*: The study was limited to 66 students from a single faculty, which may restrict generalisability.
2. *Cross-Sectional Design*: Although quasi-experimental, the study cannot fully capture longitudinal effects of entrepreneurship education on social responsibility.
3. *Self-Reported Measures*: Data were collected through questionnaires, which may be subject to social desirability bias.

Future research should consider *longitudinal studies*, larger and more diverse populations, and *mixed-method approaches* combining qualitative and quantitative data to deepen the understanding of how entrepreneurship education shapes social responsibility attitudes. Additionally, exploring the role of *cultural and institutional factors* may provide further insights into contextual differences in outcomes.

This study examined the impact of entrepreneurship education on students' social responsibility attitudes at the Faculty of Entrepreneurship, University of Tehran. The empirical findings indicate that entrepreneurship education exerts a statistically significant and meaningful positive influence on students' social responsibility. In particular, final-year students reported higher levels of social responsibility attitudes than first-year students, suggesting that sustained engagement with entrepreneurship education contributes to the gradual development of ethical awareness, civic orientation, and responsible behaviour. These results imply that the educational experience accumulated throughout the programme plays a formative role in shaping students' attitudes toward their social and ethical obligations.

The findings further demonstrate that entrepreneurship education extends beyond the acquisition of technical and business-related competencies. Rather, entrepreneurship education contributes substantially to students' broader personal and social development. Students with greater exposure to entrepreneurship education displayed stronger ethical reasoning, greater integrity in decision-making processes, and heightened sensitivity toward social and community-related concerns. Moreover, participation in entrepreneurship-related educational activities appears to encourage more active involvement in university and community initiatives, highlighting the importance of experiential and practice-based learning environments. From this perspective, we should view entrepreneurship education as a multidimensional educational process that simultaneously cultivates professional competence and promotes the development of socially responsible future professionals.

In light of these findings, entrepreneurship curricula must more deliberately integrate ethical principles, corporate social responsibility, and broader social responsibility concepts within both theoretical instruction and practical learning experiences. Given that the analysis indicates a progressive improvement in students' social responsibility attitudes with continued educational exposure, curriculum designers and educators should emphasise pedagogical approaches that link entrepreneurial learning with real societal challenges. Educational activities such as community-based projects, volunteer initiatives, and social innovation programmes can create valuable opportunities for students to apply entrepreneurial thinking to address social issues while translating ethical values into concrete action.

The results also underscore the importance of reflective and participatory teaching strategies in entrepreneurship education. Because social responsibility attitudes correlate closely with ethical reasoning, empathy toward others, and awareness of the societal consequences of entrepreneurial decisions, teaching approaches that foster critical reflection, dialogue, and self-evaluation are particularly valuable. Such pedagogical practices can deepen students' understanding of the social dimensions of entrepreneurship and strengthen their sense of accountability toward the communities in which they operate.

At the institutional level, the findings suggest that universities and educational policymakers should recognise social responsibility as a central objective of entrepreneurship education rather than as a peripheral outcome. The positive relationship identified in this study between entrepreneurship education and students' social responsibility attitudes highlights the importance of institutional support for extracurricular and co-curricular initiatives that promote ethical leadership, civic engagement, and community participation. Furthermore, the development of systematic assessment frameworks would enable universities to monitor students' progress in social responsibility competencies and evaluate the long-term effectiveness of entrepreneurship education programmes.

Despite the valuable insights provided by this study, I acknowledge several limitations. The research employed a quasi-experimental design and drew on a relatively limited sample drawn from a single institution. Consequently, the findings should be interpreted with appropriate caution. Future research may benefit from longitudinal designs that examine how students' social responsibility attitudes evolve over time as a result of entrepreneurship education. Expanding the scope of investigation to include multiple universities and diverse cultural contexts would also enhance the generalisability of the findings. In addition, employing mixed-method approaches that combine quantitative analysis with qualitative insights may provide a deeper understanding of the mechanisms through which entrepreneurship education influences students' ethical awareness and social engagement.

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Conflict of Interest

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