

The Role of Higher Education Faculty in Cultivating Entrepreneurial Intention among Female Students

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Abstract

This research explores the role of HEIs faculty in motivating female students to participate in entrepreneurial activities in order to develop an entrepreneurial intention. The researchers used explanatory sequential mixed methods design and multi-phase sampling plan was used. The sample was selected from HEC recognized Universities of Rawalpindi/Islamabad. Total 173 female students studying in social sciences disciplines in the final semester of graduate programs participated in Phase-I (quantitative) and the data was collected using survey questionnaire. For qualitative data collection, eight female students were selected using purposive sampling technique conducting a face-to-face individualized interview. Descriptive statistical analysis and thematic analysis was used to draw results from both quantitative and qualitative data evidences. The findings indicate that HEIs arranged different seminars/workshops/entrepreneurial fairs/job fairs to promote entrepreneurial activities for students. However, faculty in HEIs considered such activities irrelevant unless to their respective discipline or program and usually forbid their students to attend such entrepreneurial activities. Faculty of HEIs lack an experience and exposure to guide and motivate their students for entrepreneurship as their prime concern is teaching their courses, hence their role may not be considered influential in motivating and developing entrepreneurial intention among female students. The results of this study may further add to the existing literature about antecedent of entrepreneurial intention in the context of Pakistan.

Keywords: *Entrepreneurship; Entrepreneurial Activities; HEIs Faculty; Entrepreneurial Intention*

Introduction

Education has been accepted as important part in economic growth and development of any nation. Without any doubt, it is clear that teachers play a central and positive role in making the educational system successful (Mustafa, 2015; Boldureanu, 2020). Teachers are changing agents in order to bring socio-economic change. In the past few years, Higher Education Institutions (HEIs) are focusing on their third mission which is entrepreneurship other than research and teaching-learning (Abreu et al. 2016). Moreover, HEIs are paying more attention towards entrepreneurship as it emphasized on promoting industry and academia linkage and strong partnership as well enabling individuals to take an active part in socio-economic development of their country (Abreu et al, 2016). HEIs play an important role in knowledge creation, innovation, and technological advance-ment and promote the entrepreneurial culture in the Higher education setup (Lis, 2021). In this respect, entrepreneurship education has already become a deliberate planned strategy in order to increase and promote entrepreneurial activity across the world (Laukkanen, 2000). Similarly, (Rasmussen & Sørheim, 2006) stated that universities can play a vital role in developing motivation and entrepreneurial competence among students towards performing entrepreneurial activities.

Most of the higher education institutions are already designing practical entrepreneurship education for their students and are the places that provide practical experiences, opportunities and activities to enable students to be as prospective entrepreneurs (Oteh, 2009). Liñán (2004) stated that all the educational and other activities performed in educational set up play an important part in developing entrepreneurial intention i.e. knowledge, skills, activities and its practical feasibility in real-life. HEIs are the places that provide learning and training. Here one can learn different skills, develop theoretical content knowledge and the practical application of the theoretical knowledge into practice. Enterprise (2008) reported that entrepreneurship is the need of the 21st century, however, it is not fully integrated in the institutional programs and curriculum in HEIs. Entrepreneurship is the current need in any educational system to prepare the graduates for the social and economic progress and prosperity of any country. The student should be problem-solver, job-creator, more practical and creative (Shane, 2011).

Significance of the study

The results and findings of this study may guide the faculty members to enhance their pedagogical knowledge, skills, and overall teaching-leraning practices as per global needs. The

significance of engaging teachers in entrepreneurial activities can enable them to be more flexible, open-minded, and develop entrepreneurial leadership qualities. The study will also motivate young female students to enhance their entrepreneurial knowledge and academic performance to be self-employed.

Objective of the Study

- Recognize the role of teachers in motivating their students for entrepreneurial activities

Research Question

- What is the role of higher education faculty in motivating female students to develop entrepreneurial intention?

Literature Reiew

Entrepreneurial education is accepted as important factor in cultivating entrepreneurial intention among students to initiate their businesses or start-up activities (Karimi et al., 2016; Tantawy et al., 2021) that postulates learning as a social, cognitive, and individual capacity in particular setting (Tantawy et al., 2021). Entrepreneurship can be taught in social setting through involving both teachers and students (Otache, 2019). Literature identified that institutional teaching has a great influence on promoting entrepreneurship and entrepreneurial activities (Tanveer et al., 2020; Beliski & Heron, 2017; Fiet 2001) thus has become the research debate (Solomon, Duffy & Tarabishy, 2002) and proposed to increase cognitive skills, and theory-based knowledge through practical knowledge and skills. Entrepreneurship can be taught but the focus should be remain on the teaching of entrepreneurship (Ismail, 2010) therefore, (Neck & Greene, 2011) documented that it is proven fact that competent teacher can promote entrepreneurial skills, attitude, and creative culture (Sanna Joensuu-Solo et al., 2020; Heinonen & Poikkijoki, 2006) through developing pedagogical skills using innovative teaching-learning instructional techniques (Solomon, 2008) more practice-based new teaching-learning approaches and design-based entrepreneurial pedagogies (Neck & Greene, 2011) to promote entrepreneurial culture in HEIs setting (Raposo & Do Paço, 2011). The students who have training in skill development have shown strong entrepreneurial intention and positive attitude to choose their entrepreneurial careers (Leong, 2008). It is verified that positive institutional perceived support and instructional methods (Saeed et al. 2015) furthermore entrepreneurship education has a great impact on developing entrepreneurial intention and self-efficacy among graduate students (Pittaway &

Cope, 2006). Furthermore, teachers need to adapt such pedagogical practices that motivate their students in order to develop their entrepreneurial intention.

According to the Government of Pakistan in National Youth Development Framework (2019) Pakistan has a larger young population between the age ranges of 15-29 years. The Sustainable Development Goals (SDGs) documented its objective in SDGs 5 on gender equality and empowerment of women. Furthermore, (Gómez Gutiérrez & Garzón Baquero, 2017) emphasized on enhancing the entrepreneurial skills, identifying the opportunities for employment and quality education in order to achieve the SDGs. Literature (Sanna Joensuu-Solo et al., 2020; Iglesias-Sánchez et al. 2016, Zhang, Wang, & Owen, 2015; Lee, Chang, & Lim 2005, Souitaris, Zerbinati, & Al-Laham, 2007) proved that students who attend entrepreneurial education, courses, or other programs are seems more motivated and develops high intention to get engaged in entrepreneurial activities. Young Students in HEIs are highly enthusiastic to expand the productivity ratio of their country (Ferrante, Federici, & Parisi, 2016) and have great potential to create and spot new opportunities and indulged themselves in entrepreneurial activities (Duminda Rajasinghe & Mansour, 2018; Van der Sluis, Van Praag, & Vijverberg, 2008) in order to become job creator and self-employed rather than job-seeker and dependent. Furthermore students should participate in the activities that promote self-employment and entrepreneurship and raise their intention to face uncertain challenges. According to (Enterprise, 2008) HEIs should promote entrepreneurial teaching-learning, activity and project-based activities to all students in order to enable them to become self-employed and entrepreneurs in their respective domains and areas. Furthermore, the report emphasized that teachers should encourage and develop motivation among their students so they can get aware about the importance of entrepreneurial activities in the educational sector. In this context, HEIs are the hub of entrepreneurial activities that can promote the entrepreneurial ecosystem (Tanveer et al., 2020; Fayolle et al., 2006). Similarly, HEIs are designing curricular and co-curricular activities to develop entrepreneurial intention among their graduates (Shinnar, Giacomini, & Janssen, 2012, Davey et al., 2011, Passaro et al., 2018). Furthermore, HEIs are more responsible now to develop entrepreneurial intention among students through motivating them and providing them awareness, orientation (Kirby, Guerrero, & Urbano 2011, Fayolle et al., 2006) the specific skills, creative and practical ideas and its implications in real-life enabling the students to become job-creator (Schulte 2004) through providing them entrepreneurial exposure and activities to all

female students to get an equal opportunities and chance of participation in entrepreneurial activities (Boldureanu, 2020; Wilson, et al., 2007; Souitaris, Zerbinati, & Al-Laham, 2007). Women in developing countries are facing hardships and many socio-economic problems. Thus, higher education is the place for new ideas and innovation in the ever-changing world scenarios (World Bank, 2018). According to Enterprise (2008) higher education institutions should act as a place that encourages and enhances the entrepreneurialism among all students whether they are men or women. GEM (2010) reported that in the current era of technology it is needed for women to take an active part in the social, economic and political progress and development of the country. Furthermore, the report highlighted that Women are (seventy) 70% of the whole population in the world. Furthermore, they are identified as (ninety-three) 93% of the GDP (Gross Domestic Product) of the world products of 2010. As per report of Bosma and Kelley (2019) in Global Entrepreneurship Monitor, Pakistan has a larger young population that can expand and become a source of rapid production ratio of entrepreneurial network systems nationwide. However, Reinsberg, Stubbs, & Kentikelenis (2021) reported in the International Monetary Fund (2021) that the economy of Pakistan has been estimated as low as 1.5% GDP during the year as compared to 2018-19 which was 3.3%. Women entrepreneurial activity ratio in report of Bosma & Kelley (2019) in GEM (2019) that highlight the Entrepreneurial intention rate is 27.90%, whereas, entrepreneurship as a good career choice is shown as 80.20%. Therefore, it is the utmost need of the time to bring forth young females in Pakistan in order to develop Pakistan socially, economically and empower women in Pakistan to become productive members of the society.

Entrepreneurial intention is one's self-belief and attitude towards entrepreneurial activity and career selection (Duminda Rajasinghe & Mansour, 2018; Rauch & Hulsink, 2015). Most of the literature identified that intention is the best predictor of an individual's behavior to become an entrepreneur (Beliski & Heron, 2017; Kruegar & Carsrud, 2000; Autio et al. 2001; Linen et al. 2011; Linen and Chen 2009; Kolvereid, 1996). It is identified that Perceived Behavioral Control (PBC), attitude and all the social and cultural norms are the key dynamics and components (Linen & Chen, 2011) to predict entrepreneurial intention among students in order to identify their entrepreneurial skills and intention towards ventures. However, it is also identified in literature (Kruegar et al. 2000; Autio et al. 2001; Engle et al., 2010) that although Ajzen's PBC theory is verified and applicable, results and importance of entrepreneurial experiences and

activities are not alike in every context. Therefore, all of the three indicators/antecedents of PBC in Ajzen's theory are the best predictors of entrepreneurial intention.

In this study, Ajzen's Model of Planned Behavior (Ajzen, 2011) used to explore the entrepreneurial intention of female students and the role of HEIs faculty in motivating female students. Furthermore, the study investigate the entrepreneurial activities that HEIs are providing to their female students to develop their entrepreneurial intention.

Methodology of the Study

Research Type and Design

This study is a mixed method research that helped to gathered in depth and generalizable data. The research employed sequential explanatory mixed method design. In this two-phase study, the quantitative Phase-I data is collected, analyzed and followed by qualitative Phase-II data collection and analysis. The primary importance given to quantitative (Phase-I) of the data collection as it provides a base to further unpack and comprehend the results of quantitative through qualitative (Phase-II) (Creswell 2017).

Sampling

The sampling for this study is comprised of female students studying in HEC recognized Female HEIs. The sample unit (female students) for the first Phase (Quantitative) is selected through convenience sampling technique that gave their consent and willingly participated in this study. For the Second Phase of the study, sample (female students) is selected through Purposive sampling technique following pre-determined criteria (outliers of the study who have filled 1/3 questionnaire) for selecting sample of the research in Phases.

Data collection instruments

Data is collected in Phase-I (Quantitative) through self-administered survey questionnaire. Survey is comprised of five-point likert scale. Data is collected in Phase-II (Qualitative) employing individualized interview protocol that was primarily designed after detail analysis of quantitative data results. The survey is first validated from nine experts in the field and then pilot tested on 20 female students. The Cronbach's Alpha (internal consistency) of the instrument is .924. The data is analyzed in Phase-I in percentages, and mean values and calculated through

SPSS. After that individualized interview protocol guide was prepared based on the data gathered from the survey of the Quantitative Phase-I.

Data Analysis

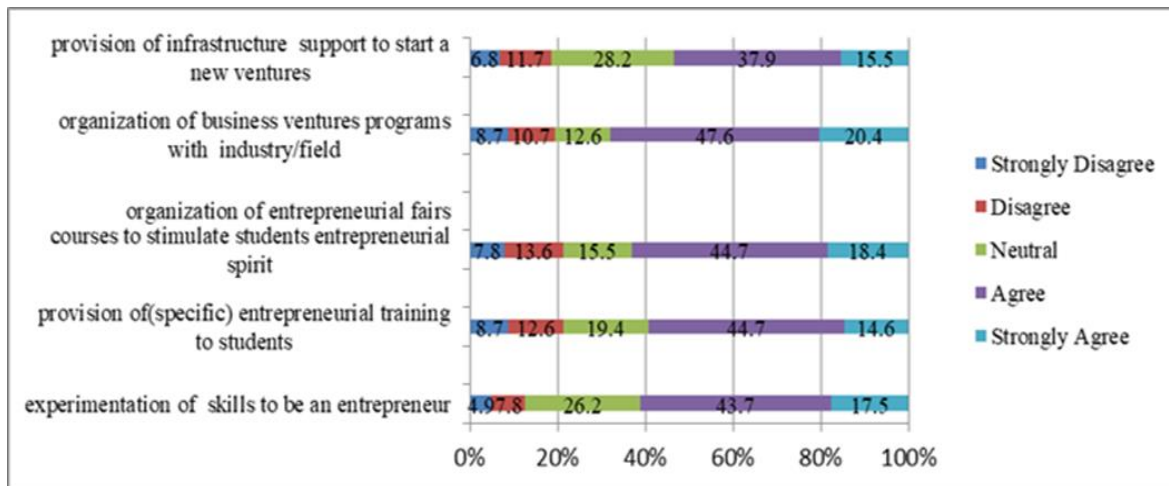
This section is divided in subheadings. It provides a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

Quantitative results

Participation in Entrepreneurial activities

Following bar graph and table show the collective result of all six items regarding Participation in Entrepreneurial activities. All items measure entrepreneurial activities on a five point Likert scale ranging from strongly disagree=1 to strongly agree=5. The responses helped to distinguish entrepreneurial activities provided by higher education institutions to all female students. The results are presented in figure 4.4 below against each item of this construct.

Figure 1
Participation in Entrepreneurial activities



Above figure revealed that almost half of the participants (44 %) responded that their university provides opportunities to experiment their skills to be an entrepreneur. It was interestingly obtained that more than (45%) of the participants responded that their university provides specific entrepreneurial training to the students as well as designs courses which stimulate their entrepreneurial spirit. Large number of the participants (48%) reported that their university organizes entrepreneurial fair and business venture programs for them with linkage to the

industry/field. Moreover, more than (38%) of all participants responded that their university provides them well-functioning infrastructure support to start new venture and only (12%) of all participants responded in disagree. In order to explore the female students' participation in Entrepreneurial Activities, the data is presented in mean and Standard. Deviation. Where, mean is to compare the difference and Standard. Deviation is how much the infer data is disperse from each other's.

Table 1
Entrepreneurial Activities

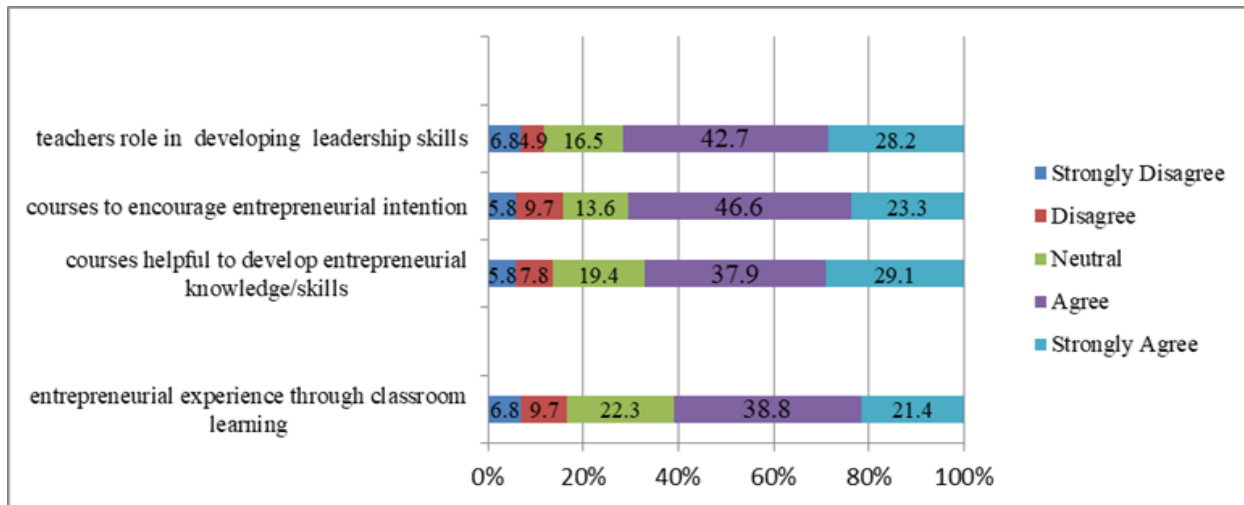
Items	Mean	Std. Dev
Experimentation of skills to be an entrepreneur	3.61	1.022
Provision of (specific) entrepreneurial training to students	3.44	1.152
Courses to stimulate students entrepreneurial spirit	3.52	1.170
Organization of entrepreneurial fairs	3.60	1.183
Organization of business ventures programs with industry/field	3.44	1.100
Provision of infrastructure support to start a new venture	3.34	1.044

The above table shows the descriptive statistics of calculated Mean and Standard Deviation of responses measured on five point Likert scale of survey questionnaire. Results show the highest mean score of 3.61 with Standard. Deviation of 1.022, which highly supported the item "experimentation of skills to be an entrepreneur" that shows that university provides opportunities to the students to experiment their skills to become an entrepreneur. And the mean score in the item "provision of infrastructure support to start new ventures" was 3.34 with Standard. Deviation 1.044, that indicates that university do not provide well-functioning infrastructure support to students for starting up new venture. This score was lower as compared to the mean score in all items but it was above cut point of mean (3) set for the Likert scale.

Role of faculty members

Following table and graph show the individual results of four items regarding role of faculty members. All items were measured on a five point Likert scale ranging from strongly disagree=1 to strongly agree=5. The responses helped to recognize the role of faculty members in higher education institutions and whether faculty was motivating the female students to develop Entrepreneurial intention or not. The results are presented in figure and table below:

Figure 2
 Role of Faculty members



Above figure revealed that almost half of the participants (43%) responded that their teachers help them in developing leadership skills required being female. On the other hand, more than (38%) of all the participants responded that they found some courses helpful in developing their entrepreneurial knowledge/skills. Most interestingly, almost half of the participants (47%) responded that they found some of courses encouraging them to develop their entrepreneurial intention. Almost more than (39%) of the all participants responded that they get entrepreneurial experience through learning in classroom. In order to explore the difference between the role of faulty members, the data is presented in mean and Standard. Deviation. Where, mean is used to compare the difference and Standard. Deviation is how much the infer data is disperse from each other's.

Table 2
 Role of Faculty Members

Items	Mean	Std. Dev.
Entrepreneurial experience through classroom learning	3.87	3.111
Courses helpful to develop entrepreneurial knowledge/skills	3.77	1.131
Courses to encourage entrepreneurial intention	3.73	1.109
Teachers role in developing leadership skill	3.81	1.115

In above table shows the descriptive results of calculated mean and standard deviation of the responses measured on five point Likert scale of survey questionnaire for all four items of this construct. Results show the highest mean score of 3.87 with Standard. Deviation 3.111, which highly supports the item “entrepreneurial experience through classroom learning”, which shows that participants get their entrepreneurial experience in classroom through learning. Whereas the item “courses to encourage entrepreneurial intention” scored mean was 3.73 with Standard Deviation 1.109 which shows that some of courses encouraging them to develop their entrepreneurial intention which was lower as compared to other mean score in all items.

Qualitative Data Analysis

Entrepreneurial Activities

In this study the Entrepreneurial activities has been illustrated as the entrepreneurial exposure through career fairs, different courses, seminars, workshops, knowledge and skills provided by HEIs to all female students. Female students asked explicitly about their participation in entrepreneurial activities organized by the institutions. Most of the participants indicated that entrepreneurial activities such as sports competition, fairs are held and organize by male students. It was also revealed that some universities are promoting gender discrimination. Each entrepreneurial activity is described in detail under the sub-theme below

Entrepreneurial courses: Most of the participants shared that there are not any specific courses designed in their curriculum which stimulates entrepreneurial spirit in students. However, they all agreed that MBA, BCA departments have designed entrepreneurial courses for their students as compared to the faculty of social sciences including (Education, Economics, Islamic Studies, Mass Communication and Fine Arts). As one of participant from Education shared her views in words that

There is no specific course in Education except different projects and teaching practices which develops our entrepreneurial spirit. But I think there must be any course for education students as I have seen many of the students who have intention to start their own business rather than teaching as a profession. So, there must be course according to the student’s interest.

On the other hand, another participant from Education added ‘there is not any specific course and I think we don’t need any course as we are already over-burdened with different courses and

tough schedule of teaching practicum/ internships. I think these courses are enough to start teaching’.

Furthermore, one participant from Psychology shared in words that

Nowadays, it is a requirement to have course related to entrepreneurship. The world is moving for entrepreneurship and female participation is compulsory to meet global economic requirements, so there must be any course which stimulates entrepreneurial spirit in female students.

Entrepreneurial knowledge/skills: Most of the participants affirmed that their university provides opportunities for entrepreneurial fairs but do not provide any specific skill. Skills could only develop and improve through their coursework. They also indicate that their courses have developed their knowledge, abilities and skills but those skills are not sufficient for entrepreneurship. Majority of the participants shared that they have gained entrepreneurial experience from teachers through classroom learning and teacher’s creative feedback is necessary for improving their skills and learning. But their teachers do not guide in a proper way. As one of participants from Education shared her views in words that

“Course of planning educational facilities and human resources” has developed my knowledge and skills as i have learnt how to manage and run schools through my coursework but teachers are not competitive enough to address the formalities that can enhance the students understanding of that particular field.”

Another participant from Mass Communication added ‘As our medium of practicum is television media, we learn and experience lot of skills through practicing entrepreneurial knowledge and activities in our practical work’.

As one of the participants from Psychology stated that ‘teachers provides us feedback for learning but they do not guide us if any flaws are left in our assignments/projects or any other activity they do not encouraged and provided proper feedback to improve our skills’. Another participant from Fine Arts stated ‘teacher’s role is very important not only in teaching but also in providing entrepreneurial skills and learning to the students. Our teachers just encourage us but they do not provide specific guideline to refine our artistic capabilities’.

Entrepreneurial career fairs. Researcher specifically asked the participants that whether their institutions organized different activities like entrepreneurial fair, business venture programs for female students or not. Most of the participants shared that their university organizes different

activities like entrepreneurial fair, job fairs for student's participation. Participants also reveal that in some universities there is gender segregation. Career fairs are organized by our institution but control remains in the hands of male students. As one of participant from Economics stated in words that 'I am the member of student's committee in my university but whenever university arranges any fair or activity responsibilities and priority is always given to male students'. In contrast, one of the participants from Business Administration stated that 'University arranged entrepreneurial career fairs every year. We have participated in these fairs and it helped us a lot to interact with professional people in industries'. On the other hand, one participant from Islamic Studies stated 'Yes, career fairs really helped for entrepreneurial ventures but I am not interested in it and want to just go for teaching'.

However, one of participant from Education added in words that

We have limited opportunities like entrepreneurial career fairs; as our university arranged such fairs once or twice in a year which is comparatively less than those opportunities provided to discipline of MBA or others. They should arrange such events for our department also for nurturing female student's abilities.

Role of Faculty

Participants of this study demonstrated the role of faculty members in higher education institutions whether, faculty is motivating the female students to develop entrepreneurial intention or not.

Provision of assignments/ projects and guidance: Most of the participants shared that their teachers sometimes provide them opportunities to do assignments their way and provide specific guideline for their projects. They all agreed that teacher's role is very important in their learning and their guidance enlightens their knowledge and entrepreneurial skills. As one participant from Education shared her views in words that:

Teachers guide us but we must do assignment through trial and error bases. We learnt a lot during working on different assignments/projects and teachers allow us to do our own way. We experienced a lot in data collection during our research project.

Another participant from Mass Communication added in words that 'sometimes our teachers give guidelines to us otherwise we have to research and do our assignments/projects our own way'. Another participant from Fine Arts argued 'we are assigned different projects/assignments by our teachers and they allow us to do as we want, but if we are doing any project related to our

history then we have to be strict to those veracities'. All of participants described that teacher's role in the development of students entrepreneurial intention is very significant. All teachers provide specific instructions to develop skills and knowledge of their students for their projects and learning. But in the disciplines of social sciences other than Business and Administration, teachers do not provide any entrepreneurial learning, skills or knowledge that could develop their intention. One of the participants from Psychology shared in words that 'teachers are imperative part of any teaching system. But I think teacher's role is more than guider, they should understand student's individual interest and abilities also'.

Teacher's encouragement/motivation: Almost all participants agreed that teachers encourage and nurture intrinsic motivation of female students in higher education settings. They all have same opinion that teachers can play an important role to motivate the female students for entrepreneurial activities and bring out best from them. As one of participant from Mass Communication told in words that

Yes; they encourage us as if there has any entrepreneurial event or fair happening around us they encourage and motivate us to take part. But they never allow us to leave during lecture for the sake of any other entrepreneurial activity."

Another participant from Education added

No doubt, teachers play an important role. Whenever, we go through any hard situation. They provide us guidance. Guidance doesn't mean that they have authority to allow their students for any kind of entrepreneurial activity until and unless university is involved. They just guide and give us tentative solutions".

One of the participants from Economics shared that

"Teachers are encouraging in their respective courses. However, in last semester we had get chance to go Chamber of Commerce to attend entrepreneurship seminar; but our teacher do not allow us to go there during her lecture. So, we did not avail that opportunity."

Discussion

The results discussed here are drawn from the findings from quantitative and qualitative phases of the study. The quantitative findings revealed that students considered their teacher's specific guidelines and feedback to improve their knowledge and skills and for their career choice.

However, in contrast to this finding qualitative results revealed that teachers do not guide their students specifically to become entrepreneurs. Rather, the focus is mostly on course related activities. If students go for guidance they just guide them, mostly help them to do best in their assignments/projects or their research work. Referring to (the Centre for High Impact Philanthropy, 2010) a competent teacher has a positive impact on students' learning and knowledge expansion. He/she should have command to use different pedagogical skills. A quality teacher must have good interpersonal skills and be competent in his/her subject matter and can reflect upon his teaching very well. Findings also indicate that most of the students put forward the teacher's opinion for consideration. Few results revealed that students share their visions and ideas towards entrepreneurial activities with their teachers. Most results proved that the teachers provide guidance for their students' assignments and projects, which enhance their entrepreneurial activities and problem-solving skills. Most of the findings specified that the university offer some entrepreneurial activities in classroom (seminars, workshops and projects) learning. However, in contrast few results revealed that university has only provided them a conducive learning environment to foster their intent related to their coursework. It is conclusively found that teachers do not provide any entrepreneurial support or guidance to their students properly. The teaching practice, Internship/and community work is compulsory in social science disciplines to complete their respective degree programs. On the contrary, findings also indicate that their institutions do not provide them information about organizations where they should do their internship. They must find entrepreneurial and learning opportunities themselves but on the other hand, institutions are providing support for teaching practices/practicums and community work arrangements for education students. It is verified that community work enhances students' managerial and multiple entrepreneurial skills and abilities to work together in a group and execute different entrepreneurial activities and tasks skillfully. However, few results indicated that students have been provided with very limited resources and facilities in their community workplace.

Overall findings revealed that universities organize different entrepreneurial activities like fairs, entrepreneurial job fair week, discussion forums, webinars or seminars for students to link with industry to start small ventures but do not provide any resources or infrastructure support to them. In contrast to the quantitative findings, Qualitative findings revealed that their university provides opportunities for entrepreneurial fairs but does not provide any specific entrepreneurial

skill. Most of the findings indicate that their institution arranged different entrepreneurial activities such as; career fairs but do not arrange such activities specifically for female students. Conversely, few students do not show any interest in taking part in career fairs. Some opined that due to the reason that priority is given to male students they do not get a chance to avail and participate in such career fairs. Only few results indicate that career fairs meant a lot for students' experience. According to the research conducted by (Doherty & Stephen, 2020; Shane & Venkataraman, 2000), entrepreneurship includes exploring opportunities and activities for people to achieve their goals. As concluded by (Gibb, 2002; Ahmad & Seymour, 2006) that human's act to achieve innovative goals through identifying opportunities, resources and market values are known as entrepreneurial activity. Recognition of opportunities in relation to economic growth of the country encompasses entrepreneurial activity.

HEIs generally stimulate knowledge, and skills among students through different courses. However, the contrasting opinions stated that HEIs do not provide or arrange any entrepreneurial activity and well- functioning support specifically for female students to develop entrepreneurial intention. Though, most of the students felt that their university arranged entrepreneurial activities like entrepreneurial career fairs and provided more opportunities to male students as compared to females. The findings support as well as contrast with each other and show that HEIs arranged and provided exposure to female students to participate and enhance their skills required for their courses through different activities in higher education settings. But they could not provide any specific training and infrastructure support related to entrepreneurial ventures. The findings verified that university provides a learning environment in the classroom for learning about entrepreneurship; it is often related to coursework / seminars /fairs etc. Likewise, similar results drawn from qualitative results which indicate that University provides good opportunities and experiences through their offered programs and activities (internships/practicums) but on the other hand, these programs are not able to develop entrepreneurial intention to start any business. Most of the female students have intent to prolong their professions according to their relevant degree but do not develop any kind of entrepreneurial intention in them. Their institutions provide them information, opportunities and encouragement for their course work project. Entrepreneurship education (EE) can have a great impact on a student's entrepreneurial intention to become an entrepreneur (Tanveer et al., 2020; Pittaway & Cope, 2006). It is also found that female student's do not provided with exclusive

opportunities as when university organizes any fair the priority is given to male students to hold and manage those stalls as compared to female students. According to the findings of the study by Fauzan (2016), the government should develop new courses and degree programs in order to groom fresh graduates as entrepreneurs rather than relying only on entrepreneurship education. They introduced a new Basic Entrepreneurial program in Malaysia to develop entrepreneurial intentions among students. Findings proved that many female students across various disciplines consider and demand the courses that stimulate entrepreneurial spirit in them. Conversely, few results also indicate that they are already over-burdened with different courses and tough schedules of practicum/internships. They also indicated that their program has developed their entrepreneurial knowledge and skills, but they do not have any specific course included in their syllabus related to entrepreneurship except practicums/internships/and community work/coursework. Research concluded the findings of (Zegeye, 2013) and notifies that entrepreneurial courses can develop students' abilities and competencies towards entrepreneurship.

The quantitative findings show that teachers play an influential and positive role in developing a student's entrepreneurial intention. They have developed leadership skills among female students through assigning different assignments/projects in pursuing their careers. Likewise, almost similar results are drawn from qualitative results, which indicate that their teachers sometimes allow them to do assignments their way and provide specific guidelines for their course projects. Most of the findings proved that a teacher's role is very important in students' learning and guidance; and to enlighten their knowledge and entrepreneurial skills. A study by Beliski and Heron (2017) revealed that teachers in higher education institutions are incapable of developing entrepreneurial intentions among their students due to lack of entrepreneurial experience and training.

It is revealed that teachers play an important role to motivate students and bring out the best from them. They provide guidance and feedback but their guidance doesn't mean that they have authority to allow their students for any kind of entrepreneurial activity until and unless university is involved. Overall results indicate that teachers are an imperative part of any HEI and generally motivate their students with entrepreneurial spirit and give specific feedback for their assignments. It further asserted with few results that courses are helpful in developing the skills and knowledge of the students to become professional but do not help them to develop

their entrepreneurial intention except their relevant degrees. Tanveer et al. (2020), argued that most research studies on teacher's traits in entrepreneurship are limited to entrepreneurial courses and the instructional and educational methods in entrepreneurship education. Thus, the above arguments could be concluded as teachers' entrepreneurial competencies are essential and mandatory for making any entrepreneurship program successful. Furthermore, it is evident that a competent teacher could enable the students to be more creative and innovative.

In the light of quantitative results the qualitative results revealed few contradictions that teachers do not motivate their students properly. Teachers are not competitive enough to address the formalities that can enhance the student's entrepreneurial learning and understanding of their respective field. If students go to consult with their teachers for guidance they just guide them but do not help and facilitate them to solve their problems and do best in their assignments/projects or any entrepreneurial activity.

Conclusion & Recommendations

The study concluded that the faculty of HEIs is not experienced enough to guide and motivate their students towards entrepreneurship as their prime concern is teaching their courses, hence their role should not be considered influential in developing entrepreneurial intention among female students. Furthermore major entrepreneurial skills including leadership, problem-solving, and communication skills are being developed and enhanced among female students primarily through their coursework not through the entrepreneurial opportunities (seminars/workshops) at HEIs.

The study recommended to the Higher Education Institutions to may develop entrepreneurial intention among female students through incorporating practical skills and entrepreneurship courses with existing educational courses. Therefore, HEIs may also arrange workshops for Faculty of Social Sciences to develop their professional skills, to integrate teaching programs with entrepreneurial activities to boost the intention of female students.

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