

**RESEARCH PAPER****Intrinsic Barriers to Entrepreneurship: Investigating the Impact of University Student Perception on Entrepreneurial Intentions****<sup>1</sup>Dr. A.R. Shahzad, <sup>2</sup>Madiha Saleem and <sup>3</sup>Noreen Fatima**

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**\*Corresponding Author:** [Shahzad.rs@uaf.edu.pk](mailto:Shahzad.rs@uaf.edu.pk)**ABSTRACT**

Being considered a driving engine, entrepreneurship is essential for a country's economy. Therefore, this paper investigates students' perceptions of intrinsic barriers to entrepreneurship in Faisalabad, Pakistan. 300 graduate and postgraduate students from ten educational institutions were targeted. Interviews were used to collect data, which were organized using statistical techniques. Most of the total students were registered in non-business subjects while one-third studied business education. Less than a third belonged to business families, but many students were still familiar with business. Finance, lack of infrastructure, fear of failure, lack of any guidance, corruption, registration process, attitude of governments against entrepreneurs, less available market information and possession in their families were among the most important internal barriers. Multiple linear regression indicated that the factors that influenced students' perceptions of entrepreneurial barriers were gender, type of education, income, and family occupation. Such insights are used to formulate relevant policies to enhance entrepreneurship and remove barriers to economic growth.

**KEYWORDS** Barriers, Entrepreneurship, Entrepreneurial Education, Finance, Motivation**Introduction**

Entrepreneurship is a very fashionable word that has lately generated tremendous interest among policymakers, scholars, economists, and students (Sitaridis & Kitsios, 2024). International conferences, workshops, and seminars are constantly held each year in an attempt to explore the impact of this phenomenon on the overall development of economic patterns, as well as individual and societal well-being (Tokhirovna & Khasanovich, 2024). Entrepreneurship education has received much popularity in educational institutes because of this realization that governments are likely to be the only catalyst to drive competitiveness in an increasingly globalized economy (Suguna et al., 2024).

The educational landscape of business has undergone a sea change: entrepreneurship programs and curricula are spreading like wildfire across institutions of education (Overwien et al., 2024). However, paradoxically, this growth seems to have brought about an unplanned outcome. He et al. (2024) argued that business students are not opting for entrepreneurial opportunities as was expected. Crucial questions arise in the wake of this effectiveness of the existing educational processes.

Business education is an important asset to helping students achieve their entrepreneurial dreams. A major hindrance to entrepreneurial success in most entrepreneurs is a lack of managerial skills-which can be dealt with through education (Al-Qadasi et al., 2024). Business education helps equip people with the basic knowledge and resources to identify opportunities, allocate resources, and brave the challenges that come along (Otache et al., 2024). Entrepreneurship education provides an all-rounded learning platform by innovative and creative activities, business plan development, mentorship by

experienced entrepreneurs, case studies, networking, and simulated or real-world business experiences. In a literature review study conducted by Rosário & Raimundo, (2024) it was pointed out that the empirical evidence finds that entrepreneurial training and courses had an actual influence on entrepreneurship as a choice of career. Entrepreneurial education is one of the critical cornerstones, vital for encouraging an entrepreneurial spirit and attitude in business enterprises. Therefore, it can be said that entrepreneurial education shapes innovative thinking that will help people in the very challenging business world and tap into their vast potential.

Students following the path to entrepreneurship encounter several barriers, and some specific features are reported that either trigger or hinder entrepreneurial intentions: for example, Motivation, Courage, Self-efficacy, and Confidence. Psychological factors are reflected in some characteristics that influence self-employment participation- Fear of financial or risk-related concern, Risk aversion-and may prompt or deter students from pursuing self-employment (Perez et al., 2024). Again, a lack of motivation, courage, self-efficacy, or confidence can limit entrepreneurial intentions. Where fear and risk aversion are shown to be a negative effect on entrepreneurial intentions. Thus, to develop strategies that will enhance the participation of university students in entrepreneurship practices, the first thing is to identify these barriers which is the primary objective of the present study.

## **Literature Review**

### **Perception of Students towards Entrepreneurship**

Perception is defined as the cognitive process by which the individual interprets, understands, and makes sense of his or her surroundings (Phillips et al., 2014). It is observed that scholars and psychologists share similar opinions with regard to the subjective interpretation of experiences and events involved in perception; information identification, data consolidation, and meaning construing (Joffe, 2003). Furthermore, perception can occur through two significant routes, first, top-down processing in which the hierarchical approach leads to perception being influenced by prior knowledge, expectations, and context, second, bottom-up processing in which a process is data-driven, hence wherein sensory information is interpreted with no prior knowledge. This duality in mechanism makes the process of perception complex and dynamic (Waytz et al., 2010).

Laming (1994) argued that sensation and perception are two different processes that occur almost simultaneously quite often but really aren't the same thing. Sensation is defined as the physiological process whereby a person's sense organs detect what they take from the environment. The other concept, which deals with psychology, refers to perception as a psychological process whereby your brain interprets sensory information and its meaning. While sensations precede perceptions, not all sensations will cause a perception (Binetti et al., 2020). In a study that evaluating the Burge theory of perception and sensation by Olin. (2014) it was pointed out that translating from sensation into perception has several factors that comprise principles, preconceptions, values, hopes, and experiences. Such factors ensure that different individuals perceive things in a unique manner, through their unique experiences and biases. The subjective nature of perception comes out clearly when the differences are put into perspective in terms of what people perceive, when they perceive it, and how strongly they perceive it. According to Nes et al. (2023) it is impossible for two people to have the same perception. Therefore, perception is subjective, in that it depends on who sees, experiences, and thinks what happens to his or her interpretation of the information they get. Phillips et al. (2014) discussed that interactions between sensation and perception are extremely complex, which as such highlights the dynamism of human perception, multifaceted and complex. While sensations yield raw data, perceptions yield insight into how our brains' brainwires attribute meaning to this world. Hence, each person's reality can truly differ.

Our perception constitutes our view of reality; it frames our thought processes, attitudes, and actions. More importantly, people act mostly according to the perceived reality rather than to objective reality. This interpretation of reality pushes the decision and action (Ferdinand et al., 2023). According to research conducted by Othman et al. (2023), education is an essential factor in entrepreneurial success. Various studies found out that well-educated entrepreneurs are more likely to be successful by research in whichever field of study they involve themselves with. This finding supports the argument for education to be an agent of self-reliance, especially when this is paired with entrepreneurial education.

Entrepreneurship can be considered through two dimensions: supply and demand. Supply is willing and able to become entrepreneurs; the demand side portrays the marketplace need for entrepreneurial ventures (Furyanah et al., 2024). Perception plays the most important role in defining both aspects, particularly the supply side. Perceived ability to succeed is one of the major determinants for the predisposition of a person toward an entrepreneurial role. Among these determinants, some are education access, access to training programs, and other provisions related to entrepreneurship (Belwal et al., 2015). Therefore, if a person has quality education and access to training programs, that person is better placed to develop skills and knowledge through which they could be confident participants in the entrepreneurial activity.

Education and training enhance entrepreneurial skills through knowledge, self-efficacy, risk tolerance, and innovation capacity. On the other hand, a lack and access can serve as deterrents to entrepreneurial activity (Perez et al., 2024). Only those people who consider themselves capable entrepreneurs will identify opportunities, innovate, and take calculated risks. Understanding the interaction between perception, supply, and demand is important for developing good entrepreneurship policies, targeted education and training program design, and building a supportive entrepreneurial ecosystem (Dabbagh & Menascé, 2006). Perception can be overcome to release the hidden opportunities of entrepreneurship with improved economic growth. In sum, the favorable perception toward entrepreneurship will mean more interested individuals in entrepreneurial activities, therefore more innovation, more job creation, and prosperity (Lungu & Georgescu, 2024).

A number of studies (Dabbagh & Menascé, 2006; He et al., 2024; Sitaridis & Kitsios, 2024; Tokhirovna & Khasanovich, 2024) indicate that students' perception of the possibility of undertaking entrepreneurship as a career is highly influenced by their social and academic environment. The relevant literature demonstrates that the milieu of social network contacts, peer groups, and the academic setting in which they learn takes on a crucial role when it comes to changing students' attitudes towards entrepreneurship (Browning & Bustard, 2024). Such a social and academic environment either encourages or prevents students from carrying out their interest in entrepreneurship, hence the importance of facilitating and supporting environments. Other than the academic and social factors, there are a few more aspects that shape the perceptions of students toward entrepreneurship and motivate them to be involved in entrepreneurship. Banazadeh et al. (2024) identified perceived availability of business opportunities, the capability to run a business, the level of risk involved, and the fear of failure are some of these factors related to students' entrepreneurial aspirations. They either stir or weigh upon students' willingness to undertake entrepreneurial endeavors, and the complexities of interplay between perception, environment, and entrepreneurial intentions are brought into view.

In essence, students are motivated towards entrepreneurship through a multi-dimensional personal, social, and environment set of factors. These are important to understand in the development of workable strategies that enhance entrepreneurship education, foster innovation ecosystems, and encourage students to consider entrepreneurial career paths. It will then be the stimuli that determine how these achievements are made possible, but when such influences are recognized, educators, policymakers, and entrepreneurial support organizations can then create an enabling

environment that empowers students to move into entrepreneurship and translate ideas into successful ventures.

### **The Behavioral Intentions of Students towards Entrepreneurship**

Entrepreneurial intention has received significant attention in research because entrepreneurial intention might play a crucial role in the development of economies in various countries (Liñán et al., 2011). Entrepreneurial intention is defined as a set of plans and ambitions by an individual leading to self-reliance and establishing his or her own business. In other words, it acts as a precursor to entrepreneurship, which includes the identification and successful exploitation of business opportunities to build profitable ventures (Batista-Canino et al., 2024).

Research indicates that the intention to become an entrepreneur represents the best predictor of entrepreneurial behavior, after characteristics and demographics. Al-Qadasi et al, (2024) gave the reason and discussed that this is because entrepreneurial behavior is regarded as a conscious and planned activity, encouraged by the deliberate decision of someone to start a business. Of course, understanding entrepreneurial intention is also seen as important for arousing entrepreneurship and innovation, all conducive to economic growth and development, as well as in designing relevant education and training programs for entrepreneurship.

Taneja et al. (2024) highlighted that multifaceted factors-attitudes and motivations, perceptions of the feasibility and desirability of entrepreneurship, and social and environmental contexts-contribute to influencing entrepreneurial intention. They are differentiated also by their access to various resources and support systems. Analyzing this helps policymakers, educators, and researchers design an enabling environment for such intentions.

This would mean that understanding the entrepreneurial intention can equally enlighten strategies that enhance entrepreneurship, innovation, and then economic growth. Perez et al. (2024) endorsed this and discussed that it is at this juncture that research and further understanding of the complexities of entrepreneurial intention will continue to open means of unlocking the potential of entrepreneurship to drive economic development and prosperity.

### **Theoretical Framework**

Ajzen introduced the Theory of Planned Behaviour. According to him, human behavior is predominantly driven by decisions involving intent and, thus, entrepreneurial intention would be the best predictor of pursuing entrepreneurial activities. Hanage et al. (2024) pointed out that entrepreneurial intention seems to be a more cognitive precursor to conscious entrepreneurial endeavors as compared to the demographic factors, situational factors, or even personality traits. According to the TPB, intention is a cognitive state that arises from one's psychological condition: the perception of adequate resources and abilities to accomplish a given behavior brings about self-confidence to engage in the said behavior (Blanco-Mesa et al., 2024). Lastly, this state is a much better predictor of entrepreneurial behavior than character traits or demographics because intention indeed precedes an individual's action. Wardhani et al. (2024) argued that in the context of entrepreneurial education, students may indeed realise concrete purposes for becoming entrepreneurs when they think they have the ability and passion to do so, which positions intentional choice at the center of entrepreneurial intention building and actions.

Motivation plays an important role in driving a person into entrepreneurship, according to Maslow's Need Hierarchy Theory (1970) and McClelland's Acquired Needs Theory (1961). According to Maslow's theory, he classified human needs into two; the

lowest and highest needs. He said that when one level of need has been satisfied, the individual is motivated to ascend to the next level. He added that people move from one level to the next as they grow, thus creating a hierarchical progression. Contrary to this, according to McClelland's theory, needs are acquired through culture, environment, and experiences, thus influencing behavior. His theory acknowledges three basic needs, which include the achievement need- that is, to excel, the power need or the need for control, and the affiliation need, which is the need for interpersonal connection. These acquired needs govern how individuals behave. Those who have acquired these needs tend to exhibit different characteristics than those who do not. Understanding these motivational theories helps us realize in which aspects entrepreneurial aspirations tend to stem from by due interplay between inherent and acquired needs for success.

The articulated hypothesis which we tested are:

H1: There is a significant negative correlation between the intrinsic barriers to entrepreneurship and intention to become entrepreneur.

H2: There is no significant statistical variation in intention to become entrepreneur when there is an increase in perceived intrinsic barriers to entrepreneurship.

**Material and Methods**

Determining the barrier and demography characteristics influence on graduates of academic institutions in terms of entrepreneurial intentions was the primary purpose of this study. The population scope was purely decent due to being within the District Faisalabad, and time along with resource constraints. The universe of study comprised District Faisalabad, which concentrated a majority of HEC recognized universities and academic institutes.

The population of the study was constituted by ten Higher Education Commission recognized universities/colleges in District Faisalabad students, which was proportionally divided among the ten institutions. The sample comprises 300 respondents who have been randomly selected. The self-administered questionnaires, along with a cover letter, were distributed to the respondents by pollsters. Later, the data collected was processed using Statistical Package for Social Sciences software.

This study employs a customized scale for entrepreneurial barriers and examines the demographic influences on entrepreneurial intention. The scale used is composed of 3-point Likert-type statements ranging from "Agree" to "Strongly Agree". The analysis involved descriptive statistics and inferential statistics with simple linear regression in the interrelation between the demographics characteristic and entrepreneurial intentions.

**Results and Discussion**

The results of perceived barriers to entrepreneurship regarding the new business startup were summarized and shown in Table 1.

**Table 1**  
**Intrinsic Barriers to Entrepreneurship**

Sr. No	Intrinsic Barriers	Categories	Count	Percent %	Mean	S.D
1	Financial Constriants	Not at All	37	12.3	2.37	.71
		To Some Extend	111	37.0		
		To Great Extend	152	50.7		
2	Overhead Services Deficiencies	Not at All	24	8.0	2.36	.65
		To Some Extend	146	48.7		
		To Great Extend	130	43.3		

3	Fear of Business Failure	Not at All	57	19.0	2.24	.74
		To Some Extend	110	36.7		
		To Great Extend	133	44.3		
4	Guidance Deficit	Not at All	46	15.3	2.23	.63
		To Some Extend	135	45.0		
		To Great Extend	119	39.7		
5	Low Personal Drive	Not at All	52	17.3	2.22	.73
		To Some Extend	128	42.7		
		To Great Extend	120	40.0		
6	Inadequate Entrepreneurial Knowledge	Not at All	50	16.7	2.25	.70
		To Some Extend	131	43.0		
		To Great Extend	119	39.3		
7	Skill Shortfall	Not at All	50	16.7	2.21	.76
		To Some Extend	142	47.3		
		To Great Extend	108	36.0		
8	Self Confidence Shortfall	Not at All	61	20.3	2.17	.77
		To Some Extend	130	43.3		
		To Great Extend	109	36.4		
9	Unsupportive Social Network	Not at All	56	18.7	2.11	.69
		To Some Extend	157	52.3		
		To Great Extend	87	29.0		
10	Friendship Circle Impact	Not at All	61	20.3	2.10	.78
		To Some Extend	152	50.7		
		To Great Extend	87	29.0		
11	Conventional Mindset: Job Security Over Business	Not at All	120	40.0	2.12	.79
		To Some Extend	104	34.7		
		To Great Extend	76	25.3		

As appears from Table 1, the respondents have seriously apprehensive feelings regarding intrinsic barriers to entrepreneurship; they are less likely to start businesses after education. Major concerns include limited funds, lack of skills, and fear of failure-all pointing to the seriousness that needs to be aimed at providing targeted support and entrepreneurship education to get over those barriers. From Table 1, opinions of barriers to entrepreneurship: respondents reveal a distribution as follows: 18.3% reported low-level barriers, 59.3% medium-level barriers, and 22.3% indicated high-level barriers to entrepreneurship. The table shows students' perceptions of internal barriers to entrepreneurship, with financial barriers (2.37±0.71) ranking first, followed by lack of overhead services (2.36±0.65), lack of business knowledge (2.25 ±0.70), fear of business failure (2.25±0.70) ±0.74), and guidance deficit (2.23±0.63) ranked second to fifth, respectively. Low personal drive (2.22±0.73), lack of skills (2.21±0.76), and lack of self-esteem (2.17±0.77) ranked sixth through eighth. Finally, the influence of traditional mindset: job security on entrepreneurship (2.12±0.79), unsupportive social network (2.11±0.69), and friendship circle (2.10±0.78) hinders students' entrepreneurial aspirations in ninth to eleventh grade. Indicates a range of built-in barriers.

**Table 2**  
**Students Entrepreneur Intentions**

Sr. No	Intrinsic Barriers	Categories	Count	Percent %	Mean	S.D
1	Business Ownership	Agree	26	8.7	2.51	.66
		Somewhat Agree	97	32.3		
		Strongly Agree	117	39.0		
2	Economic Empowerment	Agree	27	9.0	2.44	.64
		Somewhat Agree	117	39.0		
		Strongly Agree	156	52.0		
3	Job Security Concerns	Agree	51	17.0	2.24	.71
		Somewhat Agree	122	40.7		
		Strongly Agree	127	42.3		
4	Creating a Brighter Future	Agree	29	9.7	2.48	.65
		Somewhat Agree	94	31.3		
		Strongly Agree	177	59.0		
	Broadening Expertise	Agree	27	9.0		

5		Somewhat Agree	127	42.3	2.41	.63
		Strongly Agree	146	48.7		
6	To Enhancing Social Status	Agree	28	9.3	2.31	.62
		Somewhat Agree	155	51.7		
		Strongly Agree	117	39.0		
		Agree	32	10.7		
7	Pursuing a Life of Luxury	Somewhat Agree	121	40.3	2.37	.66
		Strongly Agree	147	49.0		

Table 2 indicates that most students have strong intentions to become entrepreneurs after graduation. Indeed, 45% of respondents had high intentions, 39.7% had medium-level intentions, and just 15.3% had low-level intentions of starting their businesses. Further research reveals that business ownership was the leading intention to push forward students' entrepreneurial aspirations. In addition, establishing a brighter future was the second aspiration followed by economic empowerment. Then comes expanding of expertise. Lastly, materialistic life to pursue luxury and high lifestyle, while enhancing social status and job security concerns rank sixth and seventh, respectively. These are diverse motivations underlying students' entrepreneurial intentions.

**Table 3**  
**Pearson's Correlation Coefficient**

No	Knowledge	Coefficients
1	Financial Constraints	-.489**
2	Overhead Services Deficiencies	-.477**
3	Fear of Business Failure	-.542**
4	Guidance Deficit	-.488**
5	Low Personal Drives	-.498**
6	Inadequate Entrepreneurial Knowledge	-.386**
7	Skill Shortfall	-.549**
8	Self Confidence Shortfall	-.454**
9	Unsupportive Social Network	-.399**
10	Friendship Circle Impact	-.365**
11	Conventional Mindset: Job Security Over Business	-.487**

The results, shown in Table 3, indicate that there is a very highly significant negative relationship with a p-value of less than 0.05 between internal barriers and behavioral intentions to entrepreneurship. This finding leads to the acceptance of the first hypothesis that postulated that perceived barriers to entrepreneurship significantly inhibit a student's intention to establish his or her own business following the successful completion of formal education.

The negative correlation means that internal barriers increase while, conversely, the intention of students to be entrepreneurs decreases. In other words, from results, it is found that students think essential for their capacity building through state-of-the-art training by highly professional personnel and counseling at the school level in overcoming the barriers. Students will recognize the advantages of entrepreneurship but feel that they are not limited at the moment.

These findings suggest that, in fact, internal barriers should be overcome with regard to entrepreneurial intentions among students. Therefore, better capacity building and relevant support within educational establishments will guarantee that students perceive reduced barriers and develop the appropriate more entrepreneurial mind-set, with increased entrepreneurial intentions and business ideas eventually driving their way into economic growth and innovation.

The second hypothesis proposes to investigate the relationship between internal barriers and entrepreneurial intention with a view to understanding how differences in the perception of such barriers by students affect the likelihood of embracing entrepreneurship. This will reveal how internal barriers impact the decision to become an entrepreneur.

The higher-level objective of this study is identifying which specific barriers significantly impede the development of student entrepreneurial aspirations. Understanding these obstacles enables policymakers and educators to utilize targeted policy schemes that can be devised to help eliminate such barriers, further developing an entrepreneurship-friendly environment. The findings from this paper will guide policymakers on what barriers ought to be targeted within their policies in order to best support aspiring entrepreneurs. It is also expected that this research would inform policymakers with effective strategies on how to spur entrepreneurship based on the factors most likely to have a significant impact. Internal barriers also correlate significantly with entrepreneurial intentions, as evidenced by the simple linear regression analysis results shown in the table below.

**Table 4**  
**Simple Linear Regression**

Model	Unstandardized Coefficients		t	Sig
	B	Std. Error		
(Constant)	-2.206	.225	-9.809	.000**
Financial Constraints	-.224	.070	-3.212	.001**
Overhead Services Deficiencies	.069	.046	1.479	.140NS
Fear of Business Failure	-.209	.073	-2.871	.004**
Guidance Deficit	-.210	.057	-3.684	.117**
Low Personal Drives	-.193	.046	-4.239	.000**
Inadequate Entrepreneurial Knowledge	.097	.071	1.356	.176NS
Skill Shortfall	-.334	.075	-4.429	.000**
Self Confidence Shortfall	-.354	.089	-3.977	.003**
Unsupportive Social Network	-.235	.056	-4.196	.001**
Friendship Circle Impact	.895	.659	1.358	.132NS
Conventional Mindset: Job Security Over Business	-.368	.084	-4.380	.012**

Dependent: Behavioral Intentions (Entrepreneurship) R=.433 F(8, 297) =12.68, P=.000\*\*

The regression analysis revealed a good fit model for explaining 43.3% of the variance in behavioral intention ( $F(8, 297) = 12.68, p < 0.001$ ). Regression coefficients suggested that financial constraints, fear of business failure, guidance deficit, low personal drive, skill shortfall, self-confidence, social network, and conventional mindset are significant obstacles blocking entrepreneurial orientation among the students. Hence, specifically, a one-unit increase in such barriers' perception may likely decrease their intentions to start new business ventures after completing formal education.

On the other hand, overhead deficit, entrepreneurial knowledge, and friends' behavior did not have a significant impact on the students' entrepreneurial ambitions. This gap in fact shows that the students are aware of the positive side of entrepreneurship; however, there are still enormous barriers hindering them from becoming a future business leader.

Most of these findings point towards the dire need for targeted interventions. Proper counseling and technical support can enable the students to overcome such hindrances and develop entrepreneurial intentions. Educators and policymakers can ensure a more conducive entrepreneurship environment by addressing such concerns, thereby equipping the students with necessary skills and confidence.

## Conclusions

This study showed about one-third of the sampled students were under entrepreneurial education programs, which essentially geared them for the future entrepreneurship ventures. On the other hand, less than a third of the respondents came



from entrepreneurial families, indicating the need to nurture entrepreneurial spirit beyond family influences. The research also shows that most of the students knew how to start a new business and hence, grounds were perfect enough for entrepreneurial pursuits. However, on the other hand, they had major internal constraints that obstructed their entrepreneurial interest. These barriers are mainly lack of finance, inaccessibility of overhead services like communication, power, and means of transport, fear of failure, and the absence of advice. This significance highlights the need to overcome financial constraints, access basic services, fear of failure, and counseling, all which are considered important in promoting entrepreneurship among students.

This research goes deeper into the complex issues in entrepreneurship, discussing significant hindrances to self-employment. This paper does, therefore, provide meaningful contribution toward the knowledge base for research into entrepreneurial obstacles and highlights new challenges as aspiring entrepreneurs may face. This study presents empirical data for the first time on the perceptions of entrepreneurship barriers by university students. The results provide a subtle idea of what concerns and hurdles "want-to-be" entrepreneurs come up against, thus constituting a groundwork for future research or policy interventions.

### **Recommendations**

There should be careful design by all the stakeholders of entrepreneurial courses and policies. This initiative will serve to minimize perceived barriers and maximize motivating factors like education to create an enabling entrepreneurial environment for aspirant entrepreneurs who would be empowered to grapple with the challenges and seize the opportunities. A similar kind of orientation should be ensured through entrepreneurial education by making each one of them overcome possible challenges that might face them in the future as entrepreneurs. Thus, through education, students can emerge as pro-active problem-solvers who might work out some innovative solutions to overcome difficulties and henceforth achieve success.

Pakistan economic growth requires a very vibrant entrepreneurial system, which calls for a multi-dimensional approach. In the first instance, it was not about correct motivations, knowledge or skills on the part of entrepreneurs, but about inspiring instructors who reflect the same innovative spirit they want to grow in the minds of their students. It would thus be important to instruct the instructor in providing entrepreneurial-oriented training that evokes entrepreneurial spirit, creativity, and resilience among students. A strong sense of urgency exists in overcoming actual and perceived impediments to entrepreneurship among policymakers in order to overcome economic stagnation. Targeted support measures would include access to funding, mentorship programs, and streamlined regulatory processes. By reducing these obstacles, the entrepreneurial potential of Pakistan can be unlocked, poised to propel economic growth.

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