

Impact of Education on Entrepreneurship Intentions among University & Vocational Students

Zubair Akbar Memon

Lecturer, Department of Business Administration, Government College University,
Hyderabad, Sindh, Pakistan

Email: zubairakbar.memon@gmail.com

Amanullah Parhyar

Ph.D Scholar, Institute of Business Administration, University of Sindh Jamshoro,
Sindh, Pakistan.

Email: amanullah.parhyar@gcu.edu.pk

Hina Ahmed

Lecturer, Department of Business Administration, Government College University,
Hyderabad, Sindh, Pakistan

Received on: 02-11-2021

Accepted on: 03-12-2021

Abstract

The key aim of the research was to identify impact of Education on Entrepreneurship Intentions among university and vocational students. The research has achieved the developed objectives and aim of the study. Other objectives included to measure co-relation of Education with Entrepreneurial Intention and to analyze the impact of type of Institution and Entrepreneurial Education on Entrepreneurial Intention. For this purpose, the sample universities included – Mehran University of Engineering & Technology (MUET), University of Sindh, Liaquat University of Medical & Health Sciences (LUMHS), Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) and Isra University. The vocational institutes included – APTECH, Government Vocational Training Centre (Girls), Government College of Technology and Pilot Social Welfare Complex. The research was based on quantitative methodology and the data was interpreted through SPSS Statistics software version 20. The findings have determine the impact of education on entrepreneurship intentions among university and vocational students, a comparative study among business, engineering, medical and vocational students. The key findings being obtained so far conclude that the Entrepreneurial Intention among students of University and Vocational Training is significant. There is a positive co-relation between the Education and Entrepreneurial Intention. Type of Institution has a significant impact on the Entrepreneurial Intention among the students while the impact of Entrepreneurial Education on Entrepreneurial Intention among students is non-significant but, by combining both the factors and then measuring the impact on Entrepreneurial Intention shows the significant value. Students of Vocational Training have more practical knowledge while the students of University only get the theoretical knowledge.

Impact of Education on Entrepreneurship Intentions among University & Vocational...

Keywords: Entrepreneurial Intention; Education; Entrepreneurial Education; Higher Education Institutes, Vocational Institutes; Comparative Study.

1. INTRODUCTION:

As per the previous research studies, entrepreneurship has been considered as a significant tool to enhance economic growth and employment opportunities among the students of developed and developing countries (Lorz & Volery, 2011). According to Hussain (2015), constructive impact of entrepreneurship is evident from different developed nations who have taken entrepreneurship initiatives that have reportedly affect in reduction of unemployment growth. Despite of positive outcomes and recognition at global scale, entrepreneurship has remained restricted in Pakistan. Yaqub, Mufti, Ali & Khaleeq (2015) stated the reasons that limited acceptance of entrepreneurship in Pakistan is mainly due to lack of support in the form of policy making from the government to promote entrepreneurship. Along with this, lack of education in the field of entrepreneurship since last several decades, high rate of failures of new startups reflect the low growth rate of entrepreneurship in Pakistan's business industry.

Similarly, all these issues have negatively affected the entrepreneurial attitude and intentions among the students and citizens of Pakistan (Ojogbo, Idemobi & Ngige, 2017; Poblete & Amorós, 2013). According to a report by Global Entrepreneurship Monitor (2012), entrepreneurial attitude within Pakistani citizens is only 23 percent. However, wide range of literature has been discussed on the importance of education for the creating an intention for entrepreneurship. On the other hand, several empirical studies have been conducted on the impact of education on entrepreneurship intentions among university students (Yaqub, Mufti, Ali & Khaleeq, 2015; Karimi et al., 2016). According to Ojogbo, Idemobi & Ngige, (2017); Poblete & Amorós, (2013), the impact of education on entrepreneurship intentions among university and vocational students is still under consideration due to limited research studies have been conducted on this specific topic. Similarly, this research aims to identify the impact of education on entrepreneurship intentions among university and vocational students: as a comparative study among business, engineering, medical and vocational students. Section 1 covers the background of the study, section 2 covers literature review, research questions, research objectives, research methodology, data analysis and interpretation and conclusion.

2. Literature Review:

The concept of entrepreneurship has been evolving with the passage of time, it was firstly introduced by a French word that means liaison between two parties (Muhib & Khan, 2010). However, the concept transformed due to dynamic global economy. Entrepreneurship intentions have been differently studied in the psychological literature; in terms of process models or intentions models (Lorz & Volery, 2011). The most popular models among these are the Entrepreneurial Event Theory proposed by Shapero & Sokol (1982). Similarly, another model of entrepreneurship that is renowned; the Theory of Planned Behavior by Ajzen (1991). According with Shapero and Sokol model perceptions of desirability influence entrepreneurial intentions, which means the value system and social system related with each individual, and feasibility that depends on the financial support and potential partners of the entrepreneur (Krueger & Carsrud, 1993; Ajzen, 1991). This model is based on three

Impact of Education on Entrepreneurship Intentions among University & Vocational...

factors that Ajzen identified that have been stated as below (Ajzen, 1991; Krueger & Carsrud, 1993; Peterman & Kennedy, 2003):

- The attitude of an individual towards entrepreneurship
- The subjective norms
- Perceived control over the firm creation behavior.

Despite of wide range of models, some rational discussion continued upon considering the validity of entrepreneurship as a discipline, the scholarly circles widely accept that entrepreneurship can be learned, considered a discipline and a research domain (Lorz & Volery, 2011). Although, huge recognition of entrepreneurship education at global scale, it has remained one of the major concerns in the educational sector of Pakistan (Qureshi & Mian, 2012). In this regard, government plays a significant role in failure of encouraging innovative entrepreneurial education and startup initiatives within business sector of the country (Hussain, 2015). The faculty and curriculum is still unaware of the contents of entrepreneurship and also absence of entrepreneurial education faculty (Muhib & Khan, 2010). In Pakistan, there are a total of 128 universities and degree awarding institutes (DAIs) that are further classified into public and private institutions around 70 public universities and 58 private. However, only few of them offer courses on entrepreneurship in their undergraduate and postgraduate degree programs (Yaqub et al., 2015; Hussain, 2015). On the other hand, in context of Pakistan, external environment favoring entrepreneurial activity and governmental policies favoring business men have proved to be the prime driving force. In this regard, Higher Education Commission (HEC) of Pakistan has emerged as a ray of hope. HEC has launched a comprehensive series of multiple initiatives to promote entrepreneurship within the country (Muhib & Khan. 2010; Hussain, 2015; Qureshi & Mian, 2012).

2.1 Research Questions:

- **1:** What is the impact of education on entrepreneurship initiative among university and vocational student?
- **2:** What is the relationship between education and entrepreneurial intention?
- **3:** What are practical implications and recommendations to increase entrepreneurship intention and culture among the students?

2.2 Research Method:

This research study consists of only quantitative research method. This is because, the use of quantitative research method more accurate and desired research outcomes can be obtained. The research has been conducted by using the survey questionnaire, adopted from the study of Duijin (2005). Likert scale based questions have been used to ensure that the respondents' convenience has not disturbed. The scale used was 1-5, 1 being strongly disagree and 5 being strongly agree. In this research study, cluster sampling technique has been applied to determine the sample size of the research. Hence, in this research the sample was divided into universities and institutions of Sindh. More specifically, the sample size on the basis of universities and institutions in Jamshoro and Hyderabad cities of Sindh. The total number of sample size that targeted to collect the primary data include 404 number of students of different target or sample universities in the region of Hyderabad and Jamshoro only.

Impact of Education on Entrepreneurship Intentions among University & Vocational...

Table 1. Sample University & Vocational Institutes

University	No of Respondents	Vocational Institute	No of Respondents
<ul style="list-style-type: none"> • Mehran University of Engineering & Technology, Jamshoro ➤ Business Administration ➤ Software Engineering ➤ Architecture ➤ Civil Engineering ➤ Electronics Engineering ➤ Textile 	120 Students (20 from each Department)	<ul style="list-style-type: none"> ➤ APTECH ➤ Software Engineering ➤ Computer Classes 	23 Students
<ul style="list-style-type: none"> • University of Sindh, Jamshoro ➤ Business Administration ➤ Textile 	40 Students (20 from each)	<ul style="list-style-type: none"> ➤ Government Vocational Training Centre (Girls), Hyderabad. ➤ Beautician ➤ Computer Classes 	37 Students
<ul style="list-style-type: none"> • Liaquat University of Medical Sciences (LUMHS), Jamshoro ➤ MBBS Department ➤ BDS Department 	40 Students (20 from each)	<ul style="list-style-type: none"> ➤ Government College of Technology ➤ Civil Technology ➤ Mechanical Technology 	22 Students
<ul style="list-style-type: none"> • Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST), Hyderabad ➤ Business Administration Department ➤ Computer Science Department 	40 Students (20 from each)	<ul style="list-style-type: none"> ➤ Government College of Technology ➤ Civil Technology ➤ Mechanical Technology 	22 Students
<ul style="list-style-type: none"> • ISRA University ➤ MBBS Department ➤ BDS Department ➤ Business Administration Department 	60 Students (20 from each)		

Impact of Education on Entrepreneurship Intentions among University & Vocational...

2.3 Data Analysis and Interpretation:

2.3.1 Descriptive Statistics

In Descriptive Statistics, the mean value of both groups is different and clearly shows that the student of Vocational Institutes have more Entrepreneurial Intention than the students of University

Table 2.

Group Statistics					
	Students	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial Intention	Students of University	300	3.6959	.70346	.04061
	Students of Vocational & Training Institution	104	4.1302	.51361	.05036

2.3.2 Normality Test

In statistics, normality test is performed in order to measure whether the sample data is normally distributed or not. For any statistical data it is assumed that sample data must be normally distributed.

Table 3.

	Students	Kolmogorov-Smirnov^a		
		Statistic	Df	Sig.
Education	Student of University	.079	300	.076
	Students of Vocational & Training Institution	.123	104	.057
Entrepreneurial Intention	Student of University	.048	300	.091
	Students of Vocational & Training Institution	.084	104	.068

As it is clearly shown in the above table that all the value are more than .05 showing that the data is normally distributed. The findings depict that normality of data is estimated indicating data is normally distributed.

2.3.3 Cronbach Alpha

Cronbach Alpha test is conducted when number of items are merged together to form or create a new variable. If the value is 0.7 or above then it means that the value is positive and a new variable can be formed.

Table 4.1: Reliability for Education

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.734	.736	4

Impact of Education on Entrepreneurship Intentions among University & Vocational...

Table 4.2 Reliability for Entrepreneurial Intention

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.920	21

The above both table shows that the value is positive and a new variable can be created.

2.3.4 T-Test

Table 5.

Group Statistics				
	Students	N	Mean	Std. Deviation
Entrepreneurial Intention	Students of University	300	3.6959	.70346
	Students of Vocational & Training Institution	104	4.1302	.51361

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	T
Entrepreneurial Intention	Equal variances assumed	9.021	.003	-5.782
	Equal variances not assumed			-6.712

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Entrepreneurial Intention	Equal variances assumed	402	.000	-.43426
	Equal variances not assumed	244.854	.000	-.43426

The value is highly significant showing that there is difference between both groups.

2.3.5 Correlation

There is positive co-relation between Education and Entrepreneurial Intention

Table 6. Pearson Correlation

Correlations				
			Education	Entrepreneurial Intention
Pearson	Education	Correlation Coefficient	1.000	.419**
		Sig. (1-tailed)	.	.000
		N	404	404

Impact of Education on Entrepreneurship Intentions among University & Vocational...

	Entrepreneurial Intention	Correlation Coefficient	.419**	1.000
		Sig. (1-tailed)	.000	.
		N	404	404

****.** Correlation is significant at the 0.01 level (1-tailed).

2.3.6 Two Way Anova Test

Table 7.

Tests of Between-Subjects Effects					
Dependent Variable: Entrepreneurial_Intention					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Types of Institution	6.407	1	6.407	15.054	.000
Entrepreneurial Education	.128	1	.128	.302	.583
Types of Institution * Entrepreneurial Education	1.872	1	1.872	4.399	.037
Error	170.237	400	.426		
Total	6047.080	404			

a. R Squared = .103 (Adjusted R Squared = .096)

2.3.7 Conclusion:

The findings have determine the impact of education on entrepreneurship intentions among university and vocational students, a comparative study among business, engineering, medical and vocational students. The key findings being obtained so far conclude that the Entrepreneurial Intention among students of University and Vocational Training is different. Vocational Students have more Entrepreneurial Intention than the Students of University. There is a positive co-relation between the Education and Entrepreneurial Intention. Type of Institution has a significant impact on the entrepreneurial intention among the students. Students of Vocational Training have more practical knowledge while the students of University only get the theoretical knowledge. It has been further noted that there is no significant impact of entrepreneurial education on entrepreneurial intention. But, combining both type of institution and entrepreneurial intention have significant impact on entrepreneurial intention.

REFERENCES

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.
2. Akhtar Ali, Keith J. Topping, Riaz H. Tariq, (May, 2010) "Entrepreneurial attributes among postgraduate students of a Pakistani university", *US-China Education Review*, Volume 7, No. 5 (Serial No. 66).
3. Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship

Impact of Education on Entrepreneurship Intentions among University & Vocational...

- education and entrepreneurial intentions: A meta-analytic review. *Entrepreneurship theory and practice*, 38(2), 217-254.
4. Bernard, H. R., & Bernard, H. R. (2012). *Social research methods: Qualitative and quantitative approaches*. Sage.
 5. Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of management Review*, 13(3), 442-453.
 6. Brannen, J. (2005). Mixing methods: The entry of qualitative and quantitative approaches into the research process. *International journal of social research methodology*, 8(3), 173-184.
 7. Cooper, D. R., Schindler, P. S., & Sun, J. (2006). *Business research methods* (Vol. 9). New York: McGraw-Hill Irwin.
 8. Dugassa Tessema Gerba, (2012) "Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia", *African Journal of Economic and Management Studies*, Vol. 3 Iss: 2, pp.258 – 277.
 9. Esin Soyler, Ivan Garibay, (2016) "UCF I-Corps: The Effects of Entrepreneurial Education on Entrepreneurial Intentions", *Self-Efficacy Research Report- Spring 2016*.
 10. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93.
 11. Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education*. McGraw-Hill Higher Education.
 12. Hala W. Hattab, (2014) "Impact of entrepreneurship education on entrepreneurial intentions of university students in Egypt", *Journal of Entrepreneurship*, 2014.
 13. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2002). *Entrepreneurship*, McGraw-Hill.
 14. Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.
 15. Hussain, A. (2015). Impact of entrepreneurial education on entrepreneurial intentions of Pakistani Students. *Journal of Entrepreneurship and Business Innovation*, 2(1), 43-53.
 16. Muhib, Y., & Khan, N. A. (2010). The prospects of entrepreneurial education in Pakistan: an economic perspective. *Journal of Independent Studies and Research-Management, Social Sciences and Economics*, 8(2), 1-10.
 17. Ojogbo, L. U., Idemobi, E. I., & Ngige, C. D. (2017). The Impact of Entrepreneurship Education on the Development of Entrepreneurial Career Intentions and Actions. *International Journal of Entrepreneurship*, 1(1), 27-49.
 18. Pejic Bach, Merkač Skok, Dalia Susa, (2016) "Determinants of Entrepreneurial Intentions in ICT Industry: Gender and country of origin perspective", *Nase gospodarstvo/Our Economy*, 62(1), 37-45. DOI: 10.1515/ngoe-2016-0004
 19. Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship theory and practice*, 28(2), 129-144.
 20. Poblete, C., & Amorós, J. E. (2013). University support in the development of regional entrepreneurial activity: An exploratory study from Chile. *Investigaciones Regionales*, (26).
 21. Qureshi, M. S., & Mian, S. A. (2012). *Global Entrepreneurship Monitor Pakistan report 2012*. Karachi: Institute of Business Administration.
 22. Raposo, M., & Paço, A. D. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3).
 23. Smith, L. T. (2013). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd..
 24. Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business venturing*, 22(4), 566-591.

Impact of Education on Entrepreneurship Intentions among University & Vocational...

25. Wilson, F., Kickul, J., & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: implications for entrepreneurship education. *Entrepreneurship theory and practice*, 31(3), 387-406.
26. Wouter Duijn (2005), "Entrepreneurial Intentions among Faculty of Economics and Business Administration (FDEWB) Students"
27. Yaqub, M. K., Mufti, N. A., Ali, S., & Khaleeq, M. U. (2015). Impact of Entrepreneurship Education on Attitudes of Students Towards Entrepreneurship. *Journal of Basic and Applied Sciences*, 11, 590-595. Available at <
<http://www.lifescienceglobal.com/pms/index.php/jbas/article/viewFile/2885/1977>>.
28. Zhang, Y., Duysters, G., & Cloodt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International entrepreneurship and management journal*, 10(3), 623-641.
29. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods*. Cengage Learning.