

**ENTREPRENEURIAL INTENTIONS AMONG
GRADUATING STUDENTS: A
PHENOMENOLOGICAL STUDY**

By

Muneeba Tabassum



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

June 2023

**ENTREPRENEURIAL INTENTIONS AMONG
GRADUATING STUDENTS: A PHENOMENOLOGICAL
STUDY**

By

Muneeba Tabassum

B.Ed. (Hons), Fatima Jinnah Women University, Rawalpindi 2018

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In Education

To

DEPARTMENT OF EDUCATIONAL SCIENCES
FACULTY OF SOCIAL SCIENCES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

©Muneeba Tabassum, 2023



THESIS AND DEFENSE APPROVAL FORM

- 1.1 The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Entrepreneurial Intentions Among Graduating Students: A

Phenomenological Study

Submitted by: Muneeba Tabassum

Registration #: 1792 MPhil/Edu/F19

Master of Philosophy

Degree name in full

Education

Name of Discipline

Dr Wajeeha Shahid

Name of Research
Supervisor

Signature of Research Supervisor

Prof. Dr. Khalid Sultan

Name of Dean (FSS)

Signature of Dean (FSS)

Date

AUTHOR'S DECLARATION

I Muneeba Tabassum

Daughter of Muhammad Moeed

Registration # 1792 MPhil/Edu/F19

Discipline Education

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**Entrepreneurial Intentions Among Graduating Students: A Phenomenological Study**" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

Signature of Candidate

Muneeba Tabassum

Name of Candidate

Date

TABLE OF CONTENT

ABSTRACT	v
LIST OF TABLES	vi
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
DEDICATION	x
ACKNOWLEDGEMENT	xi
CHAPTER 1: INTRODUCTION	1
1.1 Rationale of the Study.....	3
1.2 Statement of the problem	6
1.3 Research Objectives.....	7
1.5 Research Question	7
1.6 Theoretical Base.....	7
1.7 Conceptual Framework.....	9
1.8 Significance of the Study	9
1.9 Operational Definitions.....	10
1.9.1 Entrepreneurial Intentions.....	10
1.9.2 Entrepreneurship Knowledge.....	11
1.9.3 Entrepreneurship Attitude	11
1.10 Delimitations:.....	11
CHAPTER 2: REVIEW OF LITERATURE	12
2.1 History of Entrepreneurship.....	12
2.1.1 The Enterprise Trade Routes.....	12
2.1.2 The Industrial Revolution:	13
2.1.3 Modern Entrepreneurship	14
2.2 Entrepreneurial Intention	14
2.3 Entrepreneurial Education	15
2.4 Entrepreneurship and entrepreneurial education in Pakistan	16
2.5 Entrepreneurial Education and Entrepreneurial Intention.....	16
2.6 Entrepreneurial Attitude.....	17
2.7 Entrepreneurial Attitude and Entrepreneurial Education	18
2.8 Relation of Attitude and Entrepreneurial Intention.....	19
2.9 Entrepreneurial Leadership Skills.....	20

2.9.1	Observation	20
2.9.2	Communication Skills.....	21
2.9.3	Finance Knowledge	21
2.9.4	Leadership skills	22
2.9.5	Open Mind	22
2.9.6	Vision.....	22
2.9.7	Initiative	23
2.9.8	Risk Tolerance	23
2.9.9	Continuous Learning:.....	24
2.9.10	Motivation.....	24
2.9.11	Problem Solving Skill	25
2.9.12	Setting Goals.....	26
2.10	Theoretical Bases for Entrepreneurial Education.	26
2.10.1	Theory of Planned Behavior (TPB)	27
2.10.2	Shapero’s Entrepreneurial Event (See) Model.....	28
2.10.3	Kruger Structured Model	30
2.11	Organizations in Pakistan for Entrepreneurs.....	31
2.11.1	Plan 9	32
2.11.2	LUMS	32
2.11.3	Invest2Inovate.....	33
2.11.4	Plan X.....	33
2.11.5	Founders Institute.....	33
2.11.6	Social Innovation Lab	34
2.11.7	NEST I/O	34
2.11.8	WeCreate.....	35
2.11.9	OPEN/ TiE.....	35
2.11.10	NUST	35
2.12	Conclusion	36
CHAPTER 3.....		38
METHODOLOGY AND PROCEDURE.....		38
3.1	Research Approach	38
3.2	Research Design.....	38
3.3	Research Method	39
3.4	Population:	39
3.5	Inclusion Criteria:	41
3.5.1	Selection of Participants.....	41

3.6	Instrument:	44
3.7	Validity of Instrument.....	45
3.8	Reliability of Instrument	46
3.9	Reliability & Credibility of Qualitative Data.....	48
3.10	Data Collection	49
3.11	Data Analysis	54
CHAPTER 4: DATA ANALYSIS & INTERPRETATION.....		56
4.1	Qualitative Analysis.....	56
4.1.1.	Demographics	59
4.2	Quantitative Analysis.....	112
CHAPTER 5: SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS		166
5.1	Summary	166
5.2	Findings	167
5.2.1	Qualitative Data Findings	167
5.2.2	Quantitative Data Findings	171
5.3	Discussion.....	179
5.3.1	Entrepreneurial Concept	179
5.3.2	Motivation to Become an Entrepreneur & Entrepreneurial Intention.....	180
5.3.3	Entrepreneurial Education.....	181
5.3.4	Entrepreneurial Education and Covid-19”	183
5.3.5	Entrepreneurial Skills.....	184
5.3.6	Business Idea	186
5.3.7	Factors Affecting Entrepreneurial Education, Entrepreneurial Intention & Self-Efficacy	187
5.3.8	Role & Need of Mentor	190
5.4	Conclusion	191
5.5	Recommendations.....	191
5.6	Limitations:	193
5.7	Contribution of the study	194
REFERENCES.....		195
ANNEXURES.....	

ABSTRACT

Thesis Title: Entrepreneurial Intentions Among Graduating Students: A Phenomenological Study.

Numerous experts in the field have concurred that entrepreneurship favorably influences economic growth and development through innovation. The aim of this study was to examine Management Sciences department's students' entrepreneurial intention through their entrepreneurial knowledge and entrepreneurial attitude. This was done with the help of utilizing Theory of Planned Behavior (TPB) by Ajzen. The Phenomenological design and Exploratory Sequential Mixed Method were used by the researcher. Purposive sampling technique used by researcher. 13 public universities located in Islamabad were the population of the study and further two of the universities were selected according to criteria. 129 students of Management Science departments were the population while 100 participants were sample for quantitative study while 32 participants were for qualitative study. The research had used triangulation method to collect data. The Focus Group Discussion Method and questionnaire were used as an instrument. The researcher analysed the qualitative data through Thematic Analysis with the help of NVivo software while quantitative data through Descriptive Analysis with the help of SPSS software. The results showed that the entrepreneurial education is important factor in building entrepreneurial knowledge, attitude and intentions among youngsters. It also showed that the participants had positive attitude towards entrepreneurship and already working on their ideas. The study recommended the curriculum developers that entrepreneurial course could be included in all fields of studies at university level.

LIST OF TABLES

Table	Title	Page No.
Table 3.1	<i>Population of The Study</i>	40
Table 3.2	<i>Sample Of the Study</i>	44
Table 3.3	<i>Reliability Statistics of Instrument</i>	46
Table 3.4	<i>List of Deleted Item</i>	47
Table 3.5	<i>Reliability Statistics of Instrument</i>	48
Table 3.6	<i>Focus Group Discussion Questions</i>	49
Table 3.7	<i>Group Distribution</i>	52
Table 4.1	<i>Theme Mapping</i>	56
Table 4.2 a	<i>Descriptive Summary of first objective's Thematic Analysis</i>	95
Table 4.2 b	<i>Descriptive Summary of second objective's Thematic Analysis</i>	102
Table 4.3	<i>The Concept of Entrepreneurship</i>	112
Table 4.4	<i>Motivated You to Become an Entrepreneur Is</i>	114
Table 4.5	<i>Skills You Have to Become an Entrepreneur</i>	116
Table 4.6	<i>Strength You Have to Become An Entrepreneur</i>	118
Table 4.7	<i>Your Business Idea Will Be Related To:</i>	120
Table 4.8	<i>Factors Preventing Youngsters to Become an Entrepreneur</i>	122
Table 4.9	<i>To Minimize Factor/S Preventing Youngsters to Become an Entrepreneur</i>	124
Table 4.10	<i>Entrepreneurial Course Help Me in Developing Entrepreneurial Intention By</i>	126
Table 4.11	<i>Educational Institutes Motivate Students in Developing Entrepreneurial Intention By</i>	128

Table 4.12	<i>Entrepreneurial Education Sufficient to Develop Entrepreneurial Intentions</i>	130
Table 4.13	<i>Which Factor/s Leads Towards the Road of An Entrepreneurship</i>	132
Table 4.14	<i>You Will Become Successful Entrepreneur Due To</i>	134
Table 4.15	<i>I Need Mentor Until</i>	136
Table 4.16	<i>I Need Mentor For</i>	138
Table 4.17	<i>Select The Statement Regarding Covid-19 And People Financial Issues</i>	140
Table 4.18	<i>Factors Affecting Entrepreneurial Intention and Self-Efficacy of Students</i>	142
Table 4.19	<i>Develop Entrepreneurial Intention and Self-Efficacy</i>	144
Table 4.20	<i>We Can Improve Entrepreneurial Education Among University Students</i>	146
Table 4.21	<i>The Curriculum Should Include</i>	148
Table 4.22	<i>Student's Evaluation of Entrepreneurial Course</i>	150
Table 4.23	<i>Your Closed Ones Help You</i>	152
Table 4.24	<i>Skills Needed Most to Become an Entrepreneur</i>	154
Table 4.25	<i>Entrepreneurial Course Helped</i>	156
Table 4.26	<i>Network Connection Help Entrepreneurs</i>	158
Table 4.27	<i>Importance Of Entrepreneurial Course</i>	160
Table 4.28	<i>Lowest & Highest Frequency (F) of Both Groups</i>	316
Table 4.29	<i>Concluded Frequency (F) of Quantitative Data</i>	318

LIST OF FIGURES

Figure No.1	<i>Entrepreneurial Intentions Through Entrepreneurial Knowledge & Entrepreneurial.....</i>	9
Figure No.2	<i>Theory of Planned Behaviour (TPB).....</i>	28
Fig3re No.3	<i>Shapero 's Entrepreneurial Event (SEE) Model</i>	29
Figure No.4	<i>Kruger Structured Model</i>	31
Figure No.5	<i>Research Method</i>	39
Figure No.6	<i>Population and Sample.....</i>	42
Figure No.7	<i>Grouping of Participants.....</i>	58
Figure No.8	<i>Population No. According To Gender Of Group A</i>	59
Figure No.9	<i>Population No. According To Programs of Group A</i>	59
Figure No.10	<i>Population No. According To Semester of Group A</i>	60
Figure No.11	<i>Population No. According To Gender of Group B</i>	61
Figure No.12	<i>Population No. According To Programs of Group B</i>	61
Figure No.13	<i>Population No. According To Semester of Group B</i>	52

LIST OF ABBREVIATIONS

EI	Entrepreneurial Intention/s
EE	Entrepreneurial Education
EC	Entrepreneurial Course
ES	Entrepreneurial Skills
EA	Entrepreneurial Attitude
TPB	Theory of Planned Behaviour
SEE	Shapero's Entrepreneurial Event Model
NUML	National University of Modern Languages
HEC	Higher Education Commission

DEDICATION

This humble effort is sincerely dedicated to my ever-loving parents for their prayers, valuable support, love, and encouragement, which made it possible for me to complete my research work and strengthened me throughout every phase of my life. They have always inspired me and contributed to making my education a success.

ACKNOWLEDGEMENT

The writing of this thesis is one of most of the significant academic challenge, I have ever had faced. Without the support of the following people, this research would have not been completed. It is to them that I owe my deepest gratitude.

Firstly, I am very grateful to my supervisor Dr. Wajeeha Shahid for her kind guidance. She spared time for my guidance out of her busy schedule and helped me throughout the research. I owe my deepest gratitude for her support and encouraging attitude.

It is great pleasure to thank everyone who helped me to write my thesis successfully. As I believe that in success of a student multiple factors involved; be if they are teachers, family members, friends, and class fellows.

I am grateful to all the people who helped me through formal and informal discussion to gain further and valuable insight into the range of issues rose in this work and introduce me to new sources of information. Finally, I would love to express my gratitude to my sweet family, my parents and siblings for their love, care, and cooperation throughout

Muneeba Tabassum

CHAPTER 1

INTRODUCTION

Entrepreneurship is a method of building something new and assuming the risks solutions. Entrepreneurship can be defined as a process of planning, controlling, leading, and managing to start from small new business (Hussain & Inayat, 2019). The person who opens a new business or industry but does not handle it himself and give it to other to manage their business are not entrepreneurs. There are many people who start new business but majority of them fail within the first year because they do not manage the business themselves, working hours are not stable also have work burden on their employees but gave less income. Entrepreneurships create job opportunities for the people and introduce creativity as well as innovation in society (Griffin, 2015).

Due to their dedication to creating new jobs, ingenuity, and agility, entrepreneurs have recently emerged as some of the economy's most important contributors (Caputo & Pellegrini, 2020). By creating new goods, services, and technology, entrepreneurs have the capacity to expand markets and generate wealth. They are essential to a country's economic prosperity. Research has highlighted the importance of entrepreneurship education since it is crucial to fostering the mindset, expertise, and abilities connected with the activity of entrepreneurship (Gangi, 2017). Individuals who have an entrepreneurial mindset, expertise, and abilities may identify business opportunities and develop business strategies to take advantage of them. The entrepreneurship can be defined as the process of developing, managing and leadership to start new business with the help of creative and innovative ideas. Entrepreneurship played a significant role in developing of economic prosperity as well as provide jobs for the people.

The relevance of Entrepreneurial Intention (EI) is widely acknowledged by researchers, but little is known about its origins, mediators, or moderators. In the first place, persons who have entrepreneurial knowledge (EK) not only spot business prospects, but also draught workable company strategies and take appropriate action. Second, entrepreneurial knowledge (EK) may have a direct, favorable, and substantial effect on Entrepreneurial Intention (EI) (Tshikovhi & Shambare, 2015). But according to other researchers, several factors may need to be considered as mediators between entrepreneurial knowledge (EK) and Entrepreneurial Intention (EI). For instance, according to Buana et al. (2017), those who gain more entrepreneurial knowledge (EK) have a more favorable attitude about starting a business.

There are many students who graduate from universities, but they don't get employed due to less experience or due to insufficient vacancies and entrepreneurship is an opportunity for them to get self-employed and help other unemployed individuals (Hussain et al., 2018). Entrepreneur should also have to be clear on everything about his idea, have a detailed plan, prepare for risk, and handle the difficult situations, using different strategies and multiple plans for each scenario, know about their business rivals and partners, their customers, budget use in their projects and for their employees, and using of their entrepreneurial skills (Stern, 2019). Entrepreneurship education plays a vital role in developing the entrepreneurial mindset, entrepreneurial skills, entrepreneurial knowledge, have different strategically skills for risk situations and how they can tackle them, know about their market, customers, ins and outs of business and polish the ideas etc. of youngsters to become an entrepreneur.

A person should have mindset or build entrepreneurial intentions to create new business. The entrepreneurial intention could be defined as a state of mind to start up a new business. Entrepreneurial intention plays an important role in developing business

behavior. There are many factors which affect the entrepreneurial intention among students like family background, finance, motivation etc. but most importantly entrepreneurial education and its training affect the student's entrepreneurial intentions (Mat et al., 2015). Now a days, in Pakistan, the youth is focusing on developing their own business. Entrepreneurship education is an important aspect for those who wanted to start their own business. This will help them to have less risks and a successful business. The students who are studying business, engineering and entrepreneurship learn different skill and methods to implement them when they start their own business (Hussain & Inayat, 2019). A person should firstly understand the concept of entrepreneurship, objectives, and outcomes of entrepreneurial education, and need of skills and factors which will help the students to develop their entrepreneurial intentions? (Al-Jubari et al., 2018). It means if the person had Entrepreneurial Knowledge then he will develop Entrepreneurial Attitude which will lead towards the development of Entrepreneurial Intentions. There are many factors which can affect entrepreneurial intention such as family background, living environment, finance, motivation, innovative and applicable ideas etc. the entrepreneurial; education also helped them in establishing a successful business with minimum risks.

This chapter included the introduction of variables, rationale of the study, purpose of the study, problem statement, research objectives, research questions, theoretical framework, conceptual framework, significance of the study, limitation and delimitations of the study and operational definitions of this study.

1.1 Rationale of the Study

The entrepreneurship is now new trend in the business and there are many researchers who have interest in entrepreneurship. According to Sivirajah, (2013) study on the entrepreneurial intention among graduate students, he has collected the studies

of Asia (China, Malaysia and Pakistan), Africa (South Africa and Sri Lanka) and Europe (Spain) to develop a model called “entrepreneurial intention for entrepreneurial career”. In this model he explained that desirability of self-employment, feasibility of self-employment, tolerance for risk and perceived government & non-government are the indicators which motivate students in developing their entrepreneurial intentions.

Faisal et al., (2016) research on impact of the entrepreneurship education effect on students’ entrepreneurial intentions was positive and suggested that the business schools and university should introduce this course too. This will benefit the educators and motivate them to become entrepreneurial.

Altaf & Sahiba, (2018) wrote Global University Entrepreneurial Students’ Survey GUSESSS (Global University Entrepreneurial Spirit Student’s) Survey Pakistan report. The survey was taken from 41.4% students of computer science/ IT department program, 32.5% business and management students, 7.9% social science students and other department students were 18.2%. The result of survey showed that 15.6% students wanted to become an entrepreneur right after the studies while 37.3 students intended to be an entrepreneur after five years as they wanted to first complete their studies as well as get some experience.

Ahmed, Arshad & Nawaz, (2019) also studied different methods to improve entrepreneurship regarding higher education in Pakistan. According to their study, the HEC is not taking much interest regarding entrepreneurship. As this study was conducted with business students so it will benefit mostly them as well as the HEC to give their attention on this issue.

(Hussain et al., 2019) stated that the 2019 National Entrepreneurship Policy seeks to support entrepreneurship as a practical career path and to foster an environment that is supportive of it in Pakistan. With programs like entrepreneurship training,

incubation facilities, and membership systems, it places a focus on fostering in students an understanding of and aptitude for entrepreneurship.

(HEC, 2023) stated that The Higher Education Development in Pakistan (HEDP) program was started by the HEC to assist in boosting the nation's economic engines. A HEDP project called the Innovator Seed Fund (ISF) seeks to involve entrepreneurs and young aspirants who wish to turn their business ideas into reality.

(ABL, 2021) acknowledged that in collaboration with the State Bank of Pakistan, the Pakistani government launched the Prime Minister's Kamyab Jawan Youth Entrepreneurship Scheme (PMKJ-YES) with the primary goal of giving men and women with entrepreneurial aptitude the opportunity to work for themselves. The program offers various built-in advantages to end users, including discounted markup rates, lengthy re-payment terms, and unlimited usage throughout a broad spectrum.

These laws and policies are being implemented with the intention of addressing Pakistan's high unemployment rate and fostering economic growth by encouraging entrepreneurship (Huang et al. 2021). These programs seek to encourage students to start their own enterprises by providing them with the knowledge and skills necessary to do so. This can help the economy by producing jobs. Encouragement of entrepreneurship can also result in innovation and the creation of new goods and services, which can benefit society as a whole. There are many studies on entrepreneurial intentions and majority of them is related with business, management, computer science and engineering graduate and undergraduate students. As each study was related with business or engineering field and their education in entrepreneurship and it benefits only them. However, there are less studies on linking entrepreneurial intention of students with education field. Also, all above of the studies were quantitative in nature except the study of Sivirajah in 2013 which is qualitative in

nature. But there is a gap in all these studies which was to study the student's entrepreneurial intention and connect it with the curriculum at university level. The entrepreneurial course was only studied in above departments and programs in Pakistan but not included in the curriculum of Language, Social Science, and Arts departments. So, in this study, the researcher was collecting the opinions from graduating students at universities and see if there was any effect of their course on student's entrepreneurial intentions.

1.2 Statement of the problem

Entrepreneurship has been increasingly popular among young people in recent decades, particularly among students in business fields who have received entrepreneur training. Many people have lost their jobs as a product of Covid-19, which has impacted life in Pakistan. As a result, the youth have begun to build their own new businesses and have greater entrepreneurial goals.

Entrepreneurial dreams seldom appear as successful business initiatives. As a result, there is a need to give students first-hand knowledge of entrepreneurship through workshops, courses, and programs at universities as well as practical work experience through internships in start-up companies and the opportunity to gain from entrepreneurs' knowledge and advice.

As above mentioned, in this study, the researcher's goal was to examine the opinions of university students through their Entrepreneurial knowledge and entrepreneurial attitude to find out their entrepreneurial intention at university level.

1.3 Research Objectives

The aim of the study was to collect the opinions regarding entrepreneurial intention of Management sciences department's graduating students at university level and the researcher's major objectives of this study were:

1. To examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial knowledge at university level.
2. To examine the entrepreneurial intentions of Management Science graduating students at university level through Entrepreneurial attitude.

1.5 Research Question

The research question of this study was according to the objective of this study. So, the researcher had one major question which was as follow:

1. How can entrepreneurial intentions be strengthened in Management Science graduating students at university level?

1.6 Theoretical Base

Theory of planned behavior (TPB) was created by Ajzen, (1991) as addition to theory of reasoned action (TRA). Theory of planned behavior TPB model comes to be a fundamental psychological process model for the evaluation of entrepreneurial intention. The model clarifies the intricacy of connection between human conduct and its connected determinants. Above all, it recognizes that human conduct is a premise of goal. According to Ajzen, (1991) intention is directly affected by three antecedents; they are attitude, subjective norm and perceived behavioral control All in all, the three components referenced above straightforwardly influence an individual's goal to introduce a conduct. The creator further clarifies that Theory of planned behavior TPB

can be helpful in numerous zones of interests, explicitly in understanding distinct practices, for example, buying practices, recreation conduct, drinking conduct and so on

Therefore, using Theory of planned behavior TPB to examine entrepreneurial intention is measured reasonable. In fact, Theory of planned behavior TPB has been created to be a proficient and important model for examining and understanding entrepreneurial intention. Although Theory of planned behavior TPB has verified as an operational technique in entrepreneurial intention study, it is crucial to include other significant variable into Theory of planned behavior TPB model to upsurge its capacity to clarify and conclude intention. According to this model, an intention is a single finest analyst of the behavior. Entrepreneurship is best described from entrepreneurial intention. The model reserves that there are three descriptive variables of entrepreneurial intention. These indicators are Attitude towards the behavior, social norms and Perceived behavior control.

- a) **Attitude towards the behavior** discusses the amount to which an individual embraces a positive or negative personal assessment about being a businessperson.
- b) **Perceived behavior control** refers to the simplicity or difficulty in the fulfillment of the behavior of interest (becoming entrepreneur).
- c) **Social norm** refers to social pressure whether to carry out or not to carry out that entrepreneurial behavior.

The behavioral activity for instance, entrepreneurship is a purposefully planned outcome. Thus, by reviewing opinion and how an individual acts in a specific situation a person can certainly guess whether the individual will ultimately act or not. This model assumes that the innovative business foundation is a firm and planned behavior (Ajzen, 2002).

1.7 Conceptual Framework

To develop the conceptual framework, the researcher had Used Planned Behavior Theory by Ajzen (1991) for this study. There are three variable in planned behavioral theory which were mentioned above. In this study the researcher had used two variables from that theory to conduct her study. The behavior which is the third variable, was not explored due to less time and resources. However, this level can be assessed by getting data from university students, alumina who are working as successful entrepreneurial.

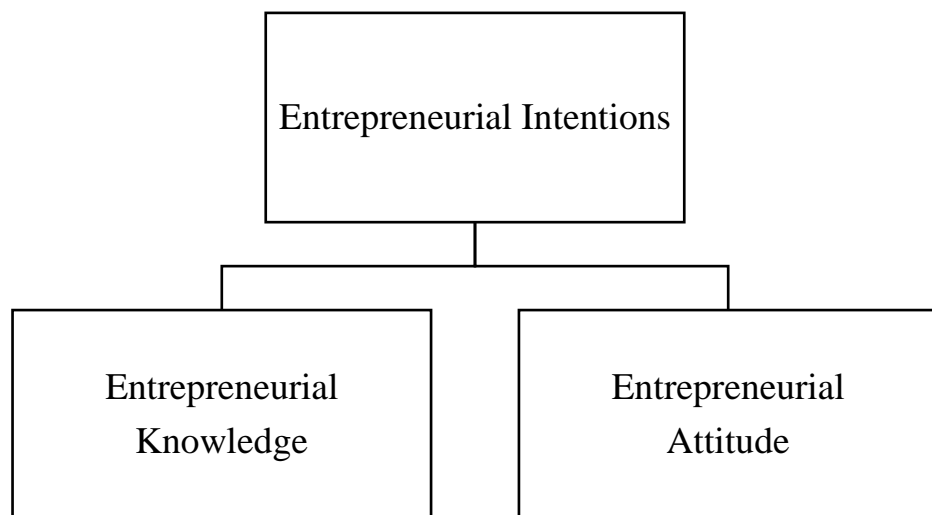


Fig 1: Entrepreneurial Intentions through Entrepreneurial Knowledge & Entrepreneurial Attitude

The figure No. 1 described that the Entrepreneurial Intentions can be checked through Entrepreneurial Knowledge and Entrepreneurial Attitude.

1.8 Significance of the Study

After knowing the intention of students, it will help the stakeholders to revisit the Nation Curriculum Framework (2015) and make the guideline in which theory as

well as hands-on work will also include which will develop their different skill. This will also the policy makers to make amendment in national policy for entrepreneurs as well as education policy to develop entrepreneurial intentions among youngsters.

This study will let the university authority as well as curriculum developers know about the thoughts of social science students on who intended to be self-employed and help the university to build the curriculum according to it. This will also help university management and academicians to develop a support system for those students who a potential to become an entrepreneur. It will help the curriculum developers to make the curriculum and activities on the basis of critical skills, teamwork/ group work, social skills, leadership and management skills, problem solving skills, creativity, and learning by doing.

This study will help the teachers to not only focus on theory and rote memorization but also include practical work to achieve the objectives of the course. They also need to polish their pupil's entrepreneurial skills and ideas which will benefit students in the development of their own business.

This study will help the students to think about their future and their self-employment and motivate them to select entrepreneurship.

1.9 Operational Definitions

1.9.1 Entrepreneurial Intentions

The intention or mind set to start a new business is called entrepreneurial intention

1.9.2. Entrepreneurship Knowledge

The understanding of entrepreneurial information or acquire entrepreneurial training and skills through experience and formal education is called entrepreneurial knowledge.

1.9.3 Entrepreneurship Attitude

The behavior, thinking, philosophy, and skills of a person that are essential for entrepreneurship is called entrepreneurial attitude.

1.10 Delimitations:

The delimitations of the current study were as follows:

1. The researcher had only used two features of theory of planned behavior and did not used third factor which was behavior due to Covid-19 situation.
2. Only two public universities of Islamabad.
3. Graduating students of Management Science Faculty.
4. BBA (Hons) 4 years and MBA 2 years programs.
5. Limited the study to those semesters in which students were taught entrepreneurial course.

CHAPTER 2

REVIEW OF LITERATURE

2.1 History of Entrepreneurship

We can find the traces of first entrepreneurship from nearly 20,000 years ago. The first trading entrepreneurship started in 17,000 BCE (before the current era) at New Guinea place. In that era, people exchange obsidians for food, tool, clothes, and other necessities. This type of entrepreneurship had continued for many hundreds of years.

The people started to plant their food and had their own animals in farms. They provide food for themselves as well as for their family. They also exchange /sell their food to make their clothes for them. The earliest entrepreneur's specialization was hunting and gathering, cooking, fishing, and making clothes. After some time, the new specialization included in entrepreneurship such as making of wool, masonry, pottery, and carpentry (Allis, n.d.).

2.1.1 The Enterprise Trade Routes

Cities began to arise across the world between the Agricultural Revolution and 2000 BCE. The Nile, the Tigris and Euphrates, the Indus, and the Yellow and Yangtze rivers were all important early centers of civilization.

Cities in Sumeria (modern-day Iraq) had tens of thousands of inhabitants by 3,000 BCE. On the banks of the Euphrates, the city of Uruk housed 50,000 people in the same area that would have previously supported only one tribe of hunter-gatherers.

Entrepreneurship took a significant turn when cities sprouted up all over the world. Entrepreneurs continued to specialize in all of the aforementioned fields (pottery, carpentry, toolmaking, etc.). However, they realized that commerce across

cities and civilizations might be profitable. Entrepreneurs who were able to trade military commodities and build empires were justly rewarded for their efforts around the year 2000 BCE. As a result, some of the world's most successful early entrepreneurs sold weapons of war all over the globe ("History of Entrepreneurship", 2019)

2.1.2 The Industrial Revolution:

2.1.2.1 *First Revolution:* The first revolution started in the middle of 18 century and saw civilizations transition from subsistence agriculture to the early factories. The first industrial revolution could not have happened without this type of thinking. Consider Edmund Cartwright, the inventor of the power loom, which revolutionized textile production efficiency. Then there's Sir Humphrey Davy, who invented a light for miners that let them identify harmful vapors, substantially improving their safety. Not to mention George Stephenson, who was responsible for the invention of the steam engine, which helped usher in a new era of train transportation (Jooris, 2021).

2.1.2.2 *Second Revolution:* As the second industrial revolution takes root, we are now going into mass production. The second industrial revolution began in the mid-nineteenth century, and it marked the beginning of mass production in both manufacturing and consumer products. During this time, Ford produced 15 million of its renowned Model T automobiles. The era of the vehicle was arrived (Jooris, 2021).

2.1.2.3 *Third Revolution:* The third revolution brought computerization and automation to the process. Jump ahead a few decades, to the 1950s, and we've arrived at the dawn of mainframe computing. Both Bill Gates and Steve Jobs were born during this decade, and as they approached their adolescent years in the 1970s, their effect on the globe was growing. Moving from mainframe to personal

computing was a component of the third industrial revolution, and these two entrepreneurs obviously played a key role in that transition, putting computers in both homes and classrooms (Jooris, 2021).

2.1.2.4 Fourth Revolution: Humans are found in working situations with robots during the fourth industrial revolution, and factories and warehouses form complete networks. It's a location where the Internet of Things (IoT) is pushing mass manufacturing to new heights by allowing machines to forecast when they'll require maintenance and identify faults on their own. This big data method generates insights, which people may subsequently utilize to improve optimization (Jooris, 2021).

2.1.3 Modern Entrepreneurship

Entrepreneurs are the lifeblood of today's economies throughout the globe. Entrepreneurs are respected for their contributions to the economy, even in command economies like China, and are pushed to develop in order to compete with enterprises across the world.

The global economy, along with modern infrastructure and communications, has ushered in a new era of entrepreneurship competitiveness. You are no longer competing with entrepreneurs in your tribe, town, village, or city; instead, you are competing with entrepreneurs all over the world ("History of Entrepreneurship", 2019).

2.2 Entrepreneurial Intention

Ajzen (1991), Kabir et al. (2017) and Hong et al. (2020) clarified intention is a great indicator of the ability of a person to play out a behavior entrepreneurial intention characterized as a mentality from people to accomplish a particular business target dependent on past experience, activity, and consideration. Nathani and Dwivedi (2019),

and Hong et al. (2020) given a further clarification for enterprising goal as a psychological direction for people incorporate expectation, wish, and want that influence the decision for entrepreneurial intention.

Numerous previous scholars recognizing intention as an estimation of eagerness from a person to play out a behavior in an assortment of fields. Nonetheless, the intention has a range of justification from past scholars in an entrepreneurial study, for example, Kabir et al. (2017), added that an individual purpose to get entrepreneurial because of the variables of attitude, perceived behavioral control, social impact, and education on entrepreneurship. Along these lines, the entrepreneurial intention in this investigation characterized as oneself recognized belief from person that establish new business in future Hong et al. (2020).

2.3 Entrepreneurial Education

Entrepreneurship education has filled significantly lately, and the quantity of organizations offering scholarly coursework in Entrepreneurship is reliably rising. Entrepreneurship has changed from an order customarily housed in business colleges to a subject which is currently being educated across numerous fields, going from art to science, and practically every control in the middle inside art institute, Entrepreneurship education has been comprehensively positioned into two principal classifications: venture creation approach and the transitioning approach (Toscher, 2019).

While the previous methodology intently looks like the sort of entrepreneurship education which started in business colleges, the last methodology focused on getting ready students for the reality of life as an expert which helps them outside of the scholarly community. Regardless of a student's way, entrepreneurship education is

important philosophy about that the planned learning results of entrepreneurial education may not be restricted carefully to new pursuit creation yet additionally consist of the improvement of entrepreneurial skills (Lackeus, 2015). These capabilities can be valuable to a wide range of organizations regardless of whether another endeavor or a government organization. (Toscher, 2019).

2.4 Entrepreneurship and entrepreneurial education in Pakistan

One of the restrictions that hindered entrepreneurship studies in underdeveloped nations like Pakistan until recently was the lack of comparable data across countries and regions. Researchers in the nation may, for example, use a data source like the Pakistan Labor Force Survey to perform restricted studies on entrepreneurship in the country. However, the country's nationally representative surveys were not specifically constructed with entrepreneurship in mind, and hence lacked the depth and detail essential for a full research. In a worldwide context, the introduction of the Global Entrepreneurship Monitor (GEM) in 1999 was a significant step toward overcoming such limitations, because the surveys used a standardized questionnaire specialized to entrepreneurship research that could collect comparable data across nations. Despite its flaws¹, the GEM Adult Population Survey opens up new avenues for cross-country research that can help us better understand entrepreneurs and, as a result, contribute to more informed policymaking. Pakistan took part in the GEM surveys for the first time in 2010, then again in 2011 and 2012 (Nadeem, Nishat & Pasha, 2019).

2.5 Entrepreneurial Education and Entrepreneurial Intention

The entrepreneurial education expands the intention of entrepreneurship and raises the information and abilities of people also. Entrepreneurship intention can be affected to address different abstract standards and assets which are boundaries to make

new pursuits. It has been indicated that positive relationship happens among financial aspects and entrepreneurial education and business establishment. Therefore, it very well may be seen by the concentrated development entrepreneurial education in USA which has upgraded the degrees of new companies and new pursuits. The entrepreneurial education has indicated higher seen entrepreneurial inspiration than the students without big business courses. Ensuing investigations additionally show that entrepreneurial education can uphold graduates to turn out to be acceptable businessman as it builds the entrepreneurial intention among students which can urge them to embrace entrepreneurship as a profession and start new business (Israr, & Saleem, 2018).

2.6 Entrepreneurial Attitude

According to the Theory of Planned Behavior, one of the elements that affects intention is attitude (Kusmintarti, et al., 2017) seen by (Jie et al., 2022). Ajzen (1991) defined attitude as a person's appraisal of a particular behavioral pattern, whether good or negative. As Kabir et al. (2017) added, conduct is directly influenced by personal goal, which is highly related to attitude. Another explanation provided by Hong et al. (2020) added that people's attitudes and intentions can be designed and given impact to participate as entrepreneurs. In other words, a person doesn't launch a business dependent on how people react, either positively or negatively (Taha et al., 2017). According to Mustafaetal., (2021) seen by Jie et al., (2022) attitude is one's emotional response to something. It consists of cognitive, perceptual, and emotional processes. Kusmintarti, et al (2017). Research report seen by (Jie et al., 2022) places emphasis on mindset as a factor influencing entrepreneurial intention (EI). EI will result from attitudes that encourage youngsters to see entrepreneurship as a viable career option. The findings of this study demonstrated that attitudes have favorable influence on EI.

A person is more likely to start an adventure if they have a positive attitude and self-confidence. (Jie et al., 2022) further stated that being in charge of one's own business and wanting flexible hours are signs of a positive attitude towards entrepreneurship, and being willing to put in the effort to launch a firm frequently results in the creation of another one down the road.

Undergraduates' attitudes and responses to the required self-employment conduct may vary. Depending on their background and other characteristics, someone could have a positive or negative attitude towards working for themselves. If the students view working for themselves favorably, it is likely that they will launch their own company after graduation. On the other hand, if they develop a negative attitude, they probably will not start their own business. In general, people who want more money, more freedom, and greater net benefits are more likely to start their own businesses. Similarly, it can be anticipated that someone who has a higher tolerance for risk and less of a dislike for hard labor will be more likely to exhibit entrepreneurial behavior (Ayalew & Zeleke, 2018).

2.7 Entrepreneurial Attitude and Entrepreneurial Education

In social psychology, attitude is characterized as the subjective evaluation of oneself, others, relationships, actions, events, and so forth. Also, it has a significant impact on a person's responses and behavior. Entrepreneurial education is thought to influence a person's entrepreneurship as well as their perspective of and passion for it. Training and education in entrepreneurship can influence people's attitudes and behavioral intentions towards it as well as enhance their managerial skills. In conclusion, the goal of entrepreneurial education is to assist individuals in acquiring entrepreneurial capability, which consists of a variety of information, attitudes, and skills. As a result, an individual's attitude towards entrepreneurship is strongly

correlated with their level of entrepreneurial experience. Self-directed learning and outside training in entrepreneurship can help college students better understand the entrepreneurial process and develop a proactive attitude (Wardana et al., 2020).

2.8 Relation of Attitude and Entrepreneurial Intention

Research supports that the triumph of entrepreneurship as a method can be greatly attributed to attitudes towards this procedure. Attitudes play a serious role in affecting innovation and manners of people. The Global Entrepreneurship Monitor (GEM) global report define entrepreneurial attitudes as attitudes towards entrepreneurship. It is approximately the degree to which individuals think there are good chances for beginning a business. Attitudes play a significant role in establishing activities related to entrepreneurship within a population. Entrepreneurial characteristics include acceptance of the patient and the level of risk a person plans to receive, and people's opinions about their expertise, information, and understanding in the business environment. Business activities. Entrepreneurship attitude is important because it expresses a common view of business and entrepreneurship. More importantly, if the general attitudes about the business are optimistic, this will result in traditional support, services, financial resources, and network benefits for them. Someone who is an entrepreneur or wants to start a new business. Entrepreneurship attitude has two main components: awareness of opportunities and risk-taking opportunities.

It is claimed that people with business insights can start new business ventures, those who take risks are more likely to start new ventures, and risk-based behavior influences people's position choices. It suggests that. As a form of training on business knowledge, behavior, attitudes, and experience, students' attitudes towards business and business knowledge can be measured from three aspects of entrepreneur's attitude,

including understanding, influence, and behavioral factors. It is related to student beliefs, thoughts, business knowledge, and business knowledge that shapes student attitudes and behaviors. Some of the emotions and emotional effects of business and business knowledge, that is, how one perceives an interest or relevance of something, and therefore whether he likes it or not, is partly related to behavior. Then open the answer and accept the answer or accept something (Mengesha, 2020).

2.9 Entrepreneurial Leadership Skills

The most important to become an entrepreneur, a person should have entrepreneurial leadership skills. To become a successful leader an entrepreneur should have personal characteristics, interpersonal skills, critical and creativity skills and personal skills. Personal skills include optimism, vision, initiative, desire to control risk tolerance and persistence. The interpersonal skills include leadership and motivation, communication skills, ethics and personal relations. The critical and creativity skills include critical thinking, problem solving skills and recognizing opportunities while personal skills include goal setting, planning and organizing, decision making and entrepreneurial knowledge (Mind Tools Team, 2018; Faris, 2019).

2.9.1 Observation

Observing children's actions, emotions, gestures, and behaviour, as well as listening to what they say and how they interact, is part of the observation process. Participating in their games or conversation can assist at times, while asking and answering questions can help at other times. Passion, resourcefulness, the capacity to improvise, listening to others, and a strong will to achieve are all required for entrepreneurial success. If you want to be a successful entrepreneur, you must also consider these factors. Observation is essential to the cognitive process. The generation

of ideas is aided. Businesses thrive quicker when these principles are implemented appropriately. Using observational skills is critical for personal and professional development. In order to address business difficulties, it is necessary to observe them. You will be able to study and determine the source of the problem this way. You may discover that the market is less aware of your brand because of a drop in sales (Author, n.d.).

2.9.2 Communication Skills

Communication is the "most critical quality any leader can possess," according to billionaire Richard Branson. Communication is a crucial talent since it has the ability to improve all of your other abilities. To create sales, rally the team, handle disputes, negotiate transactions, recover from PR catastrophes, and make pitches to the media or investors, you'll require communication abilities. Speaking, understanding your audience, and carefully selecting your words may help you prevent miscommunications, saving you time and money (9 Essential Qualities of Entrepreneurial Leadership, 2020).

2.9.3 Finance Knowledge

Financial knowledge, particularly the capacity to foresee, is essential for any business owner. Forecasting is the process of predicting future performance, sales, and trends based on historical data. It is critical since it is the driving force behind most business decisions and paths. Forecasting also enables a corporation to have built-in systems for dealing with unpredictability and unanticipated events. The key to good forecasting is to develop procedures that assure directional and trustworthy data. Both quantitative and qualitative elements should be included in the process. For an even better likelihood of success for the entrepreneur and the company (Panel, 2021),

2.9.4 Leadership skills

There are several forms of leadership, and there is no one-size-fits-all method. What your workers anticipate, the culture you're attempting to create, and how you operate best all play a role. Some businesses, for example, thrive under the leadership of a demanding CEO who refuses to accept "no." Others thrive with a manager that is willing to compromise and allow staff to succeed on their own (9 Essential Qualities of Entrepreneurial Leadership, 2020).

2.9.5 Open Mind

An open mind and the capacity to perceive the broad picture are maybe two of the most crucial attributes on the list of successful leadership talents. Every company begins small, but the founder's vision is what propels it forward. While not everyone aspires to build enormous enterprises, it is still critical to know where you want to go in the long run and what it will take to get there. Someone who is open-minded accepts or learns about fresh ideas and possibilities. That is why an entrepreneur's ability to be open-minded is so important. They could achieve success in an entirely other way if they remain open to new business chances.

For example, suppose an entrepreneur launches a fitness app that allows gym-goers to connect with personal trainers. After this plan fails, they decide to launch a social media advertising consulting service. During the first two months of operation, this company concept helped create over \$5,000 in income. Open-mindedness might lead to success in a field you previously dismissed (Moore, 2022).

2.9.6 Vision

The vision is the pillar of starting anything weather it is a business, education system, NGOs, politics etc. Stern (2019) said the vision is most important aspect to lead

a population. It helps the person to visualize from other perspective as well see from the future. In 1993, when the IBM Corporation was facing crises and have losses eight billion US dollars, the new CEO Lou Gernster evaluated and observed the situation and the solution he gave that most important thing IBM needed then was vision and this vision helped the IBM Corporation to succeed. Likewise, in 2000, President Bush didn't believe in a vision thing, and he is very old fashion thinker while Clinton believed in visions and also showed his emotion to people and think from their prospective. Due to this difference in thoughts and believes Clinton was elected to be next president and Bush failed to be elected.

2.9.7 Initiative

Initiative can be defined as a person who work without being forced and work willingly. The initiative is important skill for an entrepreneur (Hamburg & David, 2017). According to Doris Fay and Michael Frese "work behavior characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal" (heading 2, para 1). The initiative skill helps the entrepreneur to improve themselves as well gave them opportunity to show their abilities (Mind Tools Team, 2020). For example, if a teacher is absent due to illness and another teacher initiate to t6ake her classes in her or his stead then this will her in becoming more professional in her teaching skills and broader her horizon.

2.9.8 Risk Tolerance

When entrepreneur start the business, he was actually taking many risks. Every decision he make could result in risking his business. For example, he has built a plan A and B for the project to be completed in time and there will be a situation during completing a project which was neglected by him, and his team and also he make a

decision on the basis of taking risk of loss. This risk-taking decisions will help him to develop the risk tolerance as well as help him to improve his skills in this type of situation and help him to learn from his mistakes (Griffin, 2015).

2.9.9 Continuous Learning:

Time keeps moving and the world around us keep changing every day. To become a CEO of an organization is not the end for your learning but the learning should be compulsory for all the individuals in an organization to make a learning organization. What will become of an organization if the leader stops learning from his surroundings as well as learn more new things related to his business? The answer is that he will fail to succeed in his business, and he will not know to be innovative or face new challenges as well as hoe to use new technology? According to the Satya Nadella CEO of Microsoft, it is his appetite to keep learning which helped him in his career. In one of his interviews at Wharton business school he said, “It is fascinating how we always think that the burning ambition early on is what derives you” and he also said that “I think what I had, though, was some curiosity, and that’s what sustained me on the long run.” (p: 49) An excellent leader know that knowledge is the key for his and his organization’s success. (Stern, 2019).

2.9.10 Motivation

Motivation is a force which helps the employees to behave in a particular way. When employees’ needs were satisfied by the employer than it helps the employee to work freely from their worries. According to Maslow’s theory, there are five factors which should be satisfied for the employees which are physiology, security, belongingness, esteem, and self-actualization. There are two types of motivation reinforcement, the first one is positive which strengthens the behavior through reward

while second reinforcement is punishment helps to reduce undesired behavior of employees and remove the possibility of negative impact of certain behavior or situations. The punishment usually given in the situation when someone go against, the law, rules of organization or disrupt the environment of the organization but when the person, team, group, help the organization to achieve their objectives or goal and is very efficient in his or her work then they will get rewards. The rewards usually be used in organization to motivate their employees are merit reward system, incentive reward system, team and group incentive reward system and executive compensation. These rewards help the employees to work attentively and motivate them to initiate to work efficiently in organization to achieve their objectives and goals (Griffin, 2015).

2.9.11 Problem Solving Skill

Problem-solving skills are extremely important in life and more so in business. Regardless of your profession, industry, or lifestyle, solving problems is part of everyday life. The entrepreneurial journey is riddled with ups and downs and my ability to solve problems has given me great success in business. When it comes to problem-solving, each situation is different and therefore requires a different approach each time. Some business challenges, such as taking a new product to market to sell online can be very tough, and their solutions may require a lot more thought and critical evaluation than others. Other problems are very simple, and you can solve them easily, but regardless of how big or how complex a problem is, you will always need to find a viable solution. Part of being a great problem solver is knowing how to evaluate each situation and look at outcomes on a holistic level, analyzing how your solutions will affect you or your business in the long term. Once you find yourself in a deep problem, you simply need to evaluate the situation and apply these skills. You will be surprised

at how some of the things you perceived as tough actually turn out to be straightforward (Regev, 2019).

2.9.12 Setting Goals

According to Stern (2019) setting goals for yourself as well as for other is most important aspect for leaders. They need to aim big to achieve success. The leader is the person who is responsible for organization success as well his employees. There are three types of goals he needs to set. The first one is long which is usually set for whole organization for example, a person started a new game building organization, and their main goal is to teach people about their culture, society, and religion. Then they will follow this main goal to develop every project. The second is medium goals. These goals are short or long projects which help them to achieve long or main goals. And the last is short goal which is divided on weekly or on daily basis. Setting goals help the organization to build a purpose and also to work smoothly. But the goal has to be those which are meaningful as well as can be achieved.

The above skills for leadership as well as for entrepreneurs are most important skills that they needed but students should know about these skills by their education as well as through practical as they need to polish and practice those skills to know how much these skills they have and how they can administrate them.

2.10 Theoretical Bases for Entrepreneurial Education.

There are many theories and models on entrepreneurship and entrepreneurial intention, but most famous theories used by the researcher to check entrepreneurial intentions are theory of planned behavior (TPB) and theory of entrepreneurial event (SEE)

2.10.1 Theory of Planned Behavior (TPB)

Theory of planned behavior (TPB) was created by Ajzen, (1991) as addition to theory of reasoned action (TRA). Theory of planned behavior TPB model comes to be a fundamental psychological process model for the evaluation of entrepreneurial intention. The model clarifies the intricacy of connection between human conduct and its connected determinants. Above all, it recognizes that human conduct is a premise of goal. According to Ajzen, (1991) intention is directly affected by three antecedents; they are attitude, subjective norm, and perceived behavioral control All in all, the three components referenced above straightforwardly influence an individual's goal to introduce a conduct. The creator further clarifies that Theory of planned behavior TPB can be helpful in numerous zones of interests, explicitly in understanding distinct practices, for example, buying practices, recreation conduct, drinking conduct and so on

Therefore, using Theory of planned behavior TPB to examine entrepreneurial intention is measured reasonable. In fact, Theory of planned behavior TPB has been created to be a proficient and important model for examining and understanding entrepreneurial intention. Although Theory of planned behavior TPB has verified as an operational technique in entrepreneurial intention study, it is crucial to include other significant variable into Theory of planned behavior TPB model to upsurge its capacity to clarify and conclude intention. According to this model, an intention is a single finest analyst of the behavior. Entrepreneurship is best described from entrepreneurial intention. The model reserves that there are three descriptive variables of entrepreneurial intention. These indicators are Attitude towards the behavior, social norms, and Perceived behavior control.

- d) **Attitude towards the behavior** discusses the amount to which an individual embraces a positive or negative personal assessment about being a businessperson.
- e) **Perceived behavior control** refers to the simplicity or difficulty in the fulfillment of the behavior of interest (becoming entrepreneur).
- f) **Social norm** refers to social pressure whether to carry out or not to carry out that entrepreneurial behavior.

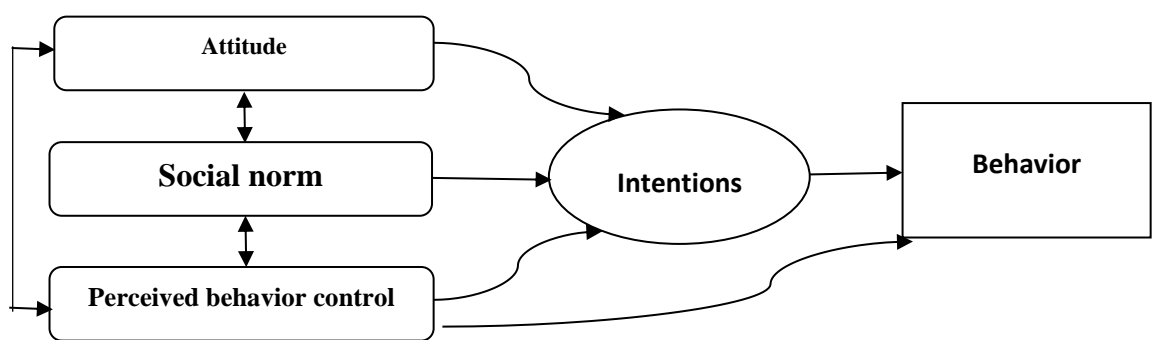


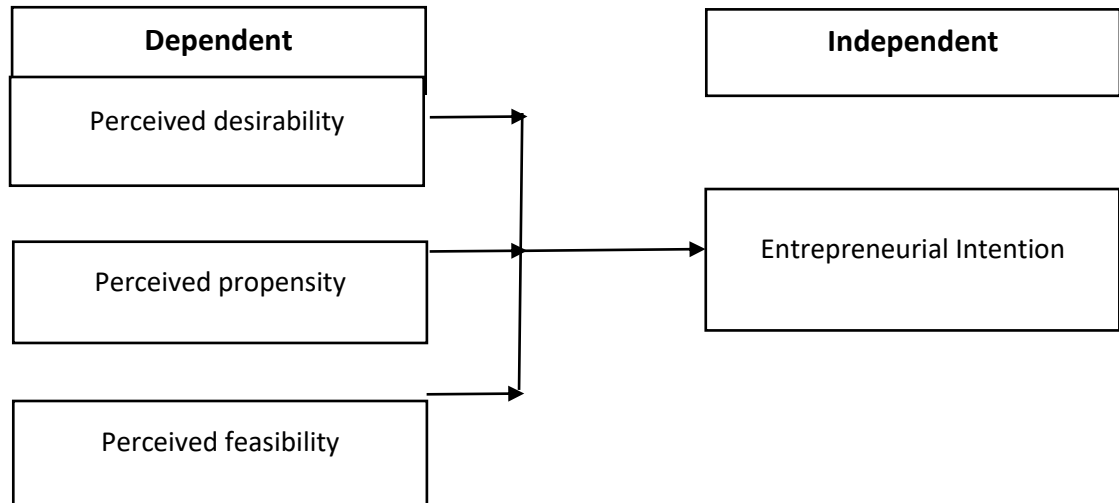
Fig No: 2 The Theory of Planned Behavior (TPB)

The behavioral activity for instance, entrepreneurship is a purposefully planned outcome. Thus, by reviewing opinion and how an individual acts in a specific situation a person can certainly guess whether the individual will ultimately act or not. This model assumes that the innovative business foundation is a firm and planned behavior (Ajzen, 2002).

2.10.2 Shapero's Entrepreneurial Event (See) Model

The Shapero business conference model, developed by Shapero and Sokol in 1982, describes the cultural and social interactions that can lead to the creation of a business that influences one's understanding. This model is clearly an intention model

and is a specific domain area of entrepreneurship. In this sense, the model sees the entrepreneurial model as an alternative or option that arises because of external change. In this model, the business intention depends on three factors: (a) the perception of the desirability; (b) the propensity to act; and (c) the perception of feasibility.



(Mwange, 2018)

Fig No 3: *Shapero's Entrepreneurial Event (SEE) Model*

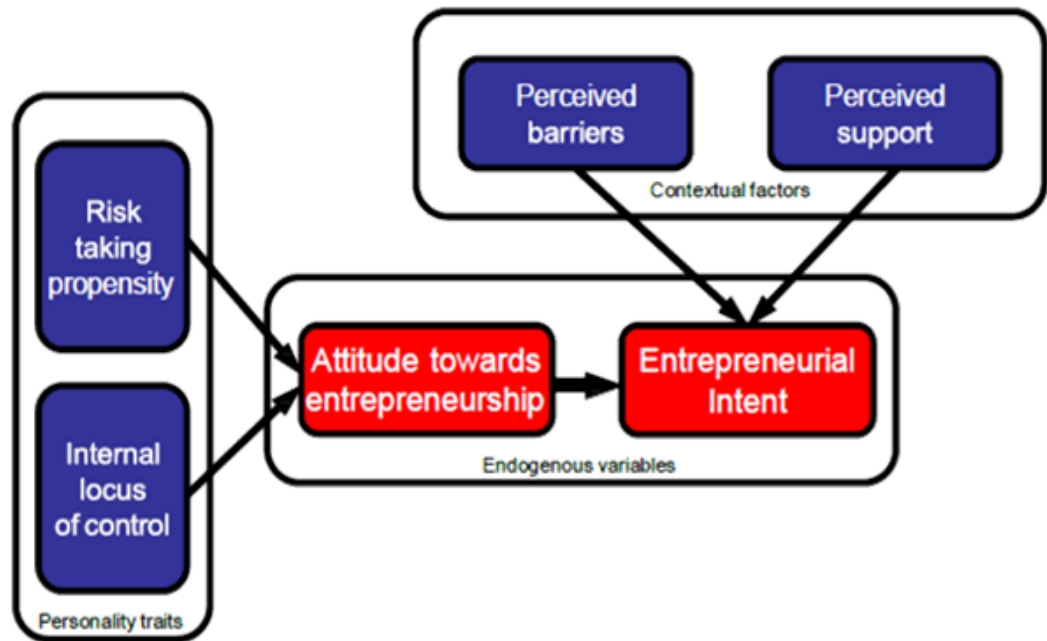
In the SEE model, business objectives are obtained from the determination of suitability and employability, as well as the nature of work based on the opportunities available. The SEE model assumes that the decision to start a new business requires two things. First, the founders of a new company, in this case the company, must realize that starting a new business is “safe” (i.e., Of course these entrepreneurs intend to start a business. Starting a new business is an opportunity to believe. Second, starting a new business requires something liquid (or “replaceable”). Secondly, the trustee works on time, at least on the side of the door of possibility and understanding of interest.

Shapero suggests that the process of creating intention can be subtle. Researchers should examine why behavioral symptoms can have a direct impact on products. Shapero has also dedicated himself to accepting life and intentional desires. You can also try to find out the impact of the door, as this suggests that it may just depend on the level. (Mwange, 2018).

2.10.3 Kruger Structured Model

The difference between support projection and barrier projection is the basis of the Kluger system and derives from the Shapero model. Kluger assumed that the perceived support-fencing relationship predicts the intent of becoming an entrepreneur. Then they deliberately refer to it. Social norms do not always have a significant impact. However, it should be kept in mind that social norms can be culturally different. This means that in some countries social norms support entrepreneurial activities more than in others.

This system (structured model) has been used successfully in business, studying the important role that universities play in business intention. The diagram below shows that universities provide one of the environmental impact factors: entrepreneurial education, “getting help” and barriers, as well as testing students ’willingness to become entrepreneurs (Thu, Abo, & Toma, 2016).



(Thuong, Abo, & Toma, 2016).

Figure No. 4: *Kruger structured model*

2.11 Organizations in Pakistan for Entrepreneurs

The Pakistani entrepreneurial ecosystem has grown substantially in recent years. As a result, getting a concept to market is not nearly as tough as it was two years ago. There are several prospects for potential businesses in Pakistan. There are many organizations who give the entrepreneurial education to people as well as promote the entrepreneurs. The few of organizations which are topmost in Pakistan are as follows:

1. Plan 9
2. LUMS
3. Invest2Inovate
4. Plan X
5. Founders Institute
6. Social Innovation Lab

7. NEST I/O
8. WeCreate
9. OPEN/ TiE
10. NUST

2.11.1 Plan 9

Plan9 is Pakistan's finest technological incubator, with several success stories to its credit. Eyedeus Labs, Patari, BookMe, Vivid Technologies, Markhor, and others are examples of successful startups. Anyone with a prototype product or a concept can apply to Plan9. Every year, Plan9 inducts two batches of businesses, each of which is incubated for six months and receives a stipend, office space, computers, and lots of assistance from seasoned mentors from Pakistan and beyond. You may breathe a sigh of relief if equity is a determining issue for you because Plan9 is a government entity that does not take away any equity.

2.11.2 LUMS

The LUMS Institution for Entrepreneurship (LCE) is a center headquartered within LUMS that offers several programs for entrepreneurs. The Foundation, the most well-known program, provides four months of in-house incubation and acceleration. Each year, the LCE incubation program incubates two batches. The accelerated program accepts applications on a rolling basis, which means you may apply at any moment during the year. Interacta, beauty hooked, Maro Tandoors, AutoGenie, and other LCE businesses are among the best.

LCE, like Plan9, provides a stipend, mentors, and office space, but in exchange for these services, they need a tiny percentage of stock. Similarly, the accelerator program may require up to 3% stake in the firm.

2.11.3 Invest2Inovate

Invest2Innovate is a Pakistan-based accelerator program for impact-based social entrepreneurs. This might be the place to go if your company will have a social or environmental effect. Every year, Invest2Innovate accelerates a batch of 5 to 6 entrepreneurs for a 4-month program. Startups will be able to effectively pitch and raise funds at the conclusion of the program. Popinjay, Amal Academy, Dheere Bolo, and other i2i companies are among the most well-known.

2.11.4 Plan X

PlanX is a Plan9 sister project and an acceleration program. Incubators and acceleration programs in Pakistan differ from those in the rest of the globe. In Pakistan, accelerator programs target entrepreneurs with first customer validation and market fit. They assist these businesses expand by acting as a catalyst. PlanX accepts applications on a rolling basis, so you can apply at any time of the year. PlanX, like its sister venture Plan9, is not investing in startups. Typically, entrepreneurs are allocated advisers and mentors who assist them in taking their company model, marketing, and growth plans to the next level. These advisers also assist companies in raising funds by introducing them to appropriate investors.

2.11.5 Founders Institute

The Karachi Chapter of the Founders Institute is a part of the world's largest entrepreneur training and business launch program. Unlike other entrepreneurial programs, you may continue working while taking these classes. This four-month training program is designed to help you grasp the structure, processes, and complexities of beginning a business from the ground up. We strongly advise you to

complete this course before applying to any of the incubation programs if you have a concept but are unsure how to proceed.

2.11.6 Social Innovation Lab

If you're a social entrepreneur, the Social Innovation Lab is another possibility (SIL). They'll help you find your feet and get off on the right foot; SIL has previously worked directly with social entrepreneurs and formed collaborations with a variety of local and international social groups. The incubator features several notable mentors who will guarantee that your firm and its staff receive the best possible education. SIL aims to empower those who want to build a brighter future for Pakistan by tackling social challenges and entrepreneurs eager to solve them. It is primarily targeted at innovators and people who want to make a social difference. If you have a wonderful idea for a social cause, consider contacting SIL.

2.11.7 NEST I/O

NEST is a Karachi-based technology incubator run by the Pakistan Software Houses Association (P@SHA). The incubation facility opened earlier this year and has already completed its first round of incubation. Every year, NEST incubates three batches for a four-month program. Mentorship sessions, access to 30 Google Entrepreneurial Hubs across the world, and access to investors are just a few of the program's attractions.

NEST also does not take any stock in firms. The incubator offers two types of programs for startups: internal and external incubation. The only difference between the two is that the internal incubates have access to an office space as well as high-speed internet.

2.11.8 WeCreate

WeCreate is Pakistan's first female-focused entrepreneurial community center. If you're a female entrepreneur who wants to start a business or already has one, you should contact the people at WeCreate. WeCreate, like any other incubation center in Pakistan, offers mentoring, networking opportunities, media exposure, as well as money and technical assistance to help businesses grow.

2.11.9 OPEN/ TiE

The Organization of Pakistani Entrepreneurs, or OPEN, is a non-profit organization committed to promoting entrepreneurship in the Pakistani American community. Boston, Silicon Valley, New York, Washington, DC, Houston, Chicago, Atlanta, London, Karachi, Lahore, and Islamabad are all home to chapters. OPEN's Pakistan branches were very recently established, with Karachi opening in 2011.

Because the founders are Pakistani-Americans, the goal of OPEN is to link entrepreneurs from Pakistan and America and bring them together for the exchange of ideas. OPEN also helps entrepreneurs by providing funding options through angel investors and mentorship programs. In the domains of finance, technology, telecommunications, and biotechnology, OPEN has had significant success uncovering talent among Pakistani entrepreneurs.

2.11.10 NUST

This university-based incubator is Pakistan's first technological incubator, headquartered inside one of the country's most respected institutions. While offering the same facilities as an incubator, what sets NUST apart is its additional services aimed at assisting entrepreneurs and their firms in learning lessons along the way.

NUST has certain distinctive characteristics, such as the Career Development Center, which helps students transition from casual to professional status by providing professional knowledge and business life lessons. Another benefit of NUST is industry relations, which makes it simpler for your business to approach companies. These are only two of NUST's numerous advantages (Rizwan, 2021).

2.12 Conclusion

In summary, this literature review provides valuable insight into the history of entrepreneurship, the evolution of entrepreneurial education, and the factors that influence entrepreneurial intentions and attitudes. A historical perspective shows the age-old nature of entrepreneurship and its impact on societies at different times. The Industrial Revolution revolutionized the business environment, leading to advances in technology, production methods, and automation. Modern entrepreneurship is characterized by global competitiveness and the need for entrepreneurs to adapt to a rapidly changing business environment.

The literature also emphasizes the importance of entrepreneurial education in fostering entrepreneurship and developing the skills and knowledge necessary for successful entrepreneurship. Entrepreneurship education has evolved from being primarily offered in business schools to being integrated into different disciplines and areas of study. Its purpose is to prepare individuals for the reality of entrepreneurship and equip them with the entrepreneurial spirit, skills, and abilities necessary to succeed.

Additionally, the report explores the role of attitudes in shaping corporate intentions and behavior. A positive attitude towards entrepreneurship and confidence, flexibility, and willingness to take risks are considered key drivers of entrepreneurial activity. Entrepreneurial attitudes can be influenced by factors such as education,

entrepreneurial experience, and personal characteristics. Based on these findings, the next chapter will focus on the methodology used in this study. It provides an overview of the research designs, data collection methods, and analytical techniques used to examine the relationship between entrepreneurship education, entrepreneurship, and entrepreneurship in the Pakistani context. Understanding the methodology of the research provides insight into how the research was conducted and how the results were obtained, providing a solid foundation for subsequent analysis and interpretation of the results.

CHAPTER 3

METHODOLOGY AND PROCEDURE

3.1 Research Approach

In this study, mixed method approach was used. The mixed method approach can be defined as, mixed methods research is a type of study that incorporates and integrates both qualitative and quantitative research techniques. It entails gathering and evaluating quantitative and qualitative data to better understand a phenomenon and respond to the research questions (George, 2021). Mixed methods are less reliant on established research paradigms and disciplinary boundaries. They give you more freedom in how you structure your research and let you combine elements of various study types to produce the most illuminating findings (George, 2022). The researcher had selected this approach because she wanted to thoroughly explore the opinions of graduating students of Management Science department as well as helps the researcher to fully comprehend the issue or phenomena they are examining.

3.2 Research Design

The goal of the phenomenological method is to illuminate the specific, to identify occurrences by looking at how they are interpreted by the people involved in the situation. In the human domain, this usually means acquiring 'deep' knowledge and perspectives using inductive, qualitative procedures like interviews, discussions, and participant observation, and expressing it from the perspective of the study participants (Lester, n.d.). The researcher had used this design because it is a most appropriate method to accomplish the research objectives as well as to grasp an in-depth information relevant to the entrepreneurial intentions of graduating students.

3.3 Research Method

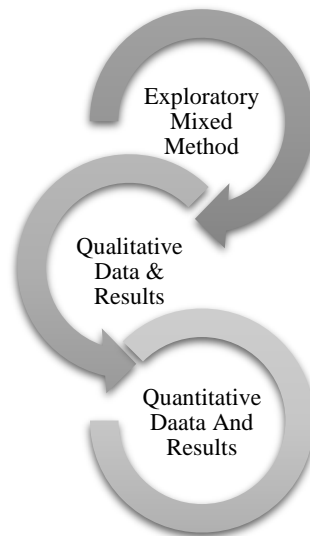


Fig No.:5 Research Method

In this study, the researcher had use exploratory sequential mixed research method. When we explore a new problem or phenomena or work on a phenomenon which have little information is called exploratory research. This method is usually used when an investigator has no or little information about a topic (Kumar, 2015). The exploratory sequential mixed research method is a method in which you will first collect the qualitative data and result and then collect quantitative data. The reason behind choosing this method by the researcher is that she had insufficient information on her subject, and she also selected this method because it will help her to accomplish the objectives of this research.

3.4 Population:

All the students at public sector universities of Islamabad were the population of this study. There are 13 universities in Islamabad. The list of all public universities who had Management Science departments and recognized by HEC can be seen at the end of the study, in Annexure L Firstly, the researcher had to select those universities

which have Management Science Departments and taught entrepreneurial course in same programs. Out of thirteen public universities in Islamabad, there were six universities which had management science department while seven universities do not have management science department. The researcher fined the scheme of studies of those six universities from which she found that two universities do not teach entrepreneurial courses or not in same programs. While four universities taught the entrepreneurial course in same programs, so, she went for the permission to collect the data. But two universities did not allow her to collect data due to their university policies while other two allowed her to collect the data. The researcher had selected the graduating participant from Management science department of two public sector Universities situated in Islamabad because they will be passing out and will start their career in near future and better give opinion on Entrepreneurship at university level.

Table No: 3.1

Population of The Study

Sr. No.	Institute Name	Number of population
1	National University of Modern Languages (NUML)	64
2	Air University	65

The above table showed that National University of Modern Languages (NUML) and Air university's students were the population of the study. It also showed that there were 64 students from NUML University while 65 students were from Air University, 129 total number of students which were the part of the population

according to the study's criteria. The researcher had only selected these two universities because rest of the universities did not had management sciences department or entrepreneurial course was not included in their curriculum.

3.5 Inclusion Criteria:

The researcher had selected the sample from BBA and MBA Programs of Management science department of two public sector Universities situated in Islamabad who have business education as well as have studied the relevant course.

The researcher was careful in choosing the purposive sampling technique and multistage sampling technique that had helped researcher in selecting the sample. This sampling technique has helped the researcher to fulfill her purpose of the study and according to that purpose she had selected the participants (Farooq & Tabassum, 2017).

3.5.1 Selection of Participants

There were seven steps through which the researcher had selected the participants for her study:

Step 1: The researcher had selected two public sector universities of Islamabad as the population of the study. Researcher had selected National University of Modern Languages and Air University. Researcher selected these two universities because both universities had MBA and BBA programs as well as they teach Entrepreneurial course in these programs.

Step 2: The researcher had requested the Dean and Head of the Department (HODs)/ coordinator of Management Science Faculty to give the scheme of studies (see Annexure G &H) of all BBA and MBA programs. According to this list, the researcher had selected her sample (participants).

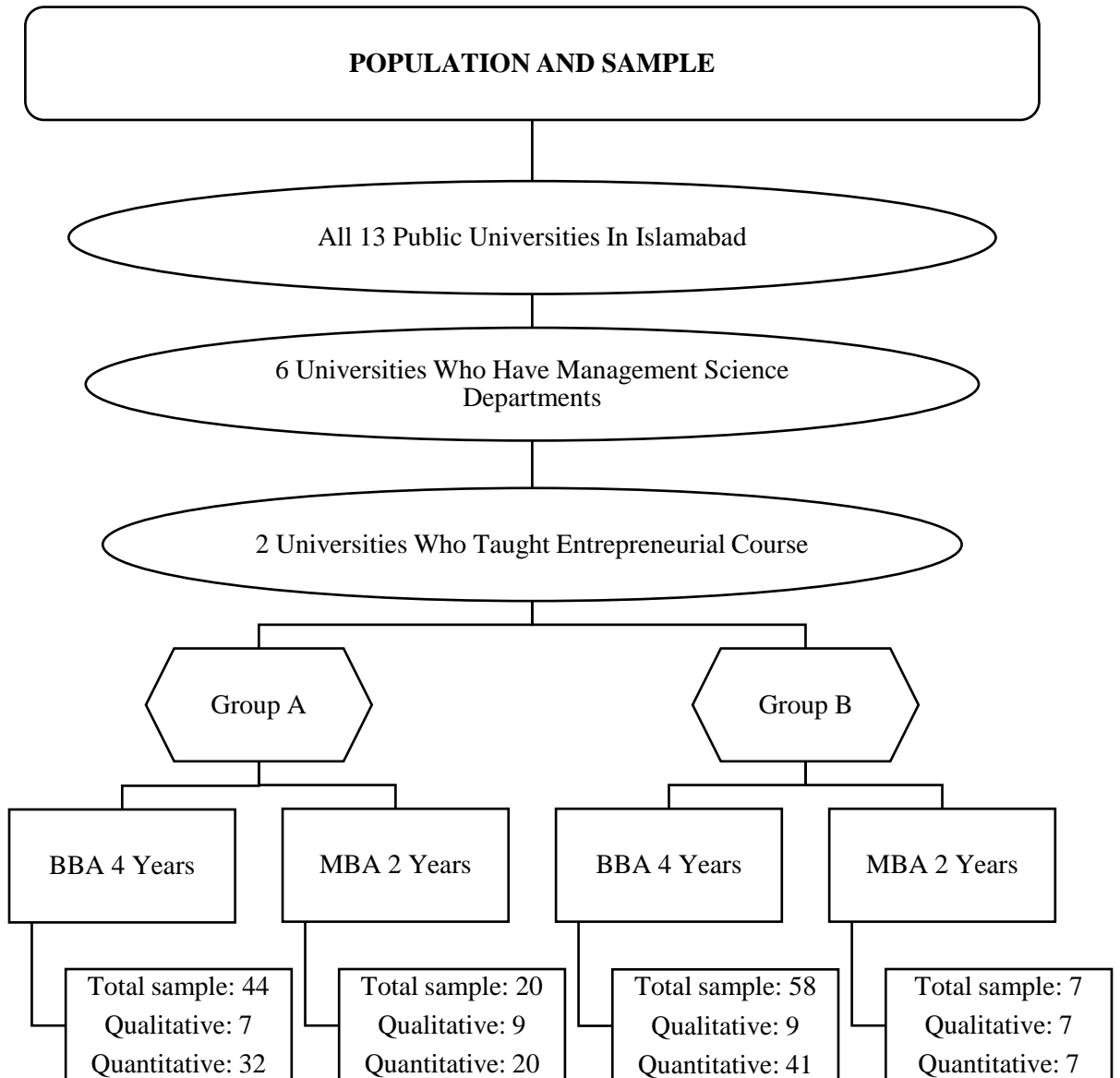


Figure No: 6: *Population and sample*

Step3: In third step, the researcher compared the course outlines of all the ongoing BBA and MBA programs in both of selected universities. The researcher had selected the programs in which the participants were studying entrepreneurship course. She had selected BBA 4 Year Hons and MBA 2 Years programs for her study.

Step 4: In the fourth step, after selecting the program, the researcher selected the participants from those semesters in which they were still studying the course of entrepreneurship. According to scheme of studies, the researcher selected BBA (Hons)

5th semester from Air University and 6th semester from NUML and MBA 2 years; 1st semester from Air University while 4th semester from NUML.

Step 5: In this step, the researcher had requested the Head of Departments of both universities to enlist twenty graduating students who fulfill the criteria with their name, Email Id's and contact numbers as researcher need at least forty students to participate in focus group discussion. The university provides the researcher with contact number of educators who were teaching entrepreneurship course in those semesters to contact them as they will further help her out.

Step 6: In sixth step, the teachers recommended those students who have the best knowledge about entrepreneurship. In NUML University, there were seven out of forty-four from BBA (Hons) and nine out of twenty from MBA 2 years students willingly participated in the discussion. While in AIR University, there were nine out of forty-eight from BBA (Hons) and seven out of seven from MBA 2 years students participated in the discussion willingly.

7 step: In the seventh, the researcher got the consent letter (See Annexure D) signed by the participants along with their contact numbers and email-ids. Then she conducted her focus group discussion. The researcher wanted at least 40 participants in her study but there were only 32 participants total in number who were willingly wanted to participate in the discussion. As the universities had hybrid system or had online classes due to Covid-19, the researcher had to select these students for the discussion.

Step 8: After the discussion, the researcher made an instrument and sent them via WhatsApp to fill it out by 100 participants to collect the quantitative data. The researcher used this method to collect the data because universities were close and students were having online classes due to Covid-19

Table No: 3.2

Sample of the study

	Group A		Group B		Total	
	BBA	MBA	2	BBA	MBA	2
	(Hons)	Years		(Hons)	Years	
Population	44	20		58	7	129
Qualitative	9	7		9	7	32
sample						
Quantitative	32	20		41	7	100
sample						

The above table showed that the researcher had taken 119 participants as her population. Sixteen participants from NUML University, there were seven participants of BBA (Hons) and nine were from MBA. 2 year for qualitative data while there were thirty-two participants of BBA (Hons) and twenty were from MBA 2 year for quantitative data. It also showed that she had taken participants from Air University as well which were sixteen in number for qualitative data. There were nine participants of BBA (Hons) and seven were from MBA 2 years. While there were 41 participants of BBA (Hons) and seven were from MBA 2 years for quantitative data.

3.6 Instrument:

The research had constructed two instruments as she was using triangulation method for her study. Triangulation is the simultaneous or almost simultaneous use of

many instruments to study the same phenomenon. When various data acquired using various tools offers proof that backs up a similar interpretation or conclusion, its objectives are met (Zalles, n.d.). The researcher used this method because she wanted to validate her data by using multiple instruments. The first instrument was developed for focus group discussion. She developed twelve semi-structured and open ended questions to conduct a focus group discussion. She used this instrument because she wanted to get the opinions of participants related with entrepreneurship. The researcher had attached instrument at the end of the study in Annexure E. The second instrument, questionnaire was developed based on qualitative data to cross check the student's opinions. The researcher used this instrument because she wanted to check the frequency of participants' responses. This instrument had two parts. One is related with their basic demographic information while other was based on two variables. This instrument had structured and close ended questions. There were 25 questions in this questionnaire and each question had three options from which the students had to select like multiple choice question. The researcher had attached instrument at the end of the study in Annexure F.

3.7 Validity of Instrument

To validate the instrument, firstly, instrument was validated by two researchers/educators from two universities. They had checked the content validity of an instrument. They helped the researcher greatly in improving her instruments in better condition by giving feedback on instruments.

After the approval (see in annexure J & K) and validation of the instrument, the researcher conducts pilot testing through an App called WhatsApp due to the tight schedule of participants. She sent small group of students who were currently taught entrepreneurial course to fill the sample of questionnaire.

3.8 Reliability of Instrument

To check the reliability of first instrument, the researcher firstly collected the data from the participants. Afterwards, the researcher selected the reliability in which the reliability is good to excellent if the response of every participant is different from each other and less repeated or same answered. She finds out the about how many people have different response to each question. The results showed that the responses of participants were different and less repeated, so the reliability of first instrument is good enough to use.

As mentioned above, the researcher had sent the instrument to small group of students who were taking entrepreneur course for pilot testing. She sent questionnaire to 40 students who were not participant of this study. After words, the reliability of tool was checked. The reliability of the instrument was as follows:

Table No: 3.3

Reliability Statistics of Instrument

Cronbach's Alpha	Cronbach's Alpha Based	N of Items
	on Standardized Items	
.575	.564	25

As mentioned above, the researcher had sent small group of students who were taking entrepreneurial course for solving the survey for pilot testing. The researcher has chosen SPSS Statistical 21 Software to check the reliability of instrument. The reliability of instrument was .575 which is less than 0.7. This indicates that the instrument is poorly reliable and it needs improvement to use this instrument.

So, the researcher checked the whole instrument's items by SPSS software. She check the reliability of each item with the help of "if item deleted" option. According to result, there were four items which have lowest reliability in whole document. The researcher removed those four items from the list to increase the reliability of the instrument.

Table No 3.4

List of Items deleted

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Cronbach's Alpha if Item Deleted
Entrepreneurial concept	49.90	37.779	.639
What motivated you to become an entrepreneur	50.10	37.463	.648
Which factor will help you in becoming an entrepreneur	49.20	38.168	.642
How can we improve entrepreneurial education	49.90	38.621	.662

Above mentioned table states that the statement with less reliability 0.10 to 0.66 have been removed from the questionnaire to improve the reliability of the instrument.

Table No: 3.5

Improved Reliability Statistics of Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.690	21

The improved reliability result shows that the value of Cronbach's Alpha is 0.700 (as showed in table no. 3.3). The reliability of an instrument above 0.7 is good tool and can be used which indicates that reliability of this instrument is acceptable, and researcher can use this instrument for her study.

3.9 Reliability & Credibility of Qualitative Data

To check the reliability of the focus group discussion data firstly, the researcher had an online discussion with six participants to find their responses as well as check if there is need for focus group discussion questions change in anyway. Their response was better than expected. There were different responses of each person and had different opinion which helped the researcher to check the reliability of the data.

After that, in second step, researcher had two discussions from each group which were recorded and then transcribe the data. Afterwards, researcher had sent the transcribed data in WhatsApp groups for participants to recheck their responses so that there is no biasness in the data. In third step, researcher had used triangular method to check the credibility of the data. After collecting and analyzing the data of focus group discussion, the researcher made an instrument (a questionnaire) to crosscheck the frequency and validity of the data.

3.10 Data Collection

The researcher had personally collected majority of the data with the permission of university management (see in Annexure C for permission letter). The data was collected from the graduating students of management sciences department in public sector universities of Islamabad. Firstly, the researcher used focus group discussion method to collect data. The focus group discussion helps the individual to interact with each other for a purpose. For focus group discussion the researcher will audio record the whole session (Farooq & Tabassum, 2017). The researcher had selected this method because researcher wanted to collect detailed information on the topic. She also selected this method because the participants will be free to convey their thought, feelings, and opinions.

The main research question of this study was how can entrepreneurial intentions strengthened in Management Science graduating students at university level? To find out the answer to this question, the researcher had list out questions for discussion. The focus group discussion's questionnaire was semi-structured. The list of questions discussed during the focus group discussion can be seen at the end of the study in (Annexure E). The researcher had chosen semi-structured questions because it helped the researcher with a guideline, and she can include new questions during the discussion due to its flexibility.

Table No: 3.6

Focus group discussion questions

RQ: how can entrepreneurial intentions strengthened in Management Science graduating students at university level?

Constructs	Interview Questions
Entrepreneurial Knowledge	<ol style="list-style-type: none"><li data-bbox="676 315 1390 425">1. How can you define the concept of Entrepreneurship?<li data-bbox="676 465 1390 645">2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?<li data-bbox="676 685 1390 936">3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?<li data-bbox="676 976 1390 1155">4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?<li data-bbox="676 1196 1390 1305">5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?<li data-bbox="676 1346 1390 1525">6. How can the educational institutes motivate students in developing the entrepreneurial intentions?<li data-bbox="676 1565 1390 1892">7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how these factors help in developing entrepreneurial intention and self-efficacy?

	8. What are your suggestions to improve Entrepreneurial education among university students?
Entrepreneurial Attitude	1. Have you ever thought of self-employment and if yes, what motivated you to think about becoming an entrepreneur?
	2. What are your strengths with respect to this concept?
	3. How will those strengths or skills help you in becoming entrepreneur?
	4. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?

The above table showed that there were twelve question in total asked to explore the Entrepreneurial Intentions among graduating students. There are eight question related with Entrepreneurial Knowledge of participants' while four questions were related with Entrepreneurial Attitude.

The researcher had made a schedule to conduct Focus Group Discussion from the participants (see Annexure I). Then according to that she had discussions from each program. The researcher gave the code name to universities like A and B then she coded

each discussion A, B, C and D. the researcher also coded the participants according to their discussion code name.

Table No. 3.4

Group Distribution

Group A (NUML)

Group B (Air University)

Participant A1

Participant C1

Participant A2

Participant C2

Participant A3

Participant C3

Participant A4

Participant C4

Participant A5

Participant C5

Participant A6

Participant C6

Participant A7

Participant C7

Participant B1

Participant D1

Participant B2

Participant D2

Participant B3

Participant D3

Participant B4

Participant D4

Participant B5

Participant D5

Participant B6

Participant D6

Participant B7

Participant D7

Participant B8

Participant D8

Participant B9

Participant D9

The above table show that the researcher had made two groups. The participants from NUML named as group A while the participants from Air University were named as group B. there were sixteen participants from each group. There were two groups A and B. the participants were coded according to the discussions conducted and their code name started with A, B, C and D respectively. The participants started from code Participant A1 to A7 were from BBA 4 Years while B1 to B9 participants were from MBA 2 Years program of NUML which is group A while the participants started from code Participant C1 to C7 were from MBA 2 Years while D1 to D9 participants were from BBA 4 Years program of Air University which is group B

The focus group discussion questions were asked from graduating students within one hour. The focus group discussion questions were open-ended questions because that helped the participants to express their feelings and thoughts more freely. There was one question included during the discussion which was

- Do you need a mentor to become an entrepreneur? What will be the role of mentor if you to become an entrepreneur?

This question was raised when students were giving their opinion on how educational institutes motivate students in developing their entrepreneurial intentions?

The researcher had collected the data with the help of audio recorder so she can focus on only discussion and noted down important points as well. For the second instrument, the researcher had collected the data through an Aap called WhatsApp. She used this Aap because due to covid-19, the schedule of participants was packed, and they don't had time to fill out the questionnaire in university. She had made group as she had their contact numbers and then she sent the second instrument in those groups. The students filled the questionnaire within two days.

3.11 Data Analysis

After collecting the data in audio recorder, the next step was to analyze the data. There were five steps to conduct the analysis of the data which were as follows:

3.11.1 Step 1: Transcribing, Reading And Re-Reading The Qualitative Data

The researcher had interpreted (the interpreted data can be seen in Annexure M & N) the qualitative collected data and then analyze by thematic analysis. The researcher had used this method of analysis because it was helpful for her in describing the data in detail as well as can write her own opinion. The researcher listened the audio again and again and read all four focus group discussions so there will be no mistake in the data and it will be easy for researcher to analyze the data.

3.11.2 Step 2: Making Initial Notes On Each Focus Group Discussion

During reading and re-reading the data, the researcher noted down the important points on each data. The researcher had analyzed her data with the help of NVivo software. This software was developed for the analysis of qualitative data, and it helped the researcher to work efficiently. The researcher input four interpreted data in NVivo software to analyze them one by one. The researcher firstly used code names to make easy for herself to analyze the data

3.11.3 Step 3: Identifying The Emergent Themes

In third step, the researcher used those codes to make a theme and edit the data accordingly. By coding the data, it was very helpful for researcher to separate them in categories and then make a theme by combining those codes. Afterwards, researcher searched and researched whole coded document and then edit in themes accordingly

3.11.4 Step 4: Analyzing Quantitative Data

After analyzing the data, making a tool, and collecting qualitative data. The next step was to analyze the data. For quantitative data analysis, the researcher had used MS Excel software as it was helpful to analyze the frequency of quantitative data more effectively. The researcher only analyzed frequency because she wanted to recheck the number of participants' response, as, whether number of participants' response is still same or there will be changes

CHAPTER 4

DATA ANALYSIS & INTERPRETATION

4.1 Qualitative Analysis

After collecting the data, the researcher interpreted the data and organized it. As made themes out of constructs which were related with the objective of the study. There were six themes emerged from the data and one sub- theme

Table no. 4.1

Theme Mapping

Super-ordinate themes	Sub-themes
<hr/> RQ: How can entrepreneurial intentions be strengthened in graduating students at university level <hr/>	
Super-ordinate theme	1
Entrepreneurial concept	
Super-ordinate theme	2
Entrepreneurial education	Sub-theme 2.1: Entrepreneurial education and covid-19
Super-ordinate theme	3
affecting Entrepreneurial Education.	Factors
Entrepreneurial Intentions & Self-efficacy	

Super-ordinate theme 4 Need of
mentor

Super-ordinate theme 5
Entrepreneurial skills

Super-ordinate theme 6
Entrepreneurial intention &
motivation to become entrepreneur

Super-ordinate theme 7 Business
Ideas

The above table showed there were overall six Super-ordinate themes from which four themes were related with Entrepreneurial knowledge while other two were related with Entrepreneurial attitude. First Super-ordinate theme Entrepreneurial concept, second Super-ordinate theme Entrepreneurial education with sub-theme 2.1 entrepreneurial education & covid-19, third Super-ordinate theme Factors affecting EE. EI & Self-efficacy, and Fourth Super-ordinate theme Need of mentor were related with entrepreneurial knowledge while Fifth Super-ordinate theme Entrepreneurial skills, sixth Super-ordinate theme motivation to become entrepreneur & Entrepreneurial intentions and seventh Super-ordinate theme Business ideas were related with entrepreneurial attitude.

There researcher made two groups. The participants from NUML University named as group A while the participants from Air University were named as group- B. there were sixteen participants from each group. The details of group distribution were as follows:

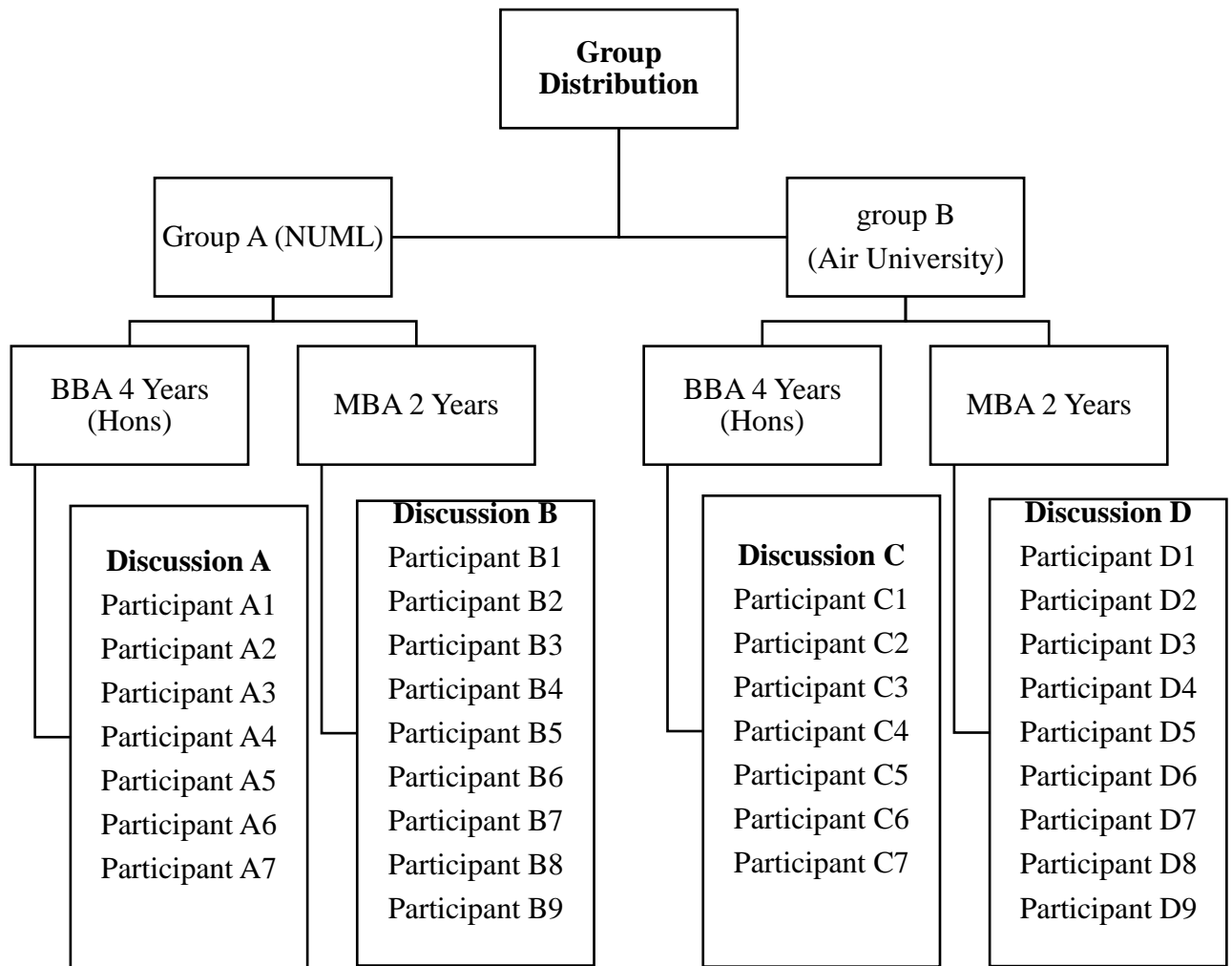


Figure No. 7

Grouping of Participants

The above figure show that there were two groups A and B. the participants were coded according to the discussions conducted and their code name started with A, B, C and D respectively. The participants started from code from participant A1 to B9 participant, they belong to group A while from participant C1 to D8 they belong to group B.

4.1.1. Demographics

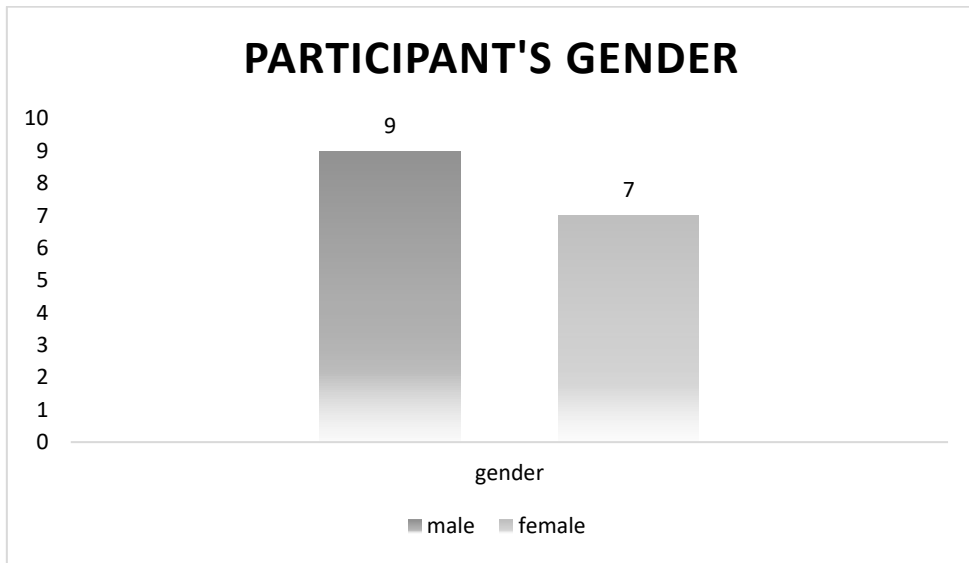


Figure No. 8: Participation No. according to gender of group A

The above figure showed that in group A, there were sixteen participants. Seven participant's gender was female while nine participants were male gender.

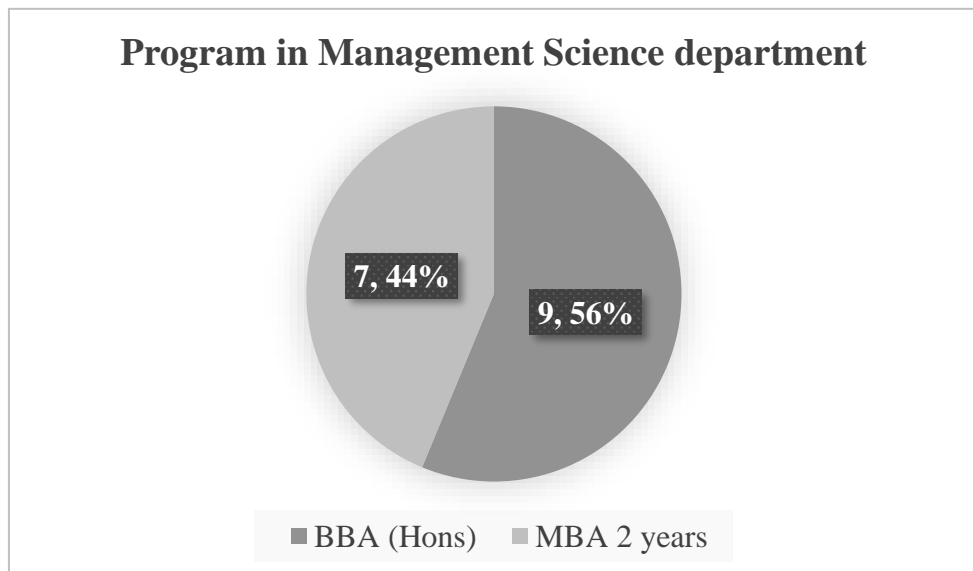


Figure No. 9: Participation No. according to programs of group A

The above figure showed that there were two programs from management science departments. In group A, there were nine participants belong to MBA 2 years program while seven participants were from BBA (Hons).

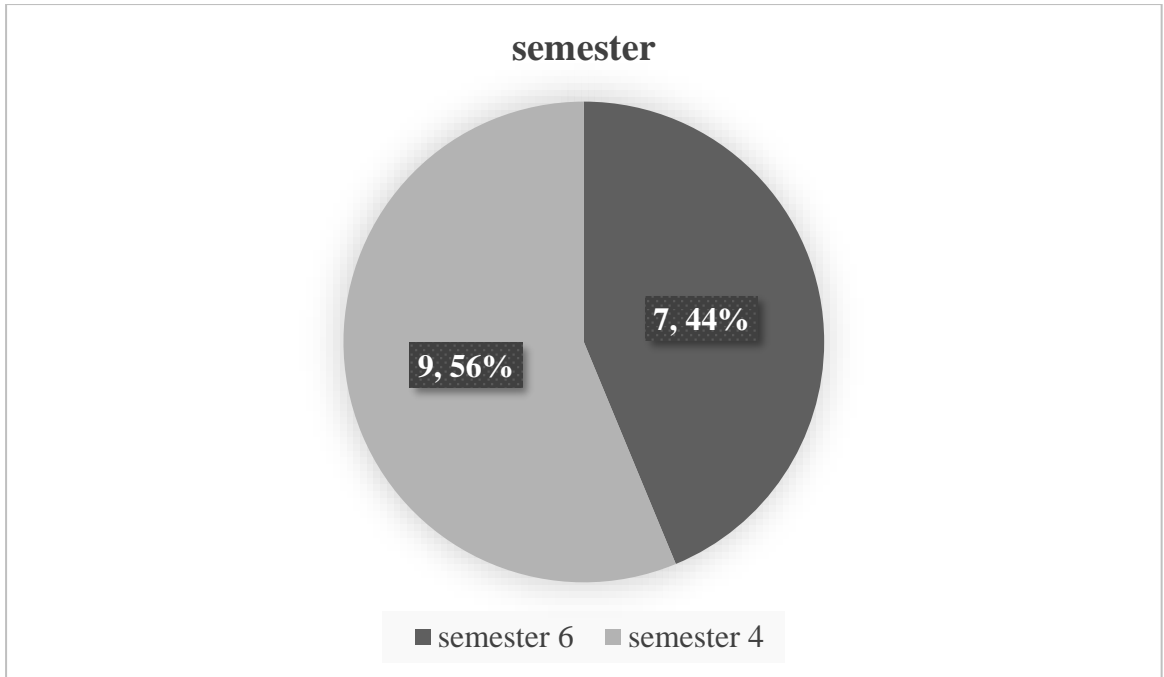


Figure No. 10: Participation No. according to semester of group A

The above figure showed that in group A, there were total sixteen participants who were part of this study. There were seven participants from sixth semester while there were nine participants who were from 4th semester.

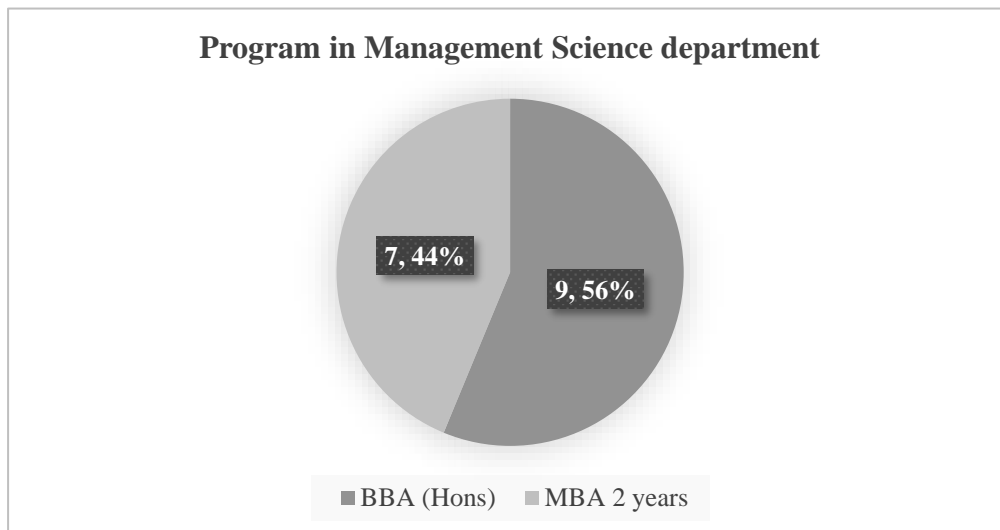
There were seven participants from BBA Program. From A1 to A7 participant, they belong from sixth semester. There were three females and four males in the first discussion. In the same way, there were nine participants from MBA Program. From B1 to B9 participant, they belong from fourth semester. There were four females and five males in the second discussion.

Figure No. 11: Participation No. according to gender of group B



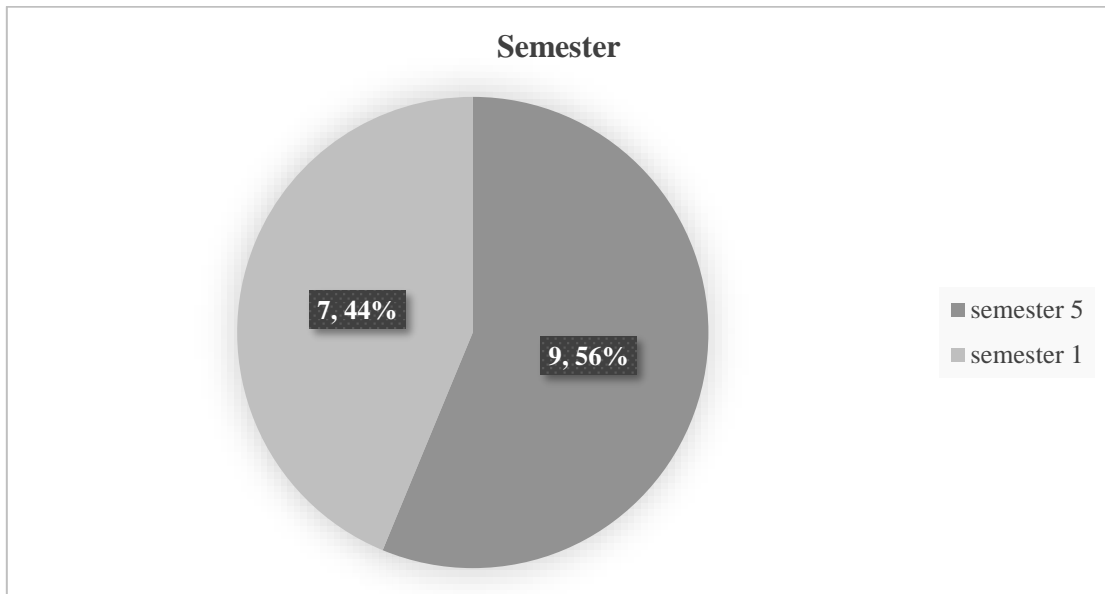
The above figure showed that in group B, there were sixteen participants. Thirteen participant's gender was female while three participants were male gender.

Figure No. 12: Participation No. according to programs of group B



The above figure showed that there were two programs from management science departments. In group B too, there were nine participants belong to MBA 2 years program while seven participants were from BBA (Hons).

Figure No. 13: Participation No. according to semester of group B



The above figure showed that in group B, there were total sixteen participants who were part of this study. There were nine participants from fifth semester while there were seven participants who were from first semester

There were seven participants from MBA Program. From C1 to C7 participant, they belong from first semester. There were five females and two male participants in the first discussion. In the same way, there were nine participants from BBA Program. From D1 to D9 participant, they belong from fifth semester. There were seven females and two males in the second discussion.

Group A

Entrepreneurial concept

There are many people who defined the entrepreneurial concepts for more than decades. There were eight respondents out of sixteen from group "A" who explained their concept on entrepreneurship which are as follows:

There were two participant from first discussion who think that developing a new business with the help of unique idea is entrepreneurship. According to the respondents from first group **A4 participant** stated that,

“It is like starting a new business from your own idea or unique idea”

A2 participant further elaborate the A4 participant point of view by saying

“You have an idea in mind than you like implement it into reality”.

A5 participant told us that according to her the concept of entrepreneurship is *“An idea of business to earn profit”*. A7 participant also thought about earning profit

In second discussion, there were three participants who thought that entrepreneurship is all about new business. **B8 participant** point out her concept of entrepreneurship by editing some point of view and told the researcher that:

“An entrepreneur is a person who starts a new business, taking on the majority of the risk and reaping the majority of the benefits. The process of starting a business is known as entrepreneurship. The entrepreneur is frequently viewed as a source of new ideas, commodities, services, and business or methods.”

Three participant talked about developing a new venture with the help of the unique or new ideas. **B1 participant** told us that according to him, the concept of entrepreneurship is

“Entrepreneurship is something that you come up with a new idea in a market where already some businesses are already there, but you are coming with a different idea a different strategy to capture more some part of the market.”

B8 participant was a participant who thought that the taking risk and earn the profit from it. The **B8 participant** stated that

“An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards.”

Business idea

Every person has their own observation skills and have their own way of thinking. In this theme, the participants from group “A’ explained their business ideas on which they wanted to work or thinking of starting their start-ups. There were twelve out of sixteen participants from group “A” who had described their business ideas and all participants have different ideas. Some of those ideas are as follows:

A6 participant started answering that

“My business idea will be adding new restaurant in Islamabad with a new theme that is not been introduced in Islamabad so it would be like attractive, and it will help me profit and stuff”

A6 participant further explained that

“Like in Islamabad, if there is no restaurant that provide you the village type of theme and everything like that. So, I think to start a business, elite type of business that provide you a village theme and everything like that will help me achieve my goals and stuff”

A5 participant said that her idea is

“I will be opening a store of traditional arts & craft because I think that needs to be promoted more”

The researcher asked about “when and how you thought about this idea?” from participant A5 and she told researcher that

” as we have seen that we are like mixing our culture with Westerns a lot and I think that people, especially from Islamabad don't know what their actual cultures are and what are their arts and traditions? And I think, it would be helping people a lot to know about what their traditional arts and crafts like crockery and stuff is actually. It is like all of trends these days and I think this should be brought back”

B6 participant started answering that

“I will prefer digital marketing because now a days it will help us in very field of life and give us many opportunities.”

B3 participant idea was

“My business idea would be biodegradable cutlery items which is need of this era because these items will contribute towards society and they will be very helpful for our next generations”,

B7 participant said that her idea was

“I like to do event management because it's kind of growing business in future.”

B4 participant said

“I want to start becoming entrepreneurship because our products or services to be offered purchasing online consulting services like I have to offer these services are all around Pakistan. Our purchasing consulting services provide online a wide range of strategies sourcing and appropriate consulting services like our, our target customers, target customers online purchaser so that's it.”

B9 participant idea was

“Design and sell print on demand. T shirts, T shirts, T shirts, hats, phone cases, hoodies, skirts, and more become canvases for your creativity. You can think up witty

slogans for developers or references that that resonate with people honors if there's passion and pride within a community, there's potential t shirt business you can start.”

Motivation to become an entrepreneur and Entrepreneurial intention

In this theme the participants will express their reasons which motivate them and explained whether they wanted to become an entrepreneur and the reason on why they wanted to become an entrepreneur. They will explain their motivational factors to become an entrepreneur or develop their intentions to become an entrepreneur. There were seven out of sixteen participants from group “A” who have expressed their motivation factors which will help them in becoming an entrepreneur and expressed their entrepreneurial intentions and gave reasons behind their intentions.

In the first discussion, the reason of being motivated to become an entrepreneur of respondent’s **A4 participant** was that *“To become a self-boss”* and **A1 participant** had the same thought

A5 participant spoke that her reason behind becoming an entrepreneur is:

“To achieve an idea”

A6 participant’s reason was

“To achieve your goal”

In second discussion, the reason of being motivated to become an entrepreneur of respondents **B6 participant** is that

“Yes, I want to become an entrepreneur. like this I get new opportunities in life to do something r to prove myself. And I want to become independent and buy doing business I will give opportunities to other people as well.”

The respondent **B1 participant** spoke that

“Actually, entrepreneurship is something that where you are doing business and in that way you can employ other people. So, it always motivates us that we are become will become the source of livelihood of someone. So that really inspire us, and it's especially inspired me.”

And **A6 participant**'s reason was

“I like to become entrepreneurs because I'm doing studies in business also, and also some ideas in my mind that, like to that I like to become entrepreneur about those which attracts me, just like event manager and event management and photography etc., and blogging.”

Entrepreneurial skills

“Entrepreneurial skills” is a theme in which the participants had explained their entrepreneurial skills they have as well as their strengths to become an entrepreneur. This theme also explains on how those skills and strengths will help them in becoming an entrepreneur. There were eleven out of sixteen participants from group “A” who have explained their skills and strengths regarding entrepreneurship, which were as follows:

A4 participant and **A5 participant** skills is that they are

“Innovative”.

A2 participant further explained that

“I have firm believes in my skills strengths”

A6 participant explained his strength by saying

“It’s like, if you are motivated to do a big start a new business, you will do anything to achieve it and in future it will help you to achieve your goals to become an entrepreneur. My dream business can help me to motivate me”

A7 and A2 participant agreed with participant A6 point of view. **B1 participant** stated that

“As far as my strength is that I am a good communicator as well as I am a good team worker. So, and the more thing is that to everyone as want to earn something additional, additional for their different lifestyle, for their, for improving their lifestyle. So, if you are doing a job and in addition to that job, you would like to do some businesses. So, my strength in that way is that my practical experience working in an organization which helps me to prove my confidence and give me a platform where I can interact with different people and generalize my those links. So, it really makes me to start a business”,

B3 participant participant’s strength is

“And the job limits us so in order to be a market leader we should start a new business which should be done through applying the entrepreneurial concepts practically as a business student, we, I must recommend, and it's a very great strength to be an entrepreneur in future”

B4 participant’s strength is that

“Being an entrepreneur is not for the faint of heart, but the if, but if you build it, they will come mentally does not always work either it takes a balance of solid planning and research to justify making those leaps of faith.”

B3 participant

“Group work as we are, we are studying this course already in our degree program. So, we are working on many projects, which leads us to be a good team leader and we are able to perform in groups. So, I would recommend these skills for being an entrepreneur.”

While **B4 participant** said

“while you may while you may be the vision the patient and the work workhorse of your business it is important to remember that your company can only go so far with only one person behind the wheel learn how to build a team and focus your energy on building something bigger than yourself your drive your drive should not be just about building a successful business but creating opportunity for others.”

Entrepreneurial education

This is the theme in which the researcher will analyze the data related with entrepreneurial education. In this theme the twelve out sixteen participants from group “A” who had expressed their thoughts on entrepreneurship course they were studding, benefits of this course, entrepreneurship course importance and its education.

A2 participant think that,

“Yes, because before learning on opting this course, I had no intention to start over my business or anything but now after studding about it and knowing about it more, I think it should be promoted a lot. I guess it leads rooms for creativity and global issues”

A6 participant agreed with A2 participant's point of view and spoke.

“I think entering the market without knowledge, has something useless and after certain studding entrepreneurship, I learned a lot about market and new ideas etc. I think it really helped me thinking of new ideas”.

A2 participant suggested on how the educational institute can motivate students in developing the entrepreneurial intention and stated that:

“I think with teaching the course that would, they should be focusing more on implementing those ideas and help those students out”.

B9 participant thought that,

“I think entrepreneurship courses help us to identify gaps between identify gaps between knowledge and develop the skills need to fill them like find confidence networking, strategic thinking skills and knowledge to how to accept and act on a feedback.”

B1 participant gave a detailed answer on the benefit of entrepreneurial education and stated that:

“entrepreneurial education or teaching us how we start our business because before this if I what I have learned that we were I was not I was not aware about the target market what is target market entrepreneurship subject tells us that what is your target market and how you penetrate in the market either to a brand challenger or you are going to view the market so entrepreneurial teaching tells us that how you start your business and the other things about what is your how much investment is required, and how much how you start your business your financial matters and all day.”

B3 participant agreed with B1 participant’s opinion. **B5 participant** said

“And entrepreneurship goals can improve the entrepreneurial intentions certificate satisfaction towards the entrepreneurship course and learning efficacy of technical university students.”

B6 participant

“Yes entrepreneurship education helps an individual to show his creativity and help his to work on his ideas and provide wide change of opportunities.”

B8 participant perception was “

Yes, because educational, education helps an entrepreneur to understand the basic of running a business before starting one.”

A6 participant further gave his perception on entrepreneurial education sufficient for them to develop their intentions to become an entrepreneur or they need further training, by saying that:

“We need trainings. I guess theory alone is not enough, there should be practical, different activities, something like that”

A1 participant opinion was,

“I am visiting a certain organization, an agency where housewives work there and seeing how things work there. And I am meeting with certain entrepreneurs that will be more helpful because theory alone cannot be developed our skills. For example, like recently ABC sir visited our university there should be more practice like that. Maybe they should invite more entrepreneurs. They will deliver the message. They will share their stories and experiences which will motivate the students”.

A2 participant started answering that,

“I think 100%. If you like have a business, I was suggesting to open up a store of pancakes, arts & crafts and deliver it online. Like taking orders and deliver those to specific location to the customer. I would still have been gaining so much profit with my sales even though it is a covid situation and stores were closed, but online system still have been helping people out

A6 participant agreed with the opinion of A2 participant while **A1 participant** declined A2 participant by saying

“I guess there is nothing to do with a certificate or degree. I guess would matter is experience”

B1 participant opinion was,

“Entrepreneurial education is we cannot say that it is sufficient entrepreneurial education are helpful. But we need training that we it's a famous saying that a practice without practice without theory is fragile. But a theory practical theory without practice is I'm sorry, I forgot the saying it was something that are practical. Okay, forget the famous thing. So, I come to the point, that when you are going for business, you will study a lot of theory, but you are going for business, that theory is helpful, but that will not that is not sufficient. That is not enough to start a business, you go for training, then when you go for training, then you'll become more, more better entrepreneur.”

B4 participant also gave his point of view

“Training helps to improve the skills of entrepreneurs and their employees. It creates confidence, confidence and moral among them. Efficient management training helps increase the managerial skills of entrepreneurial.”

A4 participant recommended regarding improving entrepreneurial education that

“I think, it should be more competitions where students can participate and gave their unique ideas. The university can help students this way.”

Entrepreneurial education and covid-19

In this sub-theme of entrepreneurial education, the researcher explained the opinion of participants on what they think if people had entrepreneurial formal education, diploma, or course, it would have solved the financial problem of people during covid-19. There were six out of sixteen participants from group “A” who expressed their thoughts which are as follows

The opinion of **A4 participant** on this query as,

“It can help if they are having that diploma, or they want to do any entrepreneurial work or business. Actually, one of my cousin has started his business in covid and have been successful in his business”.

B6 participant started answering that,

“Yes, entrepreneur ship education or diploma has much benefit. Like in COVID when the unemployment has on its peak, when entrepreneur course helps a lot like many people shift to ecommerce, and digital marketing and earn through online businesses. And by this they've solved the problem of financial issues in COVID.”

B1 participant declined A2 participant by saying:

“As everyone know that COVID was a worldwide pandemic. So in in this period, a lot of people have a lot of people were deprived off from their jobs. So, if they move towards entrepreneurial things in this, in this pandemic era, we have seen that a lot of food businesses flourish. So, if someone has experience in the restaurant field, and he was working somewhere in a restaurant, so in this manner in this pandemic COVID he can start his business by launching his own product. So, it was really helpful that if they start entrepreneurial new job, new business with this his entrepreneurial skills.”

Factors effecting Entrepreneurial Education, Entrepreneurial Intentions, and self-efficacy

In this theme the researcher includes the responses of those participants who have explained the factors which are affecting entrepreneurial intention, entrepreneurial education as well as self-efficacy among young generation. There were seven participants out of sixteen participants explained those factors which are as follows:

A2 participant explained that,

“I think market of Pakistan. It’s very hard to start new business and attract customers. It takes a lot of time and a lot of work. So, it’s not like the work of week or month that you can attract customers, it takes like years to have a sustainable position in Pak-Market”.

A4 participant stated that,

“Maybe their dream of turning their innovative idea in to business or the environment. Knowing Pak-jobs are very less and their business opportunity that can motivate students to start their entrepreneurial business and it can change and through that they get motivated to enter in business or Entrepreneurial environment.”

B3 participant said that

“The first factor is the initial capital investment and the second is race. The young generation don't have much amount of money, so that they can invest in the business and they don't want to take a risk at the very initial stage of the business. So, we...”

B1 participant said

“You know, normally in our society people prefer doing job because they do not want to take risks. So, one of the main reason is that they are not risk-taking community we are not restricting community, another thing that opportunities like soft loans if we can, if we can borrow soft loan easily, so, it would help us to start a business in our

community where the loans event we go for a loan, they require a lot of collateral, which we do not have. So, that is a main problem another thing about the entre..., more and more entrepreneurial education and seminar and all those things that will help us to go that those are the barriers which are currently preventing us to start to become an entrepreneur”

B1 participant expressed his opinion by stating that,

“Entrepreneurial educations are sufficient enough, but the other factors which affect the entrepreneurial intentions are that past experiences if someone has an experience in our industry or in a restaurant or in or somewhere in a in our organization, that part's past experience, whether it was a part time experience or some or is was his hobby like he was surfing he was browsing internet and watching different YouTube videos and all that besides this is his formal education as an entrepreneur, those factors also helpful for doing up entrepreneurial job or entrepreneur business a new business.”

Role and need of Mentor

In this theme, the role of mentor in the life of an entrepreneur as well as the need of entrepreneur was explained. There were only three participants out of sixteen participant from group “A” explained the role and need of mentor in their life which was as follows:

B5 participant

“If I am looking and thinking for my own business then yes, obviously I will be needing a mentor to become a good entrepreneur. I will consider an experienced and a well renowned mentor who will play the following roles in making my business successful.

- a. *He will guide me on different stages.*
- b. *He will give tips how to attract the customers.*
- c. *He will guide which product to introduce first and when and where the innovations are mandatory.*
- d. *Guidelines to avoid from losses.*
- e. *Tips on how one can manage accounts and flourish the business.”*

B8 participant

Yes and The main purpose of a mentor is to help entrepreneurs with specific questions by sharing their knowledge and contacts harvested through their years of experience. Therefore, a mentor must not only fulfill their executive functions, but also understand the process and evolution of the project.

Group B

Entrepreneurial concept

There are many people who defined the entrepreneurial concepts for more than decades. There were seven respondents out of sixteen from group “B” who explained their concept on entrepreneurship which are as follows:

In third discussion, According to **C1 participant**

“I think entrepreneurship is bringing any new idea any new model which is applicable in any part of the world, and it can be implemented in the lowest value, you know, the capitalist value for that.”

C3 participant asked a question from C1 participant that *“And not must be the most innovative idea. Any idea that can be bring to the market in such a unique way?”*

And **C1 participant** answered her question by saying

“I think it's like bringing a new element to what is already existent in the market. I think it's a gateway, it is a procedure, how things that model is applicable in any other part of the world I think maybe depending upon the demand of the market may be in Pakistan and in Europe, the demand is different, the main context the core thing remains the same but the augmented or the actual product could be a bit modified.”

C3 participant explained her own prospective on entrepreneurship by stating:

“The same thing that anything that runs the market the market is like something innovative in just how can you say that the products that first we can say like a baby care products are really they're available in separate things, but now they come in the package it's just a unique way of selling already they're sold but in a separate ways, but now they're selling a package and give them some proper shapes and proper branding of that. So, they can sell them on higher profit. So, it can be an entrepreneur thought.”

C7 participant explained her point of view on the concept of entrepreneurship by stating:

“A person who brings his own idea of starting a new business and invests in that idea, the process is called as entrepreneurship. Also, an entrepreneur bears most of the risks because sometimes customers give positive response and sometimes negative. An entrepreneur is also called as an innovator.”

In fourth discussion, **D3 participant** said that:

“According to me, entrepreneurship is something in which you go out of the context, you go for a risk, you take risk, it's something that nobody has think about, you have to see that if there's some market gap, if there's something that I think is fitting that you have to go for that.”

D8 participant disagreed with D3 participant and explained her opinion by stating:

“It's not just about taking risk, which is uncalculated, but you have to take calculated risks, which means that you don't go for gambling, but your Do you have a surety that you're going to succeed

D6 participant slightly agreed with D8 participant's view and shared her opinion:

“Sharing my opinion, I think entrepreneurial or non-entrepreneurial activities are not always for risk or for innovation, but it's all about staying ahead of the time staying ahead of the constraint ahead of the market, staying ahead of the time, learning a strategy and then executing it.”

D8 participant agreed with D6 participant's opinion and further stated that:

“And I certainly decide that you have to stay ahead of the market, which means you have to be proactive, you have to be come at the right time and at the right space.”

Business idea

Every person has their own observation skills and have their own way of thinking. In this theme, the participants from group “A’ explained their business ideas on which they wanted to work or thinking of starting their start-ups. There were twelve out of sixteen participants from group “A” who had described their business ideas which are as follows:

In third discussion, **C3 participant** explained that her business idea would be:

“My business ideas to open that design studio and to open that idea, because in Pakistan, there is not such concept. At that time, you start to open the design studio.”

C1 participant stated that:

My business idea is to make an app which will make travel or tour easier, it would basically provide a gateway for people who want to travel around the world. And that would help them to reach valuable them to reach out to the tour agents and they can select the kind of travel they wanted to have the experience they wanted to. I will start from Pakistan.

In fourth discussion, **D9 participant** explained his business idea:

“future is probably Virtual Reality movies, where you can actually experience all the blockbuster The all the action, everything is right in front of you, and you can see it from so many angles, and it will be like you would there though I'm not sure about the cost or how it's going. To be there is a website on that movie clips something like that. The Virtual Reality virtual reality that's a billion you know that you miss if your dream idea.

D5 participant said that he doesn't have any idea yet by stating *“I don't have any business idea.”* **D8 participant** told her business idea:

“I do have a plan of you know, having a sports center in the near future, but it's going to facilitate only the underprivileged you know”

Motivation to become an entrepreneur and Entrepreneurial intention

In this theme the participants will express their reasons which motivate them and explained whether they wanted to become an entrepreneur and the reason on why they wanted to become an entrepreneur. They will explain their motivational factors to become an entrepreneur or develop their intentions to become an entrepreneur. There were seven out of sixteen participants from group “B” who have expressed their

motivation factors which will help them in becoming an entrepreneur and expressed their entrepreneurial intentions and gave reasons behind their intentions.

In third discussion, **C3 participant** explained her intention by describing her business idea

I wanted to open my own design studio because I think this gives you more opportunities, more exposure than the job instead of that I can like 50 to 70k by month. I can earn more than a million in something by my own business by my own design studio.

She further explained that

Because in the designs are more common in the European sectors, the people are like they properly learn. In Pakistan, there's nothing like that. That is especially a women that they got married and they don't have anything they have to apply for a job in all this

C6 participant explained his point of view by stating:

“It can be it can be your internal passion and both your parents as well. It can, you can have the motivation from your parents or from your close ones as well and your internal passion or to urge to earn some money.”

C6 participant said that:

“When I listened to the motivational speakers, they inspired me a lot in seminars,”

C7 participant explained her point of view by stating:

“Yes, I have thought of doing self-employment because firstly, I always wanted to create a need in the market and then come up with a solution. That thing to fulfil the

need motivated me to do my own startup. Also, I always wanted to offer a valuable service to the customers so that they can reward me with positive feedback. I want to start my own business also because I think in that way I'll be more satisfied with myself, and I'll think that I have done something challenging.”

In fourth discussion only **D1 participant** responded by saying

“According to me, I think, freelancing it's a kind of self-employment you do whatever you please you choose your own work, nobody is forcing you to do something and there's no time limit. So, I guess it's kind of entrepreneurship.”

Entrepreneurial skills

“Entrepreneurial skills” is a theme in which the participants had explained their entrepreneurial skills they have as well as their strengths to become an entrepreneur. This theme also explains on how those skills and strengths will help them in becoming an entrepreneur. There were eleven out of sixteen participants from group “A” who have explained their skills and strengths regarding entrepreneurship, which were as follows:

C6 participant

in becoming an entrepreneur, you know, you should be very, I think, creative this, I think I'm, I'm a bit creative person, and I can be an entrepreneur, and I can work hard. If I'm an entrepreneur, like more than the requirement.

C6 participant

So well, it depends on the project, what kind of skills that project requires. So, and I think that if that particular project is requiring those skills, which I have, and I'm pretty confident about

C1 participant

Yes, I think the skills being an entrepreneurship, you require a logical thinker, I think I'm a logical thinker, and that is something which seems risky, being an entrepreneur, because being an entrepreneur, you are introducing something new or maybe doing something new, which has not been done. So, you need to face novel kind of things, novel experiences, you need somebody who can think through it and find a way to get out of it

D1 participant

The gain skills, which I think is communication skills, which is most important to tell your idea to other people, if you are not able to communicate? How can you tell other people what you are up to?

D5 participant

Another important factor here is that if you don't have the technical skills, you have a, we, come your competitors and know what they're doing. So, you can take you know, some idea from what they're doing.

D8 participant

You take a calculated risk you need to be aware of everything going on around supervisor in order to in order to oversee everything that's happening. If you're just going to be a master one thing you will not go very far as far as

D7 participant

Updating your skills, we need to know what the market is talking about you need to

D7 participant

agree with him you definitely need to know about everything happening and you really need to know you really need to have the knowledge of what the marketing strategy is you can't open a shop of ice cream in the area where there are a lot of ice cream shops mclubbe Aiko needs oil who knows all the strategies you must be goanna open the shop there are a lot of shops already he definitely goanna have

C7 participant

“Entrepreneur by using skills brings creative ideas in market or by using his skills he or she proves that how you can earn profit or boast up your startup business. My strengths regarding entrepreneurship includes my strong inner drive to do something new, positive attitude, always ready to take risks, self-disciplined and blessed with a supportive family. I know that if I have these skills, I can start my new work and can take risks. I can always provide good so that I can receive well. Also, if I am aware of my strengths then I can succeed.”

Entrepreneurial education

This is the theme in which the researcher will analyze the data related with entrepreneurial education. In this theme the twelve out sixteen participants from group “A” who had expressed their thoughts on entrepreneurship course they were studding, benefits of this course, entrepreneurship course importance and its education.

C3 participant

I think in that syllabus, we have to give, someone have to give the market area or marketplace where we launch. If we have a plan, we have everything, but we don't know how to launch. So I don't think so it's more feasible if everyone have, and everyone have the different criteria an different grounds where they are standing, that if someone have to launch, they have to know how to do the process, or if they're putting some

effort to, I think so there's some part that someone has to put in effort, like, to the marketplace or market area, we know that giveaway, we have to not do something like that

C6 participant

But still here, there is a thing that if the person already have those technical skills, then this entrepreneur subject will be beneficial for him. And much, much more beneficial. For him.

C1 participant

I think the scope of this subject should be increased, like until you are done with that, you know, semester wise, you're, you're studying that subject of entrepreneurship, after you're done with that subject you are through with those mental barriers that I have to do this, this, this, this you have the barriers, because we I think when you have a value, you have a time limit, you don't think to yourself, Okay, it's done. It's for me, it's like, okay, like, for example, if I have to write a business plan, I have brought it I won't be modifying it according to the market according to the requirement because I know the subject is through or I have this time limits. So, I think the technical skills are good in the entrepreneurship subject. But after that semester ends, we people who get motivation is more important after you get motivation and technical skills.

C7 participant

I don't think so there is the need of proper education to become an entrepreneur, as C1 said, I think motivation is the basic thing to become entrepreneur.

C1 participant

"I think yes, because we do can have ideas, but we don't know how to present that idea into a form, how to, you know, quantify it any form in any form of a product

or service that you want to give. So, for that, you need to have a bit of training in the form of education

D4 participant

Will only it will develop only if we do the practical work, we are not doing a practical work, which is curious and which

D3 participant

Obviously, this is obviously entrepreneurship subject is going to help us out because at first we had this idea, okay, we are going to go into market and do this. But now there are certain restrictions risk and all. So, we are going to keep that thing in the mind

D2 participant

And like you said, it's going to give us an awareness a we at the beginning of this whole course we were not aware of what entrepreneurship is, we thought it's about taking risks. But when we got into depth of it, we understood that it's about taking calculated risks, and going for ventures which are surely going

D8 participant

I agree with you. Like in the very start of the classes, I think he told us that entrepreneurship was it three or seven because like jumping directly onto something practical. I think that's the most foolish thing ever.

D6 participant

Sir it is very helpful as we get to know what the strategy is, and the purchase directions. And we know how what kind of people we should try to target for our

business, what kind of business we are starting in what kind of age group we should target?

D1 participant

Talking about theoretical knowledge. I'm in a fifth semester right now. And I don't remember if we have gone to any industrial project till now. It was in the first semester, but it was not. That was said, but till now. It's like nothing. We are just reading through the slides. We are just listening. It's like a teachers are not taking us anywhere. For industrial knowledge. You know what actually the business actually.

D3 participant

I would think that education is the main factor if we talk about starting a business, because there are many people who are not educated but they are running a very good business. So, I think you don't need an age or an education who put their butter.

D2 participant

Yeah, I totally agree with a very good point that yes, a lot of people are uneducated, I think in this factor. Were a bit privileged as compared to them because they without knowing or without having any knowledge succeeded so much. So, I think we even if we have 5% more knowledge than they have, we can succeed and go for better clinical

Like if I have an idea, if I have an idea to travel, I want to make travel easier, I need somebody to help me and maybe a bit of training that can show me that you can develop an app for that. So having an idea and something else and making it a product or something else. So, for that transition, I think you need training you need education.”

C7 participant:

“Yes, I think entrepreneurship course must be taught because it will help generation to learn the underlying principles of starting a business, avoid common problems, pitch ideas more effectively, validate the product or service , develop a good and solid business model, and set up for success in a field of entrepreneurship.”

D5 participant

I do think other departments require entrepreneurial terminology as business may be a small part of their course, but real understanding would only come through entrepreneurial education. Perhaps a session of deep entrepreneurship can help show them what they are missing out on. When I mean deep, I mean the reality-hit-us-hard kind

Entrepreneurial education and covid-19

In this sub-theme of entrepreneurial education, the researcher explained the opinion of participants on what they think if people had entrepreneurial formal education, diploma, or course, it would have solved the financial problem of people during covid-19. There were six out of sixteen participants from group “A” who expressed their thoughts which are as follows

C1 participant

I think it’s all about internal drive if you actually have a financial problem, you will get out of your house and do something even if there is COVID or there's a war going on you will do something because you need that you are the bread earner of the family

C1 participant

Greatest urge for that and you don't need entrepreneur like you know right now people are freelancing and they are reaching to platforms we can't even think about because.

C6 participant

It's just the passion and passion for becoming an entrepreneur

C6 participant

And during COVID time many household businesses are having to unlock people that people have started house to business is exactly about the food items you got like you're talking about including my friend my some of my friends. They've started household they're sending the food on...

D3 participant

Yeah, I think there has ever helped them out. Because there is there are many women in the villages who are skilled, so many things, but they're not given the opportunity saying, so if they are given the market they can.

D3 participant

Yet again, the important factor is the person who's executing the plan. Again, I mean, although yes, you might have an opportunity, and the force might help you, but how you're implementing it probably is what important?

Factors effecting Entrepreneurial Education, Entrepreneurial Intentions and Self-efficacy

In this theme the researcher includes the responses of those participants who have explained the factors which are affecting entrepreneurial intention, entrepreneurial

education as well as self-efficacy among young generation. There were seven participants out of sixteen participants explained those factors which are as follows:

C1 participant

Actually, the thinking in use from the time we start, we start learning we start studying, we are being told you need to get good marks, you need to have all these things, the criteria that we study for, is to get a job from the start that is really used in our mind, and I think this is a major component. And number two, we are not risk takers. We believe that if it's okay, if I get this thing, it's perfect. But if I have to move out of my comfort zone, I'm not okay with that. I think that's what's stopping young entrepreneurs

C3 participant

Unemployment in the job market leads to entrepreneurship more because people don't get a job. So, they want to start their own business. So that they...

C5 participant

People also want to be their own managers. They want to decide their own ways, right?

C6 participant

On what she said, like the passion, we have very less passion on becoming an entrepreneur, and we don't want to get out of our comfort zone. You know because it takes a lot of effort to I think to become an entrepreneur. And we just want to take a job you know, just work nine to five and just get, get back home. And but you know, the passion, we have very less passion for the entrepreneur.

C4 participant

Confidence, confidence about you something, this is how an entrepreneurial skill works, I think another thing is we are scared. We are scared of being judged, we are scared of doing something which is not being done, because being an entrepreneur Nacres it is not a very common thing.

C1 participant

Scared of being judged scared of failure. So, it's your conscious mind.

C5 participant

That brings you to becoming an entrepreneur that stops...

C1 participant

That stops you from us taking that structure,

C6 participant

And the main one is financial risk; we are very afraid to take financial risk

C1 participant

I think it depends how you are being brought a time. Secondly, like your environment from the time you are being born, whether the peers around you your family or environment, told you that what you are doing is right or they have been telling that you have not done up to the mark is they have been encouraging from the time or start. And I think in that it's not a parent at all. I think it's your strength. The friend circles matter a lot. If I see something my friend says you're wrong. Maybe third time I'll try and fourth time and say no, I will not discuss with her and not I will not stop discussing with her I'll stop discussing ideas or anything about that to everybody around I think your peers matter a lot they make you either confident or under confident about the skill you have.

C7 participant

I think creativity or Risk Handling Or Leadership qualities is the factors that motive Young generations to become An entrepreneur or by Providing Proper Platforms Or By giving loans we can retain These Factors So Young Generation can Become an entrepreneur in life

I think, lack of guidance and lack of strong inner drive is preventing the young generation to become entrepreneurs. We can minimize these factors by giving them trainings in universities and colleges. We can also motivate them to focus on their careers and bring innovations rather than just doing 8 hrs. Job.

D8 participant

So, what he actually means is that the young generation, they're looking for easy money, you know, they're looking for shortcuts in order to gain as much money as possible, and they don't have a mindset of where they're going.

D1 participant

Inflation is inflation nowadays is a very, very major one as we can see the prices in the international market as well as our integration wherever we think you do something, the cost. Also, in countries like Pakistan, parents who spoon feed you like you get the idea that you have to get this much education get a job and this idea fixes in your mind that okay, like after graduation, I'm going to go for a job so like this stop everyone. Gender inequality where they aren't exactly known about the environment or anything about street work. Thank you Okay,

D8 participant

I also think that this gender inequality is not just for the women, it's filled with the men as well, although they haven't always, like you said the speed knowledge. But

employment is a major issue here. And because men are forced to look for a job or not, and they don't, they don't have the financials,

Role and need of Mentor

In this theme, the role of mentor in the life of an entrepreneur as well as the need of entrepreneur was explained. There were only three participants out of sixteen participant from group “A” explained the role and need of mentor in their life which was as follows:

C7 Participant

“I think to become an entrepreneur, a good mentor is very important. An entrepreneur lacks in motivation and only a mentor can motivate. Also, if I'm lacking with some knowledge then a mentor can guide me according to their knowledge and experience. I will take my father as my mentor because he is my role model in the world of entrepreneurship, and he has his own business.”

C1 participant

Yes, after entrepreneurship course you get the technical skills, you need a mentor, in the form of your teacher.

C2 participant

I agree with her point of view, what she said, like they should provide if you want to become an entrepreneur, like for the graduate students, they want to become an entrepreneur, they want to start a business, they can like give a mentor to they can provide a mentor throughout the year, or like after the graduating as well, they should keep in touch with a mentor. And this is I think, the main thing to become an entrepreneur and it's exactly, they will give you guidance. And without moments, you

know, the person is gone. I think contrary he or she cannot run a business. Or maybe he or she cannot have the confidence to run these

C4 participant

I think so. Mentor should be from the market side so that as well as well so that he can give us because we are motivated enough to launch your, gives something to the market. But if we don't have the market idea, I don't think so it suitable because launching something on the appropriate time will give you the benefit of...

C1 participant

I think mentor should be someone who motivates you, I believe because nowadays we are used to be a volunteer engagement if you're actually motivated. I think what you need is motivation. And that mentor should be somebody who motivates you and is you're comfortable with that person sharing your ideas, because when you share entrepreneurial ideas, they are really vague, they are not applicable. So, they are seem to be like, This is not something we talk about, if that person makes you comfortable for that, share your crazy idea, that's what is important

C7 participant

I think after the semester, you keep in touch with the teacher, and you actually get motivated. So, within the next three months of your MBA program, you can start working on and then you can actually apply it in launch your business.

D5 participant

I think that everything every idea we might get very immature compared to what the mentors thinks. If our ideas presented, he would actually tell what the risks are what could and could

D8 participant

You should not do anything without a mentor because a mentor a coach is a coach and also it's like when you have an opportunity, he is like a third person right? He's going to tell you without any having any

D7 participant

Sir definitely it was a very important role. Because I am giving the example of my daughter now. She featured she we went national Incubation Center in an IC o Cha TK and said I just heard this word for the first time when she introduces diapers and said definitely without her we

D1 participant

Someone should be there to one cause my point of view there should be someone who know what you are up to. And if you are doing something wrong, he or she must tell you that this is wrong. It does have that I think your decision depends on what your mentor says whether a mentor says yes or no you're actually decision the final decision is dependent on your destiny.

D5 participant

So, I think is very important because He guides you without being biased like he's neutral in everything

The descriptive summary of thematic analysis was illustrated in the below table:

Table No: 4.2 a

descriptive summary of first objective's thematic analysis

Obj 1: To examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Knowledge at university level.

Entrepreneurial concept

Group A

Group B

A4, B2, B3, B8 : *starting a new business from your unique idea*

A2 *“You have an idea in mind than you like implement it into reality”.*

A5, A7, B1 *to earn profit”.*

B1 *“Entrepreneurship is something that you come up with a new idea in a market where already some businesses are already there,*

C1 *“I think entrepreneurship is bringing any new idea any new model which is applicable in any part of the world*

C3, D5 *“The same thing that anything that runs the market the market is like something innovative*

C7, D3, *“A person who brings his own idea of starting a new business and invests in that idea, the process is called as entrepreneurship. Also, an entrepreneur bears most of the risks because sometimes customers give positive response and sometimes negative.*

D6, D5 *“it's all about staying ahead of the time staying ahead of the constraint ahead of the market, staying ahead of the*

time, learning a strategy and then executing it.”

Motivation to become an entrepreneur and Entrepreneurial intention

Group A

Group B

A4, A1 *“To become a self-boss”*

A5 *“To achieve an idea”*

A6 *“To achieve your goal”*

B6, B1 *“Yes, I want to become an entrepreneur. Like this I get new opportunities in life to do something to prove myself. And I want to become independent and buy doing business I will give opportunities to other people as well.”*

C3 *I wanted to open my own design studio because I think this gives you more opportunities, more exposure than the job instead of that I can like 50 to 70k by month. I can earn more than a million in something by my own business by my own design studio.*

C6 *“It can be your internal passion and, you can have the motivation from your parents or from your close ones as well urge to earn some money.”*

C7 *“Yes, I have thought of doing self-employment because firstly, I always wanted to create a need in the market and then come up with a solution. That thing to fulfil the need motivated me to do my own startup. I want to start my own business also because I think in that way*

I'll be more satisfied with myself and

D1, D5 *“According to me, I think, freelancing it's a kind of self-employment you do whatever you please you choose your own work*

Entrepreneurial education

Group A

Group B

A2, A6, B9, B1, B3, B6 all these participants thought that the EC will help in developing EI

C3. C6. C5, D3. D4. D6 all these participants thought that the EC will help in developing EI

A2 *“yes, because before learning on opting this course, I had no intention to start over my business or anything but now after studding about it and knowing about it more, I think it should be promoted a lot. I guess it leads rooms for creativity and global issues”*

C3: *I think in that syllabus, we have to give, someone have to give the market area or marketplace where we launch. If we have a plan, we have everything, but we don't know how to launch.*

A6 *“I think entering the market without knowledge, has something useless and after certain studding entrepreneurship, I learned a lot about market and new ideas etc. I think it really helped me thinking of new ideas”.*

C6 *if the person already have those technical skills, then this entrepreneur subject will be beneficial for him*

C1 *I think the scope of this subject should be increased, like until you are done with that, you know, semester wise, you're, you're studying that subject of entrepreneurship, after you're done with*

A2 “I think with teaching the course that would, they should be focusing more on implementing those ideas and help those students out”.

A6, A2, “we need trainings. I guess theory alone is not enough,

B9 “I think entrepreneurship courses help us to identify gaps between identify gaps between knowledge and develop the skills need to fill them like find confidence networking, strategic thinking skills and knowledge to how to accept and act on a feedback.”

B1, B3 “entrepreneurial education or teaching us how we start our business because before this if I what I have learned that we I was not aware about the target market and how you penetrate in the market either to a brand challenger or you are going to view the market so entrepreneurial teaching tells us that how you start your business and the other things about what is your how much investment is required, and how much

that subject you are through with those mental barriers that I have to do So I think the technical skills are good in the entrepreneurship subject. But after that semester ends, we people who get motivation is more important after you get motivation and technical skills.

C7 “Yes, I think entrepreneurship course must be taught because it will help generation to learn the underlying principles of starting a business, avoid common problems, pitch ideas more effectively, validate the product or service, develop a good and solid business model, and set up for success in a field of entrepreneurship.”

D4 it will develop only if we do the practical work, we are not doing a practical work

D3 Obviously, this is obviously entrepreneurship subject is going to help us out because at first, we had this idea, okay, we are going to go into market and do this. But now there are certain

how you start your business your restrictions risk and all. So, we are going financial matters and all day.” to keep that thing in the mind

B5 “And entrepreneurship goals can improve the entrepreneurial intentions certificate satisfaction towards the entrepreneurship course and learning efficacy of technical university students.” **D2** it's going to give us an awareness a we at the beginning of this whole course we were not aware of what entrepreneurship is, we thought it's about taking risks. and going for ventures

B6 “Yes entrepreneurship education helps an individual to show his creativity and help his to work on his ideas and provide wide change of opportunities.” **D8** I think jumping directly onto something practical. I think that's the most foolish thing ever. **D6** it is very helpful as we get to know

B8 Yes, because entrepreneurial education helps an entrepreneur to understand the basic of running a business before starting one.” what the strategy is, and the purchase directions. And we know how what kind of people we should try to target for our business, what kind of business we are starting in what kind of age group we should target?

D1 talking about theoretical knowledge, And I don't remember if we have gone to any industrial project till now. It's like nothing. We are just reading through the slides. We are just listening. It's like a teachers are not taking us anywhere. For

industrial knowledge. You know what actually the business is.

D3 *“I would think that education is the main factor if we talk about starting a business, because there are many people who are not educated but they are running a very good business*

D2 *Yeah, a lot of people are uneducated, I think in this factor. Were a bit privileged as compared to them because without having any knowledge succeeded so much. So, I think we even if we have 5% more knowledge than they have, we can succeed and go for better clinical*

D5 *I do think other departments require entrepreneurial terminology as business may be a small part of their course, but real understanding would only come through entrepreneurial education.*

Entrepreneurial education and covid-19

Group A

Group B

A4 “It can help if they are having that diploma, or they want to do any entrepreneurial work or business.

B6 “Yes, entrepreneur ship education or diploma has much benefit. Like in COVID when the unemployment has on its peak, when entrepreneur course helps a lot like many people shift to ecommerce, and digital marketing and earn through online businesses. And by this they've solved the problem of financial issues in COVID.”

A1, A6, A2, B1 “As everyone know that COVID was a worldwide pandemic. So in in this period, a lot of people have a lot of people were deprived off from their jobs. So, if they move towards entrepreneurial things in this, in this pandemic era, we have seen that a lot of food businesses flourish. So, if someone has experience in the restaurant field, and he was working somewhere in a restaurant they can start new business with this his entrepreneurial skills.”

C1, C5, C7 I think it's all about internal drive if you actually have a financial problem, you will get out of your house and do something even if there is COVID or there's a war going on you will do something because you need that you are the bread earner of the family
C1 Greatest urge for that, and you don't need entrepreneur like you know right now people are freelancing and they are reaching to platforms we can't even think about because.

C6 It's just the passion for becoming an entrepreneur
And during COVID time many household businesses are having to unlock people that people have started house to business is exactly about the food items
D3 yet again, the important factor is the person who's executing the plan. Again, I mean, although yes, you might have an opportunity, and the force might help

you, but how you're implementing it probably is what important?

The table No. 4.2a summarized all the qualitative data which was included in thematic analysis. The table is distributed according to the themes which were covered by first objectives. The first objective is related with the EK, and it includes 3 themes and one sub-theme. This table also showed that how many participants were thinking same about theme. This table divided into two groups. In this table clearly showed codes like A7, B6 etc. which were participant's codes given to them during discussion.

Table No: 4.2 b

descriptive summary of second objective's thematic analysis

Obj 2: To examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Attitude at university level.

Entrepreneurial skills

Group A

Group B

A4, A5 *"Innovative".*

C6 *I'm a bit creative person, and I can*

A2 *"I have firm believes in my skills strengths."*

work hard. If I'm an entrepreneur it depends on the project, what kind of skills that project requires.

A6, A7 & A2 *"It's like, if you are motivated to do a big start a new business, you will do anything to achieve it and in future it will help you to achieve your goals to become an entrepreneur."*

C1 *I think I'm a logical thinker, and that is something which seems risky, because being an entrepreneur, you are introducing something new or maybe*

B1 *“As far as my strength is that I am a good communicator as well as I am a good team worker.*

doing something new, which has not been done

D1 *I think is communication skills, which*

B4 *“Being an entrepreneur is not for the faint of heart, but the if, but if you build it, they will come mentally does not always work either it takes a balance of solid planning and research to justify making those leaps of faith.”*

is most important to tell your idea to other people,

D5 *Another important factor here is that if you don't have the technical skills, you have a, we, come your competitors and know what they're doing. So, you can take*

B3 *“Group work as we are, we are studying this course already in our degree program. So, we are working on many projects, which leads us to be a good team leader and we are able to perform in groups.*

you know, some idea from what they're doing.

D8 *You take a calculated risk you need to be aware of everything going on around supervisor in order to oversee everything that's happening.*

B4 *“while you may while you may be the vision the patient and one person behind the wheel learn how to build a team and focus your energy on building something bigger than yourself*

D7 *updating your skills we need to know what the market is talking about you need to*

D7 *you definitely need to know about everything happening and you really need to know you really need to have the knowledge of what the marketing strategy is*

C7 *“My strengths regarding entrepreneurship includes my strong inner drive to do something new, positive attitude, always ready to take risks, self-disciplined and blessed with a supportive family.”*

Business Ideas

Group A

Group B

A6 *“My business idea will be adding new restaurant in Islamabad with a new theme that is not been introduced in Islamabad so it would be like attractive, and it will help me profit and stuff”*

A5 *“I will be opening a store of traditional arts & craft because I think that needs to be promoted more”*

B3 *“My business idea would be biodegradable cutlery items which is need of this era because these items will contribute towards society and they will be very helpful for our next generations”,*

C3 *“My business ideas to open that design studio and to open that idea, because in Pakistan, there is not such concept.”*

C1 *My business idea is to make an app*

which will make travel or tour easier,

D9 *“future is probably Virtual Reality movies, where you can experience all the*

blockbuster

D5 *“I don't have any business idea.”*

D8 *“I do have a plan of you know, having a sports center in the near future, but it's going to facilitate only the underprivileged you know”*

B7 *“I like to do event management because it's kind of growing business in future.”*

B4 *“I want to start becoming entrepreneurship because our products or services to be offered purchasing online consulting services like I have to offer these services are all around Pakistan.”*

B9 *“Design and sell print on demand. T shirts, T shirts, T shirts, hats, phone cases, hoodies, skirts, and more become canvases for your creativity.”*

Factors effecting Entrepreneurial Education, Entrepreneurial Intentions and Self-efficacy

Group A

Group B

A2 *“I think market of Pakistan. It's very hard to start new business and attract customers. It takes a lot of time and a lot of work.”*

C1 *Actually, the criteria that we study for, is to get a job from the start that is really used in our mind, and I think this is a major component. And number two, we are not risk takers*

A4 *“Maybe their dream of turning their innovative idea in to business or the environment. Knowing Pak-jobs are very*

C3 *Unemployment in the job market leads to entrepreneurship more because*

less and their business opportunity that people don't get a job. So, they want to can motivate students to start their start their own business.

entrepreneurial business and it can **C5** people also want to be their own change and through that they get managers. They want to decide their own motivated to enter in business or ways
Entrepreneurial environment.”

B3 “The first factor is the initial capital **C6** we have very less passion on investment and the second is race. The becoming an entrepreneur, and we don't young generation don't have much want to get out of our comfort zone...

amount of money, so that they can invest **C4, C1** Confidence, confidence about in the business and they don't want to you something, this is how an take a risk at the very initial stage of the entrepreneurial skill works, I think business. another thing is we are scared. We fear being judged, we are scared of doing something which is not being done,

B1 “you know, normally in our society **C6** the main one is financial risk; we are people prefer doing job because they do not want to take risks. So, one of the main very afraid to take financial risk reason is that they are not risk-taking

community we are not restricting **C1** I think it depends how you are being community, another thing that bought a time. Secondly, like your opportunities like soft loans if we can, if environment from the time you are being we can borrow soft loan easily, so, it born, whether the peers around you your family or environment.
would help us to start a business”

B1 “Entrepreneurial educations are **C7** I think creativity or Risk Handling Or Leadership qualities is the factors that sufficient enough, but the other factors

which affect the entrepreneurial motive Young generations to become. intentions are that past experiences if Lack of guidance and lack of strong inner someone has an experience in our drive is preventing the young generation industry or in a restaurant or in or to become entrepreneurs somewhere in a in our organization, that part's

D8, D4, D6 *the young generation, they're looking for shortcuts in order to gain as much money as possible,*

D8, D3 *I also think that this gender inequality is not just for the women, it's filled with the men as well, although they haven't always, like you said the speed knowledge. But employment is a major issue here. And because men are forced to look for a job or not, and they don't, they don't have the financials,*

Role and need of Mentor

Group A

Group B

B5: *"I will be needing a mentor to become a good entrepreneur. I will consider an experienced and a well renowned mentor who will play the following roles in making my business successful. He will guide me on different*

C7 *"I think to become an entrepreneur, a good mentor is very important. An entrepreneur lacks in motivation and only a mentor can motivate. Also, if I'm lacking with some knowledge then a mentor can guide me according to their*

stages. Give tips how to attract the customers. He will guide which product to introduce first and when and where the innovations are mandatory, to avoid from losses. Manage accounts and flourish the business.

B8 Yes and The main purpose of a mentor is to help entrepreneurs with specific questions by sharing their knowledge and contacts harvested through their years of experience. Therefore, a mentor must not only fulfill their executive functions, but also understand the process and evolution of the project.

knowledge and experience. I will take my father as my mentor because he is my role model in the world of entrepreneurship, and he has his own business.”

C1 yes, after entrepreneurship course you get the technical skills, you need a mentor, in the form of your teacher.

C2I agree with her point of view, what she said, like they should provide if you want to become an entrepreneur, like for the graduate students, they want to become an entrepreneur, they want to start a business, they can like give a mentor to they can provide a mentor throughout the year, or like after the graduating as well, they should keep in touch with a mentor. And this is I think, the main thing to become an entrepreneur and it's exactly, they will give you guidance. And without moments, you know, the person is gone. I think contrary he or she cannot run a business. Or maybe he or she cannot have the confidence to run these

C4 *I think so. Mentor should be from the market side so that as well as well so that he can give us because we are motivated enough to launch your, gives something to the market. But if we don't have the market idea, I don't think so it suitable because launching something on the appropriate time will give you the benefit*

C11 *I think mentor should be someone who motivates you, I believe because nowadays we are used to be a volunteer engagement if you're actually motivated. I think what you need is motivation. And that mentor should be somebody who motivates you and is you're comfortable with that person sharing your ideas, because when you share entrepreneurial ideas, they are really vague, they are not applicable. So, they are seem to be like, This is not something we talk about, if that person makes you comfortable for that, share your crazy idea, that's what is important*

C7 *I think after the semester, you keep in touch with the teacher, and you actually get motivated. So, within the next three months of your MBA program, you can start working on and then you can actually apply it in launch your business.*

D5 *I think that everything every idea we might get very immature compared to what the mentors thinks. If our ideas presented, he would actually tell what the risks are what could and could*

D8 *You should not do anything without a mentor because a mentor a coach is a coach and also it's like when you have an opportunity, he is like a third person right? He's going to tell you without any having any*

D7 *Sir definitely it was a very important role. Because I am giving the example of my daughter now. She featured she we went national Incubation Center in an IC o Cha TK and said I just heard this word for the first time when she introduces*

diapers and said definitely without her

we

D1*someone should be there to one cause my point of view there should be someone who know what you are up to. And if you are doing something wrong, he or she must tell you that this is wrong. It does have that I think your decision depends on what your mentor says whether a mentor says yes or no you're actually decision the final decision is dependent on your destiny.*

D5*So I think is very important because He guides you without being biased like he's neutral in everything*

The table No. 4.2b summarized all the qualitative data which was included in thematic analysis. The table is distributed according to the themes which were covered by second objective. The second objective is related with the EA, and it involves four themes and one. This table also showed that how many participants were thinking same about theme. This table divided into two groups. In this table clearly showed codes like C1, D2, etc. which were participant's codes given to them during discussion. This will help the researcher to easily access or compare the data with raw data in Annexure M and N.

4.2 Quantitative Analysis

Question No. 1

Table No: 4.3

The concept on entrepreneurship

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Innovation	19	14	22	26
Taking risk	18	36	39	67
New business	18	4	39	7
Total	46	54	100	100

The table no. 4.3 is related with the “**The concept on entrepreneurship**”. There were thirteen participants explored the concept of the entrepreneurship from this group. The table shows that 22% participants have selected the “Innovative” option, 39% participants who have selected “Taking risk” option and 39% participants who have selected “New business” option respectively.

It also showed that there were fifteen participants explored the concept of the entrepreneurship from group B. The table shows that 26% participants have selected the “Innovative” option, 67% participants who have selected “Taking risk” option and 7% participants who have selected “New business” option respectively.

In group A, the “new business” and “Taking risk” options were mostly selected by participants and had 39%, the highest Frequency while “Innovation” option had lowest Frequency which was 22%.

While in group B, the “Taking risk” option was mostly selected by participants and had 67% the highest Frequency while “New Business” option had lowest Frequency which was 7 %.

Question No. 2

Table No: 4.4

Motivated you to become an entrepreneur is

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
To achieve your goals	29	32	63%	60%
prove my-self as a boss	7	4	15%	7%
Entrepreneurial education	10	18	22%	33%
Total	46	54	100%	100%

The table no. 4.4 is related with the “**Motivated you to become an entrepreneur is: (Group “A”)**”. There were thirteen participants explained their motivation behind becoming an entrepreneur from this group. The table shows that 63% participants have selected the “To achieve your goals” option. There were 15% participants who have selected “prove my-self as a boss” option and 22% participants who have selected “Entrepreneurial education” option respectively.

There were thirteen participants explained their motivation behind becoming an entrepreneur from group B. The table shows that 60% participants have selected the “To achieve your goals” option. There were 7% participants who have selected “prove

my-self as a boss” option and 33% participants who have selected “Entrepreneurial education” option respectively.

In group A, the “To achieve your goals” option was mostly selected by participants and had 63%, the highest Frequency while “prove my-self as a boss” option had lowest Frequency which was 15%.

While in group- B, the “To achieve your goals” option was mostly selected by participants and had 60%, the highest Frequency while “prove my-self as a boss” option had lowest Frequency which was 7%.

Question No. 3

Table No: 4.5

Skills you have to become an entrepreneur

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Logical skills	7	18	15%	34%
Management skills	18	22	39%	40%
Leadership skills	21	14	46%	26%
Total	46	54	100%	100%

The table no. 4.5 is related with the “**Skills you have to become an entrepreneur**”. There were thirteen participants who identified their skills which they had to become an entrepreneur from group A. The table shows that 15% participants have selected the “Logical skills” option 39% participants who have selected “Management skills” option and 46% participants who have selected “Leadership skills” option respectively.

There were fifteen participants who identified their skills which they had to become an entrepreneur from group B. The table shows that 34% participants have selected the “Logical skills” option 40% participants who have selected “Management

skills” option and 26% participants who have selected “Leadership skills” option respectively.

In group A, the “Leadership skills” option was mostly selected by participants and had 46%, the highest Frequency while “Logical skills” option had lowest Frequency which was 15%.

The “Management skills” option was mostly selected by participants and had 40%, the highest Frequency while “Leadership skills” option had lowest Frequency which was 26 %.

Question No. 4

Table No: 4.6

Strength you have to become an entrepreneur

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Strong mental ability	3	18	7%	33%
Motivated to fulfil my goals	29	29	63%	54%
Firm believes in my skills	14	7	30%	13%
Total	46	54	100%	100%

The table no. 4.6 is related with the “**Strength you have to become an entrepreneur**”. There were thirteen participants who identified their strengths in becoming an entrepreneur from group A. The table shows that 7% participants have selected the “I Strong mental ability” option, 63% participants who have selected “Motivated to fulfil my goals” option and 30% participants who have selected “Firm believes in my skills” option respectively.

There were fifteen participants who identified their strengths in becoming an entrepreneur from group A. The table shows that 33% participants have selected the “I Strong mental ability” option, 54% participants who have selected “Motivated to fulfil

my goals” option and 13% participants who have selected “Firm believes in my skills” option respectively.

In group A, the “Motivated to fulfil my goals” option was mostly selected by participants and had 63%, the highest Frequency while “I Strong mental ability” option had lowest Frequency which was 7%.

While in group B, the “Motivated to fulfil my goals” option was mostly selected by participants and had 54 %, the highest Frequency while “Firm believes in my skills” option had lowest Frequency which was 13 %.

Question No. 5

Table No: 4.7

Your business idea will be related to:

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Art and craft	10	11	22%	20%
E- Business	21	36	46%	67%
Career real estate business	15	7	32%	13%
Total	46	54	100%	100%

The table no. 4.7 is related with the **“Your business idea will be related to (Group “A”)**”. There were thirteen participants who pointed out their category on their business idea from group A. The table shows that 22% participants have selected the “Art and craft” option, 46% participants who have selected “E- Business” option and 32% participants who have selected “Career real estate business” option respectively.

There were fifteen participants who pointed out their category on their business idea from group A. The table shows that 20% participants have selected the “Art and craft” option, 67% participants who have selected “E- Business” option and 13% participants who have selected “Career real estate business” option respectively.

In group A, the “E- Business” option was mostly selected by participants and had 46%, the highest Frequency while “Art and craft” option had lowest Frequency which was 22%.

While in group B, the “E- Business” option was mostly selected by participants and had 67%, the highest Frequency while “Career real estate business” option had lowest Frequency which was 13%.

Question No. 6

Table No: 4.8

Factors preventing youngsters to become an entrepreneur

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Government and local policies	0	22	0%	41%
Financial issues	28	18	61%	33%
Not a risk-taker	18	14	39%	26%
Total	46	54	100%	100%

The table no. 4.8 is related with the “**Factors preventing youngsters to become an entrepreneur**”. There were thirteen participants who point out the factors preventing youngsters in becoming an entrepreneur from group A. The table shows that 0% participants have selected the “Government and local policies” option, 61% participants who have selected “Financial issues” option and 39% participants who have selected “Not a risk-taker” option respectively.

There were fifteen participants who point out the factors preventing youngsters in becoming an entrepreneur from group B. The table shows that 41% participants have selected the “Government and local policies” option, 33% participants who have

selected “Financial issues” option and 26% participants who have selected “Not a risk-taker” option respectively.

The results showed that in group A, “Financial issues” option was mostly selected by participants and had 61 %, the highest Frequency while “Government and local policies” option had lowest Frequency which was 0%.

While in group B, “Government and local policies” option was mostly selected by participants and had 41%, the highest Frequency while “Not a risk-taker” option had lowest Frequency which was 26 %.

Question no. 7

Table no: 4.9

To minimize the factor/s preventing youngsters to become an entrepreneur by:

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Develop confidence	18	7	39%	13%
Provide soft loans	18	11	39%	20%
Entrepreneurial education & practical	10	36	22%	67%
Total	46	54	100%	100s%

The table no. 4.9 is related with the “**To minimize the factor/s preventing youngsters to become an entrepreneur by:**” There were thirteen participants who expressed on how to minimize the factors preventing youngsters to become an entrepreneur from group A. The table shows that 39% participants have selected the “Develop confidence” option, 39% participants who have selected “Provide soft loans” option while 22% participants who have selected “Entrepreneurial education & practical” option respectively.

There were fifteen participants who expressed on how to minimize the factors preventing youngsters to become an entrepreneur from group B. The table shows that

13% participants have selected the “Develop confidence” option, 20% participants who have selected “Provide soft loans” option while 67% participants who have selected “Entrepreneurial education & practical” option respectively.

The results showed that in group A, “Develop confidence” and “Provide soft loans” option were mostly selected by participants and had 39%, the highest Frequency while “Entrepreneurial education & practical” option had lowest Frequency which was 22%.

While in group B, “Entrepreneurial education & practical” option was mostly selected by participants and had 67 %, the highest Frequency while “Develop confidence” option had lowest Frequency which was 13%.

Question no. 8

Table no: 4.10

Entrepreneurial Course help me in developing entrepreneurial intention by

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Telling us about our skill and tell us about how to become an entrepreneur	18	14	39%	26%
Motivate you to become an entrepreneur as well as develop technical skills	21	33	46%	61%
Learned about market	7	7	15%	13%
Total	46	54	100%	100%

The table no. 4.10 is related with the **“Entrepreneurial course help me in developing entrepreneurial intention by”**. There were thirteen participants who explained about Entrepreneurial course help them in developing entrepreneurial intentions from group A. The table shows that 39% participants have selected the **“Telling us about our skill and tell us about how to become an entrepreneur”** option. 46% participants who have selected **“Motivate you to become an entrepreneur as well**

as develop technical skills” option and 15% participants who have selected “Learned about market” option respectively.

There were fifteen participants who explained about Entrepreneurial course help them in developing entrepreneurial intentions from group B. The table shows that 26% participants have selected the “Telling us about our skill and tell us about how to become an entrepreneur” option. 13% participants who have selected “Motivate you to become an entrepreneur as well as develop technical skills” option and 61% participants who have selected “Learned about market” option respectively.

The “Motivate you to become an entrepreneur as well as develop technical skills” option was mostly selected by participants and had 46%, the highest Frequency while “Learned about market” option had lowest Frequency which was 15%. The “To achieve your goals” option was mostly selected by participants and had 60%, the highest Frequency while “prove my-self as a boss” option had lowest Frequency which was 7 %.

The “Motivate you to become an entrepreneur as well as develop technical skills” option was mostly selected by participants and had 61%, the highest Frequency while “Telling us about our skill and tell us about how to become an entrepreneur” option had lowest Frequency which was 13%.

Question no. 9

Table no: 4.11

Educational institutes motivate students in developing entrepreneurial intention by

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Field work	4	25	8%	47%
Focusing more on implementing those ideas	21	18	46%	33%
Provide a platform for students guided by mentor	21	11	46%	20%
Total	46	15	100%	100%

The table no. 4.11 is related with the “**Educational institutes motivate students in developing entrepreneurial intention by**”. There were thirteen participants who express on how educational institutes motivate students in developing entrepreneurial intentions from group A. The table shows that 8% participants have selected the “Field work” option. 46% participants who have selected “Focusing more on implementing

those ideas” option and 46% participants who have selected “Provide a platform for students guided by mentor” option and have Frequency respectively.

There were thirteen participants who express on how educational institutes motivate students in developing entrepreneurial intentions from group A. The table shows that 47% participants have selected the “Field work” option. 33% participants who have selected “Focusing more on implementing those ideas” option and 20% participants who have selected “Provide a platform for students guided by mentor” option and have Frequency respectively.

In group A, the “Focusing more on implementing those ideas” and “Focusing more on implementing those ideas” option were mostly selected by participants and had 46% the highest Frequency while “Field work” option had lowest Frequency which was 8%.

While in group B, “Field work” option was mostly selected by participants and had 47 %, the highest Frequency while “Provide a platform for students guided by mentor” option had lowest Frequency which was 20%.

Question no. 10

Table no: 4.12

Entrepreneurial education sufficient to develop entrepreneurial intentions

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
I think passion is required to become an entrepreneur	18	14	39%	26%
To plan and modify your idea you need entrepreneurial education and training	10	11	22%	20%
Theory is not enough, need more practical and activities	18	29	39%	54%
Total	46	54	100%	100%

The table no. 4.12 is related with the “**Entrepreneurial education sufficient to develop entrepreneurial intentions**”. There were thirteen participants who had pointed out that what should be needed in Entrepreneurial education to develop

entrepreneurial intentions among students from group A. The table shows that 39% participants have selected the “I think passion is required to become an entrepreneur” option. 22% participants who have selected “To plan and modify your idea you need entrepreneurial education and training” option and 39% participants had selected “Theory is not enough, need more practical and activities” option and respectively.

There were fifteen participants who had pointed out that what should be needed in Entrepreneurial education to develop entrepreneurial intentions among students from group B. The table shows that 26% participants have selected the “I think passion is required to become an entrepreneur” option. 20% participants who have selected “To plan and modify your idea you need entrepreneurial education and training” option and 54% participants had selected “Theory is not enough, need more practical and activities” option and respectively.

In group A, the “I think passion is required to become an entrepreneur” and “Theory is not enough, need more practical and activities” option were mostly selected by participants and had 39%, the highest Frequency while “To plan and modify your idea you need entrepreneurial education and training” option had lowest Frequency which was 22%.

While in group B, the “Theory is not enough, need more practical and activities” option was mostly selected by participants and had 54 %, the highest Frequency while “To plan and modify your idea you need entrepreneurial education and training” option had lowest Frequency which was 20%.

Question no. 11

Table no: 4.13

Which factor/s leads towards the road of an entrepreneurship

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Motivation & passion	29	32	63%	60%
Entrepreneurial education & training	3	18	7%	33%
To prove yourself	14	4	30%	7%
Total	46	54	100%	100%

The table no. 4.13 is related with the “**Which factor/s leads towards the road of an entrepreneurship**”. There were thirteen participants who describe the factor which will lead them towards the road of an entrepreneur from group A. The table shows that 61% participants have selected the “Motivation & passion” option. 7% participants who had selected “Entrepreneurial education & training” option and 30% participants who have selected “To prove yourself” option respectively.

There were fifteen participants who describe the factor which will lead them towards the road of an entrepreneur from group B. The table shows that 60% participants have selected the “Motivation & passion” option. 33% participants who

had selected “Entrepreneurial education & training” option and 7% participants who have selected “To prove yourself” option respectively.

In group A, the “Motivation & passion” option was mostly selected by participants and had 61 %, the highest Frequency while “Entrepreneurial education & training” option had lowest Frequency which was 7 %.

While in group B, “Motivation & passion” option was mostly selected by participants and had 60%, the highest Frequency while “To prove yourself” option had lowest Frequency which was 7 %.

Question no. 12

Table no: 4.14

You will become successful entrepreneur due to

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Your hard work	18	0	39%	0%
Your network	7	11	15%	20%
Both a & b	21	43	46%	80%
Total	46	54	100%	100%

The table no. 4.14 is related with the “**You will become successful entrepreneur due to**”. There were thirteen participants who explained that they will become successful entrepreneur due to which factor from group A. The table shows that 39% participants have selected the “Your hard work” option. 15 % participants who have selected “Your network” option and 46% participants who have selected “Both a & b” option and have Frequency respectively.

There were fifteen participants who explained that they will become successful entrepreneur due to which factor from group B. The table shows that 0% participants have selected the “Your hard work” option. 20 % participants who have selected “Your

network” option and 80% participants who have selected “Both a & b” option and have Frequency respectively.

The “Both a & b” option was mostly selected by participants and had 46%, the highest Frequency while “Your network” option had lowest Frequency which was 15%.

The “Both a & b” option was mostly selected by participants and had 80%, the highest Frequency while “Your hard work” option had lowest Frequency which was 0%.

Question no. 13

Table no: 4.15

I need mentor until

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
You plan your idea in detail	18	11	39%	20%
You implement your idea	10	14	22%	26%
You are a successful entrepreneur	18	29	39%	54%
Total	46	54	100%	100%

The table no. 4.15 is related with the “**I need mentor until**”. There were thirteen participants who identified the time until mentor was needed for them to become an entrepreneur from group A. The table shows that 39% participants have selected the “You plan your idea in detail” option. 22% participants who have selected “You implement your idea” option and 39% participants who have selected “You are a successful entrepreneur” option respectively.

There were fifteen participants who identified the time until mentor was needed for them to become an entrepreneur from group B. The table shows that 20% participants have selected the “You plan your idea in detail” option. 26% participants who have selected “You implement your idea” option and 54% participants who have selected “You are a successful entrepreneur” option respectively.

The “You plan your idea in detail” and “You are a successful entrepreneur” option were mostly selected by participants and had 39%, the highest Frequency while “You implement your idea” option had lowest Frequency which was 22%.

The “You are a successful entrepreneur” option was mostly selected by participants and had 54%, the highest Frequency while “You plan your idea in detail” option had lowest Frequency which was 20%.

Question no. 14

Table no: 4.16

I need mentor for

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Show us right path and guide us in difficult situation	10	25	22%	47%
Share their knowledge and experiences	18	18	39%	33%
To tell us about market situation	18	11	39%	20%
Total	46	54	100%	100%

The table no. 4.16 is related with the “**I need mentor for**”. There were thirteen participants who explained their reasons behind the need of mentors from group A. The table shows that 22% participants have selected the “Show us right path and guide us in difficult situation” option. 39% participants who have selected “Share their

knowledge and experiences” option and 39% participants who have selected “To tell us about market situation” option respectively.

There were fifteen participants who explained their reasons behind the need of mentors from group B. The table shows that 47% participants have selected the “Show us right path and guide us in difficult situation” option. 33% participants who have selected “Share their knowledge and experiences” option and 20% participants who have selected “To tell us about market situation” option respectively.

The results showed that in group A, “Share their knowledge and experiences” and “To tell us about market situation” option was mostly selected by participants and had 39%, the highest Frequency while “Show us right path and guide us in difficult situation” option had lowest Frequency which was 22 %.

While in group B, the “Show us right path and guide us in difficult situation” option were mostly selected by participants and had 47 %, the highest Frequency while “To tell us about market situation” option had lowest Frequency which was 20%.

Question no. 15

Table no: 4.17

Select the statement regarding covid-19 and people financial issues

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Need experience and skills rather than entrepreneurial education	7	7	15%	13%
Freelancing	18	18	39%	33%
Self-motivation/ passion rather than entrepreneurial education	21	29	46%	54%
Total	46	54	100%	100%

The table no. 4.17 is related with the “**Select the statement regarding covid-19 and people financial issues**”. There were thirteen participants who selected the statement regarding covid-19 and on improving people financial issues from group A. The table shows that 15% participants have selected the “Need experience and skills

rather than entrepreneurial education” option. 39% participants who have selected “Freelancing” option and 46% participants who have selected “Self-motivation/ passion rather than entrepreneurial education” option respectively.

There were thirteen participants who selected the statement regarding covid-19 and on improving people financial issues from group A. The table shows that 13% participants have selected the “Need experience and skills rather than entrepreneurial education” option. 33% participants who have selected “Freelancing” option and 54% participants who have selected “Self-motivation/ passion rather than entrepreneurial education” option respectively.

The results showed that in group A, the “Self-motivation/ passion rather than entrepreneurial education” option was mostly selected by participants and had 46%, the highest Frequency while “Need experience and skills rather than entrepreneurial education” option had lowest Frequency which was 15%.

While in group B, the “Self-motivation/ passion rather than entrepreneurial education” option was mostly selected by participants and had 54 %, the highest Frequency while “Need experience and skills rather than entrepreneurial education” option had lowest Frequency which was 13 %.

Question no. 16

Table no: 4.18

Factors affecting entrepreneurial intention and self-efficacy of students

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
It depends on living environment	10	7	22%	7%
Confidence in your skills	29	36	63%	67%
Financial issues	7	14	15%	26%
Total	46	54	100%	100%

The table no. 4.18 is related with the “**Factors affecting entrepreneurial intention and self-efficacy of students (Group “A”)**”. There were thirteen participants who identified factors affecting entrepreneurial intention and self-efficacy of students from group A. The table shows that 22% participants have selected the “I It depends on living environment” option. There 63% participants who had selected “Confidence in your skills” option and 15% participants who have selected “Financial issues” option respectively.

There were fifteen participants who identified factors affecting entrepreneurial intention and self-efficacy of students from group B. The table shows that 7% participants have selected the “It depends on living environment” option. There 67% participants who had selected “Confidence in your skills” option and 26% participants who have selected “Financial issues” option respectively.

The “Confidence in your skills” option was mostly selected by participants and had 63%, the highest Frequency while “Financial issues” option had lowest Frequency which was 15%.

The “Confidence in your skills” option was mostly selected by participants and had 67 %, the highest Frequency while “It depends on living environment” option had lowest Frequency which was 7 %.

Question no. 17

Table no: 4.19

Develop entrepreneurial intention and self-efficacy

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Believe in your self	25	22	54%	40%
Motivated to your goals	18	29	38%	54%
Urge to earn money	3	3	8%	6%
Total	46	54	100%	100%

The table no. 4.19 is related with the “**Develop entrepreneurial intention and self-efficacy**”. There were thirteen participants who described on how they can develop entrepreneurial intention and self-efficacy of students from group A. The table shows that 54% participants have selected the “I Believe in yourself” option. 38% participants who have selected “Motivated to your goals” option and 8% participant who had selected “Urge to earn money” option respectively.

There were fifteen participants who described on how they can develop entrepreneurial intention and self-efficacy of students from group B. The table shows that 40% participants have selected the “I Believe in yourself” option. 54% participants

who have selected “Motivated to your goals” option and 6% participant who had selected “Urge to earn money” option respectively.

The results showed that in group A, “I Believe in yourself” option was mostly selected by participants and had 54%, the highest Frequency while “Urge to earn money” option had lowest Frequency which was 8%.

While in group B, “Motivated to your goals” option was mostly selected by participants and had 54 %, the highest Frequency while “Urge to earn money” option had lowest Frequency which was 6 %.

Question no. 18

Table no: 4.20

We can improve entrepreneurial education among university students

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Practical work	14	29	31%	54%
Entrepreneurial events	7	7	15 %	13%
Motivate and Provide service so students can apply their idea without fear	25	18	54 %	33%
Total	46	54	100%	100%

The table no. 4.20 is related with the “**We can improve entrepreneurial education among university students**”. There were thirteen participants explained on how we can improve entrepreneurial education among university students from group A. The table shows that 31% participants have selected the “I Practical work” option. 15% participants who have selected “Entrepreneurial events” option and 54% participants who have selected “Motivate and Provide service so students can apply their idea without fear” option respectively.

There were fifteen participants explained on how we can improve entrepreneurial education among university students from group B. The table shows that 54% participants have selected the “I Practical work” option. 13% participants who have selected “Entrepreneurial events” option and 33% participants who have selected “Motivate and Provide service so students can apply their idea without fear” option respectively.

The results showed that in group A, “Motivate and Provide service so students can apply their idea without fear” option was mostly selected by participants and had 54 %, the highest Frequency while “Entrepreneurial events” option had lowest Frequency which was 15 %.

While in group B, “Practical work” option was mostly selected by participants and had 54 %, the highest Frequency while “Entrepreneurial events” option had lowest Frequency which was 13 %.

Question no. 19

Table no: 4.21

The curriculum should include

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Practical work/ field work	18	18	38 %	33%
Activities	14	0	31 %	0%
Both a & b	14	36	31 %	67%
Total	46	54	100%	100%

The table no. 4.21 is related with the “**The curriculum should include**”. There were thirteen participants who have given their opinion on what further needed to be added in curriculum in entrepreneurship course from group A. The table shows that 38 % participants have selected the “Practical work/ field work” option. 31% participants who have selected “Activities” option and 31% participants who have selected “both a & b” option respectively.

There were fifteen participants who have given their opinion on what further needed to be added in curriculum in entrepreneurship course from group B. The table shows that 33% participants have selected the “Practical work/ field work” option. 0%

participants who have selected “Activities” option and 67% participants who have selected “both a & b” option respectively.

The results showed that in group A, “Practical work/ field work” option was mostly selected by participants and had 38 %, the highest Frequency while “Activities” and “both a & b” options had lowest Frequency which was 31 %.

While in group B, “both a & b” option was mostly selected by participants and had 67 %, the highest Frequency while “Activities” and “Invite entrepreneurs to motivate” options had lowest Frequency which was 0%.

Question no. 20

Table no: 4.22

Student's evaluation of entrepreneurial course

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Field skills	18	7	39%	13%
Understanding of concept	18	36	39%	67%
Both a & b	10	11	22%	20%
Total	46	54	100%	100%

The table no. 4.22 is related with the “**Student’s evaluation of entrepreneurial course**”. There were thirteen participants who gave their view on which factor the student’s evaluation of entrepreneurial course be graded from group A. The table shows that 39% participants have selected the “Field skills” option. 39% participants who have selected “Understanding of concept” option and 22% participants who have selected “Both a & b” option respectively.

There were fifteen participants who gave their view on which factor the student’s evaluation of entrepreneurial course be graded from group B. The table shows that 13% participants have selected the “Field skills” option. 67% participants who have

selected “Understanding of concept” option and 20% participants who have selected “Both a & b” option and respectively.

In group A, “Field skills” and “Understanding of concept” options were mostly selected by participants and had 39 %, the highest Frequency while “Both a & b” option had lowest Frequency which was 22 %.

In group B, the results showed that “Understanding of concept” options were mostly selected by participants and had 67 %, the highest Frequency while “Both a & b” option had lowest Frequency which was 13%.

Question no. 21

Table no: 4.23

Your closed ones help you

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
In building self confidence	18	11	39%	20%
Encourage to achieve your goals	18	36	39%	67%
In building network	10	7	22 %	13%
Total	46	54	100%	100%

The table no. 4.23 is related with the “**Your closed ones help you**”. There were thirteen participants who selected the reason behind the need of their closed ones help from group A. The table shows that 39% participants have selected the “In building self-confidence” option. 39% participants who have selected “Encourage to achieve your goals” option and 22% participants who have selected “In building network” option respectively.

There were fifteen participants who selected the reason behind the need of their closed ones help from group B. The table shows that 20% participants have selected

the “In building self-confidence” option. 67% participants who have selected “Encourage to achieve your goals” option and 13% participants who have selected “In building network” option respectively.

The results showed that in group A, “In building self-confidence” and “Encourage to achieve your goals” options were mostly selected by participants and had 39 %, the highest Frequency while “In building network” option had lowest Frequency which was 22 %.

While in group B, “Encourage to achieve your goals” options were mostly selected by participants and had 67%, the highest Frequency while “In building network” option had lowest Frequency which was 13%.

Question no. 22

Table no: 4.24

Skills needed most to become an entrepreneur

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Managerial & Technical skills	29	18	62 %	33%
Passion and motivation	7	11	15 %	20%
Innovative idea	10	25	23 %	47%
Total	46	54	100%	100%

The table no. 4.24 is related with the “**Skills needed most to become an entrepreneur**”. There were thirteen participants who selected the most needed skills required to become an entrepreneur from group A. The table shows 62% participants have selected the “Managerial & Technical skills” option. 15 % participants who have selected “Passion and motivation” option and 38% participants who have selected “Innovative idea” option respectively.

There were fifteen participants who selected the most needed skills required to become an entrepreneur from group B. The table shows % participants have selected the “Managerial & Technical skills” option. 15 % participants who have selected

“Passion and motivation” option and 38% participants who have selected “Innovative idea” option respectively.

The “Managerial & Technical skills” option was mostly selected by participants and had 62 %, the highest Frequency while “Passion and motivation” option had lowest Frequency which was 15 %.

The “Innovative idea” option was mostly selected by participants and had 47 %, the highest Frequency while “Passion and motivation” option had lowest Frequency which was 20%.

Question no. 23

Table no: 4.25

Entrepreneurial course helped

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Motivate me to become an entrepreneur	18	11	39 %	20%
Polish my ideas	21	43	46 %	80%
Urge to become independent	7	0	15 %	0%
Total	46	54	100%	100%

The table no. 4.25 is related with the “**Entrepreneurial course helped**”. There were thirteen participants who point out the benefit of entrepreneurial course which they were studding from group A. The table shows that 39% participants have selected the “Motivate me to become an entrepreneur” option. 46% participants who have selected “Polish my ideas” option and 15% participants who have selected “Urge to become independent” option respectively.

There were fifteen participants who point out the benefit of entrepreneurial course which they were studding from group B. The table shows that 20% participants have selected the “Motivate me to become an entrepreneur” option. 80% participants

who have selected “Polish my ideas” option and 0% participants who have selected “Urge to become independent” option respectively.

The “Polish my ideas” option was mostly selected by participants and had 46%, the highest Frequency while “Urge to become independent” option had lowest Frequency which was 15%.

The “Polish my ideas” option was mostly selected by participants and had 80%, the highest Frequency while “Urge to become independent” option had lowest Frequency which was 0%.

Question no. 24

Table no: 4.26

Network connection help entrepreneurs

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Motivate them	7	7	15%	13%
Financial aid	14	7	31%	13%
Helped them establish	25	40	54%	74%
Total	46	54	100%	100%

The table no. 4.26 is related with the “**Network connection help entrepreneurs**”. There were thirteen participants who identified the reason behind the need of network connection help in the life of entrepreneurs from group A. The table shows that 15% participants have selected the “Motivate them” option. 31% participants who have selected “Financial aid” option and 54% participants who have selected “Helped them establish” option and respectively.

There were fifteen participants who identified the reason behind the need of network connection help in the life of entrepreneurs from group B. The table shows that 13% participants have selected the “Motivate them” option. 13% participants who have

selected “Financial aid” option and 74% participants who have selected “Helped them establish” option and respectively.

The results showed that in group A, “Helped them establish” option was mostly selected by participants and had 54 %, the highest Frequency while “motivate them” option had lowest Frequency which was 15 %.

While in group B, “Helped them establish” option was mostly selected by participants and had 74 %, the highest Frequency while “motivate them” and “Financial aid” option had lowest Frequency which was 13 %.

Question no. 25

Table no: 4.27

Importance of Entrepreneurial course

Options	No. of participants		Frequency	
	Group A	Group B	Group A	Group B
Should be included in curriculum at university level	18	3	39%	6%
Need more exposure of this subject	7	11	15%	20%
Should be expanded and in more detail	21	40	46%	74%
Total	46	54	100%	100%

The table no. 4.27 is related with the “**Importance of Entrepreneurial course**”. There were thirteen participants who had selected the option which indicates the importance of entrepreneurial course at university level from group A. The table shows that 39% participants have selected the “Should be included in curriculum at university level” option. 15% participants who have selected “Need more exposure of

this subject” option and 46% participants who have selected “Should be expanded and in more detail” option respectively.

There were fifteen participants who had selected the option which indicates the importance of entrepreneurial course at university level from group B. The table shows that 6% participants have selected the “Should be included in curriculum at university level” option. 20% participants who have selected “Need more exposure of this subject” option and 74% participants who have selected “Should be expanded and in more detail” option respectively.

The results showed that in group A. “Should be expanded and in more detail” option was mostly selected by participants and had 46 %, the highest Frequency while “Need more exposure of this subject” option had lowest Frequency which was 15 %.

While in group B, “Should be expanded and in more detail” option was mostly selected by participants and had 74%, the highest Frequency while “Should be included in curriculum at university level” option had lowest Frequency which was 6%.

Table no 4.28 showed the highest and lowest frequency of both groups regarding each question (see the annexure". The question no. second, eleventh, sixteenth, seventeenth, eighteenth and twenty-fourth in which both groups had high frequency than 50%. In question no. second, majority of participants in both group have selected first option "to achieve your goals" with the frequency 63 in group A while 60 in group B. In question no. eleventh, majority of participants in both group have selected first option "Motivation and Passion" with the frequency 63 in group A while 60 in group B. In question no. sixteenth, majority of participants in both group have selected second option "confidence in your skills" with the frequency 63 in group A while 67 in group B. In question no. seventeenth, majority of participants in group A have selected first option "believe in yourself" with the frequency 54 while group B, majority of participants have selected second option "motivated to your goals" with the frequency 54. In question no. eighteenth, majority of participants in group A have selected third option "Motivation and provide service to students can apply their ideas without fear" with the frequency 54 while group B, majority of participants have selected first option "practical work" with the frequency 54. In question no. twenty-fourth, majority of participants in both group have selected third option "helped them established" with the frequency 54 in group A while 74 in group B.

The table no. 4.29 in annexure "P" showed the full picture of quantitative data's frequency regarding each question. This table was developed by combining both Group A and Group B's data to make a frequency of majority participants responses. In first question, majority of the participants thought that entrepreneurship is all about taking risk which have 54% frequency. In second question, majority of the participant selected the first option which indicates that achieve their goals was their entrepreneurial motivation which have 61% frequency. In third question, majority of the participant

selected the second option which indicates that they have management skills to become an entrepreneur which indicates 40% frequency. In fourth question, majority of the 61% frequency participant selected the second option which explained that their main strength behind to become an entrepreneur was the motivation to achieve their goals. In fifth question, 57% of the participant selected the second option which indicates that majority of the participants were thinking about ideas related with E-Business. In sixth question, 46% of the participant selected the second option which indicates that majority of participants thought that financial issue was the main factor which is preventing youngsters from becoming an entrepreneur. In seventh question, 46% of the participant selected the third option which indicates that education and practical work is needed to minimize the factors which are preventing youngsters to become an entrepreneur. In eighth question, 54% of the participant selected the second option which showed that EC motivate them in developing their EI as well as develop their ES. In ninth question, 39% of the participant selected the first option which showed that majority of participants thought that the educational institutes could focus more on implementing those ideas which will motivate students in developing EI. In tenth question, 47% of the participant selected third option which indicates that majority of participants thought that EE was not sufficient for them and they need more practical work and activities to develop their EI and ES. In eleventh question, 61% of the participant selected the first option which showed that motivation and passion is the most significant aspect which led towards the path of entrepreneurship. In twelfth question, 64% of the participant selected the third option which indicates that your network and hard work, both will help them in becoming successful entrepreneurs. In thirteenth question, 47% of the participant selected the first option which indicates that students need the guidance of a mentor until they become a successful entrepreneur. In

fourteenth question, 36 of the participant selected the second option which indicates that many of the participants need mentor so their mentor can share his/her EK and Entrepreneurial experiences. In fifteenth question, 50% of the participant selected the first option which indicates that half of the participants thought that people who are facing financial issues need self-motivation and passion during covid-19 rather EE to solve their problems and to become an entrepreneur. In sixteenth question, 65% of the participant selected the second option which indicates that major factor affecting EI and self-efficacy is the lack or over confidence in their ES. In seventeenth question, 47% of the participant selected the first and second option which showed that believing in yourself and had a motivation to achieve your goal will help them in developing EI and self-efficacy. In eighteenth question, 43 of the participant selected the first and third option which explained that EE can be improved among higher education students with the help of practical word and motivate them in becoming an entrepreneur as well as offer facility so students can apply their entrepreneurial ideas without anxiety of anything. In nineteenth question, 50% of the participant selected third option which indicates that many of participants thought that practical work and activities should be included in their curriculum. In twentieth question, 54% of the participant selected the second option which indicates that majority of participants thought that evaluation of students should be on the basis of their understanding concepts in entrepreneurial course. In **twenty-first** question, 54% of the participant selected the second option which showed that their closed ones can help them during the process of becoming an entrepreneur by encouraging to achieve their goals. In twenty-second question, 47% of the participant selected the first option which indicates that managerial and technical skill were most needed ES to become an entrepreneur. In twenty-third question, 64% of the participant selected the second option which indicates that majority of participants thought that EC

helped them in developing and polish their Entrepreneurial ideas. In twenty-fourth question, 65% of the participant selected the first option which indicates that network connections helped them in establishing as an entrepreneur. In twenty-fifth question, 61% of the participant selected third option which indicates that majority of participants thought that the significance of EC can be develop by expanding it and it in more detail..

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

5.1 Summary

Entrepreneurship is about using your knowledge and start a new business with the help of technical and managerial skills, taking risk, innovative ideas, observation skills and most importantly knowledge other business. The Entrepreneurial intention can be defined as the intentions or mindset to establish your own business. There were many people who had started their own business during last few years due to covid-19. Many organizations helped those people in establish their own business by modifying their ideas and given them loans but some of them also gave entrepreneurial education and mentors. There are many educational institutes who had included entrepreneurial course in their curriculum to develop entrepreneurial intentions among students.

The objectives of this study were to examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Knowledge and Entrepreneurial Attitude at university level. The researcher had used mixed method approach and phenomenological design in her study. The researcher had chosen sequential mixed method for this study. All the public universities in Islamabad were population of this study. The researcher had used purposive sample technique and multistage sampling technique to select her population and sample. She collected the data from two public universities who had Management Science Department and were teaching EC and named them group A and B respectively. The participants were selected from BBA and MBA programs and semester in which they were taught

entrepreneurial course respectively. Total of four focus group discussions were conducted. There were thirty-two participants who willingly participated in discussion while there were hundred participants who filled the questionnaire. She used self-made focus group discussion questions and instrument. The instrument, questionnaire was based on qualitative data.

The researcher used NVivo software to analyze qualitative data while MS Excel to analyze quantitative data. The results showed that majority of the students had entrepreneurial intention as well as thinking about their business ideas. Many of the students had entrepreneurial knowledge and its skills. The researcher had discussed the findings, discussion, conclusion, and recommendations as follows:

5.2 Findings

In this the researcher will divide findings in two categories. The first findings will be related with the qualitative data while other one will be related with the quantitative data.

5.2.1 Qualitative Data Findings

1. The first theme “entrepreneurial concept” result showed that majority of the participants from group “A” think that the concept of entrepreneurship is all about starting a new business with the help of a new idea to earn profit while other opinion was that the concept of entrepreneurship is risk taking, implementing their idea into reality, and developing & managing a business.

The result of the group “B” showed that every person had their own thoughts on entrepreneurial concept. The participants said that concept of entrepreneurship is all about innovation and modifying their ideas, taking risk, and staying ahead of time to build a business.

2. The second theme “Business Idea” result showed that majority of the participants from group “A” had thought about becoming an entrepreneur and had thought about their business ideas. All participants had different ideas which were related with art & craft, E-business, traditional theme restaurant, construction company, clothing line, biodegradable cutlery, stationary, event manager and career real state welder.

The result of group “B” showed that majority of the participants had thought about their business ideas except. Their business ideas were related to E-Business, pickup, transport, design studio, food industry, cosmetic industry, virtual reality movies and sport center. But only one participant said that he had not thought about any business idea.

3. The third theme “Entrepreneurial Intention & Motivation to Become an Entrepreneur” result showed that majority of the participants from group “A” had entrepreneurial intentions. Majority of the participants thought that they wanted to become an entrepreneur to become their own boss. Other thought that they wanted to become an entrepreneur because they wanted to achieve their goal or prove themselves. One of the participant also said that she wanted to become lively hood of others and give opportunities to people, implement her ideas and prove herself.

The results of group “B” showed that majority of participants had entrepreneurial intentions to become an entrepreneur. All participants had their own reasons to become an entrepreneur. Majority of the participants said their EI develop due to wanted to become their own boss and manage their business with their own rules. Other participants said that they motivated by their goals, implement their ideas to work on their own startups, offer valuable service, get positive feedback, satisfy themselves and motivated by speakers.

4. The fourth theme “Entrepreneurial Skills” result showed that all participants from group “A” had their own skills and strengths which will help them in becoming an entrepreneur. The majority of the participants had personal skills while other had intrapersonal skills and critical & creativity skills

The result of group “B” showed that they had their own skills and strengths which will help them in becoming an entrepreneur. The majority of the participants had intrapersonal skills while other had critical & creativity skills.

5. The fifth theme “Entrepreneurial Education” result showed that majority of the participants from group “A” had different opinions. Majority of the participants said that their entrepreneurial course helped them in developing EI and ES. They also said that they need more practical work/ training as the theory is not sufficient for them.

The result of group “B” showed that majority of participants said that entrepreneurial course entrepreneurial course helps them a lot in developing their entrepreneurial intentions and skills. But some of the participants said that this course diverts their intentions instead of learning to getting better grades. There were also some participants who said that it helps them in building their business ideas, tell them about risks, finance, target customers and market. The results also shows that university need EE to build EI among students. It also showed that many of the participants think that they need further training with EE.

6. The sixth theme “Entrepreneurial Education and Covid-19” result showed that half of the participants from group “A” had agreed upon EE would have helped during covid-19. They said it would help them in establishing their E-Business as well as to solve financial problems. But half of them said it does not matter, what matter the most is experience and skills

The result of group “**B**” showed that majority of the participants thought that EE is not important in covid-19 for people to become entrepreneur their loved ones or to build their EI. It all depends on their passion, skills, and their internal urge to earn money

7. The seventh theme “Factors Affecting EE, EI & Self-Efficacy” result showed that majority of the participants from group “**A**” had different opinion on factors which are affecting EE, EI, and self-Efficacy of young generation. The factors were market of Pakistan, capital investment, not a risk-taking community, giving students’ soft loans, job opportunity and past experience.

The result of group “**B**” showed that many of the participants also had different opinion regarding the factors affecting EE, EI, and self-Efficacy of students, three of the participants said that we are not risk taker community, four of them said that the young generation lives in fantasy and wanted to earn money by shortcuts as well as they are spoon fed by their parents. The other factor was that they do not want to leave their comfort zone. Other remaining participants said that focusing on marks other than learning and developing EI, Un-employment, environment in which they are brought up, motivated by close ones, innovation and creativity, leadership qualities, lag of guidance, inner drive, optimistic, gender inequality, financial issues, and initial resources. But one of the participant said that it depends on passion as we are less passionate to become and entrepreneur.

8. The eighth theme “Role & Need of mentor” result showed that majority of the participants from group “**A**” need a mentor in their life to become a successful entrepreneur. They also told the researcher that they need mentor for guidance in situations they stuck and share their experience and knowledge with them

The result of group “B” showed that the majority of participants that they need mentor if they wanted to become entrepreneur. Every person has different reason behind the need for mentor, they said that they need their guidance, experience and knowledge, motivation, share their idea and help them developing & launching idea and tell them about risk factors.

5.2.2 Quantitative Data Findings

The quantitative findings of the research study were as follows:

1. The first question was related with the concept of entrepreneurship. The result shows that that many participants from group “A” think that the entrepreneurial concept was all about taking risk or a new business.

While in group “B”, the result indicates that the majority of participants thought that the concept of entrepreneurship is all about taking risk.

2. The second question was related with what motivated them to become an entrepreneur. The result shows that the majority of participants from group “A” motivated to become an entrepreneur due to achieve their goals.

While in group “B”, the result indicates that the majority of participants were motivated to become an entrepreneur due to the drive of achieving their goals

3. The third question was related with the participant's skills they already had to become an entrepreneur. The result shows that the majority of participants from group "A" had leadership skills which will help them in becoming an entrepreneur.

While in group "B", the results showed that the majority of participants had Management skills which will help them in establishing their own business and helped them in becoming an entrepreneur.

4. The fourth question was related with the participant's strength they had to become an entrepreneur. The results showed that in group "A", majority of participants were motivated to achieve their goals which was their strength in becoming an entrepreneur.

While the results of group "B" showed that majority of participants were motivated to achieve their goals which was their greatest strength in becoming an entrepreneur.

5. The fifth question is related with the business idea of participants. The results of group "A" showed that majority of participants were planning to open their business ideas related with E-Business.

While the results of group "B" also indicated that majority of participants were also planning to think about business ideas related with E-Business.

6. The sixth question is related with factors preventing youngsters to become an entrepreneur. The results of the group "A" showed that majority of participants think that the major factor which is affecting young generation to become an entrepreneur were their financial issues.

While the results of group "B" showed that majority of participants think that the major factor which is affecting young generation to become an entrepreneur were the government and local policies of our country.

7. The seventh question is on how we can minimize the factors preventing youngsters to become an entrepreneur. The results of the group “A” showed that majority of participants think that to minimize the factors preventing youngsters to become an entrepreneur they needed to develop confidence as well as provide soft loans to students.

While the results of group “B” showed that majority of participants think that to minimize the factors preventing youngsters to become an entrepreneur they need more entrepreneurial education and practical work in student’s curriculum.

8. The eighth question is on Entrepreneurial course help them in developing entrepreneurial intentions. The results of the group “A” showed that majority of participants think that Entrepreneurial course help them in developing entrepreneurial intentions by telling them about their skill they had and tell them about how to become an entrepreneur in addition it also motivated them to become an entrepreneur as well as develop technical skills.

While the results of group “B” also showed that majority of participants think that Entrepreneurial course help them in developing entrepreneurial intentions by motivated them to become an entrepreneur as well as develop technical skills.

9. The ninth question is related with how educational institutes can motivate students in developing entrepreneurial intention among students. The results of the group “A” explained that majority of participants think that Educational institutes can motivate students in developing entrepreneurial intentions by focusing more on implementing those ideas of students as well as provide a platform for students guided by mentors.

The results of group “B” explained that majority of participants think that Educational institutes can motivate students in developing entrepreneurial intentions by including more field work in their entrepreneurship courses.

10. The tenth question is related with, if the Entrepreneurial education sufficient to develop entrepreneurial intentions or they need something more in their course. The results of the group “A” shows that majority of participants think that passion is required for students to become an entrepreneur as well as theory is not enough. Entrepreneurial course needs more practical and activities to develop entrepreneurial intentions among students.

The results of group “B” showed that majority of participants think that theory is not enough, the Entrepreneurial course need more practical and activities to develop entrepreneurial intentions among students

11. The eleventh question is related with which factor leads towards the road of an entrepreneur. The results of the group “A” showed that the majority of participants think that motivation and passion is the main factor which leads them to become an entrepreneur.

The results of group “B” showed that majority of participants think that motivation and passion is the main factor which leads them to become an entrepreneur.

12. The twelfth question is related with factors due to which they will become successful entrepreneurs. The results of the group “A” showed that the majority of participants think that both their hard work and network helps people in becoming a successful entrepreneur.

The result of group “B” showed that the majority of participants” think that both their hard work and network helps people in becoming a successful entrepreneur.

13. The thirteenth question is related with until which time the participants need mentor. The results of the group “A” showed that the majority of participants think that they need the mentor until they plan their idea or until become a successful entrepreneur.

The results of group “B” showed that the majority of participants think that they wanted the mentor until they become a successful entrepreneur

14. The fourteenth question is related with why they need mentor for. The results of the group “A” that that the majority of participants” who explained that their reasons behind the need of mentors was that mentors will share their knowledge and life experiences with students as well as tell them about market situation.

The results of group “B” showed that the majority of participants who explained that their reasons behind the need of mentors for them was to show them the right path and give them guidance when they had difficult situations.

15. The fifteenth question is related with selecting the statement regarding covid-19 and people financial issues. The results of the group “A” showed that the majority of participants” think that Self-motivation/ passion rather than entrepreneurial education is needed by people during covid-19 to improve people’s financial issues.

The results of group “B” showed that the majority of participants think that Self-motivation/ passion rather than entrepreneurial education is needed by people during covid-19 to improve people’s financial issues.

16. The sixteenth question is related with factors affecting entrepreneurial intention and self-efficacy of students. The results of the group “A” showed that the majority of participants think that confidence in their skills is the main factors affecting entrepreneurial intention and self-efficacy of students.

The result of group “B” showed that that the majority of participants” think that confidence in their skills is the main factors affecting entrepreneurial intention and self-efficacy of students.

17. The seventeenth question is on how they can develop entrepreneurial intention and self-efficacy. The results of the group “A” showed that the majority of participants think that they can develop entrepreneurial intention and self-efficacy of students by believing in themselves and can become an entrepreneur.

The result of group “B” showed that the majority of participants think that they can develop entrepreneurial intention and self-efficacy of students by motivating them to achieve their goals.

18. The eighteenth question is related with how they can improve entrepreneurial education among university students. The results of the group “A” showed that the majority of participants think that by motivating and providing service so students can apply their ideas without the fear can help us in improving the entrepreneurial education among university students.

While the results of group “B” showed that the majority of participants think that by including more practical work in their courses can help us in improving the entrepreneurial education among university students.

19. The nineteenth question is related with what should be included in the curriculum of entrepreneurship. The results of the group “A” showed that the majority of participants” think that practical work and field work should be included in curriculum in entrepreneurship course.

While the result of group “B” showed that the majority of participants think that the activities, practical work, and field work should be included in curriculum of entrepreneurship course.

20. The twentieth question is related with student's evaluation of entrepreneurial course should be on the bases of. The results of the group "A" showed that the majority of participants think that field skills as well as understanding of the concept were two factors on which student's evaluation of entrepreneurial course should be graded.

While the results of group "B" showed that the majority of participants think understanding of the concept was the major factor on which student's evaluation of entrepreneurial course should be graded.

21. The twenty-first question is related with how their closed ones helped them. The results of the group "A" showed that the majority of participants think that the reason behind the need of their closed one's help was build their self-confidence as well as encourage them to achieve their goals.

While the results of group "B" showed that the majority of participants think that the reason behind the need of their closed one's help encourage them to achieve their goals.

22. The twenty-second question is related with skills needed most to become an entrepreneur. The results of the group "A" showed that the majority of participants think that managerial and technical skill were most needed skills required for entrepreneur to become a successful businessman.

While the results of group "B" showed that the majority of participants think that innovative ideas were most needed skills required for entrepreneur to become a successful businessman.

23. The twenty-third question is related with how Entrepreneurial course helped them. The results of the group "A" showed that the majority of participants think that the benefit of entrepreneurial course which they were studding was that it helped them in polishing their ideas.

The results of group “B” showed that the majority of participants also think that the benefit of entrepreneurial course which they were studying was that it helped them in polishing their business ideas.

24. The twenty-fourth question is related with how network connection help entrepreneurs. The results of the group “A” showed that the majority of participants think that the reason behind the need of network connection help in the life of entrepreneurs is to help them in establishing successfully.

The result of group “B” also showed the majority of participants think that the reason behind the need of network connection help in the life of entrepreneurs is to help them in establishing successfully.

25. The twenty-fifth question is related with importance of Entrepreneurial course. The results of the group “A” showed that the majority of participants think that the entrepreneurial course should be expanded and in more detail which will improve the importance of entrepreneurial course at university level.

While the results of group “B” also showed that the majority of participants think that the entrepreneurial course should be expanded and in more detail which will improve the importance of entrepreneurial course at university level.

The first objective of this study was to examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Knowledge at university level and its major finding was that participants are confident in their entrepreneurial knowledge as well as majority think that entrepreneurial course help them in developing their entrepreneurial intention by polishing their business ideas and skills. The second objective of this study was to examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Attitude at university level and its major finding was that participants had positive attitude towards

entrepreneurship which helped them in developing entrepreneurial intention. They already have an idea for their business and working on them and developing their ES for their future. The participants gave opinion that entrepreneurship competitions must be held on frequent basis. The participants highlighted that university management must arrange frequent seminars for them and invite successful entrepreneurs.

5.3 Discussion

Objective 1: The objective of this study was to examine the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Knowledge at university level.

5.3.1 Entrepreneurial Concept

The first theme “entrepreneurial concept” findings showed that majority of the participants from group “A” think that the concept of entrepreneurship is all about starting a new business with the help of a new idea to earn profit while other opinion was that the concept of entrepreneurship is risk taking, implementing their idea into reality, and developing & managing a business. After the crosschecking participant answers from the participants, the quantitative findings showed that 39% of participants from group “A” thought that the entrepreneurial concept was all about taking risk and 39% thought it is all about a new business.

The findings of the group “B” showed that every person had their own thoughts on entrepreneurial concept. The participants said that concept of entrepreneurship is all about innovation taking risk and staying ahead of time to build a business. After the crosschecking participant answers from the participants, the quantitative findings

showed that 67% of participants from group “B” indicates that most participants thought that the concept of entrepreneurship is all about taking risk.

All the above discussion showed that most of the participants think that the entrepreneurship is all about developing new business. The findings also showed that other participants thought that entrepreneurship is all about risk-taking. But the researcher think that entrepreneurship is about developing a business with innovative idea, taking risk, planning, and managing it with the help of entrepreneurial skills.

5.3.2 Motivation to Become an Entrepreneur & Entrepreneurial Intention

The second theme “Entrepreneurial Intention & Motivation to Become an Entrepreneur”, findings showed that majority of the participants from group “A” had entrepreneurial intentions. Majority of the participants thought that they wanted to become an entrepreneur to become their own boss. Other thought that they wanted to become an entrepreneur because they wanted to achieve their goal or prove themselves. One of the participant also said that she wanted to become lively hood of others and give opportunities to people, implement her ideas and prove herself. After the crosschecking participant’s answers, the quantitative findings showed that 62% of participants from group “A” motivated to become an entrepreneur because they wanted to achieve their goals.

The findings of group “B” showed that majority of participants had entrepreneurial intentions to become an entrepreneur. All participants had their own reasons to become an entrepreneur. Majority of the participants said their Entrepreneurial Intention (EI) develop because they wanted to become their own boss and manage their business with their own rules. Other participants said that they were motivated by their goals, want to implement their ideas to work on their own startups,

want to offer valuable service, get positive feedback, satisfy themselves and motivated by speakers. After the crosschecking participant's answers, the quantitative findings showed that 60% of participants were motivated to become an entrepreneur because they wanted to of accomplishing their goals.

The above discussion explained that majority of the participants were thinking of becoming an entrepreneur. And the motivation to become an entrepreneur was to accomplish whatever their goal are. The researcher slightly agreed with them and also think that they need to have some vision or goal in their mind to be self-motivated to accomplish their objectives and outcomes.

5.3.3 Entrepreneurial Education

The fifth theme "Entrepreneurial Education" findings showed that majority of the participants from group "A" had different opinions. Majority of the participants said that their entrepreneurial course helped them in developing EI (Entrepreneurial Intentions) and ES (Entrepreneurial Skills). They also said that they need more practical work/ training as the theory is not sufficient for them. After the crosschecking participant answers from the participants, the quantitative findings indicated 46% frequency of participants think that Entrepreneurial course help them in developing entrepreneurial intentions by telling them about their skill they had and tell them about how to become an entrepreneur in addition it also motivated them to become an entrepreneur as well as develop technical skills. Another finding related to this theme indicated that 39% of participants think that passion is required for students to become an entrepreneur and 39% participants also think that theory is not enough. They need Entrepreneurial course need more practical activities to develop entrepreneurial intentions among students and 46% of participants think that the benefit of entrepreneurial course they were studying was that it helped them in polishing their

ideas. It also explained that 46% of participants had an opinion that the entrepreneurial course should be expanded in more detail which will improve the importance of entrepreneurial course at university level. It also explained that 46% of participants think that educational institutes can motivate students in developing entrepreneurial intentions by focusing more on implementing those ideas of students as well as other 46% also think that providing a platform for students and giving them guideline by mentors is more suitable.

The findings of group “B” showed that majority of participants said that entrepreneurial course helps them a lot in developing their entrepreneurial intentions and skills. But some of the participants said that this course diverts their intentions instead of learning to getting better grades. There were also some participants who said that it helps them in building their business ideas, tell them about risks, finance, target customers and market. The findings also shows that university need Entrepreneurial education (EE) to build Entrepreneurial Intention (EI) among students. It also showed that many of the participants think that they need further training with Entrepreneurial education (EE). After the crosschecking participant answers from the participants, the quantitative findings indicated 60% of participants think that Entrepreneurial course help them in developing entrepreneurial intentions by motivated them to become an entrepreneur as well as develop technical skills. The findings also showed that 73% of participants think that the entrepreneurial course should be expanded and in more detail which will improve the importance of entrepreneurial course at university level. And 53% of participants think they need more than theory, more practical and activities to develop entrepreneurial intentions among students at university level. It also explained that 80% of participants gave their opinion that the benefit of entrepreneurial course they were studying was that it helped them in polishing their business ideas. The

findings also explained that 47% of participants think that educational institutes can motivate students in developing entrepreneurial intentions by including more field work in their entrepreneurship courses.

The above discussion indicated that entrepreneurial education is the first step to build entrepreneurial intention among graduation students at university level as many participants think that the reason behind their entrepreneurial intention and entrepreneurial skills development is dependent on their entrepreneurial course, but they need more training, activities, and practical work to improve themselves. So, the course needs to be expanded and in more detailed. The researcher also thinks that with the entrepreneurial course, the practical work should be included so students can apply their knowledge and understand better. The institutes can expand the entrepreneurial course by dividing it into two or three semester in which they can gain entrepreneurial knowledge, built, plan and organize their ideas and then they can apply their idea in small scale.

5.3.4 Entrepreneurial Education and Covid-19”

The sixth theme “Entrepreneurial Education and Covid-19” findings showed that half of the participants from group “A” had agreed upon Entrepreneurial education (EE) would have helped during covid-19. They said it would help them in establishing their E-Business as well as to solve financial problems. But half of them said it does not matter, what matter the most is experience and skills. After crosschecking the participant answers from the participants, the quantitative findings indicated 46% of participants” think that Self-motivation/ passion rather than entrepreneurial education is needed by people during covid-19 to improve people’s financial issues.

The findings of group “B” showed that majority of the participants thought that Entrepreneurial education (EE) is not important in covid-19 for people to become entrepreneur their loved ones or to build their Entrepreneurial intention (EI). It all depends on their passion, skills, and their internal urge to earn money. After crosschecking the participant answers from the participants, the quantitative findings indicated that 54% of participants think that Self-motivation/ passion rather than entrepreneurial education is needed by people during covid-19 to improve people’s financial issues.

The above discussion indicated that it was not necessary for people to get entrepreneurial education during covid-19. The most important thing was to have experience and skills, passion and self-motivated to improve financial issues as well as start their own business. The researcher slightly agreed with their point of view, but she think if they don’t know about entrepreneurship, and start their own business then their business could be failed due to lack of knowledge about all the theories, modules and strategies etc. which can only be taught by experience or entrepreneurial education.

Objective 2: The objective of this study was to explore the entrepreneurial intentions of Management Science graduating students through Entrepreneurial Attitude at university level.

5.3.5 Entrepreneurial Skills

The third theme “Entrepreneurial Skills” findings showed that all participants from group “A” had their own skills and strengths which will help them in becoming an entrepreneur. Most of the participants had personal skills while other had intrapersonal skills and critical & creativity skills. After crosschecking the participant’s

answers, the quantitative findings showed that 40% of participants had leadership skills which will help them in becoming an entrepreneur. Findings also showed that in group “A”, 54% of participants were motivated to achieve their goals, which was their strength in becoming an entrepreneur. Another finding showed that 47% of participants think that managerial and technical skill were the most needed skills required for entrepreneur to become a successful businessman.

The findings of group “B” showed that they had their own skills and strengths which will help them in becoming an entrepreneur. Most of the participants had intrapersonal skills while other had critical & creativity skills. After crosschecking the participant’s answers, the quantitative findings showed that 46% of participants think that they had Management skills which will help them in establishing their own business and helped them in becoming an entrepreneur. Another finding showed that 62% of participants were motivated to achieve their goals which was their greatest strength in becoming an entrepreneur while findings also explained that 62% of participants think that innovative ideas were most needed skills required for entrepreneur to become a successful businessman.

All the above discussion described that majority of the participants think they had intrapersonal skills and critical & creativity skills which will help them in future in establishing their business and they also thought that intrapersonal skills and critical & creativity skills were the skills which are important for a person to become a successful entrepreneur but researcher think that with these two skills, they also need personal skills as they need to set goals, make their own decisions, have knowledge about entrepreneurship as well as know about planning and organizing everything. The above discussion also described that the strength behind becoming an entrepreneur was the motivation to achieve their goal. The intrapersonal skills and critical & creativity skills

researcher also think that motivation is one of the most important aspect which strengthen the person mentally and physically to achieve their objective especially for entrepreneurs as they were taking risk in everything to establish their goals.

5.3.6 Business Idea

The fourth theme “Business Idea” findings showed that majority of the participants from group “A” had thought about becoming an entrepreneur and had thought about their business ideas. All participants had different ideas which were related with art & craft, E-business, traditional theme restaurant, construction company, clothing line, biodegradable cutlery, stationary, event manager and career real state welder. After crosschecking the participant answers from the participants, the quantitative findings showed that 46% of participants were planning to open their business ideas related with E-Business.

The findings of group “B” showed that majority of the participants had thought about their business ideas. Their business ideas were related to E-Business, pickup, transport, design studio, food industry, cosmetic industry, virtual reality movies and sport center. But only one participant said that he had not thought about any business idea. After crosschecking the participant answers from the participants, the quantitative findings indicated that 67% of participants were planning to think about business ideas related with E-Business.

All the above discussion showed that majority of the participants thought about opening their own business as well as thought about the idea for their business. Most of the participants were thinking to open E-Business. The researcher also thinks that the best idea in today’s era is to open E-Business as it will be more adequate according to modern technology as well it is more easy to start business this way than other way.

5.3.7 Factors Affecting Entrepreneurial Education, Entrepreneurial Intention & Self-Efficacy

The seventh theme “Factors Affecting Entrepreneurial Education (EE), Entrepreneurial Intention (EI) & Self-Efficacy” findings showed that majority of the participants from group “A” had different opinion on factors which are affecting EE, EI, and self-Efficacy of young generation. The factors were market of Pakistan, capital investment, not a risk-taking community, giving students’ soft loans, job opportunity and past experience. After crosschecking the participant answers from the participants, the quantitative findings indicated 62% of participants think that the major factor which is affecting young generation to become an entrepreneur were their financial issues and 39% of participants think that to minimize the factors preventing youngsters to become an entrepreneur they need to develop confidence as well as 39% of participants also thought that providing soft loans to students would be beneficial. The findings also indicated that 62% of participants think that motivation and passion is the main factor which leads them to become an entrepreneur. As well as 46% of participants think that both their hard work and network helps people in becoming a successful entrepreneur. Another finding showed that the 62% of participants think that confidence in their skills is the main factors affecting entrepreneurial intention and self-efficacy of students. The 54% of participants think that they can develop entrepreneurial intention and self-efficacy of students by believing in themselves and can become an entrepreneur. It also explained that 54% of participants think that by motivating and providing service students can apply their ideas without the fear can help us in improving the entrepreneurial education among university students. The findings also described that 38%of participants” think that practical work and field work should be included in curriculum in entrepreneurship course and 39% of participants think that field skills as

well as 39% of participants also thought that understanding of the concept were two factors on which student's evaluation of entrepreneurial course should be graded. There was another finding which indicated that 39% of participants think that the reason behind the need of their closed one's help was build their self-confidence as well as 39% of participants also thought that encourage them to achieve their goals. And it also showed that 54% of participants think that the reason behind the need of network connection help in the life of entrepreneurs is to help them in establishing successfully.

The findings of group "B" showed majority of the participants said that we are not risk taker community, the young generation lives in fantasy and wanted to earn money by shortcuts as well as they are spoon fed by their parents, they do not want to leave their comfort zone. Focusing on marks other than learning and developing Entrepreneurial Intention, Un-employment, environment in which they are brought up, motivated by close ones, innovation and creativity, leadership qualities, lack of guidance, inner drive, optimistic, gender inequality, financial issues, and initial resources. And passion as we are less passionate to become an entrepreneur. After crosschecking the participant answers from the participants, the quantitative findings indicated that 40% of participants think that the major factor which is affecting young generation to become an entrepreneur were the government and local policies of our country as well as 67% of participants thought that to minimize the factors preventing youngsters to become an entrepreneur, they need more entrepreneurial education and practical work in student's curriculum. One of other finding indicated that 60% of participants think that motivation and passion is the main factor which leads them to become an entrepreneur. The findings also showed that 80% of participants think that both their hard work and network helps people in becoming a successful entrepreneur. Another finding explained that 66% of participants" think that confidence in their skills

is the main factors affecting entrepreneurial intention and self-efficacy of students and 53% of participants think that they can develop entrepreneurial intention and self-efficacy of students by motivating them to achieve their goals. It also described that 54% of participants think that by including more practical work in their courses can help us in improving the entrepreneurial education among university students as well as 67% of participants think that the activities, practical work, and field work should be included in curriculum of entrepreneurship course. Another finding showed that 57% of participants think understanding of the concept was the major factor on which student's evaluation of entrepreneurial course should be graded and 67% of participants think that the reason behind the need of their closed one's help encourage them to achieve their goals. The findings also showed that 74% of participants think that the reason behind the need of network connection help in the life of entrepreneurs is to help them in establishing successfully.

The above discussion showed that most factors which are affecting youngsters in developing their EI, Self-Efficacy and their entrepreneurial education were mostly our society spoon feed their children and due to lack of confidence in their selves and their skills which lead them to be not risk takers, another factor was financial issue as well as unemployment or lack of job opportunities, lack of passion & motivation. The researcher also agreed with above factors which were affecting EE, EI, and self-efficacy.

The above discussion also enlightens about how we can develop or improve Entrepreneurial Education, Entrepreneurial Intentions, and self-efficacy, which were: developing confidence in their skills and believe in their selves, practical work/ field work included in the curriculum, evaluation of entrepreneurial course can be on the basis of understanding of concept, encourage to achieve their goals and need to do hard

work as well as use their network to be a successful entrepreneurs. The researcher slightly agreed with the above points, but she also think that until the authority as well as society would not work on these issue.

5.3.8 Role & Need of Mentor

The eighth theme “Role & Need of mentor” findings showed that majority of the participants from group “A” need a mentor in their life to become a successful entrepreneur. They also told the researcher that they need mentor for guidance in situations they stuck and share their experience and knowledge with them. After crosschecking the participant answers from the participants, the quantitative findings indicated 39%of participants think that they need the mentor until they plan their idea or until become a successful entrepreneur. Findings also showed that 39% of participants” gave their opinion that their reasons behind the need of mentors was that mentors will share their knowledge and life experiences with students as well as tell them about market situation.

The findings of group “B” showed that most participants need mentor if they wanted to become a successful entrepreneur. Every person has different reason behind the need for mentor, they said that they need their guidance, experience, knowledge, motivation, share their idea help them developing & launching idea and tell them about risk factors. After crosschecking the participant answers from the participants, the quantitative findings indicated 53%of participants think that they wanted the mentor until they become a successful entrepreneur. And findings also showed that 47% of participants gave their opinion behind the need of mentors for them was to show them the right path and give them guidance when they had difficult situations.

The above discussion explained that participants need their mentors from the beginning of idea development to become a successful entrepreneur. Participants can gain mentor's knowledge, life experience and guidance. The researcher also agreed with participant's point of views as mentor's experience, knowledge and guidance is the only thing which can be more useful then working alone and don't know what to do.

5.4 Conclusion

In the view of data analysis, results, and findings of the study, the researcher concluded that the participants developed their Entrepreneurial Intention by having Entrepreneurial education which helps them in establishing their startups more successfully. Entrepreneurial Education also helped them in developing their entrepreneurial skills, knowledge, attitude, risk situation, financially issues and other external and internal factors rather than those who do not have entrepreneurial knowledge. It is proved that Entrepreneurial Knowledge helped in developing Entrepreneurial attitude which then develop Entrepreneurial Intention by education. Entrepreneurial education is the vital factor in developing Entrepreneurial Intention as well as helped in increasing awareness among the youngsters.

5.5 Recommendations

The recommendations were drawn from the results and findings of current study which were as follows:

1. The universities need to promote entrepreneurship through specialized courses among graduating students as it will help in the development of economy and solve the issues of unemployment.

2. Faculty of higher education need to develop an entrepreneurial course which will be compulsory in all fields of studies like Social Sciences, Arts and Humanities. This course may help those students who want to open their business in their respective fields.
3. The teachers may focus on developing the understanding of entrepreneurship, confidence as well as develop belief in student's skills.
4. The university management may conduct entrepreneurial competitions so that students can express their business ideas.
5. The policy makers may evaluate the implementation of Entrepreneurial Policy 2019 for the better future as well amend it according to the needs of society, if gaps in its implementation are found
6. Professional speakers and successful entrepreneurs may be invited for motivational seminars for graduating students
7. The inclusion of entrepreneurial education may be considered in other fields like Natural Sciences, Social Sciences, Art Sciences, and Languages etc. to develop awareness about entrepreneurship as well as develop Entrepreneurial Intentions among university students.
8. The teachers may evaluate entrepreneurial course based on student's understanding about entrepreneurship, their skills and practical work rather than rote-memorization.
9. The departments may provide mentors to those students who wanted to become an entrepreneur so they can establish their business ideas successfully.
10. The university authority and staff need to build freelancing skills along with a mindset that market these days are saturated for Jobs and one has to start something by himself to survive.

11. The curriculum committees need to revisit the scheme of studies and they may include some practical work and activities in the curriculum of the management science department as only theory is not enough for them to apply their knowledge.
12. The government or authority may lend soft loans to capable students so they can establish their business without fearing risks.

5.6 Limitations:

The limitations of the current study were as follows:

1. Only two public universities in Islamabad were selected for this study due to lack of time as well as maximum universities were close due to covid-19 and having online classes or hybrid system. Another reason was that some universities did not give permission because of their policies or they don't have management science departments in their universities and if they had they don't teach entrepreneurial course in same programs as others.
2. The researcher wanted at least 40 participants as a sample to collect qualitative data but only 32 participants could find time to give their opinion.
3. Due to hybrid system in universities, the researcher had to conduct focus group discussion online with BBA students of NUML University via Google Meet.
4. Due to full schedule of MBA students of NUML University as they had jobs from Monday to Friday and classes on Saturday and Sunday from morning to evening, it took time for researcher to conduct focus group discussion and to collect quantitative data.

5. Due to student's schedule, the researcher had to collect data of her instrument through WhatsApp as well as some of the discussion was also conducted on WhatsApp due to Covid-19.

5.7 Contribution of the study

The major contribution of the study was that it helped the EI through EK and EA of university students. This study will help the students to take interest in entrepreneurship as well as help in to see the new path for their future. As the EE and mentors played an important role in developing EI, this study will give direction to the curriculum developers to revisit the curriculum at university as well teachers to reconsider their pedagogies. So this study will help the educators, students, and society to gain entrepreneurial education and this will result into the economic development of our country.

REFERENCES

- Tracy, B., 2019. Entrepreneurship: How to Start and Grow Your Own Business. [Online] Scribd. Available at: <<https://www.scribd.com/read/423689103/Entrepreneurship-How-to-Start-and-Grow-Your-Own-Business>> [Accessed 7 January 2021].
- Samo, A.H, and Inayat, S, (2019). Global University Entrepreneurial Student Spirit Survey (GUESSS), Country Report Pakistan.
- Kumar, R. (2015). RESEARCH METHODOLOGY a step-by-step guide for beginners (3rd ed., pp. 123-171). SAGE.
- Mat, S., Maat, S., & Mohd, N. (2015). Identifying Factors that Affecting the Entrepreneurial Intention among Engineering Technology Students [E-book] (pp. 1-3). Procedia - Social and Behavioral Sciences. Retrieved 12 January 2021, from <https://www.sciencedirect.com/science/article/pii/S1877042815054750>.
- Al-Jubari, I., Hassan, A., & Liñán, F. (2018). Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior. *International Entrepreneurship and Management Journal*, 15(4), 1323-1342. <https://doi.org/10.1007/s11365-018-0529-0>
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. Diva-portal.org. Retrieved 17 January 2021, from <https://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf>.
- Kumar, R. (2015). RESEARCH METHODOLOGY a step-by-step guide for beginners (3rd ed., pp. 123-171). SAGE.

- Farooq, R., & Tabassum, R. (2017). *Understanding Research in Education* (pp. 25-72). Majeed Book Depot.
- Mat, S., Maat, S., & Mohd, N. (2015). Identifying Factors that Affecting the Entrepreneurial Intention among Engineering Technology Students [E-book] (pp. 1-3). *Procedia - Social and Behavioral Sciences*. Retrieved 12 January 2021, from <https://www.sciencedirect.com/science/article/pii/S1877042815054750>.
- Hussain, T., Hashmi, A., & Gilani, M. (2018). Attitude towards Entrepreneurship: An Exploration of Technology Education Students... *Eric.ed.gov*. Retrieved 11 January 2021, from <https://eric.ed.gov/?id=EJ1209794>.
- Stern, S. (2019). *HOW TO: BE A BETTER LEADER* (1 ed.). BlueBird. Retrieved 1 2020, from <https://newhopeumc.info/how-to-be-a-better-leader.html>
- Faris, N. (2019). *Entrepreneurial Skills The Skills You Need to Build a Great Business*. <https://www.researchgate.net/>. Retrieved 7 January 2021, from https://www.researchgate.net/publication/332820383_Entrepreneurial_Skills_The_Skills_You_Need_to_Build_a_Great_Business.
- Hamburg, I., & David, A. (2017). *Entrepreneurship and Entrepreneurial Skills in Europe: Examples to Improve Potential Entrepreneurial Spirit*. Barbara Budrich Publishers.
- Mind Tools Team. (2018). *Entrepreneurial Skills: What You Need to Start a Great Business*. Mindtools.com. Retrieved 19 January 2021, from https://www.mindtools.com/pages/article/newCDV_76.htm.
- Mind Tools Team. (2020). *Taking Initiative: Making Things Happen in the Workplace*. Mindtools.com. Retrieved 23 December 2020, from <https://www.mindtools.com/pages/article/initiative.htm>.

- Griffin, R. (2015). *Fundamental of Management* (8th Ed.). CENGAGE Learning.
- Toscher, B. (2019). Entrepreneurial Learning in Arts Entrepreneurship Education: A Conceptual Framework. *Artivate*, 8(1), 3-22. doi:10.34053/artivate.8.1.0003
- Lackeus, M. (2015). Entrepreneurship in education: What, why, when, how. *Background Paper for OECD-LEED.*, 1–45. <https://doi.org/10.1515/kbo-2016-0075>
- Mengesha, B. T. (2020). Determinants of Entrepreneurial Intention towards Self-employment in the Case Study of Arba Minch University Graduating Class Students. *Management*, 10(1), 23-34.
- Hong, L. M., Sha'ari, M. A. A. H., Zulkiffli, W. F. W., Aziz, R. C., & Ismail, M. (2020). Determinant Factors That Influence Entrepreneurial Intention among Students in Malaysia. *Journal Manajemen dan Kewirausahaan*, 22(1), 80-86.
- Ajzen, I. (1991). The theory of planned behavior. *Behavior and Human Decision Processes* 50, 179–211.
- Kabir, S. M., Haque, A., & Sarwar, A. (2017). Factors affecting the intention to become an entrepreneur: A study from Bangladeshi business graduate's perspective. *International Journal of Engineering and Information System*, 1(6), 10–19.
- Taha, K. A. S., Ramlan, S. N., & Noor, I. M. (2017). The factors affecting entrepreneurial intentions of university students in Malaysia. *International Journal of Business and Technopreneurship*, 7(2), 189–202.
- Nathani, N., & Dwivedi, G. (2019). Influence of technology entrepreneurship on entrepreneurial intentions: A cross country analysis. Paper presented at Proceedings of 10th International Conference on Digital.

- Israr, M., & Saleem, M. (2018). Entrepreneurial intentions among university students in Italy. *Journal of Global Entrepreneurship Research*, 8(1), 1-14.
- Abd Rani, S. H., Migiro, S. O., Adeyeye, O. P., & Odewale, G. T. (2019). Does communication skills matter to a nascent entrepreneur?. *Journal of Contemporary Management*, 16(1), 209-225.
- Bejinaru, R. (2018). Assessing students' entrepreneurial skills needed in the Knowledge Economy, *Management & Marketing. Challenges for the Knowledge Society*, 13(3), 1119-1132. doi: <https://doi.org/10.2478/mmcks-2018-0027>
- Regev, J., 2019. *The Importance of Problem Solving When Building a Business*. [Online] Entrepreneur. Available at: <https://www.entrepreneur.com/article/333038> [Accessed 5 January 2021].
- Toren, M., 2011. *5 Essential Skills for Entrepreneurial Survival*. [Online] Business Insider. Available at: <https://www.businessinsider.com/5-essential-skills-for-entrepreneurial-survival-2011-5#:~:text=Decision%20Making%20%E2%80%93%20No%20one%20can,she%20wants%20to%20be%20successful.&text=The%20key%20is%20to%20be,point%20that%20you%20avoid%20decisions.>> [Accessed 9 January 2021].
- Afshar Jahanshahi, A., Brem, A., & Bhattacharjee, A. (2017). Who Takes More Sustainability-Oriented Entrepreneurial Actions? The Role of Entrepreneurs' Values, Beliefs and Orientations. *Sustainability*, 9(10), 1636.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32, 665-683.

Mwange, A., 2018. *An Evaluation of Entrepreneurship Intention Theories*. [Online] Ijrdo.org. Available at: <<https://www.ijrdo.org/index.php/sshr/article/view/2529>> [Accessed 2 February 2021].

Thuo, M., Abo, T., & Toma, S. (2016). Entrepreneurial intentions of university students: Insights for entrepreneurial education in Ethiopia. *European Journal of Business and Management*, 8(22), 25-35.

George, T. (2021, August 13). *Mixed methods research: Definition, guide & examples*. Scribbr. Retrieved October 21, 2022, from <https://www.scribbr.com/methodology/mixed-methods-research/>

Haque, M. R. ., Kabir, M. Z. ., Rahman, M. M. ., Chowdhury, S. P. ., & Islam, S. . (2017). Entrepreneurial Intentions: A Study on Students from Countryside University. *Asian Economic and Financial Review*, 7(10), 972–980. <https://doi.org/10.18488/journal.aefr.2017.710.972.980>

Setuza, F. (2017). *Entrepreneurial Intentions among University Students in East African Community: Cases of Rwanda and Kenya*. <http://africabusiness.org>. Retrieved 6 December 2021, from http://africabusiness.org/wp-content/uploads/2017/10/6_Friend-Rukundo_entrepreneurial-intentions-among-university-students-in-east-7-2-1.p:10.pdf.

9 Essential Qualities of Entrepreneurial Leadership. (2020). Retrieved 11 May 2022, from <https://www.thebalancesmb.com/essential-qualities-of-entrepreneurial-leadership-4164828>

Higher Education Commission (2022) *University, Universities Recognised Universities*. Available at:

<https://www.hec.gov.pk/english/universities/Pages/recognised.aspx> (Accessed: April 16, 2022).

Allis, R. (n.d.), The History of Entrepreneurship - Hive. Retrieved 4 February 2022, from <https://www.hive.org/world/the-history-of-entrepreneurship/>

Author, M. Why is observation important in entrepreneurship?. Retrieved 12 May 2022, from <https://www.icsid.org/uncategorized/why-is-observation-important-in-entrepreneurship/>

History of Entrepreneurship. (2019). Retrieved 9 April 2022, from <https://bebusinessed.com/history/history-of-entrepreneurship/>

JOORIS, L. (2021). A brief history of entrepreneurship. Retrieved 8 March 2022, from <https://gulfbusiness.com/a-brief-history-of-entrepreneurship/>

Moore, E. (2022). 5 Qualities that Shape a Successful Entrepreneur's Mind - Gordontredgold. Retrieved 15 May 2022, from <https://gordontredgold.com/5-qualities-that-shape-a-successful-entrepreneurs-mind/>

Panel, E. (2021). Council Post: 10 Essential Leadership Skills Every Entrepreneur Should Continually Hone. Retrieved 14 May 2022, from <https://www.forbes.com/sites/theyec/2021/11/04/10-essential-leadership-skills-every-entrepreneur-should-continually-hone/?sh=63f1c6354fe9>

Nadeem, T., Nishat, M., & Pasha, F. (2019). Entrepreneurship in Pakistan: A comparative assessment of the role played by perceptions. Retrieved 14 October 2021, from <https://ir.iba.edu.pk/businessreview/vol14/iss2/2/>

- Rizwan, F. (2021). 10 opportunities for aspiring entrepreneurs and startups in Pakistan. Retrieved 15 May 2022, from <https://www.techjuice.pk/10-opportunities-for-aspiring-entrepreneurs-and-startups-in-pakistan/>
- Caputo, A., & Pellegrini, M. M. (2020). Introduction to “The entrepreneurial behaviour: unveiling the cognitive and emotional aspect of entrepreneurship”. In *The Entrepreneurial Behaviour: Unveiling the cognitive and emotional aspect of entrepreneurship*. Emerald Publishing Limited.
- Gangi, Y. A. (2017). The role of entrepreneurship education and training on creation of the knowledge economy: Qatar leap to the future. *World Journal of Entrepreneurship, Management and Sustainable Development*, 13(4), 375-388.
- Tshikovhi, N., & Shambare, R. (2015). Entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students. *Problems and Perspectives in Management*, (13, Iss. 1 (contin.)), 152-158.
- Buana, Y., Hidayat, D., Prayogi, B., & Vendy, V. (2017). The effect of entrepreneurship education on entrepreneurial intention of university students by adopting Linan model. *Binus Business Review*, 8(1), 67-75.
- Hussain, S. T., Khan, U., Afraz, N., & Hassan, S. (2019). *Draft national SME policy 2019*. Draft national SME policy 2019 - cdpr.org.pk. Retrieved February 18, 2023, from <https://cdpr.org.pk/wp-content/uploads/2020/01/Presentation-7-Usman-Khan.pdf>
- Huang, Y., An, L., Wang, J., Chen, Y., Wang, S., & Wang, P. (2021). The role of entrepreneurship policy in college students' entrepreneurial intention: the

intermediary role of entrepreneurial practice and entrepreneurial spirit. *Frontiers in Psychology*, 12, 585698.

HEC, H. E. C. (2023). *INNOVATOR SEED FUND (ISF)*. Innovator Seed Fund (ISF) Innovator Seed Fund (ISF). Retrieved February 15, 2023, from <https://www.hec.gov.pk/english/services/RnD/ISF/Pages/default.aspx>

ABL, A. B. L. (Ed.). (2021, April 27). *Youth Entrepreneurship Scheme (PMKJ-yes)*. Allied Bank Limited. Retrieved January 20, 2023, from <https://www.abl.com/business-banking/sme-financing/youth-entrepreneurship-scheme-pmkj-yes/>

Jie, K. W., Musa, R., Chyi, Y. S., & Yong, P. L. (2022, December 31). *From School to Business: A Study of Private University Student's Motivation Determinant and Intention To Be An Entrepreneur*. Entrepreneurship and Business. Retrieved February 7, 2023, from <http://journal.umk.edu.my/index.php/jeb/article/view/927/646>

Ayalew, M. M., & Zeleke, S. A. (2018, August 24). *Modeling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia - Journal of Innovation and Entrepreneurship*. SpringerOpen. Retrieved February 7, 2023, from <https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-018-0088-1>

Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020, September 16). *The impact of entrepreneurship education and students' entrepreneurial mindset: The mediating role of attitude and self-efficacy*. Science Direct. Retrieved February

10, 2023, from
<https://www.sciencedirect.com/science/article/pii/S2405844020317655>

Lester, S. *An introduction to phenomenological research*. Rgs.org. Retrieved 4
February 2022, from
<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=7ad9b8d4-6a93-4269-94d2-585983364b51&lang=en-GB>.

Sivarajah, K., & Achchuthan, S. (2013). Entrepreneurial intention among
undergraduates: Review of literature. *European Journal of Business and
Management*, 5(5), 172-186.

ANNEXURES

Annexure A:

Topic Approval Letter

Annexure B:

Supervisor Changing Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

M.L.1-3/Edu/2021

Dated: 02-07-2021

To: Muneeba Tabassum,
1792/MPhil/Edu/F-19

Subject: Approval of Change of Supervisor

1. The Competent Authority has approved the removal of Dr. Yasir Hussain from the responsibility of supervisor and assigned of Dr. Wajeaha Shahid as a new supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 11-02-2021 and Board of Advanced Studies and Research dated 02-06-2021.
2. You may continue your research work on the given topic under the guidance of your supervisor submit the thesis for evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by 31st July 2022 positively for further necessary action please.
3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.
4. Thesis is to be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: hod-edu@numl.edu.pk

Dr. Wajeaha Shahid
Head
Department of Education

CC:

Dr. Wajeaha Shahid
Dr. Yasir Hussain
Ms. Muneeba Tabassum

Annexure C:

Permission Letter For Data Collection

Annexure D

Consent Letter

Consent Letter



Topic: Entrepreneurial Intentions Among Graduating Students: A Phenomenological Study

The researcher's name is Muneeba Tabassum, and she is student of M.Phil. Education, studying at National University of Modern Languages, H-8. Islamabad. She is conducting focus group discussion from graduating students of management sciences department. In this discussion, twelve open ended questions will be asked from students. It will take at least 1.5 to 2 hours of the participants to finish a session.

PURPOSE OF STUDY

The entrepreneurial intention can be described as the intention or mindset to start a new business. The researcher's focus is to explore the entrepreneurial intention of graduating students in public sector universities of Islamabad.

SIGNIFICANCE OF STUDY

This study will help the students to think about their future and their self-employment and motivate them to select entrepreneurship. This study will let the university know about the thoughts of social science students on who intended to be self-employed and help the university to build the curriculum according to it. This study will help the teachers to not only focus on theory and rote memorization but also include practical work to achieve the aims of the course.

CONFIDENTIAL

The information you provide will be kept confidential and no real name will be used in any part of the study to keep your responses confidential. Your identity will not be mentioned. Your information will be assigned a code number. The data will be destroyed when the study is analyzed and completed. Your name will not be used in any report or publication.

Date

Participant's Signature

Annexure E

Focus Group Discussion Questions

Focus Group Discussion

Firstly, I will introduce myself and ask them to introduce themselves

In demographics, it will include their name, age, university, program and gender

Then following questions will be asked from Participants discuss on them:

1. How can you define the concept of Entrepreneurship?
2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?
3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?
4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?
5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?
6. How can the educational institutes motivate students in developing the entrepreneurial intentions?
7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how do these factors help in developing entrepreneurial intention and self-efficacy?
8. What are your suggestions to improve Entrepreneurial education among university students?
9. Have you ever thought of self-employment and if yes, what motivated you to think about becoming an entrepreneur?

10. What are your strengths with respect to this concept?
11. How will those strengths or skills help you in becoming entrepreneur?
12. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?
13. Do you need a mentor to become an entrepreneur? What will be the role of mentor in your life, for you to become an entrepreneur?

Annexure F

Instrument

Questionnaire

Name: _____

Semester: _____

Gender: _____

University: _____

Program: _____

Choose the statement or choice which you think is correct by encircling it.

1. The concept of entrepreneurship is:

- a. Innovation
- b. Taking risk
- c. New business

2. Motivated you to become an entrepreneur is:

- a. To achieve your goals
- b. prove my-self as a boss
- c. Entrepreneurial education

3. Skills you must have to become an entrepreneur

- a. Logical skills
- b. Management Leadership skills
- c. Technical skills

4. Strength, you have to become an entrepreneur

- a. Strong mental ability
- b. Motivated to fulfil my goals
- c. Firm believes in my skills

5. Your business idea will be related to:

- a. art and craft
- b. E- business
- c. Career real estate business

6. Factors preventing youngsters to become an entrepreneur

- a. Government and local policies
- b. financial issues
- c. Not a risk-taker

7. To Minimize the factor/s preventing youngsters to become an entrepreneur

by:

- a. Develop confidence
- b. Provide soft loans
- c. Entrepreneurial education & practical

8. Entrepreneurial Course help me in developing entrepreneurial intention by

- a. Telling us about our skill and tell us about how to become an entrepreneur
- b. Motivate you to become an entrepreneur as well as develop technical skills
- c. Learned about market

9. Educational institutes motivate students in developing entrepreneurial intention by

- a. Field work
- b. focusing more on implementing those ideas
- c. provide a platform for students guided by mentor

10. Entrepreneurial education sufficient to develop entrepreneurial intentions

- a. I think passion is required to become an entrepreneur
- b. To plan and modify your idea you need entrepreneurial education and training
- c. Theory is not enough, need more practical and activities

11. Which factor/s leads towards the road of an entrepreneur

- a. Motivation & passion
- b. Entrepreneurial education & training
- c. To prove yourself

12. You will become successful entrepreneur due to

- a. Your hard work
- b. Your network
- c. Both a & b

13. I need mentor until

- a. You plan your idea in detail
- b. You implement your idea
- c. You are a successful entrepreneur

14. I need mentor for

- a. Show us right path and guide us in difficult situation
- b. Share their knowledge and experiences
- c. To tell us about market situation

15. Select the statement regarding covid-19 and people financial issues

- a. Need experience and skills rather than entrepreneurial education
- b. freelancing
- c. self-motivation/ passion rather than entrepreneurial education

16. Factors affecting entrepreneurial intention and self-efficacy of students are:

- a. It depends on living environment
- b. Confidence in your skills
- c. Financial issues

17. Develop entrepreneurial intention and self-efficacy by:

- a. Believe in your self
- b. Motivated to your goals
- c. Urge to earn money

18. We can improve entrepreneurial education among university students by:

- a. Practical work
- b. Entrepreneurial events
- c. Motivate and Provide service so students can apply their idea without fear

19. The curriculum should include:

- a. Practical work/ field work
- b. Activities
- c. Invite entrepreneurs to motivate

20. Student's evaluation of entrepreneurial course should be on the bases of

- a. field skills
- b. Understanding of concept

- c. Both a & b

21. Your closed ones help you

- a. In building self confidence
- b. Encourage to achieve your goals
- c. In building network

22. Skills needed most to become an entrepreneur

- a. Managerial & Technical skills
- b. Passion and motivation
- c. innovative idea

23. Entrepreneurial course helped

- a. Motivate me to become an entrepreneur
- b. Polish my ideas
- c. Urge to become independent

24. Network connection help entrepreneurs in

- a. Motivate them
- b. financial aid
- c. Helped them establish

25. Importance of Entrepreneurial course:

- a. Should be included in curriculum at university level
- b. Need more exposure of this subject
- c. Should be expanded and in more detail

Annexure G

Scheme of studies (NUML)

National University of Modern Languages
Department of Management Sciences
Bachelor of Business Administration (Hons)
STREAM IV

	Course Code	Courses	Cr Hrs	Sem
1	MTS-101	Business Mathematics	3+0	1
2	ITM-121	Introduction to Information Technology	3+0	1
3	ACC-121	Introduction to Accounting	3+0	1
4	HUM-101	Freshmen English I	3+0	1
5	MGT-101	Introduction to Business	3+0	1
6	MTS-102	Business Statistics I	3+0	2
7	ACC-141	Financial Accounting	3+0	2
8	HUM-102	Freshmen English II	3+0	2
9	MGT-121	Principles of Management	3+0	2
10	MKT-121	Principles of Marketing	3+0	2
11	HRM-121	Personal Management & Grooming	3+0	2
12	ECO-221	Microeconomics	3+0	3
13	ACC-242	Cost Accounting	3+0	3
14	HUM-203	Islamic Studies	4+0	3
15	HUM-204	Pakistan Studies	4+0	3
16	MTS-241	Business Statistics II	3+0	3
17	FIN-221	Introduction to Business Finance	3+0	3
18	HRM-221	Human Resource Management	3+0	4
19	ITM-241	Management Information System (MIS)	3+0	4
20	MKT-241	Marketing Management	3+0	4
21	HUM-205	Business Communication & Professional Speech	3+0	4
22	ECO-201	Macroeconomics	3+0	4
23	ECO-341	Money & Banking	3+0	5
24	MGT-311	Business Ethics	3+0	5
25	MKT-342	Strategic Marketing	3+0	5
26	SCM-311	Fundamentals of Supply Chain Management	3+0	5
27	FIN-341	Financial Management	3+0	5
28	MGT-322	Business Research Methods	3+0	5
29	MGT-342	Business Policy & Strategy	3+0	6
30	MGT-343	Entrepreneurship	3+0	6
31	MKT-343	Consumer Behaviour	3+0	6
32	SSC-311	Introduction to Social Sciences	3+0	6
33	MGT-344	Production Operations Management	3+0	6
34	MGT-345	Leadership & Organizational Behaviour	3+0	6
35	MGT-446	International Business	3+0	7
36	SSC-412	Foreign Language I (Chinese I)	3+0	7
37	LAW-421	Business Law	3+0	7
38		Elective I	3+0	7
39		Elective II	3+0	7
40	SSC-414	International Relation & Current Affairs	3+0	8
41	SSC-413	Foreign Language II (Chinese II)	3+0	8
42	SSC-415	Business Psychology	3+0	8
43		Elective III	3+0	8
44		Elective IV	3+0	8
	MGT - 499	Project Report/ Business Plan / Feasibility Study	3+0	8

**NATIONAL UNIVERSITY OF MODERN LANGUAGES
DEPARTMENT OF MANAGEMENT SCIENCES**

Master of Business Administration (with Non Business Background)- FBS (15-10-2020)

S.No.	Course Code	Courses	Cr Hrs	Sem
1	MGT - 514	Business Mathematics Statistics	3+0	1
2	ACC- 501	Financial Accounting	3+0	1
3	ECO - 513	Business Economics	3+0	1
4	HUM- 512	Business Communication & Professional Speech	3+0	1
5	MKT - 502	Principles of Marketing	3+0	1
6	FIN - 521	Financial Management	3+0	2
7	HRM-606	Human Resource Management	3+0	2
8	MGT - 623	Research Methodology	3+0	2
9	ACC - 641	Managerial Accounting	3+0	2
10	MKT-611	Strategic Marketing	3+0	2
11		Elective I	3+0	2
12		Elective II	3+0	2
13	ECO-701	Contemporary Trends in Business and Economics	3+0	3
14	MGT-704	Strategic Management OR Thesis (Part I)	3+0	3
15		Elective III	3+0	3
16		Elective IV	3+0	3
17	MGT-703	Analytical Techniques	3+0	4
18	MGT-706	Strategic Entrepreneurship OR Thesis (Part II)	3+0	4
19		Elective V	3+0	4
20		Elective VI	3+0	4

Annexure H

Scheme of studies (Air University)



SCHEME OF STUDIES

Bachelor Programs

- **Bachelor of Business Administration**

The BBA Program is a 48-month full-time program. The program aims to fulfill staffing needs of firms in areas like finance, marketing and human resource management. We will also use case study method as teaching methodology. This Program also prepares the students for admission in graduate programs like MBA and MS.

BBA at a Glance

Courses	Cr. Hrs.
Core (42 courses)	124
Electives (4 courses)	12
Internship	03
BBA Final Year Project/Thesis	03

Courses**Cr. Hrs.**

Total

142

Fact File

- Duration 04 years
- Number of Semesters 08
- Class Timings 8:30a.m to 4: 30p.m
- Class Timings

Semester Plan**Semester 1****Semester 2****Semester 3**

- Financial Accounting, I
- Principles of Management
- Communication Skills
- Islamic Studies
- Pakistan Studies
- Introduction to Psychology

- Financial Accounting II
- Microeconomics
- Self Development
- Skillful Reading and Writing
- Introduction to Sociology
- Business Mathematics

- Business Ethics
- Macroeconomics
- Principles of Marketing
- Management Information System
- Business Communication I
- Business Statistics

Semester 4**Semester 5****Semester 6**

Semester 1**Semester 2****Semester 3**

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Logic & Critical Thinking • Pakistan Economy • Marketing Management • Organizational Behavior • Introduction to Business Finance • Business Communication II | <ul style="list-style-type: none"> • Managerial Accounting & Cost Control • Financial Management • Human Resource Management • E-Commerce • Entrepreneurship • Calculus | <ul style="list-style-type: none"> • Decision Making & Negotiation • Financial Institutions and Markets • Strategic Marketing • Project Management • Business Law • Statistical Inference |
|---|---|---|

Semester 7**Semester 8**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Analysis and Strategies for Emerging Markets • Operations Management • Business Research Methods • Tax Management • Elective I • Elective II | <ul style="list-style-type: none"> • Business Policy and Strategic Management • International Business Management • Elective III • Elective IV • Final Project • Elective II |
|---|--|

Elective Courses

Finance	Marketing	Human Resource Management	Project Management
<ul style="list-style-type: none"> • International Finance 	<ul style="list-style-type: none"> • Seminar in Marketing 	<ul style="list-style-type: none"> • Performance and Compensation Management 	<ul style="list-style-type: none"> • Project Quality and Risk Management
<ul style="list-style-type: none"> • Seminar in Finance 	<ul style="list-style-type: none"> • Retail Marketing 	<ul style="list-style-type: none"> • Training and Development 	<ul style="list-style-type: none"> • Advanced Topics in Project Management
<ul style="list-style-type: none"> • Security Analysis and Portfolio Management 	<ul style="list-style-type: none"> • Marketing of Services 	<ul style="list-style-type: none"> • Conflict Management 	<ul style="list-style-type: none"> • Project Management Information System
<ul style="list-style-type: none"> • Financial Risk Management 	<ul style="list-style-type: none"> • Consumer Behavior 	<ul style="list-style-type: none"> • Organizational Design and Development 	<ul style="list-style-type: none"> • Procurement and Contract Management
<ul style="list-style-type: none"> • Islamic Banking and Finance 	<ul style="list-style-type: none"> • Advertising and Event Management 	<ul style="list-style-type: none"> • Industrial Relations and Negotiations 	
<ul style="list-style-type: none"> • Financial Statement Analysis 	<ul style="list-style-type: none"> • International Marketing 	<ul style="list-style-type: none"> • Corporate Diplomacy 	
<ul style="list-style-type: none"> • Derivative Analysis 	<ul style="list-style-type: none"> • New Product development 	<ul style="list-style-type: none"> • Change Management 	
<ul style="list-style-type: none"> • Financial Restructuring 	<ul style="list-style-type: none"> • Brand Management 	<ul style="list-style-type: none"> • Performance and Career Counseling 	
<ul style="list-style-type: none"> • Corporate Finance 	<ul style="list-style-type: none"> • Personal Selling 	<ul style="list-style-type: none"> • Management Restructuring and Change 	
<ul style="list-style-type: none"> • Investments 	<ul style="list-style-type: none"> • Marketing Research 	<ul style="list-style-type: none"> • Human Resource Development 	
<ul style="list-style-type: none"> • Corporate Governance 	<ul style="list-style-type: none"> • Customer Relationship Management 		

Finance	Marketing	Human Resource Management	Project Management
----------------	------------------	----------------------------------	---------------------------

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Micro Finance and SMEs • Rural Finance | <ul style="list-style-type: none"> • Services Marketing | | |
|---|--|--|--|

Final Project

- The project providing real-world business consulting experience
- Student teams to visit firms to understand their operations and issues in connection with actual client firms
- Opportunity to apply theoretical foundation in a real-world setting

Summer Internship

- Eight-week internship during summer vacations
- Opportunity to understand corporate environment

Eligibility Criteria

- Minimum 50% marks in F.A/F.Sc., A-Levels or Equivalent

- Admission Test and Interview



SCHEME OF STUDIES

Master Programs

- **Master of Business Administration (2 years Programs)**

The AUSOM MBA program exposes students to the diverse areas including Finance, Marketing, Supply chain management and Human Resource Management. With a strong focus on cutting-edge knowledge, the program prepares the students for career with reputable firms. The program also prepares graduates to become entrepreneurs. Designed for managers with the ambition to challenge for greater responsibility and more senior positions, The MBA program provides the right platform to enhance executive capabilities... AUSOM is using Case method of teaching which is used by top business schools around the world. The program also prepares graduates to become great entrepreneurs.

Specializations

Four (4) Specializations

- Marketing
- Human Recourse Management

Four (4) Specializations

- Finance
- Supply Chain Management

Fact File

- Duration • 2 years
- Number of Semesters • 04
- **Class Timings** •
- Morning Timing • 8:30 a.m to 4:30 p.m
- Evening Timing • 6-9 pm

Semester Plan

Semester 1	Semester 2	Semester 3	Semester 4
<ul style="list-style-type: none"> • Financial Accounting & Reporting 	<ul style="list-style-type: none"> • Managerial Accounting & Cost Control 	<ul style="list-style-type: none"> • Advanced Research Methods 	<ul style="list-style-type: none"> • Banking Operations
<ul style="list-style-type: none"> • Business Math & Stats 	<ul style="list-style-type: none"> • Financial Management 	<ul style="list-style-type: none"> • Elective 1 	<ul style="list-style-type: none"> • Elective 3
<ul style="list-style-type: none"> • Business Economics 	<ul style="list-style-type: none"> • Marketing Strategy 	<ul style="list-style-type: none"> • Elective 2 	<ul style="list-style-type: none"> • Elective 4
<ul style="list-style-type: none"> • Marketing Management 		<ul style="list-style-type: none"> • Subject /Thesis/Project (part 1) 	<ul style="list-style-type: none"> • Subject / Project /Thesis (part 2)

Semester 1**Semester 2****Semester 3****Semester 4**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Principles of Management • Entrepreneurship & Innovation | <ul style="list-style-type: none"> • HRM & Organizational Behavior • Analysis of Pakistani Industries • Technology & Operation Management |
|---|--|

Elective Courses

HR Specializations	Finance Specializations	Marketing Specializations	Supply Chain Management Specializations
<ul style="list-style-type: none"> • Change Management • Performance & Career Counselling • Human Resource Development • International Human 	<ul style="list-style-type: none"> • Commercial Banking & Lending • Advanced Financial Statement • Cost Accounting • Financial Modelling 	<ul style="list-style-type: none"> • Analysis And Strategies For Emerging Markets • Consumer Behavior • Digital Marketing • Integrated Marketing Communication 	<ul style="list-style-type: none"> • Logistics & Distribution Management • Transportation Management • Agriculture Food Supply Chain • Supply Chain Network Design

HR Specializations	Finance Specializations	Marketing Specializations	Supply Chain Management Specializations
---------------------------	--------------------------------	----------------------------------	--

Resource Management	<ul style="list-style-type: none"> Financial Risk Management 	<ul style="list-style-type: none"> Marketing For Hospitality And Tourism 	<ul style="list-style-type: none"> Quality Management And Lean Thinking
<ul style="list-style-type: none"> Leadership And Motivation 	<ul style="list-style-type: none"> International Finance 	<ul style="list-style-type: none"> Strategic Service Marketing 	<ul style="list-style-type: none"> Production Planning And Inventory Control
<ul style="list-style-type: none"> Organizational Development (Od) 	<ul style="list-style-type: none"> Investments & Portfolio Management 	<ul style="list-style-type: none"> Strategic Brand Management 	
<ul style="list-style-type: none"> Staffing And Performance Management 	<ul style="list-style-type: none"> Corporate Valuation 	<ul style="list-style-type: none"> Agriculture Marketing 	<ul style="list-style-type: none"> Supply Chain Modeling
<ul style="list-style-type: none"> Strategic Human Resource Management 	<ul style="list-style-type: none"> Performance Management & Decision Making 		<ul style="list-style-type: none"> Supply Chain Finance
<ul style="list-style-type: none"> Talent Management And Retention 	<ul style="list-style-type: none"> Tax Management 		<ul style="list-style-type: none"> Fundamentals Of Supply Chain
<ul style="list-style-type: none"> Training And Development 			<ul style="list-style-type: none"> Procurement Management

Eligibility Criteria

- Minimum three years' work experience and 16 years of education in any discipline.
- Minimum 2.0/4.00 CGPA or 50% marks in annual system.

- Admission Test & Interview.
- 30 credit hour exemptions for business graduates (based on academic performance and interview)

Annexure I

Focus Group Discussion Schedule

Schedule for focus group discussion

M: Male,

F: Female **and**

T: Total number of participants in the session

Sr.no.	Group name	Date (2021)	No. of participants	University name	Program	Starting time	Ending time	Total session time
1	A	5/12	M:4 F:3 T:7	NUML	BBA BS (Hons)	5:54 PM	6:17 PM	21:26 min
2	A	11/12	M:5 F:4 T:9	NUML	MBA (2 Years)	5:28 PM	5:53 PM	24:33 min
3	B	14/12	M:2 F:7 T:9	AIR	BBA BS (Hons)	11:03 AM	11:34 AM	30.21 min
4	B	15/12	M:2 F:5 T:7	AIR	MBA (2 Years)	11:10 AM	11:36 AM	25:19 min

Annexure J:

Request Letter for Validation of Research Instrument 1

Annexure K:

Request Letter for Validation of Research Instrument 2

Annexure L

List of Public Universities in Islamabad

List of Public Universities in Islamabad

According to HEC (2022) there were thirteen universities recognized by Higher Education Commission which are as follows

1. COMSATS Institute of Information Technology, Islamabad
2. Federal Urdu University of Arts, Sciences & Technology, Islamabad
3. National University of Modern Language (NUML), Islamabad
4. Bahria University, Islamabad
5. Air University, Islamabad
6. National University of Science & Technology (NUST), Islamabad
7. Institute of Space & Technology (IST), Islamabad
8. Allama Iqbal Open University (AIOU)
9. Health Service Academy (HAS) Islamabad
10. International Islamic University (IIU)
11. Pakistan Institute Of Development Economics
12. National Defense University (NDU)
13. Quaid-e-Azam University

Annexure M

Interpreted data of group A

Interpreted data of group A

After getting the permission to collect the data from management science's head of the department of National University of Modern Languages, they recommended me their one of the teacher who taught the Entrepreneurship course to BBA (4 Years Hons) and MBA (2 Years) students. He helped me a lot in selecting the participants as well as given his class time for my discussion. Firstly, the researcher had given the consent letter to participants and collected their consent. Then she gave them a form on which they have to write down their names, contact numbers as well as their Gmail Ids. The participants with the code name started with "A" represents the BBA, 6th semester students while the participants with the code name started with "B" represent the MBA, 4 semester students. The group A is originated from National University of Modern Languages, Islamabad. In each discussion, the researcher has introduced herself, explained what to be expected during this discussion, purpose of the focus group discussion as well as their confidentiality. She also gave them some simple instruction which were as follows:

1. Please use English language during discussion
2. If you cannot speak smoothly or have other problem than please write down your opinion on paper
3. Don't interrupt others, let them speak then politely gave your opinion.
4. You are free to express your thoughts on the topic during this session
5. Please don't gave your opinion in one or two words. You have to speak in detail.
6. When you are giving your opinion, please explain it with examples.

At the end of every discussion, the researcher gives her thanks to the participants as well as the teacher for their corporation, patience and giving me time. I also told them about the reason behind collecting their contact number and email ids.

BBA (Hons)

The group “A” participants were belonging from BBA (4 Years), Management Sciences Department, NUML University. The researcher asked them to introduce themselves and there were seven participants in this group. The details of their introduction are described in the following table:

Table no:

Demographics of participants

Sr.no.	Name	Age	Gender
1	A1	21	Female
2	A2	21	Female
3	A3	22	Male
4	A4	20	Male
5	A5	21	Female
6	A6	22	Male
7	A7	22	Male

The above table shows that there are seven participants from which three were females and the other four were males. A1 to A7 were the code names given to students for their privacy. The age of the participants was in between of 20 to 22.

1. How can you define the concept of Entrepreneurship?

A4 participant

“It is like starting a new business from your own idea or unique idea”

A2 participant

“You have an idea in mind than you like implement it into reality”.

A5 participant

“An idea of business to earn profit”

A7 participant

“Developing and managing the business to earn profit”

2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?

A6 participant

“We need trainings. I guess theory alone is not enough, there should be practical, different activities, something like that”.

A1 participant

“I am visiting a certain organization, an agency where housewives work there and seeing how things work there. And I am meeting with certain entrepreneurs that will be more helpful because theory alone cannot be developed our skills. For example, like recently ABC sir visited our university there should be more practice like that. Maybe they should invite more entrepreneurs. They will deliver the message. They will share their stories and experiences which will motivate the students”.

- 3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?**

A2 participant

“I think 100%. If you like have a business, I was suggesting to open up a store of pancakes, arts & crafts and deliver it online. Like taking orders and deliver those to specific location to the customer. I would still have been gaining so much profit with my sales even though it is a covid situation and stores were closed, but online system still have been helping people out.”

A1 participant

“I guess there is nothing to do with a certificate or degree. I guess would matter is experience”.

A6 agreed with the opinion of A2 participant.

A4 participant

“It can help if they are having that diploma, or they want to do any entrepreneurial work or business. Actually, one of my cousin has started his business in covid and have been successful in his business”.

- 4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?**

A2 participant

“I think market of Pakistan. It’s very hard to start new business and attract customers. It takes a lot of time and a lot of work. So, it’s not like the work of week or month that

you can attract customers, it takes like years to have a sustainable position in Pak-Market”.

5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?

A2 participant

“Yes, because before learning on opting this course, I had no intention to start over my business or anything but now after studding about it and knowing about it more, I think it should be promoted a lot. I guess it leads rooms for creativity and global issues”

A6 participant

“I think entering the market without knowledge, has something useless and after certain studding entrepreneurship, I learned a lot about market and new ideas etc. I think it really helped me thinking of new ideas”.

6. How can the educational institutes motivate students in developing the entrepreneurial intentions?

A2 participant

“I think with teaching the course that would, they should be focusing more on implementing those ideas and help those students out”.

A1 participant

“I guess there should be more case studies about different brands”.

A6 participant

“I think you will get more knowledge if you do something practically”.

- 7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how these factors help in developing entrepreneurial intention and self-efficacy?**

A4 participant

“Maybe their dream of turning their innovative idea in to business or the environment. Knowing Pak-jobs are very less and their business opportunity that can motivate students to start their entrepreneurial business and it can change and through that they get motivated to enter in business or Entrepreneurial environment.”

- 8. What are your suggestions to improve Entrepreneurial education among university students?**

A2 participant

“I think projects and practical thing should be more promoted than a theory because a practical would be like developing more and training them more instead of theory.”

A4 participant

“I think, it should be more competitions where students can participate and gave their unique ideas. The university can help students this way”.

A5 participant

“I think there should be more educational trips, host entrepreneurship contest and invite professional to teach”.

- 9. Have you ever thought of self-employment and if yes, what motivated you to think about becoming an entrepreneur?**

A4 participant

“To become a self-boss”,

A5 participant

“To achieve an idea”,

A6’s participant

“To achieve your goal” and according to

A1 participant

“To be your own boss”.

10. What are your strengths with respect to this concept?

A7 participant

“Highly motivated towards my goal”

A2 participant

“My motivation to become an entrepreneur”

A4 and A5 participant

“Innovative”.

11. How will those strengths or skills help you in becoming entrepreneur?

A4 participant

“It is like my motivation that will help me becoming my own boss, entrepreneur”.

A2 participant

“I have firm believes in my skills strengths”

A6 participant

“It’s like, if you are motivated to do a big start a new business, you will do anything to achieve it and in future it will help you to achieve your goals to become an entrepreneur. My dream business can help me to motivate me”

12. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?

A6 participant

“My business idea will be adding new restaurant in Islamabad with a new theme that is not been introduced in Islamabad so it would be like attractive, and it will help me profit and stuff”

The researcher asked a question about what will be new in his restaurant? He further explained that “Like in Islamabad, if there is no restaurant that provide you the village type of theme and everything like that. So, I think to start a business, elite type of business that provide you a village theme and everything like that will help me achieve my goals and stuff”.

A4 participant

“I wanted to open Construction Company which will help Pakistan to build infrastructure”

A5 participant

“I will be opening a store of traditional arts & craft because I think that needs to be promoted more”

The researcher asked about “when and how you thought about this idea?” she told researcher that

“As we have seen that we are like mixing our culture with Westerns a lot and I think that people, especially from Islamabad don’t know what their actual cultures are and what are their arts and traditions? And I think, it would be helping people a lot to know about what is actually their traditional arts and crafts like crockery and stuff. It is like all of trends these days and I think this should be brought back”

A1 participant

“I guess I looked up in clothing line because that something which not goes off the trend”.

MBA 2 Years

The group “B” participants were belonging from MBA (2 Years), Management Sciences Department, NUML University. The researcher asked them to introduce themselves and according to their introduction there were nine participants in this group. The details of their introduction are described in the following table:

Table no:

Demographics of group “B” participants

Sr.no.	Name	Age	Gender
1	B1	23	male
2	B2	25	male
3	B3	22	Female
4	B4	22	Male

5	B5	25	Male
6	B6	24	Female
7	B7	22	Female
8	B8	24	Female
9	B9	25	Male

The above table shows the code names of participants, their ages and genders. The table explained that there are nine participants, B1 to B9 were the code names given to participants for their privacy. It explains that four participants, B3, B6, B7 and B8 were females and the remaining five, B1, B2, B4, B5 and B9 were males. In the same way, it showed that the age of the participants was in between of 22 to 25. Participants with the code name B3, B4 and B7 were at the age of 22, B1 was at the age of 23, and B6 and B8 were at the age of 24 while B2, B5 and B9 were at the age of 25.

1. How can you define the concept of Entrepreneurship?

B8 participant

“In an entrepreneur is an individual who creates a new business, bearing most of the risk and enjoyment most of the rewards the process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator a source of new ideas, goods and services and business or procedures”.

B3 participant

“Entrepreneurship deals with starting a new business venture, with the help of the skills to earn more in the business.”

B1 participant

“Entrepreneurship is something that you come up with a new idea in a market where already some businesses are already there, but you are coming with a different idea a different strategy to capture more some part of the market.”

B2 participant

“Entrepreneurship means creating a new business with a unique idea.”

2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?

B8 participant

“Yes, because educational, education helps an entrepreneur to understand the basic of running a business before starting one.”

B1 participant

“Entrepreneurial education is we cannot say that it is sufficient entrepreneurial education are helpful. But we need training that we it's a famous saying that a practice without practice without theory is fragile. But a theory practical theory without practice is I'm sorry, I forgot the saying it was something that are practical. Okay, forget the famous thing. So, I come to the point, that when you are going for business, you will study a lot of theory, but you are going for business, that theory is helpful, but that will not that is not sufficient. That is not enough to start a business, you go for training, then when you go for training, then you'll become more, more better entrepreneur.”

B4 participant

“Training helps to improve the skills of entrepreneurs and their employees. It creates confidence, confidence and moral among them. Efficient management training helps increase the managerial skills of entrepreneurial.”

- 3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?**

B6 participant

“Yes, entrepreneur ship education or diploma has much benefit. Like in COVID when the unemployment has on its peak, when entrepreneur course helps a lot like many people shift to ecommerce, and digital marketing and earn through online businesses. And by this they've solved the problem of financial issues in COVID.”

B1 participant

“As everyone know that COVID was a worldwide pandemic. So in in this period, a lot of people have a lot of people were deprived off from their jobs. So, if they move towards entrepreneurial things in this, in this pandemic era, we have seen that a lot of food businesses flourish. So, if someone has experience in the restaurant field, and he was working somewhere in a restaurant, so in this manner in this pandemic COVID he can start his business by launching his own product. So, it was really helpful that if they start entrepreneurial new job, new business with this his entrepreneurial skills.”

- 4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?**

B8 participant

“The factors which are preventing young generation to become an entrepreneur is various government policies like an economic policy, taxation policy and import-export policies and license policies, etc.”

B3 participant

“The first factor is the initial capital investment and the second is race. The young generation don't have much amount of money, so, that they can invest in the business, and they don't want to take a risk at the very initial stage of the business. So, we...”

B1 participant

“Know, normally in our society people prefer doing job because they do not want to take risks. So, one of the main reason is that they are not risk taking community we are not restricting community, another thing that opportunities like soft loans if we can, if we can borrow soft loan easily, so, it would help us to start a business in our community where the loans event we go for a loan, they require a lot of collateral, which we do not have. So, that is a main problem another thing about the entre., more and more entrepreneurial education and seminar and all those things that will help us to go that those are the barriers which are currently preventing us to start to become an entrepreneur”

While **B7 participant** agreed with B1 and further said that

“and job opportunities in our country.”

5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?

B9 participant

“I think entrepreneurship courses help us to identify gaps between identify gaps between knowledge and develop the skills need to fill them like find confidence networking, strategic thinking skills and knowledge to how to accept and act on a feedback.”

B1 participant

“entrepreneurial education or teaching us how we start our business because before this if I what I have learned that we were I was not I was not aware about the target market what is target market entrepreneurship subject tells us that what is your target market and how you penetrate in the market either to a brand challenger or you are going to view the market so entrepreneurial teaching tells us that how you start your business and the other things about what is your how much investment is required, and how much how you start your business your financial matters and all day.”

B3 participant agreed with B1’s opinion

B5 participant

“And entrepreneurship goals can improve the entrepreneurial intentions certificate satisfaction towards the entrepreneurship course and learning efficacy of technical university students.”

B3 participant

“Entrepreneurship courses helping us to generate creative ideas about new business venture and it helps us by grooming on our skills practically in the class and other sides of skills.”

B6 participant

“Yes, entrepreneurship education helps an individual to show his creativity and help his to work on his ideas and provide wide change of opportunities.”

6. How can the educational institutes motivate students in developing the entrepreneurial intentions?

B8 participant

“Institutes are offering the entrepreneurial weeks and as well as course of entrepreneurship in the degree programs which help many youngsters to develop new entrepreneurial skills and mindset in future.”

B3 participant

“The vocational training centers and colleges of technology are supporting entrepreneurship education to enhance the entrepreneurial skills offer graduating students”.

B1 participant

“Education institutions are really helpful, and they are motivating us to become entrepreneurs. Because the social barrier that we have in our mind that always make us reluctant about starting a new business, we are always preferring to have a job, to get a job. But in but studying an entrepreneur, it makes us that doing a business is not a big deal. But become a successful business is really something which require efforts. So, education institution are helping us to become an entrepreneur.”

7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how do these factors help in developing entrepreneurial intention and self-efficacy?

B1 participant

“Entrepreneurial educations are sufficient enough, but the other factors which affect the entrepreneurial intentions are that past experiences if someone has an experience in our industry or in a restaurant or in or somewhere in a in our organization, that part's past experience, whether it was a part time experience or some or is was his hobby like he was surfing he was browsing internet and watching different YouTube videos and all

that besides this is his formal education as an entrepreneur, those factors also helpful for doing up entrepreneurial job or entrepreneur business a new business.”

B4 participant

“Entrepreneurs self-efficiency is measured by a six item Self-Assessment Scale the item on this scale represent competencies related to business enterprise entrepreneur entrepreneurial success and we are developed based on expert interviews with business leaders.”

8. What are your suggestions to improve Entrepreneurial education among university students?

B3 participant

“I would like I would like to suggest some practical implementation of entrepreneur theories except the bookish knowledge. And there should be industrial visits for the students so they can get enough knowledge and the framework to run a business in in the respective industry of their choice.”

B7 participant

“Teacher teachers need to teach more case studies. Skill host entrepreneurship contests invite professionals to teach and help students to launch their own businesses and universities and more entrepreneurial entrepreneur’s events etc... Like these are these should be helpful for...”

B1 participant

“The suggestion for improvement is that there should be some startups Start-ups should have been like that. The teachers and on the other staff academic staff should collaborate should help to collaborate the students. There are students who have enough

who can finance we can finance the businesses startup and they are students who have time to spend on those businesses do who are willing to work the current students have had different capabilities, some are good in marketing, some are good in communication, some are have different aspects. So, the thing that is required collaboration and effective collaboration that required commitments, every person should be committed to do that business, so that will be helpful.”

B4 participant

“Many universities provide students with campus recruitment programs, but nothing can be better than starting their own business in any economy plugged by a high, high level of unemployment. Universities can work in partners with Small Business Administration's and student entrepreneurs to obtain financing, research the market and build practical businesses.”

9. Have you ever thought of self- employment and if yes, what motivated you to think about becoming an entrepreneur?

B6 participant

“Yes, I want to become an entrepreneur. Like this I get new opportunities in life to do something r to prove myself. And I want to become independent and buy doing business I will give opportunities to other people as well.”

B1 participant

“Actually, entrepreneurship is something that where you are doing business and, in that way, you can employ other people. So, it always motivates us that we are become will become the source of livelihood of someone. So that really inspire us, and it's especially inspired me.”

B6's participant

“I like to become entrepreneurs because I'm doing studies in business also, and also some ideas in my mind that, like to that I like to become entrepreneur about those which attracts me, just like event manager and event management and photography etc., and blogging.”

10. What are your strengths with respect to this concept?

B1 participant

“As far as my strength is that I am a good communicator as well as I am a good team worker. So, and the more thing is that to everyone as want to earn something additional, additional for their different lifestyle, for their, for improving their lifestyle. So, if you are doing a job and in addition to that job, you would like to do some businesses. So, my strength in that way is that my practical experience working in an organization which helps me to prove my confidence and give me a platform where I can interact with different people and generalize my those links. So, it really makes me to start a business”,

B3 participant

“And the job limits us so in order to be a market leader we should start a new business which should be done through applying the entrepreneurial concepts practically as a business student, we, I must recommend, and it's a very great strength to be an entrepreneur in future”

B4 participant

“Being an entrepreneur is not for the faint of heart, but the if, but if you build it, they will come mentally does not always work either it takes a balance of solid planning and research to justify making those leaps of faith.”

11. How will those strengths or skills help you in becoming entrepreneur?

B3 participant

“Group work as we are, we are studying this course already in our degree program. So, we are working on many projects, which leads us to be a good team leader and we are able to perform in groups. So, I would recommend these skills for being an entrepreneur.”

B8 participant

“Entrepreneurs play a key role in any economy use the skills and initiative necessary to anticipate needs and bringing good new ideas to market. So, these entrepreneurship skills prove to be successful in taking on the risk of creating a startup you rewarded in profit fame and the continued growth opportunities.”

B4 participant

“while you may while you may be the vision the patient and the work workhorse of your business it is important to remember that your company can only go so far with only one person behind the wheel learn how to build a team and focus your energy on building something bigger than yourself your drive your drive should not be just about building a successful business but creating opportunity for others.”

12. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?

B6 participant

“I will prefer digital marketing because now a days it will help us in very field of life and give us many opportunities.”

B3 participant

“My business idea would be biodegradable cutlery items which is need of this era because these items will contribute towards society and they will be very helpful for our next generations”,

B2 participant

“I will start my business I will start on next door offer different gadgets and mobile accessories.”

B1 participant

“My business idea would be stationery shop at NUML University because there is high potential of growth in NUML University for having a stationery shop.”

B7 participant

“I like to do event management because it's kind of growing business in future.”

B4 participant

“I want to start becoming entrepreneurship because our products or services to be offered purchasing online consulting services like I have to offer these services are all around Pakistan. Our purchasing consulting services provide online a wide range of strategies sourcing and appropriate consulting services like our, our target customers, target customers online purchaser so that's it.”

B9 participant

“Design and sell print on demand. T shirts, T shirts, T shirts, hats, phone cases, hoodies, skirts, and more become canvases for your creativity. You can think up witty slogans for developers or references that that resonate with people honors if there's passion and pride within a community, there's potential t shirt business you can start.”

B5 participant

“I want to become an entrepreneur and my business ideas career real estate welder. And I choose this idea because I can imply many persons there and I want to become the boss of myself.”

Annexure N

Interpreted data of group B

Interpreted data of group B

After getting the permission to collect the data from management science's head of the department of Air University, Islamabad, they recommended me their four teachers who taught the Entrepreneurship course to BBA (4 Years Hons), BSAF (4 Year Hons), MBA (2 Years) and MBA Executive (2 Year) program's students. As the researcher was only wanted to conduct her focus group discussion with BBA (4 Years Hons) and MBA (2 Years) students who were taught the same courses, so, she only consulted with those two teachers... they helped the researcher a lot in selecting the participants as well as given their class time for her discussion. Firstly, the researcher had given the consent letter to participants and collected their consent. Then she gave them a form on which they have to note down their names, contact numbers as well as their Gmail Ids. The group B is originated from Air University, Islamabad. The participants with the code name started with "C" represents the MBA, 1 semester students while the participants with the code name started with "D" represent the BBA, 5th semester students. In each discussion, the researcher has introduced herself, explained what to be expected during this discussion, purpose of the focus group discussion as well as their confidentiality. She also gave them some simple instruction.

At the end of every discussion, the researcher gives her thanks to the participants as well as the teacher for their corporation, patience and giving me time. I also told them about the reason behind collecting their contact number and email ids.

MBA 2 Years

The group "C" participants were belonging from MBA (2 Years), Management Sciences Department, AIR University. The researcher asked them to introduce

themselves and according to their introduction there were seven participants in this group. The details of their introduction are described in the following table:

Table no:

Demographics of participants

Sr.no.	Code Names	Age	gender
1	C1	23	Female
2	C2	23	Male
3	C3	25	Female
4	C4	22	Female
5	C5	26	Female
6	C6	22	Male
7	C7	24	male

The above table shows the code names of participants, their ages and genders. The table explained that there are six participants, C1 to C6 were the code names given to students for their privacy. It explains that five participants, C1, C3, C4, C5 and C7 were females and the remaining two, C2 and C6 were males. The age of the participants was in between of 20 to 26.

1. How can you define the concept of Entrepreneurship?

C3 participant

The unique idea that run your business is which turn you into entrepreneur

C1 participant

I think entrepreneurship is bringing any new idea any new model which is applicable in any part of the world, and it can be implemented in the lowest value, you know, the capitalist value for that.

C3 participant

And must be the most innovative idea. Any idea that can be bring to the market in such a unique way?

C1 participant

I think it's like bringing a new element to what is already existent in the market.

C5 participant

You said something about doing something in every market of the world.

C1 participant

Yes.

C7 participant

Is it a global content thing or a contextual?

C1 participant

I think it's a gateway, it is a procedure, how things that model is applicable in any other part of the world

C5 participant

You mean replicable, but he said something about this person said something about a flipping applicable in a certain market context. So, there is a difference?

C1 participant

No, I think maybe depending upon the demand of the market may be in Pakistan and in Europe, the demand is different, the main context the core thing remains the same but the augmented or the actual product could be a bit modified.

C5 participant

That's, that sounds really easy. And you said something about the market?

C3 participant

the same is the same thing that anything that runs the market the market is like something innovative in just how can you say that the products that first we can say like a baby care products are really they're available in separate things, but now they come in the package it's just a unique way of selling already they're sold but in a separate ways, but now they're selling a package and give them some proper shapes and proper branding of that. So, they can sell them on higher profit. So, it can be an entrepreneur thought

- 2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?**

C7 participant

I don't think so there is the need of proper education to become an entrepreneur, as C1 said, I think motivation is the basic thing to become entrepreneur. And we see in our daily life, there are so many entrepreneurs that don't have the degree later to that field. They become entrepreneur because of their passion. And because of the circumstances or they took their reasons

C6 participant

So we have a really big example of the owner of Bahria town.

C1 participant

He is not well educated

C6 participant

He is not educated at all. He just has the technical skills, and yet the passion to be the one. And now he is a really rich person. So, I don't think so, you know, education is related to become an entrepreneur.

C5 participant

Formula education,

C6 participant

Yeah, formal education,

Researcher

I am talking about factors except entrepreneurial Education.

C6 participant

The same both. Except and with that, I think, I don't think so formal education is required to begin on,

C1 participant

I think he is

C5 participant

You have a different opinion.

C1 participant

I think yes, because we do can have ideas, but we don't know how to present that idea into a form, how to, you know, quantify it any form in any form of a product or service that you want to give. So, for that, you need to have a bit of training in the form of education

C5 participant

You're talking about a sales pitch, that how to present your idea to an investor or to

C1 participant

Like if I have an idea, if I have an idea to travel, I want to make travel easier, I need somebody to help me and maybe a bit of training that can show me that you can develop an app for that. So having an idea and something else and making it a product or something else. So, for that transition, I think you need training you need education.

- 3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?**

C6 participant

They can work online and earn some money.

C1 participant

I think it's all about internal drive if you actually have a financial problem, you will get out of your house and do something even if there is COVID or there's a war going on you will do something because you need that you are the bread earner of the family

C5 participant

Greatest urge for that

C1 participant

Greatest urge for that and you don't need entrepreneur like you know right now people are freelancing and they are reaching to platforms we can't even think about because.

C7 participant

Yes

C1 participant

We are now globalized. COVID, it has like increased opportunity rather than decreasing. That's what I think.

C6 participant

Online business has increasing.

C5 participant

My daughter started her own brand of brownies, and she did ask my help at all

C6 participant

It's just the passion and passion for becoming an entrepreneur

C5 participant

Yeah, and also her friends helped her a lot. Your friends, your peers in your network matters a lot.

C6 participant

And during COVID time many household businesses are having to unlock people that people have started house to business is exactly about the food items you got like you're talking about including my friend my some of my friends. They've started household they're sending the food on.

C5 participant

Fully something which has high cash flows, high margins and high cash flows and isn't easy and doable. That's what becomes more preferable.

C6 participant

Yeah, preferably

4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?

C1 participant

Actually, the thinking in use from the time we start, we start learning we start studying, we are being told you need to get good marks, you need to have all these things, the criteria that we study for, is to get a job from the start that is really used in our mind and I think this is a major component. And number two, we are not risk takers. We believe that if it's okay, if I get this thing, it's perfect. But if I have to move out of my comfort zone, I'm not okay with that. I think that's what's stopping young ___entrepreneurs towards

C3 participant

I think unemployment.

C4 participant

Right?

C3 participant

Unemployment in the job market leads to entrepreneurship more because people don't get a job. So, they want to start their own business. So that they...

C7 participant

People also want to be their own managers. They want to decide their own ways, right?

C3 participant

Yes

C6 participant

I mean, I totally agree with

C5 participant

It depends

C6 participant

On what she said, like the passion, we have very less passion on becoming an entrepreneur, and we don't want to get out of our comfort zone. You know, because it takes a lot of effort to, I think to become an entrepreneur. And we just want to take a job you know, just work nine to five and just get, get back home. And but you know, the passion, we have very less passion for the entrepreneur.

C4 participant

Confidence, confidence about you something, this is how an entrepreneurial skill works, I think another thing is we are scared. We are scared of being judged, we are scared of doing something which is not being done, because being an entrepreneur Nacres it is not a very common thing.

C6 participant

And we are scared of taking the risk. Now,

C5 participant

If you're scared, you're scared of being judged by other people

C1 participant

Scared of being judged scared of failure. So, it's your conscious mind.

C5 participant

That brings you to becoming an entrepreneur that stops.

C1 participant

That stops you from us taking that structure,

C6 participant

And the main one is financial risk; we are very afraid to take financial risk

5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?

C6 participant

Of course, it does.

Researcher

How, please tell me in detail.

C6 participant

You Know, you get the, you get the ideas, you get the exact, you know about the exact skills which what skills are required to become an entrepreneur, it tells us about you know the skills. And it tells us about the skills like passion, you know, risk takers, like big entrepreneurs to becoming entrepreneurs in the past. And now currently, they're entrepreneurs like Elon Musk, if you talk about the big entrepreneurs right now currently in the world. And they all they all talk about the passion and there is a big risk

takers. And the entrepreneurs of the dollar does about that, too. How you can come down to an entrepreneur. And obviously it really helps.

Researcher

What about the technical side that this curriculum that is syllabus teaches you the do's and don'ts about entrepreneurship, it does actually tell you about what kinds of business time you need to have, what kind of things you need to take into account.

C6 participant

Exactly.

C1 participant

I think it's partial. I mean it does. I mean, it's a part of course let's think that way it's a course and we are working to get A's. So, at point of time, we have two to three months for that we need to have we need to make a business plan we need to launch it or we have to present you in front of the class. So our intention somewhat gets diverted towards the side that I need to complete my MBA so I have to complete this course and I need to get an A but I think it's more towards how to do it technical skill that's really right but towards I think it should be more towards motivating people passion. It just more towards motivating us that you need to do.

C5 participant

At the baby level students will prefer they more much more aware of check to discuss, and extra IDMP ... are already quite all the all the technical skills now you move towards getting the energy and getting the steam. Yes. That's, that's very easy.

C6 participant

But I'd rather at one point, you know, it depends on the person how he or she takes that subject. Or if he wants to take that subject, like just to get a grade, it depends on, but, if he wants to take that subject as a motivation to become an entrepreneur, that's also it's just a subject. It all depends on the person how he or she thinks and takes.

C3 participant

I think in that syllabus, we have to give, someone have to give the market area or marketplace where we launch. If we have a plan, we have everything, but we don't know how to launch. So I don't think so it's more feasible if everyone have, and everyone have the different criteria an different grounds where they are standing, that if someone have to launch, they have to know how to do the process, or if they're putting some effort to, I think so there's some part that someone has to put in effort, like, to the marketplace or market area, we know that giveaway, we have to not do something like that

C5 participant

You're talking about the execution and practicality.

C3 participant

Yes, that's miss

C6 participant

But still here, there is a thing that if the person already has those technical skills, then this entrepreneur subject will be beneficial for him. And much, much more beneficial. For him.

C1 participant

I think the scope of this subject should be increased, like until you are done with that, you know, semester wise, you're, you're studying that subject of entrepreneurship, after you're done with that subject you are through with those mental barriers that I have to do this, this, this, this you have the barriers, because we I think when you have a value, you have a time limit, you don't think to yourself, Okay, it's done. It's for me, it's like, okay, like, for example, if I have to write a business plan, I have brought it I won't be modifying it according to the market according to the requirement because I know the subject is through or I have this time limits. So I think the technical skills are good in the entrepreneurship subject. But after that semester ends, we people who get motivation is more important after you get motivation and technical skills. I think after the semester, you keep in touch with the teacher, and you actually get motivated. So within the next three months of your MBA program you can start working on and then you can actually apply it in launch your business.

C5 participant

So you need a mentor?

C2 participant

Yes,

C1 participant

Yes, after entrepreneurship course you get the technical skills, you need a mentor, in the form of your teacher.

C2 participant

I agree with her point of view

6. How can the educational institutes motivate students in developing the entrepreneurial intentions?

C6 participant

Educational institute like it can provide a platform for students. Entrepreneur as, the school or the university can provide a platform for the students to become an entrepreneur, and exactly about the mentor. And what she said, like they should provide if you want to become an entrepreneur, like for the graduate students, they want to become an entrepreneur, they want to start a business, they can like give a mentor to they can provide a mentor throughout the year, or like after the graduating as well, they should keep in touch with a mentor. And this is I think, the main thing to become an entrepreneur and it is the first time exactly, they will give you guidance. And without moments, you know, the person is gone. I think contrary he or she cannot run a business. Or maybe he or she cannot have the confidence to run these

C5 participant

Enter these national incubation centers. They all provide mentors. I mean, that's what they're there for.

C6 participant

But like if she is talking like she's she said about the education

C3 participant

Are you talking about education system from the point of inception, from the point we start from our 1, 2, 3 to five these classes or from university level?

Researcher

I am talking about higher education, university level,

C2 participant

University level,

C6 participant

We're talking about the graduate students, graduate students,

C5 participant

Your family members, your loved ones, they could be your mentors.

Yes,

C4 participant

I think so. Mentor should be from the market side so that as well as well so that he can give us because we are motivated enough to launch your, gives something to the market. But if we don't have the market idea, I don't think so it suitable because launching something on the appropriate time will give you the benefit of...

C1 participant

I think mentor should be someone who motivates you, I believe because nowadays we are used to be a volunteer engagement if you're actually motivated. I think what you need is motivation. And that mentor should be somebody who motivates you and is you're comfortable with that person sharing your ideas, because when you share entrepreneurial ideas, they are really vague, they are not applicable. So they are seem to be like, this is not something we talk about, if that person makes you comfortable for that, share your crazy idea, that's what is important.

C3 participant

Whatever you launch that, if you are motivated in a, if you have anything, what about to launch that?

C5 participant

What about what?

C3 participant

What about to launch that idea how people will react to that?

C5 participant

Yeah. See, a mentor? Is someone who becomes a cushion between you and reality?

C3 participant

Yes.

C5 participant

So they, they sort of are on one hand, they actually push you through that thing. And on the other hand, they absorb the jerks and all the other mental shocks that you have.

7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how these factors help in developing entrepreneurial intention and self-efficacy?

C1 participant

I think it depends how you are being brought a time. Secondly, like your environment from the time you are being born, whether the peers around you your family or environment, told you that what you are doing is right or they have been telling that you have not done up to the mark is they have been encouraging from the time or start. And I think in that it's not a parent at all. I think it's your strength. The friend circles matters a lot. If I see something my friend says you're wrong. Maybe third time I'll try and fourth time and say no, I will not discuss with her and not I will not stop discussing with her I'll stop discussing ideas or anything about that to everybody around I think

your peers matter a lot they makes you either confident or under confident about the skill you have.

C6 participant

Your network?

C1 participant

Yes, your network,

C6 participant

Your close ones

C5 participant

How do you determine that you have a knack for something? How do you how do you what fact about what makes you believe in yourself?

C3 participant

Motivation, your goals

C5 participant

Is it your mother, your father, parents or someone else?

C6 participant

It can be it can be your internal passion and both your parents as well. It can, you can have the motivation from your parents or from your closeness as well and your internal passion or to urge to earn some money.

C5 participant

I'm the kind of person who has to be pushed.

C6 participant

It depends on the person. Exactly. Yeah, it depends on the person again,

C1 participant

It also, I think, quantifiable achievements that you have

C5 participant

Baby steps and, and try to quantify whatever you earned from, from small baby steps and small successes. Small successes lead to a lot of big success.

C7 participant

When I listened to the motivational speakers, they inspired me a lot in seminars,

C5 participant

Because your self-worth, your self-belief.

C7 participant

Yes. Definitely full of yourself.

8. What are your suggestions to improve Entrepreneurial education among university students?

C6 participant

More practically work

All participant:

Yes.

C1 participant

Marks should not be associated with that

C5 participant

Then what should be done. How will you get grades?

C7 participant

The creativity will only build if grades

C3 participant

I think GPA system is wrong.

C1 participant

Yes.

C3 participant

How can you judge somebody on the basis?

C1 participant

Not all the students are good in every subject. We have to like, rote-memorize those slides.

C3 participant

I think I get it like in SPSS, we put out the outliers, if somebody gets 3.9 in all of the subjects in one subject, that person is getting 2.6 You have to get that subject out and give that person the marks that they are getting.

C5 participant

So that is something which ABXY the skills, that is something which hurts you, your, your sense of practicality because you all go out for a rat race of for to more achieve

C1 participant

the concert is we are saying we are seven in class, okay and four and five or above three, so no one was working on 2.6 or 2.7 with the practical skills, like he also have

the transcript. Who says that? So no one wants to get so everyone wants to get the grade? No one on the practical line.

C6 participant

I guess the practical work and if you talk about like, me get projects in under processes, right? So I think the project and the paper or the hard work you're doing, like the exams you're given I think they should be separated in the project should not be associated with the CGPA. And you can give a separate motivation for the project or to the students to get a comment on. I don't think so, they should be

C1 participant

I think so now we are MBA students, there is a part of education that we have to learn. But this is more of the practical work. We are not graded on the practical. We are graded life in a BS on the BBS like grades.

C5 participant

I totally agree.

C6 participant

This should not apply.

C1 participant

Exactly.

C6 participant

I think in entrepreneur you should totally have a practical, that all. I think because entrepreneur is all about the practical things. To start a business. It's all just really practical art exam is I think it's a different emotion war.

All participants

Yeah, because it became some kind of war

9. Have you ever thought of self-employment and if yes, what motivated you to think about becoming an entrepreneur?

C3 participant

I wanted to open my own design studio because I think this gives you more opportunities, more exposure than the job instead of that I can like 50 to 70k by month. I can earn more than a million in something by my own business by my own design studio.

C5 participant

Is it the intention doesn't intention for to do something to grasp an opportunity or is it a more like a self-expression that you want to see yourself in this opportunity?

C3 participant

Because in the designs are more common in the European sectors, the people are like they properly learn. In Pakistan, there's nothing like that. That is especially a women that they got married and they don't have anything they have to apply for a job in all this

C7 participant

Your case, is it entrepreneurial, gifting more of a self-expression or, or an economic intention?

C4 participant

It was self-expression. I'm doing my project on makeup holic. Makeup Holic is a project which gives an opportunity to try a makeup before buying. So really we are making an

application through which we can see what product is actually we are buying, so we can try it before buying. It's an opportunity,

C7 participant

It's an option. But it also says to expression, the way you want to see yourself

10. What are your strengths with respect to this concept?

C6 participant

in becoming an entrepreneur, you know, you should be very, I think, creative this, I think I'm, I'm a bit creative person, and I can be an entrepreneur, and I can work hard. If I'm an entrepreneur, like more than the requirement.

C7 participant

Are you confident about your skills?

C6 participant

Yeah,

C7 participant

So then the question comes in, do you have the right skills for that kind of a permit?

C6 participant

So well, it depends on the project, what kind of skills that project requires. So and I think that if that particular project is requiring those skills, which I have, and I'm pretty confident about

C5 participant

it, I suppose you have an idea in your mind, and a certain kind of business plan or an idea in your mind, certain kind of work that you want to do? Whatever it is, do you have those skills?

C6 participant

Hopefully, yes.

C5 participant

You're confident about it?

C6 participant

Yes I am

C1 participant

Yes, I think the skills being an entrepreneurship, you require a logical thinker, I think I'm a logical thinker, and that is something which seems risky, being an entrepreneur, because being an entrepreneur, you are introducing something new or maybe doing something new, which has not been done. So you need to face novel kind of things, novel experiences, you need somebody who can think through it and find a way to get out of it.

C7 participant

Now, there are two kinds of skills there is a managerial skill, this technical skill. So what kind of skill? Are you referring to managerial skills, being having leadership and managerial skills, managerial, and are both

C1 participant

Both

C7 participant

Managerial as well as technical support?

C1 participant

Yes both

C7 participant

You had answered my next question actually,

11. How will those strengths or skills help you in becoming entrepreneur?

C3 participant

I think passion the previous one, the passion is the most important thing to becoming an entrepreneur. Like I want to open my own design studio, I've worked like 20 hours a day, in 24 hours. Can you please explain the next question so that I can relate to that?

12. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?

C3 participant

My business ideas to open that design studio and to open that idea, because in Pakistan, there is not such concept. At that time you start to open the design studio

C2 participant

We are working in groups. So my idea is seemed to be pickup

C7 participant

You're working in a group

C2 participant

Yes,

C1 participant

My business idea is to make an app which will make travel or tour easier, it would basically provide a gateway for people who want to travel around the world. And that would help them to reach valuable them to reach out to the tour agents and they can select the kind of travel they wanted to have the experience they wanted to.

C5 participant

That's good. That's good. And you want this application to be applicable all over the world or in certain regions from

C1 participant

I will start from Pakistan.

C5 participant

It's like quora.com.

C1 participant

Yeah.

C5 participant

Where do I go from here?

C1 participant

I know it's like a place where tour agents are on board, like a platform

C7 participant

Everybody comes, everybody comes to one platform.

C1 participant

Yes

C7 participant

One side is a tour agents of the other side is the customers such as the government

C1 participant

Yes

C1 participant

And other parts for people who don't want to travel with tour agents or travel planners to travel alone, or with their family whatever they saw. So they have a separate part where they can get the information like if I'm going to Islamabad, where or which place I should go and what are having the information

C5 participant

On your own. Just this

C1 participant

Yeah, on your own

C6 participant

If you're talking about my idea, my idea and branding is like terrible It's basically an online non free service we're providing it's not, it's not you know, I'm currently running in person right now, this is our first thing introducing in the pin box. And still, it's in Pakistan right now. So we're going to be like providing an app through which you can order our service and come to your doorstep data flows into them. And whatever you want to do like ironing, writing whatever you want. And then we can then offer that offer into just one or two days, we're goanna like get back to get back to your cloths, stuff to you.

BBA (Hons)

The group “D” participants were belonging from BBA (4 Years), Management Sciences Department, AIR University. The researcher asked them to introduce themselves and according to their introduction there were eight participants in this group. The details of their introduction are described in the following table:

Table no:

Demographics of group “D” participants

Sr.no.	Name	Age	gender
1	D1	20	Female
2	D2	21	Female
3	D3	20	Female
4	D4	22	Female
5	D5	22	Female
6	D6	20	Male
7	D7	21	Female
8	D8	20	Female

The above table shows that there are seven participants from which three were females and the other four were males. D1 to D8 were the code names given to students for their privacy. The age of the participants were in between of 20 to 22.

1. How can you define the concept of Entrepreneurship?

D3 participant

According to me, entrepreneurship is something you pick up, you know, out of context that will, you know...

Researcher

Please speak in English language.

D3 participant

According to me, entrepreneurship is something in which you go out of the context landscape, you go for a risk, you take risk, it's something that nobody has think about, you have to see that if there's some market gap, if there's something that I think is fitting that you have to go for that

D9 participant

Money, with context, you being out of the box,

D3 participant

Yes,

D9 participant

Because everything happens inside the cortex is his time and space. And whatever happens at times, so in the context outside the box.

D8 participant

According to me, entrepreneurship is all about taking risks, and to mitigate those risks with the help of knowledge and an entrepreneur have, the main thing that an entrepreneur has to do is bring from chaos, the person has to bring order. So

D5 participant

I think that entrepreneur is more about the innovation that one needs to have, if you are in some sort of environment that you need to think out of the box, but you also need to have the innovation skills and whatever risk comes from a second as your brand, how

D9 participant

Do you differentiate your risk and innovation? And this must be a difference between risk taking risk and green pollination?

D8 participant

Like you told us that entrepreneurs, it's not just about taking risk, which is uncalculated, but you have to take calculated risks, which means that you don't go for gambling, but your Do you have a surety that you're going to succeed and where do

D9 participant

You fit the innovation part?

D1 participant

Innovation efforts when you notice any changes to that environment. Notice there is such a need of fulfilling the demand gap and you innovate that thing

D6 participant

Sharing my opinion on my entrepreneurial or non-entrepreneurial activities are not always for risk or for innovation, but it's all about staying ahead of the time staying ahead of the constraint ahead of the market, staying ahead of the time, learning a strategy and then executing it

D8 participant

And I certainly decide that you have to stay ahead of the market, which means you have to be proactive, you have to be come at the right time and at the right speed.

D5 participant

That should be timely it should be within whatever is happening at now. Whatever is demanded even if it's ahead of the time, it could it won't benefit the business at all you need to actually think of the drivers as well

- 2. Would entrepreneurial education be sufficient for you to develop your intention to become entrepreneur, or you need any further training?**

D3 participant

I would think that education is the main factor if we talk about starting a business, because there are many people who are not educated but they are running a very good business. So I think you don't need an age or an education who put their butter.

D2 participant

Yeah, I totally agree with a very good point that yes, a lot of people are uneducated, I think in this factor. Were a bit privileged as compared to them because they without knowing or without having any knowledge succeeded so much. So I think we even if we have 5% more noise than they have, we can succeed and go for better clinical

D5 participant

Knowledge is important,

D8 participant

But I think support is much more risky of a mentor.

- 3. Due to covid-19 many people were unemployed, do you think if they have entrepreneurial education, diploma, or course it would have solved their financial problem?**

D3 participant

Yeah, I think there has ever helped them out. Because there is there are many women in the villages who are skilled, so many things, but they're not given the opportunity saying, so if they are given the market

D8 participant

Skill opportunity gap exists. And if you had somebody paid, you could have better

D3 participant

Yet again, the important factor is the person who's executing the plan. Again, I mean, although yes, you might have an opportunity, and the force might help you, but how you're implementing it probably is what?

4. What are the factors which are preventing the young generation to become an entrepreneur and how can we minimize or retain those factors?

D4 participant

But the generation is learning fantasies, I'm sorry. They don't know the market. What's going on? Like they don't they want to jump in right away.

D6 participant

They have a fantasy, they think they can do everything he can but that's not how it works. And they have very little marketing side, they don't have the marketing that leads to that.

D8 participant

So what he actually means is that the young generation, they're looking for easy money, you know, they're looking for shortcuts in order to gain as much money as possible, and they don't have a mindset of where they're going.

D9 participant

But that's just not that's just report what motivates a person.

D1 participant

Inflation is inflation nowadays is a very, very major one as we can see the prices in the international market as well as our integration wherever we think you do something, the cost. Also in countries like Pakistan, parents who spoon feed you like you get the idea that you have to get this much education get a job and this idea fixes in your mind that okay, like after graduation, I'm going to go for a job so like this stop everyone. Gender inequality where they aren't exactly known about the environment or anything about street work. Thank you Okay,

D3 participant

You need street information, street knowledge? Which women don't exactly get

D5 participant

Killed and keep on going? Oh, Marvin.

D8 participant

I also think that this gender inequality is not just for the women, it's filled with the men as well, although they haven't always, like you said the speed knowledge. But employment is a major issue here. And because men are forced to look for a job or not, and they don't, they don't have the financials,

D7 participant

They don't get an ampere conscious what they need to

- 5. Do you think the entrepreneurship course will help in developing entrepreneurial intentions?**

D4 participant

Will only it will develop only if we do the practical work, we are not doing a practical work, which is curious and which

D9 participant

Only has some limitations. Yes,

D3 participant

Sir. Obviously, this is obviously entrepreneurship subject is going to help us out because at first we had this idea, okay, we are going to go into market and do this. But now there are certain restrictions risk and all. So we are going to keep that thing in the mind

D9 participant

Gives you awareness on how to approach the market.

D2 participant

And like you said, it's going to give us an awareness as we at the beginning of this whole course we were not aware of what entrepreneurship is, we thought it's about taking risks. But when we got into depth of it, we understood that it's about taking calculated risks, and going for ventures which are surely going

D9 participant

To sell sense of practicality. Exactly.

D8 participant

Sir, I agree with you. Like in the very start of the classes, I think he told us that entrepreneurship was it three or seven because like jumping directly onto something practical. I think that's the most foolish thing ever.

D6 participant

Is very helpful as we get to know what the strategy is, and the purchase directions. And we know how what kind of people we should try to target for our business, what kind of business we are starting in what kind of age group we should target?

D7 participant

What is an option, the sense of opportunity?

D4 participant

I never said anything about jumping directly to practical work, theory and practical work always comes together. It's not just

6. How can the educational institutes motivate students in developing the entrepreneurial intentions?

D1 participant

Talking about theoretical knowledge. I'm in a fifth semester right now. And I don't remember if we have gone to any industrial project till now. It was in the first semester, but it was not. That was said, but till now. It's like nothing. We are just reading through the slides. We are just listening. It's like a teachers are not taking us anywhere. For industrial knowledge. You know what actually the business actually.

D3 participant

The point is, is that to make money in this world, you need to be street smart, rather than book smart, no one burned, or no one earns a lot of money just by ratifying or just

D9 participant

You're saying USC to teach you street smart skills, I'm

D2 participant

Saying that they should teach you how to apply the knowledge that

D5 participant

Applies. That's much better. But

D2 participant

We don't exactly know whether this is going to help us or not, unless we know what the actual Oculus

- 7. Which are the factors affecting the entrepreneurial intention and self-efficacy of students except its education? And how these factors help in developing entrepreneurial intention and self-efficacy?**

D3 participant

Called and said that I think being optimistic is one of the main reason I am going to go for it. I like to take risks. So

D9 participant

So you have such belief? Yes,

D3 participant

I do believe the biggest thing is that when you think of the word entrepreneurship, you think it's like a very hard task. It's a tough task, but when you learn it to understand that if you're smart about it, then this

D2 participant

Thanks, thanks. So the self-efficacy is there you have such belief, you have you know, that you could you could do it, if circumstances come you said

D7 participant

Introducing something new to people is also I wanted to

D3 participant

So, you, you have a self-belief, and you have a self-confidence. You have to have support from the mentors.

D8 participant

And you also need to also read this that people want to prove to the people around them, you know, that you're upset that you're up to it. Yes, absolute.

D4 participant

Consistency, also,

8. What are your suggestions to improve Entrepreneurial education among university students?

D3 participant

I think one suggestion would be that they should do the practical world

D7 participant

The hardest thing is taking that jump to execute your idea, almost all the students have ideas and plans, but they don't have courage to take the step or risk maybe because of financial issues or other issues. So, I will suggest to help students like how incubators do. OR provide students with other services where they can practically run their idea without any fear.

D5 participant

Best way to improve entrepreneurial education for university students is to give more real-life situations as a teaching reference. Whether it is the teacher who gives different cases in class, or outside faculty who have other life experience who will give their opinion. For a student to learn, the fastest and most efficient way is to include them in real life situations. For example, if there is an industrial trip for the class, the business they will be taken to can give them a chance to understand their way of work and ask their opinions on what to do, what not to do, what can be done, what can't be done, anything that would help. This would make the students feel included and might develop their understanding on entrepreneurial thinking.

Researcher

D5, are you referring to trips for you guys to observe or you want some practical work like internship for you guys to implement your theory?

D5 participant

Both actually. All types of experience is good. And one can't be fully skilled in entrepreneurial education and skill. One can only keep developing. Why not start early.

D8 participant

100 % agreed with Noor statement.

D6 participant

The education in this regard and for every other department as well can be made better "I think" by keeping it more up to date by not relying on data that is decades old. Similarly, internship programs and other such activities are of no use until they are focused on building a sense of independence in Building and executing rather than being just an employee...

The university needs to build freelancing skills along with a mindset that market these days are saturated for Jobs and one has to start something by himself to survive. Strict Side projects, Practical Work in relevant field (Not internships) along with theoretical studies can help to achieve the target.

Researcher

Yes, I agree with you but don't you think the university students need exposure to entrepreneurship terminology as they don't know about this at all?

I am talking about other departments like social science or language departments etc.

D5 participant

I do think other departments require entrepreneurial terminology as business may be a small part of their course, but real understanding would only come through entrepreneurial education. Perhaps a session of deep entrepreneurship can help show them what they are missing out on. When I mean deep, I mean the reality-hit-us-hard kind

D2 participant

I second this^

D6 participant

Yes, the mindset of entrepreneurship of being a subject of Business students only needs to be changed. Other departments just as you mentioned should also be brought into the prospect of entrepreneurship not just as a 3-credit hour subject but learning in its true meanings by building the entrepreneurial skills about their subject and once they step into the market, what they should expect, how they should respond etc.

9. Have you ever thought of self-employment and if yes, what motivated you to think about becoming an entrepreneur?

D1 participant

According to me, I think, freelancing it's a kind of self-employment you do whatever you please you choose your own work, nobody is forcing you to do something and there's no time limit. So, I guess it's kind of entrepreneurship.

D2 participant

Sure, you can be your own boss there's no one to tell you what to do when to do it you can do it everyone generate bigger profits doing that rather than just

D9 participant

Lisa what you're saying is you'd want to manage things your way but that's, just isn't anyone

D5 participant

I think that's self-employment also requires experience you need experience before you can actually be completely sure that you are going

D9 participant

There is a prerequisite for it

D5 participant

For it yes. Okay.

D8 participant

I mean, I'm going to agree with her and, but I also feel that an entrepreneur although yes, you're going to be your own boss, but you will have your subordinates along with

you as well. So, you need to have some leadership skills as well which is going to help you as well as the people around you because you alone cannot succeed.

D9 participant

What are the characters and being your own boss what are the weaknesses in being your own boss?

D7 participant

Say you can handle everything on your own. You can give them

D9 participant

That's a strong point,

D7 participant

How you want them to be or anything

D9 participant

Expect them to be. There must be some great weakness, some kind of a lapse in being your own boss. Terms of, you may not have the right kind of skill set in the term in reading them from it

D2 participant

That could be excessive relaxation because there's no one to give you an unlimited source self. But there will be some burden

D3 participant

Another factor, which I believe, and I've also read this as well, that entrepreneurs, they have limited resources. So, when you're going for anyone to obviously the people who are in the market already, they have more resources and more, they can utilize that more

efficiently. But the main, the main thing that entrepreneur has to do in order to succeed and surpass all those competitors is effectively utilizing the limited resources

D9 participant

D3 would you at what stage of time you wish you would want to become an entrepreneur, after some getting some work experience or just going on to entrepreneurial statement?

D8 participant

All depends upon, like, when you get an idea. So whenever, you know, when you get an idea about something and you want to implement it, it's all about that. And it's also about you know, building the Creating the right team that actually helps you in attaining your without work experience.

D4 participant

Yeah, sometimes when you wait for something to happen, it already happened. So instead of waiting to get an experience, you should go for it. I think I think it's more on the issue said about the idea. I think it's when you're ready to implement your idea.

Participant

D9 participant

Okay, that's the right time when you want to

D8 participant

Answer the last point, the person who has to execute the idea, obviously, we you cannot like she said, we cannot wait for an idea to come to you to search for the opportunity gap, right? So, like you said that a jockey is more important than the horse and the rider, the person who has to execute it

D9 participant

The person who is executing,

10. What are your strengths with respect to this concept?

D1 participant

The gain skills, which I think is communication skills, which is most important to tell your idea to other people, if you are not able to communicate? How can you tell other people what you are up to?

D3 participant

Top of communication skills, you mean, negotiating skills, bargaining skills?

D1 participant

I'm talking about all the marketing skills; they depend on your communication. So, for me, the main thing is communicating, even if you have it, and you're not able to communicate that to others, you are not successful, you're not experience

D3 participant

Also, with this, if we talk about this sign, right, with a parent or with a with an advisor advancement of technology, everybody is becoming more and more optimistic. So, I think that's a skill set too. I think that we the entrepreneur needs to know what attractive things are for the customers exactly what is attractive to the demand what is eye catching to everyone, if they know what it is, if they can recognize it, then they can actually know what to do

D9 participant

With it what about what about the technical skills required, which may you or may not have? You may or may not have the technical skills, then what are you going to do about it, where you will learn basic skills

D3 participant

To actually gain being someone who actually is professional at it, or you need to convince others if for help or another

D5 participant

Important factor here is that if you don't have the technical skills, you have to come to know about your competitors and know what they're doing. So, you can take you know, some idea from what they're doing.

It doesn't have to pro B should not be a jack of all trades and master of none or a jack of all trades and probably must have been Jack 14 by does what it should be moderated by Mario, and he doesn't obviously doesn't necessarily have to be a must have any different rules or monster or I think he....

D8 participant

Should be forming sentences he should be Jack of all trades because he is the boss. So, he has to do everything. So

D3 participant

I guess he would do, or he has to oversee,

D8 participant

Oversee, oversee, but he needs that knowledge. Now,

D3 participant

These are the basic skills have to be this,

D8 participant

I may be wrong, but I disagree with that an entrepreneur should not be the jack of all trades, because they have limited resources like I mentioned earlier. So, they have to work on the ideas which they have a specialization in. And the rest they can always obviously and the

D3 participant

Context is talking sense in the sense in the context of is you're a small company, and probably where your market is very, very defined. Probably you might as well be the master of that particular thing. If you're a small company.

D8 participant

You take a calculated risk you need to be aware of everything going on around supervisor in order to in order to oversee everything that's happening. If you're just going to be a master one thing you will not go very far as far as

11. How will those strengths or skills help you in becoming entrepreneur?

D6 participant

No sir I don't think they're quite essential skills they just want to have a job experience

D7 participant

Something you need to say that you need to keep on

D6 participant

Updating your skills, we need to know what the market is talking about you need to

D7 participant

agree with him you definitely need to know about everything happening and you really need to know you really need to have the knowledge of what the marketing strategy is you can't open a shop of ice cream in the area where there are a lot of ice cream shops mclubbe Aiko needs oil who knows all the strategies you must be goanna open the shop there are a lot of shops already he definitely goanna have

D6 participant

This basic sense has to be then of sense of competitiveness, am I going to be competitive or not? Absolutely and you get the basics skill sense via physical common sense

12. If you want to become an entrepreneur, what will be your business idea and why will you choose that idea?

D3 participant

There are many ideas. But obviously like when we go into the market, we have to see what is going to you know, work out like you can't go without the market strategy. We do have many ideas in the stage. But genitourinary Okay, so basically, I've idea Yeah, they're specifically the mandate is very common in like Pakistan, like countries, but it takes a lot of time to apply. So, there's this many machine which will apply mainly with a no timeframe and it's going to cost very little going to buy going to buy one machine at the in the beginning. But after that we can you know work out with them I think that's a good idea which probably might come way far future is probably Virtual Reality movies, where you can actually experience all the blockbuster The all the action, everything is right in front of you and you can see it from so many angles and it will be like you would there though I'm not sure about the cost or how it's going

D9 participant

To be there is a website on that movie clips something like that. The Virtual Reality virtual reality that's a billion you know that you miss if your dream idea.

D5 participant

I already have

D9 participant

You want to you want to open a tennis

D8 participant

I do have a plan of you know, having a sports center in the near future, but it's going to facilitate only the underprivileged you know,

D9 participant

You have a one consultant as a as a volunteer

13. Do you need a mentor to become an entrepreneur? What will be the role of mentor in your life, for you to become an entrepreneur?

D3 participant

The mentor has experienced. He has been through the rest of his life. He has seen all of...

D5 participant

I think that everything every idea we might get very immature compared to what the mentors thinks. If our ideas presented, he would actually tell what the risks are what could and could not.

D8 participant

You should not do anything without a mentor because a mentor is a coach and also, it's like when you have an opportunity, he is like a third person right? He's going to tell you without having any...

D7 participant

So definitely it was a very important role. Because I am giving the example of my daughter now. She featured she we went national Incubation Center in an IC o Cha TK and said I just heard this word for the first time when she introduces diapers and said definitely without her, we...

D9 participant

Say can you do without a metal cannon shot in nautical relativity government of...

D1 participant

Someone should be there to one cause my point of view there should be someone who know what you are up to. And if you are doing something wrong, he or she must tell you that this is wrong. It does have that I think your decision depends on what your mentor says whether a mentor says yes or no you're actually decision the final decision is dependent on your destiny.

D5 participant

So, I think is very important because He guides you without being biased like he's neutral in every

D4 participant

Third person right.

Annexure O

Table no. 4.28

Lowest & Highest Frequency (F) of Both Groups

Question no.	Group A		Group B	
	Lowest (F)	Highest (F)	Lowest (F)	Highest (F)
1	22	39	7	67
2	15	63	7	60
3	15	46	26	40
4	7	63	13	54
5	22	46	13	67
6	0	61	26	41
7	22	39	13	67
8	15	46	13	61
9	8	46	20	47
10	22	39	20	54
11	7	63	7	60
12	15	46	0	80
13	22	39	20	54

14	22	39	20	47
15	15	46	13	54
16	15	63	7	67
17	8	54	6	54
18	15	54	13	54
19	31	38	0	67
20	22	39	13	67
21	22	39	13	67
22	15	63	20	47
23	15	46	0	80
24	15	54	13	74
25	15	46	6	74

Annexure P

Table No 4.29

Concluded Frequency (F) of Quantitative Data

Question no.	1 st statement (F)	2 nd statement (F)	3 rd statement (F)	Total (F)
1	24	54	22	100
2	61	11	28	100
3	25	40	35	100
4	21	58	21	100
5	21	57	22	100
6	22	46	32	100
7	25	29	46	100
8	32	54	14	100
9	29	39	32	100
10	32	21	47	100
11	61	21	18	100
12	18	18	64	100
13	29	24	47	100
14	35	36	29	100

15	14	36	50	100
16	14	65	21	100
17	47	47	6	100
18	43	14	43	100
19	36	14	50	100
20	25	54	21	100
21	29	54	17	100
22	47	18	35	100
23	29	64	7	100
24	14	21	65	100
25	21	18	61	100
