

Review of: "Entrepreneurship education in the Tanzanian higher education institutes: The learning theories perspective"

Eriana Astuty¹

¹ Binus University

Potential competing interests: No potential competing interests to declare.

I really enjoyed the elaboration of the theories used as a reference in this study to the findings and analysis that was carried out. The statement presented in this paper that "effective teaching occurs when various teaching strategies, a variety of teaching techniques, or a mix of pedagogies are provided in the classroom to facilitate learning" is true.

We have conducted related studies, and apart from finding statements like those mentioned above. We also found other things, namely eclectic entrepreneurship education that generates knowledge and is supported by entrepreneurial experiences carried out by students. These experiences are encouraged through business incubators, internships, and others. The student experiences have far more positive implications for student entrepreneurship activities' growth than only entrepreneurship knowledge. It can only be developed in a university environment with a conducive entrepreneurial ecosystem.

The conclusion obtained in this study states that "entrepreneurs are formed, not born, by providing the knowledge and skills needed to change attitudes and behavior towards the creation of new business ventures" is correct. Based on our research, the next researcher can explore more deeply in Tanzania: (1) is what kind of skills are triggered, (2) what infrastructure needs to be built by universities, and (3) what kind of complete support must be created so that an entrepreneurial ecosystem that is truly conducive to fostering entrepreneurial intentions, even at the highest order can encourage student entrepreneurship activity.