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# **An Assessment Of Entrepreneurship Knowledge And Intentions Among Students Of Agriculture Faculty In Tertiary Institution Of Punjab, Pakistan**

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## **ABSTRACT**

Determining the entrepreneurial knowledge was the goal of this investigation among students of faculty of agriculture and Environment, Punjab, Pakistan. One hundred students of agriculture degree programs were randomly selected from all departments of faculty and a descriptive survey

research design was used. The questionnaire that is self-contained tagged “Assessment of Knowledge of Agricultural Students on Entrepreneurship Questionnaire” (AKAEQ) was used to collect data. The descriptive statistics of using the mean and standard deviation describe the demographic characteristics of survey's respondents. The parametric statistic of the hypotheses was tested using chi-square at an alpha level of 0.05. The results indicated that, students have no knowledge of entrepreneurship in agriculture; their future career plans did not reflect entrepreneurship in agriculture because the students were not taught entrepreneurship while studying. It was recommended among others that, entrepreneurship should form one of the core course units in the all departments of faculty to equip the students with entrepreneurship skills in agriculture.

**Key words:** Knowledge, Entrepreneurship, Future Career Plans, Teaching Entrepreneurship

## Introduction

There's absolutely no question that business is the only thing keeping the global economy alive. The business sector determines a nation's progress. A nation's economic development reflects the expansion of its business sector. Lack of economic growth indicates a lack of economic activity, and as a result.

GDP growth is typically used to gauge growth in the economy. Because of the continued improvement in trade, industry, and investment, the World Bank forecasts that the global economy will grow by up to 3.1% in 2018. The expansion of several nations supports this growth. Globally, advanced economies' growth is anticipated to decrease somewhat in 2018 to 2.2%. As business in commodities exporters' poverty remains the same or increases, growth in emerging market and developing countries in general is anticipated to rise to 4.5 percent in 2018. Continuity to improve with in face of rising prices 2018 (The World Bank). All of those are indications of economic activity as well as a way to gauge global economic development.

The process of planning, starting, and operating a new firm is called entrepreneurship. The ability and willingness to plan, organize, and run a business initiative while accepting all of its dangers in the hopes of turning a profit. According to Gina (2011), the notion of entrepreneurship has received a lot of attention, particularly given the lack of available paid work.

Entrepreneurs are people who launch their own businesses and employ themselves and others rather than looking for work with the government or other organizations. These individuals are frequently considered innovators and as a foundation of innovative ideas for goods, services, and businesses. They are essential economic system. Without them, poverty endures and the economy is unable to expand. They are the ones with the expertise and initiative needed to anticipate current and prospective demands and offer innovative ideas. Entrepreneurs raise both their own and others' standards of life. In other words, they not only make money through their business endeavors, but also jobs and the conditions for a flourishing society. However, if there are no entrepreneurs,

unemployment will be a concern for the nation and same is in case of our region of south Punjab especially as mostly in overall in country.

According to the Development Policy Research Unit (DPRU, 2006), 8 million young people are unemployed. Similar to how the global economy recovered quickly in 2010 after two years of extremely unfavorable labor market circumstances, the International Labor Organization (ILO, 2011) stated that unemployment rates throughout the world remained high in 2010. ILO (2011) reports that 205 million people (6.2%) were jobless in 2010. It is concerning that such a bigger proportion of this percentage consists of university, college of education, and polytechnic graduates who, lacking in business abilities, prowl the streets in quest of employment.

The clear differences in the level of development between advanced and industrialized countries and the less developed third world countries in the current international economic order can be attributed not to differences in national resource endowment or in innate intellectual endowment, but rather to the enormous disparities in the scope and level of knowledge and skills in use (Bamidele, 2004). Similar to this, Kingble (2008) said that a country's capacity to educate its citizens so that they are ready to succeed in a fast changing global environment.

The developed countries (Germany, Canada, Australia, United States of America, and France) among others, have participated in these events as respective educational systems place a premium on a well-rounded education. In a similar line, China, Japan, Singapore, and Malaysia, among others, have strong and high-quality educational systems that give their inhabitants marketable skills for contributing to respective communities effectively, according to Yavari, Heydarinejad, and Habib (2013). Due to this, entrepreneurial and functional agricultural education is without a doubt the answer to addressing the socioeconomic and technical demands of developing countries like Pakistan, who crave for quick socioeconomic growth.

### **The Study's Importance**

The results of the research will be helpful to those who create curricula in redesigning it so that it aligns with the goal of such a course, which is to train to become entrepreneurs as students. It may also be utilized to re-orient students to the fundamental reason they chose to enroll in management degrees related to agriculture.

### **Framework for Theory**

#### **Entrepreneurship: An Understanding**

The word "entrepreneurship" hails from France verb "entreprendre," this implies "to undertake. It demands starting new businesses. There are other additional definitions of entrepreneurship, none of which are regarded as universal. It is a widespread misconception that entrepreneurship involves starting a new firm. Economic chances to take advantage of and cash to convert those opportunities into legitimate businesses are the first requirements. Starting with the investigation and risk-taking necessary to produce value for both financial gain and societal benefit (Manisha & Singh, 2016).

This is often viewed via the prism of both the lone as the economic hero, the entrepreneur. One of the finest economic development techniques nowadays for fostering a nation's economic growth is entrepreneurship. It is seen as a significant force behind the economic development, innovation, and competition of many countries. This is a tactic that can be applied in combating the issue of poverty (Ressurrection, 2011). In recent decades, the government has paid more attention to entrepreneurship because of its importance in helping to expand the economy and reduce poverty, and emphasis also comes from the educational sector and business assistance organizations. For many countries, fostering entrepreneurship has become an official governmental focus (OECD, 2006).

Understanding concerning entrepreneurship is indeed the ideal course of action for each and every student who really is enthusiastic in becoming an entrepreneur in the near future. It is significant since it supports several advantages and purposes that alter people's lives (Rahman, 2000; Sidek, 2006). This is one cause of the increasing popularity in entrepreneurial education. Many people's or students' eyes are opened to possibilities by it (Din, 2002). It is a fact that too many degree holders struggle to obtain employment upon graduation due to a lack of open positions and intense competition. The major purpose of entrepreneurship education in schools is to teach students how to generate their own jobs rather than relying on the government or others to provide them with employment, which promotes wellbeing both social and economic (Ramos, 2014).

The entrepreneurs: who are they? Which are the individuals who view issues not as issues but as economic opportunities instead? Once they have recognized the potential, they find a means to gather the necessary resources and take action to transform the chance into a commercial opportunity. They apply their financial resources to generate revenue and jobs, which ultimately enhances the quality of life for the populace or community. Additionally, one may assist people, families, organisations, and communities through business (Cox, 2011). The global economy would not expand and prosperity would not be possible without entrepreneurs. They are the ones who is the author fresh thoughts and ascertaining how to produce novel, socially helpful things. These are the individuals who will notice chances rather than just difficulties when they look about. They are doers who really are determined to put in a lot of effort to accomplish their individual objectives. They are focused on making things do happen and like formulating plans.

### **Education's role in producing entrepreneurs**

How can a university help by promoting entrepreneurial attitudes is the challenge? Can colleges or other academic institutions produce entrepreneurs? The best individuals to teach entrepreneurship in the classroom and whether it can be learnt are still up for debate. Some think that the only way entrepreneurial attitudes and abilities can be taught is by successful businesspeople sharing their real-world, hands-on experience and breaking down both triumphs plus mistakes. It implies that business owners must visit classrooms as well as present their expertise. Others contend that entrepreneurship cannot be learned, that great businesspeople

possess unique, natural talents, both of which are individuals are innately programmed to recognize prospects and seize them by employing novel and creative strategies (Sarasvathy, 2015).

It will be challenging to reconcile an entrepreneurial mindset with our current system of traditional education. It is difficult to change the educational environment to foster an entrepreneurial attitude. Considering that they are taught how to start a business, it is a reality that traditional education teaches students using the casual thinking technique or predictive thinking (Sarasvathy, 2015). She continues by saying that the first step someone should do while launching a business is to look around, conceive of the company, then set the purpose and objectives, choose the main outcome areas, choose the performance measures, and choose the tactics. Students are instructed that success comes from adhering to certain norms of operational procedures. With people that have entrepreneurial attitudes and habits that depend on creative thinking, such an approach could not work. Instead of spending hours in a classroom, creative thinking skills are learnt by doing them. They receive training on how to run a firm. Robinson (n.d.) questions this conventional schooling. According to him, we develop our creative and entrepreneurial thinking through exploration, doubting presumptions, imaginative use, and information synthesis. According to Robinson, this is suppressed by the traditional educational model's emphasis on compliance, conformity, and a straight route (Rogan, 2015; Sarasvathy, 2015). Effective thinking comes naturally to entrepreneurs. It instead begins with a predetermined set of means and then allows for aims to develop contingently through the founders' efforts over time varied imagination and various ambitions, as well as those of the people they come into contact with (Sarasvathy, 2015).

According to the concept of effective reasoning, we currently face a challenge regarding the applicability of education since effective thinking is not always learnt in an organized or logical mentality, nor creative, in the classroom. You can't develop creativity by using reasoning. The process of obtaining practical experience is how creativity is acquired. There is a gap between what happens in the classroom and what is required to generate entrepreneurs as a result of such reality. Entrepreneurs are the result of their surroundings. One can recognize the potential by looking just at surroundings. All institutions are particularly challenged by all this. As a result, according to Fadel (2016), there must be a stronger connection between the public and private sectors as well as between students in technical and higher education as well as secondary schools and the employment market. Through connections, the school is able to transform theoretical concepts, turning the basic knowledge which develops there into actual objects and activities with actual effects on actual people. And the school's version of that is entrepreneurship (Toone, 2016).

Fadel (2016) describes two difficulties that currently face education. The first is education and figuring out how to get kids ready for employment that won't exist in the future; the second is creating the digital economy, which is set to be the world's fastest-growing industry and the major engine economics of innovation progress throughout the ensuing 50 years. Both difficulties are entrepreneurship-related. Entrepreneurship involves problem-solving, critical thinking, teamwork, and risk-taking, which are all very apparent talents and values. The question at hand is how to

instruct students in problem solving, taking calculated risks, innovative thinking, and teamwork. Even while it may not always be possible to learn about having an entrepreneurial attitude and behaviour in school, it is widely accepted that education is essential to enhancing these qualities and putting them to better use. By giving students the abilities they need to manage business processes and solve problems, schools foster an entrepreneurial spirit.

The young of today who are still in education are given access to the world of tomorrow. They are expected to create and develop new ones in addition to preserving the ones we already have. Education must be able to provide students with the business knowledge and theories they need to become successful entrepreneurs in the future because businesspeople who want to change the world are responsible for developing marketable skill sets and successful businesses that are essential to the growth of our economies (FULL FABRIC, 2017). This problem calls for the creation of a learning environment in the classroom or at institutions that fosters original thinking, creativity, and critical analysis in order to provide students the skills and knowledge they need to effectively navigate the choppy waters of business ownership. The primary focus of the curriculum in schools, especially for undergraduate students, should be on components that promote awareness and motivation for becoming entrepreneurs. This stage of entrepreneurship curriculum is meant to encourage students' interest in starting their own businesses and working for themselves. Teaching materials and instructional techniques has to be able to foster a mindset of fearless exploration that pushes the boundaries of conventional thinking in previously unanticipated and unusual areas. The target higher education is to provide the essential entrepreneurship skills. Practical tools including a company strategy, marketing plan, and financial information are included in the materials. Due to several academic studies demonstrating successful outcomes in the entrepreneurial intention, the components in entrepreneurship education are crucial (Abbas, 2013). In addition, recent research have demonstrated that elements influencing entrepreneurial activity include entrepreneurial aim and mindset (Ajzen 1991, Fayolle&Gailly 2005). Entrepreneurship education seems to have a significant impact on such variables (, Lüthje&Franke 2003, 2004, Hannan et al. 2004, Hannon 2005, Fayolle et al. 2005).

### **Knowledge of Entrepreneurship**

Since entrepreneurship is so vital to the economy, it's indeed undeniably critical to have understanding of it. Many people, including the government, believe that entrepreneurship training, which necessitates that all individuals and social organizations have access to entrepreneurial competences (Gibb, 2002, cited by Lackeus, 2015). Schools have launched. To address this issue, business programmes are offered, including entrepreneurship courses. Furthermore, institutions frequently focus on encouraging pupils to think logically and casually in their lessons. Institutions instruct students to choose a specified goal and then determine the tools and resources required to attain in the most efficient manner (Rogan, 2015). Institutions have forgotten that businesspeople have unique attitudes and mindsets compared to the general population.. They have an erratic attitude and adopt an effective mode of thinking (Sarasvathy,

2015), which begins with a predetermined set of means and permits objectives to develop and alter over time. They simply require the skills to enter it; everything else is provided. The resources in this case can include both the funds required to start a firm and business knowledge. They will learn what to do along the road by making use of the resources they already have.

According to the principle of entrepreneurship, entrepreneurial education should be designed to encourage entrepreneurial attitudes like innovative thinking, taking calculated chances, selfmotivation, resolve, etc. in addition to concepts or ideas related to business, marketing, strategic planning, etc. These guidelines need to be improved. Therefore, it would be more acceptable to evaluate the abilities and attitude that students have developed as a result of what they have learned in the topic to measure the influence of entrepreneurial knowledge or education rather than only relying on students' business knowledge grades.

(Gedeon, 2017). Therefore, it could be required to perform a research after enrolling in entrepreneurial education to ascertain the impact of such education and to ascertain whether a change in attitudes and intents is a result of that education. We are cautioned that this technique might not be very decisive (Lautenschläger&Haase, 2011), since it neither supports nor contradicts the value of entrepreneurial education. Considering these difficulties, a few scholars continue to hold that entrepreneurial education can improve attitudes and ambitions of an entrepreneur. Fayolle et al. (2006) noted that it is challenging to isolate the role of entrepreneurial education because it takes many years for a business to succeed. A behavioral research study that found graduates of entrepreneurship programs act entrepreneurially more frequently supports this judgment (Kolvereid& Moen, 1997, Menzies&Paradi, 2002). Based on their findings, even though it may not be entirely conclusive, we nevertheless hold the opinion that education plays a key role in encouraging entrepreneurial objectives.

### **Entrepreneurial Intentions**

Important factors that may be used to forecast an individual's entrepreneurial behavior include their entrepreneurial ambitions. Intentions could result in actual conduct. However, when examining the term "intention," scholars do not use the same term to describe a person's entrepreneurial aspirations (Peng, Lu, & Kang, 2012). According to Francis and Banning (2001) intention mean having a business focus, whereas Korunka et al. (2003) described intention as being a beginning entrepreneur.

The study's definition of entrepreneurial intention is a mental orientation, such as want, hope, or optimism that influences a person's desire to start their own firm in light of all of these different meanings. Entrepreneurial intention refers to a person's personal propensity to launch a firm in the future. According to research, starting a new company is often motivated by entrepreneurial aspirations. However, there are a variety of reasons why people start their own businesses. Many claim that choosing to quit a job and start a business might be motivated by personal, organizational, cultural, or familial factors. The fact that a person is interested in starting a business

may be the result of personal or psychological factors. He or she does not wish to be under someone else's power. Those who feel the urge for independence could want to start their own business and be in charge of it. In terms of what he or she wants to accomplish with his or her business, he or she wants to be free and autonomous. Other study discovered that a person's entrepreneur goals may be influenced by their personality. Personality qualities were viewed as a crucial component. Entrepreneurs who exhibit certain personality traits, including a high achievement alignment, strong individual control, as well as a willingness to take chances, stamina, intelligence, a preference for starting their own business, and be in charge of it rather than being controlled by others. However, this may not be the only motivation for doing so since other researchers maintain that all those personality types cannot be taken as an effective (Gartner,1985).

Due to organizational issues that are detrimental to the employee-employer relationship, some people quit their jobs and started their own businesses (Lee, Wong, & foo, 2009). When an employee feels that staying with the same firm will prevent them from growing and being satisfied, they leave the company and start their own. Other elements like culture and family history may promote or discourage a person from starting a business (Ozalli&Rivenburg, 2015,). While some cultures support entrepreneurship, others do not, there are both. Even a person's upbringing and education may provide a favorable atmosphere for the development of entrepreneurial activity. Other scholars agree that entrepreneurial desire might be influenced by irrational factors, such as expectations from one's family, parents, and other significant individuals (Krueger, 1993). Researchers discovered that aspirations are a mediator between entrepreneurship and entrepreneurial mindset (Ajzen&Fishbein, 1977).

### **Impact of entrepreneurial knowledge and intentions (Related Studies)**

Despite the fact that not all of the research papers found a connection between entrepreneurship education and entrepreneurial desires, they all recognized the value of education in promoting students' entrepreneurial attitudes and intentions. Charney and Libecap discovered in 2000 that there is a connection between business knowledge and desire to start a firm. They argue that knowledge and business ambitions are positively correlated. This shows that in order to increase business desires, entrepreneurship education is necessary. This result was also supported by the studies of Oyewumi (2013), Evans and Leighton (2007), Othman and Ishak, and Othman and Ishak (2009). They all agreed that knowledge is a prerequisite for professional success. Roxas also conducted these studies on the effects of entrepreneurial aspirations (2013). The study found a link between entrepreneurship knowledge and entrepreneurial ambitions, and as a result, it stressed the value of imparting information to students in order to boost their self-confidence and predisposition for entrepreneurship.

Tshikovhi and Shambare (2015) aimed to determine if brief entrepreneurship training may change African students' attitudes and entrepreneurial aspirations since they recognized the value of entrepreneurship education and how it influences entrepreneurial intents. Their research supported the idea that entrepreneurial mindset and knowledge affect entrepreneurial inclinations. However,

they made the point that a person's mindset has a bigger impact on their intents to start a business. This study supports the idea that having access to information on entrepreneurship is essential for inspiring people to start their own businesses. Dohse and Walter (2011) emphasised that knowledge-based start-ups needed access to knowledge resources in order to thrive and survive. We argue that a person's decision to become an entrepreneur or not should be heavily Because of the multifaceted background that allows her access to information that is strategically important. Education professionals and scholars have lately begun to pay more attention to the interest in entrepreneurship from a cognitive standpoint. In their 2013 study, Pihie, Bagheri, and Sani sought to learn more about the understanding of cognition capacity and the intents of students to pursue entrepreneurship. Their study makes the case that it's crucial to comprehend students' ability for cognition in order to enhance their learning about entrepreneurship and, in turn, their ambitions to pursue it. Roxas, Panizales, and Rowena investigated the relationship between entrepreneurial knowledge and how it affected entrepreneurial aspirations (2008). According to the study's conclusions, the information students receive in entrepreneurship programmes will have a favourable influence on their aspirations to start a business. When he performed an examination of entrepreneurial education and inclinations, Westhead (2016) supported the same conclusions. He looked at and contrasted people who participated in entrepreneurial education with those who did not. His research revealed that business students taking EE classes reported having strong business intentions.

### **Research objectives**

In order to determine how entrepreneurial knowledge influences agricultural entrepreneurs' degree programme students' ambitions, the study aims to address the following questions:

1. To what extent the agriculture students have entrepreneurial knowledge?
2. Student's Entrepreneurial intentions at faculty of agriculture?
3. Nexus between relationship between entrepreneurial knowledge and entrepreneurial intention?

### **Scope and Delimitation of the Study**

The study was only limited to the final year (7th and 8th semesters) students of faculty of agriculture & Environment, The Islamia University of Bahawalpur (FA&E,IUB), Punjab, Pakistan. It limits its investigation only on the entrepreneurial knowledge and entrepreneurial intentions.

### **Material and Methods**

The degree of entrepreneurial knowledge and student intentions are described and explained in the study using quantitative descriptive research methodology as well as explanation research. What is discovered in the data is described and explained. It incorporates the description, recording, analysis, and interpretation of data obtained by statistically calculated questionnaires. This

realization process includes a suitable interpretation. It evaluates, ascertains, and reports the state of affairs. In other words, it explains "what is" about the data that have been collected from the study sample.

Descriptive evaluation and correlational methodology were used in accordance with the results of the current investigation. The study identifies the entrepreneurial mentality and how it impacts participants' ambitions to become entrepreneurs. This was done to determine the students' degree of entrepreneurial knowledge and how that impacted their intentions regarding entrepreneurship.

The population of the study was composed of all students enrolled in undergraduate program in agriculture at FA&E, IUB. Since the total number of students are limited, and therefore the 100 students were the sample of the study. The study utilized questionnaires. The questionnaires were adapted from the study of Fitzsimmons, Douglas (2005) Ramos (2014) and Asmara, Djatmika and Indrawati (2016). In the process of data collection, the researcher personally met students and requested them to answer the questionnaires. In reliable with the study as descriptive research, therefore descriptive statistics was used. The weighted mean and the Pearson r were used to measure the level of entrepreneurial attitudes and intentions and their correlations.

## Results and Discussion

The display of the results is organized in accordance with how the problems are stated. The conclusions are listed on the table and discussed in light of the facts listed there.

**Table 1. Response of participants regarding Entrepreneurial Knowledge**

ITEMS	$\bar{X}$	Scale
1. An entrepreneur is a person who employs people.	3.21	High
2. Entrepreneurs contribute in economic development	2.89	Moderate
3. Entrepreneurs helps in generation of wealth by arranging resources	3.37	high
4. Entrepreneur can make someone to be independent	3.02	High
5. A self-employed person is an entrepreneur.	3.76	Exceptionally High
6. Entrepreneurs is social able to enhance business circle	3.06	High
7. Entrepreneur creative in publicizing	2.99	Moderate
8. Entrepreneurs has farsightedness about business	2.67	Moderate
9. self-employment in entrepreneurship	3.23	High
Overall	3.13	High

**Statistical Range** 3.5-4.0 exceptionally High, 3.0-3.5 High, 2.5-3.0 Moderate, 2.0-2.5 Low, 1.0-2.0 Very Low

Overall, as seen by the calculated score of 3.13, that signifies somewhat high, the table shows that students have high knowledge about the entrepreneurship. If we look at each question separately, it seems that all of the questions assessing this variable were high.

Simply, it implies that the pupils were aware of how entrepreneurship generates income and jobs. They thought that being an entrepreneur made them the boss of their own company, independent in terms of how they found work, and a driver of economic growth

**Table 2: Response of participants regarding Entrepreneurial Intentions**

ITEMS	$\bar{X}$	Scale
1. Goal is to become an entrepreneur	3.34	High
2. I'll work as hard as I can to launch and manage my own company.	3.12	High
3. In future establishment of business	2.89	Moderate
4. I am ready to do anything to be an entrepreneur	3.14	exceptionally High
5. Successful running of business	3.78	exceptionally High
6. I would be fantastic if I were an entrepreneur.	3.24	High
7. In the future, I have plans for how to launch a business.	3.37	High
8. It would be challenging for me to come up with company concepts.	2.90	Moderate
Overall	3.22	

**Statistical Range** 3.5-4.0 exceptionally High, 3.0-3.5 High, 2.5-3.0 Moderate, 2.0-2.5 Low, 1.0-2.0 Very Low

The students of agriculture have high entrepreneurial ambitions generally, as proven by its average mean of 3.22, which is high, as seen in the table. With the exception of question number 3 & 8, "It would be tough for me to produce business ideas," the majority of the questions included in this variable received good ratings when taken individually. It shows that students intend to create their own businesses, are already company owners, and have the knowledge and skills necessary to do so in the future.

**Table 3: Correlation**

Knowledge and Intention	0.4215*

\* Significant at 0.05 level

It is clear from the table that there is a strong relationship between entrepreneurial knowledge and intention. It simply implies that students' future intentions to start their own businesses may be impacted by their understanding of entrepreneurship.

## **Conclusion**

According to the study's findings, students (7<sup>th</sup> & 8<sup>th</sup> semester) at FA&E had strong entrepreneurial knowledge and high entrepreneurial goals. Additionally, the study discovered a link between students' entrepreneurial ambition and entrepreneurial expertise. As a result, the study's hypothesis is accepted. It suggests that their desire to start a firm is influenced by their understanding of entrepreneurship.

## **Recommendation**

The connection between entrepreneurial desire and business expertise was identified by Charney and Libecap (2000). They assert that there is an association between business ambitions and knowledge that is favorable. The current study therefore suggests that the creator of the curriculum should strengthen the fundamental business courses being taught and pair them with activities that would increase students' interest in business related to agriculture in the future. The goal of entrepreneurship education must also be to improve entrepreneurial traits like invention, risk-taking, drive, and persistence.

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