

The Mediating Role of Entrepreneurial Marketing Education

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Abstract

Purpose: Our goal is to assess the mediating role of the Entrepreneurial Marketing Education within the Entrepreneurship Education and Entrepreneurial Intention relation. Thus, this research will permit us to re-examine the direct relation linking entrepreneurship education to student's entrepreneurial intention? The kind of relation between entrepreneurship education and entrepreneurial marketing education? Its importance? The effect of entrepreneurial marketing education on student's entrepreneurial intention? Compare results of direct and indirect effects? And decide about the nature of the mediation.

Design/methodology/approach: A quantitative research was directed to 285 entrepreneurship master students via direct questionnaires. Data was analyzed through AMOS.18 and SPSS.20 software's exploiting then the Structural Equation Modal method.

Findings: As a result, we have found that 1) the direct link between entrepreneurship education and entrepreneurial intention is insignificant, 2) entrepreneurial marketing education is an output of entrepreneurship education and very important issues, 3) entrepreneurial marketing education impact's significantly student's entrepreneurial intention, and 4) Entrepreneurial Marketing Education mediates completely the Entrepreneurship Education-Entrepreneurial Intention relation.

Research limitations/implications: Future researches may extend the sample size and the conceptual model to test its second range relations.

Practical implications: Results show that the integration of an effective entrepreneurial marketing course within the entrepreneurship education program have a great impact on student's intention to create their own business while entrepreneurial marketing education is a great tool for student's to have experiential learning and training, to develop their creativities and innovations, their soft skills in terms of communication, how to leverage resource?

Originality/value: Few researches have studied Entrepreneurial marketing as a subject in the entrepreneurship education program and its great role as a promotional tool to develop entrepreneurial student's intention. Moreover, there is no study that have developed a conceptual model where entrepreneurial marketing is integrated as a mediational variable between entrepreneurship education and entrepreneurial intention.

Keywords: Entrepreneurship Education, Entrepreneurship Education Program, Entrepreneurial Marketing, Entrepreneurial Marketing Education, Entrepreneurial Intention.

1. Introduction

Universities can be seen as crucial institutions that can support entrepreneurship (Heiko & al., 2018; Walter & al., 2011). In this sense, universities job will strive to make potential graduates more alert concerning the importance of self-employment (Azamudin & al., 2017), since Entrepreneurship Education (EE) intends to raise the students' Entrepreneurial Intention (EI) (Samuel & al., 2013) and impacts their success as potential entrepreneurs (Sascha & Jörn, 2016). However, Oosterbeek & al. (2010) studies, for instance, revealed that EE has not achieved the sought objectives priority set and students' EI is underestimated. Thus, many authors advocated the leading need to promote EE in universities (Azamudin & al., 2017; Jones & Hegarty, 2011).

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Since we are talking about entrepreneurship promotion, we should think about Marketing, and specifically about Entrepreneurial Marketing (EM). Hence, as we are situated in an EE context, it will be of a great interest to look for the EM as one of the EE Program (EEP) issues and its respective impact on Students' EI and entrepreneurial skills.

2. Theoretical Background

2.1 Entrepreneurship Education (EE)

EE was defined as the educational process that intends to alter the receiver's entrepreneurial attitude (Sascha & Jörn, 2016). Yet, we have to assert that there are two meanings of EE: one is linked with Entrepreneurship awareness (education about Entrepreneurship) and the other is rather associated to entrepreneurship as a career choice (education for Entrepreneurship) (Rauch & Hulsink, 2015). Sascha & Jörn (2016) and Maresch & al. (2015) sustained that EE may be assessed throughout a sum of Issues which are derived from management and economics (Davidsson, 2008) representing then the EE Program (EEP).

Accordingly, EEP was described as interdisciplinary (Janssen & al., 2009). Rege Colet (2002) defined EEP as "*interdisciplinary*" based on two elements "*which are the interaction among disciplines and the teamwork*", where interdisciplinary is verified through a balance between both levels. Accordingly, content is a combination of theory and practice (Rae, 2010) and often a contentious issue between entrepreneurship educators (Maritz & al., 2011). Course content also influences the way material can be taught, or how pedagogical methods operate.

2.2 Entrepreneurial Intention (EI)

Within the mainstream EI literature review, EI definition integrated entrepreneurs' Personality Traits (PT) which was considered as a key concept (Chen & al., 1998), or the entrepreneurial mindset (Raposo & al., 2008; Peltier & Scovotti, 2010). PT was defined in terms of "*achievement, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness and self-confidence*" (Gürol & Atsan, 2006). Staniewski & al. (2015) emphasized that an entrepreneurial mindset is an important success factor for SMEs as it is about creativity, opportunity identification, innovation and realistic decision taking. What is more, is that PT and entrepreneurial mindset concepts were much associated with Entrepreneurial Self-Efficacy (ESE) (Raposo & al., 2008; Tegmeier & al., 2009).

2.3 The effect of Entrepreneurship Education on Entrepreneurial Intention

EEP as proposed by Rege Colet (2002) seems to respect the intended cognitive process objectives throughout the intended equilibrium between the knowledge and work organization, while integrating the student in a knowledge-practical situation will initiate him/her to go further in an entrepreneurial process (Azamudin & al., 2017). Indeed, EE was regarded as responsible of the students' EI enhancement (Martin & al., 2012). Likewise, EI was defined as the "*desires to own or start a business*" (Bae & al., 2014). In this vein, Sascha & Jörn (2016), Wilson & al. (2016), Rauch & Hulsink (2015), Maresch & al. (2015) and many authors sustained the fact that it exists a very significant and positive connection among EE and the acquired EI and then, the entrepreneurial behavior success. Thus:
H1: EE has a significant positive and a direct impact on EI.

2.4 Entrepreneurial Marketing Education

EM was derived from the combination of entrepreneurship and marketing, respectively Entrepreneurial Orientation (EO) (Zeebaree & Siron, 2017) and Marketing Orientation (MO) where both orientations were qualified as strategic (Šályová & al., 2015). Moreover, MO gives value to the concretization of the defined strategy otherwise, mix marketing (tactic level). Within different researches, both EO and MO were associated to firm performance (Martin & Javalgi, 2015).

Since we are talking about EE, it will be very interesting to examine the concept of EM Education (EME) as part of the EEP preparing potential entrepreneurs' (students) to be successful in their professional life. In this sense, Peltier & Scovotti (2010) assert that EME is "*the program and course coverage useful for understanding effective entrepreneurial marketing Strategies and Tactics*". Therefore, EME was conceptualized throughout the mainstream issues resulting from both Entrepreneurship and Marketing issues: Marketing strategies and practice for New and Small Business (MkgSP), the process of launching a business (StartNSB), electronic communication technology related to marketing context (MkgTech), Networking and relationship building (Network), and Exposure to Entrepreneurs (EntrepEx).

2.5 The effect of Entrepreneurship Education on Entrepreneurial Marketing Education

Given that the EM as an issue was not very acknowledged in the EEP and regarding the interest of EM both to the success of new venture (Gruber, 2004) and EE course, we have thought to integrate it as a mediating variable within the EE-EI relation which was not well defined. Moreover, Nwaizugbo & Anukam (2014) have demonstrated that successful entrepreneurs' are using EM techniques. Accordingly, EM contributes in new venture or business success regarding the known newness liabilities (Gruber, 2004). Thus, it appears that it is of a great interest to teach EM.

In this regard, Peltier & Scovotti (2010) have recourse to entrepreneurship (EO)/marketing (MO) relationship and EM (EMO) concept to demonstrate the vital relation that links EE to EME. In this direction, the EME was integrating five dimensions combining at once main elements where both EO and MO presented strong similarities such as: strategic level (forecasting, studies, analysis, and decision making), technological level (the need of technology to entrepreneurship and marketing), entrepreneurial process (as the core assumption of the EE), networking and relationship component (Network), and an experiential components such as the internship and entrepreneurs' shadowing (EntrepEx). Consequently, appears the strong link associating EME to EE. In a plain way, based on EME concept definition, which inspires its roots from Entrepreneurship courses (EE), we can stipulate that EE (causal variable) contributes in producing EME (meditational variable) (Kenny, 2016). Thus, we hypothesize that:

H2: EE has a significant, positive and a direct impact on EME

2.6 The effect of Entrepreneurial Marketing Education on Entrepreneurial Intention

Promoting EE to raise students EI requires a focus on internal and external factors (Azamudin & al., 2017; Mokhber, & al., 2016). In this sense, an effective EEP contributes to develop Entrepreneurial Self Efficacy (ESE) and PT (Duval-Couetil, 2013) throughout more experiential learning. EME constituted an effective promotional practice (Kraus & al, 2010) and is qualified as experiential (Peltier & Scovotti, 2010). It authorizes students' to get and develop marketing competencies and then can sale better themselves and their projects (MkgSP: Personal Selling Strategies, Network, MkgTech and EntrepEx). By doing so, students' are improving their ESE such their autonomy, creativity and risk tolerance (Cesar & al., 2018).

To reduce risks, leverage resources and face newness of liabilities, entrepreneurs should rely on word of mouth (guerilla and Buzz marketing) and exploit marketing technologies (Viral marketing: MkgTech) (Cesar & al., 2018; Kraus & al., 2010). As for how we can start NSB EMEs' component, it describes the entire process of creating a new venture which integrated in a great part a marketing study. To finish, all through EME, students will be more arranged to acquire the needed techniques and qualifications that make them feel more confident and more intentionally Entrepreneurial. Thus, we stipulate that:

H3: EME has a significant, positive and a direct impact on students' EI

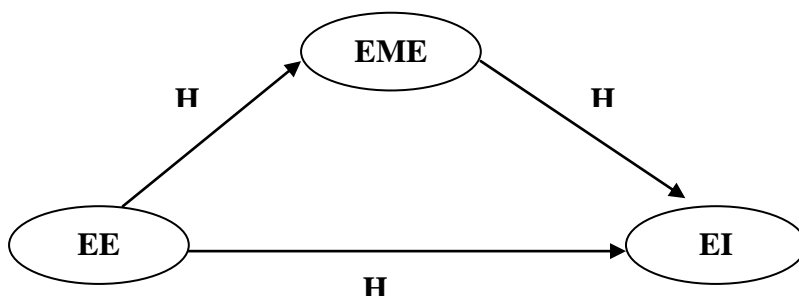


Figure N°1: Conceptual model

3. Research Methodology

Along our study, we intended to assess the direct effect of EEP on EI, the effect of EEP on EME and the effect of EME on students' EI. Since the cited relations were separately examined, we will take a positivist positioning, and will be of a quantitative nature. Moreover, as we are assessing simultaneously a sum of complicated relations (Guerrero & Urbano, 2014) we have to use the structural equation modeling (SEM) program (Hair & al., 1998) and more precisely the Maximum Likelihood (ML) (Akrouf, 2010). To do so, exploited software were the AMOS.18 and the SPSS.20. Yet, we have to note that to turn the SPSS software, the size of the sample should be at least above 200.

3.1 Targeted Population

Our targeted population is students and specifically those who have an EM course within their EEP. Within our Tunisian EEP, the EM is offered solely to the Entrepreneurship Masters' Students (EMS) which represented a small size. Since ML method requires a large sample size (Loehlin, 1992), and factor analysis needs at least 200 participants (Heeler & al., 1977), we have considered other Entrepreneurship Masters such as Research or Professional Master that are certainly informed about the EM. Accordingly, our survey method was exhaustive based on a complete list of "Entrepreneurial Marketing and Innovation" and "Entrepreneurship Master Students". Following an EEP, they have different labeled Masters from one university to another.

From the total number of the inscribed students within different masters and because of their absenteeism, only 285 questionnaires were collected. Data were collected through direct visits to universities while throughout mailing survey, students were not enough serious.

3.2 Measures

3.2.1 Mediator Variable (Entrepreneurial Marketing Education (EME))

Although being ancient, more than thirty years old, EM is until now viewed as a new investigation field, and somewhat suffers from empirical works deficiency, specifically within the educational area. Up till now, Peltiers & Scovotti's (2010) study seems to be the more appropriate one which suits our analysis. It authorizes to identify the level of EME importance as an issue in the EEP. The present Likert scale is ranging from 1=not important to 5 =very important.

3.2.2 Dependent Variable (Entrepreneurial Intention (EI))

Within the majority of researches, EI was operated throughout the exploitation of two well-known cognitive theories: TPB or EEM. Both theories incorporated instinctively Banduras' ESE concept which is linked to entrepreneurial PT. Hence, the EI assessing scales were numerous including then components of such theory separately or a combination of more than one theory (Linan, 2007). As we are looking for evaluating the effect of EE on EI, EE on EME, and EME on EI, there was a great need to have separated scales that measure each variable alone. Peltier & Scovotti (2010) alsohaveused ESE to assess EI. Accordingly, it is a five-point scale ranging from 1=strongly disagree to 5=strongly agree, which incorporated 11 items alienated on two groups. The first one concerns the individual desire to be entrepreneur (Desire), and the second one includes items that allow the assessment of the entrepreneurial PT.

3.2.3 Independent Variable (Entrepreneurship Education (EE))

From the one hand, along many researches examining the EE-EI relation, authors exploited scales that integrated the TPB or the EEM. On the hand, researches considered the mainstream common issues lying in the EEP using self-report scale (Maresh & al., 2015; Bae & al., 2014). Along these works, the EE was qualified as a binary variable. Nevertheless, since we are looking for assessing the EEP effectiveness, the appropriate scale should be of a Likert scale kind (Evrard & al., 1993). In this direction, Janess & al. (2009) and Bonafos (2015) when evaluating the EEP have exploited Rege Colet (2002) scale which considered three levels of analysis that are: integration, collaboration and synthesis. The used scale was ranging from 1=completely on disagree, 2=partially disagree, 3=agree, and 4=completely agree.

4. Results

Our sample was constituted of 285 students. Only 33.32% from the total sample have an EM issues within their EEP and 18.23% from the entire sample were learning EM as a Professional Master Field. The remained 48.45% represented those they were pre-disposed to be alerted about the EM as a field of research in entrepreneurship. About the inter-disciplinarity index, the majority of knowledge organization indicators values were in the range of 3 (strong) and from time to time 2 (average) where work organization indicators range from 2 to 3.

4.1 Constructs Dimensionality and Reliability

Results of Exploratory Factor Analysis (EFA) are communicated in the table below:

Table N°1: Constructs Reliability and Dimensionality (EFA Result)

		α		KMO		χ^2 (df)		sig		TVE %	Items
EI	Desire	0.618		0.500		63.920 (1)		0.000		72.500	Desire 1, 2
	PT	0.857	0.895	0.799	0.794	1087.227 (10)	1193.516 (21)	0.000	0.000	74.815 74.710	PT 2, 4, 5, 8, 9
EE	ContInteg	0.825		0.673		336.873 (3)		0.000		74.085	ContInteg 1, 2, 3
	Collab	0.770	0.838	0.701		367.545 (3)	727.432 (15)	0.000	0.000	75.003 75.782	Collab 1, 2, 3
EME	MkgSP	0.854		0.759		1418.774 (10)		0.000		64.246	MkgSP 1, 2, 4, 6, 7
	StartNSB	0.840		0.685		367.473 (3)		0.000		75.812	StartNSB 1, 2, 4
	MkgTech	0.857	0.841	0.606	0.790	513.522 (3)	3095.715 (120)	0.000	0.000	78.013 78.025	MkgTech 1, 2, 4
	Network	0.847		0.720		374.241 (3)		0.000		77.046	Network 1, 2, 3
	EntrepEx	0.659		0.500		78.925 (1)		0.000		74.685	EntrepEx 1, 2

We will move to the evaluation of constructs validities. Before that, we should assess the structural model goodness of fit. With reference to Byrne (2010), each model valuation process should include four steps regarding analysis: model fit, normality, bootstrap test, and proceed with the modification indicator to ameliorate the model fit. Results are communicated in the table 2.

TableN°2: Models assessment

	CFI	GFI	AGFI	TLI	RMR	RMSEA	χ^2 (df)
Standards	≥ 0.9	≥ 0.9	≥ 0.9	≥ 0.9	≤ 0.05	≤ 0.1	≤ 3
EI	0.985	0.973	0.931	0.971	0.033	0.076	2.639
EME	0.954	0.921	0.886	0.941	0.040	0.068	2.480
EE	0.994	0.986	0.963	0.988	0.020	0.045	1.568
Global measurement model	0.927	0.879	0.844	0.912	0.043	0.057	2.066

Regarding constructs reliability, we employ the EFA using Chronbach Alpha. Then when proceeding the CFA, the Joreskog Rho will take place. As a result, all our constructs were reliable. Afterwards, we will deal with convergent (AVE or $\rho_{vc} > 0.5$) and discriminate validities (Fornell & Larcker, 1981). Results of reliability and convergent validity assessment are communicated in table 3:

Table N°3: Constructs Reliability and Convergent Validity Assessment

Constructs	Dimensions	Constructs Reliability	Convergent Validity
		Joreskog Rho ($\rho_c > 0.6$)	AVE ($\rho_{vc} > 0.5$)
EI	Desire	0.710	0.558
	PT	0.904	0.655
EE	ContInteg	0.888	0.729
	Collab	0.916	0.787
EME	MkgSP	0.896	0.652
	StartNSB	0.924	0.805
	MkgTech	0.916	0.787
	Network	0.919	0.792
	EntrepEx	0.776	0.639

Once we have approved the convergent validity, the discriminate validity takes place. The difference between the constrained and free models was positive. Consequently, discriminate validity was verified (see Table 4).

Table N°4: discriminate validity assessment

Construct	Model 1 :(free model without constraint)	Model 2 (constrained model: correlation=1)	Δ (Model 1 and 2)	Significance
EI	17.975 (10)	107.945 (11)	89.97	0.000
EE	12.551 (8)	209.014 (9)	196.493	0.000
EME	179.551 (92)	1344.575 (93)	1165.024	0.000

5. Discussion

Since the foremost Inter-disciplinary indicators were equal to 1, we have to publicize that the majority of Tunisian Masters' EEP were interdisciplinary. Rege Colet (2002) stated that Index Inter-disciplinary value will be considered as very particular if it is equal to 1. In fact, it is an ideal position that describes a perfect EEP. Nonetheless, we will suppose that it may be a resultant of indicators overestimation or questions non-comprehension. Thus, it may be a stimulus to re-assess EEP inter-disciplinary within the same sample or else in future researches.

Throughout EFA, we have attempted to pick out main items of such construct which contributed to constitute a homogeneous axis. Next, we have assessed their internal reliabilities. EME first factor was constituted only of MkgSP 1, 2, 4, 6, and 7, which have shown good extraction qualities (>0.5).

Thus, our findings were in a great part in accordance with Peltier & Scovotti (2010). Indeed, advertising, marketing New Business and pricing strategies were main elements that defined the MkgSP within both studies ((0.90 vs 0.71), (0.91vs 0.64), (0.76 vs 0.62)). Yet, within our case personal selling strategies were not seen as crucial elements that define MkgSP (0.46 vs 0.63).

In this vein, with reference to Kotler (2003), Gruber (2004) stated that when applying EM practices new entrepreneurs "*taped on every door and try to sell themselves through their word of mouth*". The same judgment about "New product development" (0.39 vs 0.59) as a fundamental element of the entrepreneurship spirit (innovation), and about "marketing budget for NSB" (0.21vs 0.54). Regarding StartNSB, only one single item was eliminated: how to run a NSB (StartNSB 3). In real fact, students associated this course element specifically to entrepreneurship and not as a part of the EME course. However, they considered "understanding entrepreneurial spirit" (0.83 vs 0.56), "how to start your own business" (0.69 vs 0.72), "getting finance for NSB" (0.74 vs 0.71) as fundamental constituents of StartNSB.

The same thing was done with the rest of EME dimensions: MkgTech(computers and small business (0.90 vs 0.56), e-mail marketing strategies/tactics (0.79 vs 0.75), database marketing strategies and tactics (0.63 vs 0.70)) and EntrepEx(exposure to entrepreneurs and small business owners (0.74 vs 0.78), shadowing entrepreneurs at work (0.64 vs 0.68)). As far as Network is concerned,our results were very significant and have roughly the same level of extraction (improving your networking skills (0.813 vs 0.87), internships with entrepreneurs (0.76 vs 0.81), improving your communication (0.73 vs 0.55). In this sense, our study is totally in accordance and is emphasizing the important need of EM, specifically in developing students' communication competencies that allow them to communicate themselves and serves as a substitute to the "personal selling strategy (MkgSP3)".

Concerning EE, the first dimension was defined through its first three items, specifically in terms of good level of discipline integration (0.72), level of integration in problem based learning process (0.66), and level of integration in pedagogical objectives (0.82). The second dimension was defined through: teaching team collaboration (0.70), students' collaboration (0.84), and students and teachers' collaboration (0.72) where course setting component was not considered.

Then about EI components, the first one has shown a good concordance with Peltier & Scovotti study (Desire1 (0.75 vs 0.81), Desire2 (0.72 vs 0.79)). The second one, PT was not very compatible with Peltier & Scovotti (2010) study where we have only retained PT 2, 4, 5, 8 and 9 which were significant in the range of 0.1%. Indeed, chief PTs were: propensity to take risk (0.735), outgoing personality (0.772), good communicational skills (0.683), more business experience (0.821), and strong interest in internships (0.730).

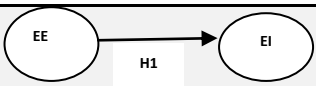

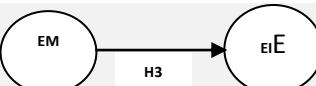
In conclusion, our results were globally perceived in harmony with Peltier & Scovotti (2010) findings. Actually, added to the expressed desire to launch new business one day (87.7%), the mainstream students find in themselves some qualifications of entrepreneurs such as: possession of an outgoing personality (86.3%), risk takers (76.5%), good communicators (77.9%), and they perceive great interest in internship (71.7%) since they have a shortage in their professional experience (96.5%). Our control variable was gender which has not affected very much our results. In fact, our sample was mainly constituted of females (83% vs 17% males) that expressed that are interested to start and run a business one day (86.2% vs 88.1% males). The latter statistics are expressing that both men and women learning entrepreneurship as a master field are both considering entrepreneurship as one career choice. Thus, conversely to previous researches in entrepreneurship, gender does not affect students' EI results.

Therefore, throughout EE, we have to attempt to maintain the willingness level regarding entrepreneurship realization and try to strengthen it throughout other achievements: promotional actions, university-industry ties, try to involve students in the university activities (PT7), attempt to reinforce in their mind a leadership spirit (PT3), and initiate them to more attempt to acquire good organizational skills from the delivered EE courses (PT6).

Next, we have examined scales reliabilities using both Chronbach Alpha and Joreskog Rho. Actually, all scales were reliable ($\alpha > 0.7$) except one single scale; EntrepEx which is two items scale (0.659~0.7). Then, we have assessed each construct separately, and finally the global measurement model. As a result, all our indexes have shown acceptable values and a good model fit that permit us to assess the convergent validity by using Fornell & Larker (1981). As a result of the Average Variance Extracted (AVE or ρ_{vc}), the ρ_{vc} values were exceeding Fornell & Larker (1981) limit (0.5) (Evrard & al., 1993). Indeed, all the considered constructs converge. The convergent validity was verified.

The difference between the constrained and free models was positive that is to say that Chi-Square values within the fixed models were superior to those of free models. Consequently, the discriminate validity was verified too. Finally, we can move to the more crucial step which is hypothesis assessment. Results and comments of the latter step are communicated in the table below:

Table N°5: Synthetic Results Tests and Hypotheses Validation

<i>Hypothesis</i>	<i>Conclusion</i>
	<p>H1: There is a direct, significant and positive relation between EE and EI. (<u>rejected</u>)</p> <p>CR: -1.386 P=0.166 $\beta = -0.177$</p>
	<p>H2: There is a direct, significant and positive relation between EE and EME. (<u>accepted</u>)</p> <p>CR: 2.675 P=0.007 $\beta = 0.696$</p>
	<p>H3: There is a direct, significant and positive relation between EME and EI. (<u>accepted</u>)</p> <p>CR: 2.574 P=0.01 $\beta = 0.412$</p>

The examination of the developed hypotheses have shown that the direct effect of EE on EI was not significant that is why (H1) was rejected while the indirect effect of EE on EI was verified. Thus, our research matches those researches which have found insignificant direct relation linking EE to EI such as Oosterbeek & al. (2010) and Souitaris & al. (2007) empirical evidences. Indeed, the effect of EE on EME was very significant (P= 0.007; CR= 2.675) and has an important factor loading (69.6%), and the EME impacted significantly (P=0.01; CR=2.574) the students' EI in the range of 41.2%. Therefore, we may conclude about the existence of a complete mediation within our case since EE does not longer affect EI when we introduce an EME within the causal model. In actual fact, involving such course or activity within the EEP may contribute to explain the non-significance or the weakness of such direct relation between EE and EI. Therefore, there is a need to integrate another variable that will explain thoroughly the relation.

As for the second hypothesis, we focused on understanding the relation linking EE to EME and the EE effect on EM. Yet, we have to mention that this relation was based on the entrepreneurship and marketing link. Šályová & al. (2015), Martin & Javalgi (2015) and Janssen & al. (2015), Peltier & Scovotti (2010), Morris & Paul (1987) dealt with this topic.

Regarding the important role of EM in the new venture and respectively the potential entrepreneur success, the EE–EME relation was significant at the 1% (0.007) level with a very acceptable CR value (2.675) and an interesting loading. EE contributes of 69.6% in producing EME courses (H2: accepted). In actual fact, launching a new business as a basic topic of EEP was also considered as an important topic within the EME (56.3%). MkgSP were also considered as very significant and important tasks within EME (28.7%). Nonetheless, Network as one of the core assumption of both marketing and entrepreneurship, and a consequence EM, was perceived also as one of the more important component of an EME course (55.1%). This latter may be extended by the EntrepEx factor which contributes also in improving students' networking and relationship building throughout experiential activities (51.99%) (Cesar & al., 2018). However, the most important perceived element of the EM course was MkgTech (78.1%). Consequently, there was too clear that EE has a great significant effect on EME while the considered EME dimensions were enormously inspired from EE courses such as electronic communication.

By scrutinizing the third hypothesis, we have examined the relation linking EME to EI and the effect of EME on EI. Next, the EME produced greatly issue impacts (41.2%) on students' EI (CR=2.574>1.96; P=1%). Therefore, hypothesis 3 was also accepted. In this vein, based on Peltier & Scovotti, (2010), there was a great need to include EME otherwise EM courses within marketing students' program to improve their EI. Effectively, their research results have shown that EME has a great effect on students' EI. It was very crucial to include this new concept within EEP. In this sense, the consideration of an EM course within EEP has shown that it is an important cause to be considered in the entrepreneurship program (scale average Rate = 4.236 which is very close to the scale max extremity (5 = very important).

Spotting the light on the third hypothesis of examining the relation linking EME to EI, it is worthy to mention that the EME produced issue greatly impacts (41.2%) the Students' EI at a range of significance of 1% (CR=2.574>1.96). Accordingly, findings have shown that the direct effect of EE on EI was not significant where students were very interested and desired to launch a business. Indeed, they perceived that there is a strong need to include EM issue within their EEP.

In point of fact, the fact of offering marketing issue related to Entrepreneurship context within its novel EM shape has demonstrated more significant impact on students' EI than the consideration of Marketing as a simple organization function that should be taught within the EEP. This comes in harmony with the definition of an interdisciplinary course where we were required to resolve problems based on the integration and disciplines complementarities. Finally, EM as an issue or an applied behavior within the educational context was judged as a very interesting concept to succeed even the EE as a course (Peltiers & Scovotti, 2010) or as an adopted university behavior (Jones & Hegarty, 2011; Rezvani & Khazaei, 2013).

6. Conclusion

EE plays a chief key hint in entrepreneurship success, and is one of the main elements which contributes and determines the students' EI. Although there is a heavy-duty relation between EE and EI, there are some empirical evidences that validated that till now the effect of EE on EI is till now ambiguous and limited. That is why; there is a desperate need to explore the hidden reasons. Looking thoroughly for the imperative relation that links Entrepreneurship to Marketing and the resultant new field of research named EM, there was a great need to look for the relation that may link these two concepts within the educational context. Indeed, EM can be at once a behavioural or an attitudinal technique which aimed to promote EE and also as key issues of the whole EE Program (EEP) which promotes in turns potential projects that is to say a sum of techniques that students will acquire during the EE course specifically throughout the EME.

In fact, a few works were done within this field. Some of them do not provide empirical evidences (Jones & Hegarty, 2011), other ones have exploited Morris & al. (2002) EM decomposition which is more suitable to the context of organization, and other ones have exhibited the importance of such course (EM) within marketing students' program and its crucial mediating effect on their EI (Peltier & Scovotti, 2010). In this vein, we have attempted to shed the light on the latter effect on the entrepreneurship students regarding the importance of the concept to a new venture success and the need of marketing to entrepreneurship and vice versa.

What is more, regarding the continuous debate within the EE-EI relation and the fact that it was considered from time to time ambiguous, we have attempted to assess to which extent an EM course may mediate the EE and EI relation. Indeed, specific objectives are basically assessing the direct relation linking EE to EI to conclude concerning the role and the importance of EM integration within the EE and EI relation. Undeniably, we are attempting to assess the effect of EE on EI (H1), then the upshot of EE on EME (H2), and finally the outcome of EME on EI (H3). To do so we have recourse to the SEM method (ML) and the AMOS 18. Software. Our sample was constituted of 285 Entrepreneurship Master Students.

Our findings have permitted us, on the one side, to re-approve the non-significant direct relation linking EE to EI (direct effect) as well as the indirect effect of EME on students' EI. From another side, students have judged that EME is a very important subject which should be learned within the EEP. Thus, the effect of EE on EME was very significant; alike was the effect of EME on students' EI. Consequently, the indirect effect was very significant. In this sense, we have concluded that EME mediates completely the EE and EI relation.

When treating the concept of EME and the EEP, we have revealed the need to adopt an EO when teaching and promoting entrepreneurship. The latter tendency to be entrepreneurial within universities seems to be as equivalent to the new developed concept which is of the Entrepreneurial University (EU). Thus, it is of a great interest to look for substantial relations that may link the EU to EME or EEP in order to increase students' EI. Moreover, the deficiency in terms of EME and EEP scales may be a motive to produce other scales.

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