

This is an Open Access document downloaded from ORCA, Cardiff University's institutional repository:<https://orca.cardiff.ac.uk/id/eprint/182664/>

This is the author's version of a work that was submitted to / accepted for publication.

Citation for final published version:

Stouraitis, Vasilios, Bowen, Robert , Kyritsis, Markos and Tsanis, Konstantinos 2025. Developing transversal supportive entrepreneurial universities: exploring the meso level in emerging markets through a multi-country study. Presented at: Institute for Small Business and Entrepreneurship (ISBE) Conference, Glasgow, 5-6 November 2025.

Publishers page:

Please note:

Changes made as a result of publishing processes such as copy-editing, formatting and page numbers may not be reflected in this version. For the definitive version of this publication, please refer to the published source. You are advised to consult the publisher's version if you wish to cite this paper.

This version is being made available in accordance with publisher policies. See <http://orca.cf.ac.uk/policies.html> for usage policies. Copyright and moral rights for publications made available in ORCA are retained by the copyright holders.



Developing transversal supportive entrepreneurial universities: exploring the meso level in emerging markets through a multi-country study

Aim

A large part of this research concerns established markets in the Global North, with a lesser focus on emerging markets in the Global South. Universities play a fundamental role in the economic, technological and social development of regions and nations as they are important sources of knowledge and expertise. Thus taking entrepreneurship education as supplier for local ecosystems and moving on from the “one size fits all” fallacy, the paper explores shaping university enterprise support and innovative transversal education models focusing on context. The paper examines the role of local macro elements and their specific effect on the meso and micro level elements in emerging markets. Using a sample of 1800 undergraduate and postgraduate business programme students from nine countries and twenty-one institutions, we test the effect of recurring macro level variables as presented in the literature on meso (universities) and micro level variables; i.e. entrepreneurial intention and its components (i.e. development of financial, physical, human, and intellectual capital). Macro elements include the labour market, business scalability, ecosystem support and economy (i.e. students with work experience, students having started a business already). From the micro perspective, we also test for differences between students with work experience and not, and students who have started a business already and not to compare action and intention as in the literature calling for “feasible” and transferrable entrepreneurship education. Results will contribute to enhance developmental measures and mechanisms which support and progress university-based business and ecosystem support while also clarifying the role of universities towards social and sustainable entrepreneurship, and the development of financial, physical, human, and intellectual capital.

Methodology

Having obtained ethical clearance from Glasgow Caledonian University, we successfully secured access to twenty-one higher education institutions in ten emerging market countries (aka Tertiary institutions) specifically India, Iran, Jordan, Malaysia, Mauritius, Nigeria, Pakistan, Saudi Arabia, Taiwan and Thailand to recruit a total of 1800 undergraduate and postgraduate business programme students. Sampling took place in two phases via local data collectors, 2022 and supplemented in 2024 to increase the distribution of data among countries. Using the popular Theory of Planned Behaviour, principal component analysis and logit regression we test our hypotheses below and validate our proposed conceptual model:

1. Are micro and meso elements driven by macro elements in emerging market entrepreneurship education?
2. Does the local macro context affect the impact of university EE (i.e. development of financial, physical, human, and intellectual capital) between students with work experience and those without?

3. Does the local macro context affect the impact of university EE (i.e. development of financial, physical, human, and intellectual capital) between students with work experience and those without?

Findings As the paper is still in progress we cannot present findings yet

Contribution

The paper responds to a call for context driven, impactful and "feasible" entrepreneurship education more so in emerging markets. The paper proposes a transversal conceptual model based on recent literature and similar models proposed in single-country settings. To do so, the paper considers the less explored meso element, and meso and micro in unison, in localized entrepreneurship education as opposed to only the macro (country) element per se. Presenting a significantly large quantitative dataset study focalized on, and exploring the combination of, micro and meso levels in entrepreneurship education allows to examine in depth the specific variables that affect the impact of the education and its translation into productive employment and business startup. In addition, the inclusion of students with work experience and students having started a business extends the usual student samples from intention per se to comparing with action as well.

Implications for policy and practice

We explore how university education/support can be impactful regardless of context and thus enhance its level of support to local business/ecosystems/growth in emerging markets where it is evidenced courses are less impactful (especially beyond student intention but also action). We focus on students who have started a business and are studying and others who are working also to compare impact and action of courses beyond intention only. Exploring these courses at a university and micro level, as suggested by the recent literature, allows for a deeper localized understanding of their impact (or not) and enhancing the link with local business growth and maintaining local talent. The results can enhance local business ecosystems and the understanding of student needs in emerging markets. In addition, results can support universities in broadening their pool of tutors for courses as they become more and more transversal and adaptable rather than too detached or too localized.