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The Role of Entrepreneurial Culture in the Students' Entrepreneurial Propensity

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ABSTRACT

Currently, it was observed that entrepreneurial culture has active role in the academic institutions for raising innovation and economic development. The importance of determining the role of Entrepreneurial Culture (UC) in Students' Entrepreneurial Propensity (SEP) became a dynamic perspective. This study examined the effects of EC on SEP in public sector universities in Khyber Pakhtunkhwa, Pakistan. It also examined the mediating impact of entrepreneurial self-efficacy (ESE) as well as the moderating impact of Family Business Involvement (FBI) in this relationship. This study adopted using a quantitative research design. The study utilized a cross-sectional survey design on 400 final year universities undergraduate students from four departments as the target group. The results showed that EC impacts positively on students' propensity for improving growth and creation of new settlement. Although ESE mediated this relationship, family business involvement enhanced the effect of ESE on entrepreneurship outcomes. The study contributed to the existing literature by incorporating these concepts into one framework which has slight evidence of its joint venture. Results gave practical suggestions to enhance the university management and policy-makers' attention to the entrepreneurial environment with the development and creating the strong

entrepreneurial ecosystem, particularly the promotion of the entrepreneurial culture and family business engagement.

Key Words: Entrepreneurial Culture, Entrepreneurial Self-efficacy, Business Involvement Family, Propensity of Students towards Entrepreneurship

Introduction

With the development of universities in innovation and economic outcome, the importance of entrepreneurial culture has been given more prominence. By incorporating entrepreneurial values into their Latin American and Caribbean curricula, universities are doing more than just improving the excellent fieldwork of students but also positively disrupting those communities. Supported by these institutions, through partnerships that provide access to industry and government resources necessary for commercializing ideas into successful new companies. Because of that entrepreneurial spirit universities are key agents in creating the future generations of entrepreneurs who can contribute to an intelligent economy. Entrepreneurship is a significant force that influences innovation, economic development, creation of employment and taking responsibility for your future especially in those nations like Pakistan where university students exhibit high levels of entrepreneurial potential. Recently, it has been found that University students interest in entrepreneurship through processes influenced by educational experience (Martiarena et al., 2020) environmental conditions (Bauer & Göbel. In addition, unique individual traits and demographic attributes with personal values have a direct relation to the entrepreneurial intention of students across academic setting (Yan 2010). For instance, students from family business backgrounds typically demonstrate an arguably higher entrepreneurial orientation and career prospects (Joseph 2012). To meet societal demands, universities are responsible to change their curriculum and practice in teaching, research as well as innovation by negotiating a new paradigm shift of adopting an enterprising attitude to establish entrepreneurial cultures (Moscardini, Strachan & Vlasova 2022).

In some of the previous researchers, it is pointed out that the lack of instrument modification, the lack of examination of environmental factors and school measures (Liñán, Urbano, & Guerrero, 2011), the data collection method and the distribution of samples need to be more comprehensive. In order to further study the influence of value orientation of entrepreneurial culture and its influence on students, more targeted and comprehensive investigation has been conducted (Shinnar, Giacomin, & Janssen, 2012). The family demographic situation and environmental support effect on entrepreneurial intention have been confirmed. Relatively speaking, some research only collected data at a single point, and without considering the time for students' cognition and the psychological influence on entrepreneurial willingness (Dinis et al., 2013), and other factors affecting entrepreneurial succession (Yurtkoru et al., 2014). Therefore, there is inspiration for

future research to collect more psychology data and factor data, to understand the entrepreneurial education program psychological quality explanation (Fayolle & Gailly, 2015) of students' cognition and psychology (Mahendra et al., 2017). Some difficulties in the development of a benign entrepreneurial culture in Pakistani universities have only been known here, for example, the lack of a research atmosphere (Salazar-Clemeña & Almonte-Acosta, 2007), the lack of funds for research, insufficient academic freedom, and some subjective constraints are involved (Lodhi, 2012). Each of these factors directly or indirectly affects the promotion of enterprise culture in university innovation atmosphere, which also affects students' interest in starting a business. Due to the limitation of the environmental conditions, students are lack of the accumulation of experience, the lack of proper entrepreneurial activities is only one of the reasons for taking into account the weakness of willingness (Geissler et al., 2010), and the contents of teaching activities in schools, the unavailability of a realistic entrepreneurial atmosphere that allows learners to experience a stimulating entrepreneurial environment, will damage the resilient, supportive learning and communication environment that helps students internalize entrepreneurial behavior. The problems mentioned above in how they linked the theoretical and the contextual gaps in understanding students' entrepreneurial propensity. It is expected that this would help foster entrepreneurial culture and bridge the gaps between entrepreneurial culture and entrepreneurial propensity among students in universities.

While there seems a huge volume of entrepreneurial potential in Pakistani universities' students, numerous research and contextual gaps impede its actual realization. Inadequate modification of instruments and failure to look into the environmental systems and university support can deter in-depth understanding of students' entrepreneurial intentions (Liñán, Urbano, & Guerrero, 2011). For one, data collection methods and sample distribution problems highlighted very specific opportunities for targeted studies into how entrepreneurial culture exerts influence on student approaches and intentions (Shinnar, Giacomin, & Janssen, 2012). Although research shapes how family demographics and environment affect entrepreneurial intentions, few studies attempt to account for changes in psychological variables over time (Dinis et al., 2013; Yurtkoru et al., 2014). Other challenges relating to limited research activity, underfunding, and constraints on academic freedom faced by universities in Pakistan hinder the development of a strong entrepreneurial culture further (Salazar-Clemeña & Almonte-Acosta, 2007; Lodhi, 2012; Mubarakshoeva, 2015). Added to this is a lack of experience and knowledge on the part of students on entrepreneurship-related matters, which dampens their confidence and interest in this area (Geissler et al., 2010; Shahjehan & Afsar, 2019). Such research and contextual gaps are critical in linking SEP to fostering entrepreneurial culture in Pakistani universities (Amofah & Saladrigues, 2022; Moscardini, Strachan & Vlasova, 2022; UKEssays, 2018; Tanveer, Ali & Haq,

2021). The research problem framed was to identify the problems mentioned above as including those obstacles that restrict development of a dynamic and innovative entrepreneurial atmosphere.

Research Objectives

1. To evaluate the effect of entrepreneurial culture on the entrepreneurial propensity of students at public sector universities in Khyber Pakhtunkhwa.
2. To investigate how self-efficacy mediates the relationship between entrepreneurial culture and students' entrepreneurial propensity at public sector universities in Khyber Pakhtunkhwa.
3. To examine the moderating role of family business involvement in the relationship between self-efficacy and students' entrepreneurial propensity at public sector universities in Khyber Pakhtunkhwa.

Research Questions

1. In what way entrepreneurial culture affect students' propensity toward entrepreneurship at public sector universities in Khyber Pakhtunkhwa?
2. What is the role of self-efficacy as a mediator in the relationship between entrepreneurial culture and students' entrepreneurial propensity at public sector universities in Khyber Pakhtunkhwa?
3. How does family business involvement influence the relationship between self-efficacy and students' entrepreneurial propensity at public sector universities in Khyber Pakhtunkhwa?

Significance of the Study

This study is essential for university students, management, and policymakers in Pakistan, as it addressed how entrepreneurial culture influences students' propensity for entrepreneurship. For students, the research highlighted the importance of a supportive entrepreneurial culture in shaping their attitudes and intentions toward business ventures, potentially enhancing their confidence and interest in entrepreneurship, related and updated literature for understand the demographic, students' inclination towards entrepreneurship and university culture. For university management, the study offered actionable identifications that how institutional support systems and entrepreneurial culture can be adopted conducive to entrepreneurial growth. For policymakers, the study provided valuable evidence on the need for targeted initiatives and funding to cultivate an entrepreneurial culture within universities, ultimately supporting in the development of more dynamic and innovative entrepreneurial ecosystem. Associating these gaps, the study aims to improve the effectiveness of entrepreneurial education and support, leading to confidence for self-employment, greater entrepreneurial activity, business ventures and economic development in Pakistan

Literature Review

Entrepreneurial Culture

From reflecting a sharp focus on fostering innovation and entrepreneurship within academic institutions the study of entrepreneurial culture at universities has felt significant evolution. According to recent research entrepreneurship education is changing with a focus on fostering an entrepreneurial mindset in students and incorporating entrepreneurial thinking into university curricula. According to Brown and Green (2020) entrepreneurship programs are increasingly focusing on fostering creativity and flexibility two qualities that are critical for success in the entrepreneurial world. The assessment of pedagogical innovations intended to introduce entrepreneurial skills early in academic settings by Taylor and Anderson (2023) supports this shift. Similar to this Hattab (2018) looked into how entrepreneurship education affected student outcomes and discovered that practical involvement and experiential learning greatly increased the intentions and capacities of entrepreneurs.

In a new era in which universities are changing their educational programs, they can most easily make changes that support innovation when transitioning to functioning as hubs of resource development for startup teams. Kauffman and Gorman (2023) argue that to cultivate an entrepreneurial mindset among students, university-led entrepreneurial ecosystem, collaborations between universities, businesses and governments, are crucial in order to help student-based ventures. Miller, and Williams (2024) further specified the functioning of these ecosystems within emerging markets highlighting not only the role universities play in connecting nascent entrepreneurs to networks and resources. There is an additional emphasis on diversity and inclusion within ecosystems. In Future, research from Patel and Kumar (2024) as well as Johnson & Lee (2021), has illustrated that inclusive university program-wide business practices may contribute to broader social good scores in an environment where diverse entrepreneurial teams can succeed. The growing integration of social and environmental objectives into their entrepreneurship programs gives credence to the idea that universities are embedding human flourishing in the curriculum.

Entrepreneurial Self-Efficacy

It is essential in determining the goals and actions of entrepreneurs. Recent research has focused a great deal of attention on entrepreneurial self-efficacy, or ESE, which is defined as an individual's confidence in their ability to perform entrepreneurial tasks. Recent research has demonstrated the significance of ESE in influencing the outcomes of entrepreneurship. Liñán and Vives (2015), for instance, demonstrated a positive correlation between higher ESE levels and increased entrepreneurial intentions among university students. This emphasizes the necessity of targeted interventions in educational programs to increase students' ESE. In accordance with Gorgievski et al. (2018) Sound, ESE can be developed through mentoring and practical experiences, and this has a big influence on the choice to start a business.

These findings show how important it is to include strategies for raising self-efficacy in entrepreneurship education to help students be more ready for obstacles they may encounter in the real world. Additional research on the dynamics of ESE has examined its interactions with various psychological and contextual factors. When Zhao et al. (2020) looked at the connection between psychological resilience and ESE, they found that people with higher resilience levels also have higher levels of self-efficacy, which leads to more entrepreneurship. Furthermore, Gielnik et al.'s research from 2021 highlighted how traits like optimism and tenacity can lessen the detrimental effects of ESE on entrepreneurial performance. These findings demonstrate the importance of improving ESE while also highlighting the need for contextual and psychological factors that have a wider impact. By incorporating these ideas into curricula, future entrepreneurs' support networks will be strengthened and their chances of success will rise as the field of entrepreneurship education advances (Kautonen et al., 2022: Nabi et al., 2023).

A study by Davidsson and Gordon (2020) found that positive environments can amplify the positive effects of ESE on outcomes related to entrepreneurship. The study looked at how environmental support structures and ESE interact. In contrast, a different study that examined the connection between networking, social support, and ESE found that having strong social networks and support systems can significantly increase self-efficacy and enhance entrepreneurial performance. These findings highlight the importance of considering both individual and contextual factors and the need for comprehensive support systems to facilitate entrepreneurial success.

Family Business Involvement

Entrepreneurship research primarily focuses on how family dynamics and ownership affect business operations and results; this includes a significant body of work on family business involvement. Recent research has shed light on various aspects of family business involvement and emphasized its unique characteristics and implications for business performance and succession planning. Recent research has demonstrated the impact of family involvement on business strategy and performance. For example, Chrisman Chua and Litzs (2015) found that family businesses often have higher levels of commitment and trust, which can improve long-term business. However, the study also made clear that disagreements within families can occasionally arise and negatively impact judgment. Miller and Le Breton-Miller (2016) observed in a recent study that family businesses are frequently characterized by a strong dedication to maintaining family values and a long-term orientation, which can promote resilient business practices and long-term thinking.

The function that families play in succession planning and governance has been the subject of recent research. De Massis Kotlar and Fang (2018), for instance, looked into the challenges that family businesses faced and found that careful planning is necessary to keep family businesses practical and grow. Their research

emphasized the need for a clear governance structure and the involvement of non-family executives in order to minimize potential conflicts and facilitate a smooth transition. Moreover, a study by Zellweger Eddleston and Kemper (2020) examined the impact of family involvement on strategic decision-making and innovation. It was discovered that having family members actively involved in the business fosters a strong commitment to innovation, even though family businesses may be more risk averse. Family ties. For example, a study by Kraus Rigtering and Hughes (2021) found that family involvement has a positive impact on organizational culture and employee motivation, both of which can improve overall firm performance. This study shows that integrating family values and practices into business operations can improve employee satisfaction and foster a positive work environment. Furthermore, the 2022 study by Angelo Gibb and Wong highlighted the role that family businesses play in community development and social responsibility. It was discovered that family-run businesses are committed to maintain family values and have a long-term vision. They also usually engage in more community service and charitable activities.

Students' Entrepreneurial Propensity

Students' entrepreneurial propensity, which is defined as their willingness and inclination to engage in entrepreneurial activities, has emerged as a central idea in recent academic research. This is consistent with the younger generation's increasing focus on acquiring entrepreneurial skills. Recent research has demonstrated that a wide range of factors, including educational experiences, character traits, and environmental factors, can impact students' inclination towards entrepreneurship. For instance, Liñán and Zhao (2015) looked into how entrepreneurial education affects students' plans to launch their own companies and found that formal education significantly boosts students' confidence and openness to trying new things.

Their study demonstrated the importance of providing students with experiential, hands-on learning opportunities in order to increase their Entrepreneurial Spirit Equivalency (ESE) and, consequently, their propensity to start their own businesses. Similar research by Rauch and Freses (2016) demonstrated that providing students with the knowledge and skills they need to start their own businesses increases their intentions to do so and also positively influences their actual actions. Research has been done on how psychological factors and personal traits affect SEP. In 2017, for example, Çelik and Özdemir conducted a study to examine the effects of initiative and risk-taking on university students' intentions to launch their own business. Their study demonstrated the importance of providing students with experiential, hands-on learning opportunities in order to increase their Entrepreneurial Spirit Equivalency (ESE) and, consequently, their propensity to start their own businesses. Similar to this, their findings demonstrated a strong correlation between traits like resilience and openness to new experiences and a higher propensity for entrepreneurship, suggesting that these internal factors play a

significant role in determining students' entrepreneurial behaviors. Additionally, Gómez Huerta and Martínez's (2018) study highlighted the function of entrepreneurial self-efficacy as a mediator between personality traits and entrepreneurial intentions, demonstrating that risk-taking and confidence are higher among students with higher levels of self-efficacy.

Contextual and environmental elements play a significant role in establishing SEP. According to a 2019 study by Nguyen and Ngo, students are far more likely to pursue entrepreneurship in supportive environments where they have mentorship and resource access. The impact of family history and university support networks on students' aspirations to become entrepreneurs was also examined in this study. Students' attitudes and intentions toward entrepreneurship are influenced by socioeconomic and cultural factors, according to a Bandura et al. (2021) study. They found that exposure to entrepreneurial role models and a supportive entrepreneurial culture within the university setting positively affects students' views on entrepreneurship and propensity to engage in entrepreneurial activities. These findings demonstrate the complexity of the inclination toward entrepreneurship and the need for a comprehensive plan to support students

Social Learning Theory (SLT) As expressed by Bandura (1977) suggested that individuals acquire knowledge and behaviors through observation, modeling, and reinforcement. This theory suggests that the exposure to entrepreneurial role models and experiences within a university setting significantly shapes students' beliefs and behaviors regarding entrepreneurship.

The Theory of Planned Behavior (TPB) Proposed by Ajzen (1991), emphasized the role of attitudes, subjective norms, and perceived behavioral control in influencing behavioral intention and actions. Within the domain of entrepreneurship, TPB indicates that entrepreneurial self-efficacy reflecting perceived behavioral control mediates the impact of the university environment, including attitudes and subjective norms, on students' entrepreneurial intentions and actions.

Institutional Theory (IT) Introduced by Meyer and Rowan (1977), highlighted the influence of institutional contexts, norms, and structures on individual behaviors and decisions. In the context of universities, institutional support and prevailing cultural norms concerning entrepreneurship play a crucial role in shaping students' perceptions and behaviors related to entrepreneurial activities.

Conceptual Framework

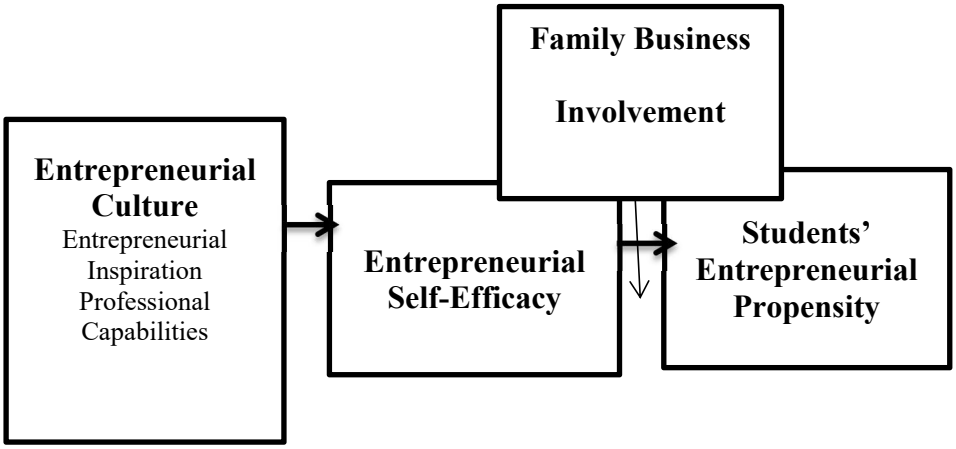

Figure 1: Conceptual frameworks Developed based on Social Learning Theory (SLT) (Bandura1977), the Theory of Planned Behavior (TPB) (Ajzen, 1991) and Institutional Theory (IT) (Meyer & Rowan, 1977)

Methodology

Research Design

In order to systematically examine the factors influencing students' entrepreneurial propensity this study employed a quantitative research approach. Because it can yield quantifiable and statistically analyzable data a quantitative approach was chosen to enable accurate assessments of the relationships between variables (Creswell 2014). A cross-sectional survey design was used in the study which is ideal for gathering information at one particular moment and examining trends and connections between the variables of interest (Babbie 2016). This design made it possible to evaluate FBI students ESE and the effect of the academic setting on SEP. In this study final-year undergraduate students from public universities in Khyber Pakhtunkhwa Pakistan were the target population. These universities were chosen because of their substantial contribution to the production of graduates as well as their extensive administrative and academic capabilities. Stratified random sampling the sampling method used guaranteed representation in the chosen universities across gender and disciplines (Sekaran and Bougie 2016). Management Sciences Information Technology Economics and Biotechnology are the four departments that were selected for this study because of their varied student interests and their applicability to entrepreneurial endeavors (Balachandran & Sakthivelan 2013 Brown & Kant 2009).

According to guidelines for attaining statistical power and accuracy a total sample size of 400 students was chosen for investigation (Krejcie and Morgan 1970 Thompson 2012). To maintain gender balance the sample included 80 students from each of the chosen universities with an equal number of male and female students. A structured questionnaire that was given to students in their last year of undergraduate study was used to collect data. Data on factors like FBI ESE and support for entrepreneurial education and culture were intended to be collected by

the questionnaire. To surety its dependability and clarity the survey instrument felt pre-testing. SPSS was utilized for data analysis. The data was collected and subjected to a variety of analytical methods. To summarize demographic information and response distribution descriptive statistics were used (Pallant 2020). To investigate the relationships between variables and test hypotheses inferential statistics were used such as correlation analysis. The effects of the independent variables EC ESE and FBI on the dependent variable SEP were assessed using multiple regression analysis. In order to assurance the consistency and accuracy of the data Cronbachs alpha was used to evaluate the validity and reliability of the survey instrument (Field 2018). To make it easier to interpret and comprehend the results were presented in tabular form.

Data Analysis and Results

Table 1: Number of participants

Statistics

		Participants
N	*Valid*	*400*
	Missing	*0*

Table 2: *Universities*

Universities

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	*KUST Kohat*	*80*	*20.0*	*20.0*	*20.0*
	University of Bunu	*80*	*20.0*	*20.0*	*40.0*
	University of Peshawar	*80*	*20.0*	*20.0*	*60.0*
	Abdul Wali khan University of Mardan	*80*	*20.0*	*20.0*	*80.0*
	GOMAL University D.I khan	*80*	*20.0*	*20.0*	*100.0*
	Total	*400*	*100.0*	*100.0*	

Table 3: Departments

Departments

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	*Computer science*	*100*	*25.0*	*25.0*	*25.0*
	Management sciences	*100*	*25.0*	*25.0*	*50.0*
	Economics	*100*	*25.0*	*25.0*	*75.0*
	Biotechnology	*100*	*25.0*	*25.0*	*100.0*
	Total	*400*	*100.0*	*100.0*	

Table 4: Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	150	38	38	38
	Male	248	62	62	100
	Total	400	100.0	100.0	100

Table 5: Ages

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	1	.3	.3	3.5
	19	4	1.0	1.0	4.5
	20	26	6.5	6.5	11.0
	21	138	34.5	34.5	45.5
	22	162	40.5	40.5	86.0
	23	53	13.3	13.3	99.3
	24	3	.8	.8	100.0
	Total	400	100.0	100.0	

Demographic and Frequency Analysis

The numbers of participants were 400, equally distributed in five universities, with each institution contributing 80 participants, resulting in a uniform distribution (20% each). The participants are categorized into four departments: Computer Science, Management Sciences, Economics, and Biotechnology, each comprising 100 participants, which constitutes 25% of the total sample. Gender distribution reveals a higher proportion of males (62%, 248) compared to females (38%, 150). Age-wise, the largest age groups are 22 years (40%, 162) and 21 years (34%, 138), while the least represented age is 18 years (0.3%, 1). This demographic breakdown provides a comprehensive overview of the participant distribution across various variables.

Table 6: Reliability of Entrepreneurial Culture

Reliability Statistics

Cronbach's Alpha	N of Items
.945	10

Table 7: *Reliability Entrepreneurial Self-efficacy*

Reliability Statistics

Cronbach's Alpha	N of Items
.896	4

Table 8: *Reliability Family Business Involvement*

Reliability Statistics

Cronbach's Alpha	N of Items
.914	4

Table 9: ***Reliability Students Entrepreneurial Propensity***

Reliability Statistics

Cronbach's Alpha	N of Items
.923	5

The reliability analysis of internal consistency of the variables of the study, the EC has high level of reliability with a Cronbach's Alpha of 0.945 for 10 items, indicating excellent internal consistency. The measure for ESE also showed strong reliability, with a Cronbach's Alpha of 0.896 for 4 items, reflecting good internal consistency. Similarly, the FBI scale exhibits high reliability, with a Cronbach's Alpha of 0.914 for 4 items, consistent responses among participants. The SEP measure, with 5 items, showed a Cronbach's Alpha of 0.923, indicating very good internal consistency. Overall, these reliability statistics suggested that the scales used in the study are highly reliable for assessing the respective concepts.

Table 10: Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EC	400	1	5	3	.88
ESE	400	1	5	3	.87
FBI	400	1	5	3	1.0
SEP	400	1	5	3	.98
Valid N (listwise)	400				

The descriptive statistics provided central tendencies and dispersions for four key concepts: EC ESE FBI and SEP. Each concept is measured on a scale from 1 to 5. The mean scores are approximately 3, with EC, ESE, and SEP having slightly lower standard deviations (0.88, 0.87, and 0.98, respectively) compared to FBI, which has a standard deviation of 1.0. This indicated relatively consistent responses for each variable.

Table 11: Correlation

Correlation		EC	ESE	FBI	SEP
EC	Pearson Correlation	1	.	.	.
	Sig. (2-tailed)		.	.	.
	N	400			
ESE	Pearson Correlation	.871**	1	.	.
	Sig. (2-tailed)	.000		.	.
	N	400	400		
FBI	Pearson Correlation	.847**	.847**	1	.

	Sig. (2-tailed)	*.000*	*.000*		*.*
	N	*400*	*400*	*400*	
	Pearson Correlation	*.873***	*.840***	*.845***	*1*
SEP	*Sig. (2-tailed)*	*.000*	*.000*	*.000*	
	N	*400*	*400*	*400*	*400*

The correlation analysis revealed significant positive relationships among variables. ESE has a strong positive correlation with EC 0.871, FBI is similarly correlated with both EC 0.847 and ESE 0.847 indicating that involvement in family businesses relates strongly to perceptions of entrepreneurial culture and self-efficacy. The SEP also showed significant positive correlations with EC 0.873, ESE 0.840, and FBI 0.845, showing that higher entrepreneurial propensity is associated with more favorable perceptions among all other variables.

Influence EC on SEP

Table 12: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.873[a]*	*.761*	*.761*	*2.41495*

a. Predictors: (Constant), EC

Table 13: ANOVA

ANOVA

Model		*Sum Squares*	*of Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*7401.629*	*1*	*7401.629*	*1269.144*	*.000[b]*
	Residual	*2321.131*	*398*	*5.832*		
	Total	*9722.760*	*399*			

a. Dependent Variable: SEP

b. Predictors: (Constant), EC

Table 14: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*.369*	*.512*		*.722*	*.471*
	EC	*.487*	*.014*	*.873*	*35.625*	*.000*

a. Dependent Variable: SEP

The analysis of the impact of EC on SEP revealed a strong relationship. The model summary shows a high correlation coefficient R 0.873 and an R^2 value of 0.761, indicating that 76.1% of the variability in SEP can be explained by EC. The standard error of the estimate is 2.41495. The ANOVA results are significant, with an

F-statistic of 1269.144, supporting the validity of the model. The regression coefficient for EC is 0.487, with a standardized beta of 0.873 and a t-value of 35.625 demonstrating that a more supportive EC significantly enhances SEP.

Influence of EC on ESE

Table 15: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.871[a]*	*.758*	*.758*	*1.73089*

a. Predictors: (Constant), EC

Table 16: ANOVA

ANOVA

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*3742.178*	*1*	*3742.178*	*1249.066*	*.000[b]*
	Residual	*1192.400*	*398*	*2.996*		
	Total	*4934.578*	*399*			

a. Dependent Variable: ESE

b. Predictors: (Constant), EC

Table 17: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*2.432*	*.367*		*6.630*	*.000*
	EC	*.346*	*.010*	*.871*	*35.342*	*.000*

a. Dependent Variable: ESE

The effect of EC on ESE is significant. The model summary shows an R of 0.871 and an R^2 of 0.758, meaning that 75.8% of the variation in ESE is explained by EC, with a standard error of 1.73089. The ANOVA analysis reports a significant F-statistic of 1249.066, confirming the model's effectiveness. The coefficient for EC is 0.346, with a standardized beta of 0.871 and a t-value of 35.342, indicating that a supportive EC positively and significantly affects ESE of students in entrepreneurship.

Influence ESE on SEP

Table 18: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.840[a]*	*.706*	*.705*	*.53625*

a. Predictors: (Constant), ESE

b. Dependent Variable: SEP

Table 19: *ANOVA*

ANOVA

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*274.461*	*1*	*274.461*	*954.449*	*.000*
	Residual	*114.449*	*398*	*.288*		
	Total	*388.910*	*399*			

a. Dependent Variable: SEP

b. Predictors: (Constant), ESE

Table 20: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*.073*	*.118*		*.617*	*.537*
	ESE	*.943*	*.031*	*.840*	*30.894*	*.000*

a. Dependent Variable: SEP

The relationship between ESE and SEP was found. The model summary indicates an R of 0.840 and an R^2 of 0.706, signifying that 70.6% of the variability in SEP by ESE, with a standard error of 0.53625. The ANOVA results are significant with an F-statistic of 954.449. The regression coefficient for ESE is 0.943, with a standardized beta of 0.840 and a t-value of 30.89, showing that higher levels of SE significantly enhance students' entrepreneurial propensity.

Relationship between ESE and FBI

Table 21: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.877[a]*	*.769*	*.767*	*2.38042*

a. Predictors: (Constant), FBI, ESE

Table 22: ANOVA

ANOVA

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*7473.201*	*2*	*3736.601*	*659.432*	*.000[b]*
	Residual	*2249.559*	*397*	*5.666*		
	Total	*9722.760*	*399*			

a. Dependent Variable: SEP

b. Predictors: (Constant), FBI, ESE

Table 23: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	*Std. Error*	*Beta*		
	(Constant)	*1.252*	*.530*		*2.362*	*.019*
1	*ESE*	*.618*	*.064*	*.440*	*9.689*	*.000*
	FBI	*.562*	*.054*	*.472*	*10.390*	*.000*

a. Dependent Variable: SEP

The analysis of the relationship between ESE and FBI showed a significant joint effect on SEP. The model summary showed a high correlation coefficient (R 0.877) and an R^2 value of 0.769, indicating that 76.9% of the variance in SEP is explained by ESE and FBI together, with a standard error of 2.38042. The ANOVA results showed significant, with an F-statistic of 659.432, confirming the model's validity. The coefficients indicated that ESE B 0.618, Beta 0.440, t 9.689, and FBI B 0.562, Beta 0.472, t value 10.390, have a considerable and significant impact.

Relationship of FBI with SEP

Table 24: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.845[a]*	*.714*	*.713*	*.52872*

a. Predictors: (Constant), FBI

b. Dependent Variable: SEP

Table 25: *ANOVA*

ANOVA[a]

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
	Regression	*277.651*	*1*	*277.651*	*993.214*	*.000*
1	*Residual*	*111.260*	*398*	*.280*		
	Total	*388.910*	*399*			

a. Dependent Variable: SEP

b. Predictors: (Constant), FBI

Table 26: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*.915*	*.090*		*10.200*	*.000*

FBI	*.805*	*.026*	*.845*	*31.515*	*.000*

a. Dependent Variable: SEP

The FBI on SEP exposed a strong relationship. The model summary showed an R of 0.845 and an R^2 of 0.714, indicating that 71.4% of the variability in SEP is explained by FBI alone, with a standard error of 0.52872. The ANOVA results are highly significant, with an F-statistic of 993.214 (p 0.001), validating the model. The regression coefficient for FBI is 0.805, with a standardized beta of 0.845 and a t-value of 31.515 representing a strong positive influence of FBI on SEP.

Mediating and Moderating Roles of ESE and FBI

Table 27: *Model Summary*

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	*.899[a]*	*.809*	*.807*	*2.16716*

a. Predictors: (Constant), FBI, EC, ESE

Table 28: ANOVA

ANOVA

Model		*Sum Squares*	*of Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	*7862.908*	*3*	*2620.969*	*558.057*	*.000[b]*
	Residual	*1859.852*	*396*	*4.697*		
	Total	*9722.760*	*399*			

a. Dependent Variable: SEP

b. Predictors: (Constant), FBI, EC, ESE

Table 29: *Coefficient*

Coefficients

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	*.059*	*.500*		*.117*	*.907*
	EC	*.250*	*.027*	*.448*	*9.109*	*.000*
	ESE	*.276*	*.069*	*.197*	*3.993*	*.000*
	FBI	*.356*	*.054*	*.299*	*6.560*	*.000*

a. Dependent Variable: SEP

The analysis which evaluated ESEs mediating function between EC and SEP revealed a noteworthy mediation effect. According to the model summary the combined effects of EC ESE and FBI account for 80. 9 percent of the variability in SEP with a standard error of 2. 16716. This indicates a strong correlation of R 0. 899 and an R2 of 0. 809. The models fitness was confirmed by the highly significant F 558. 057 in the ANOVA results. EC significantly improves SEP B 0. 250 Beta 0. 448 t 9. 109 ESE significantly improves SEP B 0. 276 Beta 0. 197 t 3. 993 and FBI significantly affects B

0. 356 Beta 0. 299 t 6. 560 according to coefficient analysis. The impact of EC on SEP can be partially explained by its effect on ESE which suggests that ESE partially mediates the relationship between EC and SEP. Important results were found when FBI was examined as a moderating variable between ESE and SEP. The model summary revealed a high correlation R 0. 899 and an R2 of 0. 809 indicating that EC ESE and FBI accounted for 80. 9 percent of the variance in SEP with a standard error of 2. 16716. The significance of the model F 558. 057 was validated by the ANOVA results. According to coefficients FBI significantly moderated the relationship between SEP and B 0. 356 Beta 0. 299 t 6. 560 and ESE had a positive impact on SEP B 0. 276 Beta 0. 197 t 3. 993. The positive coefficients showed that FBI improves the impact of ESE on SEP and strengthens the link between ESE and SEP.

Findings

Correlation analysis revealed strong positive relationships among the variables. ESE was strongly correlated with EC (R. 0.871). Similarly, FBI had strong correlations with both EC (R. 0.847) and ESE (R. 0.847. These correlations are consistent with prior research that emphasizes the interconnectedness of these constructs in fostering entrepreneurial intent (Luthans & Youssef-Morgan, 2017). Adams et al. (2023) research found similar strong correlations, particularly highlighting that high self-efficacy and supportive entrepreneurial culture are strong predictors of entrepreneurial propensity. The analysis of the impact of EC on SEP revealed a strong relationship. A supportive entrepreneurial culture significantly enhances students' entrepreneurial propensity, the previous findings emphasized the role of organizational and cultural support in nurturing entrepreneurial behaviors (Zhao et al., 2005). Miller and Thompson (2024) demonstrated that a supportive entrepreneurial culture strongly enhances entrepreneurial intention and behaviors.

The effect of EC on ESE was significant. This finding reinforced the idea that a supportive EC positively influences SE, consistent with Bandura's (1997) Self-Efficacy (SE) theory and its application in entrepreneurial contexts. O'Connor and Murphy (2023), who found supportive. The study found a significant relationship between ESE and SEP, supporting existing literature that identifies self-efficacy as a key predictor of entrepreneurial intentions and behaviors (Schwanninger, 2018). Research by Wang et al. (2023) corroborates these findings, indicating that higher levels of SE are robust predictors of increased entrepreneurial propensity. The investigated the joint effect of ESE and FBI on SEP revealed a significant interaction. This aligns with literature that underscores the combined influence of personal and contextual factors on entrepreneurial outcomes (Stevenson & Jarillo, 1990). Johnson and Patel (2024) similarly report that both personal self-efficacy and experiences with family businesses significantly affect entrepreneurial outcomes.

FBI alone demonstrated a strong impact on SEP. This finding is consistent with previous research emphasizing the important role of family business involvement in shaping entrepreneurial attitudes and behaviors (Chrisman et al.,

2005). Garcia and Wilson (2023) also found that backgrounds in family businesses significantly enhance entrepreneurial propensity. The analysis indicated that ESE mediates the relationship between EC and SEP. This supports the notion that SE is crucial in explaining a supportive EC to entrepreneurial propensity (Luthans et al., 2015). Brown and Singh (2024) found similar results, demonstrating that self-efficacy mediates the relationship between EC and entrepreneurial intent. The moderating role of FBI in the relationship between Entrepreneurial ESE and SEP was significant. This finding is in line with research that suggests family business context can amplify the positive effect of self-efficacy on entrepreneurial outcomes (Zellweger & Sieger, 2012). Harris and Moore (2023) similarly report that involvement in family businesses strengthens the impact of self-efficacy on entrepreneurial outcomes.

Uniqueness, Implications and Contributions of the Study

This study contributes uniquely to the field of entrepreneurial research by examining the interplay between EC, ESE, and FBI among university students. While previous studies have individually addressed these constructs, this research integrates them into a cohesive framework, thereby providing a comprehensive assessment of their combined influence on SEP. This research is distinctive in its comprehensive approach, combining entrepreneurial culture, self-efficacy, and family business involvement into a single model. By demonstrating how these variables interacted and influenced each other, the study provided a more holistic view of factors affecting entrepreneurial propensity. The study used of forceful statistical analyses, including regression model and mediation/moderation analyses, offers empirical validation of the theoretical relationships between the construct. This empirical evidence supported and extended existing theories by providing clear, countable insights into how these variables affect entrepreneurial behavior. By focusing on university students, the study addressed a critical gap in the literature regarding the development of entrepreneurial intentions and behaviors at the formative stage of students' careers. This focused to assist in understanding the specific factors that influenced entrepreneurship among young adults who are on the point of entering the professional world. The findings offer actionable views for educators, policymakers, and practitioners. Understanding the roles of entrepreneurial culture and family business involvement can recommend the design of programs and policies expected in fostering entrepreneurship. Educational institutions can influence these insights to create environments that enhance self-efficacy and provide support for entrepreneurial ventures

Contribution to Theories

Three primary factors impact behavioral intentions according to Ajzens (1991) Theory of Planned Behavior (TPB): attitudes toward the behavior subjective norms and perceived behavioral control. By demonstrating how EC and SE which correlate with attitudes and perceived behavioral control influence entrepreneurial propensity. this study advances TPB. A supportive EC may have a positive impact on attitudes

toward entrepreneurship as indicated by the significant positive correlation found between EC and ESE. When Bandura first proposed Social Learning Theory (SLT) in 1977 it highlighted the part imitation modeling and observational learning play in the formation of behavior. The study supports SLT by emphasizing the ways in which exposure to peers and role models within a supportive environment (EC) affects entrepreneurial propensity and self-efficacy. The substantial effect EC has on ESE highlights how important it is for students to engage with and observe a supportive entrepreneurial environment in order to develop self-belief in their own abilities. By illustrating how the EC at universities affects SEP. This study improved Institutional Theory. According to Meyer and Rowan (1977) and Scott (2014) it demonstrated how a supportive EC has a major impact on SE and entrepreneurial intentions highlighting the significance of institutional norms and support networks in influencing entrepreneurial behaviors. In addition the research emphasized the interplay between family business involvement and institutional factors highlighting the influence of cultural norms and institutional structures on entrepreneurial outcomes (Greenwood & Suddaby 2006 Clegg et al. (2021). These findings informed the creation of more efficient support systems within educational institutions by offering up-to-date insights into how institutional contexts can be optimized to promote entrepreneurship.

Limitations and Future Research

Despite its contributions, this study has some limitations. First, the cross-sectional nature of the data limits the ability to infer causality between the variables studied. The sample was restricted to public sector universities in Khyber Pakhtunkhwa, which may not be representative of private institutions or other regions in Pakistan. The reliance on self-reported measures for ESE and propensity might introduce response biases.. Future research should consider longitudinal designs to establish causation and way changes over time in entrepreneurial intentions and behaviors. Expanding the study to include private universities and other regions in Pakistan would enhance the generalizability of the findings. Incorporating qualitative methods could provide deeper insights into how specific elements of entrepreneurial culture and family business involvement affect SE and propensity. Exploring other potential moderating or mediating variables, such as economic factors or personal motivation, could further elucidate the complex dynamics influencing entrepreneurial outcomes.

Recommendations

University Management should develop and integrate entrepreneurial programs and activities into the curriculum to raise a culture of innovation and risk-taking. This includes offering workshops, seminars, internship in related industries and mentorship opportunities that emphasize entrepreneurial skills develop expertise and mindsets. Creating strong support structures such as incubators, accelerators, and networking platforms to assist students in translating their entrepreneurial ideas

into viable business ventures. Recognizing and leveraging the role of family business involvement by establishing programs that connect students with family owned enterprises for practical experience and mentorship. Policymakers should allocate funding to support entrepreneurial initiatives within universities, including grants for startups, innovation labs, and training programs for students and faculty, build collaborations between universities, industry leaders, and government bodies to create a supportive ecosystem for entrepreneurship. This included facilitating access to resources, networks, and market opportunities; develop policies that encourage entrepreneurial activities, such as tax incentives for startups, streamlined regulations for new businesses, and programs that support student entrepreneurs.

Conclusion

This study highlighted the critical role of entrepreneurial culture in shaping SEP at public sector universities in Khyber Pakhtunkhwa. The findings revealed that a supportive EC significantly enhances students' entrepreneurial intentions. ESE played important role as a mediator in this relationship. FBI moderates the impact of ESE on SEP, highlighted the value of contextual support in developing entrepreneurial outcomes. The integrated approach of this research offered a comprehensive framework for understanding how these factors interact. The Study provided actionable identifications for university management, policymakers, and students. Addressing these areas, universities can better support the development of entrepreneurial skills and mindsets, ultimately contributing to

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