



## Impact of Business and Management Studies on Students’ Intentions to Become an Entrepreneur

Maria Yasmeen <sup>1</sup>, Saleem Shah<sup>2</sup>, Dr. Madiha Gochar <sup>3</sup>

<sup>1</sup> Subject Specialist Elementary and Secondary Education Department KPK, Pakistan

<sup>2</sup> PhD Scholar Department of Economics Clark University, MA, USA Email: [salshah@clarku.edu](mailto:salshah@clarku.edu)

<sup>3</sup> Department of Economics Shaheed Benazir Bhutto Women University Peshawar, Pakistan

### ARTICLE INFO

#### Article History:

Received:	July	25, 2021
Revised:	August	20, 2021
Accepted:	September	25, 2021
Available Online:	September	30, 2021

#### Keywords:

Entrepreneurial Studies, Entrepreneurial Intentions, Entrepreneurship.

#### JEL Classification Codes:

O15, O47, R13

### ABSTRACT

*Entrepreneurship has been considered a way to enhance economic welfare and to provide employment opportunities. Entrepreneurial studies help in polishing the entrepreneurial skills. However, there is a need to understand which factors affect students’ perceptions of becoming entrepreneurs and the relationship between their entrepreneurial education and their attitudes (or intentions) towards entrepreneurship. Some of the students start their business studies without any intentions of becoming entrepreneurs while others do so to become entrepreneurs. They want to start their own business may be because they have a family business background or because of other intrinsic or extrinsic interests. This paper seeks to contribute towards finding whether obtaining a degree in business education affects students’ attitudes and subjective norms (the perceived social pressure to engage or not to engage in a behavior) about entrepreneurship, and whether these, in turn affect their motivation towards becoming an entrepreneur or not. In doing so, it enhances the understanding of how education can affect students’ attitudes toward entrepreneurship, specifically in Peshawar. This study was carried out by employing a quantitative approach i.e. an OLS regression model. TPB (Theory of Planned Behavior) and EES (Entrepreneurial Event Model) were used to check the intentions and behavior of students towards entrepreneurship. For this purpose, the final year students of BBA (Bachelor in Business Administration) and MBA (Master in Business Administration) are selected at random from Institute of Management Studies (University of Peshawar) and Institute of Management Sciences. The analysis of results showed that there is a positive relationship between entrepreneurial studies and intentions to become an entrepreneur, and that these two variables are more important than the others.*



© 2021 The Authors, Published by AIRSD. This is an Open Access Article under the Creative Common Attribution Non-Commercial 4.0

Corresponding Author’s Email: [salshah@clarku.edu](mailto:salshah@clarku.edu)

## **INTRODUCTION**

Adults of today have much more concerns towards entrepreneurship because of many reasons. They may want to become entrepreneurs either because of some business background, because of earning higher profit, simply because risk lovers they are, or because they lack job opportunities. So some of them may want to learn how to start a new business or others may want to know how to innovate existing one. Creativity and innovations are the main factors in a business whether a start-up venture or already existed one. Creativity covers start-up ventures while innovations cover already existed ventures. How the creativity comes in a person depends on the motivational factors which influence each person differently. There are some intrinsic and extrinsic motivational factors which have further different types that lead to a specific behavior of a person towards entrepreneurial creativity. The purpose of the study is to investigate whether these studies change the intentions of students to become entrepreneurs and whether entrepreneurial education affects students' attitudes and perceived behaviors towards entrepreneurship and or not. Attitude towards entrepreneurship can also be altered by the surrounding environment and the culture of the society (the extrinsic factors) i.e. some students may wish to be entrepreneurs but they are not allowed because of their social norms and culture. E.g. a women entrepreneurship in Peshawar is highly discouraged either because of religious constraints or because of the societal culture prevailing in Peshawar. The study of Roomi and Parrott (2008) has witnessed gender based differences in this regard. So even after getting degrees of business studies, very less number of female students become entrepreneurs. Institutional (Educational) environment may also play vital role in becoming entrepreneurs. This paper does not deal intentions across the gender but it focuses on overall intentions regardless of males' or females'. If across the gender is dealt, it may ruin females' efforts because men possess very much influential positions than women.

In practical world, it may happen that some students start their entrepreneurial studies without any intentions to become entrepreneurs. This paper examines the impact of the entrepreneurial studies on intentions of students and analyzes whether such studies ended up with motivating students to practically start their own business or not.

Academic universities play a vital role in affecting the concerns and attitudes of the students regarding starting their own businesses (Honig 2004; Solomon and Matlay 2008; Small Business Administration's Office of Advocacy 2009; and Levi, Hart and Anyadike-Danes 2009). Most of universities offer entrepreneurship courses today but little is known about the relationship between the chance of students taking courses in entrepreneurship and their intentions of becoming entrepreneurs. If there are well reputed business universities, they not only motivate their students to start their own business who are interested to do so but also they change the intentions of those who had no intentions to start their own businesses.

University students seem potentially suitable for directing their capabilities towards entrepreneurial actions however we cannot predict who will become an entrepreneur. It depends on everyone's personal traits, values, attitudes and motivational factors (intrinsic or extrinsic). But both entrepreneurship and the educational system are important for economic growth however the importance of education for entrepreneurship has been acknowledged only recently (Kuip and Verheul, 2004, e Ali, M. S et., al 2021, Adeem, M. A et al. 2019) which is being presented in this paper in order to consider motivation towards entrepreneurship among students of business studies.

Business studies can have a great impact on the attitude of the students for business development after their graduation (Roudaki, 2009). University education should not only teach students theoretically but also should train them in such a way that they may carry out their own businesses. It is demonstrated that the universities' graduates who have taken entrepreneurship courses, are more likely to select careers in entrepreneurship, work in small business and develop

patented inventions or innovative processes, services or products (Honig 2004; Solomon and Matlay 2008; Small Business Administration's Office of Advocacy 2009; and Levi, Hart and Anyadike-Danes 2009), among others. This piece of paper checks intentions of students towards entrepreneurship. If students are not motivated and encouraged even after their business studies, there may be a chance of errors in educational institutes that they are not providing some successful entrepreneurs to the society.

This paper aims to check the intentions of students of business studies to become entrepreneurs. Students of final semesters of BBA and MBA are surveyed. Their intentions are examined whether they became interested and able to start their own business or not. This paper explores and evaluates entrepreneurial intentions of the students of Peshawar. A sample of 80 students was selected from two universities, 40 from each. Universities being selected were Institute of Management Sciences, Institute of Management Studies (IMS) University of Peshawar. In doing so, it contributes to our understanding of whether, and if so, how education can affect students' attitudes toward entrepreneurship and their entrepreneurial self-efficacy (the extent or strength of one's belief in one's own ability to complete tasks and reach goals). It also examines the role of subjective norms in affecting attitudes and intentions of students towards entrepreneurship.

After introducing the research study, the paper includes aim of the study, hypothesis to be tested, literature review in this specific area, methodology, and, results and conclusions drawn on the research study. The academic and economic implications of the study are also presented at the end of the paper. Limitations and further suggestions are also provided at the end of this research study.

#### **Aims of the Study**

- To check whether the intentions to become an entrepreneur are independent of their studies or not.
- To check the impact of entrepreneurial studies on students' intentions towards entrepreneurship

#### **Hypothesis**

Ho: Intentions of students are not related with business studies H1: Intentions of students are related with business studies

#### **LITERATURE REVIEW**

There is a vast research done on entrepreneurship. For this paper, such researches are taken under considerations which shows analysis for entrepreneurial intentions after taking entrepreneurial studies. Some literature show positive impact of entrepreneurial studies on attitudes of students towards entrepreneurship while very less show no (or even negative) effect on intentions of students. They are discussed as follows:

A study was conducted by Luthje and Franke (2003) on engineering students, to explore their personal dispositions and perceptions for starting their own businesses. Covariance structure model was tested on 512 students at MIT (Massachusetts Institute of Technology) School of Engineering. The study concluded that intentions towards self-employment are indirectly effected by personality traits while directly affected by the perceived barriers and support factors. The perceptions may be altered and improved by either using positive role models in teaching, establishing entrepreneurial support networks, or by arranging business plan competitions whereas personality structure can be established and improved by policy makers and university faculty by identifying these students and encouraging them to take part in entrepreneurship programs. The study of Luthje and Franke is considered useful to be referred for this research paper because it shows that intentions to become an entrepreneur are affected by multiple factors, including personality traits, which can be modified through entrepreneurial studies.

According to Babu and Rathnakumari (2013), there are many factors that motivate students/general public to become entrepreneurs. These can be economic, social or political factors. Some people become entrepreneurs inherently as they are left with the businesses by their parents or forefathers. Some have main motive of earning more money. So one may get motivated to undertake

ventures either because of ambitious factors or because of compelling factors. Such piece of work is included for this research paper because people's intentions may change because of motivational factors towards entrepreneurship. The study of Smith, Fund and Petersen (2006) shows that there were some entrepreneurial leaders in education who wanted to check present public educational system and the role of such entrepreneurial education in transformation of the whole economy of Aspen and Colorado in 2030 Sibte-Ali et al. (2018) e Ali, M. S et al. (2021). An entrepreneurial leader in education is one who guide the concerned people to become successful entrepreneurs and to benefit the whole economy by reforming entrepreneurial studies. The study shows so much importance of entrepreneurial leaders. It found two different perspectives of why educational entrepreneurs (who focus on the educational system for performing a better role in future entrepreneurship) matters. One was "disruptive technologies" approach which suggested that the entrepreneurs are the crucial change agents, to push the current system toward the developed version that necessarily needed the knowledge age. 2<sup>nd</sup> view was that educational entrepreneurs may bring "dynamic equilibrium" in the economy which will be a permanent level and a desired necessity rather than a temporary change. They analyzed that both these can be met if there is successful implementation of entrepreneurial studies among public schooling systems. These perspectives are discussed in this paper because they are important to be considered and to be targeted for successful entrepreneurial studies.

Croitoru (2012) gave the reference of Schumpeter (1934) in his journal paper and said that he saw entrepreneur as the major agent of economic development by carrying out of new combinations, which in turn means the competitive elimination of the old. Schumpeter differentiated invention from innovation. Entrepreneurs may be inventors, but the birth of an innovation does not require any invention so an entrepreneur is not therefore an inventor, but an innovator. He gave the idea of "creative destruction" which means changing the pre-existing sources to take maximum benefit of it. Once some innovation is done, does not mean to become an entrepreneur. The process of creative destruction must be going on all the time for incessantly operating and shaping the economic environment forcing the different firms to face a competition.

In this sense, the creative destruction processes are identified as the driving forces of the market and in general of the economic development. Schumpeter's view is going to be checked in a way that whether entrepreneurial education may help students to bring creative destruction in their existing or new ventures or not.

Peterman and Kennedy (2003) conducted a research on the students enrolled in the Young Achievement Australia (YAA) enterprise program. Students were analyzed before and after this program for their desirability and feasibility of starting their own businesses. Desirability here means have desire or wish while feasibility means ease and convenience for starting new business. They showed positive results and provided empirical evidence. Their intentions were affected positively towards entrepreneurs. Same positive results were drawn from another research study on students' intentions towards entrepreneurship of Souitaris, Zerbinati and Al-Laham (2007). Such studies are supporting this research study in analyzing the intentions of students after completion of their entrepreneurial studies.

A study was conducted by Maki (1999) on MBA students and graduates for their entrepreneurial skills after completing their studies. Enterprise representatives were also considered as sample for this study. According to enterprise representatives, the students intend positive towards entrepreneurship during their entrepreneurial studies but only few start their own enterprises in practical life, and the reason provided was that the students actually get the Business idea and market know how after practical involvement. Researcher concluded that universities providing Business knowledge should involve their students practically in some business projects presenting challenges, which may train them and provide them self-confidence to deal with entrepreneurial dynamics.

Maki's study is presented in literature here to show that students' intentions may change because of entrepreneurial studies but only practical involvement in some project may lead them to become successful entrepreneurs.

But not every study could find positive impact of entrepreneurial studies on the intentions towards entrepreneurship. One of such research studies was conducted by Oosterbeek, Praag & Ijsselstein (2010) that analyzed the impact of entrepreneurship education program on college students' entrepreneurship skills. The program was offered to the students at one branch of a school but not at another branch of the same school. The result of which was insignificant and the effect on the intentions to become an entrepreneur was even negative. So for this research study is concerned, it can be said that intentions may exist in a person by his own wish/will, his ability or may be inherited but not because of entrepreneurial studies. An evolutionary study was conducted by OECD (2009); a working Party on SMEs (small and medium enterprises) and Entrepreneurship. They found that different research studies showed no control on groups under consideration (lack of pre-test/post-test techniques) and a very few have longitudinal dimensions. Many studies' evaluation showed that some entrepreneurial programs seem successful in making the students successful entrepreneurs but there is no proper longitudinal check on same students whether they practically do so or not. There is a need to take evolutionary process under consideration for such business studies, as there can be no improvement in entrepreneurial studies for students without evaluating such businesses' success/failure. The piece of work is considered for this study because it shows that intentions may change because of entrepreneurial studies but how much students have learnt to run a successful business can only be checked in long run.

This is not only intentions but the students have to learn the implement of the rules in different circumstances accordingly to achieve the optimal output. There is a very less proportion of graduates who start their own businesses or become self-employed after their entrepreneurial studies (Maki, 1999). Moreland (2006) suggested Higher Education particularly to review and develop opportunities available to students to enable them to start their own ventures and become self-employed although it cannot guarantee the outcomes but can provide better chances. He further suggested to recognize distinction between Entrepreneurship (becoming self-employed) and Intrapreneurship (innovation and creating activities by employees) as both of these can be encouraged through Higher Education. Moreland's suggestions to Higher Education are kept under consideration for this research study because these suggestions are helpful for further improvements and for providing chances to the students practically in changing their attitudes towards behavior.

## **METHODOLOGY**

### **Research Design**

This study was carried out by means of a survey research. Attitude, subjective norms, business education, and capacity to become entrepreneur have been posited to influence entrepreneurial intention. The aim of this study was, therefore, to generate and expand knowledge about entrepreneurial intention of students in Peshawar. To achieve the aim, this correlation and regression study was performed. Correlation describes, in quantitative terms, the degree to which two or more terms are related while regression describes the relationship between dependent and independent variable. Figure 1 shows the research framework for this study in the next section.

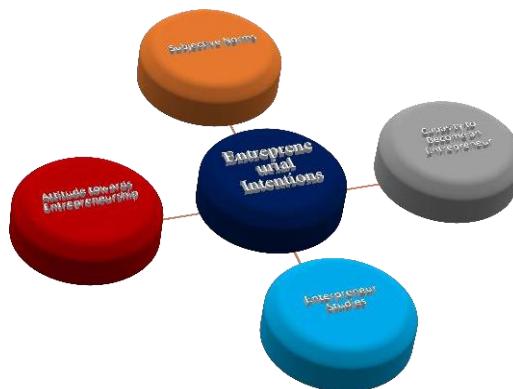
### **Research Framework**

As this research study analyzes intentions of students towards entrepreneurship, so TPB (Theory of planned behavior) and SEE (Shapero and Sokol's model of Entrepreneurial Event) are best fitted models. SEE predicts intentions on the basis of perceived desirability, perceived feasibility and propensity to act. All these factors alter one's intentions and they generally show the capacity of students. While TPB predicts human behavior on the basis of subjective norms, perceived behavior control and attitudes towards the behavior. Subjective norms are social pressures on one's mind to

change his attitude while perceived behavior is sense of self- efficacy. Both the models are interrelated here as intention itself is a good predictor for human behaviors to act.

**Figure 1:**

**Sample:**



The population of this study was the students of BBA and MBA from two universities of Peshawar who had studied entrepreneurship. These students were selected as a sample because they were most likely to start their own businesses after getting their degree. They were suitable for this research study on intentions towards entrepreneurship. A sample of 80 students (40 from each) was obtained from IMS (Institute of Management Studies, University of Peshawar) and IMS Sciences (Institute of Management Sciences) using convenience and purposive sampling methods. Data was collected by researcher from easily available population and from the targeted population that helps in attaining the purpose of study. Questionnaires were distributed among students to be filled who were agreed voluntarily.

**Data Collection**

***Questionnaire design and measures***

The questionnaire used in this research study comprises 40 items. The used entrepreneurial intentions questionnaire was designed and used by Michael Lorz (2011) in his thesis *The Impact of Entrepreneurship Education on Entrepreneurial Intention*. Most of the questions consisted five-point Likert scale (1=totally disagree and 5=totally agree) and others are nominal scaled. Main analysis is on five-point Likert scale while binary questions are just supportive. Different variables consisted different number of items. Intentions are used as dependent variable, entrepreneurial studies as independent variable, while others are controlled variables including subjective norms, attitude towards entrepreneur and capacity of students to start their new business. Two items were asked related to Subjective norms, four for entrepreneurial study, four for attitude towards entrepreneurship, five for intentions and five for their capacity. The reliability of the measuring instrument was tested by means of Cronbach's alpha. To ensure reliability of the results the questionnaire was also pre-tested on five students from the targeted population. The study is mainly concerned with the relationship between the entrepreneurial studies and intentions to become an entrepreneur.

***Distribution of questionnaires:***

Data was collected randomly through distribution of questionnaires among students of both the mentioned universities. They were asked to fill the questionnaire in presence of researcher and return them immediately. They were informed about the purpose of the research and were asked to participate voluntarily in the study by completing questionnaires.

**Data Analysis:**

Data was analyzed by means of the SPSS using descriptive statistics, regression and correlation analysis. Descriptive statistics were used for the frequencies of the sample. The association between business studies and entrepreneurial intention was tested using regression

analysis. Pearson and partial correlation coefficients were used to check relationship between variables either including or controlling its covariates.

**RESULTS AND DISCUSSION**

Under this section, the results found using SPSS are presented. All the related tables are specified and an analysis is done. They are discussed as follows:

**Descriptive Statistics of the Samples**

Tables under this head are presented to show characteristics of selected sample. Description is given along with each table.

**Table 1: Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	54	67.5	67.5	67.5
Valid Female	26	32.5	32.5	100.0
Total	80	100.0	100.0	

This study involved 80 students from two universities of which 67.5% were males and 32.5% were females, shown in Table 1.

**Table 2: Age**

	Frequency	Percent	Valid Percent	Cumulative Percent
20 to 24 years	68	85.0	85.0	85.0
Valid 25 to 29 years	12	15.0	15.0	100.0
Total	80	100.0	100.0	

In terms of age, 85% of the students were in age category of 20 to 24 years while 15% were in age category 25 to 29 years shown in Table 2 pertaining to the Subjective Norms.

The three items/questions shown in table 3, 4 and 5 show subjective norms of an individual. These show the social pressure that may change one’s behavior towards entrepreneurship.

**Table 3: Perceived Entrepreneur**

	Frequency	Percent	Valid Percent	Cumulative Percent
1	48	60.0	60.0	60.0
2	25	31.3	31.3	91.3
Valid 3	4	5.0	5.0	96.3
4	3	3.8	3.8	100.0
Total	80	100.0	100.0	

In terms of their own entrepreneurial understanding for the question in Table 3, 60% of students showed their understanding of entrepreneur as an innovator, 31% as a risk-bearer, and 5% as a resourceful person while 3.8% mentioned other options i.e. starting a new business with a new idea.

**Table 4: Family Member as Entrepreneur**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	38	47.5	47.5	47.5
Valid yes	42	52.5	52.5	100.0
Total	80	100.0	100.0	

Table 4 shows subjective norms in terms of social pressure from the society. 52.5% of the sample have their friends or family member who are entrepreneurs that makes them to behave accordingly.

**Table 5: Self-Employment**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	66	82.5	82.5	82.5
Valid yes	14	17.5	17.5	100.0
Total	80	100.0	100.0	

Table 5 shows that only 17.5% of the sample has experienced self-employment while 82.5% of the students have not experienced self-employment.

**Relationship between Entrepreneurial Studies and Intentions**

This part of the analysis shows the model's significance, the regression, and the correlation between different variable(s).

**Table 6: Significance of the Model**

**(A) Model Summary**

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.812 <sup>a</sup>	.659	.654	.58818461

a. Predictors: (Constant), business studies

**(B) ANOVA**

Model	Sum of Squares	df	Mean Square	F	Significance
1 Regression	51.443	1	51.443	148.696	.000 <sup>b</sup>
1 Residual	26.639	77	.346		
Total	78.082	78			

a. Dependent Variable: entrepreneurial Intentions

b. Predictors: (constant) business studies ...

Table 6, A & B are given to show the significance of the model. Business studies variable is the independent variable while entrepreneurial intentions variable is considered a dependent one. Results showed the model's significance for two variables (studies and intentions) when attitude, subjective norms and capacity were dropped. Under table 6(A), we can see the closer values of R square and Adjusted R square, which is because the sample size is large enough. The Adjusted R square obtained for this sample is quite significant. Adjusted R square on 0.654 is considered to be large which indicates that the current study has 65.4% practical significance. It means that 65.4% of all the variability in entrepreneurial intentions is accounted for the business studies students choose. Apart from it, Table 6(B) also shows the model significance which is less than 0.05 (5%). It can be stated as  $F(1,77)=148.696, p=0.000$ . Here, the value of  $p<0.05$  that means the model is highly significant and the business studies is the best predictor of the entrepreneurial intentions. Significance value is also obtained in Table 9 i.e.  $p=0.000$ .

**Table 7: Pearson Correlation Coefficient**

		<b>Correlations</b>	
		Entrepreneurial Intentions	Business studies
entrepreneurial Intentions	Pearson Correlation	1	.812**
	Sig. (2-tailed)		.000
business studies	N	79	79
	Pearson Correlation	.812**	1
	Sig. (2-tailed)	.000	
	N	79	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the correlation between entrepreneurial studies and intentions of students. Pearson correlation coefficient is used which shows  $r=0.812$ . The two variables have a very strong and positive correlation i.e. both the variables move in same direction and have strong relationship with each other. It is highly significant at 1% Alpha (as  $p=0.000$  which is less than for a two-tailed test) based on 79 observations, showing there is a high chance for students to become entrepreneur after their business studies.

**Table 8: Partial Correlation**

**Correlations**

Control Variables		Entrepreneurial Intentions	business studies
entrepreneurial Intentions	Correlation	1.000	.692
	Significance (2-tailed)		.000
attitude towards entrepreneurship & capacity to become an entrepreneur & subjective norms	Df	0	74
	Correlation	.692	1.000
	business studies Significance (2-tailed)	.000	.
	Df	74	0

Partial correlation is also used to check correlation specifically between two variables controlling rest of the variables. Results in Table 8 shows again a positive and high correlation between the two variables entrepreneurial studies and intentions of students. Partial correlation coefficient is  $r=0.692$  which is also more than 0.50 so it shows still a strong relationship between these two variables, but less than the Pearson correlation coefficient. The results are again highly significant as  $p=0.000$  i.e. less than 0.01. Pearson correlation coefficient  $r= 0.812$  while partial correlation coefficient  $r= 0.692$ . The result of Pearson correlation is greater than partial correlation i.e.  $0.812>0.692$ . It means there is strong effect of business studies on intentions of student i.e. 0.812 is nearer to 1 (strong positive relationship) while if we control rest of the variables, the relationship becomes 0.692 (though still a strong positive relationship and greater than 0.50, but less than before). So the Pearson correlation coefficient is more useful here and we should not control rest of the three variables; attitude towards entrepreneurship & capacity to become an entrepreneur & subjective norms, as they are also important to affect the dependent variable of the study.

**Table 9: Regression Coefficients and Entrepreneurial Intention**

Model	Regression Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.003	.066		-.052	.959
business studies	.804	.066	.812	12.194	.000

a. Dependent Variable: entrepreneurial Intentions

Table 9 is represented to show relationship between business studies and intentions. It demonstrates that the independent variable namely *business studies*, has significant effect on the entrepreneurial intentions (Beta=0.804,  $p<0.05$ ). The value of standardized Beta is 0.812 which is close to 1, means that there is a strong positive correlation/relationship between entrepreneurial intentions of students and the business studies. The unstandardized beta contains 0.03, a constant which is the y-intercept, and the slope of the regression model which is 0.804 which means that if the students get involve in business studies, there are 80.4% chances for the students to become entrepreneurs. Regression results are also highly significant at  $p=0.000$  i.e. less than 0.05. Regression analysis were done using a 5% Alpha by default.

**CONCLUSION AND IMPLICATION**

The objective of this research was to find out the impact of entrepreneurial studies on intentions of students towards entrepreneurship in Peshawar. In this study, data was collected from 80 students. The majority of the students were between 20-24 years old. According to the results ( $p<0.05$ ), it can be concluded that entrepreneurial studies has a direct effect on intentions of students. On such basis, our null hypothesis is rejected and alternative hypothesis is accepted. It means there is sufficient evidence of existence of relationship between business studies and intentions of students. As far as the correlation is concerned, the correlation coefficient results showed that correlation is significant at 1% Alpha. The results can be helpful for the Government (as two selected universities were public sector universities) and university policy makers who try to motivate students towards entrepreneurship. It is suggested that universities should involve their students in some practical trainings, workshops and projects to let the students learn things practically. The business studies play a very important role in changing one’s mind towards entrepreneurship. The implications of the results can assist educators, policy makers, as well as students to understand the importance of the most significant factors as the key pre-requisites of entrepreneurial intention and behavior. Students may become successful entrepreneurship if they are provided an active and feasible platform. All such can further lead to massive economic benefits such as the growth of the whole economy, reduction in unemployment and ultimately development of economies.

## **LIMITATION OF THE STUDY**

The data was collected from two universities of KP (Khyber Pakhtunkhwa) by the researcher. It did not find gender differences regarding intentions but analyzed the overall intentions of students towards entrepreneurship. Also, only two universities were chosen as it was convenient for the researcher, however, the same study can be extended for more universities of KP.

## **REFERENCES**

- Adeem, M. A., Sibte-Ali, M., & Akhtar, R. (2019). Socio-Economic Determinants of Employment: A Case study of Pakistan. *Journal of Accounting and Finance in Emerging Economies*, 5(1), 71-82.
- Babu, B. D. Motivational Factors Influence of Entrepreneurs Towards Entrepreneurship: A Study of Chittoor District In Andhra Pradesh\* B. Dilli Babu\*\* Prof. S. Rathnakumari.
- Croitoru, A. (2012). Schumpeter, JA, 1934 (2008), *The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle*. *Journal of Comparative Research in Anthropology and Sociology* (2), 137-148.
- e Ali, M. S., Khan, M. I., Taqi, M., & Khan, F. (2021). Determinants of Foreign Direct Investment in Pakistan. *Meritorious Journal of Social Sciences and Management (E-ISSN# 2788-4589| P-ISSN# 2788-4570)*, 4(1), 38-47.
- e Ali, M. S., Taqi, M., & Parveen, S. (2021). Role of Political Instability in Attracting FDI Inflow to Pakistan. *Review of Politics and Public Policy in Emerging Economies*, 3(1), 41-49. *Educational entrepreneurship: Realities, challenges, possibilities*, 21-44.
- Honig, B. (2004). Entrepreneurship education: Toward a model of contingency-based business planning. *Academy of Management Learning & Education*, 3(3), 258-273.
- Ilyas, M., Zahid, A., & Rafiq, M. (2015). Impact of Entrepreneurship Education on Intention and Desire for Venture Creation: An Empirical Study of Entrepreneurs and Non Entrepreneur Graduates. *Journal of Marketing and Consumer Research*, 6, 57-65.
- Lorz, M. (2011). *The impact of entrepreneurship education on entrepreneurial intention* (Doctoral dissertation, University of St. Gallen).
- Lüthje, C., & Franke, N. (2003). The „making“ of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135-147.
- Maki, K. (1999). Motivation for entrepreneurship among academics. *Small Business Institute, Business Research and Development Centre, Turku School of Economics and Business Administration, Turku, Finland*.
- Malebana, J. (2014). Entrepreneurial intentions of South African rural university students: A test of the theory of planned behaviour. *Journal of Economics and Behavioral Studies*, 6(2), 130.
- Moreland, N. (2006). Entrepreneurship and higher education: an employability perspective.
- Oosterbeek, H., Van Praag, M., & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European economic review*, 54(3), 442-454.
- Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students“ perceptions of entrepreneurship. *Entrepreneurship theory and practice*, 28(2), 129-144.
- Roomi, M. A., & Parrott, G. (2008). Barriers to development and progression of women entrepreneurs in Pakistan. *Journal of Entrepreneurship*, 17(1), 59-72.
- Roudaki, J. (2009). University Students Perceptions on Entrepreneurship: Commerce Students Attitudes at Lincoln University. *Journal of Accounting, Business & Management*, 16(2).
- Sibte Ali, M., Raza, S. M. F., & Abidin, S. Z. (2018). Population, poverty and economic development nexus: Empirical study of some selected developing countries.

- Sibt-e-Ali, M., Chaudhary, I. S., & Farooq, F. (2018). Impact of Human and Social Capital on Economic Development in Pakistan: Empirical Evidence from Primary Data Analysis. *Journal of Accounting and Finance in Emerging Economies*, 4(1), 39-46.
- Smith, K., Petersen, J. L., & Fund, N. V. (2006). What is educational entrepreneurship.
- Solomon, G., & Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15(2), 382-396.
- Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business venturing*, 22(4), 566-591.
- Van der Kuip, I., & Verheul, I. (2004). Early development of entrepreneurial qualities: the role of initial education. *Journal of Entrepreneurship Education*, 2(2), 2003.