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## Determinants of Entrepreneurial Intentions: An Empirical Study of Female Students in Pakistan

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### Abstract

*The purpose of this study was to determine determinants of entrepreneurial intentions of female graduates by utilizing perceived support model. The theoretical framework implies us to analyze the impact of Perceived relational, educational and structural support on entrepreneurial intentions. Therefore, this study utilized the descriptive methodology and data was personally collected from 250 females of Sukkur and Khairpur. The Survey questionnaire was used to collect data from 250 employees in work groups. SPSS version 23 was used for data analysis. The results of analysis showed that perceived relational support and perceived educational support significantly impact EI, while one other variables perceived structural support did not impact EI. Reliability, Exploratory factor analysis, Multiple regression analysis were performed to conclude the results of the analysis. This study also enables universities to develop latest entrepreneurial educational programs, entrepreneurial intentions of young female graduates and to develop entrepreneurial universities to promote entrepreneurs*

**Keywords:** *perceived relational support, perceived educational support, perceived structural support, Entrepreneurial intentions.*

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### Introduction

Entrepreneurship is now become a Socio – Economic engine nearly in every economy of country by providing plate form to do business in unique way (Temoor Anjum et al., 2018). In this way, it is promoting healthier competition round the globe through development of new firms. At the same time, it also accelerates the pace of economic growth through employment generation and promote well - being of society and growth of the country (Farukh khan *et al.*, 2017; Riaz, Farukh, Rehman, and Ishaque, 2016). The developing country like Pakistan encourages specifically female students to consider entrepreneurship as career choice at every level. Government should instill the various

entrepreneurial programs in order to make subject compulsory for female students (Sylvia Nabila Azwa Ambad and Dayang Haryani Diana Ag Damit, 2016). All developed countries including USA, UK and Japan have employed their majority of women population through entrepreneurship (Parkash, Jain and Chatham, 2015), but developing countries including Pakistan is still highlighting the females in entrepreneurial activities due to masculine business culture (Ventura and Quero, 2013) despite half of the population of females (District wise Population Survey, 2017).

In Pakistan, mostly female graduates rely on permanent employment (M.Z.A Suffian, 2018) and lack of involvement in entrepreneurship activities and current economic ability to provide employment have worsen economic conditions of the young females graduates. The government of Pakistan is looking entrepreneurship as a best solution to unemployment of young female graduates (Norasma *et al.*, 2011). In sum, Entrepreneurship is an economic advancement, solution of employment to number of young female graduates. It is important to know the factors that mostly influenced the intentions for startup (Sylvia Nabila *et al.*, 2016).

That why development of female entrepreneurship is now essential either in absence of employment or in case of perceived opportunity (Wennekers and Thurik, 1999). In developed countries, Women entrepreneurship is expanding as one of the important emerging human resources in the 21<sup>st</sup> century. Number of females in the developing country like Pakistan is entering the business for economic independence in response to economic pressure but still absent at large extent (Arooj Zeb and Shahid Jan Kakakhel, 2018).

Entrepreneurship is centered at making profit. Entrepreneurship is an activity involves risk, innovation and creativity (Farukh, Ying and Mansori, 2016). Traditionally entrepreneurship begin with identifying opportunity with intention to further move on (Abu Haris and Rehman, 2017; Feitze and Boyd, 2017). Intentions are basic to understand entrepreneurial process because it the direct predictor of entrepreneurial behavior (Debarliev, Janeska-Iliev, Bozhinovska & Ilieva, 2015; Henley, Countreas, Espinosa & Barbosa, 2017). As discussed earlier, Intentions are direct predictor of behavior (Ajzen, 2005; Yusuf, Jabar, Murad and Ortega, 2017). An intention refers to the ones psychological state that direct ones attention for particular goals (Vaisalainen and Pihkala, 1999). First, it is essential to understand the intentions in order to understand the factors that influence female entrepreneurial intentions for entrepreneurship.

Economy of Pakistan is still factor driven and women have low literacy with 45 % (Female literacy rate, 2018). It is important to educate women with entrepreneurship education. Because education is the basic pillar to equip knowledge pills in order to motivate young female graduates for the entrepreneurial activities” (Sylvia Nabila *et al.*, 2016). In today’s global world universities are playing crucial role in shaping economy of any country. In sum, Education is one of the viable option to raise awareness of entrepreneurship among young female graduates in order to alleviate poverty specifically among females in Pakistan (Clark, Davis and Harnish, 1984; Kantor, 1984). For this reason, policy makers are introducing various entrepreneurship universities specifically to encourage female graduates (Zhou, 2008). Since, Higher Education Commission of Pakistan had established National Business Education Accreditation Council (NBEAC) (Sadat Saeed, Morreno Mufattou and Shumaila Yousafzai, 2013) for developing

entrepreneurial intentions of young graduates so that they can be self – employed rather than to become job seeker (Osuala, 2008).

As the entrepreneurial intentions is not only learned and trained, but their intentions also influenced by family structure (Hisrich *et al.*, 2008). In Pakistani culture, young female graduates first look at a family circle (Farooq and Radovic- Markovic, 2017b; Semrau and Werner, 2014; Sullivan and Ford, 2014; Uchino, 2004). In Pakistan, family consensus necessitates the females to accept the social norm, relationships within family (Lenin and Chen, 2004). It's hard to implement the decision of entrepreneurship without family (Amama Shabir and Silvana De Gregorio, 1996). Understanding how supportive family entrepreneurial background of female help in understanding young female entrepreneurial Intentions (Wang Wong, 2004) by affecting their perceptions to change their intentions to entrepreneurship behavior (Chen *et al.*, 2015; Farooq and Radovic- Markovic, 2017a; Miralles *et al.*, 2015) and important determinant to analyze one's family influence on intentions (Abebe, 2012; Farooq *et al.*, 2016; Liñán and Chen, 2009).

### **Problem Statement**

Women constitute half of the population of the country but her contribution is only limited to 21.6 %, which is too low specifically due to lack of education and lack of structural support. Women are half of the population of Pakistan, by utilizing their potential; she can prove to be the game - changer in the currentcritical economic scenario, because females possess great potential to change poor current economic conditions. More specifically, Not only perceived educational support is necessary for intentions but it also requires relational and structural support for affecting their intention to implementation. Moreover, these necessitate the need to understand how perceived relational support and perceived structural support affect the perception of females for entrepreneurial Intentions (Farooque *et al.*, 2018).

### **The objective of the Study**

- To analyze the impact of Perceived educational support on the entrepreneurial intentions of young female graduates.
- To analyze the impact of Perceived relational support on the entrepreneurial intentions of young female graduates.
- To analyze the impact of Perceived Structural support on the entrepreneurial intentions of young female graduates.

### **Literature Review**

Number of studies has been conducted to analyze the factors that influence entrepreneurial intentions of female graduates. An entrepreneur is not born, but they are trained and learned including parents support and motivation from them. In the psychological literature, Intentions are the best predictors of entrepreneurial behavior, because it is hard to analyze and predict one's entrepreneurial behavior (Ali, Topping and Tarique, 2011). In the past theory of reasoned deduction was used to measure one's entrepreneurial intentions. But due to some deficiencies, it failed to measure accurately one's entrepreneurial intention (Ajzen, 1991).

The theory of planned behaviour is used widely by researchers now that include attitude, Subjective Norm and perceived Control that mandated female intentions to display behavior for entrepreneurship (Jemari *et al.*, 2017). The only theory used by the researchers recently is to know the rising attention of female entrepreneurship with the motive to reduce unemployment among females (Ariff *et al.*, 2010). This theory specifically focus the level of one's desire for entrepreneurial activities so that behavior can be encouraged for entrepreneurial interest, in turn, this motivational interest influence behavior and decision based on three main factors (1) Attitude, that refers to the ones perceived evaluation for entrepreneurship in terms of desire, (2); Subjective norm, that refers to the perceived social pressure from social network, (3); Perceived Behavioral control that refers to the one self-efficacy to execute the behavior (M. Z. A. Suffian *et al.*, 2018).

### **Perceived Educational Support**

Entrepreneurship education refers to the process of equipping graduates with entrepreneurial skills (Fayolle, Gailly and Lassas – Clerc, 2006). However, every program of entrepreneurship education targeted differently (Bridge, O'Neill, & Cromie, 1998; Gorman, Hanlon, & King, 1997; McMullan & Long, 1987). The purpose of entrepreneurship education is to enhance awareness among young graduates about entrepreneurship. Most university level education programs are intended to increase entrepreneurial awareness to prepare aspiring young graduate girls (Garavan & O' Cinneide, 1994; Weber, 2011).

Principally, education is an effective tool to transmit practical education to develop skills and confidence among females (Hamzah *et al.*, 2016). In modern era, universities can be considered as the hallmark for achieving entrepreneurial education (Cropley and Cropley, 2000), through offering various courses (Sun *et al.*, 2017) to meet modern economic requirements in response to current economic pressure. Similarly, Fox and Pennington (2009) highlighted that majority of females in Pakistan are living under that poverty, entrepreneurial education has a positive impact on the economic development of females and also to stand on one's own feet. Moreover, Entrepreneurial education organizes harmony in females to place innovation and creativity by specifically focusing on the task (Papagiannis, 2018). In this way, entrepreneurial education provides employment opportunity to females. Furthermore, it quite challenging in developing countries like, Pakistan to develop an environment that facilitates and support females for entrepreneurial growth (Nabi and Liñán, 2011). Thus, Entrepreneurial education enhances competencies that help in doing better business, but it cannot be taken out as a factor for converting education in to real venture creation (Engle *et al.*, 2010). Significantly, entrepreneurial education can be taken as important tool for promoting entrepreneurial intentions (Cropley and Cropley, 2000).

### **Perceived Relational Support**

Relationship support played an important role in shaping ones intentions, But human is idiosyncratic and life of female in traditional societies of Pakistan is shaped by family background which mainly influences perception of intention for entrepreneurial behaviour (Ajzen, 1991; Farooq, 2016; Miralles *et al.*, 2015). More specifically, females are integrated into the family due to collectivist culture, verdict of young female entrepreneurs influenced by father, mother, husband and brother (Duygu Turker and Senem Sonmez Selcuk, 2008) due to the subjective norm.

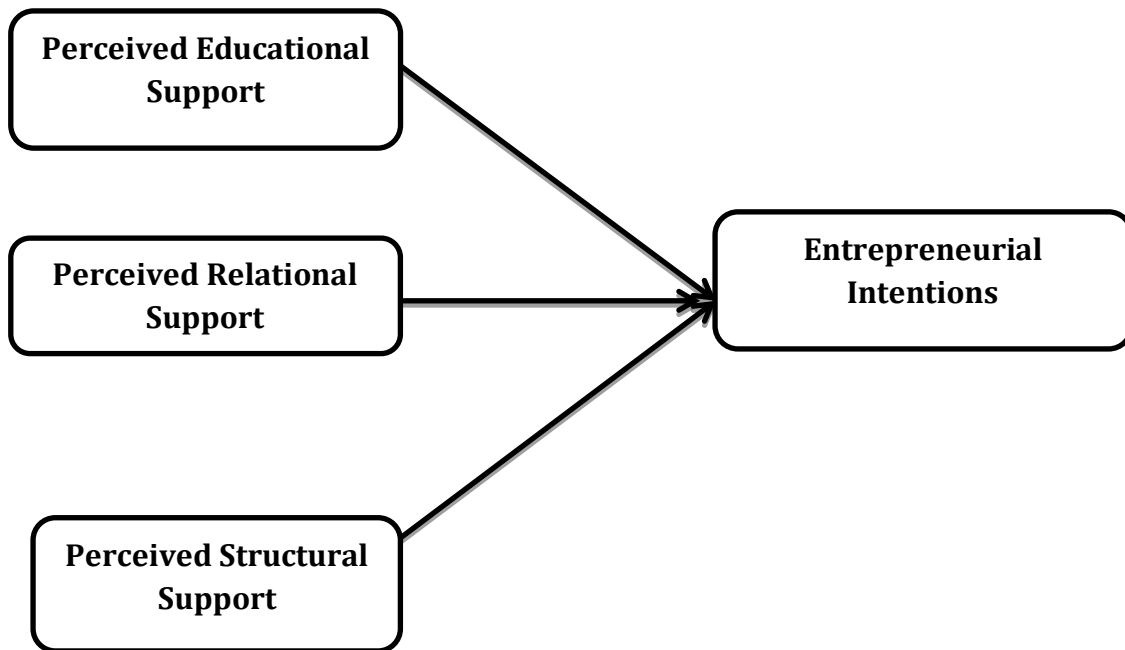
In addition to, young female entrepreneurs initially look for family circle for support (e.g. Farooq and Radovic Markovic, 2017b; Semrau and Werner, 2014; Sullivan and Ford, 2014; Uchino, 2004). Therefore, In Pakistan, family consensus necessitates the females is to accept the social norm, relationships within family (Linan and Chen, 2004). It's hard to implement the decision of entrepreneurship without family (Amama Shabir and Silvana De Gregorio, 1996). According to Kristiansen and Indarti (2004) perceived relational support in traditional societies like Pakistan, the family not only boost family entrepreneurial intentions but also pave the way for young female entrepreneurial behavior. Because, Family supports take the following form social, psychic, informational or financial support provided by the family in the form of help (Langford *et al.*, 1997).

At the same time, previous literature shown that females having entrepreneurial background tend to involve more in the family - business than females having no entrepreneurial background due to encouragement from family members and friends or due to increased attention (Suffian *et al.*, 2018).

### **Perceived Structural support**

Entrepreneurship professionals confess that government efforts constitute an effort to engage in entrepreneurial process (European Commission, 2012). Because entrepreneurship is result of individual trait and institutional context .In Pakistan, some institutions provide help to females including First, Women Bank Limited (FWBL) inaugurated by Benazir Bhutto to assist women in industrial development, Second ; Women Chamber of Commerce and Industry (WCCI) is equipping young female entrepreneurs with necessary skills by conducting seminars and holding exhibitions by encouraging females to develop products and sell it, Third; Women Business Development Centre (WBDC) supervise new venture for the initial five years and motivate them, Fourth; Small Medium Enterprises Development Authority (SMEDA) promote development of various association and various bodies of SMEs and also working for various programs such as PM youth business loan (Arooj Zeb and Shahid Jan Kakakhel, 2018 ). Other initiatives are also taken by the ministry of women development, Export Promotion Bureau (EPB) (Goheer, 2003) specifically to promote intentions of young graduates with the aim of financially supporting them so that they can be empowered.

### Conceptual Framework



Source: (Sylvia Nabila *et al.*, 2016).

### Research Methodology

This chapter will demonstrate entire methodology including sample or population size, entire questionnaire information and ethical consideration.

### Research Method

This study will use quantitative method with the aim of meeting research objectives. Previously applied method also supported by previous researchers (Autio *et al.*, 2001; Ajzen, 1991; Krueger *et al.*, 2000; Ariff *et al.*, 2010). However, Quantitative method will emphasize cause and effect relationship between determinants of entrepreneurial Intentions. Further this study will use structured questionnaire. Questionnaire will provide the views of about important determinants of intentions (Baruch & Holtom, 2008) while using five Likert scale (Babbie, 1990).

### Questionnaire Design

The questionnaire includes three variables Perceived educational support, Perceived Relational support and Perceived structural support. Questionnaire was administered in English because of official language of Pakistan. Questionnaire was physically distributed to each respondent and thus we assured everyone to completely answer all question .Questionnaire also includes demographical information.

### Population and Sample Size

There were approximately 600 female students in 4 institutes of Sukkur and Khairpur including Sukkur Institute of Science and Technology (Sistech), Dadabhoy, Institute of

Business Administration (IBA) Sukkur and Institute of Business Administration Khairpur out of which we have selected 250 respondents by using Morgan Table , 28 questionnaires were incomplete. Total response rate was 88%.

S.No		Province /Area
1.	Institute of Business Administration Khairpur Sindh/ Khairpur	
2.	IBA Sukkur University	Sindh/ Sukkur
3.	Dadabhoy Institute	Sindh/ Sukkur
4.	Sukkur Institute of Science and Technology	Sindh/ Sukkur

### Measurement Scale

This study followed three Independent variables – Perceived Educational Support, Perceived relational support, Perceived Structural Support was used to know the entrepreneurial intentions of young female entrepreneurs in Pakistan

In this study modified Turker *et al* (2005) scales were used to measure the Entrepreneurial Support Model (ESM). Then some items were adopted from Luthje and Franke (2003). Therefore, a total of nine items was obtained to measure the three dimensions of ESM. The scale entrepreneurial intentions were followed from (Linen and Chen, 2009 and Kolvereid, 1996).

**Hypothesis 1:** Perceived relational Support significantly impact Entrepreneurial intentions of young female entrepreneurs

**Hypothesis 2:** University is providing business education and business education has no impact on entrepreneurial intentions

**Hypothesis 3:** Perceived Structural Support significantly impact Entrepreneurial intentions of young female entrepreneurs

### Data Collection Sources

Both sources were used including primary and secondary source.

### Data Analysis and Interpretation

Various test performed were performed including descriptive statistics, Reliability analysis while using SPSS version 23 . In the last, to test hypothesis multiple regression and correlation test was also performed.

### Descriptive Statistics and Reliability Analysis

#### Sample

Total 250 questionnaires were distributed, 222 responses were collected and the remaining 28 responses were incomplete, that were excluded from data.

**Table 1 Demographic Profile of respondent**

<b>Profile of Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Female	222	100
<b>Age Group</b>		
21-25	159	71
26-30	40	18
31-35	17	07
Above 35	06	02
<b>Qualification</b>		
Graduation	162	72
Masters	56	25
MS/PhD.	04	1.8
<b>Father's Profession</b>		
Public Sector Employee	74	33
Businessman	64	28.6
Administrative Employee	49	21.9
Worker	18	08
Private Sector Employee	17	7.6

Demographic profile of females indicates that all females were selected, so the genders of females were 100 %. Majority of females belonged from the age of 21-25 with 71 % ,26-30 (18 percent ) , 31-35 (07), above 35 (02 %). Majority of females were graduates with 162 with 72.3% , Masters (25) , M-Phil /PhD (1.8). Majority of the female's fathers profession was Public sector Employee with 74 with 33% others with majority of 28.6%.

### **Cronbach Alpha & Descriptive Statistics**

**Table 2 Descriptive Statistics and Cronbach Alpha of variables**

<b>Variables</b>	<b>No. of Items</b>	<b>Mean</b>	<b>Stand. Dev.</b>	<b>Cronbach <math>\alpha</math></b>
Perceived Educational Support	3	7.216	3.425	.79
Perceived relational Support	2	4.910	2.554	.77
Perceived Structural support	4	10.771	4.291	.66
Entrepreneurial Intentions	4	9.374	4.460	.76
PSM & Entrep. Intentions	13	32.615	8.790	.65

The perceived Educational support indicates (  $M= 7.216$  , $SD =3.425$  ,  $\alpha= .79$ ), Perceived Relational support ( $M= 4.910$  , $SD =2.554$  , $\alpha=.77$ ), perceive structural support ( $M= 10.771$  , $SD =4.291$  ,  $\alpha =.66$  ) , Entrepreneurial Intention (( $M= 9.374$  , $SD = 4.460$   $\alpha =.76$ ). Moreover, all Variables of Perceived support model and entrepreneurial intentions showed good internal consistency (( $M= 32.615$ ,  $SD =8.790$ ,  $\alpha=.65$ ).



### Factor Analysis

Rotated component matrix. <b>Table 3 Factor Loadings</b>	
Items	Factor Loadings
<b>Perceived Educational Support</b>	
1. Education in university encourages me to develop creative ideas for being an entrepreneur.	.874
2. My university provides the necessary knowledge about entrepreneurship.	.857
<b>Perceived Relational Support (PRS)</b>	
1. If I decided to be an entrepreneur, my family members	0.839
2. Support me If I decided to be an entrepreneur, my friends support me	0.867
<b>Perceived Structural Support (PSS)</b>	
1. Taking loans from banks is quite difficult for Entrepreneurs in Pakistan	0.912
2. State laws (rules and regulations) are averse to running a business.	0.843
<b>Entrepreneurial Intentions</b>	
Motivated to become self Employed	0.860
Motivated to become employed	0.839

### Exploratory Factor Analysis (EFA)

Exploratory factor analysis was conducted to know the arrangement of items related to theoretical model Selected (Tabachnick and Fidell, 2007). To analyze the accuracy of items KMO test was also performed. Rotated pattern Matrix was also conducted for the representation of groups as a factor (Pallant, 2010). Initially, all items were loaded. Total of 5 items was excluded.

### Hypothesis Testing

**Table 4 Pearson Correlation**

Variables	1	2	3
E. Intention	1		
Perceived Relational	.232	1	
Perceived Structural	.226	.259	1

\*Significant at the 0.05 and 0.01 levels (two-tailed), respectively

### Pearson Correlation

All the results of the correlation table are presented in table 4. The main aim of the Pearson correlation was to know the strength of the mutual relationship between the variables of the research. Therefore, in this study all variables Perceived Relational Support and perceived structural support and perceived educational support showed positive significant correlation with entrepreneurial intention . Perceived Relational

Support ( $r = 0.388$ ), while perceived educational Support showed positive significant correlation ( $r = .232$ ) and perceived structural support also showed positive significant correlation ( $r = .226$ ) on entrepreneurial intentions.

Table 5. Results of Multiple Regression Analysis

Variables	Beta	t values
Perceived Relational	0.14	1.997
Perceived Educational	-0.196	-.2936
Perceived Structural	.0492	.061
Dependent Variable: Entrepreneurial Intentions (EI) R-square= .475 Adj. R-square= .246 n=222		

### Regression Results

Results of regression analysis are shown in the table 5. The R<sup>2</sup> is indicating the variation of 11.2 percent in the entrepreneurial intentions, Perceived Relational, educational and Structural support. The all variables of perceived support model (Perceived, Relational and Educational support) were related to entrepreneurial intentions. Only one variable relational support significantly impact entrepreneurial intentions ( $B = 0.14, p > 0.05$ ), Hypothesis 1 is accepted, while Perceived educational Support ( $B = -0.196, p > 0.05$ ) do not impact EI, Hypothesis 2 is rejected, Perceived Structural support ( $B = .0492, p > 0.05$ ) made significant impact on entrepreneurial intentions Hypothesis 3 is accepted.

### Discussion

#### Hypotheses

Entrepreneurial ambitious young females look for family support. Relational support refers to the support that fresh graduates receive from the family background or from relatives or from friends (Türker and Selçuk, 2009). Thus, being the part of eastern culture and traditional society of Pakistan, decisions approved by the head of the family due to input provider (Zellweger, Seiger and Halter, 2011). The role models are rare and females family background provides support guidance (Karimi *et al.*, 2013; Kirkwood 2007), in the form of social, psychic, financial and informational support. In general, family support provide build self-efficacy among young females. Moreover, it positively influences females' intentions to utilize human capital received from business education (Becker, 2011). In this way, it will enable the young females to utilize stock of knowledge by creating a venture by practically experiencing things (Bygrave, 2001).

**Hypothesis 1:** Perceived relational Support significantly impact Entrepreneurial intentions of young female entrepreneurs ( $B = 0.14, p > 0.05$ ).

In order to understand Education and entrepreneurial intentions relationship, it is important to understand the difference between entrepreneurial education and business education. Entrepreneurship Education provides knowledge that how about alternative career path to be employed (Slavtchev, Laspita and Patzelt, 2012), because entrepreneurial education specifically focuses the development of skills by focusing on business planning, firm venture creation process in education (Linan, 2008). In this way, it impacts intentions and entrepreneurial behaviour. Whereas business Education

provided in different universities of Pakistan as a part of degree subject and they selected randomly as part of class education, they taught with technical business information in business administration, but not emphasize venture creation (Grey, 2002). Significantly, it can be concluded that SALU university is not providing appropriate entrepreneurial education and it do not emphasizing venture creation and providing business education as a part of degree so that they can be employed rather than developing entrepreneurial intentions to start business after completing degree .

**Hypothesis 2:** University is providing business education and business education has no impact on entrepreneurial intentions ( $B=-0.196, p>0.05$ ).

Structural Support refers to the support that female entrepreneurs receive from the government (Türker and Selçuk , 2009). Hence, Entrepreneurial intentions shaped according to the supportive government climate (Duygu Turker and Senem Sonmez Selcuk, 2008). The government of Pakistan is providing support in the form of financial aid, tax incentives and other schemes such as loaning through Women Bank Limited (FWBL), Women Chamber of Commerce and Industry (WCCI) help female SME's for initial five years, Women Business Development Centre (WBDC), Small Medium Enterprises Development Authority (SMEDA), Ministry of women development and export promotion Bureau (Arooj Zeb and Shahid Jan Kakakhel, 2018) is various initiatives . These above institutions are providing support to females and encouraging them to engage in various entrepreneurial activities (Türker and Selçuk, 2009).

**Hypothesis 3:** Perceived Structural Support significantly impact Entrepreneurial intentions of young female entrepreneurs ( $B= .0492, p>0.05$ ).

## Conclusion

This study mainly attempts to analyze the entrepreneurial intentions among young graduates of universities. Research findings suggest that Perceived relational support from family, parents and friends have significant impact on EI. The higher the assistance of family, the higher the intentions of young graduates. The inclination for entrepreneurship among young female graduates is mainly supported by role of family. Because of career selection decision made with the approval of head of the family (Husband, Father or brother) (Amama Shabir and Silvana De Gregorio, 1996). More specifically, it's quite difficult for females to start business without informing family, because of all necessary inputs provided by family or relatives (Nanda and Sorensen, 2009). Most importantly, the cultural practices of Pakistan allow females to access more familial networks rather than getting help from other networks due to purdah in the form moral support, appreciation in words or financial assistance.

Although government is taking various initiatives in the form of developing various entrepreneurship universities . The other structural support including Women Bank Limited (FWBL), Women Chamber of Commerce and Industry (WCCI), Women Business Development Centre (WBDC), Small Medium Enterprises Development Authority (SMEDA) is playing very important role by assisting young graduates (Tanjui Qui, 2017). Hence, government is taking wonderful initiatives specifically to support females in order to promote their intentions specifically to alleviate poverty among young female graduates (Ventura and Quero, 2013).

Analysis of perceived educational support involves the entrepreneurial courses learned at the university for formation of entrepreneurial skills and confidence in solving problem with the aim of stimulating their interest. Entrepreneurial intentions is not the outcome of post business education, it's simply a self-Selection Bias, So that young females can be employed at any company by large firms. However, most of the universities in Pakistan is providing education of business as a subject that emphasizes technical information but not venture creation. Similarly, a number of educational and vocational programs are running which mainly focuses on the sketch which is harder to transmit within the training and entrepreneurial education failed to address the attention of females for venture creation. The above factors imply that females due to lack of practical entrepreneurial education, females failed to open a formal business. In addition to, Entrepreneurial education in Pakistan is insufficient for practical entrepreneurial intentions.

### **Practical Implication and Future Directions**

In this study, Relational support was considered important. In fact, the growing role of education professional in the universities cannot be neglected while promoting entrepreneurial intentions of young female entrepreneurs in real. Moreover, education is the only way to transfer skills from professionals to young girls by specifically focusing on venture creation in training or in educational programs which is very rare in universities in Pakistani universities while promoting new entrepreneurial education method. The policy makers should specifically focus on female entrepreneurship while making policies in current economic pressure in order to promote economic stability. However, for future research "The Role of university professionals in promoting young female entrepreneurial intentions" can be considered for future research. In addition, "The role of government financial assistance for promoting entrepreneurial intentions" can also be considered for future research.

### **Recommendations**

The government can play an instrumental role by refreshing masculine policies.

In response to economic pressure, the government should support females specifically in finance because females lack property in their names.

Universities can play an important role while focusing specifically on modern entrepreneurial courses.

Head of the institutions should focus on developing separate institutions for entrepreneurial education other than traditional institutions to reduce unemployment among females to give response to current economic pressure

### **Limitations**

This study is only conducted in the context of Pakistan, however, this study is applicable in an international context. This study has only highlighted three variables for promoting entrepreneurial intentions and failed to add other variables like personal attitude, Subjective Norm, perceived behavioral control. Moreover, this study has conducted in the context of Pakistan and data has been only collected from Sindh province due to limited resources.

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