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## **IMPACT OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' ENTREPRENEURIAL INCLINATION: A CASE OF PUBLIC SECTOR UNIVERSITIES**

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**ABSTRACT**

*Entrepreneurship education play an important role in rising nations and increase job opportunities. The present study was aimed to identify the impact of entrepreneurship education in term of university role and entrepreneurship curriculum or content on students' entrepreneurial inclination. Quantitative approach with causal comparative research design was used. The population of the study comprised of final year under graduate students of public sector universities of Karachi, Pakistan who have studied entrepreneurship course as a compulsory subject. Stratified random sampling technique was applied and electronic survey questionnaire was sent to the 489 final year undergraduate students of public sector universities of Karachi. Finding suggest that of entrepreneurship education in term of university role and entrepreneurship curriculum or content have a significant impact on students' entrepreneurial inclination. It is suggested that students should be prepared to change their existing*

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*learning strategy to one that is more practical, as this is essential in the entrepreneurial learning process.*

**KEYWORDS**

*Entrepreneurship education; Entrepreneurship curriculum; Entrepreneurial inclination; University role*

**INTRODUCTION**

Entrepreneurship is seen as critical in developing nations for increasing job prospects. This influence of entrepreneurship may also be seen in regions that have had lower unemployment rates due to higher levels of rise in entrepreneurial initiative indices (Omri, 2020). Despite its international acclaim, Pakistani entrepreneurship remains restricted. This is owing to policymakers' and governments' inadequate attention to entrepreneurship in the past, as well as lower levels of growth in important indicators for launching new businesses in Pakistan, and a restricted economy's ability to absorb crises (Dar et al., 2017). According to the Global Entrepreneurship Monitor (GEM) study on Pakistan, such attitudes regarding entrepreneurship have influenced people's entrepreneurial attitudes and intents in the past (Hussain & Norashidah, 2015). According to a Hussain et al. (2021) survey, Pakistan has the lowest percentage of students who want to start their own business after finishing their studies.

Various variables of individual entrepreneurial inclinations have been found by entrepreneurship academics. One of the most important determinants of entrepreneurial goals is entrepreneurship education. Several research, including Abbasianchavari and Moritz (2021), Aggarwal and Shrivastava (2021), Dar et al. (2017), Yousaf et al. (2021), have shown that entrepreneurship education is a significant factor of entrepreneurial ambitions.

Despite the literature's recognition of the importance of entrepreneurship education, only a few empirical researches have been conducted to investigate the effect on entrepreneurial inclination when compared to general education (Ahmed et al., 2020). "The influence of general education has been investigated, but just a few research has focused at entrepreneurial education, particularly at university and tertiary institution level" (Salavou et al., 2021). According to Salavou et al. (2021), entrepreneurship education has a little influence on entrepreneurial intent, which is currently being investigated. Vodă and Florea (2019) stated in their study that, despite the significance of entrepreneurship education, few researches have been undertaken to examine the influence of entrepreneurship education on students' entrepreneurial inclination.

For numerous years, Pakistan's unemployment situation has worsened. In Pakistan, the average unemployment rate in the 1990s was 5.7 percent, rising to 6.80 percent in the 2000s. In the previous three years, the unemployment rate has maintained around 6% (Maqbool et al., 2013). Furthermore, job chances for degree graduates are strongly dependent on both the public and private sectors. To address these issues and concerns, it is felt that a re-evaluation of higher education is necessary to uncover hurdles to the growth and progression of entrepreneurial activity. In addition, it is thought vital to investigate university students' entrepreneurial proclivities. This will aid in the elimination or reduction of these challenges and worries about unemployment and economic decline. There hasn't been much research on this topic in Pakistan. This article will contribute to the subject of entrepreneurship education by investigating entrepreneurial inclination among university students.

## **LITERATURE REVIEW**

### **Entrepreneurship education**

Entrepreneurship has become a household term. It is being discussed by economist, policymakers, researchers, and even university students. Every year, conferences, seminars, and workshops are held across the world to underline the importance of entrepreneurship to the growth of a country, and individuals (Reuschke et al., 2021). Nowadays, entrepreneurship is widely acknowledged as the most successful economic growth tactics for enhancing an economic growth of a country and sustaining competitiveness in the face of expanding globalization trends (Tih et al., 2019). People consider that the popularity of entrepreneurship stems have a good effect on wealth creation and the creation of job possibilities (Asante & Affum-Osei, 2019). Entrepreneurship is a key driver of innovation, economic development, and competitiveness in many countries (Raza et al., 2018). Economic growth produces more opportunities for the employment, hence, many researches have been conducted worldwide, to identify the strong and positive association between economic growth and entrepreneurship education (Salavou et al., 2021). Therefore, entrepreneurship has become the most prominent research in the field of education for studying entrepreneurship's value and contributions (Ahmed et al., 2020).

Entrepreneurship courses are becoming common at the college and university levels (Zheng et al., 2009). Both undergraduate and graduate students have showed an increasing interest in entrepreneurial studies over the last decade (Fantaye, 2019). Secure or wage employment is no longer needed for university graduates in the public sector, which is one of the new progress (Reissová et al., 2020). Furthermore, the traditional perception of university graduates as an exclusive and intellectual

individual of society who can easily find work after their graduation (Ridzuan et al., 2021). In the current competitive employment market, total employment options are obviously restricted, and applicants must fight for available positions.

As a result, many graduates are unable to find work after graduation. Students appear to be looking for a professional education that will offer them the required entrepreneurial knowledge and abilities to succeed in operating enterprises or to generate a career by capitalizing on current entrepreneurial possibilities (Vodă & Florea, 2019). Therefore, around the world, colleges and university students have encounter entrepreneurial courses to fulfil the need of the society (Reissová et al., 2020). At addition to being a subject taught in universities and colleges, many discussions, conferences, and training programs held by educational institutions are all in favor of entrepreneurial growth (Aggarwal & Shrivastava, 2021). Without a doubt, all of this is being done with one key purpose in mind: to nurture entrepreneurial spirit and to anticipate students' attitudes to change as a result of participating in entrepreneurial courses. University students are expected to appreciate entrepreneurship as a professional and personal growth opportunity (Muthurman et al., 2020).

### **Entrepreneurship education and entrepreneurial inclination**

Entrepreneurship education has acquired a lot of attention lately, and it's grown at an exponential rate throughout the world (Bharucha, 2019). Several research conducted on entrepreneurship's potential shows the significance of entrepreneurship education in the educational system to create new opportunities for employment in future (Das, 2021). The ability of entrepreneurship education effects a person's decision to start a business (Bazkiaei et al., 2020). In this sense, participation in entrepreneurship educations have been linked to a rise in interest in entrepreneurship as a feasible profession alternative (Reuschke et al., 2021).

To that aim, colleges and other organizations of advanced education have been tasked with playing a leadership role in imparting entrepreneurial awareness and abilities in students that will be valuable in the future professional pursuits (Bazkiaei et al., 2020). Entrepreneurship education is identified as the key factors that might impact on students' job choices (Ahmed et al., 2020). Therefore, it is necessary to investigate entrepreneurship education influence on entrepreneurial inclination of university students. Even though the rapidly emergent research concern in the field of entrepreneurship education, the researcher found very limited researches which examined the association between entrepreneurship education and entrepreneurial

inclination, particularly among the students of public sector universities of Pakistan. As a result, the present study aimed to add to the existing literature by identifying the entrepreneurship education characteristics that impact students' predisposition toward entrepreneurship, especially in Pakistani contexts. Taking the preceding statement into consideration, this article seeks to determine whether entrepreneurship education can sufficiently affect Pakistani university students' tendency toward entrepreneurship.

### **Role of university to promote entrepreneurial inclination in students**

Universities play an important role in promoting entrepreneurship education in order to grow societal and regional economies (Keat et al., 2011). Schools and universities, according to Mahlberg (1996), play a significant part in stimulating entrepreneurship because educational organizations are preferably positioned to shape entrepreneurial beliefs and hopes among learners while they are struggling to survive in today's competitive business environment (Parveen et al., 2018). This is largely due to the fact that institutions function as entrepreneurial factories, educating students to think and perform like entrepreneurs (Das, 2021). In this sense, colleges may present themselves as a center of entrepreneurship by creating major influences to develop an entrepreneurial culture that favor entrepreneurship growth (Israr & Saleem, 2018). Universities must do everything possible as providers of entrepreneurship training programs to make students future entrepreneur (Bharucha, 2019). Moraes et al. (2018), consistently found that university teaching settings are the utmost significant features influencing students' perceptions of entrepreneurial careers and entrepreneurial opinions. As a result, it is critical to project a favorable image of entrepreneurship as a job choice in order to attract students' interest inside the university setting by making resources and additional facilities accessible to them. If people have the necessary entrepreneurial knowledge and abilities, if they do not have a favorable picture of entrepreneurship, they may decide not to pursue it (Oftedal et al., 2018). To this purpose, institutions are supposed to influence students' decisions to start enterprises through cultivating an entrepreneurial culture across campus. This might be because youngsters' employment selections are easily impacted by the environment they deal with as they are youngsters and are continuously looking for suitable models (Salavou et al., 2021).

### **Role of entrepreneurship curriculum or content to promote entrepreneurial inclination in students**

Exposure to entrepreneurship appears to be a major component in the development and promotion of entrepreneurialism (Hossain et al., 2019). Though, because of its multimodal nature, the educational topic of entrepreneurship may always be a work in

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progress (Gamede & Uleanya, 2019). Despite the fact that entrepreneurship education has gotten increased attention from academics, there appears to be an ongoing discussion over how to teach, who to teach, and what to teach in terms of entrepreneurship contextual and conceptual understandings (Liu et al., 2020). This is primarily due to the four alternative views said by numerous persons while creating entrepreneurship programmers: instructors' perspectives; student-entrepreneurs' perspectives; programmers' perspectives; and evaluators' perspectives (Reyad et al., 2019).

Zheng et al. (2009) agree that entrepreneurial education takes diverse forms at different institutions, whether as a non-compulsory component inside professional courses or as a stand-alone course. Fantaye (2019) observed that “entrepreneurship training and courses are commonly categorized into two approaches: courses for the entrepreneurship and courses about the entrepreneurship”. As a result, the goal of the educational purpose may affect judgments on teaching approaches in entrepreneurial courses.

Courses in entrepreneurship are closely focused on producing students who are capable of dealing with genuine business activity or transforming students' entrepreneurial abilities into a practical approach. While conventional techniques of teaching entrepreneurship as a necessary topic in the curriculum are used in entrepreneurship courses (Muthurman, 2020). The suitability of teaching strategies and curriculum in increasing entrepreneurial competences and abilities in student is therefore, the fundamental problem of entrepreneurship in connection to education (Gamede & Uleanya, 2019). Ahmed et al. (2020) suggests that the curriculum of entrepreneurial courses should be casual, with a greater emphasis on hands-on teaching approaches.

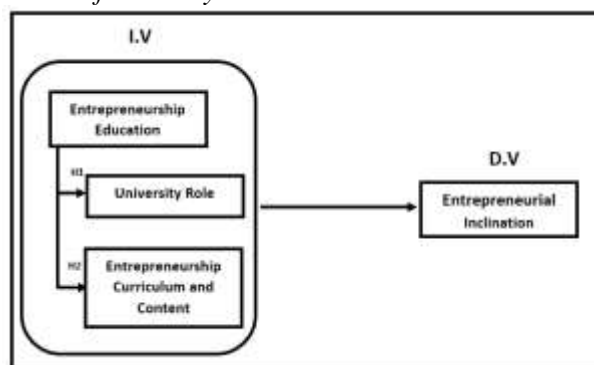
Different scholars offer different techniques to conveying entrepreneurial information and skills to students in terms of teaching methodologies (Otache, 2019). As a result, there appear to be a variety of approaches to teaching entrepreneurship, ranging from the traditional (Liu et al., 2020), to the unconventional (Das, 2021), personal experiences of operational entrepreneurs (Coghlan, 2019), guest sessions (Hägg & Gabrielsson, 2019), and field tour or visiting a business organization (Byun et al., 2018). Regardless of the diversity in syllabus and teaching methods, the eventual goal of entrepreneurial programs is to enhance student knowledge of entrepreneurship, which will lead to increased interest in entrepreneurship.

### Conceptual Framework

Figure 1 shows the conceptual framework of the study which is derived from the above literature.

**Figure 1:**

*Conceptual framework of the study*



### RESEARCH OBJECTIVES

1. To find out the effects of university role to promote entrepreneurship education on entrepreneurial inclination in students.
2. To find out the effects of entrepreneurship curriculum and content on entrepreneurial inclination.

### RESEARCH HYPOTHESES

1. Universities have a significant role in promoting entrepreneurial inclination in students.
2. Entrepreneurship curriculum or content have a significant role in promoting entrepreneurial inclination in students.

### RESEARCH METHODOLOGY

In the present study, quantitative approach with causal comparative research design was used. The population of the study comprised of final year under graduate students of public sector universities of Karachi, Pakistan who have studied entrepreneurship course as a compulsory subject. The population was heterogeneous in nature. Stratified random sampling technique was applied and electronic survey questionnaire was sent to the 489 final year undergraduate students of public sector universities of Karachi. 373 form was returned so; the response rate was 76.28%. “Entrepreneurship education and entrepreneurial inclination” questionnaire which was originally developed by

Keat et al. (2011), was used with permission for the present study. The questionnaire consists of 24 items with three sub scales; namely university role, entrepreneurship curriculum or content, and entrepreneurial inclination. University role in promoting entrepreneurship education contain 11 items, entrepreneurship curriculum or content consist of 9 items, and entrepreneurial inclination consist of 4 items. Each item was measured on 5 point Likert-scale from strongly disagree (1) to strongly agree (5). Validity of the tool was ensured by the expert opinion and reliability of the tool was checked with pilot testing with 73 final year undergraduate students of public sector universities of Karachi. Overall reliability of the tool was .933, whereas, individual scale was also found reliable. The reliability values are shown in Table 1.

**Table 1: Reliability of the tool**

S. No	Scale	No. of Items	Cronbach Alpha Reliability
1	University role to promote entrepreneurship education	11	.848
2	Entrepreneurship curriculum or content	9	.867
3	Entrepreneurial Inclination	4	.863
4	Overall	24	.933

### Characteristics of the Sample

Out of 373 final year undergraduate students of public sector universities of Karachi, 254 (68.09%) were male and 119 (31.90%) were female. 17.15% i.e., 64 participants were enrolled in M.A/ BS Education program. 24.66% i.e., 92 participants were enrolled in 8<sup>th</sup> semester of Computer Science program. 102 students i.e., 27.34% were enrolled in 8<sup>th</sup> semester of BS-Commerce program, and the remaining 115 students (30.83%) were enrolled in the last semester of MBA program.

### DATA ANALYSIS

Linear regression was run to find the impact of university role to promote entrepreneurship education and entrepreneurship curriculum on students' entrepreneurial inclination.

### Role of University on Entrepreneurial Inclination

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.752 <sup>a</sup>	.565	.563	.627
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a. Predictors: (Constant), University role to promote entrepreneurship education

Quantity of variance that is described by the predictor has shown in table 2. Here, R is representing the multiple correlation coefficients in between the dependent variable with predictor variable. In the above mentioned model table 2, R value is 0.752 which is the indication of a great deal of mutual change by the describing the amount of variance the goodness-of-fit described by a given by a predictor variables that is entrepreneurship inclination here the R square value is 0.565 which is indicating that there is 56.5 % variance in dependent variable i.e. university’s role to promote entrepreneurship education or simply we can say that entrepreneurial inclination is 56.5% explained by entrepreneurship education.

On the basis ANOVA results (table 3), the overall model is significant (F- Statistics = 322.189 and sig = 0.00)

**Table 3: ANOVA**

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	126.539	1	126.539	322.189	.000 <sup>b</sup>
	Residual	97.401	248	.393		
	Total	223.940	249			

a. Dependent Variable: Entrepreneurial Inclination

b. Predictors: (Constant), University role to promote entrepreneurship education

**Table 4: Coefficient of Entrepreneurial Inclination**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.193	.171		1.152	.262
1 University role to promote entrepreneurship education	.951	.053	.752	17.950	.000

a. Dependent Variable: Entrepreneurial Inclination

Table 4 shows the regression coefficient analysis. The model is as follows:

$$Y = \alpha + \beta_1 X_1 + \epsilon$$

$$Y = \alpha + \beta_1 (\text{K of University role to promote entrepreneurship education}) + \epsilon$$

$$\text{Entrepreneurial Inclination} = .193 + .951 (\text{University role})$$

Here, alternative hypothesis is accepted because table 4 shows, t-value is greater than 2 and sig. is less than 0.05. In simple words, university's role to promote entrepreneurship education has a significant impact on students' entrepreneurship inclination.

**Role of Entrepreneurship Curriculum on Entrepreneurial Inclination**

**Table 5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 <sup>a</sup>	.482	.480	.684

a. Predictors: (Constant), Entrepreneurship Curriculum or content

Quantity of variance that is described by the predictor has shown in Table 5 here R is representing the multiple correlation coefficients in between the dependent variable with predictor variable. In the above mentioned model Table 5, R value is 0.694 which is the indication of a great deal of mutual change by the describing the amount of variance the goodness-of-fit described by a given by a predictor variable that is entrepreneurial inclination here the R square value is 0.482 which is indicating that there is 48.2 % variance in dependent variable i.e. entrepreneurship curriculum and content or simply we can say that entrepreneurial inclination is 48.2% explained by entrepreneurship curriculum in above model.

On the basis ANOVA results (table 6), the overall model is significant (F- Statistics = 230.140 and sig = 0.00)

**Table 6: ANOVA**

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	107.853	1	107.853	230.410	.000 <sup>b</sup>
	Residual	116.087	248	.468		
	Total	223.940	249			

a. Dependent Variable: Entrepreneurial Inclination

b. Predictors: (Constant), Entrepreneurship Curriculum or content

**Table 7: Coefficient of Entrepreneurial Inclination**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.455	.185		2.464	.014
1 Entrepreneurship Curriculum or content	.827	.054	.694	15.179	.000

a. Dependent Variable: Entrepreneurial Inclination

Table 7 shows the regression coefficient analysis. The model is as follows:

$$Y = \alpha + \beta_1 X_1 + \epsilon$$

$$Y = \alpha + \beta_1 (K \text{ of Entrepreneurship Curriculum or content}) + \epsilon$$

$$\text{Entrepreneurial Inclination} = .193 + .951 (\text{Entrepreneurship Curriculum or content})$$

Here, alternative hypothesis is accepted because table 7 shows, t-value is greater than 2 and sig. is less than 0.05. In simple words, entrepreneurship curriculum or content has a significant impact on students' entrepreneurship inclination.

**DISCUSSION**

The aim of the present study was to find out the impact of entrepreneurship education in term of university role and curriculum on entrepreneurial inclination. Find suggest that university role to promote entrepreneurship education has a significant impact on students' entrepreneurial inclination. The findings are also aligning with the findings of Keat et al. (2011), who conducted the study in northern region of Malaysia and found that university play a significant role in promoting entrepreneurial inclination among students. Parveen et al. (2018) also found that entrepreneurship education is significantly correlated with entrepreneurial inclination. This relationship might be described by increased ambitions among students for superior education from schools and universities that can create entrepreneurial skills and make them future entrepreneur. Universities are considered a place where students are shaped in to business person by creating entrepreneurship culture (Israr & Saleem, 2018). Therefore, it is necessary for the university to create such environment that promote entrepreneurship education (Arranz et al., 2019). In university context, it is extremely important to enhance entrepreneurial intents and opportunity perception among students (Ofteidal et al., 2018).

Finding also suggest that entrepreneurship curriculum or content has a significant impact on students' entrepreneurial inclination. The findings are similar with the findings of Otache (2019), who further suggested that higher institutions must be able to create and/or construct curriculum that meets the needs of both students and industry. Furthermore, students' attitudes about entrepreneurship would very probably be influenced by their exposure to entrepreneurial courses. This finding is also align with the findings of Gamede & Uleanya (2019), Hossain et al. (2019), Liu et al. (2020), and Reyad et al. (2019), that entrepreneurship courses and programs usually concentrate on the financial elements of business ownership, such as how to develop a firm or how to pitch investors, and how it can be used to promote entrepreneurial inclination among students. The finding is also aligning with the findings of Keat et al. (2011), who conducted the study in northern region of Malaysia and found that entrepreneurship curriculum or content is positively related with entrepreneurial inclination.

### **RECOMMENDATIONS**

The proclivity for entrepreneurship among university students, as well as numerous relevant characteristics, is investigated in this study. Two entrepreneurship education factors, namely the university's involvement in promoting entrepreneurship and the entrepreneurial curriculum and content, were shown to be statistically significant in the analyses. These findings are expected to have ramifications for both colleges and students. On the one hand, the recent changes in the responsibilities performed by universities are critical in order to develop an entrepreneurial atmosphere in order to stimulate entrepreneurship among students. Students, on the other hand, must be prepared to change their existing learning strategy to one that is more practical, as this is essential in the entrepreneurial learning process. The findings may potentially provide some fresh insights into the present entrepreneurial literature, particularly at the university level. The present study was limited to the final year university students of public sector. Further, the comparison in term of students' entrepreneurial inclination between public and private sector university students can be done. Present study was also limited to the responses of students, moreover, content of entrepreneurship curriculum can also be analyzed.

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