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Relationship between University Entrepreneurial Facilities & Students Entrepreneurial Performance

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Abstract

Entrepreneurship in the country can stimulate the economy, reduce unemployment and entrepreneurs can create jobs. The objective of this study was to determine whether there is a relationship between university entrepreneurial organizations and student entrepreneurial activities in Balochistan. The objective was to find out the University Entrepreneurship Facilities (UEF), Student Entrepreneurship Services (SEP) and entrepreneurship courses offered in these areas of study. An online survey was conducted and distributed via Internet. The study population were bachelor students currently enrolled in universities. Data was collected from 6 universities of Balochistan and 114 students participated in the survey. Researchers used IBM SPSS and Microsoft Excel for analyzing the data. Initially Cronbach's alpha test was performed for initial 30 responses. The study results indicate that Universities of Balochistan providing maximum entrepreneurial facilities to students, universities providing business plan competition, seminars and session. Incubation centers are known to be the major reason promoting startups where 71.9% students are not incubated in any incubation center yet while some of universities don't have incubation centers. The reason behind lack of knowledge regarding entrepreneurship in students can be that the students enrolled in universities don't have enough entrepreneurship subjects in their 4-year studies even in some of major fields such as Agriculture, Doctor of Veterinary Medicine and Computer Science, universities don't offer enough subjects regarding entrepreneurship. Universities of Balochistan tend to provide maximum entrepreneurial facilities such as Incubation Centers, Boot-camps and Sessions and Entrepreneurship subjects must be included in all field of studies and orientations regarding entrepreneurship should be included from the beginning of semesters or year. The field of universities facilities and students is vast needs more studies also Government and other higher education authorities need to provide maximum facilities and awareness on entrepreneurship.

Introduction

Balochistan, the largest of Pakistan's four provinces, occupies 347,190 square kilometers or 43.6% of the country's total area. Compared to other provinces, it has the smallest share of the total

population. Its population is 14.89 million (2023), with a low density per square kilometer, according to a 2017 report. In terms of geography, Balochistan is a vast plateau with harsh terrain that is separated into basins by ranges that are sufficiently high and rugged. The geographical region of Balochistan can be broadly classified into four zones: lowlands, deserts, lower highlands, and upper highlands. Literacy rate in the province was 43.6% in 2017 compared to 24.8% in 1998. The main economic sectors of Balochistan, one of the four provinces of Pakistan, are natural gas, coal, minerals and agriculture. Agricultural growth is a new but growing phenomenon (Government of Balochistan, 2020). In order to address the unemployment issues, consequently, economic development, countries such as Pakistan must educate its youth by enrolling them in engineering and other technology-related fields in big numbers (Qureshi & Mian, 2021). Entrepreneurship education is a contextual concept, which requires changes in content and methods to meet the specific needs of specific target groups (Egerová et al., 2017), Different characteristics, research and education influence entrepreneurship (Marzocchi et al., 2019), Academics are encouraged to transform their company proposals into start-up enterprises by the high caliber of entrepreneurship training and its close proximity to applied research (Dalmarco et al., 2018). programs designed to help students of all educational levels and backgrounds cultivate an entrepreneurial mentality at Entrepreneurship Education Centers. The main pillars for encouraging an entrepreneurial attitude in all students are the interdisciplinary makeup of the student teams and the positive interactions of students and other related people for entrepreneurial ecosystem (Secundo et al., 2020), Universities fund a large number of incubators worldwide. Others are taking steps to establish connections with colleges and other higher education establishments in order to profit from its scholarly nature (Hassan, 2020), and the materials transferred by universities to begin Ups have less to do with market development and more to do with organization and product development (V. Stijn et al., 2018). A startup is a recently formed, rapidly expanding company that aims to satisfy the market by creating a business plan based on an original concept. Startups' projects are extremely risky (D. Bernardi & Azucar, 2020).

The ambition to start their own business is highly regarded by university students; 90 percent of them say they want to and 83.5% say they intend to. Additionally, 57.5% believe that dealing with a crisis is more challenging than it was previously (de la Cruz del Río-Rama et al., 2016), According to (Cico, 2019) Students were able to understand the importance of soft skills and external stakeholders' involvement in building meaningful startup initiatives thanks to boot camp and other external events (Stam & Wennberg, 2009): R&D is important for a limited but important range of high-tech and high-growth start-ups that play a key role in innovation and entrepreneurship planning. Although recent studies have demonstrated the importance of trait creativity in becoming an entrepreneur and succeeding in business, we take a fresh look at this relationship by examining how entrepreneurs' everyday idea generation—a crucial component of creativity—is impacted by their ability to recover from work-related stress. Creative problem-solving cognitive processes are made possible by physiological and mental recuperation. Furthermore, age-related changes in entrepreneurs' inventiveness can be explained by variations in mental healing processes (Weinberger et al., 2018) In order to encourage students' aspirations to pursue entrepreneurship after graduation, university-level entrepreneurship education seeks to cultivate entrepreneurial thinking and disseminate an entrepreneurial culture of awareness, skills, and attitudes (Hanandeh et al., 2021), Universities can encourage entrepreneurship in a variety of ways, but in order to gauge the scope of this assistance and its effects on students, it's critical to gauge how students feel about it (Saeed et al., 2015). A business plan is made up of words, numbers, sentences, and tables. It is absolutely impossible to explain something usefully and effectively with words alone. Conversely, numbers alone cannot explain anything without words.

A business plan is a collection of tables, documents, and text, section by section. Many online resources can help you calculate and prepare all the spreadsheets and tables discussed in this chapter, as well as provide free sample plans, tips, drawings, and discussions of topics related to writing a business plan (Masciocchi, 2020). Business plan competitions have greatly increased the entrepreneurial awareness and interest of many students. These competitions help to inspire and mobilize groups of students to come up with new and exciting business ideas. These business plan competitions offer cash prizes and support to promote business ideas. (Langer et al., 2013).
Management and leadership play an important role in small business growth decisions. The skills needed include (1) having a vision and clearly communicating a clear direction for the future, (2) leading and motivating others, (3) recognizing the team's weaknesses and developing these skills, (4) having skills gained through education and business experience (Eggers, Leahy, & Churchill, 1994 as cited in Tarabishy, 2005). In business, leadership is the ability of a company's leaders to plan and achieve difficult goals, quickly and decisively when necessary, to outperform competitors and inspire others to realize their full potential. Effective leadership requires the ability to communicate clearly. Leaders encourage employees, communicate with them, listen to them, and respond to their questions and concerns. Effective communication skills are used by leaders to advance their business and reach new levels of performance (Alexandra, 2020). The increasingly turbulent and competitive environment that businesses face today requires an "entrepreneurial" style that is distinct from other forms of leadership behavior and shapes the global appeal of the business leader across cultures and some prior research. is It is called the factor that creates social differences. Understanding the Effectiveness of a Business Leader (Gupta et al., 2004).

Problem Statement

Unemployment in Balochistan increasing rapidly, Lack of awareness, poverty and inadequate education system are the main causes of unemployment in Balochistan. Every year around 25,000 people graduate from school in Balochistan, but only 2,000 of them find a job (Hayat, 2020). Neither People can find jobs nor can the government provide jobs in such large amount, promoting entrepreneurship may help graduate students to establish their own business and generate employment for each other, startups, and entrepreneurs can provide job opportunities to people of Balochistan, and can create wealth for others by creating employment.

Research Questions

Are the students of universities willing to be entrepreneurs?
How the facilities provided by universities are helping students to be entrepreneurs?
What are the obstacles that students are not becoming entrepreneurs?

Research objectives

The major aim of this research was to determine the “Relationship between university entrepreneurship facilities and students’ entrepreneurial performance in Balochistan”. The objectives of the research were:

To find out whether students want to be entrepreneurs.
To find out whether universities entrepreneurship facilities helping entrepreneurs.
To identify the causes that why students are not entrepreneurs.

Literature Review

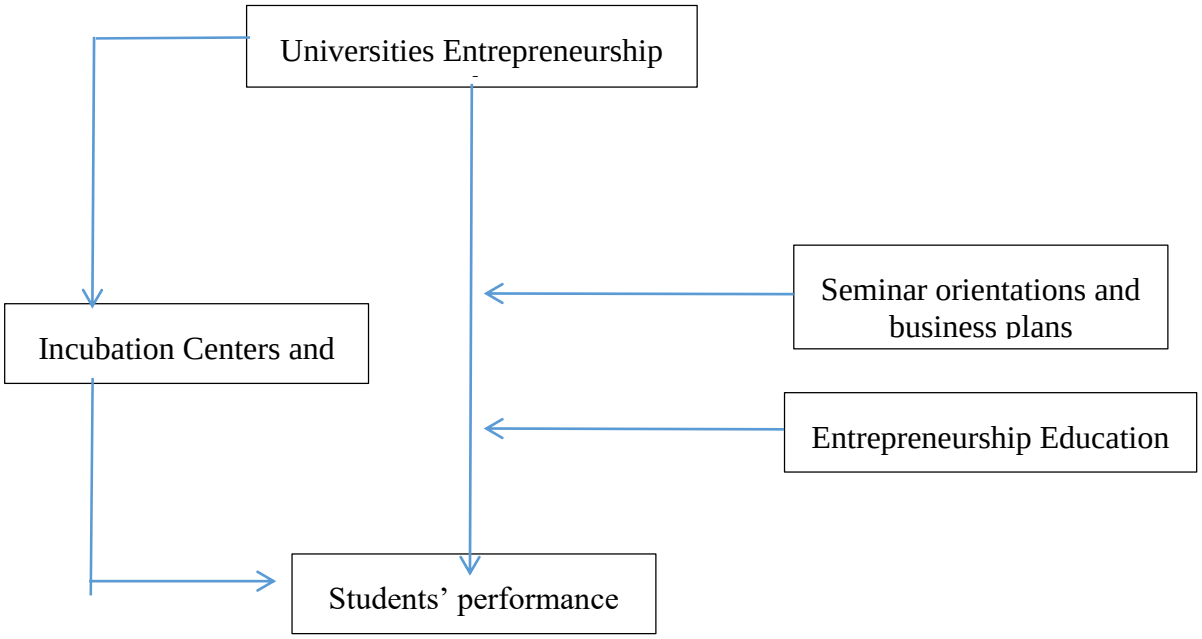
The relationship between cognitive competence and entrepreneurial intention is moderated by perceived support from the university; The moderating effect of university support on this relationship was also noted. The government should make sure that students who have a creative, entrepreneurial atmosphere and a positive impression of university assistance are assisted through

various means as a policy implication (Anjum et al., 2020). Entrepreneurship education around the world aims to train young people, especially university students, to become responsible entrepreneurs who contribute to the economic growth of the communities in which they live and society as a whole (Brooks & Johnston, 2012). Without enough entrepreneurs willing to seek out new ideas and take risks to implement them, economic growth will inevitably slow (Galindo & Méndez, 2014).Students' experience in various elements of an entrepreneurial project has a positive impact on their entrepreneurial intentions (Ahmed et al., 2020). Despite a substantial amount of study on entrepreneurship education, little is known about how these methods might effectively support the attainment of the intended learning objectives (M. Scott et al., 2016). We identified six scales: entrepreneurial orientation (related to entrepreneurial mindset), opportunity discovery and exploitation (related to opportunity recognition), problem solving and creativity (related to entrepreneurial skills), and entrepreneurial intentions (Kim et al., 2020). Research has shown that business proposal contests have a big impact on students' entrepreneurial spirit. Future business plan implementation should be enhanced to foster an entrepreneurial spirit among students who possess business expertise and training (Fauzi, 2021). University Business Incubators (UBIs) are uniquely positioned to foster transnational entrepreneurship and advance technology and business practices on a global scale. Universal Basic Income (UBI) encourages business creation for faculty, students, researchers, and local entrepreneurs (Pellegrini & Johnson-Sheehan, 2021). The connection between student entrepreneurial achievement and university entrepreneurial facilities has been the subject of recent research. According to research, start-up activities are significantly impacted by students' participation in extracurricular and curricular activities linked to entrepreneurship (Morris et al., 2017; Shirokova et al., 2018). However, it has been discovered that university funding has a detrimental impact on startup operations (Morris et al., 2017; Shirokova et al., 2018). University business incubation programs have demonstrated a strong positive correlation with students' entrepreneurial success, especially when it comes to sharing information and encouraging creative ideas (Peace & David, 2023). National culture moderates the effect of university entrepreneurship programs on student start-up activity (Shirokova et al., 2018). Furthermore, it has been discovered that university venture investment capabilities, particularly in curricular activities, enhance the correlation between the number of student entrepreneurs and entrepreneurship education activities (Lee & Lee, 2024). University entrepreneurial environments are crucial for encouraging student entrepreneurship, according to recent studies. Students' entrepreneurial success is greatly influenced by their entrepreneurial mentality and traits, such as inventiveness and risk-taking (E. Sutanto et al., 2018). Through knowledge transfer & the development of creative ideas, university business incubation programs can improve students' entrepreneurial abilities and mentality (N. Peace & Orji Chibuzo David, 2023). Entrepreneurial results, especially in curricular activities, are moderated by university venture investment capacities (Donghee Lee & Sanghan Lee, 2024). Increased student entrepreneurial activities can result from a synergistic strategy that combines internal and external institutional contexts to promote entrepreneurial attitude and ambitions (E. Astuty et al., 2022). The effects of university entrepreneurial activities and tasks on students' entrepreneurial skills and goals has been the subject of recent research. According to a meta-analysis, students' entrepreneurial skills and university entrepreneurial activities have a strong positive correlation, which is moderated by variables such as institution type and economic development (Hua et al., 2022). While university funding has a negative link with start-up activities, student participation in entrepreneurship-related extracurricular and curricular activities has a favorable correlation (Morris et al., 2017). Contrary to earlier findings, one study discovered that students' entrepreneurial intentions were not significantly impacted by a university's entrepreneurial push

strategy, which included entrepreneurship courses, competitions, and incubation opportunities, when compared to a university without such initiatives (Wegner et al., 2019). As students move from taking the first steps to actually starting a business, the entrepreneurial climate and geographical setting of the institution become more and more significant (Bergmann et al., 2014). According to Kraaijenbrink et al. (2010), entrepreneurial students have distinct expectations from non-entrepreneurial students, and students generally expect their universities to provide more help for concept development. According to Garza Roche et al. (2020), university clusters—which involve cooperation between the academic, industrial, and governmental sectors—have been found to be successful tactics for fostering an entrepreneurial spirit among undergraduate students. Entrepreneurial students' business success can be positively impacted by operational methods that prioritize cost, quality, delivery, and flexibility (Zulfikarijah & Khwarizmi, 2023).

Methodology

A conceptual framework connecting the research relationships, as shown in figure 1, Universities entrepreneurial facilities having a relationship with student's performance, entrepreneurship education, seminars, conference and business plan competitions have effect on students' performance. On the left side incubation centers & Startups have an effect on university and students' performance.



Data Collection and Analysis

Researchers didn't found research papers regarding relationship between universities entrepreneurship facilities and student's performance. Developed a questionnaire and circulated among university students. Data was collected for the research through online survey and questionnaire were distributed, the researchers also used secondary data from different sources including research, journals, books, and news. Six universities of Balochistan were selected for data collection, only graduation students were included to participate where 114 students participated in survey.

Quantitative research typically employs descriptive, correlational, experimental, and quasi-experimental tools (Holton & Burnett, 2005). Inferential statistics, conversely, an attempt is made to determine the relationship between the two study variables on this topic, using common descriptive statistics to visualize trends and distributions in the data, as well as how participants responded to various factors and their responses to them (Kern, 2014). Before analyzing and collecting actual data a pilot study test was performed, after that the whole data was analyzed through SPSS, this method is used in management and social science literature (Anjum et al., 2020; Kumar, 2020; Qureshi & Mian, 2021).

Result and Discussion

The most commonly used method to test proficiency is the recommended test. A test of reliability is Cronbach's alpha, which is used for many questions or categories. Cronbach's alpha was analyzed to confirm the internal structure of the structure. Values between 0.60 and 0.90 are considered acceptable (Hair et al., 2017; Nunally & Berstein, 1994). Cronbach's alpha test was performed for initial 30 responses from different universities, Cronbach's alpha result was (0.77) which was considered satisfactory and the questions were reliable.

Relationship between Universities Entrepreneurial Facilities & Students Entrepreneurial Performance

Model		Sum of Squares	df	F	Sig.
1	Regression	14.381	1	10.408	.002[b]
	Residual	154.742	112		
	Total	169.123	113		

Table 1. ANOVA

Applied linear regression for analyzing the relationship between Universities Entrepreneurial Facilities & Students Entrepreneurial Performance, Table 1. The results indicate that in ANOVA test F value = 10.408 having significant level of 0.002 < 0.05 which suggests that Universities Entrepreneurial Facilities (UEF) have significant relationship with Students Entrepreneurial Performance (SEP). The regression analysis indicating that Universities Entrepreneurial Facilities (UEF) is influenced by Students Entrepreneurial Performance (SEP). Table 2. UEF variable having a coefficient of 0.292 which suggests that as a UEF variable increased, the relationship with student's performance has increased as much as 0.292. Thus these results shows that there is a significant relationship between universities entrepreneurial facilities and student's performance, which includes business plan competition, seminars, orientations and business incubation centers on both variables UEF & SEP.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.820	.356		10.726	.000
	UEF	.216	.067	.292	3.226	.002

Finding out whether students want to be entrepreneurs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	55.3	55.3	55.3
	No	7	6.1	6.1	61.4
	Maybe	32	28.1	28.1	89.5
	Already started a business	12	10.5	10.5	100.0
	Total	114	100.0	100.0	

Table 3. Do students want to start their own Business?

Finding out that students want to be entrepreneurs (Table 3). 55.3% students want to start their own business, 28.1% students don't know in that they are going to start their own business in future or not, 10.5% Students have started their own businesses, and 6.1% student don't want to start their own business.

Do students have enough entrepreneurial knowledge?

Students enrolled in different field of studies, 60% of students don't have entrepreneurial knowledge, (Table 4), 33% students have knowledge, and 3% students don't know either they have entrepreneurship knowledge or not.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	39.5	39.5	39.5
	No	66	57.9	57.9	97.4
	Maybe	3	2.6	2.6	100.0
	Total	114	100.0	100.0	

Table 4. Do students want to start their own Business?

How many Entrepreneurship Subjects Does Universities Offers?

In universities of Balochistan 39.5 % offering 0 subjects in entrepreneurship for whole 4 years' program, 21.9% offering 1 subject, 20.2% offering more than 4 subjects, 14.9% offering 2 subjects and 3.5% offering 3 subjects.

Universities providing entrepreneurship facilities to all field of studies

Students enrolled in different field of studies in universities, researchers categorized it according to departments which includes business administration, finance, accounting, and marketing field, Table 5. In management science (MS) 26.10% universities offering entrepreneurship subjects, 52.20% universities offer more than 4 subjects in MS 33.30% 2 subjects offered, 23.30% universities offer 2 subjects in management science & 4.70% offer 0 subjects. 15.30% universities offer entrepreneurship subjects in Engineering (ENG), which includes mechanical, electrical & computer engineering fields. 11.70% subjects offered in Social Science (SS) Field. 7.20% subjects offered in Computer Science (CS) & Doctor of Veterinary Medicine (DVM) and 6.30% subjects offered in Agriculture Field. Other field of studies offering subjects regarding entrepreneurship subjects are: D. Pharmacy (DPHM) 1.08 %. Education (EDU) 10.8 % and Science 10.80 which includes biology, physics field of study.

Table 5. 4.4. Universities providing entrepreneurship facility

		MS		ENG		SS		CS		EDU		AGRI		DPHM		MATH		SCIENCE		DVM		Total	
		N	N %	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %
How many entrepreneurship related courses do universities Offer.	0	2	4.70%	10	23.30%	2	4.70%	1	2.30%	8	18.60%	2	4.70%	2	4.70%	2	4.70%	8	18.60%	6	14.00%	43	100.00%
	1	8	33.30%	1	4.20%	5	20.80%	2	8.30%	2	8.30%	3	12.50%	0	0.00%	0	0.00%	2	8.30%	1	4.20%	24	100.00%
	2	5	29.40%	3	17.60%	1	5.90%	5	29.40%	0	0.00%	1	5.90%	0	0.00%	0	0.00%	2	11.80%	0	0.00%	17	100.00%
	3	2	50.00%	0	0.00%	1	25.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%
	More than 4	12	52.20%	3	13.00%	4	17.40%	0	0.00%	1	4.30%	1	4.30%	0	0.00%	1	4.30%	0	0.00%	1	4.30%	23	100.00%
	Total	29	26.10%	17	15.30%	13	11.70%	8	7.20%	12	10.80%	7	6.30%	2	1.80%	3	2.70%	12	10.80%	8	7.20%	111	100.00%

Table 5. 4.4. Students Entrepreneurial Performance & Universities Entrepreneurial Facilities'

		Yes	No	Maybe	Total
SEP	Have you ever participated in: Competition, Seminar, Boot-camp or Orientation focused on Business?	43.9%	56.1%	0.0%	100.0%
	Have you been incubated in any Academic Business Incubator?	28.1%	71.9%		100.0%
UEF	Is there any entrepreneurship-related "Project work" available at your university?	42.1%	23.7%	34.2%	100.0%
	Seminar, orientation, or conference on entrepreneurship offered at your university?	57.9%	18.4%	23.7%	100.0%
	Is your university offering entrepreneurship "Boot-camps?	43.0%	28.9%	28.1%	100.0%
	University offers business plan competitions?	63.2%	22.8%	14.0%	100.0%
	Is there any Business Incubator at your university2 e.g. NIC, Incubation centers.	41.2%	28.1%	30.7%	100.0%

Conclusion

The researchers identified that there is a significant relationship between universities entrepreneurial facilities and student's performance, the field of study is vast and needs further more study by adding all universities of Balochistan and the population. Bachelor students enrolled in universities have intention to start their own business but don't have enough knowledge regarding entrepreneurship, according to current study results the reason can be that the students enrolled in universities don't have enough entrepreneurship subjects in their 4 year studies even in some of major fields such as Agriculture, DVM, Computer Science, universities don't offer enough subjects regarding entrepreneurships. Universities of Balochistan providing maximum entrepreneurial facilities to students (see Table. 7) universities providing business plan competition 63.2%, projects, seminars & boot camps, while 34% of students don't know their university offering project works related to entrepreneurship. Incubation centers are known to be the major reason promoting startups and 71.9% students are not incubated in any incubation center yet while some of universities don't have incubation centers. Universities of Balochistan tend to provide maximum entrepreneurial facilities such as Incubation Centers, Boot-camps and Sessions.

Entrepreneurship subjects must be included in all field of studies and orientations regarding entrepreneurship should be included from the beginning of semesters or year.

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