

## **Mediating role of Student's attitude between Entrepreneurial Education and Entrepreneurial Intentions: Evidence from Sindh, Pakistan**

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### **ABSTRACT**

*This research examines the role of entrepreneurial education on entrepreneurial intentions among business graduates of public and private universities of Sindh, Pakistan. Since the last decades, entrepreneur education has increased tremendously even today in different disciplines pupils and students are taught entrepreneurship at various education levels. Entrepreneurship is one key aspect through which a country can be transformed into a knowledge-based economy. However, it is one of the challenging tasks to change the intentions of pupils rather than seeking a job they venture into business. The research mode was grounded in a hypothetical framework, entrepreneurial education including curricula, in encouraging entrepreneurship, to assess entrepreneurial intentions as a dependent variable with mediating role of attitude. The questionnaires were handed to students of universities by implying face to face as well as drop off and pick up methods. The derived result ratio was 492 (88%) from distributed questionnaires for the succeeding process of collecting data. The data, that was gathered and collected made handy and was analyzed by using Smart-PLS-3 Structural Equation Modeling techniques and PLS-MGA techniques for comparison of two groups. Descriptive numerical data was further carried out for showing demographic features, harmonious elements through SPSS-26, to validate the goodness –fit of the model, and hypotheses were inferred for the practical study. The suggested study model was transformed, and it plays a key role in the theory and progress of the novel variables. Three of the hypotheses H1, H2, and H3 were accepted for the study. The results of the study helped to extract a bulk amount of information on entrepreneurship education in public and private universities. Even it suggested certain recommendations and put forwarded practical measures for the succeeding research and field study in the domain of entrepreneurship with a deep interest in entrepreneurial students in the coming future.”*

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**Keywords:** *Entrepreneurial Education, Entrepreneurial Intentions, Students' Attitude, Business Graduates,*

### **INTRODUCTION**

It has been recognized that entrepreneurship education works as an antidote to both poverty and unemployment among the youth of developing and developed countries. According to Hahn, Minola, Bosio, and Cassia (2020), individuals are provided with the skills of entrepreneurship and prepare them to engage in entrepreneurial activities, universities offer entrepreneurship education (EE) courses. However, the growing number of studies on EE impact offers mixed and contradictory results. Akpomi (2017) also explained that the

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educational system of any country is only the option for sustainable economic growth and development, so this should be considered as the bedrock of significant development. According to Ojeifo (2013), entrepreneurship education is a method through which people are made taking interest in their society. It empowers them to get equipped for living in society and subsidize economic growth and development. This infers that entrepreneurship education is a bedrock for sustainable economic development. The process of innovative and creative activities is called entrepreneurship, where potentially in products value is added, the job opportunities are created, productivity is raised, markets are being revitalized and diversified, the welfare for society is made better, and more broadly the development of the economy (Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2019).

Entrepreneurship research has attracted the attention of many scholars from different social sciences in terms of cross-national variation in entrepreneurial activity, the reasons behind this phenomenon, and its possible consequences on the economy (Urbano, Aparicio, & Audretsch, 2019). Entrepreneurship Education (EE), encompassing the pedagogical courses, programs, and processes offered to students to develop or strengthen their entrepreneurial traits, attitudes, and skills (Hahn, Minola, Gils & Huybrechts 2017). Belongs to a broad set of initiatives that have been adopted by educational institutions and are stimulated by policymakers in response to the widespread belief that entrepreneurship acts as an engine for economic prosperity (Shah & Pahnke, 2014). The people are gifted with skills of entrepreneurship, who can distinguish and follow up on opportunities of new businesses, drive the growth of the economy and wellbeing of society by spurring the exploitation and knowledge commercialization, by furnishing people with these skills, the relevant contribution can be made to society by the university (Audretsch, 2014; Audretsch & Belitski, 2013). Entrepreneurial activities are becoming very important day-by-day for the world these help the government in reducing the unemployment rate in terms of giving opportunities by opening new businesses. Besides, it is demonstrated by different researchers that entrepreneurship is crucial in making and satisfying countries' economies. Entrepreneurship growth is significantly related to the nation's economy (Dickson, Solomon, & Weaver, 2008). In Pakistan, universities are making efforts to promote EE by core subjects in private and public universities. Entrepreneurship subjects are offered as a part of business curricula and organizing seminars, short courses, student training, conferences, and other courses. All stakeholders, as well as government, always try to ensure delivering continuous lectures on EE in modern society. Furthermore, the role of universities is increasing in promoting Entrepreneurship Education.

In April 2019, the government of Pakistan has sanctioned a loan scheme for the youth of Pakistan with the name Prime Minister Youth business loan (PMYBL) to reduce the unemployment rate in Pakistan. Government of Pakistan is making serious efforts to motivate business graduates to be an entrepreneur via utilizing skills, knowledge, and ability instead of remaining jobless. The most recent couple of decades have seen a striking ascent in small business as well as self-employment proprietorship in most created economies, and much open strategy in this setting has been coordinated toward expanding the supply of business professionals. In the meantime, numerous nations have encountered expanding pay disparity and stratified joblessness. Regardless of these two parallel monetary patterns, ponders that test the immediate connection among business and in general workforce imbalance remains cannot in the still to a great extent separate literary works on enterprise and disparity (Wright & Zahra, 2011).

The researcher explored that entrepreneurship training and outcomes of training have a positive relationship between both. However, "there is a lack of research regarding the outcomes of entrepreneurship education ". Therefore, there is more need for researching entrepreneurship training and its effect on better understanding the relationship between both. Besides, the effect on motivating to become entrepreneur, an entrepreneur is one who ready to open a new business with taking a higher risk for getting a high return if researcher review on past research, which is debatable but still needs to be more research to know the better link between training and outcomes. This study will contribute more to this research to know better entrepreneurial intentions (Pittaway & Cope, 2007). The entrepreneurship role is like an engine of countries' economies for building new companies. It uplifts the economy via animating innovation as well as new technologies in a competitive market. Entrepreneurship provides the public with new products as well as services for the betterment of the public and environment where the public lives by utilizing new methods in production (Thurik & Wennekers, 2004). The connection between monetary development as well as business enterprise explores indicators for entrepreneurship jobs to unemployed graduates. Specialists pleased that entrepreneurship is a positive wellspring related to imaginative activities as well as start working and along these lines importantly affects financial improvement. Along these lines, business people assume a significant job in changing developments and thoughts into activities of the economy (Baumol & Swanson, 2002). The paper contributes to developing the entrepreneurial intentions of university students, the results contribute to important implications for universities from both academic and practical perspectives.

#### **LITERATURE REVIEW**

Traditionally various asset pricing models exist to explain the risk-return relationship. At first, Sharp (1964) developed the capital asset pricing model (CAPM) and explain the expected return of the asset using market risk. Over time extensions have been occurred in CAPM and CAPM with a three-factor model has been introduced by Fama and French (1993). They identified three risk factors book to market ratio, market risk and firm size in the valuation of assets. In 1973 Intertemporal CAPM (ICAPM) has been presented by Merton. According to ICAPM assets are valued in the context of changing wealth and investment opportunities. Roll and Ross (1984) studied the relationship between systematic factors and price and proposed the Arbitrage pricing theory (APT). APT incorporates macroeconomic factors as multiple risk factors in explaining asset returns. The basic assumption of CAPM and APT is frictionless market and transaction cost has no role in the trading of securities. These models assess the worth of assets based on the present value of future cash flows. If future cash flows of the securities are the same these securities should trade in the market at the same prices. Practically the prices of securities are different in the market it means various factors including illiquidity involve in this price differential. The future potential of trading of security makes liquidity an important factor in the valuation of assets (Bhattacharya, Bhattacharya, & Jha, 2020)

Amihud and Mendelson (1986) analyze the effect of liquidity on stock returns for the first time. Chordia, Roll and Subrahmanyam (2000) introduced another phenomenon of liquidity commonality in liquidity literature. There is a co-movement between market liquidity and stock liquidity. Investors receive a commonality premium in the required rate of return when they bear liquidity commonality risk. The factors involving asymmetric information, transaction cost, less transparent information and search costs that affect the demand and supply of stocks originate commonality in liquidity in stock markets (Kumar & Misra, 2019).

Pastor and Stambaugh (2003) introduced another liquidity risk channel flight to liquidity risk in liquidity literature. Flight to liquidity risk originates when illiquid assets are replaced with liquid assets. Investors are ready to pay a premium for liquid stocks because these stocks are easily liquidated in illiquid market conditions. Therefore, there is a negative association between expected equity returns and flight to liquidity risk. Acharya and Pederson (2005) developed a liquidity adjusted capital asset pricing model and proposed another liquidity risk at an individual level depressed wealth effect of liquidity risk. As the investor is ready to get a low return on the assets that remain liquid when the market return is down. So it has also a negative relationship with excess stock returns.

The liquidity adjusted capital asset pricing model has been empirically analyzed in the developed stock market including New Zealand, American and Australian stock markets (Chen, Chou & Yen, 2016; Kim & Lee, 2014; Vu et al., 2015). The results of the study demonstrate that liquidity risks at the individual and aggregate levels are priced in a developed stock market. The study observed a positive flight to liquidity in the U.S stock market and a negative depressed wealth effect of liquidity risk in Australian stock markets. Commonality liquidity risks are positively compensated in the developed markets. Foran, Hutchinson, & O'Sullivan, (2015) investigated asset pricing with liquidity risk using tick data for 12 years in the UK. The market structure in the UK is different relative to the U.S. The results of the study have revealed that the commonality of liquidity is positively priced in the UK. Vu et al., (2015) also found that commonality liquidity risk is one of the prominent liquidity risks in the stock market of Australia. Similarly, Silva and Machado (2020) have investigated that commonality liquidity premium is highly concentrated during the period of international financial crises in the Berzelian stock market.

Liquidity adjusted capital asset pricing model has been tested in the emerging market including India, Finnish stock market and Ghana stock market (Hirvonen, 2016; Hongxing and Duduchoge, 2017). The findings of the study demonstrate that liquidity risks are priced in the Finish stock market, the Indian stock market and the Ghana stock market. However, liquidity commonality risk is significant but negative in the Ghana stock market. In India, liquidity commonality risk is prominent and significantly positively priced in their securities. In contrast to these studies Butt (2015), reports that there is no significant relationship between liquidity risk and asset pricing in the Finnish stock market. Similarly, Rehman et al., (2020) also suggest that liquidity portfolio strategy does not contribute to asset pricing in the Pakistan stock exchange.

At the global level, Saad and Samet (2015) tested LCAPM and report that among liquidity risks depressed wealth effect of liquidity risk is prominent and significant. The contribution of the depressed wealth effect of liquidity risk towards total liquidity premium is 70% at the global level. The study is the extension of the above studies and empirically analyzes the LCAPM model in Fama and French framework. It includes liquidity risks at an individual and aggregate level along with controlling factors including firm size and momentum.

### **Entrepreneurship curriculum**

The entrepreneurship curriculum was educated by the philosophical goals that clarify how educational modules in degree projects can add to the arrangement of new entrepreneurs. Another researcher Alvarez and Barney (2007) clarify learning and educating activities for students to make and dispatch new businesses. Entrepreneurship curriculum modules were

thoroughly observed as a procedure of equipping students with qualities and learning to scan, find, and make doors open for setting up new businesses. Similarly, Cope (2012), illuminates on cognition job informing enterprise conduct and frames of mind between students. The sociological space gave clarifications of how the social setting influences the learning of business enterprises (Acs & Audretsch, 2005), contend that business educational modules must be restricted to big business arrangements and development. This infers instructing of the enterprise must be worried about educating business development. This study focused on the objective setting for business education programs (Fayolle, 2012), consider entrepreneurship to be the development and arrangement of new organizations. Consequently, these methods bring insight for forth-instructive objectives that look to influence undergraduates to rise as business initiators and innovators. Showing techniques, thusly, are fixings to acknowledge the accomplishment of business enterprise objectives in degree programs (Solomon, 2007).

### **Attitude factors**

Many researches are available on higher education's importance to manipulate the potential entrepreneurs in the Arab region (Majumdar & Varadarajan, 2013). The researcher has enlightened the importance of creativity and risk attitude as cultural importance. Some elements have been identified in the research, which could be strongly linked to potential entrepreneurial as well as success, this research conducted in gulf countries. Additionally, the Motivation factor is keeping crucial elements for explaining entrepreneurial achievement, particularly in Emirati women and employees of information technology firms (Danish, Asghar, Ahmad, & Ali, 2019; Ryan, Tipu, & Zeffane, 2011). Madichie and Gallant (2012) identified motivation elements of Emirati women owners in UAE country, further, it is found that government policies and sociocultural environment also play an important role in increasing Emirati women business owners in the region where it is surveyed, research showed these elements have positive changes. It has also shown a green signal to understand decisive elements for policymakers to influencing entrepreneurial propensity (Seott & Twomey, 1988).

Researchers (McNally, Martin, Honig, Bergmann, & Piperopoulos, 2016) indicated that nowadays youth is taking too much interest to be an entrepreneur as a career. therefore, it's important to discover main elements which influence on entrepreneurial behavior of youth who wants to be an entrepreneur.

### **ENTREPRENEURIAL INTENTIONS**

Entrepreneurial intentions (EI) are studied as one of the most reliable precursors of entrepreneurial behavior resulting in the creation of new enterprises (Fernández-Pérez, Montes-Merino, Rodríguez-Ariza, & Galicia, 2019). The involvement in any kind of entrepreneurial activity is not solely dependent on the opportunity but, it is rather, considered an intentional behavior. Thus, it reflects an amount of cognitive processing of stimuli from the environment, before startup. The intention to get involved with entrepreneurship refers to one's will or belief in one's entrepreneurial future is called entrepreneurial intentions (EI) (Sitaridis & Kitsios, 2017). Intention actually is the cognizant process before one's actual involvement in self-employment (Liñán & Chen, 2009). Today's ultra-competitive businesses pose new ambitious challenges for universities to become entrepreneurial, to promote creativity and student aspirations to start up a business, to contribute to the spirit of entrepreneurship, to provide the knowledge necessary for the development of business and to introduce new and innovative entrepreneurship programs. (Bauboniené, et al., 2018).

## **RESEARCH METHODOLOGY**

In this study, the structured close-ended questionnaire was circulated among participants to gather primary data. The questionnaire was consisting of 29 items excluding the demography of respondents from strongly agree to strongly disagree. The items in the questionnaire were compiled based on intentions, education, and attitude variables. The research was aimed to assess the role of entrepreneurial education on entrepreneurial intention with the mediating role of attitude.

The data were collected from the university graduates of public and private universities of Sindh province, the sample size for this study was 492 graduates, including male and female students, in sample techniques simple random method for sampling was used for the requirements of the research to be met. The technique that has been used was quantitative research. This research was conducted through primary sources, such as questionnaires were distributed among students in printed form. A cover letter with an explanation regarding survey intentions and confidentiality of respondents given information was affixed together with the questionnaire.

The Smart PLS-3 software was used for the analysis of data where descriptive, inferential statistics, reliability, validity, outer loading, path coefficient, path analysis, beta analysis through SEM were applied. Independent variables that were studied and that included entrepreneurship curricula and the dependent variable are Entrepreneurship Intention, and attitude used as mediating variables for this research. PLS-MGA analysis was also applied to compare the intentions of both sectors students where comparison through path coefficient, comparison through t-test, the comparison through standard deviation, and the p-value was tested. The students who took part in the survey characterized the range of age group and education level. The students of the final year with the subject of entrepreneurship were part of this study.

### **Research Results**

The results portion presents the analysis of data related to responses from university graduates of the final year who have studied the subject of entrepreneurship as a core in their schemes. Public and private universities of Sindh province were selected for the research. The students of the final year in business administration participated in the survey questionnaire.

### **Respondents' profile**

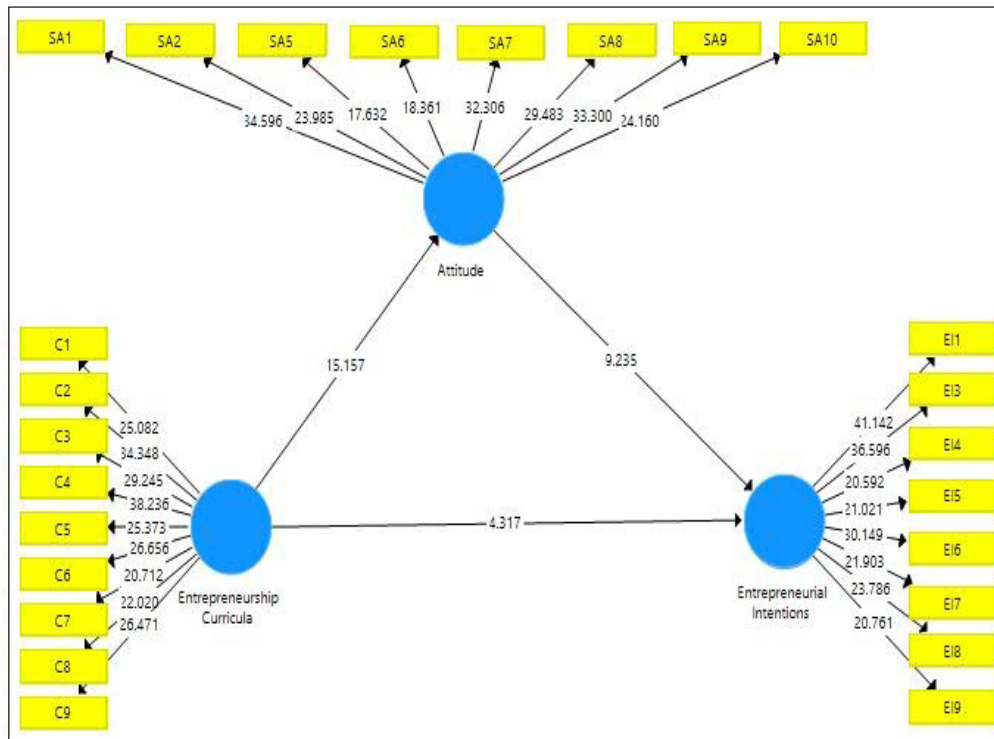
Descriptive analysis is used to describe the respondents' profile; it is used to calculate mean, standard deviations, frequency distributions, and percentage distributions. The descriptors are used to measure the demographic variables of the study consisted of five items named; gender, age group of the respondents, name of the university, university belongs to either public sector or private sector, and the scheme in which students are enrolled.

### **Analysis using Descriptive Statistics**

The five items related to student demographics were analyzed through descriptive statistics; it includes 492 respondents among them 254 (51.6%) were male respondents and 238 (48.4) were female respondents. In the age group of the respondents, 418 (85%) were between the age of 21-24, and 74 (15%) were between the age of 25-30 years. The data were collected from 10 public sector universities and 11 private sector universities, while 220 respondents (44.7%) belong to the public sector and 272 (55.3) respondents belong to private sector universities, the



data were collected only from business graduates, While in course scheme 306 (62.2%) were enrolled in BBA, 108 (22.0%) were enrolled in the MBA 1.5 year program, 6 students (1.2%) were in the scheme of 2.5 years, and the rest of the respondents 72 (14.6%) were belonging to an MBA 3.5 year scheme.



**Figure 1:** SEM Path Analysis

Above is figure no. 1 which represents the variables of research. Three variables one independent, one dependent, and one mediating variable was used for the study, the model was analyzed through smart PLS3, the model shows that beta value between the variables is positive and hypotheses which were developed for the study are supposed to be accepted and validated. The figure also demonstrates that AVE was also tested where few items were dropped out due to the high error term and remaining items were retained for the analysis where curricula have 9, Attitude with 7 and EI with 8 items model was tested, the effect of mediating variable of attitude was also assessed in this study with entrepreneurial intentions, and the relationship of mediating variables was found significant with the dependent variable and it shows the full mediation towards EI as attitude is predicting in a better way to EI.

**Table 1:**  
*Reliability of Composite Variables*

Variables	Cronbach's Alpha	Acceptable Cronbach alpha
University Curricula	0.914	Excellent
Students' Attitude	0.889	Good
Entrepreneurial Intentions	0.893	Good

The reliability of constructs was measured in the above table of reliability, in the result of reliability; the cutoff value Cronbach alpha of all variables is greater than .70, which demonstrates that the reliability of all composite variables is acceptable. According to Hair, Risher, Sarstedt and Ringle, (2019), it is considered to be poor if Cronbach alpha value is less than .60, and in the range, of .70 it is acceptable, the value considered to be good if it ranges from 0.70 to 0.89, and considered excellent when it is greater than 0.90 values in the column of Cronbach alpha are found.

**Table 2:**  
*Average Variance Extracted (AVE)*

<b>Variables</b>	<b>Average Variance Extracted (AVE)</b>
University Curricula	0.542
Students' Attitude	0.512
Entrepreneurial Intentions	0.500

Average variance test was also performed to check the AVE of constructs; AVE indicates the amount of estimated variance in parallel to the clump of variance due to the measurement error. When to expound the AVE as measurable reliability for a construct as recommended by Hair, et al., 2019 & Chin, 1998, it should be greater in value from .50 or at least .50 in value which prudent the variance apprehend more measurement error in construct. In the column of AVE table shown below, it is visible that all values are above .50 this means it fulfills the requirement as recommended.

**Table 3:**  
*Discriminant Validity*

<b>Variables</b>	<b>Entrepreneurial Intentions</b>	<b>Students' Attitude</b>	<b>University Curricula</b>
Entrepreneurial Intentions	0.735		
Students' Attitude	0.517	0.730	
University Curricula	0.432	0.539	0.736

The AVE statistics can likewise be utilized to survey discriminant validity by figuring the square root of the AVE measurements and contrasting them with the correlation between the latent factors (Chin, 1998). This also gives a test that besides this furthermore variation between the set of items and latent variables is shared, and then represents a dissimilar set of items with other latent variables (Chin, 1998). By using Fornell and Larcker (1981) procedures outlines to establish Discriminant. The table of discriminant validity shows the correlation between AVE average variance extracted and latent constructs of every variable as shown on the diagonal. The squared correlation must less than AVE of every underlying construct between the variables to have discriminant validity as prescribed by Fornell and Larcker (1981). The AVE is supported by constructs between the square of the correlation of constructs.

### **Econometric model of the study**

The study tests seven LCAPM specifications proposed by Vu et.al., (2015). These specifications are



**Table 4:**  
*Outer Loadings*

Items	Entrepreneurship Curricula	Students' Attitude	Entrepreneurial Intentions
EC1	0.730		
EC2	0.782		
EC3	0.766		
EC4	0.801		
EC5	0.728		
EC6	0.740		
EC7	0.673		
EC8	0.688		
EC9	0.709		
SA1		0.736	
SA5		0.724	
SA6		0.669	
SA7		0.676	
SA8		0.762	
SA9		0.781	
SA10		0.751	
EI1			0.764
EI3			0.766
EI4			0.671
EI5			0.689
EI6			0.747
EI7			0.682
EI8			0.699
EI9			0.631

Note: SA2, SA3, SA4, SA11, SA12, E2 were eliminated due to low loadings.

Outer loadings were also applied in the table shown above, initially, entrepreneurship curricula contained nine items (EC1, EC2, EC3, EC4, EC5, EC6, EC7, EC8, EC9) and after performing outer loadings analysis no change was found in the variable as all variables were according to the required value as suggested by chin (2010) which is must be .60 and above, so in curricula, all the items were up to the mark. The second variable is the attitude which contained twelve items (SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8, SA9, SA10, SA11, SA12), after performing outer loadings analysis five items were dropped subsequently (SA2, SA3, SA4, SA11, SA12) from analysis because their error term, the 7 seven-item was retained, the third variables are entrepreneurial intention which contained total nine items and on item (EI2) eliminated because of the high error term. Finally, 9 items of entrepreneurship curricula, 7 items of attitude, and 8 items of entrepreneurial intentions were retained for model testing.

**Table 5:**  
*R Square*

Endogenous Variables	R Square	R Square Adjusted
Entrepreneurial Intentions	0.36	0.361
Students' Attitude	0.325	0.324

R square table results show that how well the independent variable predicted the attitude, results show that 32.5% (percent) of the inconstancy of the dependent variable is represented by entrepreneurship curricula in the model, while 36 percent of entrepreneurship curricula predicted the entrepreneurship intentions. The adjusted r-square indicated that 32.5% of attitude and 36% of entrepreneurial intentions is represented by the variable in the model (curricula).

**Table 6:**  
*Path Co-efficient Analysis*

Exogenous Variables	Endogenous Variables	Std Beta	Std Error	T-Value	P-Value	Remarks	Decision
Entrepreneurs hip Curricula ->	Attitude	0.574	0.038	15.175	0.000	Significance	Supported
Attitude ->	Entrepreneurial Intentions	0.451	0.049	9.235	0.000	Significance	Supported
Entrepreneurs hip Curricula ->	Entrepreneurial intention	0.220	0.050	4.317	0.000	Significance	Supported

Path coefficient analysis was used to measure the significance of the model. The model will be statistically significant if the value of p is significant. The above table shows the p-value for entrepreneurship, attitude, and entrepreneurial curricula are less than zero (<.05) demonstrating the significance of these factors. The beta value of every independent variable is also positive, implying that any enhance in any of these variables will positively affect the dependent variable which is entrepreneurial intentions, and therefore all hypotheses are supported, that is entrepreneurial education impact on entrepreneurial intention through mediating role of students' attitude towards entrepreneurship.

**Table 7:**  
*Confidence Interval*

	Original Sample (O)	Sample Mean (M)	5.0%	95.0%
Entrepreneurship Curricula-> Attitude	0.570	0.574	0.511	0.633
Attitude-> Entrepreneurial Intentions	0.451	0.453	0.369	0.534
Entrepreneurship Curricula-> Entrepreneurial Intentions	0.218	0.220	0.137	0.301

The mediation was also tested by following the suggestions of (Preacher & Hayes, 2004; 2008) by bootstrapping the indirect effect. If the 0 does not straddle between confidence interval then significant mediation is concluded there. The above table shows that there is no zero in between 5% and 95% confidence interval, which confirms the mediation.

### Hypotheses Testing

The examinations were led to testing the hypotheses, the H1, H2, and H3 to examine the influence of the independent variable (curricula) on the dependent variable (intentions) through mediating the role of attitude.

HYPOTHESIS 1: Entrepreneurship curricula (EC) has a significant relationship with entrepreneurial intention (EI)

The first hypotheses were developed in a sense to measure the effect of curricula on intentions; to test the hypothesis path analysis was also applied. Given the p-value at  $0.000 < .05$ , the first hypothesis is accepted and the study of Wilcoxon W is authenticated with a link that entrepreneurship education (curricula) has an impact on the entrepreneurial intentions of university students.

Constructs	STDEV (Public Universities)	STDEV (Private Universities)
Entrepreneurship Curricula -> Attitude	0.050	0.050
Attitude -> Entrepreneurial Intentions	0.075	0.065
Entrepreneurship Curricula -> Entrepreneurial Intention	0.075	0.070

HYPOTHESIS 2: Attitude has a significant relationship with entrepreneurial intention (EI)

The second hypothesis was also supported at p-value  $0.000 < .05$ , the values I .std beta, std dev, and t-value are also positive. The result of H2 shows that the impact of attitude on intentions is statistically significant.

HYPOTHESIS 3: Entrepreneurship curricula (EC) has a significant relationship with entrepreneurial intention (EI).

H3 was intended to see the influence of EC on EI, to test the hypothesis path coefficient analysis was applied, given analysis test results, the H3 is also supported with the basic assumptions at p-value  $0.000 < .05$  and other values are retained positive, Thus the hypotheses found validate with the previous theory of Ede, Solomon et al. 2007 and others and also with an original scale of Aptfelthaler et al. 2008 and others.

#### PLS-MGA ANALYSIS TO COMPARE INTENTIONS OF BUSINESS GRADUATES OF PUBLIC AND PRIVATE UNIVERSITIES

PLS-MGA was applied in this study, to compare two groups of data public and private universities included in the set of methods. PLS-MGA (Henseler, Ringle & Sinkovics, 2009;; Hair et al., 2017) approach compares each bootstrap gauge of one group with all other bootstrap evaluations of a similar parameter in the other group. By tallying the number of events where the bootstrap gauge of the main group is bigger than those of the second group, the approach infers the likelihood value for a one-tailed test. PLS-MGA includes an incredible number of comparisons of bootstrap gauges and reliability tests for group contrasts. In the meantime, the test is geared for one-sided hypothesis testing.

**Table 8:**  
*Comparison Based on Path Co-Efficient*

Constructs	Path Coefficient (Public Universities)	Path Coefficient (Private Universities)
Entrepreneurship Curricula -> Attitude	0.580	0.569
Attitude -> Entrepreneurial Intentions	0.421	0.475
Entrepreneurship Curricula -> Entrepreneurial Intention	0.233	0.210

The above table summarizes the PLS-MGA outcomes for every group based on bootstrapping results. Two different columns highlight the difference based on the path coefficient between every group of universities. By applying a two-tailed test, the difference can be observed through the value of the path coefficient is higher.

STDEV is another way to make a comparison between two groups, here in both columns of public universities and private universities there is no much difference in the value of standard deviation, so as we can measure the intentions of both groups students, so according to the results the students have almost same intentions to words entrepreneurship.

**Table 9:**  
*Comparison Based on T-Value*

	<b>T-Value (Public Universities)</b>	<b>T-Value (Private Universities)</b>
Entrepreneurship Curricula -> Attitude	11.682	11.365
Attitude -> Entrepreneurial Intentions	3.115	3.018
Entrepreneurship Curricula -> Entrepreneurial Intention	5.606	7.301

While looking at-value of both groups' public and private universities, there is little difference is observed in the column of public universities, which indicates that the intentions of public sector students are a little bit more than the private universities.

**Table 10:**  
*Comparison Based on P-Value*

	<b>P-Value (Public Universities)</b>	<b>P-Value (Private Universities)</b>
Entrepreneurship Curricula -> Attitude	0.000	0.000
Attitude -> Entrepreneurial Intentions	0.000	0.000
Entrepreneurship Curricula -> Entrepreneurial Intention	0.001	0.001

The last method of comparison is p-value; the difference can be seen by applying a two-tailed test. If the value of p is less than 0.05 than there is a significant difference, but here they both groups are significant at 0.000 which shows that both groups have the same entrepreneurial intentions.

## **DISCUSSION AND CONCLUSION**

In this research paper, the impact of entrepreneurial education on developing entrepreneurial intentions among business graduates of public and private universities is demonstrated. The education of entrepreneurship with many various educational approaches is a heterogeneous field. It is not easy to see the impact of these educational approaches and compare them with students to see the effect. Those students who have studied entrepreneurship subjects in their course scheme were involved in this study. The entrepreneurial intention is considered as an important variable to initiate and create new business ventures contributing to students' propensity as their future alternative career path. The findings of the current study revealed that entrepreneurial intentions do not directly create among students through entrepreneurial education. Furthermore, the study uncovered that by mediating role of students' attitude makes entrepreneurial education applicable to enhance entrepreneurial intentions. The higher Intentions to build up new business among public and private university students are seen in this research, as attitude affected by entrepreneurial education is higher.

The significant purpose of entrepreneurial education is its capacity to encourage in developing students' character, including giving chance to experiencing and rehearsing real appropriate learning for building up their entrepreneurial capacity. The situation of entrepreneurship education is a focus of instructional action that influencing students to build up their abilities through collaborative learning, stressing innovation, creativity, and networking. This will be gainful for students to have the capacity to foresee and anticipate future business possibilities. It is recommended that the performance of entrepreneurship education courses must be conveyed intelligently accommodating students' involvement in completely learning procedures. Notwithstanding attitude, for future research other important psychological attributes likewise must be internally developed among students studying entrepreneurship considered additionally contributed to the improvement of entrepreneurial intentions. Such research needs to investigate whether other psychological qualities factors influence students' entrepreneurial intentions".

PLS-SEM multi-group analysis has been implemented in this research paper to investigate two separate groups for students of Public sector universities and private sector universities by making a partition of data. Students can pick up learning about the differences in their intentions to become entrepreneurship, recognizing perceived heterogeneity, and inspecting if they are significant statistically. In the group of public sector universities and private sector universities concerning PLS-MGA two-tailed tests was applied and t-test value considered seeing intentions as recommended by Keil et al (2000) and the minor difference between the t-test relationships: EC->Att of the public university and private university noted, Att-> EI of the public university and the private university has no major difference also, while CE->EI of Public university and Private university has a little difference. While looking at the path coefficient of both groups no significant difference was also observed, the path coefficient result of a public university and private university students are noted with little difference, the results of both groups show that both groups have similar intentions towards entrepreneurship, and the P-value is also found significant for both groups.

The realistic perception findings in this study are essential to the education sector, especially the legislature in improving its approaches, methodologies, and frameworks as far as entrepreneurship education. This research contributes considerably to public and private universities, especially concerning the policies and practices in the selection of entrepreneurship curricula. A large portion of the public and private universities of Sindh adjusts the emphasis on business education. The education system including education related to entrepreneurship is utilized adequately as monitors of the vital jobs, in which they play to expand the number of graduates in the employment market.

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