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From Campus To CEO: Unveiling The Entrepreneurial Intentions Among University Students: Investigating The Mediating Effect Of Role Model And Moderating Role Of University Support

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Abstract:

This study aims to examine the factors influencing the formation of entrepreneurial intention among university students. Specifically, this research explores the impact of entrepreneurial education and passion for entrepreneurship in terms of invention and founding, recognition of opportunities, and attitude toward entrepreneurship. This study also investigates the potential mediating influence of role model and the moderating impact of perceived university support. The data using non-probabilistic purposive sampling were collected via a Google survey from 250 university students who studied entrepreneurship subjects in their degree programs. The result, analyzed using Smart PLS4, shows that every independent variable strongly influences the entrepreneurial intention and that the role model and university support help promote this intention more effectively. Policymakers, academians, and government institutions could use the actual data to develop ways to encourage university students to start their own businesses.

Keywords: *Opportunity Recognition (OR), Entrepreneurship Education (EE), Entrepreneurial Intention (EI), Attitude toward Entrepreneurship (ATE), Passion for Founding (PF), Passion for Inventing (PI), University Support (US), Role Model (RM), Theory of Planned Behavior (TPB)*

Introduction:

Finding new opportunities, starting new businesses, and developing new ideas are all parts of being an entrepreneur. Entrepreneurship means putting useful resources together through creative methods or starting a new business. Entrepreneurship has a significant effect on economic development and growth, and this has been shown in many studies (Nájera-Sánchez, Pérez-Pérez, & González-Torres, 2023). Entrepreneurship is important [1]for a country's economic, social, and technological growth. Evidence says that entrepreneurship is the key to economic growth, wealth, and the well-being of society (Hussain, Zia-Ur-Rehman, & Abbas, 2021). Entrepreneurship education and information are important for encouraging people to start their businesses. Many educational institutions offer a wide range of graduate programmes that help students learn skills-specific information. It's important for the business project to get off on the right foot and keep going well (Hussain et al., 2021).

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Importantly, the literature has devoted considerable attention to entrepreneurial intentions among university students, as these intentions play a crucial role in influencing subsequent entrepreneurial endeavours and promoting economic growth (Liñán & Fayolle, 2015). The significance of entrepreneurship as a catalyst for innovation, employment generation, and economic expansion is becoming more widely acknowledged as the global economy progresses (Shane & Venkataraman, 2000). In light of this, it has become crucial for policymakers, educators, and practitioners to comprehend the variables that impact the entrepreneurial intentions of college students.

Numerous scholarly investigations have been conducted to explore diverse components that contribute to entrepreneurial intentions. However, there exists a knowledge gap pertaining to the fundamental mechanisms and contextual elements that could impact this phenomenon (Krueger et al., 2000). Several studies have employed various elements to assess entrepreneurial intention, including characteristics, context-specific behaviors, sociocultural influences, social group dynamics, environmental factors, and economic considerations. However, there has been a lack of exploration into the impact of education, passion, recognition of opportunities, and attitude on entrepreneurship intentions. An issue that requires additional research is the impact of role model as mediators and the influence of university support as moderators in shaping entrepreneurial intentions among university students. Role model and university support are fundamental antecedents of measuring entrepreneurship intention, which is an individual's commitment to starting a new business (Anjum et al., 2022). According to Krueger et al. (2000), role models are persons who serve as sources of inspiration and emulation. These individuals are considered to significantly impact changing individuals' attitudes, beliefs, and intentions towards entrepreneurship. Students can gain confidence in their entrepreneurial capabilities and be motivated to succeed by observing successful entrepreneurs or entrepreneurial figures (Amofah & Saladrigues, 2022). Furthermore, in terms of motivation and guidance, role models have the potential to shape students' perceptions regarding the likelihood of pursuing entrepreneurship as a profession (Li et al., 2021). Likewise, the support provided by universities, which includes resources, programs, and initiatives designed to promote entrepreneurship education and the creation of new ventures, can impact students' intentions to start their businesses by equipping them with the essential knowledge, skills, and support systems (Fayolle & Gailly, 2015).

However, the existing body of literature has not extensively examined the relationship between role model, university support, and entrepreneurial intentions. Examining the potential mediating effect of role models in the association between various determinants, including entrepreneurial education, passion for founding, passion for inventing, opportunity recognition, entrepreneurial attitude, and entrepreneurial intentions, can yield significant insights into the fundamental mechanisms influencing entrepreneurial decision-making among university students. Furthermore, examining the moderating influence of institutional support might provide insight into the contextual elements that can amplify or diminish role models' impact on entrepreneurial inclinations.

Therefore, the purpose of this research is to fill the void by investigating the function that role models play in mediating the relationship between numerous factors and entrepreneurial intentions among university students, as well as the moderating influence that university support has in this relationship. This study aims to provide a comprehensive understanding of the mechanisms that underlie the formation of entrepreneurial intentions within the context of universities by utilizing quantitative research. This understanding, in turn, contributes to developing more effective entrepreneurship education programs, policies, and support systems.

Literature Review:

Theory of Planned Behavior:

The Human Capital Theory proposed by (Becker, 2009) and the Theory of Planned Behaviour are two theories that assist us in comprehending the factors that motivate individuals to launch their own companies. The TPB, which was first proposed by Ajzen, is now one of the cognitive models that has received the most research since it was published in 1991. The premise that people think about, plan, and have some level of control over their actions is the foundation for Ajzen's approach (Ajzen, 1991). This is because he considers how the behaviour may influence other people. The researchers wanted to demonstrate that their theory is accurate, so they employed TPB to assess college students' Enterpenurial intention (EI) objectively. This was accomplished with the help of three different behavioural triggers, as described by (Anjum, Ramzani, Nazar, Shahzad, & Salman, 2018; Farrukh, Alzubi, Shahzad, Waheed, & Kanwal, 2018; Karimi, Biemans, Lans, Mulder, & Chizari, 2012).

Entrepreneurial intention is a way of thinking that helps people develop and use new business ideas (Bird & Jelinek, 1989). The entrepreneurial intention is how much an individual desires to start a business. People get ready to start projects, get the money they need, and take calculated chances to reach their goals. However, entrepreneurial intention begins with people's actions (Karabulut, 2016). Planned behaviour is an intention-based theory that explains how new ideas are made and why different people have different goals when they do other things. An entrepreneur's purpose is their desire to start a new business. It is also a key factor in the behaviour of entrepreneurs. The research done by (Adekiya & Ibrahim, 2016; Ladd, Hind, & Lawrence, 2019) used the same idea of business intuition. It talks about the steps students take to start their businesses after graduation.

Entrepreneurial Education and Entrepreneurial Intention:

According to Mwasalwiba (2010), the concept of enhancing entrepreneurial education (EE) involves acquiring the necessary information, confidence, and ideas to take action in situations where others may hesitate. Research has also demonstrated that entrepreneurial education (EE) serves as a means to enhance entrepreneurial intention (EI), stimulate economic growth, and foster the development of new firms. Entrepreneurial education (EE) aims to cultivate students' receptiveness towards entrepreneurship as a viable career option, both during their academic tenure and upon completion of their studies. Additionally, EE seeks to enhance their comprehension of the necessary procedures for initiating and managing a new enterprise. The primary objective of imparting knowledge on entrepreneurship to pupils is to enhance their inclination towards initiating their entrepreneurial ventures. Lin (2004) conducted a study that integrated the Theory of Planned Behavior (TPB) with entrepreneurial education, which she acquired during her university studies on entrepreneurship. Based on the above discussion, it is proposed that.

H1: Entrepreneurial Education (EE) positively impacts Entrepreneurial Intention (EI)

Passion for Founding and Entrepreneurial Intention:

Passion for founding is distinguished by profound and optimistic emotions, as well as a resolute dedication to pursuing entrepreneurial opportunities and establishing novel enterprises (Vallerand et al., 2003). Multiple research has emphasized the substantial impact of enthusiasm for establishing a business on the intention to start a business, indicating that persons with strong passion are more inclined to express intentions to participate in entrepreneurial endeavours (Baron et al., 2016). Furthermore, studies have highlighted passion's complex and diverse aspects, differentiating between harmonious

passion, which involves an independent internalization of the activity, and obsessive passion, which involves a controlled internalization influenced by external pressures (Vallerand et al., 2003). Recent research has examined the distinct impacts of these two forms of passion on entrepreneurial intention, indicating that a balanced and satisfactory level of passion may result in more enduring and satisfying entrepreneurial pursuits. In contrast, an excessive and fixated passion may contribute to exhaustion and disinterest (Baron et al., 2016). In summary, comprehending the intricate connection between a strong want to establish a business and the intention to start a business is crucial for determining methods to foster and assist aspiring entrepreneurs in creating new ventures. Based on the above discussion, it is proposed that.

H2: Entrepreneurial Passion for Founding (PF) positively impacts Entrepreneurial Intention(EI)

Passion for Inventing and Entrepreneurial Intention:

The intent to create something new is tied to having the time, energy, and capital to launch a business. The desire to launch a firm is central to the intent of many entrepreneurs. The founder can play various roles, depending on how they define themselves (Cardon, Gregoire, Stevens, & Patel, 2013; Cardon et al., 2009). Many business owners, like everyone else, want validation for their accomplishments. Passionate company owners take pride in running their companies and frequently develop personalities intertwined with their enterprises (Cardon, Zietsma, Saparito, Matherne, & Davis, 2005). A good case in point is the commonality among those with high entrepreneurial energy levels. Entrepreneurs, in this context, are those who have launched multiple successful firms. These individuals have launched multiple companies during the course of their lives (Westhead & Wright, 2015). Some entrepreneurs get the idea for a firm, launch it, and then either hand over ownership to someone else or sell it to raise capital for another venture (Selamat & Endut, 2020). Based on the above discussion, it is proposed that

H3: Passion for Inventing (PI) positively impacts Enterpenurail Intention (EI)

Opportunity Recognition and Entrepreneurial Intention:

The ability of entrepreneurial opportunity perception and intention to be predicted and measured using the cognitive technique led to their selection as the two variables to be investigated in this study. When measuring entrepreneurial intention and prospects (Hunter et al., 2013; N. Krueger, 1993; Ozgen, 2003), cognition has been a critical aspect that has significantly enhanced self-worth as an entrepreneur and entrepreneurial intention. According to (Shane & Eckhardt, 2003), discovering an opportunity makes it far simpler to pick up the skills necessary to launch and successfully manage a new enterprise. According to research on entrepreneurial intention carried out by (Wilson, Kickul, & Marlino, 2007), it was discovered that detecting possibilities is critical regardless of the person's gender and that it is the factor that decides the behavioural aspect, which is known as entrepreneurial intention. Recognizes the individual's behavioural purpose and self-efficacy (Boyd & Vozikis, 1994; N. F. Krueger & Carsrud, 1993). Based on the above discussion, it is proposed that.

H4: Opportunity Recognition (OR) positively impact Entrepreneurial Intention **(**EI**)**

Attitude Toward Entrepreneurship and Entrepreneurial Intention:

Attitude is the intent to respond to certain events in the environment as a sign of appreciation for those things ((Efendi & Makhfudli, 2009). In TPB, the intention is based on three attitudes that come before it, and the purpose then affects behaviour. The first

antecedent, attitude towards conduct, refers to a person's interest in and desire for certain behaviour. The second standard, which is a subjective one, is the social pressure that an individual feels to do or not do something. The third factor, observed behavioural control, is about how easy or hard it is to do behaviour. It is closely related to the idea of self-efficacy or self-capability. Meta-analytical data TPB is reliable. Entrepreneurial attitudes at the social and personal levels show how the desire to be an entrepreneur grows. These attitudes and plans can be taught and are linked to how a person sees the world (Ajzen, 2005). So, teaching students about entrepreneurship is expected to open their minds, which may then positively affect their plans to start a new business. Based on the above discussion, it is proposed that.

H5: Attitudes toward Entrepreneurship (ATE) positively impact entrepreneurial intentions (EI).

Entrepreneurial Education and Role Model:

Entrepreneurial education and the presence of role models have a crucial influence on the intents and actions of individuals towards entrepreneurship. Business education gives individuals the essential information, abilities, and mindset to recognize and take advantage of business possibilities (Fayolle & Gailly, 2015). Entrepreneurial education fosters entrepreneurial skills like identifying possibilities, being creative, evaluating risks, and developing business plans through organized courses, workshops, and hands-on learning experiences (Peterman & Kennedy, 2003). Furthermore, being exposed to accomplished entrepreneurs and influential figures in the field as role model offer aspiring individuals concrete instances of business triumph, inspiring them to actively pursue their entrepreneurial aspirations (Fayolle & Gailly, 2015). Additionally, engaging with others who serve as role models enhances entrepreneurial self-assurance and belief in one's abilities, which are vital elements in forming entrepreneurial intentions (Peterman & Kennedy, 2003). Hence, the interdependent connection between entrepreneurial education and role models substantially impacts cultivating an entrepreneurial attitude and increasing the probability of persons engaging in entrepreneurship. Based on the above discussion, it is proposed that.

H6: Entrepreneurial Education (EE) has a significant impact on Role Model (RM)

Passion for Founding and Role Model:

Studies show a strong correlation between a person's enthusiasm for starting their own business and the influence of role models on their intents and actions as entrepreneurs. The basic engine of entrepreneurial involvement is a deep-seated desire to build and lead one's firm, known as a passion for founding (Cardon et al., 2005). Individuals with a strong love for entrepreneurship are more inclined to display proactive behaviours, resilience in the face of obstacles, and a greater inclination to explore entrepreneurial possibilities (Cardon et al., 2013). Role models, such as accomplished entrepreneurs, mentors, or industry leaders, have a vital impact on fostering and strengthening individuals' enthusiasm for starting their ventures (Kong, Zhao & Tsai, 2020). Role models inspire and motivate budding entrepreneurs by sharing their experiences, ideas, and personal journeys. This validation of passion and belief in entrepreneurial aspirations is documented by (Hmieleski and Carr, 2007).

Furthermore, engaging with role models gives aspiring individuals concrete instances of entrepreneurial triumph, providing practical advice and mentorship to navigate their entrepreneurial path (Kong, Zhao & Tsai, 2020). Hence, the correlation between a strong desire to establish something and influential figures acts as a stimulant for taking entrepreneurial initiatives, intensifying individuals' resolve and dedication to follow their entrepreneurial ambitions. Based on the above discussion, it is proposed that.

H7: Entrepreneurial Passion for Founding (EPF) has a significant impact on Role Model (RM)

Passion for Inventing and Role Model:

A recent study has revealed the complex connection between a strong desire to create and the impact of influential figures in altering the intents and actions of entrepreneurs. The desire to create and innovate, a passion for creating, is a crucial factor that motivates entrepreneurs to engage in entrepreneurial activities (Cardon et al., 2009). Individuals strongly motivated by a passionate desire to invent demonstrate increased curiosity, inventiveness, and problem-solving abilities. These qualities are crucial for recognizing and taking advantage of innovative entrepreneurial opportunities (Cardon et al., 2013). Simultaneously, individuals who have succeeded in inventing, innovating, or entrepreneurship are important examples that help foster and strengthen people's enthusiasm for inventing (Kong, Zhao & Tsai, 2020). Engaging with role models sparks enthusiasm and offers practical assistance and mentorship, empowering prospective inventors to negotiate the demanding innovation landscape with assurance (Kong, Zhao & Tsai, 2020). Therefore, the dynamic interaction between a strong desire to create and influential figures is a powerful catalyst, driving individuals to pursue and achieve their inventive ambitions. Based on the above discussion, it is proposed that.

H8: Passion for Inventing (PI) significantly impacts Role Model (RM).

Opportunity Recognition and Role Model:

Opportunity recognition, a critical element of entrepreneurship, entails identifying and exploiting market opportunities to generate value (Baron, 2006). Those who possess the ability to recognize opportunities exhibit elevated levels of vigilance, ingenuity, and understanding of the market, which empower them to discern feasible entrepreneurial prospects (Baron, 2008). Mentors, industry leaders, and successful entrepreneurs all serve as role models that significantly influence and shape the capacity of individuals to identify opportunities (Kong, Zhao & Tsai, 2020). Through disseminating their personal experiences, astute observations, and entrepreneurial odysseys, role models function as wellsprings of motivation and direction, imparting aspiring entrepreneurs with invaluable insights and understanding regarding recognising and exploiting opportunities (Luthje & Franke, 2003). Furthermore, cultivating an entrepreneurial mindset and cognitive schema is facilitated through engagement with role models, thereby augmenting individuals' capacity to recognize and assess entrepreneurial prospects (Obschonka et al., 2021). Therefore, the interplay between the recognition of opportunities and the presence of influential role models becomes a pivotal factor in fostering entrepreneurial engagement, as it empowers individuals to confidently and firmly pursue entrepreneurial prospects. Based on the above discussion it is proposed that.

H9: Opportunity recognition (OR) has a significant impact on Role Model (RM)

Attitude Towards Entrepreneurship and Role Model:

A positive correlation has been observed between the attitudes of individuals towards entrepreneurship and their propensity to recognise opportunities, engage in entrepreneurial endeavours, and accept risks (Zhao et al., 2010). Individuals' perceptions regarding entrepreneurship are notably shaped by role models, who might be successful business owners, mentors, or industry leaders (Obschonka et al., 2021). By sharing their experiences, insights, and entrepreneurial endeavours, role models serve as sources of inspiration and motivation for aspiring entrepreneurs. By doing so, they validate the entrepreneurial mindset and beliefs of the latter (Obschonka et al., 2021). Moreover, developing a positive entrepreneurial mindset can be facilitated through engagement with role models, who serve as tangible examples of prosperous entrepreneurship and offer aspiring entrepreneurs practical guidance and mentorship (Hmieleski & Carr, 2007). Consequently, the dynamic correlation between an individual's attitude toward entrepreneurship and the presence of influential role models substantially impacts the

interaction between their readiness and propensity to initiate entrepreneurial endeavours. Based on the above discussion, it is proposed that.

H10: Attitude toward Entrepreneurship (ATE) has a significant impact on Role Model (RM)

Mediating role of Role Model between Entrepreneurial Education , Passion for Founding, Passion for inventing, Opportunity recognition and attitude and Entrepreneurial intention:

Recent studies have brought attention to the mediating function that role models play in the connection between entrepreneurial education, individuals' entrepreneurial intention, passion for founding and inventing, opportunity recognition, and attitude. Entrepreneurial education provides learners with the essential competencies, understanding, and mentality required to recognize and capitalize on opportunities in the entrepreneurial realm (Fayolle & Gailly, 2015). Entrepreneurial engagement is fundamentally motivated by a strong desire to create and innovate, exemplified by a passion for founding and devising (Cardon et al., 2009). In the same way, opportunity recognition and attitude toward entrepreneurship are significant determinants of an individual's intention to engage in entrepreneurship (Liñán & Fayolle, 2015). By serving as sources of inspiration and guidance, role models, which may include accomplished entrepreneurs, mentors, or industry leaders, can shape individuals' attitudes, beliefs, and aspirations of individuals with respect to entrepreneurship (Obschonka et al., 2021). Role models validate the entrepreneurial ambitions of individuals and offer practical guidance for navigating the entrepreneurial journey through sharing their experiences, insights, and personal journeys (Hmieleski & Carr, 2007). Hence, the influence of entrepreneurial education, passion, opportunity recognition, and attitude on entrepreneurial intention is amplified through the mediating function of role models, thereby creating an environment favourable for individual entrepreneurial engagement. Based on the above discussion, it is proposed that.

H11: Role Model (RM) mediates the relationship between Entrepreneurial Education (EE) and Entrepreneurial Intention (EI)

H12: Role Model (RM) mediates the relationship between Entrepreneurial Passion for Founding (EPF) and on Entrepreneurial Intention (EI)

H13: Role Model (RM) mediates the relationship between Entrepreneurial Passion for Inventing (PI) and Entrepreneurial Intention (EI)

H14: Role Model (RM) mediates the relationship between Opportunity Recognition (OR) and Entrepreneurial Intention (EI)

H15: Role Model (RM) mediates the relationship between Attitude toward Entrepreneurship (ATE) and Entrepreneurial Intention(EI).

Moderating impact of University Support between Role Model and Entrepreneurial Intention:

Recent studies have provided clarification regarding the moderating effect that university support has on the association between individuals' entrepreneurial intentions and the presence of role models. The influence of role models, who may be accomplished business owners, mentors, or leaders in the field, is significant in influencing individuals' entrepreneurial ambitions and conduct (Obschonka et al., 2021). Role models validate the entrepreneurial aspirations of individuals and cultivate an environment favourable for entrepreneurial engagement through providing inspiration, guidance, and practical insights (Hmieleski & Carr, 2007). In contrast, university support comprises various programs, initiatives, and institutional resources specifically tailored to foster entrepreneurial endeavours among students (Urban & Chantson, 2021). Recent research indicates that the impact of entrepreneurial intention is amplified when university support

functions as a moderator (Anjum, Amoozegar, Farrukh, & Heidler, 2022). Universities enhance the effectiveness of role models by equipping individuals with the essential resources and assistance to manifest their entrepreneurial ambitions via incubation facilities, mentorship programs, funding opportunities, and mentorship networks (Urban & Chantson, 2021). Therefore, by providing university support as a moderating factor, the efficacy of role models in cultivating entrepreneurial intention is strengthened, thereby establishing a conducive atmosphere for students to engage in entrepreneurial endeavours. Based on the above discussion, it is proposed that.

H16: University Support (US) moderates the relationship between Role Model and Entrepreneurial Intention (EI)

Role Model and Entrepreneurial Intention:

Recent research has revealed the important connection between role models and the goal of becoming an entrepreneur. Role models, such as accomplished entrepreneurs, mentors, or industry leaders, significantly impact individuals' attitudes, beliefs, and aspirations towards entrepreneurship (Nowiński & Haddoud, 2019). Through witnessing and learning from successful persons who serve as role models, people are more inclined to believe in their own ability to succeed and feel confident in their entrepreneurial skills. This, in turn, results in a greater likelihood of having the intention to engage in entrepreneurial activities at a higher level. Furthermore, role models act as concrete illustrations of the potential and benefits of entrepreneurship, inspiring individuals to pursue entrepreneurial prospects despite possible difficulties and hazards (Abbasianchavari & Moritz, 2021). Consequently, promoting the presence of a variety of relatable role models in entrepreneurial ecosystems can have a substantial impact on individuals' desire to become entrepreneurs and ultimately contribute to the development of an entrepreneurial culture that supports economic growth and innovation (Nowiński & Haddoud, 2019; Abbasianchavari & Moritz, 2021). Based on the above discussion, it is proposed that.

H17: Role Model (RM) positively impacts Entrepreneurial intention (EI)

Framework:

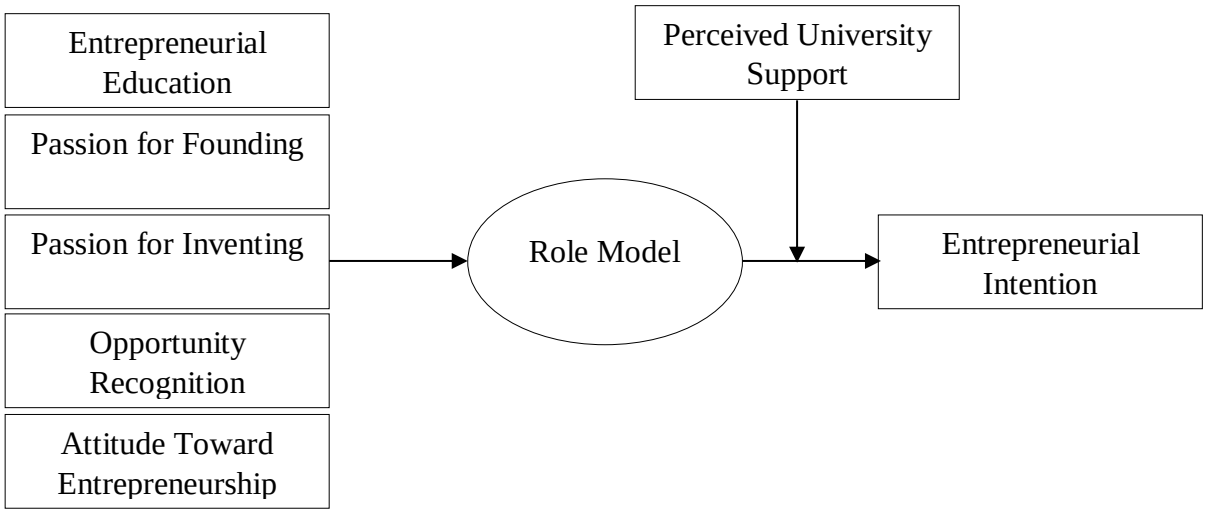

Figure1: Conceptual Model

Methodology:

Sample and Procedure

While concentrating on the entrepreneurial intentions of Pakistani students, the work being done at the moment aimed to improve the connection between the IVs and DV. As a result, a descriptive-correlative study approach was adopted since it was determined to be the most effective technique for achieving the research objectives. The current research was conducted at the university, which is located in Punjab, Pakistan. The selected participants were 250. A closed, self-administered poll with a Likert scale was used. A five-point Likert scale is used for each measure, from strongly disagree to strongly agree.

Measures:

By applying the research done by (Ahmed, Quadeer, & McKay, 2020), we were able to quantify EE with nine different factors in three distinct manners: Entrepreneurship Education and Learning (EEL), Entrepreneurial Education Inspirations (EEP-I), and Entrepreneurial Education Incubation Resources (EEP-R). A passion for Inventing with a total of six items, a Passion for Founding with eight items (Cardon et al., 2005), Attitude towards Entrepreneurship with six items, and Entrepreneurial intention with six items. The role model has six items, and the university support has thirteen items.

Data Analysis:

To investigate all of the variables and the connections that our model predicts should exist between them, the analysis of this study uses the Smart PLS 3.0 program. PLS-SEM is regarded as a modern measuring instrument because it assesses both the "measurement model" and the "structural model" "simultaneously" using multivariate techniques. The PLS-SEM is quite malleable in its application. Establishing minimum standards for the sample size, the data's normality, and better prediction capabilities. Measurements were taken, and evaluations of the structural model were made as part of the two-step method used to conduct the investigation's analysis.

In contrast to examining the structural model, the measurement model investigates the dependability and validity of the constructs utilized in the research to validate the fake link. The PLS-SEM bootstrapping approach uses a unique way to determine the importance of the route coefficient by re-sampling information about connections 500 times. This method is called the special method.

Common Method Bias (CMB)

Considering there was a chance that the dataset could be biased due to the employment of popular methodologies, data needed for the study was collected from students at the institution. Previous research recommended employing the multicollinearity test to ascertain CMB's existence in the data being studied (Kock, 2015). This was a direct result of the aforementioned situation. A test for collinearity was conducted, and the findings verified that a VIF value within is also needed. There appeared to be no obstacles prohibiting CMB and data from operating together.

Demographic Profile:

Table 1 shows that 54% of the respondents were female, while 46% were male, and they came from subjects such as management, botany, chemistry, biochemistry, zoology, information technology, and environmental sciences. They enrolled in an entrepreneurship class to explore how much the information they learned altered their ideas for starting their own firm.

Table 1: Respondent Profile

Demographic Variables	Categories	Frequency	Percentage
Gender	Male	92.92	46%
	Female	109.08	54%
Department	Management	92	46.5%
	Economics	26	13.3%
	Botany	17.8	8.9%
	Chemistry	32.4	16.2%
	Biochemistry	6.6	3.3%
	IT	17	8.5%
	Environmental Science	6.6	3.3%
Semester	1st	84	42%
	2nd	13	6.5%
	3rd	16	8%
	4th	23	11.5%
	5th	24	12%
	6th	12	6%
	7th	9	4.5%
	8th	15	7.5%

Regarding the demographic data, 46% more male employees than female employees were among the valid answers. The vast majority of students at the university had a bachelor's degree in Business management. According to the results of our study, about 46% of employees were management students, and the rest worked in other departments. According to the answer rate of 42%, freshmen business administration students are eager to start their businesses in the future.

Measurement Model Assessment:

Convergent Validity:

In this part of the article, we conduct a "confirmatory factor analysis" by determining the convergent and the discriminant validity. In order to confirm that the used constructs are valid, the convergent validity is highly correlated, factor loading, Cronbach's alpha (), and composite reliability were all evaluated (J. F. Hair Jr et al., 2021). Additionally, the extracted average variance (AVE) was calculated. In addition, the AVE ought to be more than 0.5 (J. F. Hair Jr et al., 2021). The loadings are configured to be more than 0.5. The results of convergent validity tests that pass the required criteria are presented in Table 2. Figure 1 presents the results of the convergent validity study. We know in this regard. All of the factor loadings in our data are greater than 0.5, and the vast majority are greater than 0.5. The items on the scale are connected, and Cronbach's alpha indicates how closely they are related. It is greater than 0.70 and lies within the range of 0.875-0.924. The CR values we have seen for our data, which vary from 0.876 to 0.926, are over the recommended threshold of 0.70. The CR value evaluates the internal consistency of the scale item. The fluctuation of a construct, as measured by AVE, was related to the variation of measurement error, which was related to what was viewed as a trustworthy sign of internal consistency. The AVE of our data is significantly greater than the recommended threshold of >0.5.

Table 2: Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Attitude Towards Entrepreneurship	ATE1	0.859	0.924	0.926	0.678
	ATE2	0.906			
	ATE3	0.876			
	ATE4	0.873			
	ATE5	0.730			
	ATE6	0.671			
Entrepreneurial Education	EE1	0.534	0.905	0.898	0.501
	EE2	0.580			
	EE3	0.683			
	EE4	0.553			
	EE5	0.664			
	EE6	0.788			
	EE7	0.751			
	EE8	0.920			
	EE9	0.803			
Entrepreneurial Intention	EI1	0.873	0.875	0.875	0.547
	EI2	0.846			
	EI3	0.851			
	EI4	0.604			
	EI5	0.569			
	EI6	0.624			
Opportunity Recognition	OR1	0.923	0.895	0.896	0.742
	OR2	0.814			
	OR3	0.843			
Passion for Founding	PF1	0.609	0.875	0.877	0.476
	PF2	0.658			
	PF3	0.570			
	PF4	0.682			
	PF5	0.723			
	PF6	0.806			
	PF7	0.842			
	PF8	0.575			
Passion for Inventing	PI1	0.710	0.914	0.914	0.641
	PI2	0.804			
	PI3	0.756			
	PI4	0.806			
	PI5	0.917			
	PI6	0.795			
Role Model	RM1	0.577	0.903	0.908	0.628
	RM2	0.617			
	RM3	0.841			
	RM4	0.878			
	RM5	0.872			

	RM6	0.905			
University Support	US1	0.865	0.878	0.876	0.55
	US2	0.710			
	US3	0.690			
	US4	0.686			
	US5	0.530			
	US6	0.438			
	US7	0.521			
	US8	0.703			
	US9	0.782			

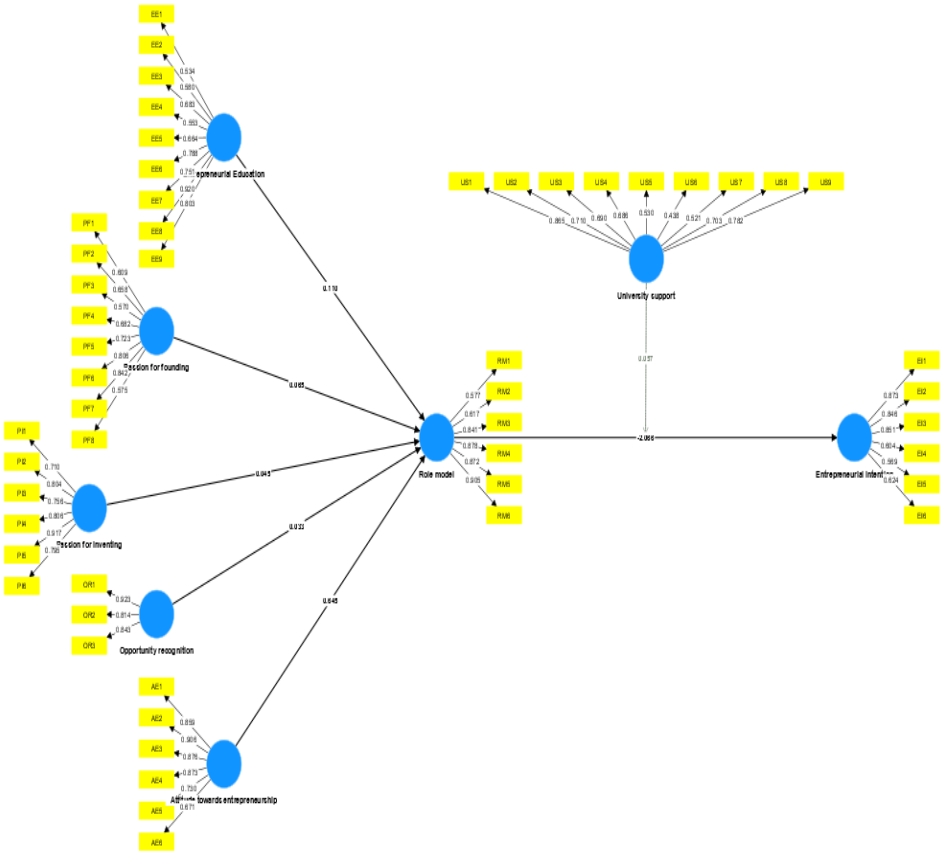

Fig.2: Measurement Model

Discriminant Validity:

An analysis of the discriminant validity of measurement variables was carried out using the Formal-Williams test. HTMT, also known as the heterotrait-monotrait ratio and the Larkers criterion. The results obtained by Larcker are presented in Table 3. According to the criterion and the endorsement given by(Fornell & Larcker, 1981), every variable's diagonal values can be considered acceptable as long as they are in agreement with the requirements. Table 4 presents the HTMT ratio scores for each latent variable being analysed. According to (Gold, Malhotra, & Segars, 2001) and (Kline, 2011), the value of the HTMT threshold should be less than 0.90, and according to (Kline, 2011), it should be

less than 0.85. According to (Gold et al., 2001) and(Kline, 2011), the value of the HTMT threshold should be less than 0.90, and according to (Kline, 2011), it should be less than 0.85. All of the data in Table 4 falls within a range that is considered acceptable. Table 5 provides additional information, including significant cross-loading values (Hair Jr, Hair Jr, Hult, Ringle, & Sarstedt, 2021) There is no issue with this at all. Our analysis of the measurement model includes considering its capacity for discrimination. Therefore, the results of the empirical testing of the measurement model confirmed adequate dependability by discovering discriminant and convergent validity.

Table 3: Fornell Lacker

	ATE	**EE**	**EI**	**OR**	**PF**	**PI**	**RM**	**US**
ATE	0.824							
EE	0.482	0.708						
EI	0.802	0.539	0.739					
OR	0.558	0.485	0.621	0.861				
PF	0.602	0.662	0.655	0.646	0.790			
PI	0.596	0.607	0.639	0.805	0.659	0.801		
RM	0.782	0.514	0.448	0.524	0.588	0.565	0.793	
US	0.614	0.566	0.064	0.644	0.689	0.648	0.677	0.771

Table 4 : HTMT Ratio

	ATE	EE	EI	OR	PF	PI	RM	US
ATE								
EE	0.873							
EI	0.503	0.734						
OR	0.568	0.478	0.740					
PF	0.622	0.771	0.678	0.860				
PI	0.604	0.606	0.651	0.606	0.789			
RM	0.688	0.504	0.510	0.526	0.597	0.763		
US	0.615	0.553	0.670	0.646	0.501	0.640	0.997	

Table 5: Factors Loadings

	ATE	**EE**	**EI**	**OR**	**PF**	**PI**	**RM**	**US**
ATE1	0.859	0.379	0.664	0.468	0.472	0.482	0.672	0.681
ATE2	0.906	0.401	0.708	0.450	0.483	0.509	0.709	0.710
ATE3	0.876	0.400	0.705	0.429	0.493	0.491	0.685	0.695
ATE4	0.873	0.399	0.694	0.429	0.483	0.444	0.682	0.712
ATE5	0.73	0.411	0.633	0.537	0.553	0.563	0.571	0.638
ATE6	0.671	0.410	0.55	0.475	0.522	0.483	0.525	0.583
EE1	0.226	0.534	0.260	0.319	0.488	0.428	0.274	0.328
EE2	0.285	0.58	0.319	0.373	0.57	0.481	0.298	0.341
EE3	0.287	0.683	0.342	0.326	0.559	0.462	0.351	0.367
EE4	0.290	0.553	0.308	0.351	0.518	0.439	0.284	0.334
EE5	0.300	0.664	0.346	0.227	0.433	0.285	0.341	0.342
EE6	0.328	0.788	0.381	0.288	0.457	0.380	0.405	0.395
EE7	0.377	0.751	0.426	0.281	0.48	0.404	0.386	0.427

EE8	0.496	0.92	0.511	0.457	0.646	0.511	0.473	0.532
EE9	0.418	0.803	0.479	0.468	0.712	0.513	0.412	0.494
EI1	0.661	0.412	0.873	0.447	0.497	0.491	0.946	0.820
EI2	0.680	0.442	0.846	0.469	0.507	0.489	0.839	0.819
EI3	0.692	0.388	0.851	0.441	0.485	0.479	0.840	0.820
EI4	0.548	0.382	0.604	0.485	0.491	0.508	0.458	0.549
EI5	0.465	0.440	0.569	0.529	0.519	0.486	0.395	0.539
EI6	0.471	0.357	0.624	0.451	0.446	0.420	0.485	0.562
OR1	0.499	0.488	0.579	0.923	0.592	0.762	0.484	0.589
OR2	0.445	0.370	0.480	0.814	0.489	0.632	0.427	0.515
OR3	0.496	0.390	0.542	0.843	0.585	0.680	0.442	0.558
PF1	0.439	0.564	0.420	0.412	0.609	0.445	0.358	0.460
PF2	0.444	0.562	0.415	0.425	0.658	0.467	0.387	0.425
PF3	0.442	0.639	0.473	0.450	0.770	0.479	0.335	0.460
PF4	0.351	0.533	0.458	0.476	0.682	0.402	0.401	0.480
PF5	0.433	0.540	0.457	0.434	0.723	0.423	0.425	0.492
PF6	0.401	0.513	0.492	0.414	0.806	0.381	0.474	0.527
PF7	0.469	0.514	0.505	0.470	0.842	0.413	0.495	0.563
PF8	0.364	0.388	0.399	0.531	0.875	0.730	0.338	0.381
PI1	0.401	0.417	0.446	0.609	0.535	0.710	0.401	0.442
PI2	0.498	0.512	0.517	0.648	0.542	0.804	0.455	0.533
PI3	0.439	0.551	0.480	0.682	0.556	0.756	0.427	0.498
PI4	0.490	0.449	0.474	0.604	0.512	0.806	0.456	0.483
PI5	0.524	0.498	0.581	0.682	0.513	0.917	0.518	0.588
PI6	0.504	0.493	0.560	0.646	0.521	0.795	0.450	0.556
RM1	0.502	0.295	0.466	0.330	0.396	0.307	0.677	0.614
RM2	0.471	0.357	0.555	0.301	0.430	0.332	0.817	0.702
RM3	0.688	0.458	0.748	0.449	0.469	0.507	0.841	0.612
RM4	0.681	0.457	0.832	0.466	0.496	0.515	0.878	0.762
RM5	0.661	0.412	0.880	0.447	0.497	0.491	0.872	0.620
RM6	0.680	0.442	0.925	0.469	0.507	0.489	0.905	0.719
US1	0.692	0.388	0.921	0.441	0.485	0.479	0.855	0.865
US2	0.548	0.382	0.755	0.485	0.491	0.508	0.458	0.710
US3	0.465	0.440	0.735	0.529	0.519	0.486	0.395	0.890
US4	0.469	0.350	0.730	0.456	0.442	0.422	0.479	0.786
US5	0.352	0.279	0.564	0.423	0.462	0.296	0.414	0.630
US6	0.502	0.295	0.466	0.330	0.396	0.307	0.637	0.738
US7	0.471	0.357	0.555	0.301	0.430	0.332	0.647	0.721
US8	0.688	0.458	0.748	0.449	0.469	0.507	0.525	0.803
US9	0.681	0.457	0.832	0.466	0.496	0.515	0.563	0.782

Structural Model Assessment:

The conceptual model we constructed allowed us to develop a study hypothesis, which we then tested by evaluating the structural model in SmartPLS. To validate or invalidate

these research hypotheses, we require some data indexes for use with PLS. The SmartPLS bootstrapping method that we use generates indices that explain the metrics, such as R2, for examining exogenous-to-endogenous correlations and regression path coefficients, respectively. According to,(Fornell & Larcker, 1981), these findings are strongly advised to be accurate and effective due to the excellent quality and capacity to comprehend the data they possess.

The results of our test of the proposed hypothesis are shown in Table 6. The hypotheses were either accepted or rejected based on the path coefficients, t-values, confidence intervals, and p-values, which offered conclusive evidence. The following findings may be shown in Table 6 regarding the connection between ATE and EI: (β 0.05, 1.968, p 0.049, LL 0.004, UL 0.104), ATE and RM (β 0.577, t 7.483, p 0.000, LL 0.413, UL 0.718 EE and EI (β 0.009, t 1.674, p 0.283, LL0.003 UL 0.030), EE and RM (β 0.104, t 1.948 p 0.048, LL 0.032 UL0.250), OPR and EI (β 0.004, t 3.484 p 0.029, LL 0.011, UL 0.021) and OPR and RM (β 0.043, t 2.546, p 0.035, LL 0.113, UL 0.199) and PFF and EI (β 0.007, t 6.815, p 0.015 LL 0.007 UL 0.028) and PFF and RM (β 0.082, t 4.994, p 0.020 LL – 0.072 UL -0.250) and PFI and EI (β 0.006, t 3.653, p 0.014, LL 0. 001, UL 0.024) and PFI and RM (β 0.064, t 1.758 p 0.048, LL 0.097, UL 0.232) and RM and EI (β 0.087, t 0.054, p 0.040, LL 0.007, UL 0.174) are proved as significant contributors and these hypotheses are accepted.

Table 6: Direct Relationships:

Relationships	**Beta**	**SD**	**T-Values**	**P-Values**	**LL**	**UL**	**Decisions**
ATE -> EI	0.050	0.025	1.968	0.049	0.004	0.104	Supported
ATE -> RM	0.577	0.077	7.483	0.000	0.413	0.718	Supported
EE -> EI	0.009	0.008	1.674	0.028	0.003	0.030	Supported
EE -> RM	0.104	0.072	1.948	0.048	0.032	0.250	Supported
OR-> EI	0.004	0.008	3.484	0.029	0.011	0.021	Supported
OR -> RM	0.043	0.078	2.546	0.035	0.113	0.199	Supported
PF -> EI	0.007	0.009	6.815	0.015	0.007	0.028	Supported
PF -> RM	0.082	0.082	4.994	0.020	-0.072	-0.250	Supported
PI -> EI	0.006	0.009	3.653	0.014	0.010	0.024	Supported
PI -> RM	0.064	0.085	1.758	0.048	0.097	0.232	Supported
RM -> EI	0.087	0.042	2.054	0.040	0.007	0.174	Supported

The study's second purpose is to examine how RM acts as a mediator and alters different components of EI to produce more favourable results. SmartPLS, a multivariate analysis tool, enables us to analyze intricate models and produce precise outcomes for identifying mediation and indirect impacts. The results of the research hypothesis about mediation are presented in Table 7, respectively. The results of the mediation role played by RM between ATE and EI are presented as follows (β 0.05, t 1.968, p 0.049, LL 0.004, UL 0.104) between OR and EI (β 0.004, t 4.484, p 0.029, LL -0.011, UL -0.021) between PI and EI (β 0.006, t 5.653, p 0.014, LL 0.010, UL 0.024) between EE and EI (β 0.009, t 4.074, p 0.023, LL 0.003, UL 0.030) and between PF and EI (β 0.007, t 2.815, p 0.015, LL 0.007, UL 0.028).

Table 7: Medation Analysis:

Relationships	**Beta**	**SD**	**T-Values**	**P-Values**	**LL**	**UL**	**Decisions**
ATE -> RM-> EI	0.050	0.025	1.968	0.049	0.004	0.104	Supported
OR -> RM-> EI	0.004	0.008	4.484	0.029	-0.011	-0.021	Supported

PI -> RM-> EI	0.006	0.009	5.653	0.014	0.010	0.024	Supported
EE-> RM-> EI	0.009	0.008	4.074	0.023	0.003	0.030	Supported
PF-> RM-> EI	0.007	0.009	2.815	0.015	0.007	0.028	Supported

Finally, the results of the moderation analysis are shown in Table 8. The result indicates that the university support has been determined to moderate entrepreneurial intention. In addition, the moderation findings for beta values, t-values, and p-values showed a considerable correlation between them, i.e. (β 0.021, t 1.992, p 0.000, LL 0.054, UL 0.006).

Table 8: Moderation Analysis

Relationship	Beta	SD	T-Value	P-Value	LL	UL	Decision
US x RM -> EI	0.021	0.015	1.992	0.000	0.054	0.006	Supported

Discussion and Implications

The research aims to determine the effects of EE, OR, PF, PI, and ATE on EI, as well as the roles that RM plays as a mediator and the role that the US plays as a moderator. The study's empirical findings indicate that Pakistan's entrepreneurship industry is well established and that RM has contributed, as well as the role that universities play in supporting the maintenance, growth, and improvement of Pakistan's entrepreneurial tendencies. Since the beginning of the 21st century, the entrepreneurial sector in Pakistan has been marked by high levels of competition and has continuously contributed to the country's economic development. Youth are encouraged to develop new ways to advance in the field of entrepreneurship and achieve excellence in the practice of entrepreneurial enterprises due to the increased impact that role models of successful entrepreneurs have. According to the research conducted by Anjum et al. (2018), it is believed that entrepreneurial training provides graduates with advantages such as the ability to recognize opportunities for self-improvement and take appropriate action. Most students in Pakistan are unaware of the scarcity of jobs in today's world, and the concept of self-employment is unfamiliar to many. It is crucial for educational institutions to actively participate in developing effective curricula that promote entrepreneurship among students. This study thoroughly explains the practical contributions made by determinants of entrepreneurial intention in Pakistani university students.

Furthermore, the study allows policymakers and the government to promote entrepreneurial aspirations in students by providing entrepreneurship training. Administrators and decision-makers in higher education must enhance collaboration with businesses and educational institutions to conduct academic research. This study's findings directly impact the support given to university administrators and professors of entrepreneurship in fostering entrepreneurial intentions among students. These individuals create and upkeep environments that foster startup growth. By participating in this process, students can gain valuable experience in launching enterprises, which can positively impact their future financial returns and contribute to the overall economy.

Future Recommendations:

The current study focuses on the characteristics that influence entrepreneurial inclinations among undergraduates. Subsequent researchers have the potential to incorporate other crucial elements, such as familial assistance, prior expertise, mentorship and educational background. In addition, future researchers may consider utilizing additional variables such as government assistance and financial support as mediating factors. In future

studies, incubation centres will also serve as moderators. The conclusions of this study are exclusively applicable to students enrolled in public sector universities. Future researchers may expand the scope of their investigation to include students from the private sector.

Limitations:

This research contributes to the current understanding of the variables and outcomes of entrepreneurial intention among university students in Pakistan. The current study employed established statistical methods to analyze the research model. It is important to acknowledge and tackle the limitations of interpreting the results. Initially, the data was gathered at a specific point in time from only public sector universities located in Punjab. The researcher's ability to make broad conclusions based on the findings is limited because cross-sectional data was used to assess the level of mediation and moderation. It is crucial to conduct longitudinal research to understand the role of university support and role model in developing entrepreneurial intentions among students.

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