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**“AFTERMATHS OF LEARNING ENVIRONMENT AND
ENTREPRENEURIAL INTENTIONS TOWARDS ENTREPRENEURIAL
BEHAVIOR WITH CURBING EFFECT OF ENTREPRENEURIAL
PASSION; EVIDENCE FROM PRIVATE BUSINESS UNIVERSITIES IN
PAKISTAN”**

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ABSTRACT

The purpose of this study is to transform the student’s aspirations into creating real businesses through entrepreneurial education, teacher skills, perceived social support, and a learning environment for student entrepreneurs. This is to determine the impact on your ideal. This study also investigates the mediating role of entrepreneurial enthusiasm in entrepreneurial intentions.

The target group included students from various private universities who had taken or studied entrepreneurship courses. The data was collected from 368 business students from five different private sector institutes in Lahore city utilizing a questionnaire survey and simple random selection. IBM SPSS and PLS-SEM were used for the statistical investigation. Findings showed that entrepreneurship education, lecturers' competency, and perceived social support have a significant impact on the learning environment. The learning environment significantly mediates the relationship between entrepreneurship education, lecturers' competency, perceived social support, and entrepreneurial intentions. Furthermore, entrepreneurial intention significantly mediates the relationship between the learning environment and entrepreneurial behavior. However entrepreneurial passion doesn't show significant moderation on entrepreneurial intention. Furthermore, this study will provide guidelines to the policymakers and the higher staff of universities to promote entrepreneurship.

INTRODUCTION

Morris, Kuratko, and Cornwall (2013), elaborated entrepreneurship has risen as a significant monetary power in ongoing occasions and is viewed as an essential impetus in the financial improvement of the cutting edge world. Biraglia and Kadile (2017), stated that entrepreneurial intentions mirror a person's intentions to pick an elective profession way that includes starting another endeavor as opposed to looking for work at a current one. Lee, Wong, Der Foo, and Leung (2011) and De Clercq, Honig, and Martin (2013) demystified that the latest undertaking takes place over the period, and the original footstep of this procedure is the development of business targets. Fitzsimmons and Douglas (2011) and Schjoedt and Shaver (2007), stated that entrepreneurial intentions appear a single person's absorption when starting a business and choosing a different way of working for ordinary employment. Deliberate action is considered to be the best predictor. (I Ajzen, 1991; Armitage & Conner, 2001), a full and deep consideration of the limits that affect business goals would be vastly serious in judging business startups (De Clercq et al., 2013; Shane & Venkataraman, 2000). Kirkley (2016), found that this research was created on the rule that whichever person could get involved in entrepreneurial behavior in case if they had the expertise, knowledge, vital opinions, to follow the entrepreneurship procedure and determination. “Díaz-García and Jiménez-Moreno (2010), Linan (2008), and Liñán and Chen (2009)” stated that the current study has dedicated mostly the sensing the variables that create newborn entrepreneurs' aims to create a venture. Gatewood, Shaver, and Gartner (1995) and Shinnar, Hsu, Powell, and Zhou (2018) defined that newborn entrepreneurs' startup-related acts usually considered comprise steps just like lettering a venture strategy, locking a locality, locking funding, buying or leasing tool, acquiring raw supplies or materials, initiating circulation or auction of service or product and appointing and/or teaching workers

This study will further contribute to the higher education sector that how the sector can emphasize and prepare their students towards their venture creation keeping in mind social support and entrepreneurial intentions. The current learning will analyze the directing influencer of Entrepreneurial passion for the association between Entrepreneurial aim and its forerunners. This present investigation's wide objective is to perceive how understudies observe entrepreneurship training, association, and amplexness of the course of study and the competency of the addressing group. This objective measures in on the continuous conversation in the network that offers the conversation starter: are business visionaries conceived and is entrepreneurship effectively a scholarly method? There are fighting recommendations that (1) it can't outperform entrepreneurial abilities due to character and mental contrasts of people (Hindle,

2007; Thompson, 2004), and (2) the ability to take up entrepreneurial project depends on individual's incidents more than structured teaching preceding (Bécharde & Grégoire, 2005).

In this current study, Entrepreneurial education, Lecturer Competency, and perceived social support are used as independent variables, the learning environment as a mediator, and Entrepreneurial intention as a serial mediator, entrepreneurial passion as a moderator, and entrepreneurial behavior as dependent variables. “Theory of planned behavior” by I Ajzen (1991) supports this model.

Huyghe, Knockaert, and Obschonka (2016) states that despite remarkable proceedings made in understanding the creation and consequence of EP, though, a very main and major question unanswered is how and to what area does EP is related to aim to begin a new enterprise. More particularly, the growing study on passion in entrepreneurship has ignored examining the role of EP in the development of EI within the point and rational theoretical framework. Recent and past studies have suggested that students who have studied the course of entrepreneurship do have the intention of starting the new venture but their intentions and passion change and evolve by the period and students are unable to change their entrepreneurial intentions into entrepreneurial behavior. Further investigations suggest a lot investigating the directing powerhouse of Entrepreneurial energy on the association between Entrepreneurial expectation and its precursors, Our examination will in a genuine world, other intervening variables, for example, learning climate and offices might impact learning yields. Besides, this examination will look at the job of social help in building pioneering aims. This investigation will additionally add to the advanced education area that how the area can stress and set up their understudies towards their endeavor creation remembering social help and enterprising goals. This present examination's wide objective is to perceive how understudies recognize business schooling, association, and sufficiency of the course of study and the ability of the addressing group.

LITERATURE REVIEW

Theoretical background

The theoretical framework of this research is assembled on Icek Ajzen (2002) “Theory of Planned Behaviour” which advises that the purpose of the instant ancestor of actions is to achieve an accepted behavior. The intention is a clear antecedent of real behavior; and the stronger the motive for behavior, the better the efficiency of measuring behavior or true behavior. Kolvereid and Isaksen (2006) and Krueger Jr, Reilly, and Carsrud (2000) state that intentions are the sole finest forecaster of maximum strategic behavior, containing entrepreneurial behavior. de Janasz, de Pillis, and Reardon (2007) Demarcated entrepreneurial intention as “the intention to start a new business.” A practical choice is the possibility to become a tycoon and create a new endeavor (Wilson, Kickul, & Marlino, 2007) that needs time, significant preparation, and a great grade of intellectual treating. Thus, the completion of the entrepreneurial profession can be expressed as a planned action that is interpreted to mimic the purpose. Finding business goals based on a socially cognitive version to understand the wonders of entrepreneurship has been a great way to experiment with job creation. (Zhao, Seibert, & Hills, 2005). “Conferring to Icek Ajzen (2002), Theory of planned behavior model, the purpose is defined by personal attraction or attitude and perceived regulation of actions and subjective norms. In an entrepreneurial situation, subjective norms discuss what a person's reference group”. Important people like friends and family can consider entrepreneurial roles and approve or reject business decisions. In general, subjective criteria indicate low intent. This depends on

the tendencies and personality traits that a person follows.. (Armitage & Conner, 2001). Attitude toward the actions or private attraction states the extent to which the person maintains a generally positive or pessimistic individual opinion of becoming a businessman. Icek Ajzen (2005), Supposed that people take a stand based on their beliefs about the consequences of their actions. These impacts include major external rewards such as wealth, independence/reliance, and personal and family health rewards, all of which have a significant impact on business goals. (Choo & Wong, 2006; Vaneevenhoven & Liguori, 2013). Icek Ajzen (2005), Polished the “Theory of Planned Behavior” Model by adding or subtracting latent variables. Personal, environmental, and demographic factors that can lead to entrepreneurial experiences. Shapero and Sokol (1982) and Bird (1989), Stated that the extrapolative aspect of personal traits and relative complexities in entrepreneurial behavior was also highlighted. In line with these opinions, we included social, personality, cultural, and environmental factors in our model to investigate how they donate to entrepreneurial actions and purpose.

Hypothesis Development

Entrepreneurship Education and the learning environment:

It is related that the “theory of planned behavior” in a particular framework of entrepreneurship schooling. They highlighted a learning platform that could influence the antecedents of aim acknowledged by the “theory of planned behavior” (Krueger & Carsrud, 1993). It was established that entrepreneurship tutoring has a solid and computable effect on pupils’ entrepreneurial intention, this had an optimistic, but not exact important, effect on their perceived behavioral control (Fayolle, Gailly, & Lassas-Clerc, 2006). It was informed that entrepreneurial education programs were significantly associated only with ATE, not with subjective norms or perceived behavioral control. Outcomes concerning entrepreneurship tutoring initiatives are then slightly indecisive, and further comprehensive study will be required to achieve a total understanding of the affiliation among entrepreneurship tutoring and objectives (Walter & Dohse, 2012).

H1: “Entrepreneurship education has a significant relationship with the learning environment”

Lecturers Competency and Learning Environment:

“Theall and Franklin (2001) and Cohen (1981)”, By demonstrating that teaching and learning are part of academia and that both depend on the skills of the teacher, creative teachers are identified as those who achieve attractive results as teachers. Along these lines, following the watched decrease in understudies' scholastic accomplishments, perspectives, and qualities, one inquisitively thinks about whether the understudies' high disappointment levels and helpless outcomes don't mirror the norm of instructing or the absence of instructor aptitudes. Bereiter and Scardamalia (2003), ensured that students acquire the skills to work in knowledge-based and innovation-based organizations, it is recommended that they be placed in a room where they will be able to use those skills as part of the acquisition requirements. Jensen (2005), stated that Learning societies also turn environmental testing, through learning teamwork, into new organizational insights.

H2: “Lecturer’s competency has a significant relationship with the learning environment”

Perceived Social Support and the learning environment:

Prosperous entrepreneurs habitually trust incapable links for social backing and their social investment (Mair & Noboa, 2006). Baron and Markman (2000) stated that social resources are a realistic and relevant source of public engagement for entrepreneurs. Whereas Barrera Jr (1986) advises that own links and access to likely clients and business financiers perform an essential part in achieving social investment. Social funds are very essential in growing the information of a communal entrepreneur, which is an energetic step for the latest organizations (Yli-Renko, Autio, & Harry) if we are socially wealthy, it is because we have a good understanding of the market and the needs and requirements of social modernity to talk about social interaction. (Austin, Stevenson, & Wei-Skillern, 2006). Solid links with people from several credentials support entrepreneurs of the latest social organizations to gain few valued properties to boost their outcome (Coad, Frankish, Roberts, & Storey, 2013). Hockerts (2014) Describes that an entrepreneur's applied experience assists as an essential phase in functioning with social-division administrations, creating understanding with social glitches of the industry. Keat, Selvarajah, and Meyer (2011) Think that previous self-employment and entrepreneurial practices oblige as essential information for a probable entrepreneur as he encourages and boosts them to initiate a venture.

H3: “Perceived social support has a significant relationship with the learning environment”

The learning environment and entrepreneurial intention:

Li, Wu, and Wu (2008) Proposed that the possible influence of advanced tutoring on pupils contains few aspects that resemble the principal elements of “theory of planned behavior”: private growth (alterations in attitudes and morals), alterations in capacities, and potential societal influence. In that aspect, the effect of contextual aspects has on the backgrounds of the “theory of planned behavior”, which suggests the institution of higher education may alter students’ entrepreneurial insights and spirits (Boyd & Vozikis, 1994). Krueger Jr and Brazeal (1994) and Robinson, Stimpson, Huefner, and Hunt (1991) Claimed that so, meanwhile those attitudes, containing entrepreneurial attributes, can alter and be educated universities look vital to boost entrepreneurial inspiration and competence. The situation may straightly impact entrepreneurial intention. In the meantime, student training doesn't emerge just from educational plans yet, in addition, their climates (Ofstedal, Iakovleva, & Foss, 2018) what's more, businesspersons and their organizations were embellished by the establishing climate, the issue is: Do the fundamental predecessors of inventive point in an advanced foundation of higher mentoring students different from the up close and personal? If that is the circumstance, a study of whom atmosphere is extra fortunate will enhance the information on entrepreneurial intention and will guide us to hit a maintainable supposition that can assist universities or administrations to maintain higher education in a way or extra.

H4: “The learning environment has a significant relationship with entrepreneurial intention”

Entrepreneurial Intention and Entrepreneurial Behavior:

The formation of the latest business is frequently observed as a planned, intentional behavior (Krueger Jr et al., 2000; Krueger & Carsrud, 1993) and entrepreneurial intentions have so, established wide devotion in the entrepreneurship research (Bird, 1989; Kolvereid & Moen, 1997; Krueger Jr et al., 2000; Krueger & Carsrud, 1993). Likewise, additional regular review discovers that across a variety of behaviors purposes explanation for 28 % of the alteration on normal (Sheeran, 2002). To start with, expectations gauge practices well when identified with an

alone deed (e.g., exercise or abstaining from excessive food intake) than while showing the aftereffect of a grouping of activities finished over a period (Sheeran, 2002).

H5: “Entrepreneurial intention has a significant relationship with entrepreneurial behavior”

Theory of planned behavior and Entrepreneurial Passion:

I Ajzen (1991) Accepted that the “theory of planned behavior” was exposed to extra forecasters covering the circumstances that will significantly enhance the descriptions of conduct or its aim. In additional arguments, intellectual features such as approaches are legal components for learning of entrepreneurial intention, if not continuously tolerable, since entrepreneurship indirectly contains an emotive factor. Founded on this proposal, that research tried to study entrepreneurial passion as the latest serious concept of “theory of planned behavior” to efficiently clarify the sensitive inspiration procedures of innovative conduct that had been ignored in genuine “theory of planned behavior”. Though, grounded on the “theory of planned behavior”, extrinsic effects or extra distal dynamics just like disposition characters could impact ones’ behavioral goals ultimately through their impacts on further motivational, proximal elements just like attitudes and perceived behavioral control (Fishbein & Ajzen, 2011).

H6: “Entrepreneurial passion not significantly moderates the relationship between the learning environment and entrepreneurial intention”

A positive and significant mediation of the learning environment between entrepreneurship education and entrepreneurial intention was found which is supporting Hypothesis 7. A positive and significant mediation of the learning environment between the lecturer’s competency and the entrepreneurial intention was found which is supporting Hypothesis 8. A positive and significant mediation of learning environment between perceived social support and the entrepreneurial intention was found that is supporting Hypothesis 9. A positive and significant mediation of entrepreneurial intention between the learning environment and entrepreneurial behavior was found which is supporting Hypothesis 10.

H7: “Learning environment significantly mediates the relationship between entrepreneurship education and entrepreneurial intention”

H8: “Learning environment significantly mediates the relationship between lecturer’s competency and Entrepreneurial intention”

H9: “Learning environment significantly mediates the relationship between perceived social support and Entrepreneurial intention”

H10: “Entrepreneurial intention significantly mediates the relationship between the learning environment and Entrepreneurial Behavior”

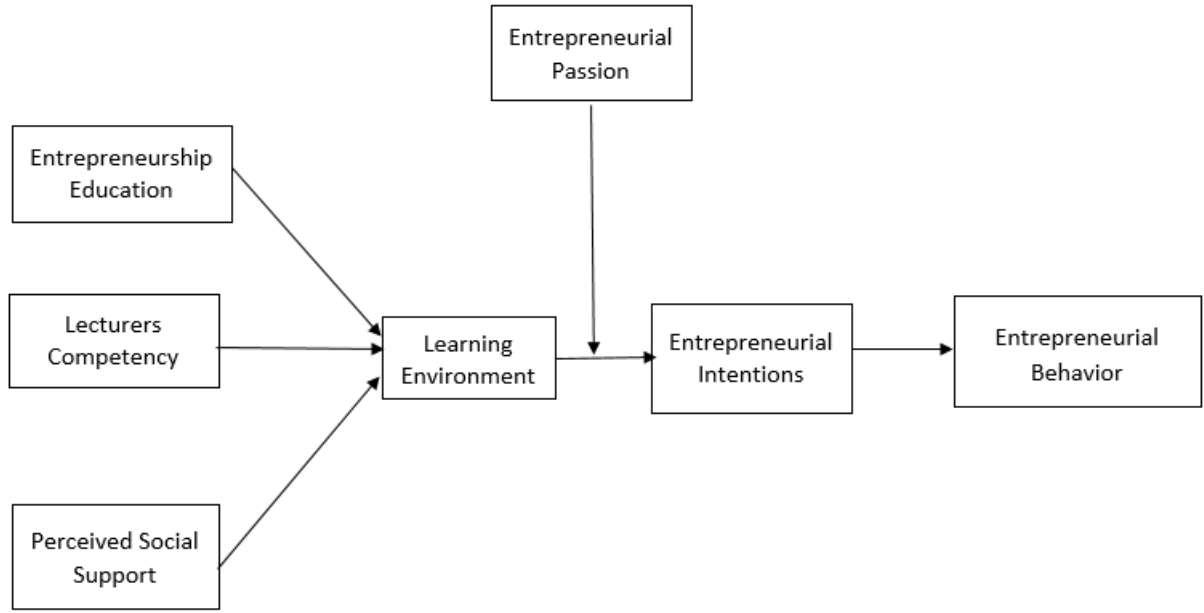


Figure 1: Theoretical Framework

METHODOLOGY

Questionnaire and pre-test

All measures that were used in this study are adapted from existing studies. Entrepreneurial behavior (dependent variable) was scrutinized by using seven measures that consisted of sales, profit, employment growth, and overall financial performance in this study. This measure is adapted from (Farooq, 2018). The independent variables consisted of Entrepreneurship education, lecturer's competency, perceived social support. Entrepreneurship education has consisted of ten measures, the lecturer's competency consisted of eight-measure and perceived social support consisted of four measures and were adapted from (Farooq, 2018; Iwu et al., 2019). The learning environment is scrutinized by using seven measures and it is adapted from (Abdullah & Kassim, 2012). The entrepreneurial intention was examined by the use of five measures and was adapted from (Iwu et al., 2019). Moderating variable entrepreneurial passion was measured with five measures and is adapted from (Cardon, Gregoire, Stevens, & Patel, 2013). The measures detail is highlighted in the below-mentioned table.

Sample Design & Data Collection

The simple random sampling technique from probability sampling is used in this research. The technique highly represents the population (Mehmood, Liland, Snipen, & Sæbø, 2012). Simple random sampling provides the probability of equal chances to the population for selection. Hence, in this study entrepreneurs have equal opportunity for selection of choices. Marshall (1996) Expresses that the collection of data from all populations is a very difficult task even it will be simple when collecting data from a particular as well as specific target audience that is representative of the whole population. It is depended on understanding and conditions of research or study to collect data from the population (Mugenda & Mugenda, 2003). Therefore, the target population in this study are the students of the final year who are studying or have

studied the course of entrepreneurship. A total of 720 questionnaires were circulated in the target population, in which 490 responses were received and the response rate was 68%. After that 368 were effective for empirical analysis and the remaining 122 were rejected due to the presence of missing values.

FINDINGS AND ANALYSIS

In this study, the IBM SPSS and smart PLS-SEM statistical software were used for demographics and the evaluation of variables analysis. The PLS-SEM is extensively used as well as considered a modern measurement tool (Ali, Rasoolimanesh, Sarstedt, Ringle, & Ryu, 2018). Furthermore, it is also considered a flexible estimation technique (Ringle, Wende, Will, & Pls, 2005). In addition to PLS-SEM is also most considered due to lesser required data and data normality (Joseph F Hair Jr, Hult, Ringle, & Sarstedt, 2016). Keeping as a result of this investigation utilized Smart PLS-3 for examination of information and assessment of the speculation. Two-venture strategies utilized in this investigation featured the outcomes suggested by (Henseler, Ringle, & Sinkovics, 2009) as well as considered most suitable in the field of social science research (Joseph F Hair Jr et al., 2016). The initial step is the decorating measure model appraisal by utilizing corroborative factor examination through focalized legitimacy and discriminant legitimacy. The subsequent advance is the emblazoning structure model evaluation by utilizing the underlying condition demonstrating method through way investigation.

Data normality:

PLS-SEM is considered as a non-parametric instrument for analyses as well as ignore the normality of data. On the other side without the normal distribution, is not run any inferential statistics for analysis (Hair, Money, Samouel, & Page, 2007). Keeping in view above, with the help of skewness, kurtosis as well as histogram plots, this study calculated data normality (Munro, 2005). As per the threshold, the ranges of kurtosis and skewness values are fall under -2 to +2 which indicated the data normal distribution. Results demonstrated that data are normally distributed and no problem of normality in data. After that analysis was executed through PLS-SEM.

Measurement Model Assessment:

According to the above conversation, the initial step is embellishing measure model appraisal by utilizing corroborative factor examination through focalized legitimacy and discriminant legitimacy. Estimation model appraisal featured information dependability, legitimacy just as the relationship of inner things of dormant factors. Notwithstanding concurrent legitimacy is shown through factor stacking, composite dependability (CR), and normal fluctuation removal (AVE). According to Table - 2 and Figure - 2, for the most part, factor loadings of markers or things more noteworthy than 0.70 that featured the legitimacy of pointers and satisfactory (Joseph F Hair Jr, Sarstedt, Ringle, & Gudergan, 2017), even minimum values are less than 0.70. The CR has represented the internal consistency of data. Below Table – 2 and Figure - 2 demonstrated that values of CR are range from 0.757 to 0.915, which should be accepted as per (Joe F Hair Jr, Sarstedt, Hopkins, & Kuppelwieser, 2014) which described threshold value of CR is 0.70. The Alpha has also promoted the reliability of data. Table - 2 and Figure - 2 is also explained that the Alpha value is a range between 0.739 into 0.876, that is highlighted value is reliable (Joe F Hair Jr et al., 2014). Additionally, internal validity embarked through AVE. The result shows that AVE values ranged between 0.500 to 0.730 and were accepted as per adequate criteria (Cheung & Wang, 2017).

Moreover, discriminant validity is measured through the Heterotrait-Monotrait criteria (HTMT) ratio. Kline et al. (2012) Confirmed that if the value is less than 0.85 then discriminant validity is acceptable. Table – 3 reveals that all values are less than 0.85 and discriminant validity is accepted.

Table 1 Convergent Validity

Variables	Items	Loadings	CR	AVE
Entrepreneurship Education	EE1	0.834	0.955	0.683
	EE10	0.824		
	EE2	0.866		
	EE3	0.871		
	EE4	0.794		
	EE5	0.854		
	EE6	0.818		
	EE7	0.728		
	EE8	0.812		
	EE9	0.85		
Lecturers Competency	LC1	0.801	0.957	0.736
	LC2	0.872		
	LC3	0.865		
	LC4	0.873		
	LC5	0.879		
	LC6	0.863		
	LC7	0.861		
	LC8	0.845		
Perceived Social Support	PSS1	0.881	0.93	0.77
	PSS2	0.891		
	PSS3	0.879		
	PSS4	0.859		
Learning Environment	LE1	0.804	0.935	0.705
	LE2	0.859		
	LE3	0.855		
	LE4	0.801		
	LE5	0.87		
	LE6	0.847		
Entrepreneurial Intention	EI1	0.845	0.916	0.686
	EI2	0.867		
	EI3	0.744		
	EI4	0.871		
	EI5	0.807		
Entrepreneurial Passion	EP1	0.862	0.954	0.807
	EP2	0.923		
	EP3	0.914		
	EP4	0.89		
	EP5	0.901		

Entrepreneurial Behavior	EB1	0.861	0.961	0.777
	EB2	0.884		
	EB3	0.878		
	EB4	0.876		
	EB5	0.895		
	EB6	0.892		
	EB7	0.886		

Discriminant validity

Henseler, Ringle, and Sarstedt (2015) concurred that the Fornell-Larcker model was perhaps the best strategies for assessing discriminant legitimacy, yet that this methodology had not identified the absence of discriminant legitimacy in different examination circumstances. They proposed a new and progressed model (HTMT proportion) to survey the discriminant legitimacy. Accordingly, the HTMT proportion was utilized to test the discriminant legitimacy of parts. As demonstrated in Table 2, all HTMT proportion esteems were given for both green and non-green lodgings. As suggested, the entirety of the qualities are under 0.90 by Gold, Malhotra, and Segars (2001), as a result, discriminant validity was established for all constructs in both datasets.

Table 2: Discriminant Validity

	EB	EI	EP	EE	LE	LC	PSS
EB							
EI	0.761						
EP	0.688	0.846					
EE	0.606	0.716	0.738				
LE	0.532	0.637	0.656	0.632			
LC	0.559	0.615	0.661	0.719	0.734		
PSS	0.543	0.6	0.602	0.622	0.698	0.711	

Source: Author's Design by using Smart PLS-3

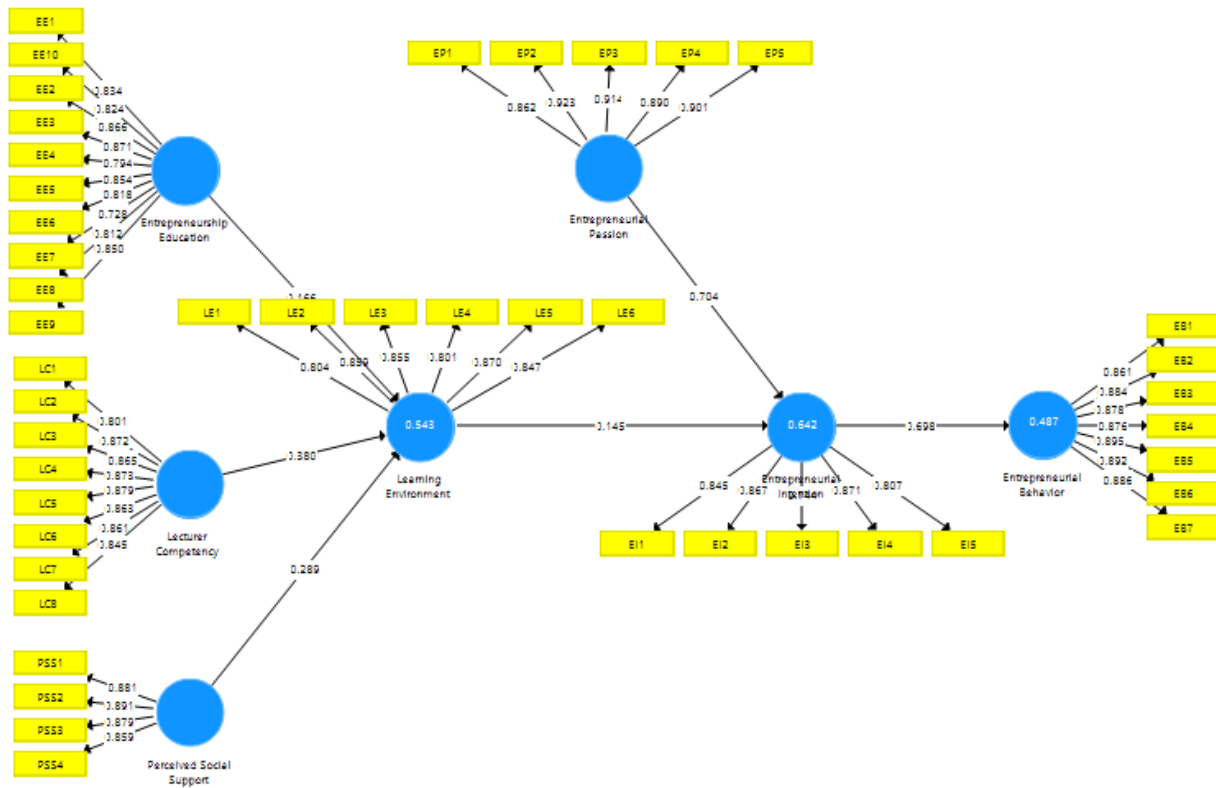


Figure -2: “Measurement Model Assessment (Confirmatory Factor Analysis)”

“Structural Model Assessment”:

The underlying model evaluation was completed to figure the speculations with regards to business venture expectation, and the model's affirmation was featured. Model affirmation and the relationship of speculations as far as critical or immaterial theories were demonstrated utilizing coefficient esteems, standard blunder, t esteems, and p esteems. The examination explores the course impact, intervention sway (backhanded impact), and balance impact (connection term) of exploration factors utilizing the Smart PLS-3 bootstrapping approach. (Ringle, Wende, & Will, 2005). Table – 4 and Figure - 3 described that the Result from the output of the algorithm and bootstrapping PLS-SEM showed a positive and significant relationship between entrepreneurship education and learning environment ($\beta = 0.166$, $t = 2.851$, $p = 0.000$). Therefore, Hypothesis 1 is supported. The second hypothesis was also confirmed as a positive and significant association between the lecturer's competency and learning environment ($\beta = 0.38$, $t = 5.653$, $p = 0.000$). The third hypothesis was also confirmed as a positive and significant affiliation between the perceived social support and learning environment ($\beta = 0.289$, $t = 4.948$, $p = 0.000$). The fourth hypothesis was also confirmed as a positive and significant association between the learning environment and entrepreneurial intention ($\beta = 0.151$, $t = 3.25$, $p = 0.001$). The entrepreneurial intention has a significant relationship with entrepreneurial behavior. ($\beta = 0.698$, $t = 23.567$, $p = 0.000$), indicating support for Hypothesis 5. Since entrepreneurial passion was not significantly moderating the relationship between the learning environment and entrepreneurial intention. ($\beta = 0.363$, $t = 4.315$, $p < 0.000$), Hypothesis 6 didn't receive empirical support.

Table – 3 “Structure Equation Modeling (SEM) Path Analysis”

	Relationships	Beta Value	SD	T-value	P Value s	Decision
H 1	Entrepreneurship Education -> Learning Environment	0.166	0.058	2.851	0.002	Supported
H 2	Lecturer Competency -> Learning Environment	0.38	0.067	5.653	0	Supported
H 3	Perceived Social Support -> Learning Environment	0.289	0.058	4.948	0	Supported
H 4	Learning Environment -> Entrepreneurial Intention	0.151	0.046	3.25	0.001	Supported
H 5	Entrepreneurial Intention -> Entrepreneurial Behavior	0.698	0.037	23.567	0	Supported
H 6	Moderating Effect 1 -> Entrepreneurial Intention	-0.071	0.035	2.044	0.021	Not Supported

The examination expounded on a positive and huge intercession of learning climate between business training and the innovative expectation was found ($\beta = 0.024$, $t = 1.758$, $p = 0.04$), which is supporting Hypothesis 7. A positive and critical intervention of learning climate between the teacher's ability and the enterprising aim was found ($\beta = 0.055$, $t = 3.302$, $p = 0.01$), which is supporting Hypothesis 8. A positive and critical intervention of learning climate between saw social help and the pioneering goal was found ($\beta = 0.042$, $t = 2.635$, $p = 0.04$), that is supporting Hypothesis 9. A positive and critical intercession of innovative expectation between the learning climate and pioneering conduct was found ($\beta = 0.101$, $t = 3.303$, $p = 0.001$), which is supporting Hypothesis 10.

Table – 4 Mediation and moderation Analysis (Indirect Effect)

	Relationships	Beta Value	SD	T-value	P-Values	Decision
H7	Entrepreneurship Education -> Learning Environment -> Entrepreneurial Intention	0.024	0.014	1.758	0.04	Supported
H8	Lecturer Competency -> Learning Environment -> Entrepreneurial Intention	0.055	0.017	3.302	0.001	Supported
H9	Perceived Social Support -> Learning Environment -> Entrepreneurial Intention	0.042	0.016	2.635	0.004	Supported
H10	Learning Environment -> Entrepreneurial Intention -> Entrepreneurial Behavior	0.101	0.031	3.303	0.001	Supported

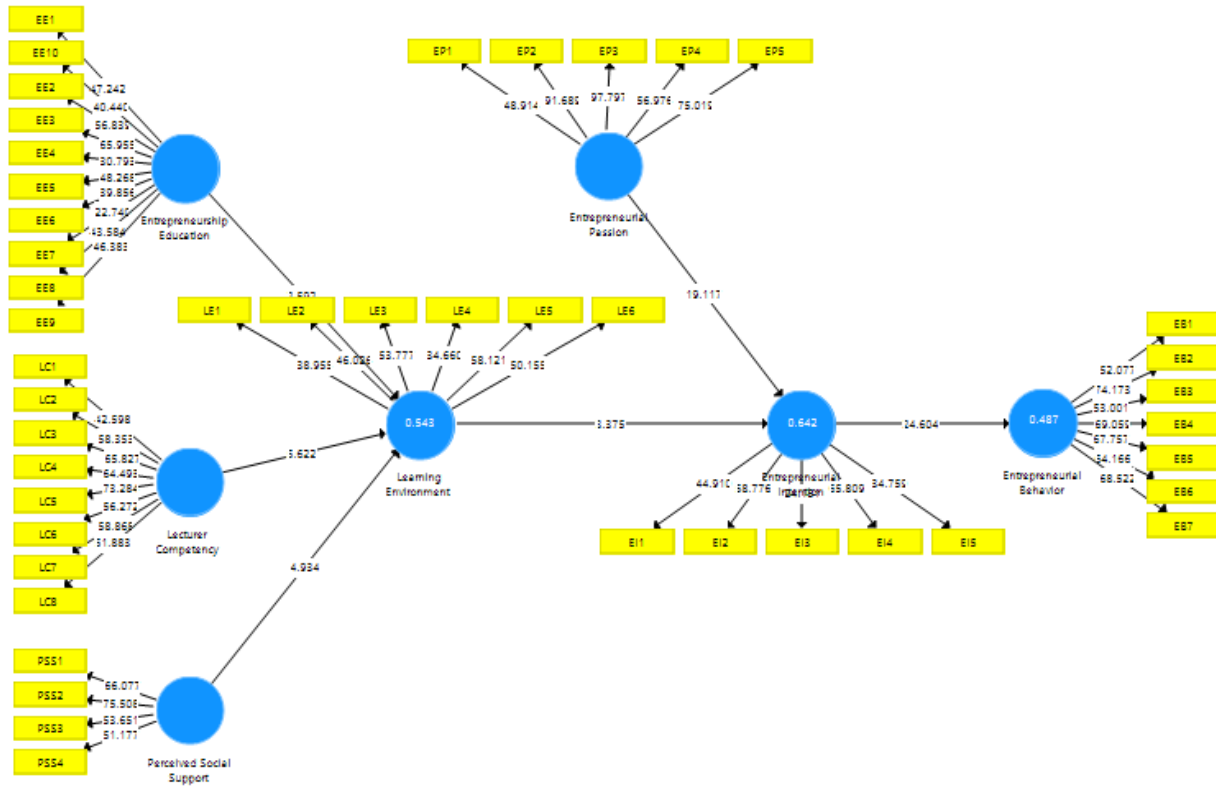


Figure 3: “Structural Model Assessment (Structure Equation Modeling)”

CONCLUSION AND DISCUSSION

For this study, data were gathered from the business students of a few universities in Lahore city. Specifically, data was collected from business students of graduation, master's, and doctoral level. The simple random sampling technique from probability sampling is used in this research. The technique highly represents the population (Mehmood et al., 2012). Simple random sampling provides the probability of equal chances to the population for selection. Hence, in this study entrepreneurs have equal opportunity for selection of choices. Marshall (1996) Expresses that the collection of data from all populations is a very difficult task even it will be simple when collecting data from a particular as well as specific target audience that is representative of the whole population. It is depended on understanding and conditions of research or study to collect data from the population (Mugenda & Mugenda, 2003). Therefore, the target population in this study are the students of the final year who are studying or have studied the course of entrepreneurship. A total of 420 questionnaires were circulated in the target population, in which 380 responses were received and the response rate was 90%. After that 368 were effective for empirical analysis and the remaining 12 were rejected due to the presence of missing values.

According to the findings ad results of the stats, this hypothesis is supported and hence it proves that entrepreneurship education has a significant relationship with the learning environment. If we will provide entrepreneurship education to the students then obviously it will impact the learning environment significantly. Moreover, it states that entrepreneurship education was significantly positively related to the learning environment.

The above stats elaborates that this hypothesis is totally supported and hence it proves that the Lecturer's competency has a significant relationship with the learning environment. If there will be a lecturer's competency then obviously it will have a positive impact on the learning environment that is provided to the students and it will help to produce entrepreneurs rather than job seekers. Furthermore, it demystifies that a lecturer's competency is significantly related to the learning environment.

Referring to the stats and results the results show a positive relationship between perceived social support and learning environment and both the variables are interlinked with each other. If we will provide positive social support to the students then it will positively impact the learning environment which will help to develop entrepreneurial intention in the students. Moreover, it proves that perceived social support is positively related to the learning environment.

According to the results and stats learning environment shows significant positive results with entrepreneurial intention. If there will be a proper learning environment provided to the students then obviously it will have a positive impact on the entrepreneurial intentions of the students. If the students will possess the intention towards entrepreneurship then obviously these intentions can be converted into new venture creation. Moreover, this hypothesis elaborates that the process of mediation takes place between the learning environment and entrepreneurial intention.

Results and stats define that there is a positive significant relationship between entrepreneurial intention and entrepreneurial behavior. If we will create a strong entrepreneurial intention of students of the university then it will result in entrepreneurial behavior and students will go for venture creation rather than job seeking.

The stronger the entrepreneurial intention stronger the will be entrepreneurial behavior. The main step is to create intentions towards the venture creation in the students. Furthermore, the hypothesis explains that entrepreneurial intention is positively related to entrepreneurial behavior.

The results show that the learning environment positively mediates the relationship between entrepreneurship education and entrepreneurial intention. The learning environment is the main key factor in the mediation because if we will provide students with the learning environment then obviously entrepreneurship education will have an impact on the learning environment and it will help in the shaping of the entrepreneurial intention in the students and the students will go towards venture creation. If we will not provide the students with a good learning environment and entrepreneurship education then obviously there will remain some flaws in the student's entrepreneurial intention and it will shatter their intentions towards entrepreneurship.

The results show that the learning environment positively mediates the relationship between the lecturer's competency and Entrepreneurial intention. Lecturer's competency is the main key factor in the mediation because if students are provided students with a lecturer who focuses on entrepreneurship and motivate students towards venture creation then obviously lecturer's competency will have an impact on the learning environment and it will help in the shaping of the entrepreneurial intention in the students and the students will go towards venture creation. If we will not provide the students will a good learning environment and good lecturer then obviously there will remain some flaws in the student's entrepreneurial intention and it will shatter their intentions towards entrepreneurship because the lecturer can shape and design the intentions of the students.

The results show that the learning environment positively mediates the relationship between perceived social support and Entrepreneurial intention. The learning environment is the main key element in the mediation because if students get the desire social support from the society and

community around then obviously it will have a positive impact on the learning environment and it will help in the shaping of the entrepreneurial intention in the students and the students will go towards venture creation. If we will not provide the students with the desired good learning environment and social support then obviously there will remain some defects in the student's entrepreneurial intention and it will shatter their hopes and intentions towards entrepreneurship. So social support is very necessary to keep the intentions of the students alive.

As the results have shown positive significant relation. So keeping in the mind entrepreneurial behavior, if we want our students to go for venture creation rather than job-seeking then we have to work on their intentions. The learning environment plays a vital role in the shaping of the student's entrepreneurial intention and entrepreneurial behavior. If they will go towards venture creation then obviously it will promote entrepreneurship and it will help in the economic and social development of a developing country like Pakistan. So according to the stats and results, all the variables in this hypothesis are related to each other.

The findings revealed no evidence of a substantial beneficial relationship between entrepreneurial passion and the learning environment or entrepreneurial intention.

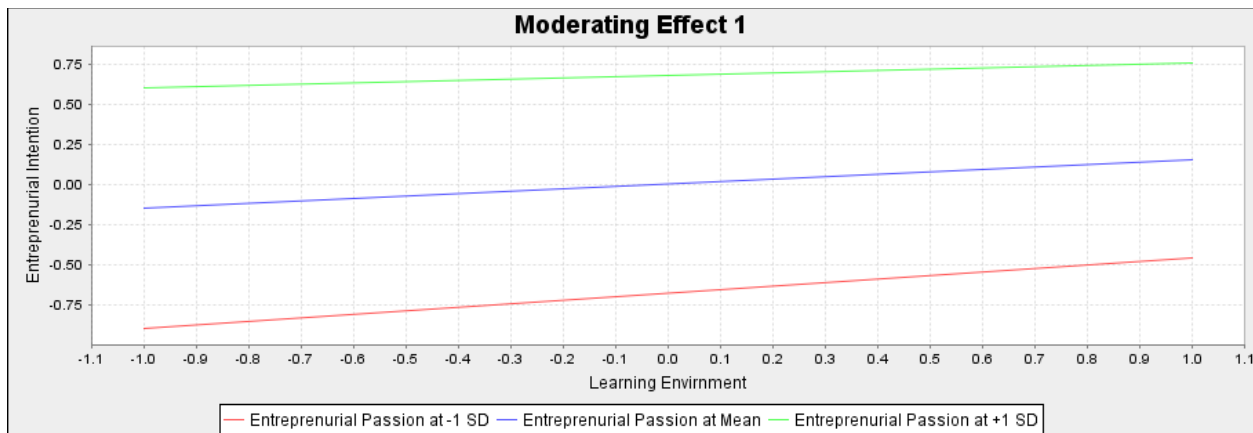


Figure – 4: “Moderating effect of the entrepreneurial passion between the learning environment and entrepreneurial intention”

Theoretical and Practical Implication:

This revision has added to the practical side in different manners that how entrepreneurial education can have a positive impact on the student's entrepreneurial intentions. How the lecturer's competency and learning environment can help in shaping the student's intention towards entrepreneurship. This study subsequently provides empirical evidence that underlines the significant role that understanding of entrepreneurial education and perceived teaching team competence play in pouring student's entrepreneurial intentions. Empirically, the more interest the lecturers display in teaching the course, motivating students to engage in activities related to entrepreneurship, and starting their own business, etc., the more enthusiasm for entrepreneurship among students to pick up. Furthermore, it will help the institutions of developing countries like Pakistan to prepare their students for their venture creation rather than job seeking. It will help in the growth and development of the economy of Pakistan and more employment opportunities will be created. Moreover, the moderating role of entrepreneurial passion will help in the shaping of the students to start their ventures. Furthermore, if the institutions will implement this study in

their study systems then obviously they will see a positive change in their system and student's intentions.

With theoretical implications, this study also contributed to the practical side. This study will also be very helpful for entrepreneurs to develop their entrepreneurial behavior given the entrepreneurial passion that will directly link with entrepreneurial intention. As the lecturer competency and social support will be higher the higher will be the entrepreneurial intentions of students and will produce more entrepreneurs. The findings of the conceptual model's role and a link between constructs give useful information for policies relating to entrepreneurship development initiatives, particularly entrepreneurial skills development programs. This study's facts and figures show that the sense of perceived social support for individuals is essential in affecting their business intent and behavior. These results form the basis for the creation of strategies for developing the development programs for entrepreneurship. Liñán, Urbano, and Guerrero (2011) Mention that academics and policymakers also face difficulties in fostering youth entrepreneurial behavior. Additionally, this study will be very important for universities in developing countries like Pakistan to produce more entrepreneurs rather than job seekers. Therefore, this study will promote entrepreneurship rather than job seekers that will enhance the financial and economic growth of entrepreneurship in Pakistan.

Future Direction and Limitations:

This current study has contributed to the practical side as well as the theoretical side, hence some limitations have been recognized with further recommendations and suggestions. This study was implemented on the private sector business institutes of Lahore, Punjab, Pakistan. Therefore, the results of the study promote that how young students can change their entrepreneurial intentions into real-time behavior, how the lecturer and their educational institute can shape student's entrepreneurial intentions to transform them into venture creation. Keeping in mind the future research can be conducted on business institutions from all over the Punjab province except Lahore. Additionally in this study self-efficacy was skipped, future studies should include self-efficacy as a mediator, societal norms, and cultural background as an independent variable. Additionally, it is very much perilous to note that the risk of losing a job affects personal self-efficacy such as growth actions, which, according to literature, may have an impact on the venture's future success.

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