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## RESEARCH PAPER

### Demographic Determinants of Entrepreneurial Spirit among Faisalabad's Graduate Students

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## ABSTRACT

This empirical study investigates the relationship between demographic characteristics and entrepreneurial intentions among both graduate and postgraduate students based in Faisalabad. A total of 300 students from ten various educational institutions revealed that 43% of the respondents are intent on starting their businesses immediately after graduation, while 74% believe they are influenced by family members to seek paid employment. Notably, one-third of the respondents asserted that they were running businesses while still at university, highlighting the importance of their educational experiences. The statistical analysis showed significant correlations of the entrepreneurial attitude with all the other factors encompassed such as gender, field of study, financial background, family expectations, place of residence, and family profession. This research advocates for the introduction of tailored entrepreneurial development programs and policy reforms to advance entrepreneurship. This study enriches the international body of literature on entrepreneurship and provides recommendations to policymakers for designing effective training programs and support systems for aspiring entrepreneurs.

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**KEYWORDS** Business Startup, Demographic Characteristics, Entrepreneurship Spirit

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## Introduction

Nothing like entrepreneurship has ever been so vital as today. As the world economy is shaping itself, it is in these respects that cultivating a business enterprise culture remains the greatest priority (Tekic & Tsyrenova, 2024). Equipping young people with important skills, attitudes, and behaviors is one of the most difficult tasks for economies worldwide: it is to develop these qualities in youth that empower the next generation to navigate through the world's rattled circumstances, innovation, and economic growth (Karimi et al., 2017).

Entrepreneurship is everywhere and anywhere, across borders and disciplines. No day nowadays goes by without this word being on everyone's lips, from the policymaker to the academic, the economist, or the university students (Pirson et al., 2019). Interest in the importance of entrepreneurship has generated so much enthusiasm that there have been annual workshops, conferences, and seminars around the world. These gatherings of thought leaders, experts, and enthusiasts explore the multifaceted impact of entrepreneurship on states, humanity, and personal growth (Wu & Ye, 2022).

Today, entrepreneurship fostering has become a cornerstone policy in enhancing the competitiveness of a country and its attractiveness in the globalised economy (Ouragini & Lakhal, 2023). Realising this potential, successful institutions integrated entrepreneurship courses into curricula. The increasing significance of entrepreneurship as a tool in managing globalization's challenges resulted in the popularity of related courses at the institutional level. These programs empower the next generation to drive innovation, economic growth, and national development through equipping students with entrepreneurial skills and mindsets (Khalil et al., 2024).

Delanoë-Gueguen & Liñán., (2019) argued that in its wake, the present monetary crisis has rejuvenated a great deal of attention from policymakers and researchers with the aim of developing a more equitable financial framework. The framework will allow countries to grow their economies sustainably, which in itself remains a shield to the destructive effects of financial instability. In the aftermath of the crisis, these experts are conducting an examination of old, conventional models of economics and devising imaginative solutions that espouse resilient, growth of broader spectrum. This would help policymakers aim for sustainability and equity at the very top so that a financial system is envisaged in the country that will assist all elements of society, thus resulting in medium- and long-term stability and prosperity.

In general, new businesses and entrepreneurship so focus much on attaining sustainable growth. Entrepreneurship is how to create and exploit new opportunities, normally involving a lot of risk with financial hardship (Barrero et al., 2024). However, it has been acknowledged that entrepreneurship is an important aspect of economic development (Draghici et al., 2014; Kaya, 2015; Passavanti et al., 2023). In this regard, entrepreneurship develops innovation, job creation, and competition that stimulate economic growth, productivity, and raises living standards. Hence Delanoë-Gueguen & Liñán., (2019) emphasis for this reason, policymakers and other stakeholders are focusing on developing an enabling environment to allow entrepreneurs to break through the numerous obstacles and take the opportunities available.

In today's fast-moving economic world, business education has become a necessary need. Being conscious of this importance, this study attempts to probe into entrepreneurial and business education effects on entrepreneurial intention among university students in Pakistan. The research is intended to explore and detail particular business education practices that inform students' entrepreneurial intentions. Consequently, in exploring the nexus between business education and young peoples' intent to engage in entrepreneurship, this research attempts to provide educative insight into how institutions of learning can nurture a culture of entrepreneurship for Pakistani youth.

This research significantly contributes to the debate regarding strengthening entrepreneurship to deal with the economic demands of a country and the resultant unemployment. It is a critical contribution toward filling the knowledge gap because this study deals with the entrepreneurial intentions of university graduates in Pakistan, while the existing literature largely confines its discussion to developed nations.

These findings can therefore act as proper illumination of the special challenges and opportunities that entrepreneurs are going to face in Pakistan. Policymakers, educators, and stakeholders can thus benefit from understanding the determinants of intent to entrepreneur to understand future entrepreneurial behavior. Entrepreneurial intent has thus emerged as a strong predictor of future entrepreneurial behavior for

entrepreneurs; thus, further research is necessary to understand the underlying factors determining this intent.

## **Literature Review**

### **Measuring Entrepreneurial Behavioral Intentions**

Entrepreneurial intention, in fact, has emerged as one of the most significant concepts in entrepreneurship research over the last few decades (Cassol et al., 2022). It has gained significant attention from various scholarly communities, and currently, it is an exciting field of study. Singh & Mehdi., (2022) discussed that EI has far-reaching implications on national development; therefore, understanding what drives people to become entrepreneurs can help the policymaker or stakeholder determine whether innovation strategies, economic development strategies, or job creation strategies should be developed. Therefore various studies (Lin et al., 2023; Patra & Mishra, 2023; Suratno et al., 2021) pointed out that the applicability of EI research has become important and is seen as a source of evidence-based policies and initiatives that would advance entrepreneurship. The interest for EI has been sustained because of the type of door opened to many entrepreneurs regarding this aspect and to the communities and nations in general (Batista-Canino et al., 2024). Since nations struggle to enjoy the stimulus of economic prosperity, research into EI has proven important as it sheds light on the "why," the attitudes and motivations, and the behavior accompanying entrepreneurship. Hence, researchers can find some levers to stimulate entrepreneurship while looking into these dynamics that explain how challenges such as unemployment and stagnation in some economies could be met (Fox et al., 2023).

Entrepreneurial intention is, in fact, a mental predisposition and readiness of individuals to consider and follow an entrepreneurial opportunity. It directs their focus, activities, experiences, and eventually, actions during the whole course of the entrepreneurial process (Cui & Bell, 2022). A set of intentions can actually be what sparks the rest of the entrepreneurship process. Entrepreneurial intention is thus defined according to Truong et al. (2022) as "individual's intentions to start an entrepreneurial venture in the near future." It is said to be a cognitive-motivational factor that equips people with the intent to consider starting up. Otache et al. (2021) argued as knowing entrepreneurial intentions hence helps researchers and practitioners identify and provide preconditions leading to entrepreneurial behavior as well as targeted strategies for entrepreneurship development.

Baena-Luna et al. (2024) expressed that indeed, even within entrepreneurial activity research, there have been persisting efforts to identify underlying driving forces for individuals to become entrepreneurs. Part and parcel of these inquiry steps has been the search for behavioral features that set entrepreneurs apart; particularly, innovation capacity becomes a characteristic feature. Mat et al. (2015) identified several factors that were having significant influences on entrepreneurial intention. Demographic factors, including age and gender, education level, and work experience, are found to play the crucial role. Psychological profiles and family backgrounds also influence entrepreneurial propensity. These factors, further researched (Ambad & Damit, 2016; Douglas et al., 2021; Mohammed et al., 2023), are identified into three primary categories for entrepreneurial intention, namely personal characteristics, personal traits, and contextual factors. Personal characteristics comprise mainly demographic attributes, while personal traits include attitudes, motivations, and cognitive styles. Contextual factors comprise environmental influences, including social networks, cultural norms, and economic conditions.

## **Demographic Profile Affecting Entrepreneurial Behavioral Intentions**

Several research studies have made efforts to examine factors that contribute to entrepreneurial intent and the decision of individuals to be self-employed (Suratno et al., 2021; Tekic & Tsyrenova, 2024; Wu & Ye, 2022). Two demographic attributes, namely, age and gender, have been identified as critical predictive factors of Entrepreneurial Intention (Mohammed et al. 2023). Based on this rationale, research evidence (Duong, 2023; Kyriakopoulos et al., 2024; Passavanti et al., 2024) suggests that gender is a highlighted contributor to EI, showing that females have a less developing tendency to become entrepreneurs compared to males. Clearly, there is a proportion that calls for targeted initiatives for accelerating the promotion of female entrepreneurship. Next, age is another critical factor that influences EI. According to evidence from several empirical sources (Chauhan et al., 2024; Thorgren et al., 2016), the average entry time in the entrepreneurial process seems to fall within the ages of 25 and 45 years, while this age range corresponds with the peak period for startup activity. On the other hand, research on different aspects of innovation orientation/growth orientation shows a negative relationship between age and innovation orientation/growth orientation (Al-Tekreeti et al., 2023; Neneh & Dzomonda, 2024), meaning that the older a person is, the less likely they are to establish innovative or high-growth ventures.

Empirical studies (Fan et al., 2024; Haddoud et al., 2024; Huang & Kee, 2024) examined the interaction of individual background characteristics with entrepreneurial intention, including education, prior work experience, and parents' occupation. However, mixed conclusions have been reached about the relationship between education level and entrepreneurial activity. Many studies confirm the positive effect of education on entrepreneurial intention, which shows that the higher the level of education, the higher the entrepreneurial propensity. On the whole, it is for all developed skills, knowledge, and networks fostering business startup and growth. Others like Ghouse et al. (2024) refute this by stating that education may not be one of the factors that would make one prone to be an entrepreneur. Thus, it remains said that the relationship is so complex.

## **Role of Personal and Social Factors in Shaping Entrepreneurial Spirit**

The second important area of research on Entrepreneurial Intention (EI) is personality traits and psychological characteristics. According to Truong et al. (2022), this school of thought projects personality profiles for individuals who opt for self-employment. In a similar line of research, Otache et al. (2021) too believed that entrepreneurs have some psychological distinctiveness. Studies have revealed several times that the following three personality features are associated with EI: concerns about professional life after education, knowledge of doing business, and confidence (Khalil et al. 2024). Concerns about future endeavors to pursue challenging goals, while knowledge about doing business reflects their belief in personal control over outcomes. Confidence does paint a more complex picture. In contrast to the existing myth, empirical evidence has been against the notion that entrepreneurs, particularly SME owners, are risk-friendly or risk-prone by choice (Karimi et al. 2017). Instead, they seem to take calculated approaches towards risk management by measuring the pros and cons of the said risks.

It has also been analyzed through individual entrepreneurial behavior and the future activities that are related to entrepreneurship. Such studies stipulated that there exists a relationship in the fact that entrepreneurship plans can influence an entrepreneur's behavior, and this was recognized by Tekic & Tsyrenova, (2024) with some evidence to support it. However, subsequent research by Draghici et al. (2014)

negated this study as plans lack specifics and are hard to measure; thus, they are an inadequate explanation for entrepreneurial behavior. The alternative perspective emphasizes knowledge and orientation on the part of entrepreneurs. Otache et al. (2021) study reported a positive relation between an internal orientation and entrepreneurial intent with a suggestion that entrepreneurs tend to be more high need for achievement, more confident, and more risk-taking propensity. This views hold that the intrapersonal motivation and trait of the entrepreneur are responsible for his or her behavior. However, Batista-Canino et al. (2024) argue that this perspective is incomplete to explain entrepreneurship fully; this approach fails to answer the reality of entrepreneurial behavior entangled with multiple factors.

### **Theoretical Framework**

The Theory of Planned Behavior (TPB) is a widely applied theory that explains the relationship between intentions and actual behavior (Gangadhara & Kumar, 2024; Tseng et al., 2022; Zaremohzzabieh et al., 2019). The TPB was first postulated by Ajzen in 1991, then used by Krueger and Carsrud in 1993 to explain and predict human behavior. According to TPB, entrepreneurial behavior is largely driven by entrepreneurial intentions, which implies that intentions hold a critical position in entrepreneurial action (Razi-ur-Rahim et al., 2024).

The model identifies three principal precursors of intention. The first precursor identified is Attitude toward Behavior (ATB), which refers to an evaluation, either positive or negative, regarding the behavior with respect to the willingness to engage in it. Subjective Norm, on the other hand refers to social influence to perform the behavior, which encompasses both expectations of and actual norms of significant others. Third, the perceived behavioral control generally refers to the factors, or cues, which influence whether an individual believes that performing the behavior is difficult or easy and therefore affects his or her self-efficacy beliefs concerning ability to perform the behavior, according to Ajzen, 1991.

According to TPB, strengthening the intention of any behavior requires a better attitude; more favorable subjective norms, and heightening perceived behavioral control (Boubker, 2024). With these variables increased, the state of intention hardens. However, there is evidence of dominant factors that vary from one behavior to another; entrepreneurial intention is not an exception (Tsaknis & Sahinidis, 2024). This implies that entrepreneurial intention can be attitude-driven, jointly driven by attitude and perceived behavioral control, or even by the interplay of all three predictors, placing an emphasis on the complexity of entrepreneurial decision-making and the need for understanding in any context.

The following hypothesis based on literature review are as under:

H1: Male graduates would have more EI as compared to female

H2: Having entrepreneurial education would influence EI

H3: High financial background of graduates would influence their EI

H4: High level of student interest in business would influence their EI

H5: Urban background would influence EI

H6: Business occupation of family would influence EI

## Material and Methods

This study aimed to investigate the impact of demographic factors on the entrepreneurial spirit of graduates in academic institutions in Faisalabad, Pakistan. Due to time and resource constraints, the study focused on District Faisalabad, which hosts numerous Higher Education Commission (HEC)-recognized universities and academic institutes. The population comprised all male and female graduates from these institutions.

To ensure representativeness, a random sampling technique was employed, selecting ten educational institutions/universities in Faisalabad for data collection. These institutions included the University of Agriculture, GC University, GC University for Women, The University of Faisalabad, Riphah International University Faisalabad Campus, National Textile University, University of Engineering and Technology, NFC Institute of Engineering & Fertilizer Research, Government Postgraduate Islamia College, and Independent College.

A sample size of 300 students was determined to be adequate for the study using an online sample size calculator. A mixed-methods approach was employed, combining quantitative and qualitative data collection methods. Face-to-face interviews using structured questionnaires gathered quantitative data, while open-ended questions explored demographic factors influencing student entrepreneurship.

To ensure instrument validity, the interview schedule was reviewed by the supervisory committee and field experts to ensure face validity. Collected data were analyzed using SPSS, employing cross tabulation with independent t-test, chi-square, descriptive and other inferential statistical methods.

## Results and Discussion

**Table 1**  
**Demographic and Personal Characteristics of Students**

Sr. No	Demographic Characteristics	Count	Percent %
1	<b>Gender</b>		
	Male	170	56.7
	Female	130	43.3
	Total	300	100.0
2	<b>Type of Study</b>		
	Non-entrepreneurial Education	191	63.7
	Entrepreneurial Education	109	36.3
	Total	300	100.0
3	<b>Income (PKR)</b>		
	Up to 30000	62	20.7
	30001-60000	118	39.3
	>60000	120	40.0
	Total	300	100.0
4	<b>Father's/Family Occupation</b>		
	Other than Business	207	69.0
	Business	93	31.0
	Total	300	100.0
5	<b>Geographical Background</b>		
	Rural	117	39.0
	Urban	183	61.0
	Total	300	100.0
6	<b>Preference after Study</b>		
	To find Salaried Job	171	57.0

To Start Own Business	129	43.0
Total	300	100.0

An examination of Table 1 reveals insightful demographic trends among respondents. Contrary to existing research, our findings suggest that gender plays a significant role in explaining entrepreneurial intention. This contrasts with previous studies, such as Duong. (2023), which found gender to have limited explanatory power. However, our sample's gender distribution aligns with conventional expectations, comprising 56.7% males and 43.3% females. This balance underscores the importance of considering gender dynamics in entrepreneurial intention research. The academic fields associated with the sampled students are presented in Table I. A significant trend is observed, which shows that a substantial majority of respondents (63.7%) were involved in non-entrepreneurial education fields. In contrast, a smaller portion of the research sample (36.3%) was associated with entrepreneurial education. This distribution has important implications regarding the balance between both entrepreneurial and non-entrepreneurial fields among the students surveyed.

An examination of household income, as indicated in Table I, gives quite an important insight into the socio-economic environment of respondents. The findings illustrated that the spread of household incomes is ragged, with close to 20.7 percent of the respondents indicating that their earnings amount to less than thirty thousand rupees per month. A sizeable percentage of almost 40 percent has reported receiving household incomes that range between thirty thousand one rupee to sixty thousand rupees per month. Moreover, an identical proportion (40%) indicated that their monthly income surpassed sixty thousand rupees. An analysis of the occupations of the respondents' fathers, as illustrated in Table I, uncovers a noteworthy trend. A predominant 69.0% of respondents disclosed that their fathers were involved in professions unrelated to business. Conversely, a substantial minority of 31.0% expressed that their fathers held positions as entrepreneurs or business owners. This distribution provides an insight into how familial background could potentially have any effect on entrepreneurial intentions and aspirations.

Table I, in this regard, shows more information on the demographic details of the students under study, taking into account their geographic location. In fact, it is evident that a considerable number, which is 61.0%, had an urban location, while 39.0% had a rural location. This is meaningful as past studies reported that family background influences the entrepreneurial intention strongly (Thorgren et al., 2016). The urban and rural divide may be linked with exposure to entrepreneurial opportunities, resources, and role models and, therefore influence the students' aspirations to become entrepreneurs.

According to Batista-Canino et al. (2024), entrepreneurial ideas have a radical influence on the students' social and economic development. Forging a new venture may encourage personal growth, financial security, as well as community improvement. Specifically, as seen in Table 1, there are different plans among the respondents. In fact, the majority, which is 57.0% of the respondents, voiced an intention to seek jobs after the completion of the programs that they are pursuing. Conversely, a significant minority of 43.0% aimed to establish their own businesses after graduation. This latter group's entrepreneurial inclination aligns with research by Fan et al. (2024), which demonstrates that entrepreneurial education positively influences students' intentions to pursue entrepreneurship. These findings underscore the importance of incorporating entrepreneurial education into academic curricula to cultivate innovative and self-sufficient graduates.

**Table 2**  
**Students Entrepreneur Intentions**

Sr. No	Intentions	Categories	Count	Percent %	Mean	S.D
1	Business Ownership	Agree	26	8.7	2.51	.66
		Somewhat Agree	97	32.3		
		Strongly Agree	117	39.0		
2	Economic Empowerment	Agree	27	9.0	2.44	.64
		Somewhat Agree	117	39.0		
		Strongly Agree	156	52.0		
3	Job Security Concerns	Agree	51	17.0	2.24	.71
		Somewhat Agree	122	40.7		
		Strongly Agree	127	42.3		
4	Creating a Brighter Future	Agree	29	9.7	2.48	.65
		Somewhat Agree	94	31.3		
		Strongly Agree	177	59.0		
5	Broadening Expertise	Agree	27	9.0	2.41	.63
		Somewhat Agree	127	42.3		
		Strongly Agree	146	48.7		
6	To Enhancing Social Status	Agree	28	9.3	2.31	.62
		Somewhat Agree	155	51.7		
		Strongly Agree	117	39.0		
7	Pursuing a Life of Luxury	Agree	32	10.7	2.37	.66
		Somewhat Agree	121	40.3		
		Strongly Agree	147	49.0		

Table 2 presents the behavioral intentions of farmers regarding adoption of Internet for agricultural activities. Respondents were presented with two scenarios: first, their intended Internet use if access was available, and second, their predicted use if Internet access was provided. The results indicate that there is a strong willingness among farmers to use the Internet as nearly 70 percent expressed their intention to use it. This overwhelming response underscores the importance of rural Internet access for agricultural development and diversification and also indicates a promising potential for promoting ICT adoption among farmers.

Regarding the first hypothesis testing, the bi-variate analysis in table 3 below revealed a statistically significant association between gender and entrepreneurial spirit among the sampled graduates ( $X^2 = 11.14$ ,  $p = .001$ ). Further examination using the Gamma statistic ( $\lambda = 0.322$ ,  $p = .001$ ) confirmed a positive and significant relationship between these variables.

**Table 3**  
**Testing of Hypotheses**

Demographic Characteristics	Entrepreneurial Intentions			Total	$X^2$	P Value	Gamma ( $\lambda$ )	P Value
	Low	Medium	High					
<b>1 Gender</b>								
Female	28	56	46	130	11.14	.001	0.32	.001
	21.5%	43.1%	35.4%	100.0%				
Male	18	63	89	170				
	10.6%	37.1%	52.4%	100.0%				
Total	46	119	135	300				
	15.3%	39.7%	45.0%	100.0%				
<b>2 Education</b>								
Non-Entrepreneur	36	77	78	191	6.31	.043	0.245	.015
	18.8%	40.3%	40.8%	100.0%				
Entrepreneur	10	42	57	109				
	9.2%	38.5%	52.3%	100.0%				
Total	46	119	135	300				



Total	15.3%	39.7%	45.0%	100.0%				
<b>3 Income</b>								
=>30000	18	23	21	62				
	29.0%	37.1%	33.9%	100.0%				
=>60000	20	44	54	118	16.73	.002	0.245	.002
	16.9%	37.3%	45.8%	100.0%				
< 60000	8	52	60	120				
	6.7%	43.3%	50.0%	100.0%				
Total	46	119	135	300				
	15.3%	39.7%	45.0%	100.0%				
<b>4 Interest</b>								
Job	34	69	68	171				
	19.9%	40.4%	39.8%	100.0%				
Business	12	50	67	129	7.83	.020	0.261	.007
	9.3%	38.8%	51.9%	100.0%				
Total	46	119	135	300				
	15.3%	39.7%	45.0%	100.0%				
<b>5 Location</b>								
Rural	26	45	46	117				
	22.2%	38.5%	39.3%	100.0%				
Urban	20	74	89	183	7.83	.025	0.224	.026
	10.9%	40.4%	48.6%	100.0%				
Total	46	119	135	300				
	15.3%	39.7%	45.0%	100.0%				
<b>6 Occupation</b>								
Other	38	87	82	207				
	18.4%	42.0%	39.6%	100.0%				
Business	8	32	53	93	9.22	.010	0.327	.002
	8.6%	34.4%	57.0%	100.0%				
Total	46	119	135	300				
	15.3%	39.7%	45.0%	100.0%				

Notably, the results indicate that male graduates exhibited a higher level of entrepreneurial spirit compared to their female counterparts. Specifically, 52.4% of male graduates demonstrated a high level of entrepreneurial spirit, whereas only 35.4% of female graduates shared this characteristic. Conversely, 21.5% of female graduates and 10.6% of male graduates displayed a low level of entrepreneurial intentions. The findings support the hypothesis that male graduates possess a more pronounced entrepreneurial spirit than female graduates. These results align with previous research by Ward et al. (2019), which reported a significantly lower ratio of female entrepreneurs compared to males, although this disparity has narrowed over the past few decades.

In case of second hypothesis testing of the study, analysis revealed a statistically significant association between the discipline of education and entrepreneurial spirit among the study population ( $X^2 = 6.31, p = .043$ ). Further examination using the Gamma statistic ( $\lambda = 0.245, p = .015$ ) confirmed a positive and significant relationship between these variables. Notably, the results indicate that students enrolled in entrepreneurial education programs exhibited a higher level of entrepreneurial spirit compared to their counterparts in non-entrepreneurial disciplines. Specifically, 52.3% of students in entrepreneurial education displayed a high level of entrepreneurial spirit, whereas 40.8% of students in non-entrepreneurial disciplines shared this characteristic.

The third hypothesis of the study that stated that income would influence the entrepreneurial intentions of the study is proved to be true. Results shows significant association between household earning and entrepreneurial intentions. A chi-square

value of ( $\chi^2=16.73$ ,  $p=.002$ ) and gamma statistics of ( $\lambda = 0.245$ ,  $p = .002$ ) showed a significant and positive relation among the variables. It tells that financial status of the students significantly influence the entrepreneurial intentions of students. It is clear from the above findings that student of low-income families had low (29.0%), medium (37.1%), and high (33.9%) level of entrepreneurial intentions, on the other hand students of high-income families had low (6.7%), medium (43.3%), and high (50.0%) level of intentions. Consequently, the hypothesis is accepted based upon above statistics.

However, fourth hypothesis is also accepted that points out that interest in business positively influence the intentions. The statistics revealed a significant positive relation among the variables. Fifth hypothesis about urban background would influence the intentions also accepted because ( $\chi^2=7.83$ ,  $p=.025$ ) and gamma statistics of ( $\lambda = 0.224$ ,  $p = .026$ ) showed a significant and positive relation among the variables. Similar is the case with sixth hypothesis that if family or father occupation is business then it more likely that students prefer the business over salaried job.

## Conclusions

This study revealed that approximately one-third of the sampled students were enrolled in entrepreneurial education programs, positioning them for future business ventures. Conversely, less than one-third of respondents came from entrepreneurial families, emphasizing the need to cultivate entrepreneurial spirit beyond familial influences. The research also demonstrated that most students possessed knowledge on starting a new business, suggesting a strong foundation for entrepreneurial pursuits. However, internal constraints hindered their entrepreneurial intentions, which included lack of finance, unavailability of some of the basic services such as communication and electricity, and transportation, fear of failure, and limited availability of counseling support. These findings underscore the need to address financial constraints, ensure easy access to essential services, reduce fear of failure, and extend counseling support to students to facilitate entrepreneurship. Overcoming the barriers mentioned above will help educators and policymakers shape the minds of students to be more entrepreneurial, unleashing their capacities in innovative ventures and economic development.

The current research scrutinizes the complexity of challenges associated with entrepreneurship and explicates significant impediments that deter self-employment. By analysis of these complexities, this study contributes significantly to existing knowledge about the barrier to entrepreneurship while admitting new challenges that might be encountered by future entrepreneurs. More importantly, the current document provides innovative empirical evidence concerning university students' views about the barriers to entrepreneurship. The findings offer crucial insights into the challenges and constraints faced by aspiring entrepreneurs, setting down a general appreciation of the entrepreneurial environment. The results of the study set down a foundation for further research and policy measures aimed at supporting those who intend to be entrepreneurial. By outlining the specific issues that hinder entrepreneurial objectives, stakeholders can design targeted interventions that work to create an environment more supportive of entrepreneurship, ultimately leading to innovation and prosperity.

## Recommendations

To foster a thriving entrepreneurial ecosystem in Pakistan, stakeholders must carefully design courses and policies that minimize barriers and amplify motivating factors like education. This enables aspiring entrepreneurs to overcome challenges, seize

opportunities, and become proactive problem-solvers. Entrepreneurial education should equip students with the skills to tackle future challenges, promoting innovative solutions and success. A vibrant entrepreneurial system is crucial for Pakistan's economic growth, requiring a multi-dimensional approach. Inspiring instructors who demonstrate innovative spirits are necessary because they encourage a spirit of entrepreneurship among students. Entrepreneurship-oriented training that cultivates creativity, tenacity, and risk-taking is essential. Policymakers should overcome real and perceived obstacles to entrepreneurship in countering economic stagnation. Targeted support measures

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