



The Impact of Entrepreneurship and Entrepreneurship Education on Student's Motivation and Skills: A Case Study of Abdul Wali Khan University Mardan

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Abstract

There is general agreement that attitudes towards the entrepreneurial activity, and its social function is determinant factors for university students to decide an entrepreneurial career. This study focuses on the impact of entrepreneurship education on student's motivation and skills towards enterprise education in Mardan. The study was conducted to find out the attitude, motivation, and skills of young student's towards starting a business. The aim of this study is to find out the impact of entrepreneurial education on students and their motivation and skills towards entrepreneurship in Abdul Wali Khan University, Mardan. Data has been collected from a sample of 90 students of Management Sciences Department at AWKUM in Mardan through questionnaires. Data were collected only from Bachelors and Master's Program Students of Abdul Wali Khan University Mardan. The result reveals that entrepreneurship and entrepreneurship education is having an impact on student's motivation and skills.

Keywords: Entrepreneurship, Entrepreneurship Education, Student's motivation and skills, AWKUM, Mardan, Pakistan

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INTRODUCTION

The term Entrepreneurship derived from a French word 'entreprendre' which means "to undertake". The theory has been defined and interpreted by many researchers from different disciplines. An entrepreneur can be an innovator or a developer who recognizes and clutched opportunities; putting these possibilities into viable and marketable ideas; add value to time, effort, money or skills and creates rewards for these efforts. Essentially, an entrepreneur is one who obliged to organize, manage and take the risks of a company (Kuratko & Hodgetts 2004, p. 28-29). The term Entrepreneurship was defined by (Levie. 1999; Morris et al. 2004) as it is generating new business opportunities. Joseph Schumpeter (1934) addresses that entrepreneur is the pioneer who brings change in the market by announcing a new combination. Those new combinations are in form of 1) New goods/products are being introduced. 2) New ways of production are introduced. 3) Opening of new markets. 4) Subjection of a new source of supply of raw materials. 5) the execution of new organization. According to Danish Foundation for Entrepreneurship (Moberg et al., 2012) Entrepreneurial Education is the methods and activities of providing knowledge and experiences that persuade the students about starting a business and participate in entrepreneurial value creation process.

Since the origin of Pakistan, entrepreneurial activities lack due consideration and support of the administration (Chemin, 2008). In any case, in the course of recent years, government has been taking

activities towards entrepreneurship particularly for SMEs. The fundamental part of business entrepreneurship and small and medium undertakings in the economy is broadly licensed. Built up in October 1998, a chief establishment of legislature of Pakistan, the Small and Medium Enterprise Development Authority, has been concentrating on advancing, giving an empowering situation to, and business improvement administrations too little and medium endeavors. As indicated by Economic Survey 1998-99 SME produced 80% of the nation add up to business (The Role of Small and Medium Enterprises, Industry and Economy, October, 29, 2000). Perceiving the part of business enterprise the legislature of Pakistan concocted a far-reaching arrangement for the made SME team, for making an enabling condition and assistance to ventures. (SME drove Economic Growth, Creating Jobs and Reducing Poverty, SME Policy, 2007). For the last numerous years the unemployment issue in Pakistan has been irritated. Unemployment rate is generously high with 7.4 % 2009. Also, the degree holders for work are enormously reliant on the open part and private division. To way out these worries and issues, a reexamine country of the advanced education framework is viewed as important to reveal impediments that hinder the development and development of entrepreneurial exercises. Alongside this, it is viewed as important to look at the entrepreneurial slant of university's students. This will kill or limit these issues and worries of unemployment and financial decay. There is very little investigated particularly on this theme in Pakistan. This study will add to this specific range of enterprise by looking at the entrepreneurial qualities among university students. This review will



help in formulating a reasonable approach to advance a national level business, for our present and coming eras, especially for graduate and post graduate, with the goal that they can be created and ready to end up noticeably great business visionaries.

Universities should similarly be pioneer in entrepreneurship plan, in light of the way that the University's focal objective and duty to assemble on one hand, it endeavors to survive and their sufficiency and the other hand accept some portion of gatherings as an organization of various affiliations. Additionally, it should prepare for ampleness of various affiliations remembering the ultimate objective to successful way gives new things and organizations to the overall population. In this way, finished all wants, objectives and courses of action are set up by the university to get ready entrepreneurs to achieve normal strategy for planning business visionaries. Universities must assume that is a structure and social set. In case the system don't redesign the relationship with its condition and lose exchange material and information with nature, it will have static condition and besides lose its free identity. It shows up universities should regard imaginativeness, headway, endeavor and indispensable of change and prospering as critical rule remembering the ultimate objective to University tasks to be balanced and made and to a spirit of creative energy, advancement and business undertaking as an essential key goal of the University consistently gets the chance to be particularly overpowering society of the overall population. In any case, shockingly what our universities have been seen as an issue of direction and research issues, sensible and planning related to the necessities of the universities and the gathering has not done what's required though. Likewise, understudies with entrepreneurial process are as yet dark, in light of the way that there isn't sufficient establishment to give entrepreneurial change. The work issue of graduates has transformed into a social issue of joblessness, which made the horrible situation doubly and the cerebrum exhaust are the rule consequences of it. In such conditions, it is a significant time for influencing the critical stage for the change of business to individuals. In this way, this article endeavors to illuminate the case and shows how it is run and the results.

The point of this study is to explore the effect of students' motivation to contemplate entrepreneurship on their execution in business thought era. Also, to examine how learning in understudy groups directs this relationship. The review adds to our hypothetical comprehension of how entrepreneurial learning results are influenced by understudy motivation and group conduct. Second, by concentrating on the last accomplishment, to be specific business thoughts as entrepreneurial learning results, the article delineates an alternative to concentrate the effect of entrepreneurial training, especially when production of another wonder is not a quick target of the course. At last, the review adds to the assessment and research practices of various business training activities. The review continues as takes after. In the following segment, we build up the hypothetical establishments and theories of the review and proceed by showing the example information and the factors utilized. At last, we display the outcomes and reach our determinations in the discourse segment.

Entrepreneurship Theories

ENTREPRENEURSHIP SCHOOL OF THOUGHT:

Cunningham and Lischeron (1991) discovered six principal schools of thought which are listed in table 1.(a) below. Each school of thought provides a specific property to understand Entrepreneurship.

Table 1.(a). Different School of Thoughts in Entrepreneurship

Entrepreneurial Model	Focus
Great Person School	Connatural characteristics and success stories of Entrepreneurs.

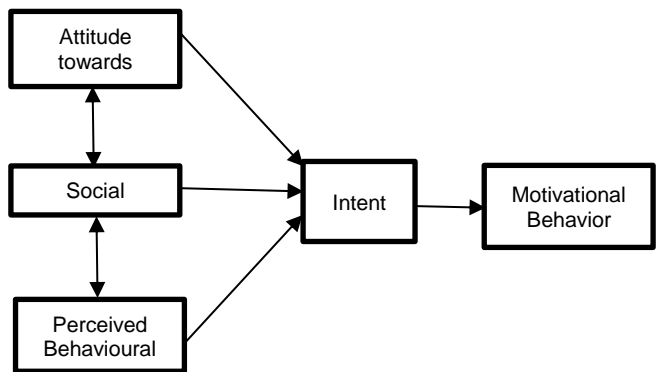
Psychological Characteristics school	Psychological attributes of entrepreneurs both specific and unique.
Classical School Management School	Creation and thinking to identify opportunities. Chasing business opportunities and using suitable tools for their achievement.
Leadership School	Entrepreneur having leadership qualities.
Intrapreneurship School	Entrepreneurship behavior in existing organizations.

Source: Cunningham & Lischeron (1991)

THEORY OF PLANNED BEHAVIOR:

The theory of planned behavior was innovated by Ajzen and Fishbein (1980, 1991) which became popular model to analyzed entrepreneurial intentions of students. The theory states that entrepreneurial intentions is a person thinking about his/her desirability which can be affected cultural and social norms which shows their attitude toward behaviors and noticed behavioral controls affected by qualitative norms and performing under social pressure. (Turker et al.2009). The theory of planned behavior is shown in fig 1.(b)

Fig 1 (b) Theory of Planned Behavior



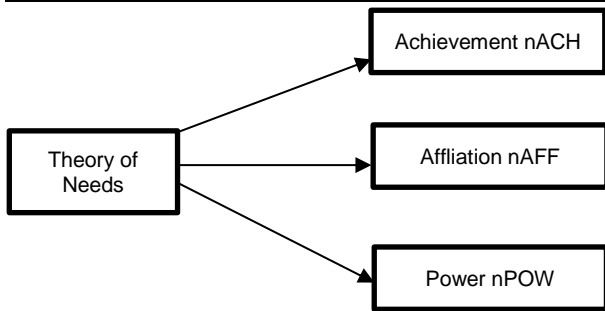
Source: Autio, Keeley, Klofsten, Parker& Hay (2001)

THEORY OF ACHIEVEMENT:

The theory of achievement is considered as the most connected theory on Entrepreneurship presented by McClelland (1961). People with strong prerequisite for achievement demonstrated a higher execution in testing assignments and through imagination, hunt down new and better ways to deal with upgrade their execution (Littunen 2000; Utsch & Rauch 2000). The theory states that "Starting a business required people who put it all out there, acknowledged individual commitments, concentrated on contribution of costs and benefits, and found new innovative techniques for developing new things or organizations. People with high prerequisites for achievement and motivation were found with those properties" (Raposo, do Paco & Ferreira 2008). McClelland's theory portrayed a perfect sort of entrepreneurial identity which incorporated the necessities of achievement, affiliation and power and is shown in Fig 1.(c).

Fig 1.(c) Theory of Achievement





Source: Robbins (2003).

Factors Affecting Entrepreneurship

To disconnect the impacts of entrepreneurial inspiration, different components that could have a causal impact on the procedure and result of business should be controlled. One class of control factors is the outer condition. These would incorporate such things as (1) political components (e.g., legitimate limitations, nature of law authorization, political strength, what's more, money strength); (2) market forces (e.g., structure of the business, innovation administration, potential hindrances to section, showcase size, and populace socioeconomic); and (3) resources (e.g., accessibility of venture capital, work advertise including aptitude accessibility, transportation framework, and corresponding innovation). Most scientists either expressly or certainly concur that these classes of components impact the entrepreneurial procedure or should be controlled to quantify the impact of inspirations on the entrepreneurial procedure.

Social supporting variables also influence the students' enterprise. At the end of the day, the backings of all levels in the general public toward enterprise process self-conviction of students lastly give a superior state of mind of students' enterprise. Obviously it ought to be said supporting variables influence more than social factors on the students. Ruda et al (2009) in an examination by applying seeking breaking down variables in revelation influencing elements of entrepreneurship gives a theoretical structure of deciphering independent work of students. He knew independent work an upper pace more than enterprise. Business has mental perspectives and characterized as the procedure of perceiving, making photos and developing individual objectives and dreams in a aggressive condition, as independent work alludes to the gatherings or people making new occupations in a monetary measurement or to set up exchange associations and workplaces. These looks into accept if independent work qualities are perceived in the students, arranging business enterprise projects will be simple. It needs a scope of levels. In the most reduced level of independent work are the joblessness students. They are roused by low needs. This inspiration has high hazard capacity as indicated by getting focal points however free of any normal learning. In abnormal state, there is a comprehension about independent work. These students are seldom propelled by low needs and they are spurred without anyone else's input bloom needs. In more elevated amount, there is an eager toward independent work. These students are not roused by low requirements for independent work. They are prepared to have important tests for independent work.

Factors Affecting Motivation

Past research has experienced an absence of control for the variety in the openings that diverse business visionaries seek after (Gartner, 1985). To precisely measure the impacts of inspiration on entrepreneurial choices, scientists need to control the impacts of chances (Shane, 2000, 2001).

Imani (2009) in an exploration titled "the educating of business enterprise in the universities; an edge for arranging, applying and assessing" got the outcomes that in the business, plans and projects for getting ready graduated students of this field in the universities, four components of brain science and its objectives, writing audit,

entrepreneurship programs components and natural exercises ought to be focused and needs of the gatherings under investigation are unique. Finally in view of the exploration result a system for arranging, applying and assessing of business designs in showing entrepreneurship was recommended. Hosseini et al (2009) in an exploration titled "the components influencing the enterprise of Tehran farming university' students" contemplated six assortments of showing additional program aptitudes identified with employment abilities, imaginative showing strategy in the university, reasonable substance for courses in university, having capacity and dynamic expertise in the field of the course educators instructed. The outcomes demonstrated that these named things are more critical factors in the university'. The consequences of Turker (2008) demonstrated the supporting components in the university' influence the students' inspiration for enterprise. In the event that the university' grows such projects, the intrigue and inspiration of students will increment.

Objectives of the Study

1. To investigate the impact of entrepreneurship and entrepreneurial education on students motivation and skills towards entrepreneurship.
2. To explore various factors which affect the provision of entrepreneurship education and student's motivation and skills towards entrepreneurship.

Rest of the paper is organized as follows. Section 2 consists of literature review, Section 3 explains methodology, Section 4 comprises results and discussions and Section 5 give conclusion.

LITERATURE REVIEW

Germany, England and the USA were the willingly countries which commenced in employment of entrepreneurship. Germany started diamond in the rough and catch a glimpse of the individuals who had straight, innovative and motivated individuals who had tough financial constraints in around 1933 and 1935. The primary arrangement was to secure these people. In this manner, the primary school was established to instruct the general population in Germany. These schools set up between the years 1937 to 1940 in England and later in America amid 1942 and 1943. Individuals in these schools amid the brief time frames learn important preparing to begin their organizations and one of the subjects was the manner by which to develop the economy through business. They communicated their thoughts in the schools and the quantity of analysts, behaviorism, humanist and educator of administration reexamined their psyche. Japan was the primary nation to do this extremely traditional way and entrepreneurial culture of the school started in the late 50th decade. In the first place foundation established in Tokyo in 1956 and in began to show students how they profit amid the review in 1958. (S. Ali Vaziri et al 2014).

As indicated by Engelwall (1982), administration training is torn between the liberal and the utilitarian ideas, consequently he asserted favorable circumstances in decoupling administration instruction and administration hone. Thus, he contends that this mirrors the requirement for less abilities and more examination. In any case, routine administration instruction – that is utilitarian preparing as one would expect in a MBA – is turning out to be more professionalized and consequently instrumental (French and Gray, 1996). For these creators even the principal question of whether administration can be instructed is by all accounts practically as critical. Robert Locke (1984) is especially disparaging of what Winston Churchill called, "obvious, sensible, large-scale manufacturing style of thought", instructed by American-style business universities. In the USA, the business courses of numerous schools and universities have been scrutinized on account of their absence of inventiveness and individual considering (Solomon and Fernald, 1991). The result of such courses being "instruments", as opposed to down to earth exhortation, and "diagnostic smarts" instead of "road smarts" (Wojhan, 1986). So for French and Gray (1996) the issue is whether learning is an end (as Cicero guaranteed), or if



information is a methods (as John Locke demanded). The perspective of business learning is that it must be methods. This is by all accounts affirmed by Ronstadt (1990, p. 80) who expressed that "Enterprise training ought not to be seen as some unthinking or technocratic prepare however as an all-encompassing and integrative process entrepreneurship is not the total of the practical subdivisions of present day business instruction".

According to Fiest (2001), "In 1970s a new trend began in USA where large number of public and private go ahead to train and educate about entrepreneurship. (Klandt, 2004). From 1985 to 1994 most of the literature review on enterprise, entrepreneurship and small business management revealed that "Education on entrepreneurship encouraged the students and it can be taught by providing entrepreneurial education" (Gorman, Hanlon, & King, 1997). Based on the assumption that enterprise or entrepreneurial education can be learned through education public sector including educational system and universities contributing to the invigoration of an entrepreneurial behaviorism among students. A rapid growth has been seen in academic institutions teaching entrepreneurship. (Jack and Anderson, 1999; Katz, 2003).

Individuals play an important role in the success of an organization (Yasir and Mohamad, 2016; Yasir and Rasli, 2018; Yasir et al., 2016a; Yasir et al., 2016b; Yasir et al., 2016c; Yasir et al., 2017). Motivation drives individuals to act positively suggesting that conduct is objective arranged (Peltonen and Ruohotie, 1992; Sprinthall et al., 1994). Inspiration is moreover framework arranged, at the end of the day, a procedure of criticism can either empower or dishearten people's conduct, which can make them stop their conduct and locate another outlet for their vitality (Peltonen and Ruohotie, 1992). A qualification is regularly made in inspiration explore amongst general and situational motivation. General inspiration stresses the dependability of conduct, speaking to its normal level. Situational inspiration is particular to a specific circumstance, in which inborn on the other hand extraneous components make thought processes and produce objective situated conduct (Krapp et al., 1992; Ruohotie, 1982). Enterprise has been a range of interest among researchers over the world, for some sizeable time. This maintained and honed enthusiasm for business enterprise spurred by a few components, one that entrepreneurial action (new pursuit development) has seen a mean of renewing economy and adapts to unemployment issues. Moreover, it is conceded as a hatchery and energizer for market development, item, and mechanical development. (Jack and Anderson, 1999; Mueller and Thomas, 2000). An entrepreneurial movement is viewed as vital for wellbeing of the economy of creating nations. It is viewed as the Constrain that renews the economy and prompts monetary advance, work creation for the group. Subsequently, small and medium business advancement/new business arrangement is energized, and bolstered by national monetary approaches to empower and encourage financial development. In spite of this colossal and unmistakable fascination and research in business has been scrutinized for the absence of accord about the meaning of business people and enterprise. Entrepreneurship has been characterized into six diverse real schools of thought by Cunningham and Lischeron (1991), to be specific extraordinary individual, psycho-sensible attributes, traditional, administration, pioneer ship, and enterprise endeavor school of business. These schools of thought disclose to us that concession to, what real the business person is, and what it does, is not accomplished till now.

As per Lent et al. (2000), convictions identified with saw high entrepreneurial inspiration on a nationwide level may advance people's state of mind towards entrepreneurship. It works in bidirectional: if a man trusts that the outcome/effect of his/her entrepreneurship movement will be alluring in existing conditions, he/she is probably going to have an uplifting disposition towards enterprise and if a man sees working together in existing conditions as being troublesome or with contrary picture his/her mentality towards business may be antagonistic too. A few reviews have investigated the significance of states of mind toward entrepreneurship (like accomplishment, self-sufficiency, cash, change, and intensity upon entrepreneurial conviction) while setting up an organization and remaining in business

(Autio et al., 1997; Douglas, 1999; Krueger et al., 2000; Bird, 2002; Onstenk, 2003). Baldassarri and Saavala (2006) contend that Europe needs more business people willing to advance and set up their own particular venture if financial development is to be kept up. Numerous analysts perceived the significance of outside impact variables for an individual's motivation to wind up noticeably a business visionary focused on a man's interpersonal organizations (Raijman, 2001; Kazela, 2009), on the picture of business people in the public arena, on socio-social standards (Krueger et al., 2000; Kazela, 2009) and on obstructions to entrepreneurship (Lüthje and Franke, 2003). Societal-level demeanors are hence critical, on the grounds that business visionaries rely on upon many individuals in their groups (Kelley et al., 2010). Not just real managerial methods or money related directions are vital, additionally individuals' impression of these monetary or authoritative hindrances (Grilo and Irigoyen, 2006). The making of new ventures requires people's longing for self-realization through business and it needs additionally appropriate condition. Financial condition, which assesses entrepreneurial movement, urges more people to actualize their thoughts through business and build up assumptions to discover more successful measures. Lee and Peterson (2000) point up that even in strong conditions a national culture that backings and energizes entrepreneurial exercises is vita.

METHODOLOGY

In the current chapter we are about to discuss about different methods that we used in current research, the chapter begins with variables of the study, then target population, data collection method, sampling, response rate, and Scale used are discussed in this chapter.

Population

The students of Abdul Wali Khan University in Mardan were selected as a target population for this research study. "90" students of Management Science Department were selected for survey based on questionnaires.

Sampling

The objective population of the research was students in Abdul Wali Khan University Mardan. The examination took after a longitudinal plan in which students reacted to a survey questionnaire and then afterward they attempted an entrepreneurial education. The specimen constituted of students enrolled for business courses at Abdul Wali Khan University in Mardan. The questionnaire were appropriated in various classes of Management Science Department however it was clarified that investment was deliberate. Our sample size was 90 which are done through simple random sampling. Students were requested to answer the questions. They were first required to give their demographic information such as Gender, age, marital status. Our sample by the procedure of group inspecting with various controls framing diverse bunches and haphazardly picking individuals from various ranges, different information was gathered utilizing review from the sample.

Response Rate

Response rate of students were 72% i.e. 90 questioners were distributed among students in which 70 were returned, 13 were not returned while 7 were not included due to incomplete responses.

Data Collection

Since this thesis is survey based, that is why essential source of data i.e. questionnaire were utilized to gather the information in simple random sampling. Data were gathered through a self-controlled questionnaire.

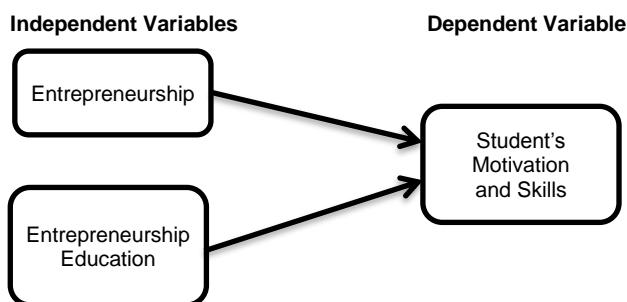


Instrumentation

Primary method was utilized as a part of our research. For this strategy we circulated questionnaires among our chosen sample size. Survey questions were isolated into two sections. First part consists of independent variables Entrepreneurship and Entrepreneurship Education. Second part consists of independent variable Students motivation and skills. Both parts were followed by 5 points like rate scale with options from strongly disagree to strongly agree.

Theoretical Framework

Fig 2. Theoretical framework



From the gathered literature and information for identifying the relationship between Entrepreneurship and Entrepreneurship Education with Student’s motivation and skills the following hypothesis were developed for the research model.

Variables

DEPENDENT VARIABLE:

The dependent variable of this study is Student’s Motivation, which contains the reported level of satisfaction with respect to various characteristic of Entrepreneurship. The responses were numbered from 1 to 5, 5 being the highest satisfaction level and 1 being the lowest.

INDEPENDENT VARIABLES:

To begin with, we have considered two independent variables that are regarded important for student’s motivation and skills fulfillment. One Variable is Entrepreneurship and the Second is Entrepreneurship Education.

Hypotheses

H₁: There is a significant relationship between Entrepreneurship and Student’s Motivation and Skills in Abdul Wali Khan University Mardan.

H₂: There is a significant relationship between Entrepreneurship Education and Student’s Motivation and Skills in Abdul Wali Khan University Mardan.

Data Analysis and Techniques

A worthy concentration of the study was to decide there is a distinction in entrepreneurial goals of students in the wake of undertaking a business entrepreneurship class. The desire was this would be accomplished through changes in the disposition factors – perceived desirability, feasibility, self-efficacy, possibility, and self-viability. Analysis in this manner tried for change in these state of mind factors and their intervening part in changing the entrepreneurial expectations of the students. Besides, tests were done to build up whether the connection between the state of mind factors and entrepreneurial goals is directed by situational factors, in particular respondents’ impression of accessibility of paid work after graduation,

desire of future family commitments, and appraisal of accessibility of chances in the outer condition.

RESULTS AND DISCUSSIONS

This section demonstrates the consequences of the research and gives interpretation of the study. It is separated into four areas. In the main area, reliability analysis of the gathered information is given, Demographic analysis demonstrating diverse qualities like number of respondents, age dispersion and gender distribution. Second area shows the descriptive statistics of the two variables i.e. independent variable (Entrepreneurship) and dependent variable (Student’s Motivation). Third area gives the data about correlation between dependent and independent variable and in fourth section we talk about hypothesis that whether it is upheld by our results or not, which we find through regression analysis.

Reliability Analysis

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.964	65

Reliability analysis is helpful in deciding about the reliability of collected data. In the present research, Cronbach’s Alpha (α) were used to obtain the said objective. The results of Cronbach’s Alpha (α) methods are displayed in Table. It is evident that the Cronbach’s Alpha is greater than 70%. The data for which the Cronbach’s Alpha is greater than 70%, suggesting that the data is reliable, these results built our confidence to perform further analysis needed to obtain the required objectives.

Demographic Analysis

Table 3. Demographic Analysis

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	50	.71	.71	.71
Female	20	.29	.29	100.0
Total	70	100.0	100.0	
Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 25 years	40	.57	.57	.57
25-35 years	30	.43	.43	100
Total	70	100.0	100.0	

The result of demographic profile of Abdul Wali Khan University students in Mardan showed in the table 3 which includes the detail about Gender, Age. We find that most of the students were male and the ratio of female is very low as compare to male students.

The age of Students which is shown in table 4.2. Majority of students was in the age less than 25 years with a percentage 0.57. The age of 25-35 was 0.43 which is the second large population of students in AWKUM Mardan.

Correlation Analysis

Table 4. Correlations

	Entrepreneurship	Motivation
Entrepreneurship	Pearson Correlation 1	.803**
	Sig. (2-tailed) .000	
	N 70	70



Motivation	Pearson Correlation	.803**	1
	Sig. (2-tailed)	.000	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis table 4 shows the relationship between the independent variable and dependent variable. It also explains the strength of the relationship between the variables. The above table shows Student’s Motivation correlation with Entrepreneurship is .803** with .000 level of significance. According to correlation assumptions if *p* value is less than .001 then correlation is considered to be significant. However, if the Pearson’s correlation value is above .04 it is in an acceptable range. The Pearson’s correlation value specifies the strength of the relation which in this case is .803** with *p*<.001 which means the results are statistically significant i.e. there is a strong relationship between Student’s Motivation and Entrepreneurship.

Regression Analysis.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin Watson
					R Change	F Change	df 1	df 2	Sig. F Change	
1	.803 ^a	.645	.640	14.87423	.645	123.691	1	68	.000	1.361

a. Predictors: (Constant), Entrepreneurship
 b. Dependent Variable: Motivation

The above table 5 shows R value which is .956 shows dependent variable prediction quality. In this case R=.803 shows a good prediction level. The second column R Square value is .645 which shows the proportion of variance in the dependent variable caused by the dependent variable. The adjusted R Square value is .640. This explains 64% variation is caused by the independent variable. The adjusted R Square value is .640 which is also in good acceptable range.

Table 4.5- ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27365.795	1	27365.795	123.691	.000 ^b
	Residual	15044.505	68	221.243		
	Total	42410.300	69			

a. Dependent Variable: Motivation
 b. Predictors: (Constant), Entrepreneurship

The ANOVA table 4.5 explains the statistical significance and fitness of the data into the regression model. In the above table F(1, 68) = 123.691 and *p*< .005 shows that data fits well in regression model and the independent variables are good and statistically significant predictors of the dependent variables.

Table 6. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	50.235	7.747		6.484	.000
	Entrepreneurship	.952	.086	.803	11.122	.000

Dependent Variable: Motivation

The Coefficients table 6 shows the strength of the relationship between each of the independent variable with the dependent variable. In the above table Entrepreneurship beta value is .803 with corresponding *t* value 11.122 and significance of *p*<.05 is statistically significant means that if there is one unit or 1% increase in

Entrepreneurship then Student’s Motivation will increase by 0.952 units or 95.2%.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it is evident that entrepreneurial education had significant effect on student’s motivation and skills of Abdul Wali Khan University to endeavor into an entrepreneurship for self-engagement purpose. The entrepreneurial objectives in students taking entrepreneurship education are significantly related to their demographic variables such as gender and parental employment status. It is also discovered that entrepreneurship education exposed to the tertiary students creates in them entrepreneurship awareness and encourages them to demonstrate high level of commitment to entrepreneurship commitment as well as isolating a positive attitude towards business start-up.

Furthermore, it was also found that entrepreneurship education has a positive effect on student’s motivation and skills, specifically in areas such as opportunity identification and interacting. The result of this study is that somebody is not natural as an entrepreneur. The defendants recognized that strength of mind is one skill that an entrepreneur desires which cannot be skilled by education. In addition the study expresses that there was a wish for the personalities to build something on their own. A credible clarification is that the entrepreneur’s background and family atmosphere can disturb the entrepreneurial attitude and motivation in this respect beyond the effect of the entrepreneurial program. This study identifies important findings regarding relationship between Student’s motivation and Entrepreneurship. It was found that Entrepreneurship has a positive impact on Student’s Motivation and Skills. It means that Students are satisfied with the Entrepreneurship and Entrepreneurship Education. The results of descriptive analysis and linear regression depict that Entrepreneurship and Enterprise Education is the primary motive for students to be motivated and increase their level of skills in the context of Abdul Wali Khan University.

The results of this study support previous studies. The result of the research shows that there is a positive and significant relationship between Entrepreneurship and Enterprise Education with Student’s Motivation and Skills who perceive to be Entrepreneurs in future, they are more satisfied. So in order to increase positive attitudes and behaviors like students motivation and skills, efforts must be made by Abdul Wali Khan University to improve the student’s motivation and skills because satisfied students show more efficiency and may also increase the Entrepreneurship productivity. So, keeping all these findings the management of the Abdul Wali Khan University should have to ensure that the Entrepreneurship courses and Entrepreneurship education should be provided to improve the skills of the students as well as to improve awareness and give knowledge about Entrepreneurship it may influence the student’s towards the Entrepreneurship. This means that students require proper training to compact with the external environment and that teaching does not do that. As specified earlier, individuals are more expected to start a new business when they sense confident in chasing that opportunity. Therefore, the attitudes are that education should be more concerned with 95% confidence intervals to train the students how to steer these hindrances for real life. The general attitude to the real-world element of entrepreneurship & business idea is that entrepreneurial education does increase this skill and is more connected to estimate an idea but the students wanted more practical experience. The result also discloses that there is no significant alteration in student’s entrepreneurial intentions based on their age. This suggests that age has no direct relationship with entrepreneurship plans. The finding is reliable with the report of earlier works in the literature of students’ motivation about entrepreneurship.

Recommendations



There are certain recommendations that if adopted by the Universities, will certainly help to increase the student's motivation and skills through Entrepreneurship Education. Some of these recommendations that will help the Entrepreneurship and Entrepreneurship Education in Pakistani Universities are as follow:

- Based on the findings of this research it is recommended to the Universities to focus more and more on providing Entrepreneurship Education that abide Entrepreneurship as it is the main motivational force compelling student's to opt Entrepreneurship. Also the Universities should provide quality service Entrepreneurial Education in order to attract and retain the students.
- The concepts of Entrepreneurship must be clear to the lecturers of Entrepreneurship so that they easily convince and motivate their students.
- It is observed that students have very little knowledge about Entrepreneurship so Professors should give awareness to the students.

The motive of Entrepreneurship and Entrepreneurship Education should be to delight students not only to satisfy them.

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