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The Empirical Review on the role of Entrepreneurship Education in Development and Promotion of Entrepreneur Skills: Context of Tando-Muhammad Khan, Sindh Pakistan.

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Abstract

Purpose: the aim of this paper entrepreneurship education is required in the growth of entrepreneur's skills and awareness to graduate students about new business opportunities in Pakistan. The existing study has the intention to determine student's professional perception regarding the entrepreneur skills and educational programs to improve their skills.

Method: the quantitative approach was applied to use structural questionnaires for collecting the data from the university students. Different statistical tests were applied for data analysis, reliability, probability, R-square and T-Test.

Findings: while the undergraduate students was not fully acknowledged about the entrepreneur perception therefore has needed to improve significantly approach towards business planning, finance access, financial skills, knowledge in digital and labour markets.

Practical implications: The entrepreneurship education program needs to fit in different groups, such as entrepreneurship education programs should be based on specific courses, access to finance and digital market to student practitioners.

Originality/value: the existing research has highlighted the need to evaluate and implement constant changes in entrepreneurs' hard and soft skills. This paper contributes insights, awareness, and a perceived standard for reflection of policy makers and entrepreneurship practitioners.

Keywords: Entrepreneurship education, entrepreneurship educational tools, entrepreneurship development cells and faculty counselling

1.1 Introduction

The existing study has focused on developing the entrepreneurship education concept for entrepreneur skills in the context of educational institutes of Tando-Muhammad Khan Sindh, Pakistan. Entrepreneurship defines the method of creating the values in innovative products or exploring them in new markets (Prince et al., 2021). Further, Avram &Hysa (2022) added the few positive impacts on the economic values, innovation and development, further they said,

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the rest of countries have started the entrepreneurship education and training programs to increase the entrepreneurs skills in respective territory in world that contributes resources in economic growth (Gangi, 2017).

Although, entrepreneurship education and training programs (EETP) are playing an essential role in recent years due to educational institutions, graduate students, stakeholders and policymakers (Shah et al., 2020). Although entrepreneurship education and training programs have positive impacts on new business projects, as lots of theoretical and empirical evidence are available in literature.

However, entrepreneur's skills and entrepreneurship education would be introduced in educational institutes (Boyd, 2017; Saeed et al., 2015). In the world education as well as higher education have influence to universities to involve the students in entrepreneurs activities for future career path. . entrepreneurial competencies, attitudes and capacity to perceive the fresh job chance to newly graduates in college (Hassan et al.,2020), it motivates to students about theories, practices and training in entrepreneurship, when it's come to entrepreneurship education application.

1.2 Problem Statement

In the perspective of (Manzoor et al., 2021) Pakistan is one country, where almost 90% enterprises depend on small medium enterprises (SMEs), which generate 80% employment opportunities for the non-agricultural sector. According to the reports of SBP, 2022, the share of small medium enterprises is less than 50% in overall GDP but it contributes 25% in exports of Pakistan. However, the neighbouring country China, where small medium enterprises contribute more than 60% in GDP as well as more than 70% contributions in exports of the country (OECD scoreboard, 2022). Although, it is noted in literature, those countries have high income, there is highly involvement of small medium enterprises and in developing countries, where there is low involvement of small medium enterprises there are counted in developing (e.g., Pakistan) (Bayraktar& Algan, 2019).

To embrace the solution of environmental and social challenges is entrepreneurship education because entrepreneurship plays a vital role in development and growth of the economy through job creation, technological innovation and efficiency of entrepreneurs (Bradley et al., 2021; Vedula et al., 2022). Consequently, the universities are adopting the mind-set development and entrepreneurial skills in institutional ethos and academic programs.

1.3 Purpose of Study

The main purpose of this paper is to determine the development of entrepreneurs through the entrepreneurship education in the perspective of different teaching disciplines. It attempts to know how these programs work. The purpose of this paper is to identify the development of entrepreneur skills through entrepreneurship education by discussing various teaching programs. It also tries to know how these types of programs fill the skills of entrepreneurship among universities and college students, the purpose of enhancement of entrepreneurial skills to train the new entrepreneurs in different kinds of entrepreneur's activities. It also tries to identify the success ratio of the faculty development program (FDP) and faculty members try to convince students to start in a new set up business as well as undertake change instead of

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hunting the job salaries. Although institutions need to take initiative, new benchmarks in the field of entrepreneurship.

1.4 Objectives of Study

- The main objectives of this research are as follows:
- To adopt the entrepreneurship program for understanding the entrepreneur skills.
- To develop the entrepreneurship educational tools for promotion of entrepreneur skills.
- To determine the effective entrepreneurship development cells in the leading academic institutions.
- To find out the effective role of faculty members in students counselling to undertake the innovative and set up the business.

1.5 Research Hypothese

- HO1: The role of entrepreneurship educational applications for understanding the entrepreneur skills.
- HO2: The role of entrepreneurship educational tools for promotion of entrepreneur skills.
- HO3: The effective role of entrepreneurship development cells in the leading academic institutions.
- HO4: The role of effective faculty members in students counselling to undertake the innovative and set up new business unit.

1.6 Literature Review:

1.6.1 Entrepreneurship Education (EE)

In the perspective of entrepreneurship education, many researchers and scholars pointed to the positive significant impacts of education on entrepreneurship, McIntyre and Roche (1999) defined entrepreneurship education as a process to pass essential concepts and skills to individuals for determining the new business opportunities and to reach benefit from such opportunities. According to McMullan and Long (1987) and McMullan et al. (2002) entrepreneurship education requires skills building, creating things, new product development, innovation in technology and leadership programs.. Further, Maritz et al. (2015) defined the program of entrepreneurship education as the process of education to enhance entrepreneurial skills and manners which helps to enhance the personal qualities. Further entrepreneurship education has been classified by Van Gelderen et al. (2015), further they mentioned one strong entrepreneurship ecosystem to develop the business creative stability and new business intentions.

1.6.2 Entrepreneurship Skills (ES)

In the perspective of Do Paco et al. (2011a:2011b), entrepreneurship education enhances skills toward the success of entrepreneurship so entrepreneurs have a need for skill in their future. Few entrepreneurs believed in themselves that they have the need for skills to succeed in life, but they discovered the training programs that newly horizon emerge for business success, they found the teachable skills (Wu and Jung, 2008).

Usually lack of skills are reasons for failure in business (Dowling, 2003; Zimmerer and Scarborough, 2003). In the perspective Lazear (2004:2005), individuals who have educational background and work experience, who set strategy for skills which help entrepreneurs in

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progress of business. The reasons behind successful entrepreneurs are called skills, as each researcher has defined the set of skills. Further Martin (2015) highlighted the OECD (2014) annual report which has three sets of skills as followed: business management skills, technical skills and entrepreneurial personal skills. Technical management contained the oral and written communication, organizing skills and technical implementation skills (Henry et al., 2005). Alongside which includes interpersonal skills, environment monitoring and problem solving skills (Martin, 2015).

1.7 Research Methodology

This paper is contained research design, sampling frame, and data collection procedure and data analysis techniques. The independent variables have been applied in specific four main developing variables of entrepreneurship education in educational institutions at Tando Muhammad Khan, Sindh, Pakistan. Dependent variable is opportunities for young entrepreneurs to develop their skills. The quantitative research approach has been applied in exiting research, further, it has been proceed in primary that data is based on respondents of the adopted questionnaire. The unit of analysis will be entrepreneurship education in educational institutions students Tando Muhammad Khan, Sindh.The questionnaire was used in this paper as a intention to collect primary data for entrepreneurship program, entrepreneurship educational tools, entrepreneurship development cells, faculty counselling and also the entrepreneurs skills in educational institutions of Tando Muhammad Khan, Sindh, Pakistan. The questionnaire was contain three major sections. Section A is contained demographic profile of respondents. Section B is contained four developing independent variables (including the entrepreneurship education cells in educational institutes of Pakistan: institutions in Malaysia: entrepreneurship program, entrepreneurship educational tools, entrepreneurship development cells, faculty counselling. Section C is contained one constant dependent variables which promotes the opportunities enhance the entrepreneur's skills in Pakistan.

Content	Usefulness	Items
Section A: General demographic profile of respondents.	To determine the participant background.	Items contain the Age, Gender, Education, Religion and Professions.
Section B: determinant of developing entrepreneurship education cells in educational institutes of Pakistan.	To determine developing level of entrepreneurship education cells in educational institutes of Pakistan.	(4 IV) contained 20 indicators which are divided in four section (4 IV), 5-point Likert scale.
Section C: determinant of promoting the opportunities enhance the entrepreneurs skills in Pakistan.	To determine impact of entrepreneurship education tools by skilled entrepreneurs in Pakistan.	(1 DV) contained 5 indicators which are divided in four section (1 DV), 5-point Likert scale.

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1.8 Data Analysis Method

The collected data is analyzed with the help of SPSS software, as that process of data analysis contains coding data, handling and checking missing, hypothesis testing and normality of data. The reliability test was conducted to make sure to measure the consistency in order for producing real results. The t-test and probability value were applied to determine the assumptions. Frequency and percentage were applied to know the demographic information of respondents. Lastly, the dependent variable and entire independent variables which are entrepreneurship programs, entrepreneurship educational tools, entrepreneurship development cells, faculty counselling and also the entrepreneur's skills will be used to identify whether each of the independent variables is affecting dependent variables. The table over the leaf will show the method that was used to test the hypotheses.

Hypothesis	Data Analysis
HO1: The role of entrepreneurship educational applications for understanding the entrepreneur skills.	T-test and probability test
HO2: The role of entrepreneurship educational tools for promotion of entrepreneur skills.	T-test and probability test
HO3: The effective role of entrepreneurship development cells in the leading academic institutions.	T-test and probability test
HO4: The role of effective faculty members in students counselling to undertake the innovative and set up new business unit.	T-test and probability test

1.8.1 Demographic Profile of Respondents

Descriptive analysis is contained in following items percentile, frequency, standard deviation and mean that have been used to calculate the respondent background that will be based on the personal profile of respondents. In our research, descriptive analysis has been applied to determine role items of personal profile of respondents in relation to entrepreneur's skills and entrepreneurship education in educational institutions. The demographic profile of respondents has divided in following session gender, age education, profession and religion.

Description	**No of Participant**	**Percentage of Participant**
Gender		
Male	81	40.5
Female	119	59.5
Total	200	100.0

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Age Level		
18-24	100	50.0
25-34	98	49.0
35-44	2	1.0
Total	200	100.0
Qualification		
Undergraduate	134	67.0
Post graduate or Above	66	33.0
Total	200	100.0
Religion		
Non-Muslim	43	21.5
Muslim	157	78.5
Total	200	100.0

Result of demographic profile of respondents has been captured from table.4.4. in this study 59.5% of participants are female and remaining 40.5% participants are male. The majority of respondent's age falls among 18-24 year (100, 50%) so the following range is categorized now 25-34, 49% and 35-44 are in 2%. in the university of modern sciences. However 67.0% of respondents received education in undergraduate and remaining 33% respondents qualification falls in post graduate program. In the last level of religion has been measured as follows 21.5% respondents belong to Non-Muslim community and remaining 78.5 respondents belong to Muslim community.

1.8.2 Reliability Statistics

The test of cronbach alpha has been used to determine the reliability of coefficients in length of consistency through the SPSS Software. According to Sekaran and Bougie (2010), the questionnaire considers to be high reliability that alpha should be greater than 0.70 because 0.70 is near to 1.0 therefore, it will be considered fit in the internal consistency questionnaire.

Table 1 Reliability Statistics.

Reliability Statistics

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Cronbach's Alpha	N of Items
.806	5

Cronbach Alpha result has been captured from Table 1, it indicates that reliability result is used to determine the worth of questionnaire that means variables or items which were used in questionnaire, it have significance relation with study objectives, therefore above table dedicated significance Cronbach alpha for variables of study.

1.8.3 T-Test Result

The researchers used the T-Test to determine the association among the independent and dependent variables. Correlation has been used in existing study to measure the strength interaction between two variables, where correlation has worked to know cause and effect between independent and dependent variables. If the result of T-Statistics is insignificant then hypotheses will be accepted. In contrast, if the result of T-Statistics is significant then hypotheses will be rejected. But in existing research, T-Statistics falls significantly among the IVs (entrepreneurship program, entrepreneurship educational tools, entrepreneurship development cells, faculty counselling) and DV (entrepreneurs skills), except one entrepreneurship education program.

Table 2 T-test result for Entrepreneurship Education Program

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	IV1 - DV1	.05200	.46343	.03277	.11662	.01262	1.987	199	.014

Following result has been captured from Table 2, that the result of T-test is (t-stat -1.987> t-significant 0.014) is indicated that there were found paired between entrepreneurship education program and entrepreneurs skills in educational institutions, so which result was concerned paired samples test. Therefore, researchers have assumed that the first hypothesis has been accepted.

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Table 2 T-test result for Entrepreneurship Educational Tools

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 IV2 - DV1	.13100	.51689	.03655	.05893	.20307	3.584	199	.000

Following result has been captured from Table 3, that the result of T-test is (t-stat 3.584> t-significant 0.000) indicates that they were found paired between entrepreneurship education tools and entrepreneurs skills in educational institutions, so which result was concerned with paired samples test. Therefore, researchers have assumed that the second hypothesis has been accepted.

Table 3 T-test result for entrepreneurship development cells

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 IV3 - DV1	.12100	.40677	.02169	.02178	.07378	1.989	199	.035

Following result has been captured from Table 4, that is the result of T T-test (t-stat 1.039> t-significant 0.302) indicated that they were found paired between entrepreneurship development cells and entrepreneurs skills in educational institutions, so which result was concerned paired samples test. Therefore, researchers have assumed that the third hypothesis has been accepted.

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Table 4 T-test result for faculty members counselling

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	IV4 - DV1	.03100	.47999	.03394	.03593	.09793	1.953	199	.042

Following result has been captured from Table 5, that is the result of T- t-stat 1.953> t-significant 0.042). is indicated that there were found paired between faculty counseling and entrepreneurs skills in educational institutions, it means, faculty has a major role in inspiring and motivating students to invest in new ventures so which result was concerned paired samples test. Therefore, researchers have assumed that the fourth hypothesis has been accepted.

1.8.4 Probability Test P-Value Test

The probability value (p-value) measures the assumption with null hypotheses that is in observing the higher statistical test toward direction in alternative hypothesis, afterward one observed. The significance level of the probability test should be 5% ($p < 0.05$). For suppose, the significant level falls less than 5% in the independent variable, which indicates that the independent variable has significant relation with the dependent variable. Otherwise, the independent variable does not have a significant relation with the dependent variable.

Table 5 P-Value result for entrepreneurship education program

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.287	.268		8.533	.000	1.758	2.816
	IV1	.503	.059	.517	8.490	.000	.386	.620

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a. Dependent Variable: DV1

Following result has been captured from Table 6, that the result of (p-value of 0.000-significant) is indicated that there were found impact of entrepreneurship education program on entrepreneurs skills at the educational institutions, so which result of coefficients supports to paired samples test, because the significance level IV1 and DV1 is 0.000. Therefore, researchers have assumed that the first hypothesis has been accepted.

Table 6 P-Value result for entrepreneurship educational tools

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.155	.425		7.422	.000	2.317	3.993
	IV2	.298	.091	.228	3.292	.001	.120	.477

a. Dependent Variable: DV1

Following result has been captured from Table 7, that the result of (p-value of 0.001-significant) is indicated that there were found that entrepreneurship educational tools effects on entrepreneurs skills at the educational institutions, so which result of coefficients supports to paired samples test, because the significance level IV2 and DV1 is 0.001. Therefore, researcher has assumed that second hypothesis has been accepted

Table 7 P-Value result for entrepreneurship development cells

Coefficients[a]

Model				Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.985	.202		4.882	.000	.587	1.382
	IV3	.778	.044	.784	17.768	.000	.692	.865

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a. Dependent Variable: DV1

Following result has been captured from Table 8, that the result of (p-value of 0.000-significant) is indicated that there were found that entrepreneurship development cells effect on entrepreneurs skills at the educational institutions, so which result of coefficients supports to paired samples test, because the significance level IV3 and DV1 is 0.000. Therefore, researcher has assumed that third hypothesis has been accepted.

Table 8 P-Value result for faculty member counselling

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.441	.326		7.486	.000	1.798	3.084
	IV4	.460	.071	.419	6.494	.000	.321	.600

a. Dependent Variable: DV1

Following result has been captured from Table 9, that the result of (p-value of 0.000-significant) is indicated that there were found that faculty counseling effects on entrepreneurs skills at the educational institutions, so which result of coefficients supports to paired samples test, because the significance level IV4 and DV1 is 0.000. Therefore, researcher has assumed that second hypothesis has been accepted

1.8.5 R-Square Test

The R-Square is concerned with determination of coefficient, as that determination of coefficient is part of total variations in dependent variables that has been explained via independence. Therefore the cut of value has been set by scholars among 0 to 1.

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Table 9 R 2 result for entrepreneurship education program

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.517[a]	s.267	.263	.39911	.267	72.074	1	198	.000

a. Predictors: (Constant), IV1

The result of correlation coefficients has been captured from Table 10, that the result of R-.517, R-significant 0.000)is indicated that there were found relationship among entrepreneurship educational programs and entrepreneurs skills at the educational institutions, so which result of correlation coefficients supports to paired samples test and coefficients p-value, because the significance level IV1 and DV1 is 0.000. Therefore, researcher has assumed that first hypothesis has been accepted

Table 10 R 2 result for entrepreneurship educational tools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.328[a]	.152	.047	.45387	.052	10.838	1	198	.001

a. Predictors: (Constant), IV2

The result of correlation coefficients has been captured from Table 11, that the result of R-.328, R-significant 0.001)is indicated that there were found relationship among entrepreneurship educational tools and entrepreneurs skills at the educational institutions, so which result of correlation coefficients supports to paired samples test and coefficients p-value, because the significance level IV2 and DV1 is 0.001. Therefore, researcher has assumed that second hypothesis has been accepted.

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Table 11 R 2 result for entrepreneurship development cells

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.784[a]	.615	.613	.28939	.615	315.687	1	198	.000

a. Predictors: (Constant), IV3

The result of correlation coefficients has been captured from Table 12, that the result of R-.784, R-significant 0.000)is indicated that there were found relationship among entrepreneurship development cells and entrepreneurs skills at the educational institutions, so which result of correlation coefficients supports to paired samples test and coefficients p-value, because the significance level IV3 and DV1 is 0.000. Therefore, researcher has assumed that third hypothesis has been accepted.

Table 12 R 2 result for faculty members counselling

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.419[a]	.176	.171	.42323	.176	42.173	1	198	.000

a. Predictors: (Constant), IV4

The result of correlation coefficients has been captured from Table 13, that the result of R-.419, R-significant 0.000)is indicated that there were found relationship among entrepreneurship faculty members counseling and entrepreneurs skills at the educational institutions, so which result of correlation coefficients supports to paired samples test and coefficients p-value, because the significance level IV4 and DV1 is 0.000. Therefore, researcher has assumed that fourth hypothesis has been accepted

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1.9 Conclusion and Recommendation

1.9.1 Results and Discussion

The existing study has aimed to determine. What are the development for entrepreneurship education for entrepreneur skills development in the context of educational institutes in Sindh Pakistan? The improvement of those developments would create opportunities for Pakistan to enhance entrepreneurship education for new business units. Total of 200 students of educational institutes Department of Business Administration, Department of Information Technology, Indus Nursing College and Indus College of Physical Therapy had contributed to this questionnaire survey. Hypotheses were tested through Reliability Test, Hypothesis Testing (T-Test and P-Value), R-square. These statistical tests have been run with SPSS.

In the prospective initial statistical testing phase, the role of entrepreneurship education is in skill development toward other components, Entrepreneurship education, entrepreneurship educational tools, entrepreneurship development cells and faculty counselling have been done. Statistical tests have been done through T-Test, probability, model summary model, the significance level variables have been measured by T-Test, probability, model summary model, the significance level of all variables fall less than 0.05. Further Rissal (1992) worked on the same ideology of entrepreneurs.

The significance level of the first null hypothesis is less than 0.05 through different statistical tests. That means, null hypothesis has been accepted, that means entrepreneurship education has a positive role in skill development of youth entrepreneurs, it has been expected that the participation of women is increasing day by day in Pakistan. It believes that few entrepreneurs have the ability to take initiative in business (Moriano & Gorgievski, 2007).

The significance level of the second null hypothesis is less than 0.05 through different statistical tests. That means, null hypothesis has been accepted, that means entrepreneurship educational tools have a positive role in skill development youth entrepreneurs. It considers that human skills are a development process that offers diversity, opportunities, self-expression and dynamics in the world. Similar views have been supported by (Pennings, 1982; Vesper, 1990; Davidsson, 1991), they define how much research and development is essential in creation of new projects and economic development.

The significance level of the third null hypothesis is less than 0.05 through different statistical tests. That means, null hypothesis has been accepted, that means entrepreneurship development cells have a positive role in skill development youth entrepreneurs. Therefore, entrepreneurship development cells have been placed, where research and development have been promoted to pursue new business projects after degree completion. Similar views have been supported by (Pennings, 1982; Vesper, 1990; Davidsson, 1991), they define how much research and development is essential in creation of new projects and economic development.

The significance level of the fourth null hypothesis is less than 0.05 through different statistical tests. That means, null hypothesis has been accepted, that means faculty development has a positive role in skill development youth entrepreneurs. The interaction of faculty inspires students to achieve their validated thoughts and ideas for technological support. Faculty interaction convinces us to create power about new projects and innovation; everything is based on inner ability and capacity to develop the skills in education institutions. Similarly, Gasse (1985) identifies the essential entrepreneurial education from university level.

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1.9.2 Conclusion

According to the existing literature review, entrepreneurship education has significantly interacted in the field with entrepreneurship educational tools, entrepreneurship development cells and faculty counseling. The existing study has the intention to determine student's professional perception regarding the entrepreneur skills and educational programs to improve their skills. The entrepreneurship education performance is a milestone in prerequisite behavior and creation of entrepreneurial processes for the characteristics and skills to individual's entrepreneurs (Heinonen Jarna and Poikkijoki SariAnne 2015). The existing study is evidence that entrepreneurship education has an important role in skill development for male and female entrepreneurs in Entrepreneurship education; entrepreneurship educational tools, entrepreneurship development cells and faculty counseling have been done. The existing study has few limitations, such as time, support, lack of entrepreneurial interest in educational institutions regarding the entrepreneurship education for promotion and development of entrepreneur's skills and limited resources in educational institutes.

1.9.3 Practical Implications

The existing paper will help graduate students to implement educational practices in validating, designing as well as delivering entrepreneurial programs in national and international, that will design guidelines to understand business skills behavior pattern for graduate student's premier academic institutes for entrepreneurship education programs. This paper introduces graduate students in different new paths or existing schemes which, as offered by the higher education commission, has allowed the launch of separate departments for entrepreneurship and enterprises. This paper will be contributed to enhance entrepreneurship development cells for graduate and postgraduate students. Further set-up research and development and innovations in existing business or new set-up of business.

1.9.4 Future Research

In future research, few recommendations and limitations of this research will be addressed to overcome, as in future researchers will not distribute the structural questionnaires but they should be gone to apply the qualitative tools to enhance the quality of the result, the entrepreneurship education and entrepreneur's skills. Therefore researchers should conduct the face to face interviews to find facts and figure in their spoken month words, hence researchers have expectations that results will be efficient.

Furthermore, via applying different research models that can enhance the result accuracy. The research model can be an extended reflection of the research framework that might be fully reflected facing challenges of entrepreneurship education and business entrepreneur's skills from the educational institutions of Tando-Muhammad Khan, Sindh, Pakistan. In the end, researchers of the existing study imagined that new additional independent variables should be added or substituted toward current independent variables.

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