



Fostering Future Founders: How Entrepreneurship Education Shapes Business Attitudes among University Students in Pakistan

¹Zunaira Shoukat

² Uzma Munawar

³ Husna Nazeer

¹MPhil Scholar Department of Education, The Women University Multan

²Assistant Professor Department of Education, The Women University Multan

³PhD Scholar Department of Education, The Women University Multan

zunirashoukat@gmail.com, uzma.munawar@wum.edu.pk, husnanazeer744@gmail.com

Article Details:

Received on 20 Jan, 2026

Accepted on 18 Mar, 2026

Published on 29 Mar, 2026

Corresponding Author*:

Uzma Munawar

Abstract

To look at how students' thinking, interest, and attitudes affect their academic performance. The study, which attempts to enhance students' learning and boost their creativity, has a significant impact on their academic achievement. It offers a novel strategy utilizing the interconnected. The purpose of this study was to look into how entrepreneurship affects students' and teachers' development of critical thinking skills. It significantly affects education. The 150–202 students who attended the entrepreneurship course at the Women University of Multan's Kachary campus will be enrolled. According to research analysis, 70% of students between the ages of 21 and 25 are willing to promote entrepreneurship as a subject of study, and there is a favorable association between the students and teachers. Data is gathered using research instruments such as the Academic Motivation Scale (AMS) and questionnaire tools such as SPSSs for analysis or outcomes conclusions. These results not only enrich the academic discourse on entrepreneurial education involving education introduces practical recommendations for instructors, mentors, youth development organizations and the educational institutions to enhance their pedagogical strategies. Future research prospective includes the exploring the complex dynamics of the tutor inventions, their long term impact and addressing the limitations of current studies within the context of promoting perspective on entrepreneurial and innovation among universities.

Key Words: Role of teachers, Critical thinking, Entrepreneurial thinking, Students



Introduction:

History of Entrepreneurship education is very long and it is receiving high importance. Entrepreneurship as subject education is a process in which individuals or groups of individuals spoil-out innovative, interactive ideas for upcoming opportunity and transform these ideas convert them into execution, whether in a social, cultural or economic context (Kuratko, 2004). Students' views regarding business are positively impacted by entrepreneurship instruction through comprehension. It will boost their self-efficacy, encourage creativity, and improve their comprehension of the fundamentals. It also examines business-related positions within companies. The stability and prosperity of the economy have been greatly aided by entrepreneurship. Students' inventiveness will be enhanced. It is the accumulation of knowledge and income. Students improve their skills and develop new tactics at every stage. In Pakistan, there are 20 million children of various ages. 15–24 years old who currently reside in our nation. 48% own cell phones, and 15% have internet access. (Guindalini et al., 2021), An entrepreneurs has an adaptive ability creative thinking business mind set and business secrecy to judge the material and critical thinking approach, have business relation-ships and strong- communication skills adoptive nature not stubborn nature innovate and u to date his business skills ides and polish them with passage of time. He has his clear, set goals, objectives to lead his business (Gordon, 2023)

Literature review:

According to a study, one of the most common worries among start-up business owners and entrepreneurial students is their income security. However, proactive business owners might earn more money than their reactive competitors, particularly if they are adept at managing risk and adapting to changing market conditions (Fetters et al., 2010). Numerous researchers have already studied entrepreneurship in a variety of ways. By providing guidance or altering attitudes, their perceptions will shift, which will lead them from conception to perception or from idea to reality. National and international researchers has been done their research-work on this, how they change their attitude or change their thoughts of the students at towards the business. Creation all sectors new version of technology and their execution of those opportunities in uncertain and trained environment staff offered them our food steps for new students who studying this as a subject (Kobylinska & Lavios, 2020).

Women Entrepreneurship:

Women founded home-based or small-scale businesses, typically with little funding and no home basis. It is typically thought of as a hobby for women, which they eventually turn into a source of



income and independence. Because women's entrepreneurship can lead to gender equality, economic diversification, and new trends and market needs, it is essential for sustainable development (Bus. Ventur, 2021).

Online content Entrepreneurship:

Information on the number of products and their market value, as well as information about all usage, may be found in the online content created by various individuals to support business start-ups. Despite these observations, a more thorough examination of internet platforms centered around content creation would be beneficial for entrepreneurship study. In our research, "a type of platform that serves as a standardized digital interface and utilizes digital technologies to facilitate interactions between different parties" is how we define platforms. (Hair2013).

Event Entrepreneurship:

We took into consideration which current theoretical perspectives offer insights plans to the distinctive characteristics among features of event entrepreneurship in well-organized forms in order to expound on the theories with regard to this particular form of entrepreneurship. We identified temporary organizational forums and a subset based on our organization's previously introduced student events. Platform strategy and stakeholder theory as significant theoretical stances. We transformed the outdated, conventional concepts into fresh, creative ones (Bus. Ventur, 2021)

Food Entrepreneurship:

The literature study identifies a number of important factors that are crucial for the cooperation related to the entrepreneurial application of culinary culture, although these factors are not the main subjects of the studies that are offered. These factors include the extent to which locally produced foods are included into the tourism industry, the level of cooperation between commercial and governmental organisations, and possible barriers to the success of entrepreneurial endeavours. In accordance with the strategy framework for promoting gastronomic tourism developed by entrepreneurs, the current study expands on previous research to investigate how the agri-food and tourist sectors could be successfully connected through the entrepreneurial utilisation of culinary culture.

Cultural Entrepreneurship:

Our cultural diversity impacts on cultural tourism has been studied by different sociologists studied through the lens of cultural consumptions , By our cultural Heritage experts in the light of



their tangible and heritage assets attractive for all around world by psychologists and consumer behaviour experts from the perspective of motivation that was studied By anthropologists Dobрева, Nevena, Stanislav, and Ivanov (2020) in the context of emerging identities day by day innovate new places, our cultural economists from the standpoint of economic impacts and throughout work was of creative economy of our country. Cultural and creative industries are the beating heart of the creative economy.

Incubation Hub:

A specialized collaborative work place that was designed to support the university students at early stage of learning startups and the young entrepreneurs by providing resources such as under the mentorship of experts office space training linkage of relevant network of peoples industries textiles institutes. These hubs works under the nurturing environments that will help turn innovate ideas into sustainable business in future. Provide access towards the well trained and well industry experts. It will foster the students attitudes increase interests regarding to their ideas convert into real world business. Affordable offices places, Internet availability, administrative team support.

Hub center Initiatives:

Our women university Multan took some steps for the students future. The students linked with these industries forms chain of business peoples. After studying students can contact with relevant offices of university to explore their own business.

Research Gap:

The current studies attempt to fill this void by exploring entrepreneurship students' participation in the top-ranked courses in the United Kingdom, with a focus on technology business zones based on SMEs and digital and emerging technologies in firms. The research also includes the effects of entrepreneurship education on building an innovative culture in different organizational settings (Yang et al., 2023).

Research Objective:

To evaluate changes in students perception about business assessing whether they desirable career path after completing course.



Methodology:

The research study includes that techniques are used for conduction of research including data collection and analysis tools to examine their influence on the academic carrier at higher secondary students .A quantitative study is designed for the role of teachers in promoting entrepreneurial thinking among university students, the former research is designed that can be investigate as a subject role of the teacher in promoting business thinking in students. As of the research methods but also consider the logical semi-structured study and ex. “Research methods are generally categorized as having either a qualitative nature of study or a quantitative one. Analysis of data and the reporting of the final results outcomes of these analyses are fundamental aspects of the conduct of research (Kothari, 2004).

Sample and Sampling Procedure:

Table 1: Demographic Characteristics of Participants (N = 202)

Variables	F	%age	Description
Age of Respondents (22-25)	170	84.2	Most respondents in one dominant category
Departments	199	98.5	Significant diversity in length of study course
Semester	68	33.7	Most students share business ideas with others

Note: Items based on Likert-coded response categories. Valid responses = 202 for all variables

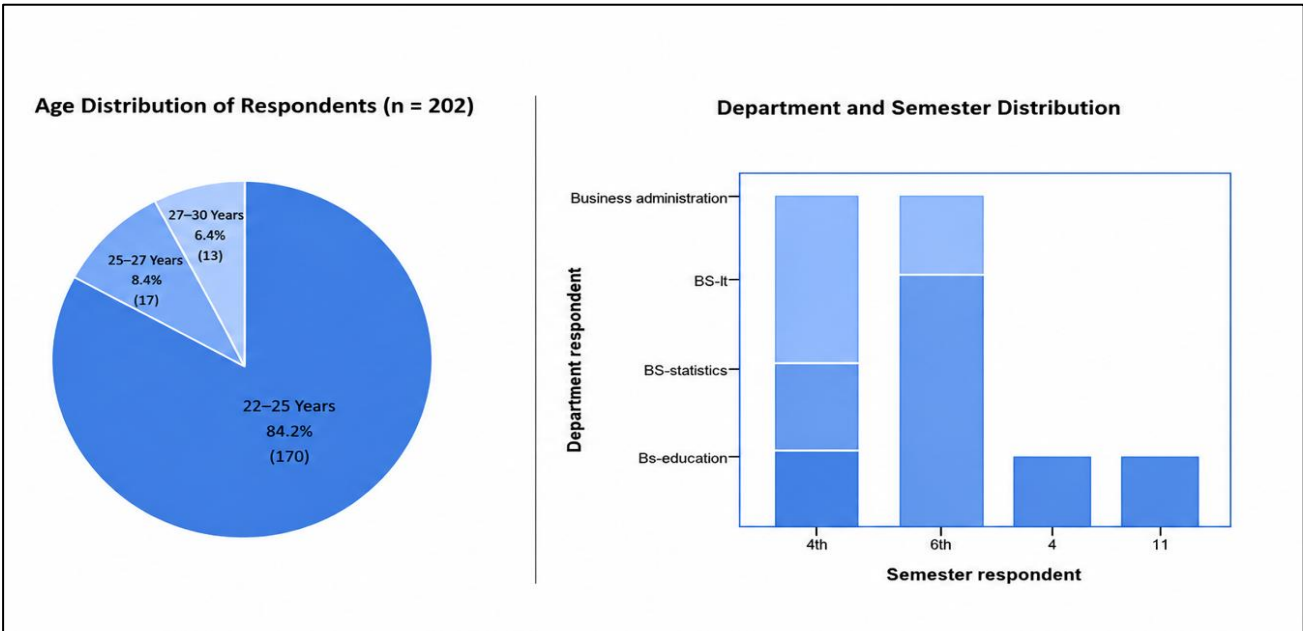


Figure 1.1: Demographic Distribution of Study Sample (N = 202);, (a) Age distribution (b) Number of Participants , (c) Gender distribution.



Data Analysis:

In this descriptive study analysis describes with a complete overall respondents observation that is calculated with respective questionnaire provide the understandings the role of the teachers to change the attitude of students regarding towards business. In this whole study designed different scales to analyzed the critical views developed business mind set, designed course work, interests, Teacher support, problem solving skills, Brainstorming, Business - skills awareness guidance, Business intellectual Guts, Teachers role, Collaborative tools, By using these factors we can analysed Mean Standard deviation Frequency percentage distribution of the histograms to easy visualized the data on the pattern isolated data gathering. (Field, 2024; Hair et al., 2024).

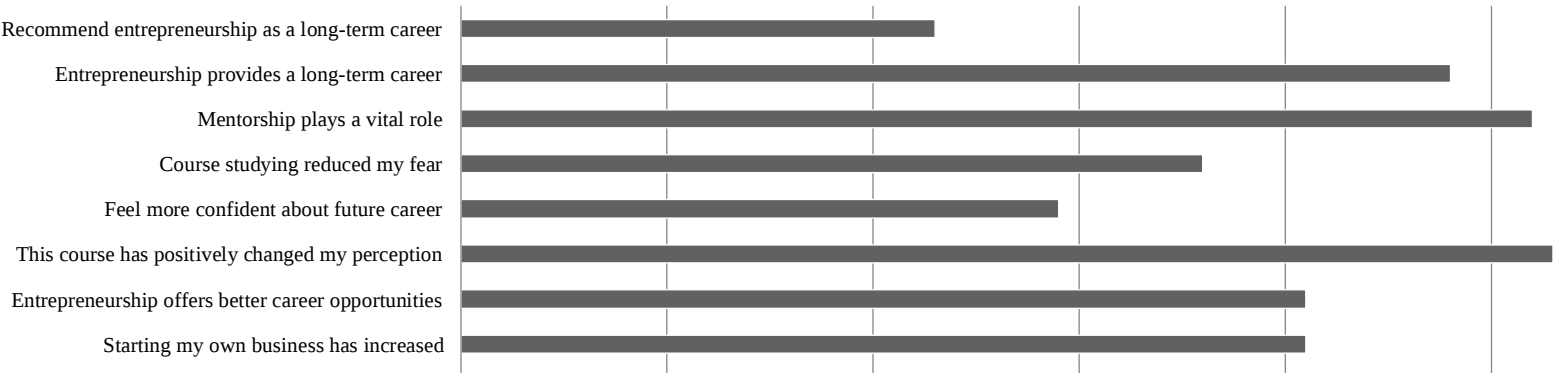
To evaluate changes in students perception about business:

Table 2: Descriptive Statistics for entrepreneurship as a career - Scale Items (N = 202)

Items	Mean	SD	Rank
Subject studying motivated-my future goals	3.39	1.392	1 st
Starting my own business has increased.	3.21	1.410	2 nd
Entrepreneurship offers better career Opportunities.	3.21	1.395	3 rd
This course has positively changed my perception.	3.33	1.255	4 th
Feel more confident future career.	3.09	1.377	5 th
Course studying reduced my fear.	3.16	1.395	6 th
Mentor ship play vital role.	3.32	1.327	7 th
Entrepreneurship provide long term carrier.	3.28	1.354	8 th
Recommend entrepreneurship long term career.	3.03	1.391	9 th
Overall Construct Mean	3.22	1.36	

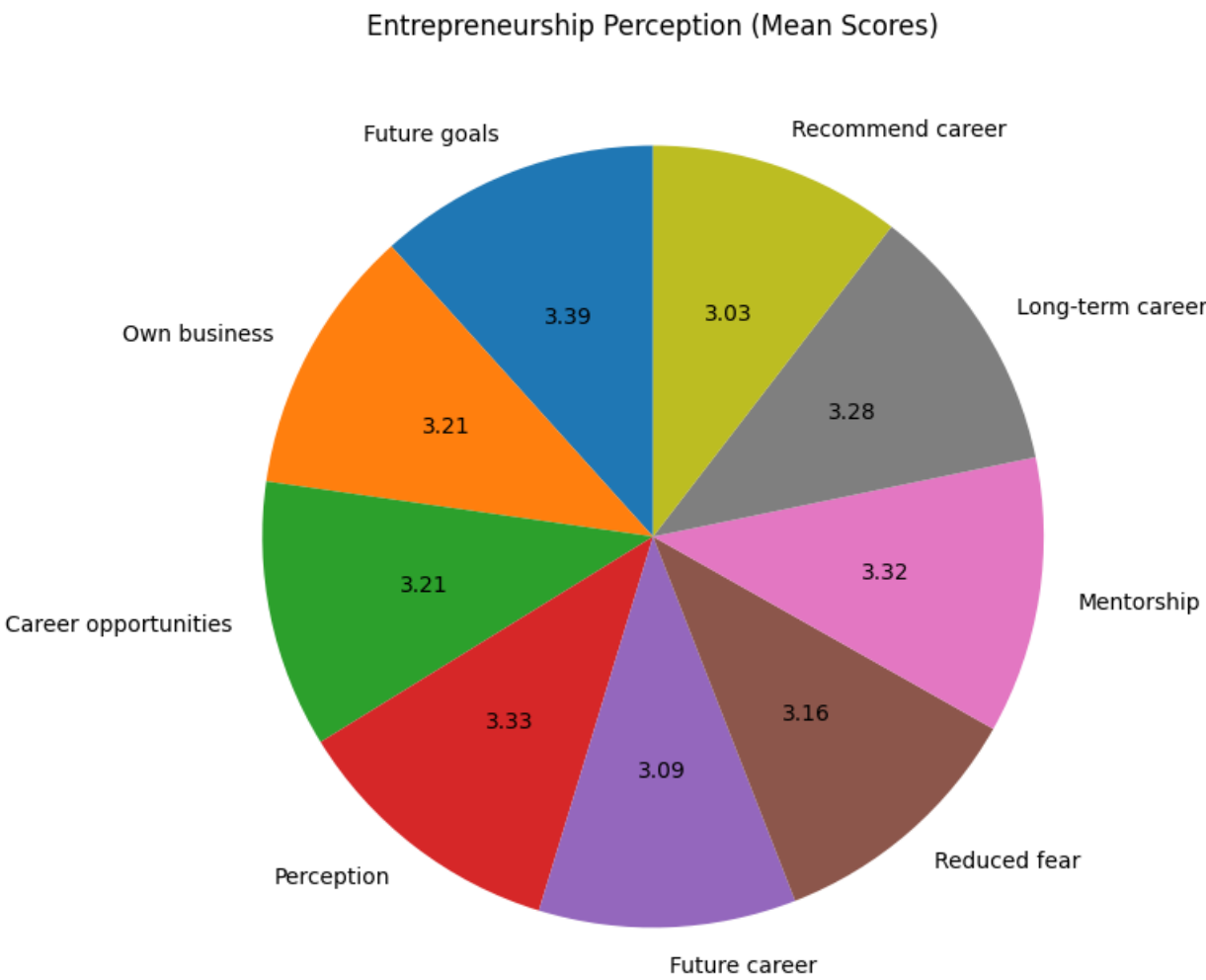
Note. Items ranked in descending order by mean. Scale: 1 = Strongly Disagree to 5 = Strongly Agree. SD = Standard Deviation

Entrepreneurship as a Future Career Choice (N=202)





Based on the descriptive statistics ($N = 202$), the overall findings for the construct "Entrepreneurship as a Future Career Choice" can be interpreted as follows:



Description:

The results indicate that students generally hold a **moderately positive perception** regarding entrepreneurship as a future career option. The highest mean score was recorded for "**Subject studying motivated my future goals**" ($M = 3.39$, $SD = 1.392$), suggesting that entrepreneurship education has positively influenced students' future aspirations and career planning.

The statement "**This course has positively changed my perception**" received a mean score of **3.33** ($SD = 1.255$), indicating that the course contributed to improving students' attitudes toward entrepreneurship. Similarly, respondents agreed that **mentorship plays a vital role in entrepreneurial success** ($M = 3.32$, $SD = 1.327$), highlighting the importance of guidance and support in entrepreneurial development.



Students also perceived entrepreneurship as a potential long-term career, as reflected by the mean score for **"Entrepreneurship provides a long-term career"** ($M = 3.28$, $SD = 1.354$). The statement **"Starting my own business has increased"** obtained a mean of **3.21** ($SD = 1.410$), indicating a moderate increase in entrepreneurial intentions after studying the subject. The same mean score ($M = 3.21$, $SD = 1.395$) was observed for **"Entrepreneurship offers better career opportunities,"** suggesting that students recognize entrepreneurship as a viable employment alternative. The statement **"Course studying reduced my fear"** received a mean score of **3.16** ($SD = 1.395$), showing that the course helped alleviate some concerns associated with starting a business. However, **"Feel more confident about future career"** recorded a slightly lower mean of **3.09** ($SD = 1.377$), indicating that while confidence improved, there is still room for enhancement.

The lowest mean score was found for **"Recommend entrepreneurship as a long-term career"** ($M = 3.03$, $SD = 1.391$), suggesting that although students view entrepreneurship positively, they are somewhat hesitant to strongly recommend it as a career path to others.

Conclusion:

The **overall construct mean of 3.22** indicates that students possess a **moderately favorable attitude toward entrepreneurship as a future career choice**. Entrepreneurship education appears to motivate career goals, improve perceptions, enhance entrepreneurial intentions, and highlight the importance of mentorship. However, students' confidence levels and willingness to recommend entrepreneurship as a long-term career remain moderate, suggesting the need for additional practical exposure, mentoring programs, and entrepreneurial support initiatives.

Discussion:

The sample was significantly different in French to change the students' outcomes as their age groups respectively in the perspective of experience may differ from those of the older age groups. The dominance of the adult age group (21 to 25) is a range of the demographical characteristics that may be limited, tested, generalized, and applicable in the broader populations. Particularly, older adults' findings may be shaped by unique characteristics, needs, and concerns of the young adults, which might not be representative of other age groups. Therefore, caution should be exercised when interpreting and applying results in the diverse population. In this study, identified female participants who can't relate and understand this subject in their judgment and their skills, and they define how the nature of business can increase their credibility and understanding towards business. Researchers should consider controlling of the gender, investigating their potential in



communication between the endeavors ship and business to guarantee that the results are demonstrative and generalize over all the discovery supply and elementary and standing of the subject that can be believed in their analysis and understanding of the skills of results. The significant proportion of the graduate students with strong academy background men plus the study outcomes particularly in terms of their perceptions attitudes and opinions all these findings may be shaped by the respondents. In exposure to see research methodologies critical thinking analytical skills which are typically developed during although smaller in number adds up expertise in the sample potentially providing a valuable insight, in into the research topic overall the academy background of the respondents is likely to their role of teachers in promoting on entrepreneurship subject overall academy background of disturbance is likely to impact the studies result and this demographic realistic should be considered when interrupting the findings.

Summary:

This chapter synthesized data from previous to latest version of complex relationship of students their team work in current education are significant and study entrepreneurship subject in educational institutes cumulated logical tools de limited as the study is only revealed field on the limited areas and cover the academy the connection between the teachers and entrepreneurship organization that support for checking the influence of entrepreneurship on academic affects the basic hypothetical foundation is used to educate and increase the pupil in this in these programs. self-efficacy attitude of tolerance risk bearing, they can easy find out how resources can be mobilized and launched new ventures. All above the most studies reveals that it predicts a strong intentions in between the students who believes to start their own business, shift traditional mind set. Positively affects their attitude. Family support teachers significantly increase motivation. University incubation hubs provide them a complete funding mentorship matters how conversion from intention to action.

Recommendations for research:

In the future research studies reveals the results coming this study can be extended upon by using entrepreneurship subject studied. All based on the knowledge and back ground of this study in the various fields of the problem solving skills increased creativity critical thinking. The influence of studies improves in a better way to opted entrepreneurship based studies. Opened a new - gate way of new logical skills with advanced technologies.

**.For Educational Institutes:**

Adopted new advanced competencies: The institutions employ new advanced skills. Create New Programs: Modern, new programs. Incubation Hub Compulsion: Creation of New Incubation Hubs.

For policy Makers:

They gave them money for pupils associated with businesses and industry. Every policy must include an Industry Advisory Board with three local business people must be on the board.

REFERENCES

Akinwale, Y. (2022). Agricultural entrepreneurship and innovation in Sub-Saharan Africa. *Journal of Development Studies*, 58(3), 412–428.

Andries, P., Clarysse, B., & Costa, S. (2021). Technology ventures' engagement of external actors in the search for viable market applications: On the relevance of technology broadcasting and systematic validation. *Journal of Business Venturing*, 36(6), 106145.

Bettinelli, C., Del Bosco, B., & Castellani, D. (2024). Shaping entrepreneurship in developing countries: The role of savings and credit groups. *Entrepreneurship & Regional Development*, 36(9–10), 1385–1407.

Dobreva, N., & Ivanov, S. (2020). Cultural entrepreneurship: A review of the literature. *Tourism & Management Studies*, 16(2), 23–34.

Elshahed, M. (2020). Sustainable entrepreneurship in food systems: Opportunities and challenges. *Sustainability Review*, 12(5), 224–239.

Fetters, M., Greene, P., Rice, M., & Butler, J. (2010). *The development of university-based entrepreneurship ecosystems: Global practices*. Edward Elgar Publishing.

Gordon, P. (2023, February 14). *The top challenges for UK SMEs in 2023*. Lloyds Banking Group.



- Guindalini, C., Verreyenne, M.-L., & Kastle, T. (2021). Taking scientific inventions to market: Mapping the academic entrepreneurship ecosystem. *Technological Forecasting and Social Change*, 173, 1–12.
- Hair, N., Wetsch, L. R., Hull, C. E., & Perotti, V. (2013). Market orientation in digital entrepreneurship: Advantages and challenges in a Web 2.0 networked world. *International Journal of Innovation and Technology Management*, 9(6).
- H. Z. H., Shu, T., Obrenovic, B., Godinic, D., Alhujaili, A., & Abdullaev, A. M. (2021). Impact of entrepreneurial leadership and bricolage on job security and sustainable economic performance: An empirical study of Croatian companies during the COVID-19 pandemic. *Sustainability*, 13(21), 11958.
- Kobylinska, U., & Lavios, J. (2020). Development of research on the university entrepreneurship ecosystem: Trends and areas of interest of researchers based on a systematic review of literature. *Oeconomia Copernicana*, 11(1), 117–133.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kuratko, D. F., & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, process, practice* (6th ed.). South-Western Publishers.
- Yang, Y., Yuan, L., Zhuo, F., & Liu, Z. (2023). *Journal of Organizational Change Management*. 16-(11)-153