

FROM MINDSET TO ACTION: UNPACKING THE DRIVERS OF ENTREPRENEURIAL INTENTION IN UNIVERSITY BUSINESS STUDENTS

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ABSTRACT

Entrepreneurship has been identified as a crucial process that involves several intricate components. Forming and maintaining a new successful venture is based on numerous individual factors like the motivation and competency of the entrepreneur. In this regard, contextual factors like the environment where entrepreneurship is created also play an essential role. This study focuses on related factors that directly impact Entrepreneurial Intention, due to which students choose entrepreneurship as a career. This study develops a theoretical model that totally focuses on Entrepreneurial Intention as a dependent variable and Perceived Educational Support, Self-efficacy, and Entrepreneurial Attitude as the independent variables. In this case, the moderating role of Creativity between Entrepreneurial Attitude and Entrepreneurial Intention is also studied. The main purpose is to study the Entrepreneurial Intention of university students of Business Institutions of Karachi. Altogether 320 students participated in this research and their perspective on the said model is taken. The questionnaire is circulated to undergraduates and graduates of business institutions. To test the overall model in terms of Independent, Dependent, and Moderating variables, PLS-Smart software is used. The research indicates that the Entrepreneurial Attitude of business students has an important focus and a clear impact on Entrepreneurial Intention portrayed by them. Other independent variables in this regard have no significant impact on the Entrepreneurial Intention of university-level business students. Due to time constraints, the data is limited to students of Karachi only, belonging to the Business Institutions. The limitations can be overcome by further studies and more detailed insights.

Keywords: *Entrepreneurial Intention; Educational Support; Entrepreneurial Attitude; Self-Efficacy; University; Business Institutes.*

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INTRODUCTION

Entrepreneurship education is considered to be an important tool for enhancing the entrepreneurial mindsets of potential and emerging entrepreneurs. However, it still remains unclear what factors influence a person's decision to start a business. Cognitive methods gained significant attraction in recent years. However, personality traits or demographics' capacity to explain the phenomenon is still taken into consideration. As a result, it is essential to ascertain the elements that have the greatest influence on a person's ability to decide in order to launch a business.

The development of students' creativity is another important aspect of entrepreneurship education at the college and university levels that encourages innovation. Entrepreneurship is a venture that aims at creativity; hence creativity is particularly important for it.

Entrepreneurship is a critical process consisting of some complex elements as per several studies conducted on this phenomenon. Forming and maintaining a new successful venture is based on numerous individual factors like the motivation and competency of the entrepreneur. In this regard, contextual factors like the environment where entrepreneurship is created also play an essential role. The policymakers, in the last decades, and scholars took a lot of interest in the concept of entrepreneurship. An important reason for this is the increase in the need for entrepreneurs who increase the pace of economic development through creation of unique ideas and convert these significant ideas into successful profitable ventures. As per (Turker & Selcuk, 2009), entrepreneurial activities are not only focused on incubating and expediting innovation with respect to technology but also make ways for the provision of employment opportunities which results in improved competitiveness.

Studies reveal that the majority of countries today face a rise in unemployment problems. Therefore, entrepreneurial knowledge and skills can play a part in reducing the unemployment problem in countries (Saraih et al., 2018; Youssef et al. 2021). According to Saraih et al. (2018) several researchers posited that employment opportunities occur in most sensitive environments (Baharuddin et al. 2021; Nwosu et al., 2022). In addition to this, due to the current instability in the economic environment, most graduates from colleges and universities also faced certain difficulties in securing employment in the private and public sectors (Wu et al., 2022).

Moving on, in this research we will be working on analyzing the factors that influence Entrepreneurial Intention. The intention is said to be an important criterion for the individual's actions. Not every potential entrepreneur can start his/her own venture after identifying

opportunities; this is because entrepreneurship is determined by entrepreneurial intention. The higher the individual's intention to accept a particular behavior, the more likely it is said to be executed effectively (Bell, 2019).

The discussion on entrepreneurial intention has captured the attention of scholars for more than three decades (Saraih et al., 2018). Several researchers claim that intentions are now an active field of research that promises to get an in-depth and detailed understanding of the phenomenon based on entrepreneurial activity and also gave answers to some basic questions of entrepreneurship research like what factors make individuals inclined towards entrepreneurship?

The primary focus of this research is to identify the elements that influence university students for having an entrepreneurial intention. For this research, we have chosen some factors like entrepreneurial education, self-efficacy, attitude, and role of creativity that may have an influence on Entrepreneurial Intention. Creativity in this regard is chosen to be a moderating factor. Creativity, from entrepreneurship point of view, is about the process of generating practical and original ideas to form new projects, or enterprises and then working on bringing new products and services (Shi et al., 2020). Since entrepreneurial intention is a prerequisite for entrepreneurship (Jiatong et al., 2021), we will be further analyzing how creativity influences an individual's Entrepreneurial Intention.

Research Questions

- What factors have a major influence on the Entrepreneurial Intention among the University Students?
- How does perceived entrepreneurial education influence entrepreneurial intention among university level business students?
- To what extent does self-efficacy influence entrepreneurial intention among business students?
- Does attitude have an influence on entrepreneurial intention among students?
- How does creativity as a moderating variable influence the relationship between attitude and entrepreneurial intention among university level business students?

SIGNIFICANCE OF RESEARCH

The current research tends to investigate entrepreneurial intention among university level business students but that of course does not stand alone and is impacted by multiple factors,

including perceived educational support, self-efficacy and their entrepreneurial attitude to name a few. Their entrepreneurial intention may highly be moderated by the level of creativity that they possess. Since the data is collected from university level business students, it becomes highly important to analyze whether they are more inclined towards pursuing their own businesses or looking for jobs in the market.

This article not only adds up to the literature of entrepreneurial intention among university level business students and the factors having an impact on it but also, it serves a way to analyze whether business students possess mind-set for entrepreneurship, or they would still like to go for hunting jobs in the market irrespective of their association with the business studies.

Also, the research can provide insights into the perceived entrepreneurial education, attitude, and self-efficacy in shaping entrepreneurial intention. After analyzing and examining the importance of these indicators, policymakers and educators can design programs and interventions that can effectively promote entrepreneurial activity.

This research will also help inform educators and policymakers about the indicators that affect entrepreneurial intention among business students. This can be significantly important as universities increasingly look to prepare their students for careers in entrepreneurship. After identification of the key factors that affect entrepreneurial intention and understanding how these factors can be influenced, this research can help to prepare the next generation of entrepreneurs and drive economic rise and development.

LITERATURE REVIEW

Entrepreneurial Intention

The process of entrepreneurship was initiated by a few individuals, based on the identification of new entrepreneurial opportunities and changing them into marketable products and services (Patricia & Silangen, 2016).

According to the study conducted by (Patricia & Silangen, 2016), intentionality is interpreted as a mind-set that directs an individual's attention, which causes an action or a certain experience in the process of achieving something. Entrepreneurial intention is a mental state due to which people think and wish to create either a new value driver in any existing organizational body or a new firm.

Entrepreneurial Intention basically drives and increases entrepreneurial activity. Some of the most notable studies explained that the models of entrepreneurial intentions were actually a

theory of planned behavior that was proposed by Ajzen (1991) and Shapero & Sokol (1982) model of entrepreneurial event (Patricia & Silangen, 2016).

Perceived Educational Support

Perceived Educational Support has been an important element of entrepreneurial intention. Researchers in the past have agreed upon the fact that entrepreneurial education can train the students effectively, with required knowledge related to entrepreneurship (Ambad & Damit, 2016; Cardella et al. 2020).

Entrepreneurship education also has an impact on the career choice of students (Ambad & Damit, 2016). To enable an individual to survive in today's world with business activities of high intensity, the university should play an essential role in promoting the importance of entrepreneurship.

As suggested in the research conducted by Yurtkoru et al. (2014), the public policy and universities have an ability to strengthen their activities which can help them in the implementation of educational, resource and research programs on entrepreneurship. According to another researcher in the same study by (Yurtkoru et al. (2014), it was observed that although education is usually criticized because of the theoretical emphasis which is separated from reality, the educationalist still has an ability to influence entrepreneurship as an individual's career choice.

Self-Efficacy

Self-efficacy was introduced in the Social Learning Theory by Bandura (1969). As per this theory, self-efficacy is said to be a major construct for identifying the principles of self-abilities. In the world of entrepreneurship, self-efficacy plays a major role. It is an individual's cognitive ability to activate his/her resources, capabilities and motivation required to control the events in their life (Naktiyok et al., 2010).

Inclination towards some particular behaviors is one of primary impacts of self-efficacy. People are inclined to choose situations in which they can exercise a substantial amount of personal control and avoid the ones that anticipate low control.

An entrepreneur's self-efficacy is a significant predecessor when it comes to intention because an entrepreneur's growth and his or her career choices are greatly affected by self-efficacy (Naktiyok et al., 2010).

Entrepreneurial Attitude

Attitude is an evaluative behavior. Kusmintarti et al. (2014) defines attitude as a tendency to like or dislike an object, person, institution or event. In essence, when interacting with an object, people will have a particular attitude, either positive or negative. A person usually evaluates something on the basis of how positively or negatively it will impact them. A person who values entrepreneurship will go on to start a business in the future. Kusmintarti et al. (2014) suggested that entrepreneurial intentions will be affected by a strong attitude towards entrepreneurship.

Creativity

Creativity is the capability to develop and brainstorm new ideas and to find new ways of looking at problems and opportunities (Kusmintarti et al., 2014). Since creativity is especially important for entrepreneurial activities and because entrepreneurship itself is a creative activity, many academics have linked the rise of entrepreneurship to creativity. The most important quality of a successful entrepreneur is his capacity to remain creative. In the field of business venture, innovativeness at a singular level alludes to the cycle where businesspeople can join existing assets and produce novel plans to begin imaginative organizations (Wang et al., 2022).

Perceived Educational Support has an impact on Entrepreneurial Intention

The first dimension of this model is educational support. It is understandable that professional education in educational institutions is an effective approach towards gaining knowledge about entrepreneurship. In a study conducted by Turker and Selcuk (2009), it was pointed out that insufficient preparation led to the entrepreneurial aspirations and ambitions of majority of the students being shattered; “their business knowledge is insufficient, and more importantly, they are not prepared to take risk to realize their dreams.” Hence, it was observed that academic institutions offering entrepreneurial education play a critical role in inspiring young individuals to choose an entrepreneurial career.

Another study by Turker and Selcuk (2009) explained that entrepreneurial attributes are likely to be positively influenced by educational programs. It is evident that an optimal education on entrepreneurship can be one aspect to motivate people to choose an entrepreneurial career (Henderson & Robertson, 2000). Remeikiene et al. (2013), suggest that education is one of the critical factors that differentiates entrepreneurs from non-entrepreneurs. As per Remeikiene et al. (2013), people with higher level of formal education are most likely to choose entrepreneurial opportunities.

Furthermore, Remeikiene et al. (2013), identified that the major barriers for entrepreneurial intention in students is the education/knowledge factor, which includes lack of accountancy, business, administration, accountancy and management knowledge, and this can be catered through education. Additionally, Patricia and Silangen (2016) confirm that individuals who choose entrepreneur education exhibit a greater intention to start their own venture. Hence, investment made in entrepreneurship education by universities could ease the amount of human capital assets that are needed to create and work on new business opportunities, which will ultimately promote entrepreneurial intention. It was stated that people with high human capital which includes better education and strong abilities are more likely to work on creating high-growth and innovative ventures as compared to the individuals who possess low human capital.

H1: Perceived Educational Support is positively associated with Entrepreneurial intention of university students.



Source: Turker & Selcuk (2009)

Self-efficacy has a significant impact on Entrepreneur Intention

Saraih et al. (2018) carried out research to study the impact that self-efficacy has on entrepreneurial intention among the students of engineering of PHEI Institution in Malaysia. The data was collected from 345 respondents that were final year students. It was observed that for entrepreneurship, self-efficacy may consist of planning of tasks that are linked with the development of new ventures. Another strategy to define entrepreneur's self-efficacy is to consider the broader human capabilities connected to the innovation of new businesses. The findings therefore concluded a significant association of self-efficacy with entrepreneurial intention.

Wang et al. (2016), explained that individuals with high self-efficacy have a common perception that they have an ability to effect change. They also claim to have control over their actions and thoughts. Wang highlighted that how self-efficacy has been used to explain entrepreneurship set of clear-cut cognitive processes. Entrepreneurs with high levels of self-efficacy perceive that their abilities are superior to those of others, so they often use it to accomplish favorable outcomes as per the self-efficacy theory. General self-efficacy is

applicable to entrepreneurship, as it acts as a link to connect inventors with individuals who plan out new ventures (Tseng et al., 2022). In addition, self-efficacy in students directly influences their entrepreneurial intention, irrespective of their field and domain of study.

The association that self-efficacy has with entrepreneurial intention was further analyzed by Rachmawan et al. (2015). They indicated that self-efficacy correlates positively with entrepreneurial intentions. Moreover, self-efficacy was highlighted as one of the key variables that encourages an individual to be an entrepreneur Rachmawan et al. (2015). This was observed in both university students and a senior high school graduate. Thus, authors observed a significant and positive influence of self-efficacy on entrepreneurial intention.

H2: *Self-Efficacy is significantly associated with student's intentions towards entrepreneurship.*



Source: Shah et al. (2020)

Relationship between Creativity, Entrepreneurial Attitude, and Entrepreneurial Intention

Research conducted by Shi et al. (2020) highlighted that one important component of entrepreneurship education at the college and university level that promotes innovation in students is the development of their creativity. The quality to develop something innovative as it relates to the discovery and growth of novel concepts and fresh perspectives on issues and possibilities is known as creativity. For a person seeking to become an entrepreneur, creativity is crucial. In their study, a survey having 180 undergrad students at business school was conducted with the intention of investigating the relationship between entrepreneurial intentions and student's creativity and it was found out that entrepreneurial intentions were quite high in those young people who believed themselves to be more creative. People with high levels of creativity are more likely to remain upbeat and confident while engaging in entrepreneurial activity. Although previous researchers also have paid close paying attention to how individual factors affect entrepreneurial intentions, creativity is still an easily overlooked individual element.

Similarly, attitude is a part of a person's personality that plays a big role in whether or not an entrepreneur succeeds in their endeavors (Malaysia, 2016). It can be strengthened by integrating the mental and emotional aspects of behavior. An individual's entrepreneurial intentions can be significantly influenced by their creativity and entrepreneurial attitude (Paray

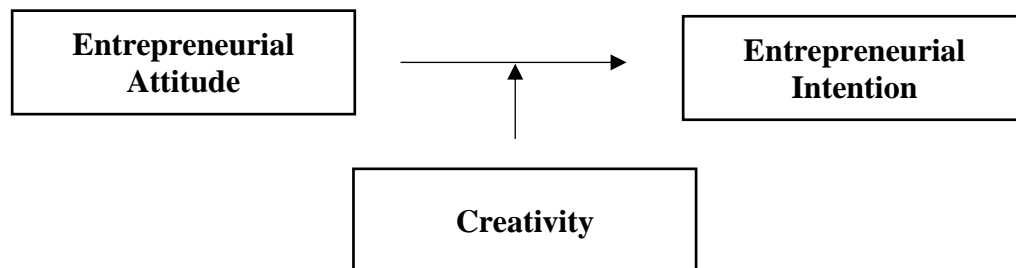
et al., 2021). With the development of a new psychological method for evaluating creativity, Shi et al. (2020); Alshebami et al. (2022) and others also demonstrated that creativity required additional skills, such as an openness aptitude, thinking in orders, independence, exploratory way of behaving, and so forth.

H3: *Entrepreneurial attitude is positively associated with entrepreneurial intention.*



Source: Shi et al. (2020)

H4: *Creativity positively moderates the relationship between entrepreneurial attitude and entrepreneurial intention.*



Source: Shi et al. (2020)

METHODOLOGY

The current research comes in the realm of primary research which is carried out through survey. The study is quantitative, explanatory in nature, and uses a mono-method approach. Basic research adopts a deductive approach and a post-positivist research philosophy. As there is no researcher's interference so the research setting is natural which makes it done in a non-contrived setting with correlational investigation type. The fieldwork was conducted from December 2022 to January 2023. This study adopted previously tested and validated scales to measure the research variables.

Population and Sample

The population for this study is university level business students. The sample size for the study is 320, which was obtained using a nonprobability convenience sampling technique. The participants were recruited from different backgrounds (religion and culture), ethnicities,

demographics etc. One common factor among all respondents was their educational background. The Smart PLS analysed the data collected.

Data Collection Methods

The primary method of data collection for this study is through a survey. A structured close-ended questionnaire was circulated based on Likert Scale. The questionnaire was distributed to the participants in person and through online platforms. The questionnaire includes items that measure the constructs of Perceived Educational Support, Self-efficacy, Entrepreneurial Attitude, Creativity and Entrepreneurial Intention.

Data Analysis Techniques

The data collected through the questionnaire were analyzed using SMART PLS 4 software to test the hypothesis. PLS is a structural equation modeling technique that is suitable for analyzing complex relationships among variables. The analysis includes assessing the validity and reliability of the constructs and testing the research hypotheses.

Ethical Considerations

Ethical principles and guidelines were taken into consideration in this current study. Participants were informed about the purpose and nature of the study, and their consent was obtained before they completed the questionnaire. The study also took steps to ensure the confidentiality and privacy of participants.

In summary, this study uses a quantitative, explanatory design to investigate the relationships among constructs of interest. The study adopts a post-positivist research philosophy and uses a deductive approach. The primary method of data collection is through a survey, and the measurement tool is a questionnaire. The study analyzes the data using PLS software and uses nonprobability convenience sampling to obtain a sample size of 320 university students. The study also ensures ethical considerations are in place to protect the privacy of participants.

Measures

Perceived Educational Support

Turker & Selcuk (2009) adapted Parnell et al.'s scale (1995), which was used to assess the effects of Entrepreneurial Education.

Self-Efficacy

The Entrepreneurial Intentions Questionnaire (EIQ) used by (Shah et al., 2020)) was used for the assessment of self-efficacy in the respondents.

Entrepreneurial Attitude

The 5-point Likert scale was also used to gather information regarding Entrepreneurial attitude from the study of (Shi et al., 2020). Various statements as indicators of individual's self-confidence and the right attitude they possess to start a business were included in the questionnaire.

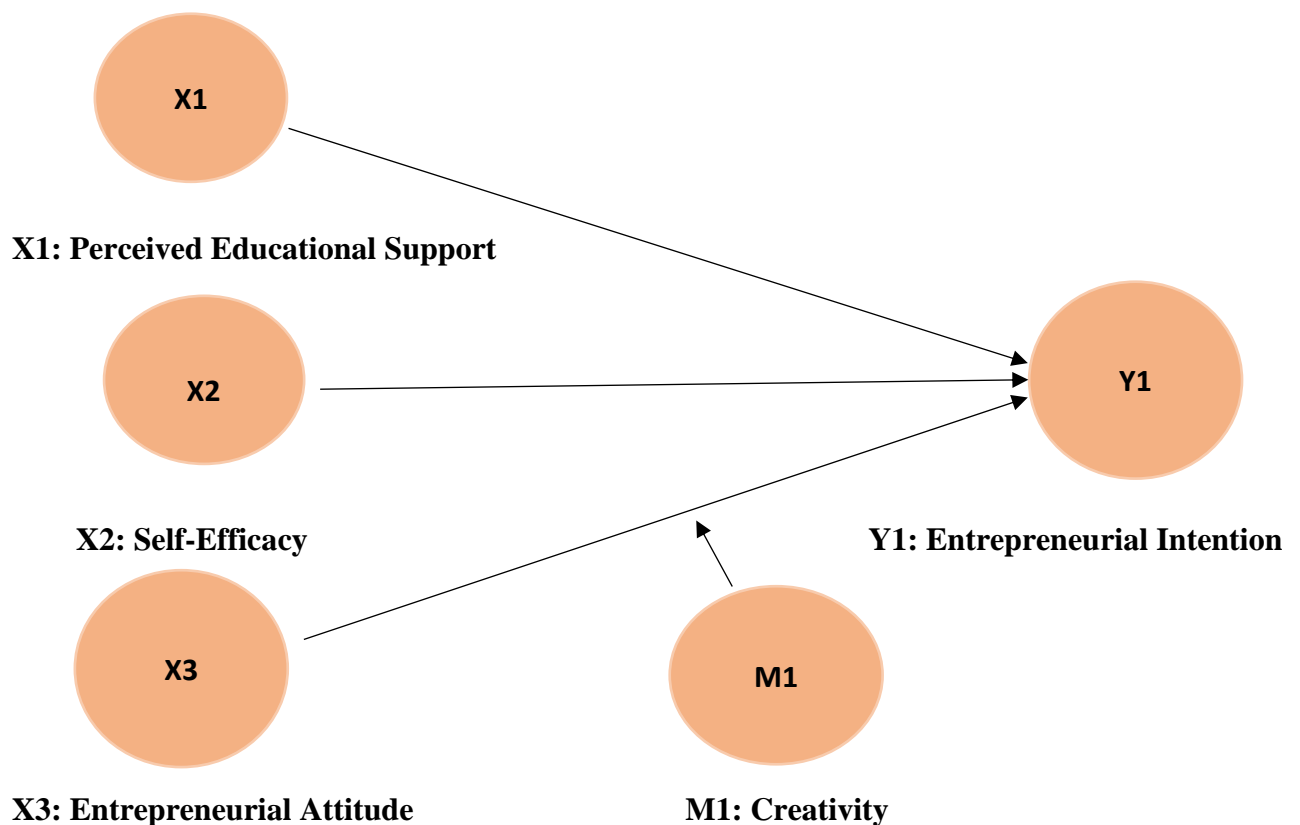
Creativity

5 items were used to measure Creativity in the students in the research conducted by (Shi et al., 2020).

Entrepreneurial Intention

Entrepreneurial Intention was measured through 6 items. The questions were adopted from Entrialgo & Iglesias (2020), that attempted to calculate the intention and possibility of an individual to start their own venture.

RESEARCH MODEL



RESULTS AND DATA ANALYSIS

Structural Equation Modelling- SEM

SEM is basically a combination of Confirmatory Factor Analysis and Multiple Linear Regression for unobserved variables. For our research, we conducted Confirmatory Factor Analysis (CFA) to confirm if the constructs taken from theoretical models are reliable for our study or not. CFA is conducted to check if the constructs used from various literatures are applicable in our research. Reliability and Validity tests were conducted, and following results were observed:

Table 1. Construct Reliability and Validity

	Cronbach Alpha	Composite Reliability (rho-a)	Composite Reliability (rho-c)	Average Variance Extracted (AVE)
C	0.92	0.929	0.943	0.807
EA	0.834	0.848	0.917	0.735
EI	0.879	0.887	0.917	0.735
PES	0.875	0.997	0.918	0.789
SE	0.849	0.885	0.898	0.687

Source: This Study

To check the reliability of the model, Composite reliability and Cronbach's alpha value are considered. The results show no issues in the reliability as for all variables involved, the Cronbach's alpha value and Composite reliability value is greater than 0.7. Creativity has highest Cronbach's alpha value of 0.920.

There are two types of validity tests, convergent validity, and divergent validity. To check the validity of the model we refer to AVE values of the variables. As per the result given above the AVE values for all the variables are greater than 0.5, which highlights no issues in validity.

Table 2. Discriminant Validity

	C	EA	EI	PES	SE	C x EA
C						
EA	0.613					
EI	0.483	0.613				
PES	0.291	0.311	0.371			
SE	0.543	0.579	0.586	0.639		
C x EA	0.414	0.428	0.165	0.136	0.299	

Source: This Study

The results in table 2 show that there is no issue in the results of discriminant validity that we calculated in Smart PLS. All the values are less than 0.85, which meets the condition. Therefore, as per the results of reliability and validity tests, we can use all the items for each construct to test our overall model and hypothesis via Structural Equation Modelling (SEM).

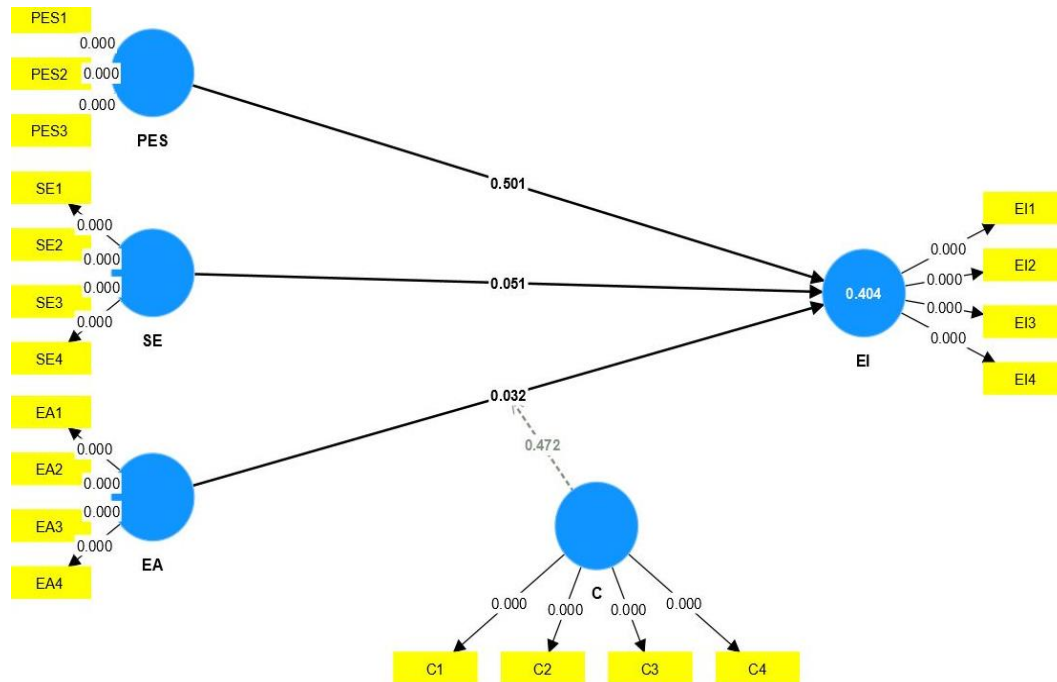


Figure 1. Structural Model

The graphical output given above is a visual representation of the model that we have tested in our research. The Path coefficients table shows the results for overall model below:

Table 3. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
C -> EI	0.149	0.154	0.163	0.916	0.360
EA -> EI	0.347	0.346	0.162	2.146	0.032
PES -> EI	0/095	0.116	0.141	0.673	0.501
SE -> EI	0.260	0.266	0.133	1.950	0.051
C x EA -> EI	0.065	0.057	0.090	0.720	0.472

Source: This Study

PES and EI

The perceived educational support has no significant impact on the entrepreneurial intention of the university students, since the p value is 0.501, greater than 0.05. Null hypothesis will be accepted.

SE and EI

Self-Efficacy has no significant impact on the entrepreneurial intention of the university students, since the p value is 0.051, greater than 0.05. Null hypothesis will be accepted.

EA and EI

Entrepreneurial Attitude has a significant positive impact on the entrepreneurial intention of the university students, since the p value is 0.032, less than 0.05. Null hypothesis will be rejected.

C x EA on EI

Creativity does not play a moderating role in Entrepreneurial Attitude and Entrepreneurial Intention of students as the p value is 0.472, greater than 0.05. Null hypothesis will be accepted.

Hypothesis Assessment Summary

H1: *There is a positive relationship between Perceived Educational Support and Entrepreneurial intention of university students.*

Hypothesis rejected as this variable has no impact on Entrepreneurial intention of university students at business institutes of Karachi, belonging to age group 20-28, statistically insignificant.

H2: *There is a positive relationship between Self-efficacy and students' intentions toward entrepreneurship.*

Hypothesis rejected as this variable has no impact on Entrepreneurial intention of university students, statistically insignificant.

H3: *There is a positive relationship between Entrepreneurial attitude and entrepreneurial intention.*

Following Hypothesis will be retained according to the results.

H4: *Creativity positively moderates the relationship between entrepreneurial attitude and entrepreneurial intention.*

Hypothesis rejected as this variable has no moderating impact on Entrepreneurial intention and Entrepreneurial Attitude of university students at business institutes of Karachi, it is statistically insignificant.

DATA ANALYSIS SUMMARY AND DISCUSSION

The present study aimed to investigate the relationship between entrepreneurial attitude, self-efficacy, perceived educational support, creativity, and entrepreneurial intention among university students in Karachi, Pakistan. The study employed Smart PLS software to analyze the measurement and structural model of the data, and reliability and validity tests were conducted as part of CFA and PLS-SEM analysis.

The findings of the study showed that the majority of the respondents belonged to the age group 20-24 and had an undergraduate or graduate level of education, with a business background. The results revealed that Entrepreneurial Attitude was the only variable that had a significant impact when tested with Gender and Current Education Level (Independent t-test). Moreover, the overall Pearson Correlation model was also found to be significant.

Furthermore, when the variables were tested individually via Simple Linear Regression, it was observed that Entrepreneurial Attitude, Self-efficacy, Perceived Educational Support, and Creativity significantly impacted Entrepreneurial Intention of university students. However, in multiple linear regression analysis, Entrepreneurial Attitude remained the only quantitative independent variable that had a significant impact on entrepreneurial intention.

Moreover, in this study, creativity was tested as a moderating variable between entrepreneurial attitude and intention, but it was found to be statistically insignificant. The reliability and validity tests did not reveal any significant issues, and the results of this research are particularly relevant to university students studying in business institutes of Karachi belonging to the age group 20-28.

Overall, the findings of this study contribute to the existing literature on entrepreneurship by highlighting the importance of entrepreneurial attitude as a key predictor of entrepreneurial intention among university students. The results may have practical implications for policymakers and educators who seek to promote entrepreneurship among young people, particularly in developing countries like Pakistan. However, further research is needed to validate these findings in different contexts and among different populations.

STUDY LIMITATIONS AND RECOMMENDATIONS

The study has potential limitations such as, the sample population was only restricted to 320 students studying in the business institutions of Karachi. In order to get a more definitive response the sample size needs to be increased. In addition, entrepreneurship can be pursued by non-business students as well.

The population in different areas of Pakistan would also have different approach towards entrepreneurship. Another limitation was the age group, since there is no specific time for an individual to have the intention to start up their own business. Additionally, the current study only tested four variables that could have a potential impact on entrepreneurial intention while there are other variables such as perceived social norms, risk taking propensity, supportive

environment etc. Further research on other variables could give a detailed insight on the factors that affect entrepreneurial intentions.

The data collected is mainly based on the students' perception about themselves. There can be a clear difference in the reality and the perception of the population, as some individuals might have the intention of becoming an entrepreneur, but certain factors about their personality would contradict it. Use of more data collection techniques would eliminate this limitation. In addition, the questionnaire did not have any ordinal variables as such, which is why non-parametric tests were not applicable on this research and hence were not conducted. There is a possibility that results of non-parametric tests would have provided us another perspective on this research.

CONCLUSION

The results of the study suggest good reliability and validity of the measurement instrument, due to which all items of each construct were used to test the overall model of the research. It revealed that only one out of four variables impacted significantly on entrepreneurial intention.

The significant variable in this model was Entrepreneurial Attitude, that depends on an individual's ideas, goals, and passion. The outcome of the tests shows that the passion a person has and the satisfaction they would gain from pursuing their own venture impacted significantly on their entrepreneurial intentions and can be said that a positive attitude fosters the Intention.

Other variables like perceived educational support, self-efficacy, and creativity only proved to be significant for entrepreneurial intention when they were tested via simple linear regression and Pearson correlation. Since they were run individually, and the results of overall model testing and individual testing varies at times. In this research, we also studied the moderating role of creativity to see its impact on entrepreneurial intention, hence it can be concluded that creativity isn't playing a moderating role between entrepreneurial attitude and entrepreneurial intention. In conclusion, we believe that the results could have been different if we had a greater sample size and other demographic factors were also given consideration.

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