

Editorial Introduction

The first paper by Emrah Tokgöz investigates the relationship between ambidextrous marketing, market performance and financial performance. The study demonstrates the importance of building marketing exploration and exploitation capabilities to improve the firm's market and financial performance. In addition, the research model has hidden moderator/mediator relationships. Market performance is a mediator between marketing exploitation and financial performance, while it is a moderator between marketing exploration and financial performance. This study has important implications for managers and practitioners.

The aim of the second paper by Martin Toding is to identify university teachers' conceptions of entrepreneurial learning within engineering education. The results indicate for three qualitatively different ways of perceiving entrepreneurial learning within engineering education. Study results contribute to better understanding of engineering teachers' conceptions of entrepreneurial learning and therefore allow school management and policy creators to understand the need for development of the staff, as well as give input to the teacher training about entrepreneurial learning and mind-set.

The third paper by Pijus Krūminas advances a view that depending on how the government is elected (proportional vs. majoritarian rules) will have an impact on its approach to regional innovation policy. More specifically, majoritarian electoral systems provide incentives to overinvest in R&D in more peripheral regions, as this may be more beneficial for re-election. Under such systems R&D spending is less proportionally divided among regions than under proportional representation systems. The paper serves as a starting point for research in this area through providing a theoretical explanation of different attitudes of governments towards innovation policy depending on electoral systems.

The fourth paper by Jelena Hartsenko and Urve Venesaar examines the impact of entrepreneurship education on students' entrepreneurial intentions in the short and long term in Estonian and Hungarian higher education institutions. The paper focuses on distinguishing different components of entrepreneurial intention and teaching models in entrepreneurship education programmes. The teaching model framework is adjusted according to the real-life situations in the relevant context. The survey results show that the supply and demand models of teaching prevail at the universities in the selected countries, and have the strongest influence on attitudes towards entrepreneurship compared with other components of intention (i.e. subjective norms and perceived behavioural control). The research contributes to theory and practice in relation to the impact of entrepreneurship education on student entrepreneurial intentions.

For this issue, the rate of acceptance for submissions was 33%. We are grateful to all the authors who submitted papers to our journal, and we are very thankful to the external reviewers for their kind assistance to the Editorial Board in the paper review process.

On behalf of the Editorial Board,

Urve Venesaar
Editor-in-Chief

Aaro Hazak
Managing Editor