

Analysis of Role of Educational Institutions in Development of Entrepreneurs (A Case Study of Karachi)

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Abstract

It is fact that education enables people to work in more efficient way. It increases knowledge skills and abilities of individual and qualifies them to reach desired destination. Among many disciplines of education, business education is more important for developing countries. It inculcates competencies and skills to individuals and make them able to run and setup new business venture. It is an important factor for increasing employment opportunities and hastening the pace of economic growth of the country. Educational institutions play important role in building capacity of young entrepreneur by providing quality entrepreneur education to them. Study reveals educated people are more interested in running their own business. It also finds only 9.3% young people are running their own business about 46.5% young people received entrepreneurship education from business schools are running their business in contrast to 30.9% young people who did not attend business education. Study examines the role of educational institutions in development of young entrepreneurs. This Study is based on data collected during megacity project survey 2015-16, conducted in Karachi. During survey 2,689 young people of ages between 15-29 were interviewed.

Keywords: Educational Institution, Young Entrepreneur, Entrepreneur Education, Economic Growth

Introduction

Education provide an insight to individuals for evolving new ideas to complete work. It edifies people about issues of society and instruct them in dealing and resolving problems of society.

It helps to individuals in deciding future and transforming today in tomorrow accordingly their plans. It is common phenomena educated people take less time to understand complexities of systems than less educated people. So, educated people are more likely to work efficiently. Level of expertise of education of a person depends on role and quality of institution providing education to them. Educational instructional open ways for young people by providing a platform to them for their professional growth. Educational institutes play an important role for the personality development and professional growth of newbies. It updates the mindset of newbies about new rules and regulation enforce by government and about policies of business associations. It works as gate keeper between newbies & existing corporate sector and strengthen relationship among professionals. In developing countries people, likely to more focus on those educations after that they can make more money and make their life comfortable. In that scenario business education provide more opportunities to people especially youth. Business education can make people able to start their own business. It can make a faster growth of professionals who can be a positive source for increasing pace of economic growth of country. Business education institutions have closer interaction with communities in the society that can be helpful days of recession in the country for full recovery from it. In today's world, companies are more focusing on those newbies who are coming with the background of business education. Business education tells about how to perform organizational task in organized way. Organized task always save time and cost of company and consider as efficient working. It prepares people to deal complex situation in business and make them able to take right decision in critical situations. So, it is helpful to company for saving it from dangers (Kolachi, 2008).

Ex-president of Republic India A.P.J Abdul Kalam during his address to student at Mauritius University (2006) said, Universities should provide environment to student in their course of study for presenting and implementing their ideas. We should teach them about calculation of risks for gaining a huge success under the ethos of moral business. Student should be able to take decision and risks while they deal with challenging tasks in business environment. Business education teaches individuals about starting up a business and helps to make it innovative and leading activity (Wani, 2013). Studies of Hood and Young (1993) reveals content, skills, behaviour, mentality & personality are main & primary approaches that should be developed in person to be a successful entrepreneur. Entrepreneur must have sense of creativity and should possess adequate skill & mentality with appropriate behaviour according to situation so that compete other professionals in market. Sense of creativity makes entrepreneur different from others and make them a leading market share holder. Creativity and subsequent growth of business generate knowledge that is considered as creative knowledge (Hood & Young, 1993). Educational institutions work for nurseries to young entrepreneur. A quality educational institution pave way for decreasing gaps among entrepreneur and corporate sector. In Pakistan 117 business schools are offering courses about setting up new venture and running business (National Business Education Accreditation Council, 2016). Study finds business schools in Pakistan are not satisfying needs of students and corporate sector of the country. Current International education ranking provide substantial evidence about decline in education standard in Pakistan. Quality of education, lack of access to higher education for student and relevancy of course material accordingly international standard are main challenges for Higher Education Commission (Anonymous, 2007). Pakistan secured 129th Position in global competitive index ranking out of 144 (see Table 1 and Figure 1). Pakistan is facing education crisis because of poor quality of education provided by educational institution (Anonymous, 2014). Young people received

education from business school about setting up a business and feeling that they do not possess knowledge, Skills and Abilities to run business.

Table 1

Year	Pakistan’s GCI Ranking	International GCI Ranks
2012-13	124	144
2013-14	133	148
2014-15	129	144
2015-16	129	140
2016-17	126	138

Source: Global Competitiveness reports 2012-13, 2013-14, 2014-15, 2015-16, 2016-17

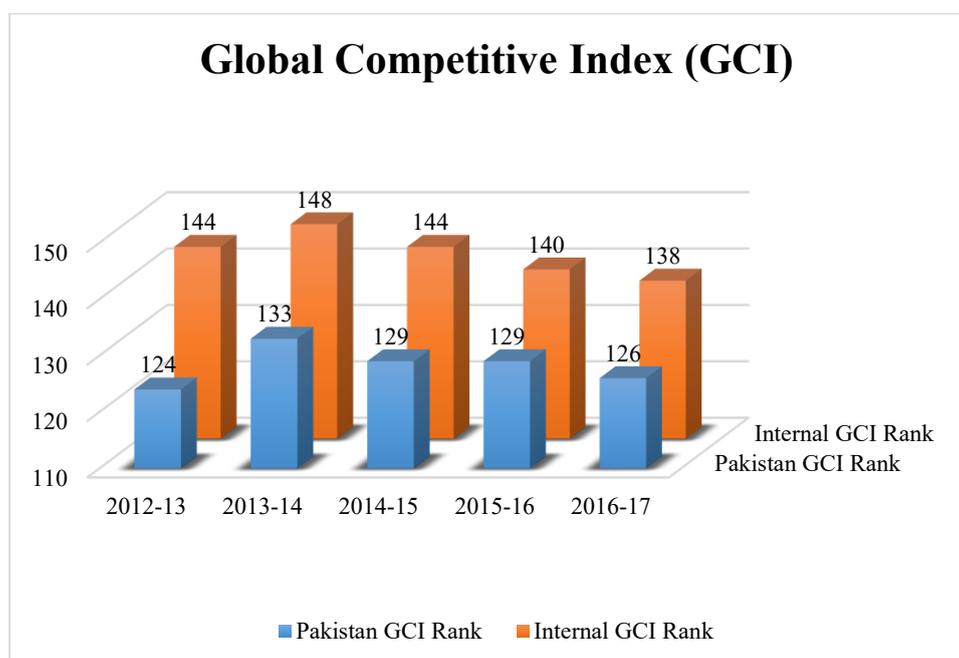


Figure 1

Comparison of Early stage entrepreneurial activity showed 9.08% people were engaged in self-business activity (see Figure 2). The attitude of people in Pakistan toward entrepreneurship is less favourable with compare to people of other country having same living condition (Alam, 2011). Megacity Project survey 2015-2016 explored 9.3% people are running their own business. The attitude of people toward entrepreneurship associated with various factors i.e. Knowledge, skills & abilities required to run business, quality of educational institution, Parenting styles. Studies explored entrepreneurship teaching methods in Pakistan are in phase of infancy. Institution are lagging aspects of promoting entrepreneurship by introducing short courses and using traditional way of teaching (Qureshi & Fawad, 2015). Studies reveals Pakistan much far behind with its neighbour countries in Global competitiveness. Yearly comparison of Global competitive score is not showing a positive significant increase since 2012-13 to 2016-17 (See Figure 3 & Figure 4). Irfan and Awan (2012) found positive correlation between teacher’s competencies and students’ performance. Teachers’ competencies are not matching with international standard which is responsible in decline in performance of students in their academics. Behaviour and attitude of students toward studies is also significant factor affecting their performance (Irfan & Awan, 2012).

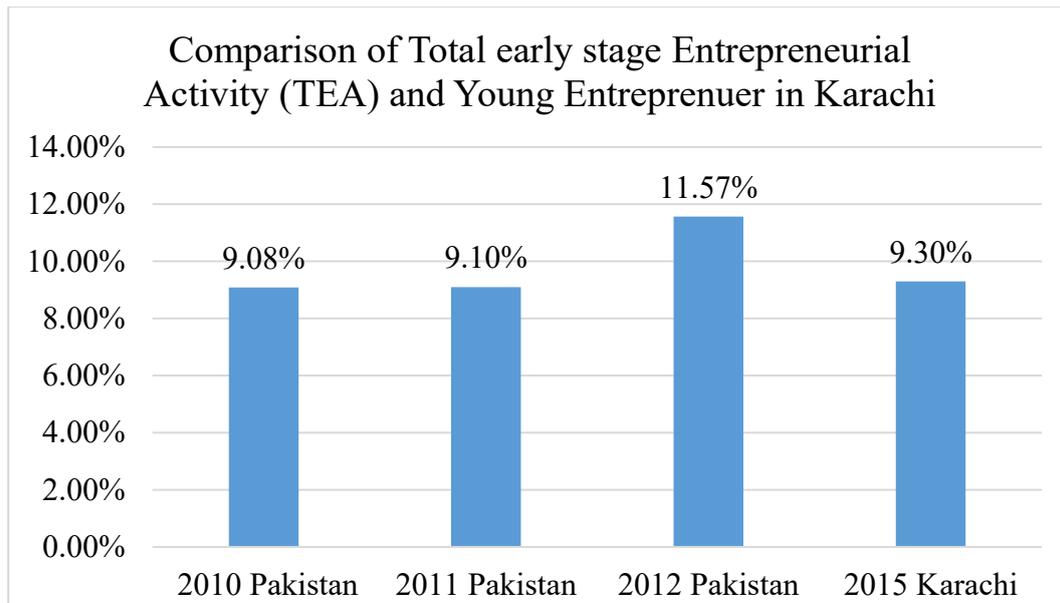


Figure 2

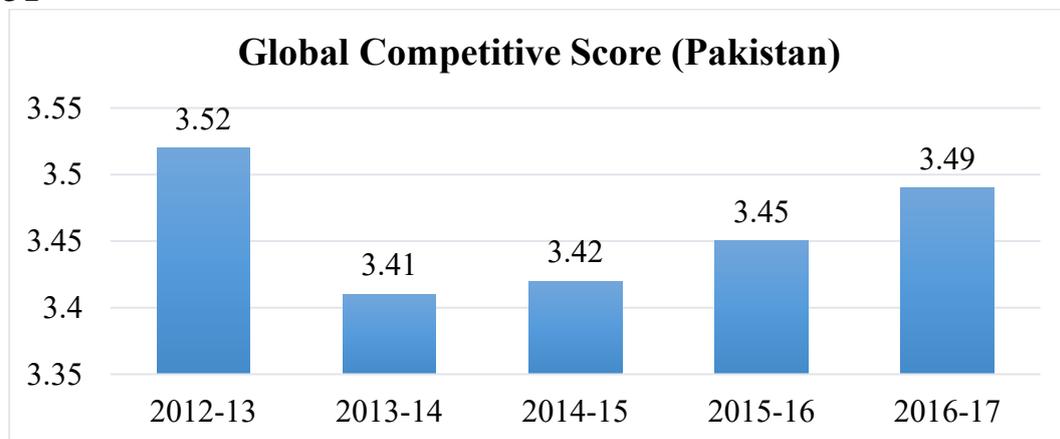


Figure 3

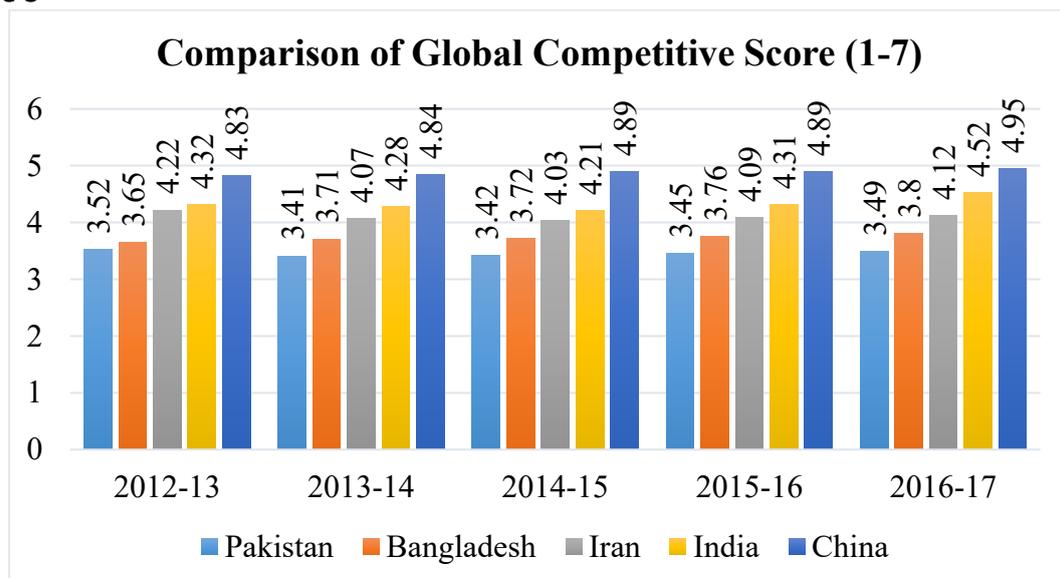


Figure 4

Research Question

What is role of educational institution in development of entrepreneurs?

Research Objective

The objective of study is to analyse role of educational Institution in development of entrepreneurs.

Global Perspective on Development of Entrepreneurs

Entrepreneur development is the process of enhancing business knowledge, skill & abilities of individuals through structured training and programs of capacity building. It increases the pace of incorporation of new business entities by making new cohort able to set up business. This process leads to generation of new employment opportunities and hasten the pace of economic growth of the country. Linkage of small businesses, set up by newbies can be helpful in incorporation of large business entities that can give a big push to economy. It is one of leading driver of country's economy (Wani, 2013). Entrepreneurship education inculcate individuals about business skills for setting up a business and to make business a valuable entity (Brown, 2000). It is a capacity building program that focus on setting up & running business under rules and regulation define by state (Gorman et al., 1997). Studies of Izdonim (2010) discussed that entrepreneur education equipped students with knowlegde and skill required to start up new business entity. It should be collated with practices of setting up a new ventures. This Study was conducted on student attending enterpreneur education as major course work in business shool of high learning. It also reveals youth possess diverse entrepreneurial characteristics and with time the entrepreneur education is capable to provoke their intention of becoming businessperson. It is not necessary attending entprepreneur eduation in busesiness schools may lead intention to be an entrepreneur. Entrepreneur education motivates people to start their own business. It inclines selfconfidence of people and prepare their mindset for taking risks. It also prepare newbies for helping their future employer in businness decision making process that affect business growth (Izedonmi, 2010). Study reveals entrepreneur skills that are required to incorporate a new business entity should be discussed at all levels of youth education (Arogundade, 2011). Studies conducted in Romania reveals students feel can do more and having skills to evolve new idea are more likely to have entrepreneurial intention. Entrepreneurial interest is associated with self-efficacy of students (Shook, 2008). Entrepreneurial self-efficacy is the capability of individual to perform various task and roles successfully that are required to be an entrepreneur. Entrepreneurial self-efficacy depends on five factors individuals' skills of marketing, innovative skills, management, risk-taking abilities, and command on financial controls. It has positive correlation with intention of individual to start new ventures. Studies finds ability and intention to start a new venture is a diverse trait of individuals. Student with course marketing, management, and financial control has the higher entrepreneurial self-efficacy than students of psychology. Different groups of students indicated different level of entrepreneurial intention (Chen, 1998). Intention Model provide theoritical paradigm for analytical rationality of behaviour. It explained, predict behaviour is better in contast to individual or situational variables. Predictive power helps in post hoc explanation of entrepreneurial behaviour (Krueger, 2000). Moreover, study of Taormina, identified psychological characteristics of successful entrepreneurs and business success. These characteristics have strong link with each other and have potential to affect the mentality of individuals (Taormina & Kin-Mei Lao, 2007). Segal and Borgia found positive relationship

between entrepreneurial intention and perceived feasibility & net desirability of individuals. An increase in perceived feasibility and net desirability can lead to an increase in entrepreneurial intention (Segal et al., 2005). Entrepreneurial orientation has a strong impact on entrepreneurial intention. It can raise entrepreneurial intention of individuals with its increase in one time (Cachon & Cotton, 2008). Global competitiveness of individuals and entrepreneurial skills associated with entrepreneurial orientation (Lee & Peterson, 2000). Individual perception is associated with the environment of existence. Environment plays an important role in personality development of individuals. It affects entrepreneurial competencies and entrepreneurial intention. (Schmitt-Rodermund, 2004) Studies on promotion of entrepreneurship in Nigeria reveals entrepreneur education has potential to decline unemployment in Nigeria. It inclines business skills of young entrepreneurs (Gidado & Akaeze, 2014). During 2005-2009 private sector in China grew by 30% annually. 25% adult population in China is entrepreneur which is comparatively two times higher than US adult population. Universities in China are providing unique opportunities to students. They are engaging them in different projects started by Chinese in Asian countries (School of Management Zhejiang University, 2016). U.S. State Department is running Global Entrepreneurship program in US to create an entrepreneurial ecosystem. It focuses on seven core areas of entrepreneurship (U.S. State Department, 2016). Malaysian government instituted entrepreneur development institute for rapid growth of young entrepreneurs. It has a plan to develop 1000 young entrepreneurs by 2020 under the umbrella of Global Innovation and Creativity Centre (Nor, 2015). Studies conducted in Australia identified, through entrepreneurship program government can promote SMEs. Entrepreneurship programs can enhance technical and innovation skills of people (Charoenrat & Harvie, 2014). Roy and Bhattacharjee (2013) conducted a study on outcomes of Youth Entrepreneur Development Program. Study finds institutions of entrepreneur development are more focusing on academics of institutions. Study suggests technical training should be part of studies. Students of entrepreneurship learning should be trained in organizations. Study also recommends a proper mechanism should be prepared to create linkage between institutions and corporate sector (Roy and Bhattacharjee, 2013).

Case Study of Karachi

Karachi is the biggest city of Pakistan with an estimated population of 22.8 million people (Demographia, 2016). It is the centre of economic activities and generates 35% of total revenue (Janjua, 2015). Karachi is also a hub of education in Pakistan. 80% of the population of Karachi attended schools for education. Immigrants from various areas of Pakistan come to Karachi for the sake of quality education (Amer, 2013). Young people in Karachi are less motivated toward entrepreneurship activity as compared to young people who have the same living conditions in different countries of the world (Alam, 2011). Nawaz and Mehmood discussed a three-dimensional view including views of students, Institutional Management and Corporate Sector in Karachi. Studies included were based on a survey conducted in five business schools namely IBA, CBM, Hamdard, MAJU and SZABIST. Fifty students from each business school were interviewed. In total, responses from 250 students were collected during the interview. Studies find students are dissatisfied with teaching methods and management systems. Institutions are focusing on grading that is leading to a decline in the quality of education. Institutions are dissatisfied with standards maintained by the Higher Education Commission. The Corporate Sector is also dissatisfied with the quality of education provided by business institutions in Karachi and rates them as 60% efficient with respect to their requirements sector (Nawaz & Mehmood, 2011).

Educational institutions are focusing on old and tradition techniques of teaching entrepreneurship. Low quality educational institutional causing decline in entrepreneurial intention of young people in the city (Alam, 2011)

Bivariate analysis showed, only 9.3% young people are running their own business. 17.2% young people have adequate knowledge, Skills & abilities to run business and 5.6% do not have knowledge, skills & abilities. Comparison of analysis shows young people have knowledge, Skill, & abilities are more likely to run their own business (See

Table 2 and Figure 5 , Figure 6 & Figure 7).

Table 2

Have run their own business	Knowledge, Skill & Abilities to run business		Total
	No	Yes	
No	94.4%	82.8%	90.7%
Yes	5.6%	17.2%	9.3%
Total	100.0%	100.0%	100.0%

Source: Megacity Project Survey 2015 - 2016

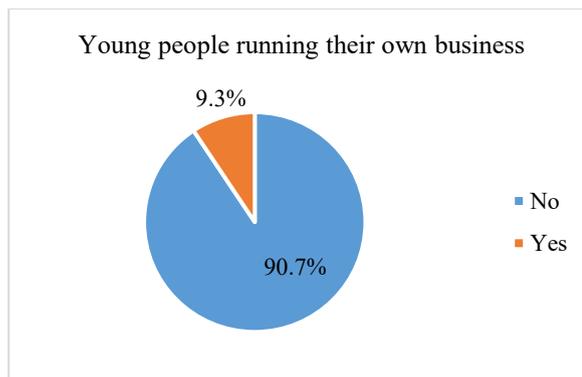


Figure 5

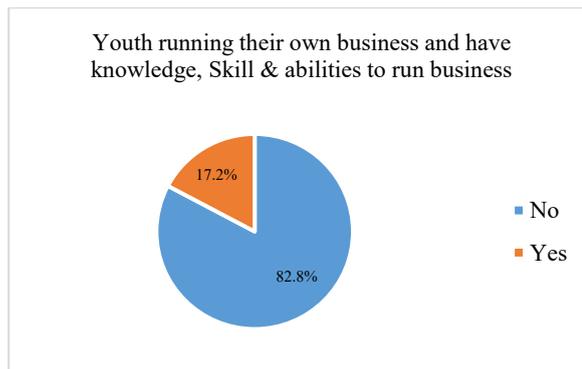


Figure 6

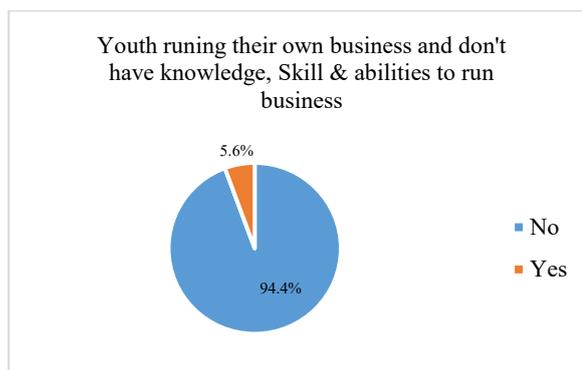


Figure 7

Bivariate analysis shows that males are more likely to involve in running their own business 11.6% males are engaged in business activities in comparison with 6.5% female (See

Table 3 and Figure 8 & Figure 9).

Table 3

Have run their own business	Male	Female
No	88.4%	93.5%
Yes	11.6%	6.5%
Total	100.0%	100.0%

Source: Megacity Project Survey 2015 - 2016

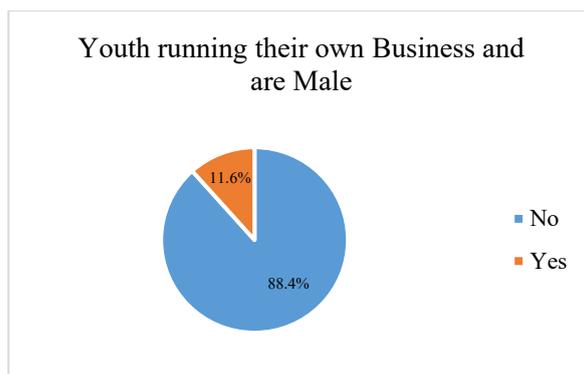


Figure 8

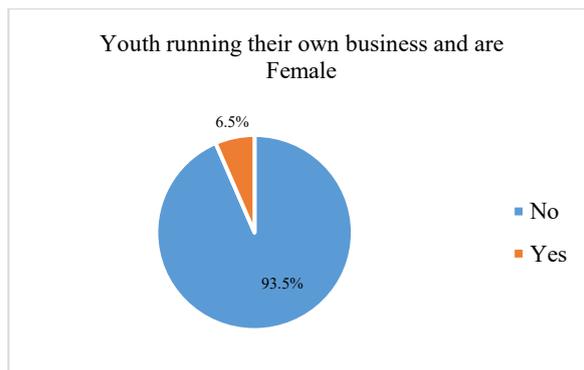


Figure 9

Bivariate analysis of dependent variable and independent variable is showing only 46.5% young people feel they have Knowledge, Skills and Abilities to run business. 30.9% young people who did not attended any institution but have Knowledge, Skills and Abilities to set up and run their own business (See Table 4 and Figure 10 & Figure 11).

Table 4

Having Knowledge, Skills and Abilities to run business	Receive business education		Total
	No	Yes	
No	69.1%	53.5%	68.1%
Yes	30.9%	46.5%	31.9%
Total	100.0%	100.0%	100.0%

Source: Megacity Project Survey 2015 - 2016

The young people attended business school for entrepreneurship education are more likely feel they can do their business. Analysis also revealing quality of education provided by business school in city. 53.5% young people attended business school for the course of entrepreneur development are not running their business and not able to startup a new business.

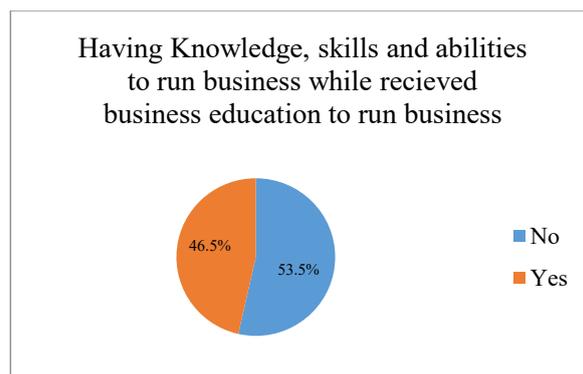


Figure 10

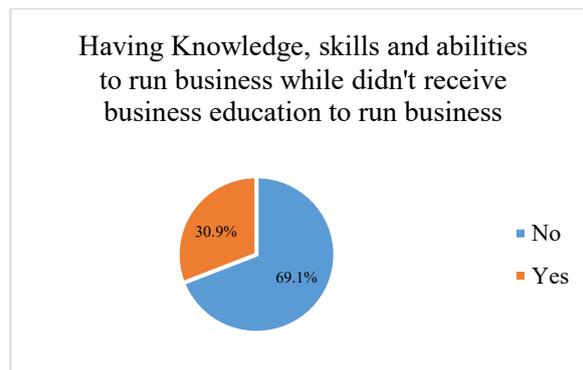


Figure 11

Research Hypotheses

This research is based on data gathered during Megacity Project Survey. The survey was conducted in Karachi in the year 2015-16. The purpose of the survey was to identify problems of people in Karachi. The following hypotheses are made to test this research.

H₁: Running their own business is dependent on having knowledge, skills and abilities to run business.

H₂: Running their own business is associated with gender.

H₃: Having Knowledge, Skills and Abilities to run business is dependent on having education from business school to run business

H₄: As knowledge, Skill & Abilities of young people to run business increases the percentage of young people running their own increases.

H₅: As percentage proportion of female increases the percentage proportion of young people running their own business decreases.

Research Methodology

The study is based on data collected during Megacity Project Survey 2015-2016. A two-stage stratified sampling was employed to draw sample. At first stage 1% blocks from each town/cantonment were selected through systematic random sampling after a random starting point. At second stage 15 households were selected from each block after a random starting point. In total 1,991 households were visited during survey and 11,127 respondents were interviewed. Data is showing that 30% (3,354) respondents are belonging young people of age bracket 15-29. 2,689 young people were available at home for interview during survey that showed response rate of 80.2%. (see complete sampling on link: <http://cssr.gmu.edu/university-of-karachi-partnership/megacities2016-karachimegacitiesdata>).

Chi Square Analysis

Chi square statistics is a nonparametric test. It analyses relationship between categorical variables. Null hypothesis shows no relationship and research hypothesis depicts association of variables (Statistics Solutions, 2016).

The chi square analysis is showing strong association between running their own business is between having knowledge, skills and abilities to run business. The P – value for H_{01} is less than 0.05. Running their own business is also associated with gender. The P – value for H_{02} is less than 0.05. Beside this having Knowledge, Skills and Abilities to run business is having association with having education from business school to run business. The P – Value for H_{03} is less than 0.05 (See Table 5).

Table 5

Pearson Chi-Square	df	Level of Sig. $\alpha = 0.05$	Status
H_{01} : Running their own business is independent of having knowledge, skills and abilities to run business.	1	.000	Rejected
H_{02} : Running their own business is independent of gender.	1	.000	Rejected
H_{03} : Having Knowledge, Skills and Abilities to run business is independent of having education from business school to run business	1	.000	Rejected

Multivariate Analysis

All variables in research are recoded into binary digits (1,0) e.g. 0= Don't have knowledge, Skills & Abilities to run business and 1= have knowledge, Skills & Abilities to run business. Logistic regression is an appropriate statistical tool to analyse dichotomous variables. Model assumes outcome should be discrete, no outlier in the data and no high multicollinearity among variables (Statistics Solutions, 2016).

Multivariate analysis is showing that people who feel they have knowledge, skills & abilities to run business are likely to be an entrepreneur. It has impact of 3.23 times on its one-time rise. Beside this gender is also an important factor with significant impact of 0.67 time on running a business (See Table 6). Table 6

Step 1a Variables in the Equation	df	Level of Sig. $\alpha = 0.05$	Exp(B)
Knowledge, Skill & Abilities to run business (1)	1	0.000	3.23
Female (1)	1	0.005	0.67
Constant	1	0.000	0.07

Conclusion

Educational institutions play an important role in development of young entrepreneurs. Entrepreneurial intention depends on many factor e.g. educational institution, parenting style, environment of existence and entrepreneurial orientation etc. The study concluded, people received business education from entrepreneurial institutions, have adequate knowledge, Skills & abilities to run their own business. In the case of Karachi only 46.5% young people are feeling they have adequate education background about running business while

they have received proper business education. Business schools are not providing quality education that can create match between business needs and academics of business education.

Policy Recommendation

- Educational institution should adopt new way of teaching entrepreneurship as per international standard.
- Educational institutions should initiate such courses that can motivate students and increase their intention about becoming entrepreneur.
- Educational institutions should prepare students for corporate sector by updating course work as per requirement of corporate sector.
- Educational institutions should provide platform that create a link between students of entrepreneur studies and corporate sector.

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