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Developing Entrepreneurial Learning Curricula From A CEO's Perspective

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ABSTRACT

The study aims to understand dichotomies prevalent between entrepreneurship learning undertaken at universities in comparison to the actual business practices in province of Khyber Pakhtunkhwa, (KPK) Pakistan. A qualitative research design has been used in conjunction with 31 semi-structured in-depth interviews (IDIs) from CEOs and analysed through limited grounded theory approach by way of three levels of coding analysis corresponding to constant comparison and theoretical sampling procedures. The study illustrates the importance of transgenerational learning in business families, wherein parents influence learning through a scaffolding process mainly involving tax management and fraud prevention skills. In contrast, novice entrepreneurs rely on self-directed learning, which mostly prolong periods of emotional maturity due to trial and error based learning from the process of failure. The findings entail a classic paradox of expectations, whereof employers lament lack of talent, while graduates, bewail lack of job opportunities which are mainly attributed to absence of practice dimension such as apprenticeship, except in fields of Medicine, Law and Chartered Accountancy. The study contributes by offering incremental yet practical policy insights on how to combat a social vacuum at the heart of industry-academia nexus by way of identifications of dichotomies in planned entrepreneurship learning curriculum as against actual business practices in vogue in Khyber Pakhtunkhwa, Pakistan.

INTRODUCTION

The importance of entrepreneurship is well established from its virtuous outcomes which includes but are not limited to wealth creation, employment generation and germination of entrepreneurial spirit and innovation (Gedafors & Anderson, 2017). The spirit of entrepreneurship is also credited to reduce crime rates, improve living standards, germinate entrepreneurial spirit and instil a spirit of competitiveness and national development (Baumol *et al.*, 2009; Yousafzai, 2019). The domain of entrepreneurship is more

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relevant to Pakistan than any other country as a majority of more than 60 percent of its population is below 25 years of age (IPR, 2016). The youth if developed can become a source of human capital development and national prosperity. However, a report by institute of policy reforms (IPR, 2016) presents a grim picture wherein unemployment among highly qualified people is three times more than national unemployment averages. Thus, it makes sense to further probe peculiar reasons contributing to such distressing phenomenon in Pakistan. According to Anderson *et al*, (2012) entrepreneurship is a social phenomenon as well as an economic in a sense that it causes changes and yet acts as a milieu of change in a specific context. Yet again, economic theories let alone are insufficient to account for an equally remarkable social phenomenon of entrepreneurship as it ignores the certain factors which lie outside the *"ceteris paribus"* of economic analysis (Anderson & Ronteau, 2017). A fine grained and careful investigation of what entrepreneurs do in terms of learning should inform us to better understand this remarkable phenomenon of entrepreneurship. The preceding discussion draws our attention to the issue of largely ignored systematic approach comprising of inputs and outputs gaps in entrepreneurial learning processes i.e. curriculum and business sector practices in higher education landscape to figure out paradoxes, dichotomies and areas of alignment.

The premise that protracted degree programs can impede entrepreneurship learning sounds plausible as we recount number of successful entrepreneurs with minimal formal qualifications (Baumol *et al.,* 2009; Clark & Ramachandran, 2019). This debate is hitherto, inconclusive as we also equally witness a large number of entrepreneurs with formal degrees. Yet, it offers opportunity to delve into investigation of literary and context specific gaps in reference to what type of learning is required for entrepreneurs and intrapreneurs. While learning is ubiquitously used and widely features at various levels of education, prior researchers have devoted scant attention to incorporate CEOs view of gaps relating to student entrepreneurial learning in HEIs as against contemporary business practices not only in Pakistan but in rest of developing world. This pattern is more evident in which had manifested itself in the form of skills and learning gaps in graduates where curricula does not go beyond teaching general business functions (Laukkanen & Niittykangas, 2010). Entrepreneurship education and learning is a context specific phenomenon across cultures, which involve value exploration, extraction and creation (Anderson & Ronteau, 2017). Entrepreneurial learning is hard to develop through the use of off-the-shelf curriculum, borrowed from elsewhere having little resemblance to prevalent informal ways of business manifested

in developing countries (Jones, 2007). Impractical curriculum coupled with get-a-job mentality has resulted in theory and practice dichotomies which this study strives to unveil by serving as input for benefit of educators and policy makers in domains of curriculum development.

Learning is a broader concept which encompasses education as a system through which learning occurs in schools (Kay & Edwards, 2012). In the same vein, to distinguish learning from education we use the concepts of formal learning as occurring in schools; informal learning taking place in groups and non-formal learning happening in the work places (Jarvis & Dikie, 2010). Having identified core problem area, now we strive to situate indigenous entrepreneurial learning mechanisms to scale up entrepreneurship learning to a desired level. In order to identify gaps in planned and received learning practices the first research question is posed as: *"What gaps exists in HEIs curriculum planned learning to business sector practices in vogue"*. The gaps once identified, will serve as foundation to suggest the right combination of formal and informal entrepreneurship learning processes in order to train university graduates as value creators. Hence, the second research question of the study is posed as: "*What formal and informal learning processes lead to create entrepreneurs and intrapreneurs"?*

PREVIOUS LITERATURE

The concept of learning and education is sometimes used interchangeably albeit the fact that former, encapsulates the latter as system through which learning occurs. Specifically, the concept of entrepreneurial learning has been discussed by a number of scholars. For instance, Schumpeter emphasizes innovation and imagination (McDaniel, 2000) while, creative alertness to opportunities is accorded importance by Shane and Venkataraman, (2000). Likewise, Cope, (2011) stresses the acquisition and storage of entrepreneurial knowledge, while importance of self-efficacy is dominant in works of Rae & Wang, (2015). It can be said that most of the focus has been in learning and for that matter in entrepreneurial learning is on cognitive approaches with the social nature of entrepreneurship remaining relatively understudied (Anderson & Ronteau, 2017; Abbas *et al.*, 2015). However, the use of new version of Blooms taxonomy in educational learning in Pakistan also caters to affective and psychomotor aspects of learning. The importance of this three tier coverage of blooms taxonomy had also been recognized in technical education as evident from its inclusion in Outcome based accreditation (OBE) by Pakistan Engineering Council and other schools.

Apart from curricular learning taught in schools, learning can also occur in co-curricular and extra-curricular manner. This is one of the reasons that Pakistan has been witnessing a plethora of incubation centres and accelerators with mentors on their rosters amidst little progress in terms of innovation and business creation. After all, entrepreneurship fails to occur in vacuum as it relies on environment and is

context dependant and is shaped by social actors (Gaddefors & Anderson, 2017). In this connection authors such as Service *et al*, (2016) emphasize importance of Zone of proximal development (ZPD) by way of which learning can be enhanced through shadowing a more knowledgeable person**.** Universities in underdeveloped countries seldom have access to mentors and apprenticeship programs, where students can be scaffold in their learning process. According to Fourie, (2013) as a consequence we see there is room for cooperative learning among a small group of members with interdependencies in face-to-face interactions which serves as substitute of "Zone of proximal development". The concept of ZPD proximal development is co-curricular in nature, while learning in the Bloom's taxonomy is curricular in scope. Thus, Blooms taxonomy in addition to cognitive components of learning also encompasses affective and psychomotor aspects for educators and curriculum planners. In addition to this, the revised versions of Blooms taxonomy also incorporate meta-cognitive knowledge which accounts for learners' awareness of their personal cognitions and knowledge (Shute *et al*, 2015). In ensuing lines, now we pay attention towards importance of Learning through apprenticeship and its role in entrepreneurship.

The concept of apprenticeship had spawned from ancient days of Greece, Rome and Egyptian cultures. Apprenticeship involves more concrete learning experiences in comparison to class room. The role of apprenticeship and internships was felt during 1961 and 1966 in Pakistan, wherein the apprenticeship Act was promulgated (Hippe & Fouquet, 2018). However, the apprenticeship idea did not work well in certain disciplines such as business administration. The Government recently passed another apprenticeship act (Lauterbach, 2008) which is yet to be implemented in true letter and spirit. Professionalism, business etiquettes and heuristics can be better learned in an environment of practice (Jackson, 2015) as envisaged in (CAM) cognitive apprenticeship model (Ware & Kitsantas, 2007). The roots of this CAM apprenticeship model have stemmed from social learning theories which are widely used in psychology, education and sociology among others (Schön, 2017)**.**

There is considerable overlap between use of learning and education words as these two terms are widely used interchangeably. This is not strange, even other words such as training, education, development and learning which are interconnected yet separate concepts are understood the same thing (Tabassi *et al*, 2012**;** Masadeh, 2012). Learning is a process by which societies pass on knowledge, while education can be considered as an outcome or alternately we may presume learning as a superset of education. Education is defined as, *"Any institutionalized and intended sequence of events, with humanistic basis, aimed towards participant understanding and learning"* (Merhi, 2015).

Formal learning occurs in institutions for education; non-formal learning is grounded and occurs in communities and the workplaces. Other than this, self-directed learning (SDL) as form of informal learning occurs individually and within groups of learners. The preceding discussion is suffice to say that learning is a process of wider scope containing formal, informal formal and non-formal types and encapsulates education as a systematic approach for learning (Merhi, 2015). Due to the interface of experiential learning with formal, informal and non-formal learning as well as its boundary spanning nature it subsumes activity, problem and project based learning. The experiential learning is best described in the cone of experience (Emmer & Evertson, 2016**)** which organizes learning on a continuum having gradual progression from concrete to abstract learning forms (Garett, 1997).

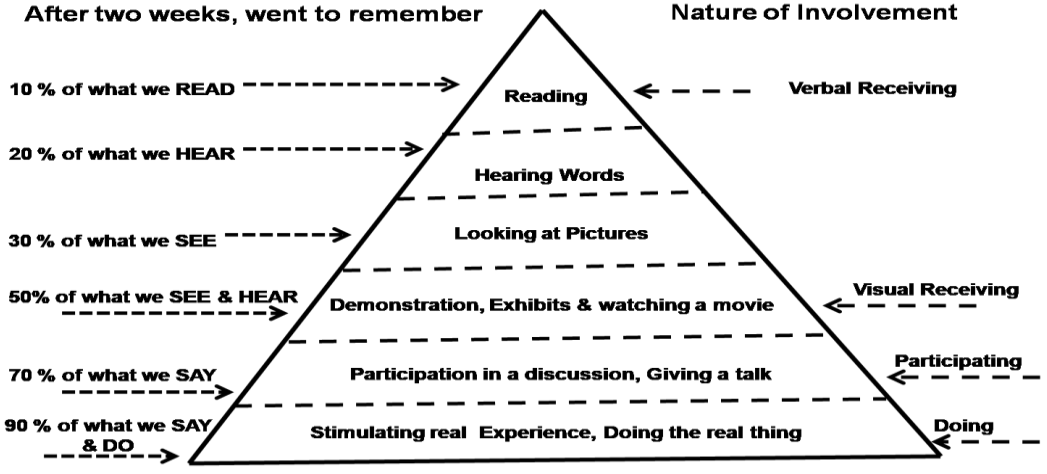

Figure (1) Cone of learning Experience (Source: Adapted from Emmer & Evertson, 2016)

As indicated from the Cone of experience above figure (1), learners tend to remember a dismal 10 percent of what they read as against a whopping, 90 percent for what they actually undertake in learning

by doing activities. The transition from transmission based pedagogies i.e., "learning about" to experiential learning "learning for" confront educators with immense challenges that require time, effort and commitment not only from teachers but all stakeholders concerned for value creation.

Stakeholders as asserted by Freeman *et al.*, (2010) are those individuals or groups who impact the organization or a project and their objectives (Rooij, 2009). Some of the salient stakeholders identified by scholars include Government, Faculty members, Industry, Students, Employers, Families, Alumni, Donors, Society and Regulatory bodies (Budd, 2017; Yousafzai *et al.,* 2017; Kettunen, 2015)**.** It is obvious that stakeholders differ in regards to their role, relevance and engagement levels. Moreover, stakeholders may also be categorized on a continuum of unaware, resistant, neutral, supportive and leading (Bayona, Bustamante & Saboya, 2018). For this study we consider students, teachers and employers as salient stakeholders due to the central role in entrepreneurial learning processes

(Mitchell, Agle & Wood, 1997). The role universities as societal innovation subsystems had undergone transformation to include development of catchment area besides teaching and research in accordance with Third Obligation of HEIs (Laukkanen & Niittykangas, 2010). However, to elicit and incorporate varied meanings of learning in curriculum, we chose CEOs of entrepreneurial firms as salient stakeholders for study as participants in order to better analyze the stumbling blocks in learning.

METHODOLOGY

In domains of social sciences a research paradigm comprises of ontology, epistemology and methodology which helps to gather knowledge of the real world (Creswell & Poth, 2017). A methodology is a system of practices, techniques, procedures, and rules used by those who work in a discipline (Rooij, 2009). A constructivist philosophical worldview where reality is constructed by human mind and subjectivist ontology has been espoused for inductive qualitative approach in tandem with grounded theory as strategy of inquiry. This is especially relevant in cases when there are no apriori theories to explain a particular context dependant social phenomenon of interest (Rowley, 2012**;** Creswell, & Poth, 2017**;** Sekaran & Bougie, 2016). The strategy of inquiry for this inductive-qualitative study is grounded theory inspired due to absence of prior pet-theories in the social context of KPK, Pakistan (Creswell & Poth, 2017)**.** In the same line, a mono-method qualitative research method has been used based on nature of research questions and our research positionality to study the complex

human beings and their interactions which is even more complex. The time horizon is cross-sectional for data collected and semi structured in-depth interviews (IDIs) have been used which were analyzed manually to imbue fine grained human judgment as per tenants of qualitative research.

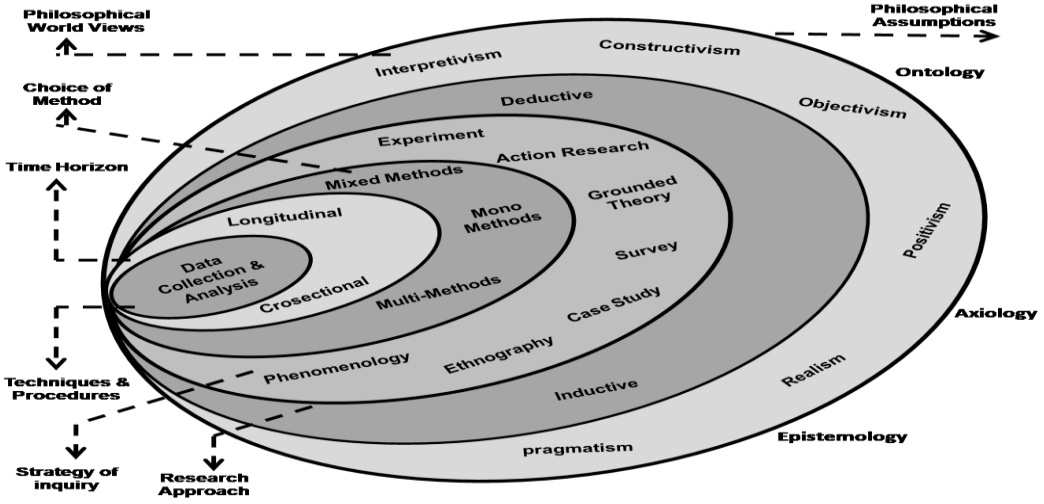

Figure (II) Research Onion (**Source:** adopted from Saunders, 2011)

The concept of research onion as shown in figure (II) above offers a useful way to situate the research design and offers justification of study on a layer-by-layer basis (Rowley, 2012). The outermost layer pertains to philosophical assumptions which pertains ontology, axiology and epistemological orientations of researchers on which hinges the subsequent layers of research onion. This is followed by philosophical worldviews, research approach, strategy of inquiry, and time horizon and data collection procedures as discussed above. The method section here also contains data collection procedures, where we first discuss sampling procedure and sample size. Moving ahead, we discuss interview guide development and trustworthiness of research. Trustworthiness of research is used in lieu of reliability and validity which are mostly used in quantitative studies. Finally, as we would like to acknowledge and declare our own positionality in the form of axiological inclinations in order to induce further rigor. As entrepreneurship educators, we have our own views towards development of entrepreneurship learning curriculum in HEIs but we are interested in investigating the views of CEOs to achieve a better perspective for topic of study under investigation.

The issue to ascertain an appropriate sample size in qualitative research has been more of an enigma. In

a sense, the sampling terminology does not go in sync with spirit of inductive qualitative researches (Creswell & Poth, 2017). Most of the qualitative researches uses saturation concept to determine suitable sample size amidst differences in preferred number of interviews required. This variance is even more pronounced in grounded theory based studies where scholars exhibit variance in terms of their preferred sample size as show in table (I). For this study, we chose a sample of 31 CEOs from jurisdiction of Peshawar, Pakistan. Additional, care has been made to make the sample more representative, such as both type of CEOs having university degree or diploma and well as not having higher degrees were approached. Those respondents who had obtained their degree from abroad were included only when they had already received a graduate level degree from Pakistan.

Practicing scholars	Preferred Sample size
Burgess et al, (2002)	Calls for conduct of 50 interviews
Warren, (2004)	Argues for 20-30 interviews
Guest et al, (2006)	Advocates for 15 interviews
Charmaz, (2006)	Favors conduct of up to 25 interviews
Brinkman & Kvale (2015)	Supports 1210 interviews rule of thumb
Malterud et al, (2016)	Calls for use of information power
Creswell et al, 2017	20 -30 interviews recommended

Table (I) Preferred sample size for QDA (**Source**: adapted from Tariq *et al*., 2016)

Development of Interview Guide

The development of interview guide is a recursive process which goes in sync with three stages of coding processes in grounded theory methodology. During the course of interviews the interview protocol was revised several times unlike many quantitative studies where a questionnaire is chosen off the shelf or determined by using formulas. The iterative process of revisions in interview guide, instils recursive refinements to better elicit pertinent information from participants (Creswell & Poth, 2017). Efficient use of ice breakers at the outset of interviews as well as mini-tour and grand-tour questions was made to establish rapport with participants. The paralanguage and non-verbal cues were obtained during and interviews were also audio-taped after seeking prior permission and transcribed verbatim while keeping in mind the famous Hawthorne effect for greater reflexivity and attention given to participants of study. Finally, the pseudonyms were allocated to all respondents in order to conceal their identity and allow confidence to the respondents in order to comply with ethical requirements of qualitative research as

naiveté about ethics is unethical in itself.

DATA ANALYSIS

The first research questions of study pertain to gaps between universities based learning and business practices in vogue in KPK. To achieve a holistic understanding a first sub-question posed during interviews pertains to academia and industry linkages. The open coding reveals recurrent themes that describe universities in Peshawar operate in their silos. There is mistrust at the heart of academia and industry relations with both looking down upon each other in disdain. The axial coding analysis in the light of causal conditions, context and strategies pinpoint poor quality oriented practices of HEIs in Peshawar. The corporate sector does not follow standardized quality practices taught in HEIs curriculum. Linkages if any are made on unsystematic and informal individual basis. Thus, a wide gulf is prevalent, devoid of any complementarities in academic and business interactions. The selective coding analysis in the light of preceding analysis, entails that university-industry knot had not been hitherto stitched amidst some improvements made in recent years. The prevalent linkages are randomly formed and hence not monetized in larger interest of stakeholders of higher education landscape in Peshawar, Pakistan.

Likewise, a second sub question concerns the contributions of entrepreneurs in design of curriculum. The analysis during open coding reveals nominal representation of corporate stakeholders in academic governance boards of HEIs. In instances, when industry representation is present on academic boards, they seldom receive any benefit due to basic nature of research at universities. According to Guimon, (2013) the corporate sector is in favour of practice-oriented applied collaborations of shorter span. Whilst, university based research is mostly long term oriented and basic in nature, involving long term commitments. The axial coding analysis indicates that university faculty is already overloaded in terms of academic teaching, administrative and research related endeavours. Some of the categories offer evidence to suggest the existence of inter-locking within and across board of governors across universities. The final selective coding suggests little or no incentive for corporate representation and involvement in development of university academic and industrial advisory boards.

A third sub question, elicits responses in regards to industry and universities related gaps. A recurrent theme which emerges during open coding, unveils interesting paradox where graduates lament the fact

lack of job opportunities, while employers bewail scarcity of talented workers. This is a clear instance of misalignment between what is learnt in HEIs to what is needed in actual business practices. There are also deficiencies in terms of understanding the expectations of both industry and universities. There is evidence to suggest in axial coding which pertains to absence of relevant laws and regulatory mechanism similar to the ones practices by medicine (House Job), law (apprenticeship), ACCA and CA (articleship) in Pakistan. Moreover, no incentives are present for professors in regards to their career paths to participate in formation of academia-industry linkages through secondments. The selective coding analysis, pinpoints the existence of misalignment as well as prevalence of paradox of expectations between university and industry needs. There is a pressing need for incentivizing collaboration through promulgation and enforcement of new laws and policies such as those present in law, medicine and chartered accountancy in Pakistan.

The penultimate sub question for RQ1 elicits problems in terms of learning and training of graduates with emphasis on skills which are lacking. During open coding a recurrent category of information which emanates is indicative of the lack of in-demand soft skills in university graduates. Students often have difficulties in construction of even a basic level argument which are attributed to low exposure and confidence levels. The axial coding analysis indicates that most of the graduates have rural backgrounds with limited exposure and adaptation capacities. The local industry is constrained by higher pay expectations of graduates from top ranked universities who are trained for multinational corporations. Moreover, the prevalent mind-set in society is inclined towards degree seeking instead of knowledge which cascades a detrimental spill over effect on societal ecosystem of Peshawar in Khyber Pakhtunkhwa, Pakistan. The selective coding analysis refers to prevalence of short cut i.e., degree seeking in lieu of skill building and knowledge acquisition. The degree seeking narrative discourage students to develop in-demand soft and hard skills which coupled with lack of exposure opportunities serves as a major blow to human capital development in Pakistan.

The final query solicits information on problems confronted by graduates in setting up their own start-ups. The open coding analysis, lead to formation of categories which refers to a dominant social narrative tilted towards Get-a-job mentality especially, a pensionable secure job. This is partly attributed to the prevalent insecurity due to terrorism, divine disasters, man-made conflicts and lack of opportunities in

Peshawar. In axial coding the emergent categories reveal a biggest hurdle is to garner support of risk-averse parents. There is also a phenomenon of job hopping and severe lack of talented and loyal employees as well as non-availability of venture capitalists and venture capitalist funds. Finally, higher overheads and no ease of business due to bureaucratic procedures create a business repellent environment which deters student's aspirations of establishment of ventures. The final coding refers to a huge impediment which is to convince risk-averse family members in face of prevalent job oriented societal narrative and discourse in vogue. The combat the business repellent culture it requires germination of entrepreneurial spirit in Peshawar through design of learning and curriculum to serve as a counter narrative favouring entrepreneurial endeavours.

The second research question is analyzed through seven sub questions. The first sub question pertains to importance of internship in entrepreneurship learning. The open coding analysis reveals that majority of entrepreneurial learning took place within transgenerational business families in an informal manner. The axial coding analysis generates a theme which shows that internships though are good but parental coaching and mentoring is even better in nurturing business acumen in graduates such as fraud detection, investment analysis and taxation. This goes to show that at present due to low value creation in schools, the informal learning is better in nurturing entrepreneurs than formal learning undertaken at universities. The final selective coding analysis entails that internship in diverse sectors as well as prior experience is important in developing capacities needed for entrepreneurs an d intrapreneurs in Khyber Pakhtunkhwa, Pakistan.

In the same vein, the next sub question for RQ2 probes learning styles needed for training entrepreneurs. The open coding categories indicate the importance of real time problem solving as manifested in progressive education-based pedagogies and blended learning. The progressive education theme also emerges during the process of axial coding analysis that also includes self-directed learning (SDL). This SDL is however, conspicuous by its absence in contemporary higher education teaching as majority of learning is teacher-centred with students acting as passive learners. Besides this, non-formal type of learning such as societies and business clubs are also helpful amidst lack of support in terms of finances allocated on recurring basis in universities of Khyber Pakhtunkhwa. The selective coding categories, lead to formation of themes which emphasize a balanced approach comprising of blended and

progressive education which includes self-directed learning approaches for nurturing entrepreneurs and intrapreneurs.

In the same line of reasoning, another sub question pertains to the efficacy of prior university learning's in regards to running and establishment of entrepreneurial ventures. The initial categories formed during open coding analysis indicate importance of prior university-based learning, albeit not to a desirable level, indicating prevalence of dichotomies in theory and practice of entrepreneurship education at HEIs in comparison with industry specific practices in vogue. The axial coding analysis, leads to formation of categories which indicate importance of life-long learning (3L) in certain ventures operating in Computer science and Medicine and even in educational domains. In the selective coding analysis, the emergent categories informs that due to misalignment of university-based teaching and industry practices majority of learning occurs post-degree qualification from a university.

The next sub question posed during interviews with CEOs pertains to non-formal learning and probes the role of emotional setbacks in entrepreneurship associated learning. The initial coding categories signal importance of emotional maturity as entrepreneurial setbacks trigger useful pivoting and learning from mistakes. The axial coding leads to formations of categories which indicate that majority of setbacks are due to changes in external policies of government which goes in agreement with Yousafzai *et al*, (2020). At the same time, changes in family due to natural succession also trigger emotional setbacks, which act drivers of strengthening entrepreneurial passion in existing entrepreneurs. In addition to this, financial mismanagement due to lack of financial literacy and dearth of reliable human resources is also a cause of emotional frustration and setbacks. The selective coding categories indicate that majority of emotional setbacks and learning are triggered due uncertain market changes, lack of financial literary, family differences and change in Government policy.

In the same vein another sub question is regarding role of parents in entrepreneurial learning. Open coding evidence gathered from emergent categories, entail that salaried parents unlike their counterparts in transgenerational business families had a detrimental effect on entrepreneurial intentions of their children. The axial coding refers to risk averseness of salaried parents who insists on retaining the status-quo of family through a pensionable job. This tendency goes in contrast to international standards of securing a job in multinational corporations. The selective coding reveals that partly the get-a-pensionable-job mentality influences the prevalent societal narrative and discourse in Pakistan. Thus,

based on the analysis through three successive stages of grounded theory analysis, it is safe to say that parent's role is mostly restrictive in nature in case of salaried parents. While students whose parents had a business oriented families were highly likely to benefit from parents in entrepreneurial journey.

The penultimate sub question pertains to scaffolding and role models present in the proximity of entrepreneurs. On the one hand, majority of entrepreneurs had access to some form of mentoring at their doorstep, especially, those which involved low-tech businesses. On the other hand, those with novel business models drew their inspiration from motivational speakers, seminars and encouraging teachers. The axial coding with inputs from categories formed in open coding reveal that in Peshawar there is no or little direct entry of establishing your own industry. This is supported by the evidence as majority of people already had their families involved in domestic form of trading businesses before setting up their industries. Hence, internet based born-global firms were mostly set up by first generation entrepreneurs due to lack of capital and familial support. The selective coding categories entail that majority of established businesses had emanated from trading ancestors which signals a path from trading to industry mostly prevalent in CEOs of various industries in KPK, Pakistan.

The final sub question to elicit response for RQ2 pertains to attained learning from working as CEO in KPK based business and industry. The open coding categories signal a recurrent them showing major differences in theory taught in higher education institutions (HEIs) and business practices. Socialization and acquisition of powerful network base are important for business success. The axial coding refers to development of socially induced learning for survival such as fraud deterrence and coping with unreliable business intermediaries and workers**.** The selective coding analysis based categories formed during analysis indicate the prevalence of business uncertainties which makers learning of survival skills crucial in business endeavours. Other than this, due to excessive greed and deterioration of societal values, fraud deterrence and fraud detection skills are important learning required in business sector practices of KPK, Pakistan.

CONCLUSIONS

The upshot of preceding analysis manifests as a wide gulf between academic learning and industry practices separated by paradoxical expectations. Due to this, a context specific social vacuum exists which hinders any efforts to stitch together the dichotomies between university driven learning and

industry-based practices in KPK. However, the university and industry linkages had not been linked together completely, whilst many prior efforts have been undertaken to break the silos for knowledge and value creation. Business specific practices and contextual elements in both academic institutions and industry exhibits high level of immaturity due to their family-oriented ownership that had mostly emerged in past two decades. The prevalent societal narrative both in discourse and cognition is strongly motivated for a treed on most trodden path of a government job in KPK, Pakistan. With rising levels of Credentialism and access to higher education had resulted in tough job market conditions for take-a-job-mentality holders which manifest itself in a false sense of insecurity in private jobs and ventures. This further makes the societal ecosystem more business repellent than ever. Moreover, a false sense of entitlement and paradox of expectations is set up by universities who train their students based on trans-located fortune 500 based curriculums. This does not have slightest of resemblance to learning required in an informally organized small business firm which are so peculiar in a developing country context. As a consequence, students mostly had to spend considerable time periods post degree to learn the ropes peculiar in context of KPK Peshawar whilst remaining under employed or unemployed for extended duration of time. There is absence of Self-directed learning in certain fields which results in severe learning and skill deficiencies in graduates. Moreover, learning at university level is financed by parents as against the student loans given abroad in developed countries, which are liability of students after graduation. As such graduates generally take longer than necessary to reach a level of maturity needed to start their own venture or choose a particular career path. One of the biggest challenges for first generation entrepreneurs is to convince family members to start a job especially if the parents happen to be salaried persons. Finally, the majority of learning taking place in universities is wealth accumulation orientated instead of wealth creation processes. The study contributes by offering incremental yet practical policy insights on how to combat a social vacuum at the heart of industry-academia nexus by way of identifications of dichotomies in planned entrepreneurship learning curriculum as against actual business practices in vogue in Khyber Pakhtunkhwa, Peshawar Pakistan.

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