

Navigating the Nexus: Unravelling the Forces Shaping Entrepreneurial Aspirations among Media Studies Students

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Abstract

Entrepreneurship has emerged as a catalyst for societal advancement and economic prosperity in today's global context. This study explores and unveils the factors influencing entrepreneurial aspirations among students within media studies. Based on the Theory of Planned Behavior underpinning framework, this study integrates diverse international viewpoints. Using a survey method, the research utilized closed-ended questionnaires to gather data from 170 media students across four esteemed universities in Lahore. This approach facilitates a comprehensive examination of the correlation between entrepreneurial intentions and various factors, including attitudes, parental influences, self-esteem, and the perception of structural support. The research findings illuminate a significant prevalence of entrepreneurial intention among media studies students. Robust connections were substantiated between intention and various factors. In the study, the findings stress the need to foster an entrepreneurial mindset in media studies, driving global progress and innovation.

Keywords: Entrepreneurship, Media Studies, Intentions, Determinants

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INTRODUCTION

Entrepreneurship is widely recognized as a crucial catalyst for global economic advancement, attributed to its contribution to generating employment opportunities, fostering competition, and driving technological breakthroughs (Gibb & Hannon, 2006; Hindle & Rushworth, 2000; Fitzsimmons & Douglas, 2005; Johansen et al., 2012; Keeble, 1990; Mohar et al., 2007; Phillips & Kirchhoff, 1989). It has been closely associated with economic growth and social stability (Lent et al., 2002). It is increasingly acknowledged as a facilitator of wealth creation and the reduction of poverty (Romer, 1994; Adekiya & Ibrahim, 2016). Entrepreneurs inject vitality into fresh ideas, champion innovative solutions, and offer employment opportunities, thereby advancing economic progress (Al-Awlaqi et al., 2021; Morrison et al., 2003). This multifaceted and intricate concept of entrepreneurship is often perceived as a process shaped by many factors (Bird, 1988; Baron, 1998; Shane & Venkataraman, 2000). This process involves recognizing, evaluating, and capitalizing on business opportunities, encompassing innovation, execution, and the consequential impact (Shane & Venkataraman, 2000).

Despite the global acclaim, entrepreneurship still needs to be developed in certain regions, including Pakistan (Zreen et al., 2019). Pakistan's youthful demographic dividend presents an untapped potential, but entrepreneurial activity still requires significant augmentation. To combat unemployment and poverty, igniting entrepreneurial spirit among the youth is imperative (Awogbenle & Iwuamadi, 2010). Entrepreneurial intention (EI) emerges as a significant precursor to entrepreneurial behavior, as noted by Gelard Saleh (2011). The Theory of Planned Behavior (TPB) shapes EI through perceived behavioral control, attitudes, and subjective norms, eventually leading to action (Ajzen, 1991).

Diverse factors, encompassing personal traits, social contexts, and educational environments, influence EI (Biswas & Verma, 2021; Shah & Soomro, 2017; Nasip et al., 2017). However, Pakistan's pursuit

of more entrepreneurs emphasizes the urgency of comprehending the determinants of EI among its student populace. This study seeks to identify the social and economic factors underpinning the entrepreneurial intentions of media studies students while scrutinizing gender-based differentials in EI. Although various models have sought to predict entrepreneurial activity, the potency of personal traits in this regard still requires reinforcement. TPB offers a robust framework, yet research within developing nations like Pakistan needs to be more extensive.

LITERATURE REVIEW

Entrepreneurship is the dynamic process of owning and managing businesses while shouldering associated risks (Sternberg & Wennekers, 2005). It encompasses recognizing opportunities, organizing, initiating, and administering ventures (Chell, 2013). On a global scale, it is commonly accepted as the wellspring of economic prosperity and growth (Zaki & Rashid, 2016; Meyer & Synodinos, 2019; Dvorsky et al., 2018), rooted in a context-dependent social process that brings together unique possessions to exploit market prospects (Ireland et al., 2001). Bygrave and Zacharakis (2014) define *entrepreneurship* as creating value by combining resources to seize market opportunities. Hisrich, Peters, and Shepherd (2017) describe it as creating something new with value, involving investment, risk-taking, and receiving rewards. Entrepreneurship catalyzes global economic growth, fostering innovation and job creation (Global et al., 2019). Nations with robust entrepreneurship levels experience reduced unemployment and increased economic prosperity. Entrepreneurship also addresses pressing societal challenges, exemplified by companies like TOMS and Warby Parker, which are pivotal in fostering a thriving economy and a better world. Central to contemporary global economic development are the contributions of Phillips and Kirchhoff (1989) and Keeble (1990); entrepreneurship fuels the creation of new business ventures, enhances competition, and drives technological progress (Hindle & Rushworth, 2000; Kuip & Verheul, 2004; Fitzsimmons &

Douglas, 2005; Gibb & Hannon, 2006; Mohar et al., 2007; Johansen et al., 2012). Social and economic significance has been widely studied (Ahmed et al., 2010), particularly in developing countries where it is a potent tool against unemployment and poverty (Awogbenle & Iwuamadi, 2010).

Moreover, entrepreneurship is vital in promoting economic development in developing countries, addressing poverty, and fostering sustainable growth (UNCTAD, 2014). However, it faces challenges such as limited access to finance, weak institutions, and inadequate infrastructure (Acs & Szerb, 2007). Effective policies and programs supporting entrepreneurship are essential for driving economic development in these regions. In parallel, social entrepreneurship represents the pursuit of innovative solutions to address social issues, guided by principles of justice, sustainability, and empowerment (Dees, 1998; Martin & Osberg, 2007).

Serial entrepreneurship involves consistently establishing and growing multiple ventures (Carter et al., 2015), often across diverse fields. Digital entrepreneurship leverages digital technologies to manage and expand businesses (Acs & Audretsch, 2010), fueling economic growth, innovation, and democratizing entrepreneurship (Acs & Audretsch, 2010).

Furthermore, entrepreneurship education accelerates economic growth by equipping individuals with essential business knowledge and skills, thus fostering new employment opportunities (Ahmed et al., 2017). It is pivotal in instilling business acumen and motivating individuals to embark on entrepreneurial journeys (Brown, 2000; Muhammad et al., 2019). Entrepreneurship Education also elucidates the intricate relationship between businesses and society and ideally commence at the school level (Kourilsky et al., 1998; Kroon et al., 2001).

In Pakistan, entrepreneurship is pivotal for job creation, yet it has not been noticed due to limited government attention (Haque, 2007). Entrepreneurial intentions among Pakistanis are modest, with

only 23% aspiring to become entrepreneurs (Sarfraz & Qureshi, 2011). Recognizing its significance, the Higher Education Commission (HEC) has initiated “Entrepreneurship and Development Centers” in Pakistani universities (HEC, 2016). Nevertheless, several universities lack faculty for entrepreneurship-related courses (HEC, 2011). The encouragement of faculty development and research in entrepreneurial education by HEC is crucial to bridge this gap (HEC, 2016; Zareen et al., 2019).

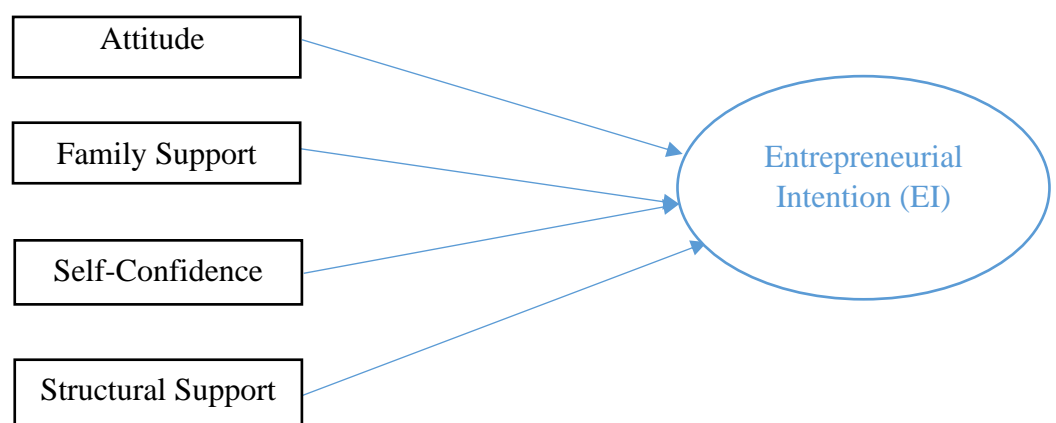
METHODOLOGY

The theoretical framework for this study draws upon the Theory of Planned Behavior (TPB) by Ajzen (1991), which proposes that people’s actions are deliberate based on the anticipation of outcomes. It highlights the voluntary nature of opting for entrepreneurship, indicating that stronger intentions to engage in entrepreneurial endeavors are positively linked to a higher probability of venturing into entrepreneurial roles. (Contreras et al., 2017a). These intentions are derived from the person's behavioral control (PB C), attitudes, and subjective norms, which are direct predictors of emotions. (Ajzen, 1991). TPB postulates that more positive subjective norms and attitudes and a strong sense of perceived control lead to stronger intentions to undertake a specific action (Contreras et al., 2017a; Ajzen, 1991). Furthermore, individuals who perceive more significant control over their actions are expected to translate their intentions into actual behavior when opportunities arise (Ajzen, 2006).

In the previous findings, Bazan et al. (2018), Donaldson (2019), and Laguía González, Jaén, Topa, and Moriano (2019) highlight that the Theory of Planned Behavior (TPB) has emerged as a prominent model extensively applied in the contexts of entrepreneurship and education in the exploration of motivational antecedents. Studies have widely recognized the effectiveness of the TPB in predicting entrepreneurial behavior (Bazan et al., 2018; Donaldson, 2019; Laguía González, Jaén, Topa & Moriano, 2019). Its robustness is underscored

by its adaptability across different contexts and valuable role in shaping research inquiries (Bazan et al., 2018; Donaldson, 2019; Laguía González, Jaén, Topa & Moriano, 2019). This study focuses on entrepreneurial intention as a critical precursor to entrepreneurial engagement (Krueger, 1993), examining its mediation of various determinants of entrepreneurial actions (Ajzen, 1991; Krueger, 1993). Notably, it highlights the significance of factors such as attitude toward entrepreneurship, subjective norms, and perceived behavioral control in shaping entrepreneurial intentions (Ajzen, 1991; Krueger, 1993).

2.1 Conceptual Framework



Schematic Model

1. **H1:** Students' entrepreneurial intentions are positively influenced by their startup attitudes.
2. **H2:** Students with entrepreneurial parents exhibit higher entrepreneurial intentions than non-entrepreneurial parents.
3. **H3:** Elevated levels of self-confidence among students correlate with increased entrepreneurial intentions.
4. **H4:** Positive perceptions of structural support significantly enhance entrepreneurial intentions among students pursuing media studies.

Krueger et al. (2000) meticulously outline the research methodology to investigate the factors influencing entrepreneurial intentions among media students in Pakistan by a comprehensive

approach to examine the underlying dynamics shaping entrepreneurial inclinations within this specific demographic. A cross-sectional research design, this study utilizes a survey method, integrating a questionnaire for data collection purposes. The sample comprises 170 media students from Lahore, Pakistan, selected through purposive sampling (Palinkas et al., 2015).

Variables such as Attitude, Family Support, Self-Confidence, Structural Support, and Entrepreneurial Intention are assessed using adapted measurement scales (Krueger & Brazeal, 1994; Liñán & Chen, 2009; Chen et al., 1998; Rosenberg, 1965; Barney, 1991).

Data is systematically collected via self-administered questionnaires with Likert scale responses (Bhattacharjee, 2012; Sukamolson, 2007). This comprehensive methodology facilitates the systematic gathering and analysis of data for the study (Malhotra & Kuo, 2008).

DISCUSSION

The demographic profile of participants in the study revealed that the majority were aged 21-24 (62.9%), with a significant representation of females (58.2%). Family income distribution showed that 35.9% fell between 50,000 and 100,000, while 58.24% reported family approval of their actions. Regarding family support for entrepreneurship, 67.65% agreed, and 60% agreed to obtain a loan from a family. Regarding attitude, 55.88% found entrepreneurship attractive, and media studies were seen positively by 67.06% for entrepreneurial success and 78.82% for increased self-confidence.

The correlation analysis revealed significant associations among critical variables. Notably, a moderate and statistically significant correlation was found between Entrepreneurial intention and Family support ($r = .46, p < .01$), underlining the notable influence of family support on fostering entrepreneurial intentions. Moreover, a moderate correlation between Attitude and Entrepreneurial intention ($r = .38, p < .01$) suggests the substantial impact of individual attitudes on the propensity to engage in entrepreneurial pursuits. Similarly, the

correlation between self-confidence and Entrepreneurial intention ($r = .44$) indicates the pivotal role of self-assurance in shaping entrepreneurial intentions. Lastly, the analysis revealed a notable correlation ($r = .28$) between structural support and Entrepreneurial intention, emphasizing the influential role of external support in shaping entrepreneurial intentions. These results underscore the significance of these identified factors in understanding the dynamics of entrepreneurial intentions.

Table 2. Correlative scrutiny and analysis

		1	2	3	4	5
Family Support	Pearson Correlation	1				
Attitude	Pearson Correlation	.459**	1			
Self-confidence	Pearson Correlation	.445**	.495**	1		
Structural support	Pearson Correlation	.470**	.360**	.368**	1	
Entrepreneurial Intention	Pearson Correlation	.457**	.377**	.442**	.279**	1

During the hypothesis testing phase, a comprehensive linear regression analysis was undertaken to evaluate the influence of key independent variables, namely Attitude, Family Support, Structural Support, and Self-confidence, on the dependent variable, Entrepreneurial Intention. The findings can be recapitulated as:

Attitude and Entrepreneurial Intention

(H1): Media Students' entrepreneurial intentions are positively influenced by their startup attitudes.

Results: The model was statistically significant (F-statistics = 27.9, $p < 0.01$), with an R-squared value of 0.14, indicating that the attitude of participants can explain 14% of the variation in Entrepreneurial Intention. Coefficient Measurement: Attitude (B= 0.32, $p < 0.01$) positively and significantly influenced Entrepreneurial Intention. It implies that an individual's startup attitude positively and significantly affects their intention to start a business. Hypothesis testing via linear regression showed that startup H1 attitude significantly influences students' intention to start a business with an R-squared of 0.14, signifying a 14% variation in entrepreneurial intention due to attitude.

Please note that Table 3 contains additional details of the regression analysis, including coefficients and p-values for all independent variables.

Table 3. Regression Model for Attitude

	Unstandardized Regression Coefficients Analysis		R ²	F (sig.)	t	Sig.
	B	Std. Error				
(Constant)	2.28	.234	.142	27.9 (.00)	9.74	.000
Attitude	.32	.060			5.28	.000

*Dependent variable: Entrepreneurial Intention

Hypothesis H2, which proposed that students with entrepreneurial parents would have higher entrepreneurial intentions, was supported by the results. The regression model was significant (F-statistics = 44.3, $p < 0.01$), elucidating that 21% of the digression in entrepreneurial intention. The evident influence of parents involved in entrepreneurial pursuits, indicative of robust family support, exerted a positive and significant influence on entrepreneurial intention (B= 0.35, $p < 0.01$). These findings underscore that individuals with a familial legacy of entrepreneurship demonstrate heightened propensities for engaging in

entrepreneurial endeavors compared to those without such influential backgrounds.

Table 4-Regression model for Family support

	Unstandardized Coefficients		R ²	F (sig.)	t	Sig.
	B	Std. Error				
(Constant)	2.24	.19	.209	44.3 (.00)	11.54	.000
Family Support	.35	.05			6.66	.000

*Dependent variable: Entrepreneurial Intention

The findings reinforced Hypothesis H3, indicating that students with elevated self-confidence tend to exhibit stronger entrepreneurial intentions. The regression model yielded significance (F-statistics = 40.9, $p < 0.01$), accounting for 20% of the variance in entrepreneurial intention. Notably, self-confidence (B= 0.39, $p < 0.01$) demonstrated a positive and significant impact, emphasizing the link between heightened self-assurance and entrepreneurial intention.

Table 5. Regression Model for Self-confidence

	Unstandardized Coefficients		R ²	F (sig.)	t	Sig.
	B	Std. Error				
(Constant)	2.01	.24	.196	40.9 (.00)	8.49	.000
Self Confidence	.39	.06			6.40	.000

*Dependent variable: Entrepreneurial Intention

Hypothesis H4, which proposed that the positive influence of the perceived structural support on entrepreneurial intention is evident

among media students, received support from the results. The regression model was significant (F-statistics = 14.23, $p < 0.01$), explaining 8% of the variation in entrepreneurial intention. Structural support ($B = 0.19$, $p < 0.01$) had a significant and positive influence, indicating that a higher perceived structural support is linked to increased entrepreneurial intention in media students.

Table 6. Regression model for structural support

	Unstandardized Coefficients		R ²	F (sig.)	t	Sig.
	B	Std. Error				
(Constant)	2.79	.19			14.48	.000
Structural support	.19	.05	.078	14.23 (.00)	3.77	.000

*Dependent variable: Entrepreneurial Intention

This discussion analyzes the findings from the survey of media students in Pakistan to comprehend the aspects influencing their entrepreneurial intentions (EI). The study fosters the Theory of Planned Behavior and formulates four critical hypotheses related to attitude, family support, self-confidence, structural support and their impact on entrepreneurial intention.

With one hundred seventy media students' responses within the 21-24 age group, the survey notably focused on individuals, a characteristic demographic prevalent among university graduates. A substantial proportion of respondents unequivocally demonstrated a fervent interest in entrepreneurial pursuits, signaling a profound inclination toward embracing entrepreneurship as a potential career trajectory. This notable trend seamlessly echoes the principles elucidated by Ajzen's Theory of Planned Behavior, spotlighting the influential role of intention in delineating future actions and underscoring the compelling

magnetism of entrepreneurship within the intricate communication landscape. These unwavering entrepreneurial aspirations find their roots in many intricate drivers, encompassing a fervent craving for independence, an unyielding passion for transformative innovation, and an unwavering aspiration for achieving financial success. Prior scholarly investigations have intricately woven the fabric of entrepreneurial intentions with many pivotal elements, ranging from prior experiential learning to educational background, familial influences, and an individual's distinct personality traits, including a proclivity for risk-taking and an indomitable spirit for achieving milestones. To unravel the nuanced intricacies underlying these profound aspirations, the study meticulously scrutinized and examined four carefully formulated hypotheses, revealing invaluable insights into the dynamic interplay of these multifaceted dimensions.

- a) **Attitude and Entrepreneurial Intention:** The findings support the hypothesis that a positive attitude significantly influences entrepreneurial intention (Krueger, 2000).
- b) **Entrepreneurial Intention and Family Support:** The data validates that heightened family support correlates with elevated levels of entrepreneurial intention, resonating with the influence of parental role models in fostering entrepreneurship (Dunn & Holtz-Eakin, 2000; Dyer & Handler, 1994).
- c) **Self-Confidence and Entrepreneurial Intention:** The findings reveal a strong positive association between self-confidence and entrepreneurial intention, aligning with prior studies. It underscores the pivotal role of self-belief in shaping individuals' inclinations toward entrepreneurship (Chen et al., 1998; Liñán & Santos, 2007).
- d) **Structural Support and Entrepreneurial Intention:** The analysis reveals that perceived structural support positively influences entrepreneurial intention, emphasizing the role of a supportive environment (Arenius & Minniti, 2005; Baron & Tang, 2011).

This research inquired into the factors influencing entrepreneurial intention among media students in Pakistan, drawing inspiration from the Ajzen Theory of Planned Behavior. Through a survey, it was established that startup attitude, family support, self-confidence, and structural support significantly drive entrepreneurial intention in this demographic. The findings suggest that Pakistani media graduates aspire to start their own businesses post-graduation but require support from their social networks and mentors for career decisions.

In summary, this research offers practical insights into the determinants influencing entrepreneurial intentions among media students, holding implications for educators, career counselors, and policymakers on how best to cultivate these aspirations within this academic cohort.

This research extends the Ajzen Theory of Planned Behavior into the realm of media students' entrepreneurial intentions, broadening the theory's application. It reaffirms the significance of attitude, family support, self-confidence, and structural support as robust predictors of entrepreneurial intentions. The study highlights the cross-cultural relevance of this theoretical framework, showcasing its adaptability in diverse educational and cultural settings. It aligns with the current literature (Okocha, Yousaf, & Onobe, 2023).

CONCLUSION

Educational institutions can utilize these findings to customize entrepreneurship programs, emphasizing enhancing attitudes, promoting family engagement, fostering self-confidence, and providing structural support to nurture entrepreneurial intentions among media students. Career counselors can apply these insights to offer more effective guidance, encouraging family involvement and facilitating the development of self-confidence in students' career decision-making processes. Policymakers can integrate these results into formulating entrepreneurship support policies, promoting active family and community participation, and implementing initiatives to enhance self-

confidence, thus fostering a more entrepreneurial society. This collaborative approach, guided by the study's implications, can significantly contribute to cultivating an entrepreneurial ecosystem within the media education landscape.

This study has limitations that warrant further investigation. The sample size was comparatively small, potentially restraining the significance of the results. Additionally, the sample was skewed towards women, which might have impacted entrepreneurial intention scores, given gender differences in this context.

Future research should explore these factors in larger, more diverse university populations with media programs. Examining gender-specific influences on entrepreneurial intention could yield valuable insights. Moreover, ethnocentrism could be included in the research design to capture better cultural diversity and attitudes (Yousaf et al., 2022). Developing educational programs to encourage positive intentions and attitudes toward entrepreneurship represents a promising avenue for future research and practical implementation.

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