Analysis of Determinants for Creation of Entrepreneurial Attitude among University Students of Southern Punjab, Pakistan

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Abstract

This study examined entrepreneurial support structures for the creation of entrepreneurial attitude among university graduates. The entrepreneurial several support structures comprised four elements as independent variables i.e. educational support, structural support, relational support, and self- efficacy and examined their effects on attitude of entrepreneurial by the University graduates. An extensive literature review was conducted and consequently hypothesized the relationship between several support structures and attitudes toward entrepreneurship were established. A questionnaire was also designed with the help of existing relevant studies and data were collected from the university's convenient locations. Structural Equation Modeling is employed for the analysis of the relationship proposed by the study. The study results illustrate that all the elements of entrepreneurial support structure have positive significant effects on attitude towards entrepreneurship by the university graduates of Southern Punjab. The findings of the study also present important essential implications for practitioners and researchers. This study gives us the high evidence and close association of support structures for the creation of an entrepreneurial attitude. A vital contribution to improving all these support structures will lead us to create a more entrepreneurial environment and opportunities for the students and for the people with a creative mindset but not having infrastructural opportunities. Further, this study illustrated the certain vital recommendations to the educational institutions of Pakistan in order to redesign the curriculum to an entrepreneurial attitude in the graduates.

Keywords: *Relational support, Structural support, Self-efficacy, Entrepreneurship, Attitude toward Entrepreneurship, Pakistan*

Introduction

Entrepreneurial attitude encompasses a multifaceted set of cognitive, affective, and behavioral attributes that shape an individual's propensity and capacity to engage in entrepreneurial activities. These attributes include but are not limited to creativity, risk-taking propensity, self-efficacy, a proactive problem-solving orientation, and a strong desire for autonomy and innovation. Academics and policy analysts must examine entrepreneurship because of its critical function in fostering economic expansion, reducing poverty, and raising living standards through generating new sources of revenue. Entrepreneurial endeavors have contributed to economic growth and social progress (Satriadi et al., 2022) thanks in part to the introduction of novel goods and services. Therefore, fostering a culture of entrepreneurship among students may boost the number of aspiring entrepreneurs among recent college and high school grads (Fragoso et al., 2020). However, increasing students' entrepreneurial tendency has proven challenging due to their view to become civil servants or government employees (Pejic Bach et al., 2018). University education has a key role in shaping the minds, hearts, and minds of future business leaders (Miranda et al., 2017).

As such, entrepreneurial ideation can be seen as the bedrock upon which new business concepts might be built at universities (Zovko et al., 2020). Students and people in general can benefit from entrepreneurial ideation since it allows them to identify unmet market needs and generate original business concepts (Fernandes et al., 2018). Learning and teaching entrepreneurship in schools and colleges, say some researchers (Rusu and Roman, 2017), can encourage entrepreneurial thinking. Education has a significant role in the early stages of stimulating inventive processes, particularly in identifying problems and generating new ideas through project-based learning activities (Syam et al., 2018). Research also shows that the three key areas of knowledge, creativity, and motivation are all present in the process of coming up with innovative business ideas (Ezeh et al., 2020).

The very first step in any entrepreneurial endeavor is the ideation stage. Previous research has shown a connection between entrepreneurial education and the generation of new business ideas (Guerrero et al., 2018). When used effectively, creative and innovative learning practices can help kids' minds grow and develop (Ojiaku et al., 2018). Entrepreneurial ideation is on the rise, which is important for business (Amofah and Saladrigues, 2022) since it promotes the creation of new businesses and helps existing ones expand. When a notion can provide a foundation for

business context and action, we say that it is suitable to an entrepreneurial conception (Feola et al., 2019). The term "new entrepreneurship creation" is used to describe the steps individuals take to bring their business ideas to life, including coming up with a name for their venture, developing a brand identity, and securing seed capital.

When people have entrepreneurial mindsets, they are more likely to take risks (Zabelina et al., 2019). Some recent articles have made the observation that while opportunities are provided by the environment, entrepreneurship opportunities are generated by the individual (Mothibi and Malebana, 2019). The purpose of a business plan is to describe and analyze the steps taken by an entrepreneur, from the time an idea is first formed through the moment a product or service is introduced to consumers (Mahadalle and Kaplan, 2017). Finding a new market, customer base, and viable product or service concept that can be developed into a profitable enterprise is what a business idea is all about (Urbano et al., 2017). In this aspect, the success of a startup depends critically on the quality of its initial business plan.

Academics in both developing and wealthy countries have shown a greater interest in the literature and research of entrepreneurship in recent years (Lechuga Sancho et al., 2020). Some academics are interested in motivation, personality, and self-efficacy (BUI et al., 2020), while others examine the influence of entrepreneurship education in inspiring students to explore business prospects (Al-Jubari et al., 2017). Similarly, many academics have focused on the importance of parents as a driving force in their children's adoption of entrepreneurial activities (Gonzalez-Serrano et al., 2018). Existing research consistently finds that entrepreneurial imagination is the strongest predictor of an individual's level of entrepreneurial ideation (Middermann et al., 2020). The role of technology and information in the dissemination of business ideas was also underlined in a previous study (Herman, 2019).

Many studies in entrepreneurship have been conducted due to its importance toward economic values. These values further classified in terms of innovation, creativity, and economic growth. The economic development of any country strongly depends on industrial development. And we do know that industries can be of conventional in nature but can also be the part of innovation and creativity done by the entrepreneurs.

Attitude toward entrepreneurship is the primary step to ignite entrepreneurial passion among any individuals. Here in this study attitude toward entrepreneurship referred to as a way ofthinking to become an entrepreneur. In our study we have investigated that can we create attitudestoward

entrepreneurship based on the following constructs that include relational support, structural support, self-efficacy, and educational support.

Literature Review

Entrepreneurship

Today, the terms "entrepreneurship" and "entrepreneurial activity" may be found in several dictionaries. The significance of these two ideas has shifted over time, along with the development of science and technology and the general improvement of civilization. Entrepreneurship, as defined by Frederick et al., (2018), is "the process of creating something new that has value," and an entrepreneur is "a person who invests time and effort, assumes risks, and acts independently." As described by Davidsson et al., (2017), entrepreneurship is the taking of risks to make a profit. On the other hand, one option is to think of entrepreneurship as a process. The term "entrepreneurship" has been defined in several ways; one such definition comes from the work of Blundel et al., (2017), who said it meant "the realization of the special abilities of the individual, which is expressed in a rational combination of production factors based on an innovative approach to risk." All of the examples mentioned above emphasize the dangers of the actions they describe. The growth of each nation relies on its entrepreneurial spirit. When asked in 1934 what an entrepreneur is, Austrian economist Joseph Schumpeter defined them as "the economic entity whose sole purpose is to implement new combinations." The key players in a competitive environment are entrepreneurs, whose rivalry drives down prices, economic losses, and the market value of goods and services. It also enables many other forms of modernization, employing cutting-edge technologies. Long ago, in European culture, becoming an entrepreneur was seen as something beneath people of status (Olanrewaju et al., 2020).

Relational Support and Attitude towards Entrepreneurship

The relationship between relational support and an individual's attitude towards entrepreneurship is a crucial aspect of entrepreneurship research (Gelaidan and Abdullateef, 2017). Entrepreneurs often require various forms of support from their social networks, such as family, friends, mentors, and colleagues, which can significantly influence their attitudes and decisions regarding entrepreneurship. Research suggests that relational support plays a pivotal role in shaping an individual's attitude towards entrepreneurship. Family and peer support, for example, can provide emotional encouragement, financial assistance, and valuable feedback that can bolster

one's confidence and belief in their entrepreneurial capabilities (Spigel, 2017). Mentors and experienced entrepreneurs within an individual's network can also offer guidance, advice, and role modeling, positively influencing their attitudes and entrepreneurial intentions (Karimi et al., 2017). Klyver et al., (2018) Social Cognitive Theory provides a valuable framework for understanding how relational support influences attitudes towards entrepreneurship. Observational learning, where individuals model the behavior of successful entrepreneurs in their network, can significantly impact their beliefs about entrepreneurship (Bergman and McMullen, 2022).

H1: Relational support has a positive impact on creating attitude toward entrepreneurship.

Structural Support and Attitude toward Entrepreneurship

The relationship between structural support and an individual's attitude toward entrepreneurship is a critical aspect of entrepreneurship research. Structural support encompasses institutional and environmental factors, such as government policies, access to funding, educational programs, and infrastructure, that can significantly influence an individual's perception of entrepreneurship and their willingness to engage in entrepreneurial activities (Zaheer et al., 2019). Research consistently underscores the pivotal role of structural support in shaping an individual's attitude toward entrepreneurship. Governments and policymakers worldwide recognize entrepreneurship as an engine of economic growth and innovation. As a result, they implement various support mechanisms to facilitate entrepreneurial activities, such as tax incentives, startup incubators, and access to venture capital (Youssef et al., 2021).

H2: Structural support has a positive impact on creating an attitude toward entrepreneurship.

Educational Support and Attitude toward Entrepreneurship

The relationship between educational support and an individual's attitude toward entrepreneurship is a crucial aspect of entrepreneurship research. Education serves as a fundamental mechanism for shaping attitudes, knowledge, and skills related to entrepreneurship. Education plays a pivotal role in preparing individuals for entrepreneurial endeavors (Hameed and Irfan, 2019). Educational support encompasses formal and informal educational programs, courses, workshops, and mentorship initiatives aimed at fostering entrepreneurial knowledge and skills. Research suggests that exposure to entrepreneurship education can have a profound impact on an individual's attitude and disposition toward entrepreneurship (Hasan et al., 2017). The Theory of Planned Behavior (Anjum et al., 2021) provides a valuable framework for

understanding how educational support influences attitudes toward entrepreneurship. According to this theory, an individual's attitude, perceived behavioral control, and subjective norms collectively shape their intention to engage in a specific behavior, such as starting a business. Entrepreneurial education can positively affect these components. Exposure to entrepreneurship courses can enhance an individual's positive attitudes toward entrepreneurship, increase their perceived control over entrepreneurial activities, and positively influence subjective norms by fostering a culture of entrepreneurship (Ratten and Usmanij, 2021).

H3: Educational support has a positive impact on creating attitudes toward entrepreneurship.

Self-efficacy and Attitude toward Entrepreneurship

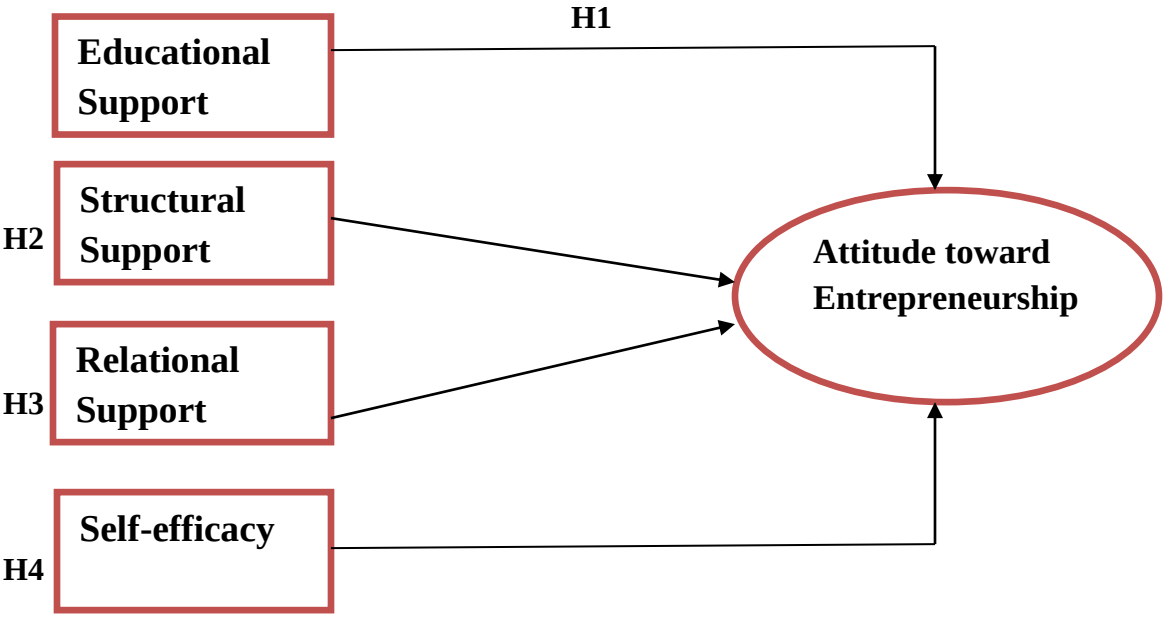
An individual's perspective on entrepreneurship and their level of self-efficacy are fundamental to the field of entrepreneurship research. One of the most important factors impacting entrepreneurial intentions and actions is self-efficacy, which may be defined as the belief in one's ability to perform a specific task or achieve a specific goal (Gielnik et al., 2020). Self-efficacy is a key factor in determining how someone feels about starting their own business (Alvarez-Risco et al., 2022). A person's sense of self-efficacy affects their motivation, behavior, and choices, as stated in the Social Cognitive Theory. When it comes to entrepreneurship, self-efficacy is crucial for one's perception of one's ability to engage in entrepreneurial activities and attain success (Newman et al., 2019). The individual's self-efficacy, which is based on Social Cognitive Theory and integrated into the Theory of Planned Behavior, is a crucial component of their attitude toward entrepreneurship. Repeated empirical studies have shown that people's attitudes toward entrepreneurial activities are positively correlated with their degrees of entrepreneurial self-efficacy. Belief in one's capacity to effectively traverse the challenges and uncertainties of entrepreneurship drives this relationship (Wardana et al., 2020). Ways to cultivate these beliefs in one's own abilities include positive verbal persuasion, experiences of mastery, strong emotional regulation skills, and the ability to learn from the actions of others, particularly role models (Nowiński et al., 2019).

H4: Self-efficacy has positive impact on creating attitude toward entrepreneurship.

Research Framework

The research framework of this study is below diagram:

Figure 1
Research Framework



Research Methodology

Research is based on two types: quantitative and qualitative research. The other name of qualitative research is exploratory research, which explores the detailed version of opinions, thoughts, reasoning and ideas through case studies, interviews and questionnaires. Quantitative research deals with numerical data, which are used to elaborate the statistical tools. Through a sample or population, we could analyze results for measuring behaviors and attitudes, etc. Quantitative data collection is more helpful than qualitative ones. In quantitative research, data is collected through questionnaires through online and offline surveys. The questionnaire is based on two types: open-ended and closed-ended. The quantitative research is based on the data collected from the population through a personally administered questionnaire. A cross-sectional research design is used that explains data is compiled from a population sample at once. This study also be based on the cause-and-effect relationship because four independent variables are the cause factors (Educational Support, Structural Support, Relational Support and Self-efficacy), and one dependent variable (Entrepreneurial Attitude) creates an effect from these four independent variables.

Table 1

List of Instruments and Reliability

Sr. No	**Variables**	**No. of Items**	**Reliability Cronbach α**
1	Educational Support	6	0.71
2	Structural Support	3	0.62
3	Relational Support	4	0.82
4	Self-efficacy	5	0.72
5	Entrepreneurial Attitude	6	0.82

This study examines five variables: four independent variables, specifically Educational Support, Structural Support, Relational Support, and Self-efficacy, and one dependent variable, which is Entrepreneurial Attitude. The measurement items utilized in the instrument were derived from preexisting literature, deliberately chosen and customized for the present investigation (De Noble et al., 1999; Kolvereid and Isaksen, 2006; McGee et al., 2009; Turker and Selcuk; 2009; Chen and He, 2011). Number of 6 instruments for educational support, Number of 3 for structural support, Number of 4 for rational support, Number of 5 for self efficacy and Number of 6 questions for entrepreneurial attitude. For the survey instrument, the researcher has used the online medium for the questionnaire. This study has used six portions, starting from the demographics of age, gender, occupation, and qualification, and the other five parts are based on different items to measure the variable, i.e., ES, SS, RS, SE and EA.

Data collection for this study conducted among university students. The investigation were select five prominent universities—University of Education DG Khan campus, Mir Chakkar Khan Rind University, Bahauddin Zakariya University, Ghazi University, and Islamia University Bahawalpur—as the population. The principal factor influencing the selection of these universities is their convenient location, which facilitates data collection.

The data collection process encompassed the administration of online questionnaires at five universities. In aggregate, 250 questionnaires were disseminated. This research utilized a straightforward random sampling method to give the participants accurate data and insights. The data collection method employed primary, as it involves the acquisition of information that is novel and does not presently exist. The generation and collection of primary data occur concurrently. The concurrent generation and collection procedure does not enforce any temporal

limitations. A seven-point Likert scale, spanning from "Strongly Disagree" (1) to "Strongly Agree" (7), be employed to gather the data. The variables influencing the development of an entrepreneurial mindset among university students in southern Punjab, Pakistan, quantified using this scale.

Data Analysis and Results

Demographic Analysis

Table 2

Gender

Gender	Frequency	Percent	Valid Percent	CumulativePercent
Male	157	63.6	63.6	63.6
Female	90	36.4	36.4	100.0
Total	247	100.0	100.0	

According to table 2, respondents were asked to choose from two options Male and Female. Male valid percent was accumulated around 63.6 percent and female valid percent was counted for 36.4 percent.

Table 3

Age

Age	Frequency	Percent	Valid Percent	CumulativePercent
Below 20	86	34.8	34.8	34.8
30-39	3	1.2	1.2	36.0
20-29	158	64.0	64.0	100.0
Total	247	100.0	100.0	

According to table 4.2, the respondent was asked to mention age. Students aging below 20 were accounted for 34.8 percent, having age 30-39 accounted for 1.2 percent, and individuals having age 20-29 accounted for 64 percent.

Table 4

Education

Education	Frequency	Percent	Valid Percent	Cumulative Percent
BBA	81	32.8	32.8	32.8
MBA/MSBA	51	20.6	20.6	53.4
BSC Agriculture	2	.8	.8	54.3
BS 4 years	44	17.8	17.8	72.1
Others	69	27.9	27.9	100.0
Total	247	100.0	100.0	

Educational background was also inquired from the respondents and details for this sectionare also mentioned in the below-mentioned table 4.3 and pie chart. Valid percent of BBA studentscounted for 32.8 percent, MBA/MSBA counted for 20.6 percent, BSC Agriculture counted for 0.8percent, BS 4 years counted for 17.8 percent, and students from other departments counted for 27.9 percent.

Table 5

Marital Status

Status	Frequency	Percent	Valid Percent	CumulativePercent
Single	225	91.1	91.1	91.1
Married	22	8.9	8.9	100.0
Total	247	100.0	100.0	

The marital status of the respondents was also asked in the instrument that we have used for demographic analysis. Details of this section are summarized in the below-mentioned table andpie chart. Marital status labeled with single accounted for 91.1 percent and married counted for 8.9 percent.

Statistics and Correlation Analysis

Table 6

Statistics and Correlation Analysis

Variable	Mean	SD	1	2	3	4	5
1. ES	5.01	1.32	(.71)				
2. SS	4.44	1.48	.43**	(.62)			
3. RS	5.30	1.53	.41**	.31**	(.80)		
4. SE	5.16	1.27	.46**	.39**	.51**	(.72)	
5. AT	5.48	1.36	.56**	.24**	.43**	.39**	(.82)

(ES= Educational Support; SS= Structural Support; RS= Relational Support; SE= Self-Efficacy and AT= Attitude toward Entrepreneurship.)

The mean of educational support is (M= 5.01, SD= 1.32), structural support (M= 4.44, SD=1.48), relational support (M= 5.30, SD= 1.53), self-efficacy (M= 5.16, SD= 1.27) and entrepreneur attitude (M= 5.48, SD=1.36).

Correlations greater than 0.10 in the current study were important at p <.05. According tothis importance bivariate analysis indicates that educational support is considerably positively relaion with structural support (r=.43, p <.01), educational support also had a positive correlationwith relational support (r=.41, p <.01), educational support had a phenomenal positive correlationwith self-efficacy (r=.46, p <.01) and strong positive entrepreneurial correlation with educational support. Structural support was likewise positively correlated with relational support (r=.31, p <.01), positively correlated with self-efficacy (r=.39, p <.01). entrepreneur attitude (r = .24, p < .01). Meanwhile, relational support had strong positive correlation to self-efficacy (r = .51, p < .01) also had strong positive correlation entrepreneur attitude (r = .43, p < .01). Likewise, self-efficacy was positively correlated with entrepreneur attitude (r = .39, p < .01).

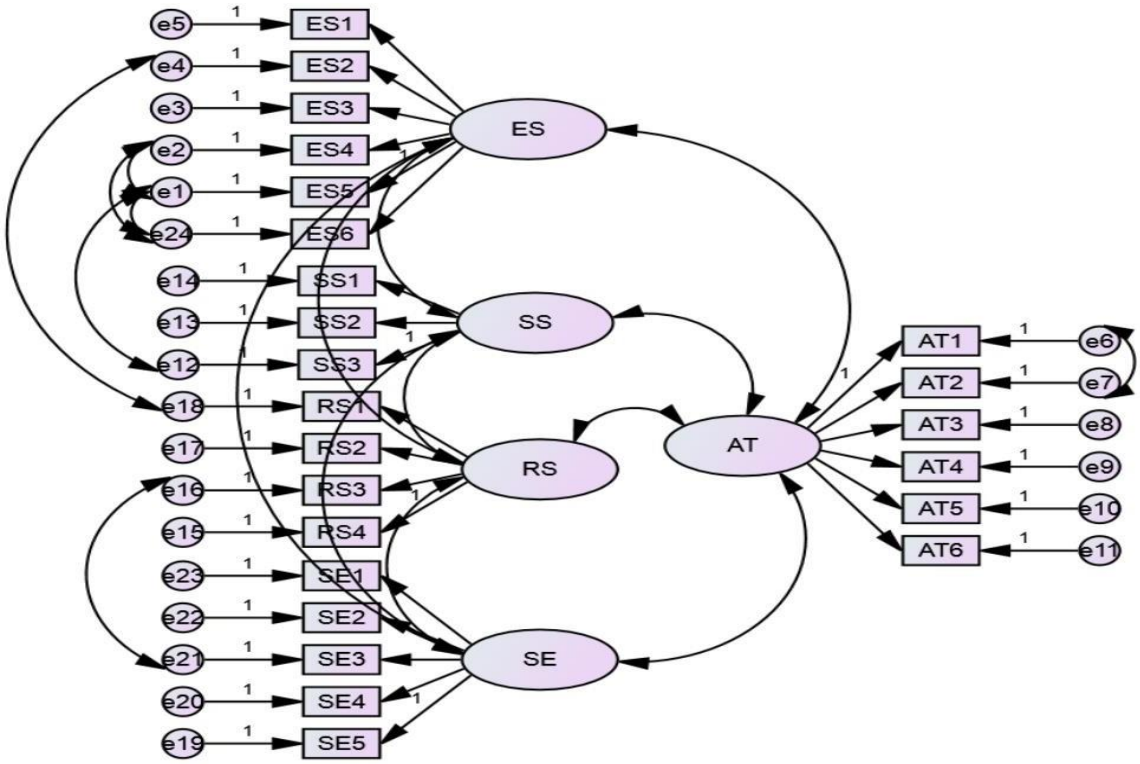
Full Measurement Model (Full CFA Model)

In the current review, the corroborative factor investigation used to keep and authorize thefull estimate model includes 5 innovations that are instructive assistance, auxiliary assistance, social assistance, self-sustainability, and mindset of business people. In addition, the model fit indexes in this research showed that the complete measurement model fits well with the data ($\pi 2$=357.64; df=235; p<.000; CFI=.93; GFI=.90; NFI=.80; TLI=.80and RMSEA=.04) suggesting that the model fits easily and supports the maximum factor analyticalmodel authenticated. The figure

displays the complete model of measurement that has a factor loading to display full CFA.

Figure 2

Full Measurement Model



Direct Paths Using SEM (Direct Structural Model)

In the wake of approving of the full estimation model, the subsequent stage was basic models for inspecting direct ways, intercession, and additionally equal intervention for confirmingthe proposed theory. Accordingly, the researcher of this examination applied the direct auxiliary model to look at 8 direct ways. Additionally, institutionalized way coefficients likewise detailed among exogenous and endogenous factors to reflect the relapse coefficient. Various squared connection (R2) was utilized to report the relationship (Variance).

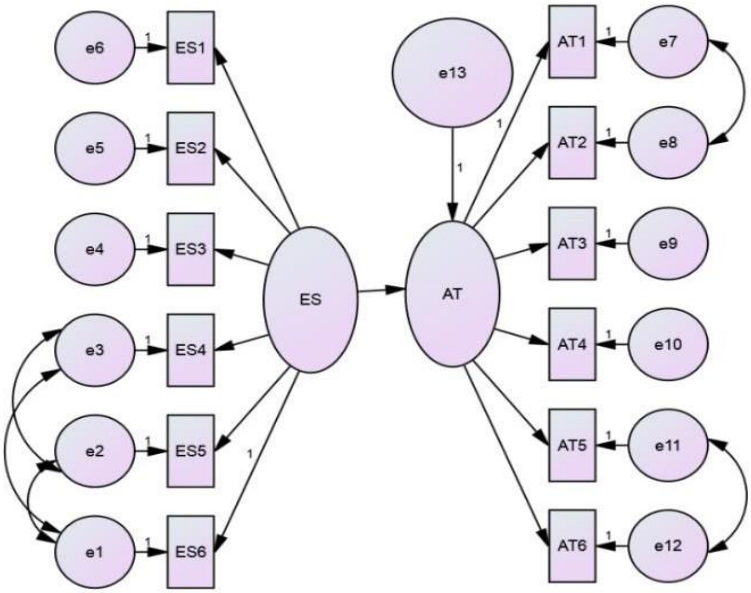
Structural Path Model for Educational Support and Attitude toward Entrepreneurship

Hypothesis 1, stated as, "Educational support is positively related entrepreneur attitude". Results of SEM described that educational support was strongly related to entrepreneur attitude. This model showed good fit $\chi 2 = 78.483$, df = 48, $p < .000$, $(\chi 2/df) = 1.635$, CFI = .96, GFI = .95,TLI = .96, NFI =.92 and RMSEA =.05.

A further affirmation of agreeableness of this basic model was through parameter gauges esteems which contained institutionalized relapse coefficient and p esteem. The standardized path coefficient disclosed a significant link between self-reported educational support and self-reported entrepreneur attitude ($\beta = .88$; $p < .000$). Educational support was significantly correlated with entrepreneur attitude ($R^2 = .78$; $p < .000$) and explained 78% variance in entrepreneur attitude. Thus, hypothesis 1 was fully supported.

Figure 3

Relationship between Educational Support and Attitude toward Entrepreneurship



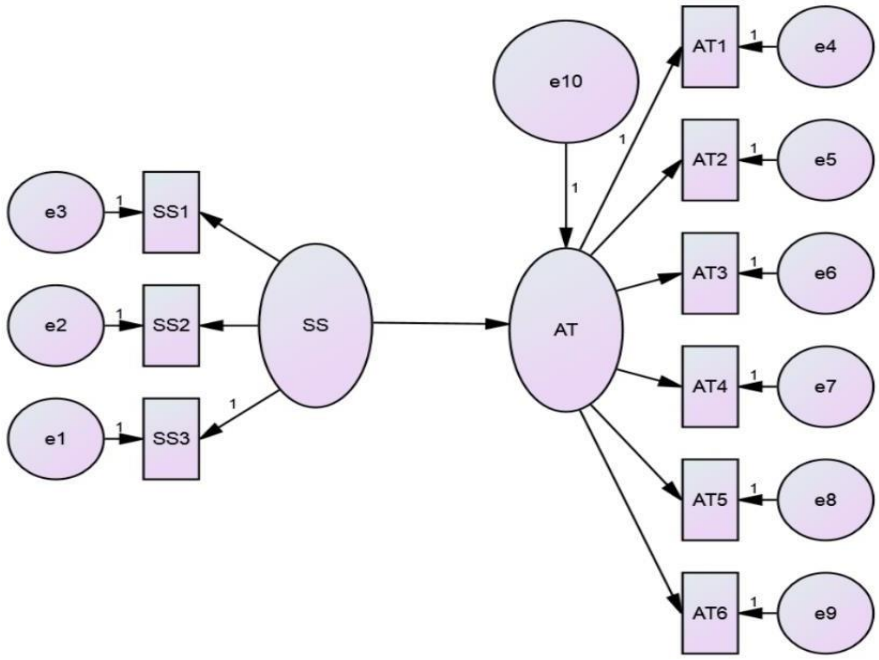
Structural Path Model for Structural Support and Entrepreneur Attitude.

H2 was suggested as "Entrepreneur Attitude Optimistic Systemic Support. SEM results showed that structural support was positively significant in relation to entrepreneurial attitudes, model fit indexes were μ2= 52,020, df= 26, p < 0.000, (μ2/df)= 2,001, CFI= 0,95, GFI= 0,95, TLI= 0,93, NFI= 0,91 and RMSEA= 0,05.

Similarly, calculated parameters indicate and validate the acceptability of the structural model and represent that that structural support was significantly associated with the entrepreneurial attitude (β=.35; p<.000). Also squared multiple correlation (self-reported) betweenstructural support and (self-reported) entrepreneurial attitude (R2 = .13; p < .000) with anentrepreneurial attitude variance of 13 per cent.

Figure 4

Relationship between Structural Support and Attitude toward Entrepreneurship



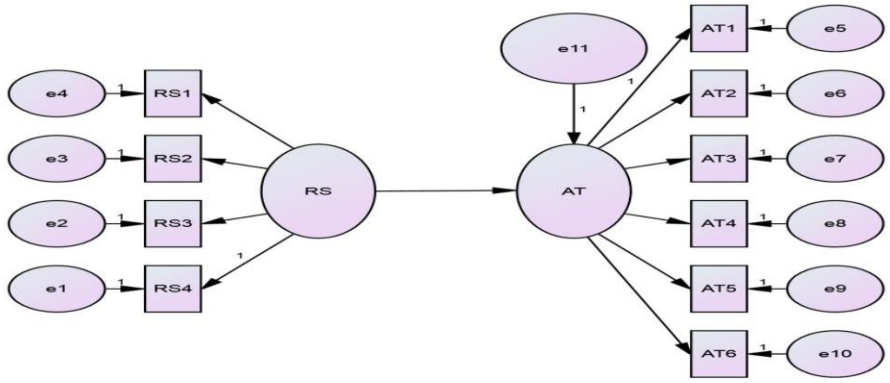
Structural Path Model for Relational Support and Attitude towardEntrepreneurship

H3 was suggested as "Entrepreneur Attitude Relational support is Good." It has been evaluated in SEM and SEM results show that the self-reported relational support has been substantially related to self-reported entrepreneurial attitude. Where, df = 34, p <.000, (π2/df) = 1.839, CFI =.96, GFI =.95, TLI =.95, NFI =.92 and RMSEA =.05 respectively.

The standardized coefficient of the route showed a significant positive relationship with relational support and self-reported entrepreneurial attitude (β=.53; p <.000). Meanwhile, there was a substantial association between self-reported relational help and self-reported entrepreneurial attitude (R2=.28; p<.000) with a variance of 28 percent for entrepreneurial attitude. Thus, these SEM findings and approximate parameter values showed that the H3 hypothesis had a strong positive association. Below figure 5 displays the fit model for the H3 hypothesis.

Figure 5

Relationship between Relational Support and Attitude toward Entrepreneurship



Structural Path Model for Self-efficacy and Attitude toward Entrepreneurship

Hypothesis H4 was described as "Entrepreneur Attitude is positively linked to self- efficacy" To analyze this proposed relationship current study, SEM technique was pursued wherethe findings of the structural path model showed that self-reported self-efficacy had a strong positive relationship with self-reported entrepreneurial attitude and goodness of model fit corporate indexes as μ2= 65,300, df= 41, p < < 0,000,(μ2/df)= 1,593, CFI= 0,97, GFI= 0,95, TLI=0,91 and RMSEA= 0,91.

But the standardized coefficient of the route showed significant positive relation in self- reported self-efficacy along with self-reported entrepreneurial attitude (β=.59; p <.000). And showed a strong positive correlation between this association (R2=.34; p <.000) with 34%variation in entrepreneurial attitudes. So, findings have confirmed this suggested hypothesis. For the H4 hypothesis see the structural model chart.

Figure 6

Relationship between Self-Efficacy and Attitude toward Entrepreneurship

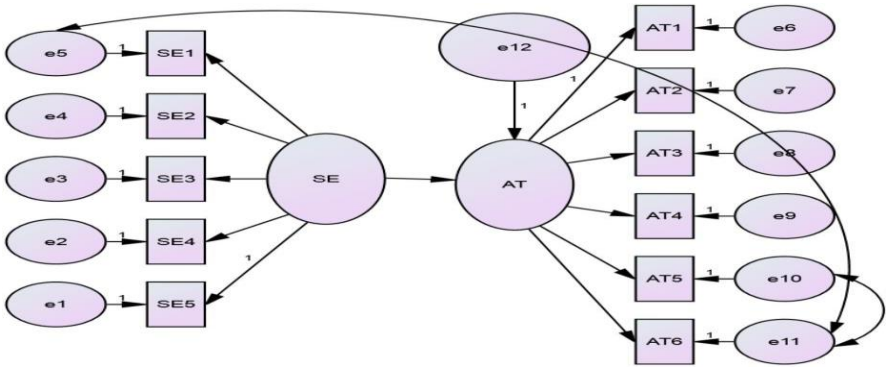


Figure 7

Full Structural Model.

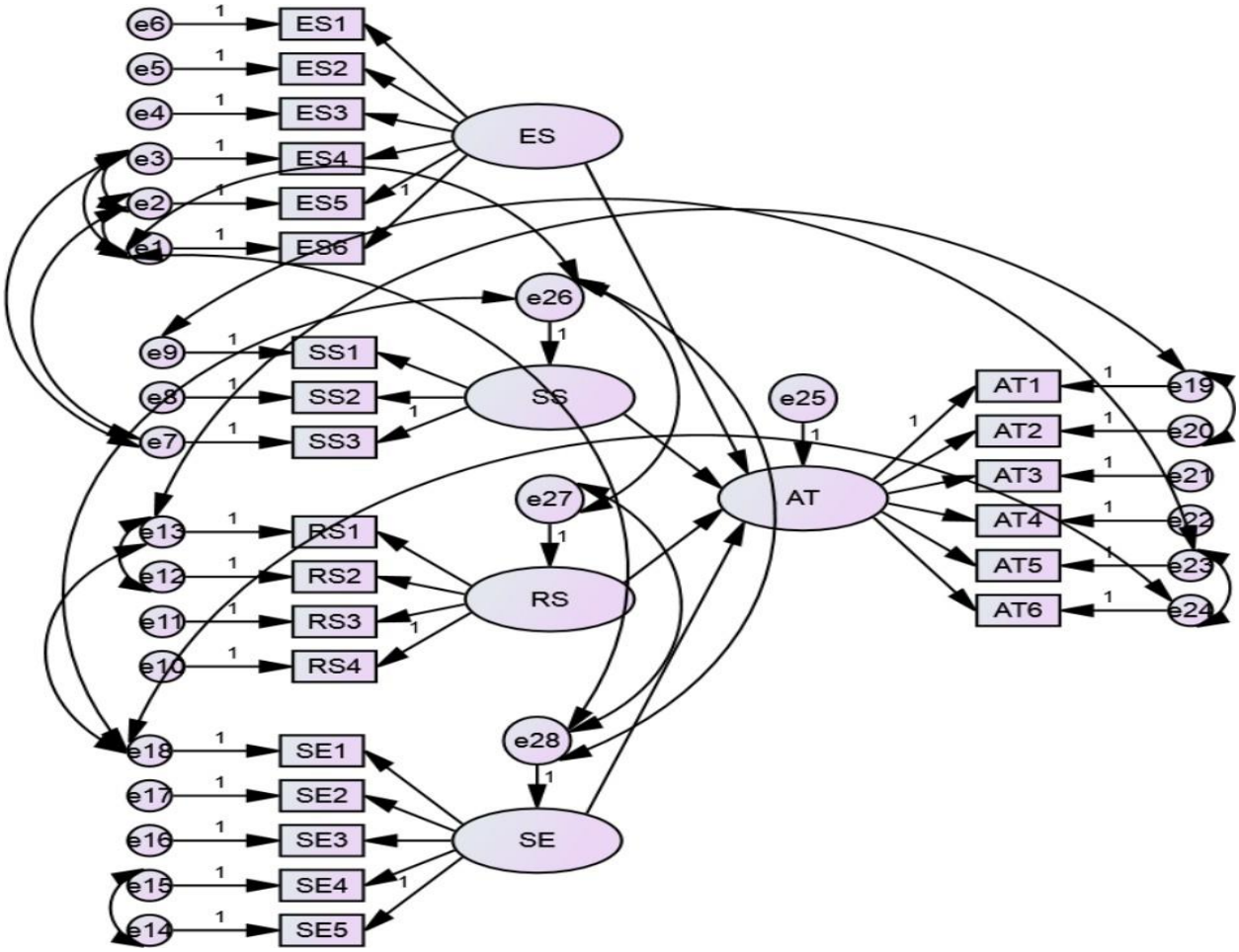


Table 7

Standardized Direct Path Coefficients of the Hypothesized Model

Hyp	**Direct Paths**	**Estimate**	**SE**	**CR**
H1	Educational Support Entrepreneur Attitude	.23***	.12	2.93
H2	Structural Support Entrepreneur Attitude	.44***	.12	3.55
H3	Relational Support Entrepreneur Attitude	. 63***	.10	5.96
H4	Self-efficacy Support Entrepreneur Attitude	.78***	.12	6.15

Table 8

Summary of Findings of the Proposed Hypothesis

SrNo	Hyp	IV	DV	Result forEach	Overall Result
1	H1	EducationalSupport	Attitude Toward Entrepreneurship	Confirmed	Fully Confirmed
2	H2	StructuralSupport	Attitude Toward Entrepreneurship	Confirmed	Fully Confirmed
3	H3	RelationalSupport	Attitude Toward Entrepreneurship	Confirmed	Fully Confirmed
4	H4	Self-Efficacy	Attitude Toward Entrepreneurship	Confirmed	Fully Confirmed

Discussions and Conclusion

Discussion

The analysis of four hypotheses concerning the development of an entrepreneurial mindset among college students in Southern Punjab, Pakistan, confirms the validity of each one. The development of a positive entrepreneurial mindset is notably influenced by relational support, which takes the form of mentorship and peer networks. The provision of institutional assistance and access to resources, which constitute structural support, is of paramount importance in cultivating an atmosphere that is favorable for entrepreneurial ideation. The influence of educational assistance, in the form of participation in pertinent courses and seminars, becomes a crucial factor in cultivating favorable entrepreneurial mindsets. Furthermore, self-efficacy is recognized as a substantial determinant, suggesting that students' entrepreneurial mindset is positively impacted by their confidence in their own capability to achieve success in entrepreneurship. The aforementioned results underscore the complex and varied factors that influence entrepreneurial mindsets. Moreover, they offer practical recommendations for policymakers and academic establishments aiming to foster an entrepreneurial environment in the Southern Punjab region. Additional investigation may explore the temporal dynamics of these determinants, thereby enhancing our comprehension of the intricate ways in which the entrepreneurial environment among university students in the area is constantly shifting.

Conclusion

All above-discussed hypotheses with their corresponding results have shown a strongcorrelation that concludes us some valuable data and information regarding entrepreneurialattitude among

students. In the coming paragraph, we will discuss briefly the concluding remarksof the developed hypothesis of this study.

As we have hypothesized that there is a positive relationship between educational supportand entrepreneurial attitude, so are the results that we have acquired from our findings. This confirmed positive relationship concludes us with some valuable suggestion and implementations. Another hypothesis that we developed was, relational support is positively related to entrepreneurial attitude creation. Also confirmed in our study's finding and it indicates that the family's strong motivational and financial support can be game-changer toward the creation of entrepreneurial attitude among individuals. Self-efficacy has a positive relationship with the attitude creation is one of the hypothesesin this study, that also shows significant relationship and status was confirmed. And why not be, because individuals own intentions and intrinsic motivation plays an important role in any sort ofinitiatives not only the new ones or the innovative ones but also for the traditional startups. Structural support has a positive relationship with an entrepreneurial attitude, is one of thehypotheses that we have developed. Let us explain and conclude this with the help of a scenario where we assume that all the factors that we discussed earlier are fulfilled. Means, an individual is motivated enough and has profound knowledge, knows the basic concept of being an entrepreneur, having a strong family and financial support and then what if several other factors are not supported that includes, tough government regulations toward new ventures/startup, high taxation for the innovators or the industry development.

Practical Implications

Pakistan is a developing country having low GDP per capita and significant levels of unemployment. The industry of our country is making progress gradually and we still need lots of innovative and progressive initiatives so that to boost economic growth. There are several ways to improve economic growth but one of them is through high end innovative and promising startups. And these initiatives/startups can be achieved through sound entrepreneurial intentions and that is the topic of consideration in this study. In this study, we concluded that entrepreneurial intentions or attitudes toward entrepreneurship are depending on several support structures. Thus, improving all these support structures, we can develop an entrepreneurial intention or attitude towardentrepreneurship among individuals/students.

Academic Contributions

The result of the current study concluded that entrepreneurial attitude is depending on entrepreneurial support structures. These entrepreneurial support structures consider having a huge effect on the creation of an entrepreneurial attitude. These factors have their independent role; mainly entrepreneurial attitude is affected by structural, relational, educational, and self-efficacy. The results from the current study depict that proper entrepreneurial courses and enhanced environment regarding awareness of entrepreneurship lead towards the high adoption of entrepreneurship as a career-oriented selection.

The study result also shows that the students from the business background are more inclined to entrepreneurship and have awareness of its impact on economic development and growth. These results add more concern toward adding entrepreneurship courses in university requirements and should be made compulsory for students of all departments.

Limitations

In this current study, perhaps there are some limitations and barriers. Some of the limitations are discussed below.

- Measuring attitude in simple words is to judge the intentions of an individual. And that means the reality of theses intentions is not guaranteed. An individual mindsetcan easily be changed with time. So, in short, intentions can be compromised in thelong run, one of the draws back for this study because there is no such way to measure the intentions precisely.
- Instrument items used for measurement might put the reader in a state of misinterpretation and that eventually leads to misinformation. And this might bringsome reliability issues is well.
- Data was collected from different departments of Ghazi university so results can be generalized only in this specific region. But this limitation can be overcome withfuture studies in different regions.
- A cross-sectional study is one of the limitations of this study. A longitudinal study might be the solution for this to measure the intention for a longer period.

Future Recommendations

In the context of this current study, still some areas need to be discussed and addressed. Future recommendations for the purpose to access and measure the attitude toward entrepreneurship might also include analysis of some other variables that have a profound impacton creating an entrepreneurial attitude. And these variables might include analysis of different personality traits

regarding entrepreneurial attitude creation.

Post impacts and benefits of entrepreneurship should be analyzed so that to measure the effectiveness and fruitfulness of entrepreneurship on economic growth. Not only this but also the rate of unemployment and employment should be analyzed so that to measure the effectiveness of entrepreneurial efforts and initiatives. New challenges regarding the current pandemic scenario must be put into consideration for future research. That might include the impact of social distancing on several support structures.

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