

## Will entrepreneurial education trigger entrepreneurial intentions: Investigating the effects of mindset and culture

Anza Ayesha <sup>a</sup>, Muhammad Asif Imran <sup>b</sup>

### Abstract

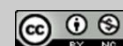
*Drawing on the dynamic theory of entrepreneurial competency, this study examines the influence of entrepreneurial education activities on entrepreneurial intentions, taking into account the moderating function of entrepreneurial culture and the mediating effect of entrepreneurial mentality. Data were collected from the 120 individuals working in incubation centers in Bahawalpur city selected through convenience sampling that were analyzed through a linear regression model in SPSS v25. The results reflected that entrepreneurial education activity positively affects entrepreneurial intentions. Furthermore, findings also clarified that an entrepreneurial mindset partially mediates the relation between entrepreneurial education activity and entrepreneurial intentions. Moreover, entrepreneurial culture strengthens the association between entrepreneurial education activity and entrepreneurial intentions. Based on the study's conclusions, we advised the organizations working in Pakistan that entrepreneurial education activity is an effective activity that increases entrepreneurial intentions and ultimately the entrepreneurial mindset. To increase entrepreneurship, organizations have to work on this dimension to increase the factor of entrepreneurial education activity. It will ultimately affect the entrepreneurial mindset and entrepreneurial intentions positively. Further, organizations must initiate steps to increase the entrepreneurial intentions and mindset of the individuals and promote an entrepreneurial culture.*

**Keywords:** Entrepreneurial Education Activity, Entrepreneurial Intentions, Entrepreneurial Mindset, Entrepreneurial Culture

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## 1. Introduction

There are more accessible tools than in the past for those wishing to start a new business, including crowd-sourcing platforms, website and e-commerce solutions, and inexpensive marketing and design tools. Maybe this explains why there are more than 31 million entrepreneurs in the US alone. Further, being an entrepreneur involves more than just becoming independent or coming up with a creative business idea. More broadly, entrepreneurship is the act of bringing about a change in the status quo by tackling the most significant problems and pain spots in our society, usually through the introduction of innovative goods or services or the development of new markets. To put it briefly, entrepreneurship is the act of organizing, starting, and running a new business to make money while assuming financial risk. Nowadays, entrepreneurship is a well-liked undergraduate major, with an emphasis on idea generation, starting new businesses, and profit-driven business strategies. Entrepreneurship is a crucial metric for measuring economic expansion. To enhance society, culture, and the economy, public leaders have worked to encourage young people to be entrepreneurs. It is suggested that by equipping graduates with the skills they need to succeed as entrepreneurs, entrepreneurial education (EE) can improve the performance of new companies, hence supporting economic development and employment. Research has specifically shown that EE activities or programs can have a favorable impact on students' entrepreneurial intention (EI) in higher education. This is significant because it might consciously encourage students to participate in entrepreneurial activities like opportunity searching. Nonetheless, it appears that EI continues to dominate the EE effect indication.

(Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017) After reviewing 159 EE effect studies, it was discovered that the majority of them concentrated on subjective impact measures, of which 51% dealt with EI. By contrast, just 18% of the research examined variables like venture creation behavior and business success. As EE's outcome variable, entrepreneurial behavior (EB) has not received much attention in research, as this suggests. Since EB is inherently studied, self-defined, self-assured, and self-reliant conduct that is influenced by culture and society, and because there is insignificant data to determine the effects of EE on EB and its theoretical significance, our initial aim is to explore if EE has a direct impact on students' EB in postsecondary education. Additionally, research on the effect indicators connected to the intention-behavior relationship is scarce. Although Research has demonstrated that in the context of entrepreneurship, self-reported intention can account for startup activity, and Self-reported intention can explain startup behavior in the context of entrepreneurship, even though the theory of planned behavior (TPB) has already described how intentions greatly determine people's conduct.

An atmosphere where people are inspired to develop, create and take chances is referred to entrepreneurial culture. Employee invention of new products or concepts is encouraged in an entrepreneurial workplace culture. Devoting work time to these endeavors is recognized as entrepreneurship. We not only confirm that EE and EB have an impact on EI, but we also investigate the function that entrepreneurial culture plays in the interaction between EE and EI to close the research gaps mentioned above. Since the effects of EE regarding entrepreneurial consequences are inconsistent, we quantify EE by concentrating on participation in entrepreneurial education activities (EEAs). Generally, EI Additionally, researchers have not discovered any positive, or even detrimental, effects of EE on business performance, human capital assets, and entrepreneurial intentions (EI), despite most studies demonstrating the positive effects of EE. These ambiguous impact findings could be the consequence of several educational characteristics. Compared to formal education courses, extracurricular activities are a different kind of learning, and EE impact research has not given them enough attention. However, research indicates that extracurricular activities have a positive impact on students' cognitive mindsets and sources of entrepreneurial motivation. Thus, EEA is emphasized as an independent variable in this study.

The study's objective is to inquire into how EEA affects EI and how EM and EC play a part in that impact. By identifying EI as an effect indicator in addition to EM and EC, this study contributes to a broader comprehension of EEA's effects. Second, by confirming EEA as an endogenous driver, our research advances the knowledge of internal mechanics influencing EI. Finally, by clarifying the mediating role of EM and the regulating role of EC, this work advances our comprehension of the transitory function of the involvement in EEA and EI. Though the issue of how culture influences innovation and entrepreneurship has received little attention, we can affirm that the environment has a significant impact on how future behavior and learning are incorporated. Cultural differences are one of the many challenges that entrepreneurs must overcome to complete their business plans. Cultural elements include the backing of relatives and close companions, organizational backing (public or private), consumption trends within the market, and the tradition of starting a business. Put differently, the norms, virtues, and standards of behaviors that encourage social acceptability and approbation of entrepreneurial activities are what make them sustainable; the formation of new businesses and their economic growth are directly influenced by the cultural norms of the area. However, little knowledge is available about how this culture affects entrepreneurs who choose to start a business despite these obstacles. Accordingly, the focus of the study will be how entrepreneurial culture moderates the connection of entrepreneurial education activity (EEA) and (EI) through the mediating role of entrepreneurial attitude (ES).

According to (Bird, Schjoedt, & Baum, 2012) "*The goal of an entrepreneur's motivation and thought process is to act in the world,*" which is why we contend that EC is also significant. Put another way, an entrepreneur would never start a business without acting or exhibiting certain behaviors. Furthermore, the function of EC in the shift from EE to EI is still a mystery to experts. We are shocked by the dearth of studies within the domain of EEA influence studies that tackle EM from a behavioral perspective, given its significance. As a result, EM is still a little-studied phenomenon that needs more investigation. We verify that EEA has an impact on EI, next to EB, and investigate how EM works in the link involving EI and EE to close the aforementioned research gaps. We utilize entrepreneurial culture as a moderating variable and behavioral entrepreneurial mentality as a mediating variable to address this. EM is commonly understood as a deep cognitive phenomenon because cognitive adaptation is its basis (Haynie, Shepherd, Mosakowski, & Earley, 2010). To illustrate, according to (PINA E CUNHA, 2007), an approach to enterprise that "*captures benefits of uncertainty by focusing on it*" is EM. But three unique EM features in three dimensions were postulated by (Fisher, Stevenson, Neubert, Burnell, & Kuratko, 2020). The emotional or affective component explores the emotions that entrepreneurs experience (Kuratko, Fisher, & Audretsch, 2021). The behavioral component of entrepreneurship pertains to how entrepreneurs engage with or take advantage of opportunities, while the cognitive component deals with the way they use mental models to think. Since the behavioral perspective of EM involves how one should act upon an opportunity and launch a business, it is connected to the behavioral perspective. (Cui & Bell, 2022), an entrepreneur's purpose is to create value by doing, not simply by thinking and feeling, but also by doing (Bird & Schjoedt, 2009). Research on entrepreneurial behavior and action has been motivated by the behavioral aspect.

This research increases the corpus of knowledge on OB along with E-literature by introducing EEA as an EI predictor. Furthermore, this study offers recommendations to the E-literature or organization to support the EEA in improving the EI. This research offers policymakers a roadmap for implementing EM/EEA in firms to improve employee engagement (EI). This research is conducted within the geographical boundary of Bahawalpur. The research design included five control variables. Gender was regulated from a personal perspective because research indicates that it affects EI (Hahn et al., 2021). Prior studies have discovered that university students' initial EI levels influenced how their EI has evolved and identified them as possible controllers. (Fayolle & Gailly, 2015). Because of this, the early EM state of students might have an impact on how EE forms EM, and previous research has used these states as controls in EE impact studies (Cui & Bell, 2022). As a result, a 7-point scale from 1 (extremely low level) to 7 (very high level) was used to manage the foundational stages of entrepreneurial intention (EI) and entrepreneurial mindset (EM). From an

educational perspective, the kind of institution and the number of students enrolled in entrepreneurship courses were managed because prior research has suggested that these could affect the results of EE (Nabi et al., 2017). Two dichotomous factors were the type of institution (general or vocational), as well as the attendance status (not attended or has attended). Though as researchers, we are unable to consider their influence on our variables, it may have an impact on our dependent variable (constructive voice).

The structure of the following section of this paper is as follows: The formulation of the hypothesis will be explained in Section 2, the sample and variable utilized in the study will be explained in Section 3, Section 4 will provide an explanation of the findings, and Section 5 will offer the study's conclusion.

## 2. Literature Review

According to the theory of entrepreneurial competency, we proposed that the intentions of entrepreneurs and their involvement in entrepreneurial education are positively correlated. Further, a more Entrepreneurial mindset positively influences Entrepreneurial intentions with its mediating role. In addition, Entrepreneurial Culture moderates the relationship between Entrepreneurial Education Activity and Entrepreneurial Intentions. According to (Li & Wu, 2019), the ultimate purpose of entrepreneurship education is to cultivate students' entrepreneurial intent. It is the entirety of the educational activities aimed at cultivating students' entrepreneurial intentions. Research has shown that individuals' entrepreneurial intentions are greatly influenced by a high degree of entrepreneurial education activity and that students' entrepreneurial intentions are greatly increased by entrepreneurial education (Xie et al., 2019). According to (Karyaningsih, 2020), an entrepreneurial mindset is a state of mind that influences how individuals behave in terms of entrepreneurship-related culture and output. Several researchers discovered that an individual's perspective is greatly impacted by engaging in entrepreneurship education activities & enhanced students' Entrepreneurial mentality (Cui & Bell, 2022; Kaffka & Krueger, 2018). Based on the above discussion, the following hypotheses are formed.

*H1: Entrepreneurial education positively impacts entrepreneurial intention*

*H2: Entrepreneurial education positively impacts entrepreneurial mindset*

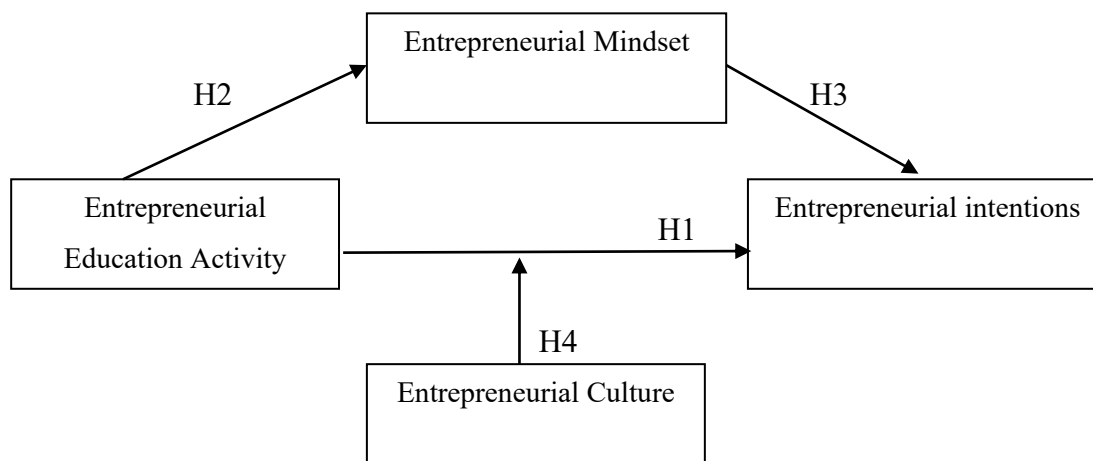
*H3: Entrepreneurial mindset positively influences entrepreneurial intention*

A mentality of an entrepreneur is a state of mind that influences an individual's behavior toward entrepreneurial culture and output (Akmaliah, Setyono, & Bindarti, 2016) (Akmaliah et al., 2016; (Liñán & Fayolle, 2015). In the above-stated relationship, there is contemporary literature available that claims that a positive or negative connection exists between Entrepreneurial Intentions and Entrepreneurial Educational Activities (Dinis, 2024; Jena, 2020; Liu, Li, Li, & Zeng, 2022; Malathi & Venugopal, 2025; Shah, Amjed, & Jaboob, 2020). Further, there exists a connection between Entrepreneurial Education Activities and Mindset (Cui & Bell, 2022; Rae & Melton, 2017; Saadat, Aliakbari, Alizadeh Majd, & Bell, 2022; Sörensen, Mitra, Hulthén, Hartmann, & Clausen, 2022; Yan, Huang, & Xiao, 2022). Additionally, there is a connection between entrepreneurial intentions and mindset. In the body of current literature, the Entrepreneurial Mindset has been employed as a mediator (Cui & Bell, 2022; Jwara & Hoque, 2018; Kaffka & Krueger, 2018; Kennedy, Drennan, Renfrow, & Watson, 2003; Kwapisz, Schell, Aytes, & Bryant, 2022). Based on the above discussion, we hypothesize that an entrepreneurial mentality acts as a mediator between entrepreneurial education and intentions.

*H4: Entrepreneurial mindset mediates the relationship between entrepreneurial education and entrepreneurial intentions*

Entrepreneurial culture refers to Communities or individuals that foster creativity and innovation based on their values, attitudes, and skill sets are said to have an entrepreneurial culture (Danish, Asghar, Ahmad, & Ali, 2019). We discovered that a significant number of recent studies assert that a correlation exists between entrepreneurial intentions and entrepreneurial education activities (Aboobaker, 2020; Jena, 2020; Vodă & Florea, 2019). Further, (Yousaf, Munawar, Ahmed, & Rehman, 2022) highlights that the correlation linking an entrepreneur's intentions and education activities is moderated by entrepreneurial culture. As stated in the discussion above, we hypothesized that the association between an entrepreneur's intentions and entrepreneurial education activities is moderated by entrepreneurial culture.

*H5: Entrepreneurial culture moderates the relationship between entrepreneurial education and entrepreneurial intentions*

**Figure 1***Research Framework*

### 3. Research Methodology

#### 3.1 Research Approach & Design

This study follows a deductive reasoning approach to analyze cause-and-effect relationships among entrepreneurial education activity, entrepreneurial intention, entrepreneurial mindset, and entrepreneurial culture. Following the positivist research paradigm and deductive reasoning approach, this study follows a quantitative research pattern.

#### 3.2 Sample and source of data

There are 582 million entrepreneurs worldwide as of right now (MARKINBLOG, 2020). In the US, almost 5.1 million new companies were founded in 2022 (Census, 2023). There were 274 million female entrepreneurs globally as of 2020 (Hill et al., 2022). In the current decade, there is an increasing trend observed in Pakistan regarding entrepreneurial education as well. The population of the current study is Entrepreneurs working on their projects in incubation centers in Bahawalpur City. (Krejcie & Morgan, 1970), A total of 120 respondents are included in the sample size of this research. Concerning the time horizon, this research uses a “cross-sectional” process of data collection by getting data from one point in time and one source. Students getting entrepreneurial education are the unit of analysis of this study.

### 3.3 Data Collection Tool

In primary research, where data is collected directly from the respondents, a questionnaire is the best tool to get a higher response rate, having time and cost constraints. In the current research, the questionnaire is prepared by adopting scales from the existing research by using a Likert scale that has five points (1= Strongly Disagree to 5= Strongly Agree). The specifics of the scales are as under:

*3.3.1 Entrepreneurial education activity:* Entrepreneurial education activity is measured through eight statements adapted from (Cui & Bell, 2022).

*3.3.2 Entrepreneurial intentions:* We examined Entrepreneurial intentions with six statements adapted from (Cui & Bell, 2022).

*3.3.3 Entrepreneurial mindset:* Entrepreneurial mindset is investigated through six statements adapted from (Cui & Bell, 2022).

*3.3.4 Entrepreneurial culture:* Entrepreneurial culture is measured through four statements adapted from (Tiftik & Zincirkiran, 2014).

*3.3.5 Control variable:* In existing research, there is a lot of evidence that the demographic profile of the respondents has an impact on organizational creativity and agility. Therefore, we control the age, gender, experience, and academic qualification of the respondents in this study by assigning dummy values in static and ranges.

## 4. Data Analysis

The source of data utilized in this research was collected from the incubated entrepreneurs working in incubated centers. Questionnaires were provided both in-person and electronically via Google Forms to a sample of 120 students. A sample of 120 respondents is good enough as per the guidelines given by Kline (2014), such as five responses for each item in the questionnaire. Out of all the follow-up techniques (such as in-person meetings, phone calls, texts via WhatsApp, and emails), only 75 completed questionnaires were returned. Resultantly, the final analysis included 100 valid questionnaires, yielding a 62.5% response rate.

### 4.1 Demographic Profile of the Respondents

Of the 120 respondents, 47 were males, and 28 were females, indicating that men were the primary respondents to these particular questionnaires. Concerning age, Younger workers are more receptive than older ones. (i.e., 55% of responders are less than 25 years). Further, a significant percentage of the participants are in their early career stages, as 52% have less than five years of



experience and 25% have six to ten years of experience. Table 1 includes the details of demographic data from respondents.

**Table. 1**

*Demographic Profile of the Respondents*

Particulars	Frequency	Percentage
<b>Gender:</b>		
Male	47	62.7%
Female	28	37.2%
<b>Age:</b>		
Up to 25 Years	63	84%
26 to 30 Years	2	2.7%
31 to 35 Years	4	5.3%
36 to 40 Years	4	5.3%
Above 40 Years	2	2.7%
<b>Experience:</b>		
Up to 5 Years	67	89.3%
6 to 10 Years	6	8%
11 to 15 Years	2	2.7%
Above 15 Years	0	0%

*SPSS output*

## 4.2 Descriptive Statistics of the Study

The respondents are showing positive trends as the mean values are above 3.0 with a standard deviation of about 1. Further, the data of this study are within the normal ranges, as all values of skewness are between -3.0 to +3.0, and kurtosis is between -2.0 to +2.0 as defined by Hair (2011). The details of the descriptive statistics are shown in Table 2.

**Table. 2**

*Descriptive Statistics*

Particulars	Mean	S.D.	Skewness	Kurtosis
Gender	0.37	0.48	0.535	-1.762
Age	0.40	1	2.449	4.88
Experience	0.16	0.54	4.18	18.79
Education	0.52	0.95	2.27	6.27
Entrepreneurial Education Activity	3.45	0.95	-0.579	-0.11
Entrepreneurial Intentions	3.99	0.68	-0.71	-1.15
Entrepreneurial Mindset	3.86	0.55	-0.15	-0.54
Entrepreneurial Culture	3.95	0.83	-1.44	3.3

### 4.3 Reliability and Validity Analysis

All the variable of this study has Cronbach alpha values above 0.70. It means the data of this study has an adequate level of reliability (see Table 3).

**Table. 3**  
*Reliability Analysis*

Particulars	Alpha Value
Entrepreneurial Education Activity	0.84
Entrepreneurial Intentions	0.74
Entrepreneurial Mindset	0.70
Entrepreneurial Culture	0.78

Further, Table 4 contains the factor loadings of the items related to Entrepreneurial education activity, Entrepreneurial intentions, Entrepreneurial mindset, and Entrepreneurial culture. All the factor loadings of the items are above 0.40 by using Principal Component Analysis (PCA). This thing assures that all retained twenty-four items have an adequate level of validity.

**Table. 4**  
*Factor Loadings*

Items	Factor 1	Factor 2	Factor 3	Factor 4
EEA1	0.74			
EEA2	0.76			
EEA3	0.62			
EEA4	0.75			
EEA5	0.67			
EEA6	0.76			
EEA7	0.71			
EEA8	0.69			
EI1		0.53		
EI2		0.50		
EI3		0.65		
EI4		0.59		
EI5		0.75		
EI6		0.78		
EM1			0.57	
EM2			0.72	
EM3			0.68	
EM4			0.52	
EM5			0.35	
EM6			0.87	
EC1				0.74
EC2				0.80

EC3	0.70
EC4	0.68

#### 4.4 Correlation Analysis

The correlation's statistical data is presented in Table 5. The correlation linking Entrepreneurial education activity & Entrepreneurial mindset ( $r = 0.25, p < 0.01$ ). Further, the correlation between Entrepreneurial education activity and Entrepreneurial Mindset is moderately significant ( $r = 0.48, p < 0.01$ ). Furthermore, the correlation between Entrepreneurial education activity and Entrepreneurial culture is also termed a moderate correlation ( $r = 0.56, p < 0.01$ ). Additionally, the correlation between Entrepreneurial mindset and Entrepreneurial intentions is moderate ( $r = 0.45, p < 0.01$ ). Also, the correlation between Entrepreneurial intentions and Entrepreneurial culture is moderate ( $r = 0.31, p < 0.01$ ).

**Table. 5**  
*Correlation Analysis*

Constructs	EEA	EM	EI	EC
Entrepreneurial Education Activity (EEA)	1			
Entrepreneurial Mindset (EM)	0.253*	1		
Entrepreneurial Intentions (EI)	0.481**	0.454**	1	
Entrepreneurial Culture (EC)	0.566**	0.315**	0.641**	1

\*  $p < 0.05$ , \*\*  $p < 0.01$

#### 4.5 Regression Analysis and Hypotheses Testing

With an entrepreneurial mindset acting as a mediating factor, this investigation aims to look at the direct relationship between entrepreneurial education activities and entrepreneurial intentions. To check this proposed model, four hypotheses were drawn. Which first three measured the direct effects, and the fourth investigated the indirect (mediating) effect. The direct effect's conclusions showed that entrepreneurial education activity positively affects Entrepreneurial intentions ( $\beta = 0.181, t = 2.230, p < 0.05$ ), generates impacts of 64% with an overall model significance having an f-value of 4.97. Further, Entrepreneurial education activity positively affects entrepreneurial mindset ( $\beta = 0.277, t = 4.688, p < 0.05$ ) and generates impacts of 23.1% with an overall model significance having an f-value of 21.97. Furthermore, an entrepreneurial mindset positively affects entrepreneurial intentions ( $\beta = 0.56, t = 4.35, p < 0.05$ ) and generates an impact of 19.50% with an overall model significance having an f-value of 18.95. The detailed results are reflected in Table 6.

**Table 6***Outputs of Direct Model*

<b>Relations</b>	<b>B</b>	<b>T</b>	<b>f-value</b>	<b>R<sup>2</sup></b>	<b>p-value</b>
EEA→EI	0.181	2.230	4.97	0.64	0.029
EEA→EM	0.277	4.688	21.97	0.231	0.000
EM→EI	0.56	4.35	18.95	0.195	0.000

**4.6 Mediation Analysis**

To check the mediation analysis, Barron and Kenny (1986) technique was used. The results confirm that partial mediation exists between Entrepreneurial education activity and Entrepreneurial intentions along Entrepreneurial mindset (Model 1:  $\beta=0.181$ ,  $t= 2.23$ ,  $p<0.05$ ; Model 2:  $\beta=0.53$ ,  $t= 3.61$ ,  $p<0.05$ ).

**Table. 7***Mediation Analysis*

<b>Relations</b>	<b>B</b>	<b>T</b>	<b>f-value</b>	<b>R2</b>	<b>p-value</b>
EEA→EI (Model-1)	0.181	2.23	4.97	0.64	0.029
EEA→EI→EM (Model-2)	0.53	3.61	9.4	0.208	0.001

**4.7 Moderation Analysis**

The fifth hypothesis of the research proposed a moderating role of self-efficacy in the connection between entrepreneurial culture and entrepreneurial education activities. To examine this relationship, we employed Barron and Kenny (1986) technique by introducing the interaction term introduced by Aiken, West, and Reno (1991). In Table 8, statistics elaborated a negative association between entrepreneurial education activity and entrepreneurial culture ( $\beta=-0.95$ ,  $t=-3.4$ ,  $p<0.01$ ), and this outcome was weakened by entrepreneurial culture ( $\beta= -0.48$ ,  $t= -2.3$ ,  $p<0.05$ ). Further, a valid f-value (e.g., 8.47) confirms the acceptance of the alternate hypothesis when it comes to the correlation between entrepreneurial education and intentions; entrepreneurial culture has a moderating influence.

**Table. 8***The moderating effect of Self-Efficacy*

Predictors	Entrepreneurial Intentions	
	$\beta$	T
Entrepreneurial Education Activity (EEA)	-0.95	-3.4*
Entrepreneurial Culture (EC)	-0.48	-2.3*
EEA*EC	0.26	3.88*
R <sup>2</sup>	0.26	
F	8.47**	

\*p&lt;0.05, \*\*p&lt;0.01

## 5. Discussion

How entrepreneurial education affects entrepreneurial mindset, taking into account the moderating influence of entrepreneurial culture and the mediating function of entrepreneurial mindset, is the objective of the study. To investigate the above inquiry, we formulated five hypotheses. Firstly, Entrepreneurial intentions are positively impacted by entrepreneurial education activities. Second, entrepreneurial education activity reduces the impact on the entrepreneurial mindset. Thirdly, an entrepreneurial mindset positively influences entrepreneurial intentions. Fourth, the entrepreneurial mindset mediates the relationship between entrepreneurial education activity and entrepreneurial intentions. Fifth, entrepreneurial culture moderates the relationship between entrepreneurial education activity and entrepreneurial intentions. The outcomes showed that entrepreneurial education activity positively affects entrepreneurial intentions that are in line with the results of the previous research (Hou, Su, Lu, & Qi, 2019; Mei, Lee, & Xiang, 2020; Zhang & Huang, 2021). Furthermore, findings also clarified that an entrepreneurial mindset partially mediates the relationship between entrepreneurial education activity and entrepreneurial intentions. This is also in line with contemporary research (Vodă & Florea, 2019). On the other hand, entrepreneurial culture weakens the relationship that exists between entrepreneurial education activity and entrepreneurial intentions. The outcomes confirm the findings of the extant research that entrepreneurial culture weakens the relationships among negative constructs related to the knowledge domain (Bae, Qian, Miao, & Fiet, 2014; Naqvi & Siddiqui, 2019).

### 5.1 Research Implications

Based on the results of this research, we advised the organizations working in Pakistan that entrepreneurial education activity is a factor that affects entrepreneurial intentions and ultimately performance. To avoid adverse circumstances, organizations have to work on this dimension to increase the factor of entrepreneurial education activity. It will ultimately affect entrepreneurial

education positively. Further, organizations must initiate steps to increase the entrepreneurial mindset of employees or individuals.

## **5.2 Limitations and Future Directions**

Regardless of various research implications, there are several restrictions as well. Firstly, the scope of this research is limited to Bahawalpur City. It is recommended that in the future, the scope should be broader, i.e., Southern Punjab, Punjab, or Pakistan. Second, the data of this research were collected from a single source. To ensure transparency, future studies should emphasize the collection of data from multiple sources.

## **6. Conclusion**

The purpose of the study is to look into how the entrepreneurial mindset acts as a mediating factor between entrepreneurial education activities & entrepreneurial intentions.

The study's findings lead to the conclusion that engaging in entrepreneurial education highlights a person's goals and aspirations to start their own business and that an entrepreneurial attitude helps to moderate the interaction between these two variables.

Additionally, a stronger correlation exists between entrepreneurial intentions and entrepreneurial education activities when there is an entrepreneurial culture. Organizations need to increase the amount of entrepreneurial education offered at incubation centers to improve entrepreneurial performance.

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**Abbreviations:**

Entrepreneurial Education Activity (EEA)

Entrepreneurial Intentions (EI)

Entrepreneurial Mindset (EM)

Entrepreneurial Culture (EC)

Entrepreneurial Behavior (EB)

Theory of planned behavior (TPB)

Principal Component Analysis (PCA)

Organizational Behavior (OB)