

ENTREPRENEURIAL CAPACITY BUILDING AND STUDENTS ENTREPRENEURIAL INCLINATION

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ABSTRACT

The research study focuses on measuring the effect of entrepreneurial capacity building i.e. entrepreneurial (education, Apprenticeship program, training and Coaching) on students entrepreneurial Inclination. The data was collected from the graduate and undergraduate students of University of Agriculture, Peshawar. The findings of the study reveal that there exists significant positive effect of entrepreneurial education, Apprenticeship program, university training and Coaching on university student's entrepreneurial Inclination and entrepreneurial education, Apprenticeship program, university training and Coaching increases the propensity of entrepreneurship among the university student's. The future research area and recommendation also incorporated in the study.

Keywords: Entrepreneurial Inclination, Capacity Building

INTRODUCTION

Entrepreneurship is defined an opportunity for risk management and to create business value (Schaper, and Volery, 2004). In recent era, entrepreneurship becomes an important field for the professional as well as for students. Economists and university graduates consider entrepreneurship as an opportunity for their self-employment (Schaper, and Volery, 2004).

Entrepreneurial Inclination is the propensity to create new businesses (Matlay and Westhead, 2005). For the better understanding of the vital dynamics of entrepreneurship different firms around the world organized conferences, seminars and workshops (Schaper, and Volery, 2004; Matlay and Westhead, 2005). In order to enhance the entrepreneurship Inclination most of the universities around the world are giving firstly university entrepreneurial education that provides the students basic knowledge and skills of entrepreneurial achievement (Venkatachalam and Waqif, 2005; Brown, 1999), secondly university entrepreneurial training that is skills, knowledge and abilities provided to students for the new venture creation and its maintenance (Henry, 2003) thirdly university Coaching which means the process of informally transfer of information to student relevant to their effort and career improvement (Brown, 1999) and fourthly university Apprenticeship programs that expose what are the different activities are performed in starting and running a new business as a whole (Brown, 1999). Thus, many educational institutions have taken care of this desire by presenting entrepreneurship related courses to the students so that they can adopt entrepreneurship

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occupation (Postigo, and Tamborini, 2002). Consequently, students are now really seeking an learning that will provide them required entrepreneurial know-how and skills to run a successful business (Hlady-Rispal and Jouisson-Laffitte, 2014). Hence, scholars concluded that there exists significant positive effect of entrepreneurial education, training, Coaching and Apprenticeship program on university student's entrepreneurial Inclination (Keat, Selvarajah and Meyer, 2011; Watson and Gavin, 2009). It is vital to note that all studies were conducted generally in western states (Brown, 1999) however little studies has so far attempted to clarify relative commitment of variables for entrepreneurial tendencies of students in context of Pakistan (Batoool et al., 2015) specially in KP with reference to, University of Agriculture, Peshawar. In addition to that, in today's stiff aggressive employment era, totals employment opportunities are partial, as results many graduates become jobless after graduation. So, to fulfill the gap, this study examines the effect of university entrepreneurial education, Apprenticeship programs, training and coaching on entrepreneurial Inclination of students at University of Agriculture, Peshawar of Science and Technology, KP Pakistan. The objective of the study is to measure the effect of entrepreneurial education, Apprenticeship programs, university training and Coaching on entrepreneurial Inclination of university students. The study investigation is helpful for all the universities students in respect of in depth analysis of entrepreneurship development. This research study overcome the existing research gaps and add more literature about the role of universities in promoting entrepreneurial education, university training, Apprenticeship program and Coaching to influence students towards entrepreneurial Inclination in University of Agriculture, Peshawar, Khyber Pakhtunkhwa, Pakistan.

LITERATURE REVIEW

Entrepreneurship

Entrepreneurship is the way to run, design and launches new business and new services and products (Zainal and Grigga, 1995). It is characterized as the readiness and ability to oversee, create and sort out a business venture any of its dangers to make them a beneficial. Entrepreneur or business person is a man who oversees and arranges any endeavor, especially an organization or any business, normally initiative risks are extensive (Zhung and Cueto, 2014). Relatively than work as a worker, entrepreneur assumes the risk and runs a business and remunerate of a given business venture, great/administration displayed available to be purchased. Entrepreneur as a business innovator and initiate identifies new business considerations and generation forms (Zhung and Cueto, 2014). Entrepreneurs distinguish hard business opportunities and frequently indicate positive Inclination as they would see it (i.e. an Inclination towards finding new possible results and promotion needs) and a star hazard taking mentality that makes them more prone to waste the opportunities (Zainal and Grigga, 1995). Entrepreneurship is portrayed by risk taking development (Zhung and Cueto, 2014). Entrepreneur is a man who successfully controls the business undertaking. They join the segments of creation with the benefits required to mishandle a business opportunity. Therefore they are the executive and deal with the possible destiny of the set up huge business. Undertaking is the methodology by which an individual or social event

recognizes a business opportunity and gets the principal resources required for its misuse without being immediately obliged by the challenges at their presentation. The spoilage of entrepreneurial opportunities may join exercises, for instance, developing an attractive system, utilizing the HR, getting money related and other required resources, giving activity, and being responsible for the attempt's thriving or disillusionment (Alberti and Sciascia, 2004) expressed that the part of the business visionary is "imaginative pulverization" and the progressions and "element disequilibrium brought on by the developing business visionary is the "standard" of a sound economy (Zhung and Cueto, 2014).

Entrepreneurship Education

The historical background of entrepreneurship education could be roots in 1938 when Shigeru Fijii, who was the showing pioneer at Kobe University, Japan had started education in entrepreneurship (Zhung and Cueto, 2014). In spite of that, the greater part of the entrepreneurship courses and projects were spearheaded and presented in American university. Numerous American university have relatively long custom as entrepreneurship education suppliers through its university and have very much archived entrepreneurship courses, making ready for entrepreneurship examines as a honest to goodness land of scholarly projects (Frank and Lüthje, 2004). Entrepreneurship training, as indicated by (Raichaudhuri, 2005) alludes to the educational procedure required in the support of entrepreneurial exercises practices and mentalities. Practically business instruction has been praised as having the capacity to make and expand mindfulness and advance independent work as a vocation decision among youngsters (Clayton, 1989). In this manner the part of entrepreneurial education is mainly to construct an entrepreneurial society among youngsters that thus, would enhance their vocation decisions towards entrepreneurship venture (Fleming, 1996). As such, the goals of entrepreneurial education are pointed in changing under study's condition of practices and even aim that makes them to comprehend entrepreneurship, to end up entrepreneurial and to wind up a entrepreneurship that at last brought about the development of new organizations and also new openings for work (Deakins and Glancey, 2015).

Entrepreneurship instruction looks to furnish students with the learning, abilities and inspiration to empower entrepreneurial achievement in an variety of settings. Varieties of entrepreneurship instruction are offered at all levels of education from essential or optional schools through graduate university programs (Fayolle and Gailly, 2005). Entrepreneurship education concentrates on the improvement of abilities or traits that make powerful the acknowledgment of chance, where administration instruction is centered around the most ideal approach to work existing chains of importance. Both methodologies share an interest for accomplishing "benefit" in some structure (which in non-benefit associations or government can take the type of expanded administrations or diminished cost or expanded responsiveness to the client/subject/client).

Entrepreneurship education can be arranged towards various methods for acknowledging opportunities: Firstly, the most mainstream one is regular venture: opening another association (e.g. beginning another business) (Hannon, 2005). Most by far of projects on university level show entrepreneurship comparatively to different

business degrees. Besides, another methodology is to advance development or present new items or administrations or markets in existing firms. This methodology is called corporate entrepreneurship or Intrapreneurship. Thirdly, a late approach includes making worthy associations (or parts of existing foundations) which are intended to act naturally supporting not withstanding benefiting their works. This is typically called social entrepreneurship or social wandering (Robinson and Haynes, 1991). Indeed, even a alternative of open segment business project has appeared in governments, with an expanded focus on advancement and client administration. Entrepreneurship is likewise being created as a method for creating aptitudes, for example, risk taking and critical thinking that encourage accomplishment of life objectives and in instruction (Alberti and Sciascia, 2004).

Apprenticeship program

Apprenticeship is a temporary position is employment preparing for clerical and expert professions (Schaper, and Volery, 2004). Temporary positions for master callings are equivalent in some ways to deal with apprenticeships for trade and expert occupations, however the absence of systematization and oversight leaves the term open to expansive understanding. Assistants might be school or university students, secondary school students, or post-graduate grown-ups. These positions might be paid or unpaid and are generally provisional. For the most part, an entry level position comprises of a trade of administrations for experience between the understudy and an association. Students can likewise utilize a temporary job to figure out whether they have an interest for a specific vocation, to make a system of contacts, or to pick up school credit. Some assistants discover lasting, paid business with the associations for which they endless supply of the entry level position. This can be a critical advantage to the business as experienced assistants frequently require next to zero preparing when they start consistent job (Schaper, and Volery, 2004).

The learning procedure of entrepreneurship have to restrict just to the classroom examinations as well as the communication with today's active business environment is fundamental due to 'basic entrepreneurial abilities must be created and refined on the off possibility that they are rehearsed' (Matlay and Westhead, 2005). This is to empower students to pick up hands-on experience by seeing, touching and feeling about the business world (Schaper, and Volery, 2004; Matlay and Westhead, 2005). Hence, entrepreneurial entry level position is seen as a decent system to furnish students with such a learning background in a genuine business setting (Venkatachalam and Waqif, 2005). Temporary position as per (Brown, 1999) seems to be 'by and large low maintenance field encounters and includes a more extensive assortment of scholastic controls and hierarchical settings' with its principle objective to in the end lead students to end up independently employed (Henry, 2003). Brown (1999). Highlight the objective of having temporary position venture is to open students to the perspectives of industry even minded and its Inclination of work practices. It is a planning method that progressions exploratory figuring out how to application and develops individuals' functioning aptitudes in honest to good business world (Postigo and Tamborini, 2002). Point out that the students' pastime plan/ work experience undertakings is to a great degree basic for students as it revealed and prepares an understudy for the real working

information and as an external optional learning development. Having the entrepreneurial passage level position programs offer a significant measure of Inclination for schools, affiliations and what's more students (Hlady-Rispal and Jouisson-Laffitte, 2014). Case in point, students with entrepreneurial entry level position experience tend to show lower work disappointment than those without temporary job experience (Keat, Selvarajah and Meyer, 2011). A study by Watson and Gavin, (2009) likewise justify that assistants who have taken an interest for the section level position programs tend to have higher job arranging about their occupations and bigger measure of regular and extra prizes achievements. Thusly, getting appropriate entrepreneurial experience has a positive association with individual's desire and accessibility in journey for business opportunities in perspective of their underlying presentation to business circumstances (Batoool et al., 2015). In whole, taking a gander at the banquet of entry level position projects to students, numerous specialists recommended that entrepreneurial temporary job projects ought to wind up an obligatory part of students' instructive structure (Zainal and Grigga, 1995). This, thus, has made entry level position programs turn into an vital basic part of today's instructive educational modules in get ready university students towards entrepreneurial profession (Zhung and Cueto, 2014). At the end of the date, having a decent entrepreneurial short-term job projects will greatly affect more university students to have higher interest for entrepreneurship project.

University Training

Training is instructing any aptitudes and information that relate to specific accommodating abilities. Training has specific destinations of the upgrading one's capacity, gainfulness, capacity and execution. It outlines the focal point of apprenticeships and gives the establishment of substance at foundations of development (otherwise called specialized universities). Research has been broadly centered around the field of entrepreneurship preparing, which has delighted in exponential development level universally (Zhung and Cueto, 2014). This is clear from the strands of studies which have been led on the capacity of entrepreneurship to make new employments and the significance of business preparing in creating potential business visionaries from the training support. For instance Zainal and Grigga (1995) highlight the likelihood of the part of business preparing in impacting an individual's choice to end up a entrepreneur. Support in business preparing, in such manner, has been connected with the expanding interest towards picking entrepreneurship as a suitable career choice (Zhung and Cueto, 2014).

To this end, university and distinctive foundations of higher learning have been given the request to expect a primary part in showing students with the entrepreneurial information and aptitudes that will be profitable in their professional tries (Alberti and Sciascia, 2004). entrepreneurship preparing has been perceived as one of the fundamental determinants that could impact students' vocation choices (Frank and Lüthje, 2004). Because of that impact, there is a need to examine how business firms affect train students' Inclination to entrepreneurship Raichaudhuri (2005) to the extent the specialists know almost no investigation has been particularly researched the relationship between entrepreneurial training and entrepreneurial Inclination especially

on Malaysian university students. Thus it is the point of this examination to add to the present writing by recognizing the variables of project preparing that impact students' Inclination towards entrepreneurship particularly in Malaysian settings. Considering the above explanation, this paper fundamentally researches if entrepreneurship preparing can be enough impacted Malaysian university students' Inclination towards entrepreneurship. Especially, this paper points and endeavors to examine the relationship between entrepreneurial training and university students Inclination towards entrepreneurship among Malaysian university students in northern environment of the Peninsular Malaysia. The accompanying segment quickly talks about every characteristic of entrepreneurship preparing that could have impact university students' Inclination towards entrepreneurship. Every quality is quickly clarified and took after by the theorized suggestions for the study.

Coaching

Coaching is a procedure for the casual transmission of learning, social capital, and the psychosocial support saw by the beneficiary as pertinent to work, vocation, or expert advancement; tutoring involves casual correspondence, for the most part up close and personal and amid a managed timeframe, between a man who is seen to have more prominent significant information, good judgment, or experience (the guide) and a man who is seen to have less. The idea of coaching has entered the business space too. This is unique in relation to being an understudy, a entrepreneurship mentor gives direction to an entrepreneur or a entrepreneurship visionary on the business person's business. A student takes in an exchange by taking a shot at the occupation with the "entrepreneurship".

The impact of guides on Inclination towards entrepreneurship is generally examined in the literature (Clayton, 1989). Mentors are 'people impacting a person's vocation decision or styles'. They assist characterized that mentor have basic impact on people in deciding entrepreneurial vocations as they would give the valuable information, direction and also moral backings. Mentors in this connection are exceptionally basic since they give people preparing to socialization (Deakins and Glancey, 2015). It is more valid for people to demonstration of turning into a successful business person by having a decent image that they can identify with (Deakins and Glancey, 2015).

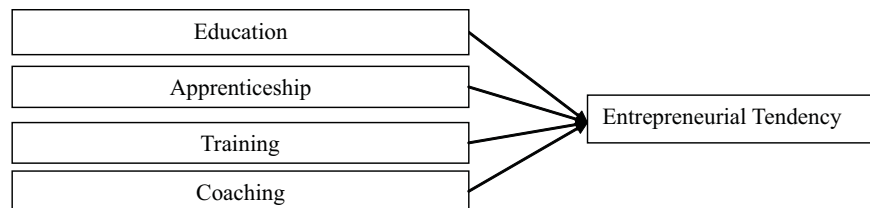
It depends on the presumption that seeing effective persons in business, an individual would Fleming, 1996) entrepreneurship too (Deakins and Glancey, 2015). Given the import of mentor, the part of instructors and companions of university students are analyzed with respect to how they may impact students' Inclination towards entrepreneurship (Fayolle and Gailly, 2005). The part of the educators is basic in training as they 'get ready, support and develop students (Hannon, 2005). As per (Robinson and Haynes, 1991) teachers are a basic component to the improvement of powerful undertaking training activities. The pretended by instructors, in this occasion, is to effectively guide and motivate students' advantage towards entrepreneurship by giving genuine business encounters (Alberti and Sciascia, 2004). This is on the grounds that instructors are given the obligation to shape the identity and characters of students, aside from conferring information in the class. Instructors' part, in the calling position, as learning disseminator effect sly affect students' brains as they have a Inclination to

retain whatever a teacher conveyed and taught (Brown, 1999). On the other hand, companions are likewise found to impact individual's Inclination towards entrepreneurship. White American students appear to be affected more by non-parental components, for example, peers when choosing their vocation advancement (Alberti and Sciascia, 2004). This may be because of students trust companions are the best source and place to look for counsel and even capital (Venkatachalam and Waqif, 2005).

Recognize the part of companions in affecting one's choice to start a business and become successful (Hannon, 2005). The alleged 'companion impacts' who have had past encounters in independent work do affect individual's choices to consider entrepreneurship amid their transitional profession from present occupation. Studies on five nations about the advancement of entrepreneurship presume that the individuals who have youth companions are well on the way to take after their tread to end up a business visionary (Henry, 2003). Correspondingly, an overview on youthful Australians' dispositions towards entrepreneurship directed by scholar (Brown, 1999) agree that companions are essentially affected their choice to begin business venture.

Conceptual Framework

Following is the conceptual framework of the study.



Hypotheses

Following are the hypotheses of this study:

- H1:** Entrepreneurial Education has positive effect on entrepreneurial Inclination.
- H2:** Apprenticeship program has positive effect on entrepreneurial Inclination.
- H3:** University Training has positive effect on entrepreneurial Inclination.
- H4:** Coaching has positive effect on entrepreneurial Inclination.

RESEARCH METHODOLOGY

This study depends on quantitative technique. The study was conducted to examine the impact of entrepreneurial education, Apprenticeship program, university training and Coaching on entrepreneurial Inclination of university students. The data was collected from business graduates and undergraduates students of University of Agriculture, Peshawar KP, Pakistan see in the following table. Questionnaire was distributed among business graduates and undergraduates students of IBMS, University of Agriculture, Peshawar.

Population

Targeted population was 251 business graduates and undergraduates students of IBMS,

University of Agriculture, Peshawar who completed their education in year 2014-2015.

Years	Students	No. of Students
2014	BBA	105
2015	BBA	74
2015	BBS	32
2015	MBA	40
Total		251

Sample Size

For data collection total population sample technique was used. Total 251 questionnaires were distributed among the business graduates and undergraduate's students of University of Agriculture, Peshawar who completed their education in year (2014-2015) and total 251 questionnaires were distributed. The results of distributed questionnaires were 100%.

Data Collection Instrument

Questionnaire was used for the data collection. Based on five point likert Scale (1=strongly disagree, 5=strongly agree). For measuring entrepreneurial education, Apprenticeship program, university training, coaching and entrepreneurial Inclination total 9, 9, 14 and 12 items were taken from the study of (Brown, 1999). For measuring Coaching total 8 items were taken from the study of (Brown, 1999).

Statistical Method

The researcher used descriptive statistics (means, standard deviations and frequency distributions) to analyze the data. Multiple regression statistical tools is used via SPSS version 20.0.

Data Collection

The data was collected by distributing questionnaire. Support in the study was intentional and the members were guaranteed of the privacy of their reactions. Respondents were further educated that their reactions were to be utilized for research purposes only.

RESULTS AND DISCUSSION

Table: 1 Ages

Age	Frequency	Percent	Cumulative Percent
21-30	108	43.0	43.0
31-40 and above	143	57.0	100.0
Total	251	100.0	
Gender	Frequency	Percent	Cumulative Percent
Male	196	78.1	78.1
Female	55	21.9	100.0

Total	251	100.0	
Qualification	Frequency	Percent	Cumulative Percent
Under Graduates	152	60.6	60.6
Graduates	99	39.4	100.0
Total	251	100.0	
Father Profession	Frequency	Percent	Cumulative Percent
Business Man	211	84.1	84.1
Job Holder	40	15.9	100.0
Total	251	100.0	100.0
Mother Profession	Frequency	Percent	Cumulative Percent
Job Holder	99	39.4	39.4
House Wife	152	60.6	100.0
Total	251	100.0	100.0
Training Experience	Frequency	Percent	Cumulative Percent
Yes	6	2.4	2.4
No	245	97.6	100.0
Total	251	100.0	
Birth Order	Frequency	Percent	Cumulative Percent
First	77	30.7	30.7
Other	174	69.3	100.0
Total	251	100.0	
Domicile	Frequency	Percent	Cumulative Percent
Urban	152	60.6	60.6
Rural	99	39.4	100.0
Total	251	100.0	

The above table demonstrate the demographics of the respondent in frequency distribution. Participants with the ages of 21-30 years represent 108 out of 251 members of the total sample 251. From 31-40 and above years of ages group members represents 143 out of 251 members. Total strength of Male respondents were 196 out of 251 members of the total whereas; female represents 55 out of 251 of the total sample of 251. Undergraduates participants are 152 and graduates participants were 99 out of 251 members. Businessmen fathers were found 211 and job holders were found 40 out of 251. Job holders mothers were found 99 and housewife was found 152 out of 251. Six respondents were found trained and 245 were found untrained out of 251. Seventy-seven respondents were found first birth and 174 were found others out of 251. One hundred fifty-two respondents were belongs to Urban Area and 99 respondents belongs to Rural area out of 251.

Reliability Analysis

The Cranach's alpha coefficient represents reliability. Higher value of alpha closer to 0.70 indicated that items on the scale have higher internal consistency [66].

Table: 2 Reliability Statistics

Variables	Cranach's α	N of Items
Entrepreneurial training	0.896	14
Apprenticeship program	0.849	9
Entrepreneurial Education	0.898	9
Coaching	0.925	12
Entrepreneurial Inclination	0.820	8

Inter-item consistency coefficient i.e. Cranach's alpha for various variables are show above. To remove an item from questionnaire, Cranach's alphas ranged less than 0.70 [66]. So therefore, the above reliability statistics rate of four variables shows that there is no any problem of removal of questionnaire items.

Regression Analysis

The multiple regression model is as under:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots (1)$$

Where Y is Entrepreneurial Inclination (D.V)

α is constant

X is other factors affecting entrepreneurial Inclination

β is the regression coefficient which might be positively or negatively influencing D.V and I.V variables.

$$ET = \alpha + \beta_1 EE + \beta_2 IP + \beta_3 UT + \beta_4 M + \epsilon \dots \dots \dots (2)$$

Where ET = Entrepreneurial Inclination (dependent variable)

$\beta_1 EE$ = Entrepreneurial education (I.V)

$\beta_2 IP$ = Apprenticeship program (I.V)

$\beta_3 UT$ = University Training (I.V)

$\beta_4 M$ = Coaching (I.V)

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.862	0.743	0.739	0.91619

a. Predictors: (Constant), Coaching, Entrepreneurship Education, Apprenticeship Program, Training

Regression coefficient “R” = .862 or 86.2% relationship between (I.V's) and (D.V). The coefficient of determination “R²” = 0.743 which show that 74.3% of variation in Entrepreneurial Inclination is explained by Entrepreneurial Education, Apprenticeship Program, University Training, Coaching.

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	597.490	4	149.372	177.950	.000
	Residual	206.494	246	0.839		
	Total	803.984	250			

a. Dependent Variable: Entrepreneurial Inclination

b. Predictors: (Constant), Coaching, Entrepreneurship Education, Apprenticeship Program, Training

The F value is 177.950 and the significance level is = .000 which is less than $P = 0.05$. This implies that over all regression model is statistically significant, applicable and well. The valid regression model suggest that all I.V's are explaining that there is a positive and significant link with D.V.

Table 3: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.115	.137		.836	.404
Training	.484	.069	.477	6.983	.000
Apprenticeship Program	.281	.049	.274	5.703	.000
Entrepreneurial Edu	.071	.036	.070	1.987	.048
Coaching	.151	.064	.150	2.346	.020

a. Dependent Variable: Entrepreneurial Inclination

The table show the regression coefficient for training of entrepreneur (β_1) = .477 which shows that 1% raise in entrepreneurial training raise 47.7% in students entrepreneurial Inclination level if other variables are kept controlled. The T value is 6.983 and is significant at .000 because significance level is less than $P = .05$. It imply that the H1 should be accepted that is: entrepreneurial training has major positive outcome on entrepreneurial Inclination.

The regression coefficient (β_2) = .274 or 27.4 % which imply that one percent raise in Apprenticeship program brings 27.4% raise in entrepreneurial Inclination level if other variables are kept controlled. The T value is 5.703 which is significant at .000 level which is less than the $P = .05$. It imply that the H2 should be accepted that is: Apprenticeship program has positive significant cause on entrepreneurial Inclination.

The regression coefficient for entrepreneurial Education (β_3) = .070 or 7.0% which show that 1% raise in entrepreneurial education raise 7.0% in entrepreneurial Inclination if other variables are kept constant. The T value is 1.987 which is significant at .048 which is accepted the H3 that is entrepreneurial education has significant positive result on entrepreneurial Inclination.

The regression coefficient for Coaching (β_4) = .150 or 15% which show that 1% raise in Coaching raise 15% in entrepreneurial Inclination if other variables are kept constant. The T value is 2.346 which is significant at 0.020 level. So again H4 should be accepted that is: Coaching has significant positive cause on entrepreneurial Inclination.

DISCUSSION

The purpose of this research study is to investigate the impact of entrepreneurial education, Apprenticeship program, university training and Coaching on entrepreneurial Inclination of university student's. The study population was the

business graduates and undergraduates students of Institute of Management Science department of University Of Agriculture, Peshawar KP, Pakistan. For the data collection total population sample technique was used. Total 251 questionnaires were distributed among the business graduates and undergraduate's students of University of Agriculture, Peshawar. The results of distributed questionnaires were 100. The Questionnaire was based on five point Likert Scale (1= strongly disagree, 5 = strongly agree). The reliability judgment i.e. reliability of variables were discovered and found appropriate. Male respondents were 196 out of 251 individuals that shows 78.1% of the aggregate while; female were 55 out of 251 members that portray 21.9% of the aggregate sample. Members with the ages of 21-30 years address to 108 out of 251 individuals that define 43% of the aggregate sample 251. From 31-40 years of ages or more individuals were 143 out of 251 individuals that show 57% of the aggregate example 251. Masters and graduates members were 99 and 152 out of 251 individuals. Besides, it shows 39.4% and 60.6% individually. The examination study utilizes various regression investigations as a part of request to break down effect of free variables i.e. (entrepreneurial education, Apprenticeship program, training and Coaching) on dependent variable (entrepreneurial Inclination).

The estimation of regression coefficient "R" was discovered .862 which demonstrates 86.2% relationship amongst (I.V's) and (D.V). The coefficient of determination "R²" was discovered .743 which demonstrate that 74.3% of variety in entrepreneurial Inclination is clarified by all predictors. The F value was discovered 177.950 and found significant. The estimation of regression coefficient for entrepreneurial education (β_1) was discovered .477 which infers that one percent expansion in entrepreneurial education increments 47.7 percent in students entrepreneurial Inclination level if different variables are kept controlled. It suggests that the H1 theory must to be acknowledged that is: entrepreneurial has significant effect on entrepreneurial Inclination. The consequence of the study was predictable with the past investigation of (Venkatachalam and Waqif, 2005).

The estimation of regression coefficient for entrepreneurial Apprenticeship program (β_2) was discovered .274 which infers that one percent expansion in entrepreneurial Apprenticeship increments 27.4 percent in students entrepreneurial Inclination level if different variables are kept controlled. It suggests that the H2 theory must to be acknowledged that is: entrepreneurial Apprenticeship program has significant effect on entrepreneurial Inclination. The consequence of the study was predictable with the past investigation of (Deakins and Glancey, 2015).

The estimation of regression coefficient for entrepreneurial training (β_3) was discovered .070 which infers that one percent expansion in entrepreneurial training increments 7 percent in students entrepreneurial Inclination level if different variables are kept controlled. It suggests that the H2 theory must to be acknowledged that is: entrepreneurial training program has significant effect on entrepreneurial Inclination. The consequence of the study was predictable with the past investigation of (Deakins and Glancey, 2015).

The regression coefficient for Coaching (β_4) was discovered .150 or 15% which implies that once percent expansion in Coaching increments 15% in entrepreneurial.

Inclination if different variables are kept consistent. The T value is 2.346 which was

discovered significant at .020 level. So H4 is accepted which depicted that Coaching has critical beneficial outcome on entrepreneurial Inclination. The consequence of the study was predictable with the past investigation of (Batool et al., 2015).

RESULT SUMMARY

Hypotheses	Accepted/ Rejected
H ₁ : Entrepreneurial education has significant positive effect on student entrepreneurial Inclination	Accepted
H ₂ : Entrepreneurial Apprenticeship program has significant positive effect on student entrepreneurial Inclination	-do-
H ₃ : Entrepreneurial training has significant positive effect on student entrepreneurial Inclination	-do-
H ₄ : Entrepreneurial Coaching has significant positive effect on student entrepreneurial Inclination	-do-

CONCLUSION

The present study was carry out to examine the cause of entrepreneurial education, Apprenticeship program, university training and Coaching on entrepreneurial Inclination of university student's. The findings of the study reveal that there exists significant positive effect of entrepreneurial education, Apprenticeship program, university training and Coaching on entrepreneurial Inclination of university student's. This shows that entrepreneurial education, Apprenticeship program, university training and Coaching increases the Inclination of entrepreneurship among the university student's. So, university administration and faculty must give proper concentration on the implementing such practices which give the enhancement in student's entrepreneurial Inclination. Consequently, entrepreneurial culture will bring economic prosperity in the country.

RECOMMENDATIONS

University must implement such practices in which university graduates must entrepreneurial inclined with practices such as entrepreneurial education, Apprenticeship program, university training and Coaching both in public and private sector universities of all around Pakistan with special reference to KP. In Pakistan due to worst economic conditions most of the graduates are jobless. The practices like entrepreneurial education, Apprenticeship program, university entrepreneurial training and Coaching of students help towards opening their own business and achieve their desire goals as a result of insecurity of getting job. Research has proved that through the interventions of entrepreneurial education, Apprenticeship program, university training and Coaching enhance the entrepreneurial Inclination.

In view of the fast paced technological developments across the globe, it is imperative that comprehensive entrepreneurial education, Apprenticeship program, university training and Coaching practices be launched at national scale to bridge and to improve the employment position of Pakistan. The Government of Pakistan must undertake entrepreneurial education, Apprenticeship program, university training and Coaching practices at national as well as provincial universities to enhance the entrepreneurial Inclination.

RESEARCH LIMITATIONS

There are certain limitations of this study. First and the primary limitation is that this research study is cross sectional in the nature. Due to smaller sample size on cross sectional basis this study is limited. Moreover, this study has also limitation pertaining to the issue of analytical generalizability because the researcher didn't used confirmatory strategies in terms of checking all the assumptions of the implemented multiple regression tests. Due to the small obtained sample size which is selected from only one university of KPK, Pakistan the research study is limited.

RESEARCH CONTRIBUTION

This research study contributes vividly in the enhancement of literature in eastern research work setting particularly in Khyber Pakhtunkhwa on specific variables like entrepreneurial education, university Apprenticeship program, university entrepreneurial training and Coaching towards entrepreneurial Inclination. Moreover, this study is the pioneer study that measures the effect of aforementioned variables on entrepreneurial Inclination at University of Agriculture, Peshawar of Science and Technology. This study is the create the attraction in the mind of competent authorities of universities of Pakistan with reference to KP in order to implement such practices through which students become entrepreneurial inclined for better economic prospects of country.

FUTURES AREAS FOR RESEARCHES

The areas for additional and furthers researches is an in-depths examination of mores private and public organizations to take hold of some of the others factors contributing towards the entrepreneurial Inclination. In future the present hypotheses should be studied in numerous samples from different other institutions of Pakistan on longitudinal basis. In future, some moderation and mediating variables also be incorporated.

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