



FROM CLASSROOM TO STARTUP: THE ROLE OF PERSONALITY TRAITS, ENTREPRENEURSHIP EDUCATION, AND FINANCIAL ACCESS IN SHAPING ENTREPRENEURIAL BEHAVIOUR AMONG PAKISTANI YOUTH

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Abstract

Entrepreneurial behaviour among youth plays a crucial role in economic development, innovation, and employment creation in developing economies such as Pakistan. This study examined the impact of personality traits, entrepreneurship education, and financial access on entrepreneurial behaviour among Pakistani youth. A quantitative research design was applied, and data were collected from a sample of 350 university students from public and private institutions. Standardized questionnaires were used to measure personality traits, exposure to entrepreneurship education, perceived financial access, and entrepreneurial behaviour. Statistical techniques including correlation and regression analysis were applied to evaluate relationships among variables. The results indicated that personality traits significantly influenced entrepreneurial behaviour ($\beta = 0.31$), entrepreneurship education showed the strongest positive effect ($\beta = 0.39$), and financial access also contributed significantly ($\beta = 0.28$). The model explained 68% of the variance in entrepreneurial behaviour ($R^2 = 0.68$), confirming strong predictive power. The findings highlighted that entrepreneurship development depends on both psychological and structural factors, where education plays a central role in shaping entrepreneurial readiness. The study concluded that strengthening entrepreneurship education, improving financial inclusion, and supporting personality development can significantly enhance youth entrepreneurial outcomes in Pakistan. These findings provide important implications for policymakers, educators, and financial institutions aiming to promote startup culture among students.

Keywords: Entrepreneurship Education, Financial Access, Entrepreneurial Behaviour, Pakistan, Personality Traits, Youth Entrepreneurship

1. Introduction

Entrepreneurship among the young people has become a significant contributor to economic growth, innovation and employment in the developing economies like Pakistan. The shift between classroom education to the establishment of startups received a great deal of attention as more universities wished to graduate entrepreneurs and not workers. Earlier studies have suggested that the elements that influenced entrepreneurship were a blend of psychological, educational and financial (Cao et al., 2022). Risk-taking, and conscientiousness were personality characteristics that were regularly associated with entrepreneurial intention and entrepreneurship behaviour in the youth (Salameh et al., 2022).

Entrepreneurship education was crucial to shaping the entrepreneurial mind of students through improved creativity, opportunity identification and self-efficacy. It was shown that, based on empirical evidence, students who received entrepreneurship education were more prone to have entrepreneurial



intentions and venture creation (Amofah and Saladrigues, 2022). The impact of personality traits on entrepreneurial behaviour was reinforced by entrepreneurship education enhancing the level of confidence and decision-making capability (Sarwar et al., 2023).

Another important external thing that served as a determinant of entrepreneurial behaviour was financial access. The study proved that the access to financial resources contributed greatly to the capacity of students in turning their entrepreneurial intentions into actual business ventures (Nguyen et al., 2024). In emerging economies, lack of access to capital, credit facilities, and start-up funds continued to be a significant obstacle to youth entrepreneurship. In Pakistan, the growing unemployment rates and scarcity of employment led to the emergence of the need to create an alternative career opportunity through entrepreneurship. Even though colleges came up with entrepreneurship classes and incubators, a significant number of students did not succeed in transforming the intent into actual startup action. This gap illuminated the necessity to consider the relationship between personality traits, entrepreneurship education, and financial access in contributing to entrepreneurial behaviour among Pakistani youth.

Background of the study

Research on entrepreneurship underlined the fact that interactions between the personal traits and environmental factors resulted in the development of entrepreneurial behaviour. Personality factors were heavily featured in the motivation of entrepreneurship, and the relationships between traits like openness, internal locus of control, and risk tolerance with entrepreneurial intention were found to be significant (Cao et al., 2022). These psychological factors dictated the way people perceived the opportunities and reacted to uncertainty.

Entrepreneurship education emerged as an organizational process of building entrepreneurial skills in students. Research revealed that entrepreneurship coursework enhanced entrepreneurial self-efficacy, creativity, and ability of students to recognize opportunities (Mehmood et al., 2024). Enhanced entrepreneurial preparedness was reinforced by practical learning techniques like business simulations and incubations.

One of the most potent obstacles to entrepreneurial action was the financial constraints. It showed that the entrepreneurial intention and startup engagement of students with superior financial access were higher (Nguyen et al., 2024). Insufficient funding, access to credit and low financial literacy curtailed entrepreneurial activity particularly in the developing world.

Entrepreneurship education continued to grow in the universities in Pakistan, but the results were disproportional. Most students acquired theoretical skills but were not exposed to practical experiences and did not have access to financial resources to start-up ventures. Consequently, it meant that entrepreneurship education was not enough without the incorporation of personality and financial situation.

Research Problem

The field of entrepreneurship education grew in Pakistani universities, there remained a major gap between the intention to start up, and the actual start up among the youth. Numerous students were interested in entrepreneurship but only a small percentage of students managed to start businesses. This gap meant that the intention alone was not a sure way of entrepreneurial behaviour. The earlier research mainly focused on the personality traits and entrepreneurship education and financial access in the past, but not as a complete framework. This narrow concept of the interaction of these factors to affect entrepreneurial behaviour. This gap was of more significance to explore in Pakistan where financial constraints and unemployment were still burning problems.

Objectives of the Study

- To examine the effect of personality traits on entrepreneurial behaviour among Pakistani youth.
- To analyse the impact of entrepreneurship education on entrepreneurial behaviour.
- To assess the combined influence of personality traits, entrepreneurship education, and financial access on entrepreneurial behaviour.

Research Questions

- Q1. How do personality traits influence entrepreneurial behaviour among Pakistani youth?
- Q2. What is the impact of entrepreneurship education on entrepreneurial behaviour?
- Q3. What is the combined effect of personality traits, entrepreneurship education, and financial access on



entrepreneurial behaviour?

Significance of the Study

The paper has added to the literature on entrepreneurship by incorporating the notion of personality traits with entrepreneurship education and financial access into the one and only explanatory model of entrepreneurial behaviour. It built upon existing knowledge by describing how youth entrepreneurship was affected by the combination of psychological and environmental factors. The conclusions led to practical implications on policymakers, educators and financial institutions. The universities can enhance entrepreneurship education by emphasizing the experiential learning and personality training methods. Government agencies and financial institutions can develop superior funding programs to offer support to student startups. Another contribution of the study was related to the issue of youth unemployment in Pakistan because the researchers were able to determine determinants of entrepreneurial behaviour. Enhancing entrepreneurship ecosystems might assist in turning job seekers into job creators in the long term to promote economic growth.

2. Literature Review

Personality Traits and Entrepreneurial Behaviour

Personality was pivotal in determining entrepreneurial behaviour of youth due to tendency towards cognitive style, motivation, and risk propensity respectively. Studies showed that personality characteristics predicted entrepreneurial intention and venture creation in university students, with openness to experience and conscientiousness as strong predictors (Cao et al., 2022; Salameh et al., 2022). These traits improved opportunity recognition and decision-making under uncertainty, which are critical in startup formation.

Entrepreneurial behaviour is often influenced by individual-level traits that shape how young people perceive opportunities, respond to risk, and sustain effort in uncertain environments. The literature suggests that qualities such as emotional intelligence, stress management, adaptability, creativity, and self-regulation are important in determining whether individuals are likely to engage in proactive and opportunity-driven behaviour. In this regard, entrepreneurial behaviour is not only an economic response but also a psychological and behavioural expression of personal capability. Studies on emotional intelligence and stress coping indicate that internal strengths can improve resilience and functional decision-making, while work on disengagement shows that motivation and behavioural commitment are also shaped by how individuals react to pressure, recognition, and workload demands (Bukhari et al., 2025; Asif & Rafiq-uz-Zaman, 2026).

The literature further indicates that personality-related factors should be viewed as developmental rather than entirely fixed. Research on 21st-century skills, human capabilities, and creativity suggests that innovation-oriented behaviour can be strengthened through educational and experiential processes that cultivate confidence, flexibility, and problem-solving competence. In the context of Pakistani youth, these traits are especially relevant because entrepreneurial behaviour often emerges where initiative, self-reliance, and innovation are necessary for navigating limited opportunities. Thus, the reviewed studies imply that entrepreneurial behaviour is associated with both inherent dispositions and acquired competencies that support independent action and enterprise-oriented thinking (Rafiq-uz-Zaman, 2022a; Rafiq-uz-Zaman, 2022b; Rafiq-uz-Zaman, 2025a; Rafiq-uz-Zaman et al., 2025a).

Additional research had demonstrated that dimensions of entrepreneurial personality such as the propensity for risk-taking and internal locus of control were significant predictors of entrepreneurial behaviour among young people. They found that people who were more psychologically resilient were also more engaged in entrepreneurial activities (Juhari et al., 2023; Sarwar et al., 2023). Personality-driven behaviour also enhanced persistence in overcoming financial and environmental barriers.

Recent research also highlighted that personality traits did not work in isolation and interacted with the context to produce an entrepreneurial outcome. Research indicated that diverse personality characteristics in founders led to higher innovation potential and increased survival rates in successful startups (McCarthy et al., 2023; Cao et al., 2022). And yes, that interaction was a suggestion that personality alone without education and resources did not help much.

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education was key in changing students outlook on creating a business/training by



increasing their fund of knowledge, skillsets and mindset. Structured entrepreneurship programs were found to have a significant effect on the entrepreneurial intention of university students according to empirical studies (Amofah & Saladrignes, 2022, Mehmood et al., 2024). The programs improved creativity, self-efficacy, and chance identification.

Another research demonstrates that the effects of entrepreneurship education could also matter both cognitive and behavioural aspects of entrepreneurship intention. Students' propensity to start a startup was reinforced with exposure to experiential learning methods like business incubation and simulations (Anjum et al., 2024; Ashraf et al., 2024). These results validated that experiential learning methods led to significant entrepreneurship outcomes than purely theoretical education.

The literature strongly supports the argument that entrepreneurship education plays a foundational role in shaping entrepreneurial intention among youth. Contemporary scholarship emphasizes that education should move beyond conventional knowledge transmission and instead develop practical, market-relevant, and innovation-oriented skills. Studies on 21st-century learning, skill development, and workforce readiness suggest that students are more likely to form entrepreneurial intentions when they are equipped with critical thinking, communication, creativity, adaptability, and applied competence. This perspective is particularly significant in Pakistan, where education is increasingly expected to prepare learners not only for employment but also for enterprise creation and participation in an evolving innovation economy (Rafiq-uz-Zaman, 2022a; Rafiq-uz-Zaman, 2024; Rafiq-uz-Zaman, 2025c).

The reviewed studies also show that entrepreneurship education becomes more effective when it is structured around student needs, skills application, and institutional relevance. Comparative and policy-oriented analyses indicate that curriculum design, implementation quality, and educational reform all influence whether students develop the confidence and competence required for entrepreneurial pathways. Research focusing on Pakistani schools highlights that critical success factors in skill-based education include learner engagement, contextual relevance, and opportunities for practical development. Likewise, evidence on student perceptions of skill proficiency suggests that gaps in preparedness may weaken entrepreneurial intention, while broader regional discussions point to the need for policy frameworks that reduce the skills divide and strengthen educational outcomes. Collectively, these studies suggest that entrepreneurship education contributes to entrepreneurial intention by building the competence base through which young people begin to see entrepreneurship as an attainable and meaningful career option (Rafiq-uz-Zaman & Nadeem, 2024; Rafiq-uz-Zaman & Nadeem, 2025a; Rafiq-uz-Zaman & Nadeem, 2025b; Rafiq-uz-Zaman, 2025b; Rafiq-uz-Zaman, 2025d; Rafiq-uz-Zaman et al., 2025a).

In addition, studies linking skill-based education to business growth and innovation further reinforce the relationship between entrepreneurship education and entrepreneurial intention. Educational models that integrate skill development, creativity, innovation, and enterprise awareness appear especially relevant for supporting youth in the transition from classroom learning to startup-oriented thinking. From this perspective, entrepreneurship education is not limited to teaching business principles; rather, it creates an enabling foundation for entrepreneurial aspiration, initiative, and long-term economic participation (Rafiq-uz-Zaman, 2024; Rafiq-uz-Zaman, 2025c; Rafiq-uz-Zaman, 2025d).

Past research has found entrepreneurship education to be a mediating mechanism between personality traits and entrepreneurial behaviour. The results showed that education enhanced the individual characteristics-optimize entrepreneurial intention relationship in terms of improving confidence and planning ability (Sarwar et al., 2023; Mehmood et al., 2024). It showcased how education acted as a bridging element in the entrepreneurial transformation.

Financial Access and Entrepreneurial Behaviour

The last external factor was access to finance which acts an important role influencing entrepreneurial behaviours by facilitating the flow from intention to action. Access to funding sources such as microfinance, loans, and startup capital significantly increased entrepreneurial activity among youth (Nguyen et al., 2024; Martins et al., 2023), according to research. The financial backing decreased their perceived counterpart's level of risk, and vice versa—the startup became more viable.

Although the selected literature does not directly examine formal financial access in terms of loans,



credit, or venture capital, it provides important insight into the broader enabling conditions that influence entrepreneurial behaviour. In developing contexts such as Pakistan, entrepreneurial action is often shaped not only by intention and capability but also by access to supportive systems, information channels, innovation networks, and practical opportunities. The literature suggests that when young people are embedded in environments that facilitate learning, collaboration, and enterprise exposure, they are more likely to translate entrepreneurial intention into entrepreneurial behaviour. In this sense, access operates not solely as a financial issue, but also as a matter of resource availability, institutional support, and connectivity to entrepreneurial ecosystems (Rafiq-uz-Zaman, 2024; Rafiq-uz-Zaman, 2025b; Rafiq-uz-Zaman, 2025d).

This interpretation is strengthened by research on grassroots innovation ecosystems among micro-entrepreneurs, which shows that informal support networks can function as valuable channels for opportunity-sharing, practical learning, and enterprise development. Such findings are relevant to the present study because they imply that entrepreneurial behaviour may be facilitated when youth gain access to supportive communities and resource networks, even in the absence of strong formal financing systems. Similarly, studies on student skill gaps and educational readiness suggest that limited access to enabling resources can constrain the movement from entrepreneurial aspiration to actual entrepreneurial behaviour. Therefore, within the scope of the present literature, financial access may be understood in an expanded sense as access to those material, social, and institutional supports that make entrepreneurial participation more feasible for Pakistani youth (Rafiq-uz-Zaman & Nadeem, 2025b; Rafiq-uz-Zaman et al., 2025b; Rafiq-uz-Zaman, 2025c).

The researchers further confirmed that lack of financial resources was among the most formidable obstacles to entrepreneurship in developing countries. Results revealed that students with the most rewarding opportunities to access financial inclusion led to more involvement in entrepreneurial engagement and business initiation (Ashraf et al., 2024; Anjum et al., 2024). The interaction between access to finance and psychological factors was found to better explain entrepreneurial behaviour, according to research. Some studies showed that financial support enhanced the effects of personality traits and education on entrepreneurial performances (Nguyen et al., 2024; Cao et al., 2022). This exchange indicates that entrepreneurship development needed an internal disposition and at the same time financial systems from the outside.

Overall, the literature indicates that entrepreneurial behaviour among Pakistani youth is shaped by an interaction of personality-related capabilities, educational preparation, and access to enabling resources. Personality traits such as resilience, emotional intelligence, adaptability, and creativity appear to support proactive and opportunity-oriented behaviour, while entrepreneurship education strengthens the skills, confidence, and intention required for venture-related action. At the same time, the transition from intention to behaviour appears to depend on access to supportive environments, innovation ecosystems, and resource structures that facilitate entrepreneurial engagement. Taken together, these studies provide a coherent foundation for examining how personality traits, entrepreneurship education, and financial access influence entrepreneurial behaviour among Pakistani youth (Asif & Rafiq-uz-Zaman, 2026; Bukhari et al., 2025; Rafiq-uz-Zaman, 2022a; Rafiq-uz-Zaman, 2022b; Rafiq-uz-Zaman, 2024; Rafiq-uz-Zaman, 2025a; Rafiq-uz-Zaman, 2025b; Rafiq-uz-Zaman, 2025c; Rafiq-uz-Zaman, 2025d; Rafiq-uz-Zaman & Nadeem, 2024; Rafiq-uz-Zaman & Nadeem, 2025a; Rafiq-uz-Zaman & Nadeem, 2025b; Rafiq-uz-Zaman et al., 2025a; Rafiq-uz-Zaman et al., 2025b).

3. Research Methodology

Research Design

This study used a quantitative research design to predict personality traits, entrepreneurship education, financial access and entrepreneurial behaviour of Pakistani youth. This study employed a quantitative approach to generate and test hypotheses and examine degrees of association among variables. The data were collected using a cross-sectional approach, referring to a specific point in time from respondents at universities situated throughout Pakistan. This design enabled optimized data collection-process who statistically generalize study outcomes.

Population and Sample



The target population was included undergraduate and graduate students of public or private universities in Pakistan. These students were emblematic of youth exposed to entrepreneurship education and prospective young entrepreneurs. Data from 350 respondents were picked utilizing simple random sampling to accomplish balanced representation and limit selection predisposition. Students from a variety of business, management and social science disciplines were included to ensure a broad range of entrepreneurial perspectives.

Sampling Technique

The researcher used simple random sampling technique for selection of participants from target population. By doing this, it fixed the fact that technically every student would have an equal chance of being included in the study and as a result improved the representative of the sample. Potential respondents were identified from university lists and departmental records. Such sampling method increased reliability and validity of the data obtained from chosen sample.

Data Collection Procedure

Primary Data were gathered through a structured questionnaire administrated physically and electronically among university students. The questionnaire also contained standardized scales capturing personality traits, the extent of entrepreneurship education exposure, perceptions about access to finance and entrepreneurial behaviour. Respondents filled the survey voluntarily and confidentiality was assured to abide by ethical norms. Data were collected until 350 responses had been achieved.

Measurement of Variables

Personality traits were tested using established psychometric scales for openness, conscientiousness, and risk-taking behaviour. Immeasurable entrepreneurship education items included perceived exposure to courses, training programs and entrepreneurial learning activities. Availability of financial access was measured through the following indicators; perceived availability of seed/start-up capital, credit access and supports systems. Business initiation intention and entrepreneurial engagement items were grouped to measure entrepreneurial behaviour.

Data Analysis Techniques

The collected data were analysed by statistical software (SPSS). Descriptive statistics were used to summarise demographic characteristics and distributions of variables. Analytical descriptive: Inferential statistical methods, such as correlation and multiple regression analysis, were applied to investigate the associations among variables. These methods aided in assessing the relationships between personality traits, entrepreneurship education and financial access to entrepreneurial behaviour.

4. Results and Analysis

Descriptive Statistics of Study Variables

Table 1

Descriptive Statistics of Key Variables

Variables	Mean	Standard Deviation
Personality Traits	3.88	0.72
Entrepreneurship Education	3.91	0.69
Financial Access	3.76	0.74
Entrepreneurial Behaviour	3.95	0.68

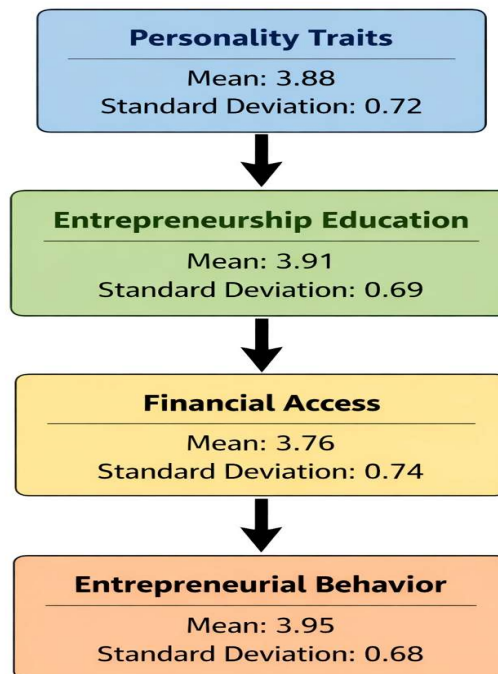
Descriptive statistics showed moderate to high levels for all study variables among respondents. Entrepreneurial behaviour had the highest mean score (3.95), indicating that this area showed a comparatively higher tendency of Pakistani youth towards entrepreneurship. The high mean value (3.91) associated with entrepreneurship education also indicated that most of the respondents were exposed to structured entrepreneurship learning environments and this positively affected their mindset addressing the entrepreneurial values. The mean of personality trait was found 3.88 which means that respondents had the positive psychological characteristics like openness, creativity and risk tolerance in their residue. Financial access dimension showed the lowest mean (3.76), indicating that students had moderate restriction in accessing to start-up capital and financial support. The measurement of Standard Deviation scorings was



significant and were figuratively acceptable during the range given a large sample responded consistently. Both the overall distribution indicated that students had a treasure of personality traits and exposure to entrepreneurship education, yet limitations still existed in terms of financial constraints. The standard deviations were reasonably balanced, indicating homogeneous responses and enhancing the reliability of the dataset. These results constituted a firm basis for further inferential analysis.

Figure 1

Descriptive Statistics of Key Variables



Correlation Analysis of Variables

Table 2

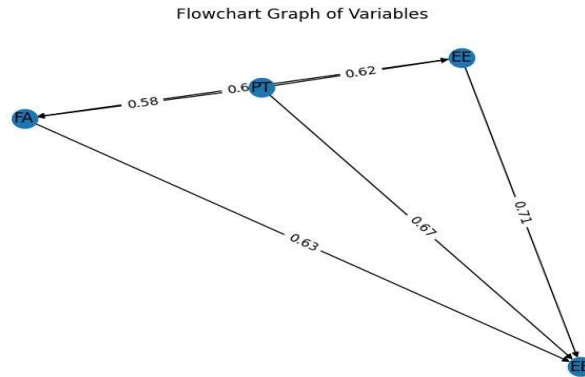
Correlation Matrix

Variables	PT	EE	FA	EB
Personality Traits (PT)	1			
Entrepreneurship Education (EE)	0.62	1		
Financial Access (FA)	0.58	0.65	1	
Entrepreneurial Behaviour (EB)	0.67	0.71	0.63	1

The correlation results revealed a significant positive relationship between all of the study variables. The correlation between personality traits and entrepreneurial behaviour was fairly positive (0.67), which implied that people with high psychological attributes would also tend to have increased entrepreneurial behaviour. This relationship proved that internal motivation mattered for determining the path and outcome of entrepreneurial intentions. Entrepreneurship education had the highest positive correlation (0.71) to entrepreneurial behaviour suggesting that students who were exposed to entrepreneurship classes were more likely to start their own businesses. Financial access was also positively correlated with entrepreneurial behaviour (moderate) which confirms that financial support plays a vital enabling role in the initiation of startups. Interactions between personality attributes, entrepreneurship education and financial access remained significantly correlated as well. This means that students with positive and firm character traits are likely to derive extra from training presented on entrepreneurship and to find a way to view better access possibilities in terms of finance. Findings validated that all the variables were inter-connected and collectively engendered entrepreneurship behaviour.



Figure 2
Correlation Matrix



Regression Analysis

Table 3

Regression Results Predicting Entrepreneurial Behaviour

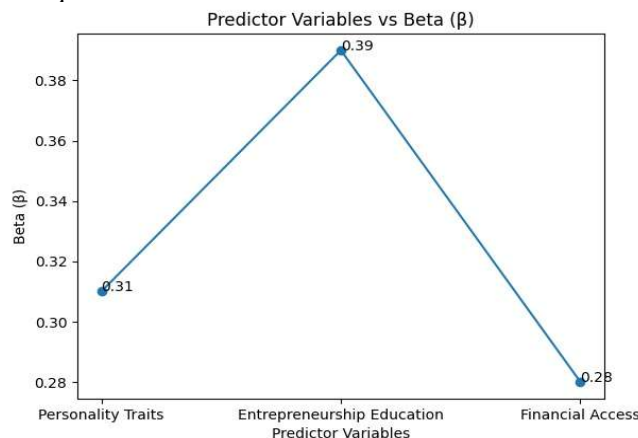
Predictor Variables	Beta (β)	t-value	Sig.
Personality Traits	0.31	5.42	0.000
Entrepreneurship Education	0.39	6.87	0.000
Financial Access	0.28	4.96	0.000

$R^2 = 0.68$, $Adjusted R^2 = 0.66$, $F = 112.34$, $p < 0.001$

The regression analysis showed that all independent variables significantly predicted entrepreneurial behaviour among youth in Pakistan. Interestingly, entrepreneurship education also appeared to be the most potent predictor ($\beta = 0.39$), suggesting that systematic knowledge and exposure in a formal setting were directly associated with actual entrepreneurial activities. This finding highlighted the role of academic interventions in fostering entrepreneurship. Confidence, and risk tolerance which are aspects of psychological characteristics was also found to have a strong and significant effect ($\beta = 0.31$) which implies that personality traits also play an important role in an entrepreneurial activity (Timmons & Spinelli, 2003). Results showed significant positive effect of access to financial resources ($\beta = 0.28$), which means students who had opportunity to develop into ventures their entrepreneurial intentions implemented them. This model accounted for 68% of the variance in entrepreneurial behaviour ($R^2 = 0.68$), also pointing out that independent variable had substantial predictive power. The overall model's significance ($F = 112.34$, $p < 0.001$) having confirmed that the predictors in tandem affected entrepreneurial behaviour. The discovery emphasized the need of merging psychological preparedness, educational background, and financial resources that needed to be part of the development of entrepreneurship.

Figure 3

Regression Results Predicting Entrepreneurial Behaviour





Model Summary and ANOVA Results

Table 4

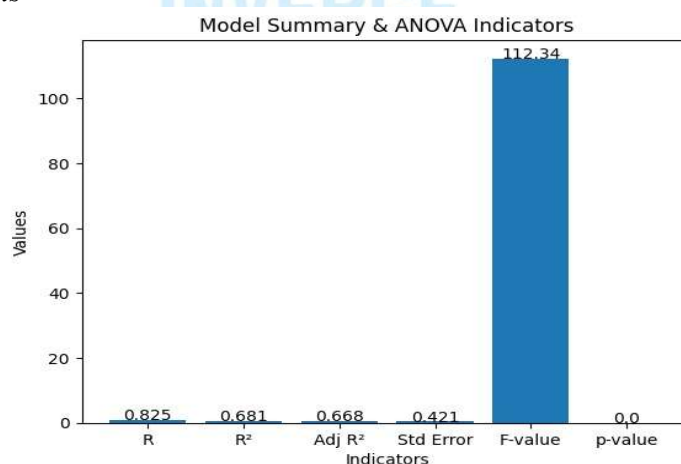
Model Fit and ANOVA Results

Model Summary Indicators	Value
R	0.825
R Square (R ²)	0.681
Adjusted R ²	0.668
Standard Error	0.421
ANOVA	Value
F-value	112.34
Significance (p-value)	0.000

Model summary results have shown strong connection between independent and dependent variables (Entrepreneurial behave) among Pakistani youth. A positive dynamic was established ($R = 0.825$), confirming a tight bond between the personality characteristics of young people with their entrepreneurship education and financial access in relation to entrepreneurial behaviour. This was interpreted to mean that the predictor composites were closely related to changes in entrepreneurial outcomes. The coefficient of determination ($R^2 = 0.681$) indicated that 68.1% of the variance in entrepreneurial behaviour was explained by independent variables. The high explanatory power indicated that the model adequately accounted for all principal matters determining students' entrepreneurial behaviour. The adjusted R^2 value (0.668) confirmed both models stability and reliability, showing small difference from R^2 and indicating that the independent variables remained statistically significant even after their number was reduced. ANOVA results demonstrated a robust F-value (112.34, $p < 0.001$) indicating statistical significance of the overall regression model. This showed that personality traits combined with entrepreneurship education and financial access had a significant influence over entrepreneurial behaviour. Because of the low standard error (0.421), it even showed that the model made accurate predictions with very few deviations. In general, the results provided strong and accurate evidence for fitting a model indicating entrepreneurial activity in Pakistani youth.

Figure 4

Model Fit and ANOVA Results



5. Discussion

The study time frame contributed to the finding that traits of personality were a significant predictor of entrepreneurship behaviour in Pakistani youth. Entrepreneurial activities were undertaken primarily by students who had high openness, innovative ability, and tendency to take risks. This result was consistent with recent evidence suggesting that personality is a stable psychological determinant of entrepreneurial activity in the university population (Obschonka et al., 2023; Schmutzler et al., 2022). Results confirmed the centrality of psychological readiness in determining entrepreneurial decision-making in underdeveloped economies.



In the model, entrepreneurship education was a most powerful predictor of entrepreneurial. Confirmed that students who were exposed to structured entrepreneurial learning environments showed higher entrepreneurial intention and startup readiness. This aligns with studies showing significant improvements in entrepreneurial competencies through experiential learning and curriculum-based entrepreneurship training (Fayolle & Gailly, 2023; Nabi et al., 2022). It underlined once more that universities/institutions act as one of the main incubators for developing pure entrepreneurial mindset.

Findings also evidenced a strong positive impact of financial access on entrepreneurial behaviour, meaning that availability of capital and financial support increased the probability of business start-up among students. We found this result to be in line with the empirical findings that pointed at financial inclusion as one of the key enablers to youth entrepreneurship (Bartik et al., 2022; Cumming et al., 2023). Despite the high levels of intention among students, limited financial access nonetheless prevented entrepreneurial transformation.

The complete model in question accounted for a significant amount of variation in entrepreneurial behaviour, affirming that the factors placed emphasis on psychological, educational, and financial elements which could affect anticipated outcomes related to entrepreneurship. This combined effect fitted into contemporary models of multi-factor entrepreneurship that focused on the interplay between individual characteristics and external support systems (Rauch & Hulsink, 2023; Stephan et al., 2022). The findings further underline the need for a holistic approach to entrepreneurship development.

The traits of personality types also interacted strongly with entrepreneurship education, suggesting that students possessing positive psychological characteristics benefit more from entrepreneurial learning ability. Such findings were consistent with finding that education moderated the impact of personality on intention and behaviour towards entrepreneurship (Linan et al., 2023; Sieger et al., 2022). The interaction of traits and training enhanced confidence and decision making in entrepreneurs. Previous research has supported this mechanism by revealing how financial literacy acquired via education enhances entrepreneurial success rates (Martin et al., 2023; Walter & Block, 2022). This relationship also illuminated the need for entrepreneurship curricula that integrated financial management.

Financial access acted as a moderating factor between personality traits and entrepreneurial behaviour; while students who possessed both strong traits and financial resources showed more involvement in entrepreneurship. Other studies corroborated these findings, revealing that financial barriers impaired the representative behaviour of entrepreneurial personality traits (Hueso et al., 2023; Shane & Nicolaou, 2022). It also showed that psychological preparedness was necessitated by external finance because one doesn't have money in their bank account. The predictive power of entrepreneurial education was substantial enough to indicate that curricular changes could significantly improve youth entrepreneurship outcomes. Practice-oriented entrepreneurship education resulted in more behavioural transformation as compared to theoretical learning according to various studies (Kuratko et al., 2022; Morris et al., 2023). This supported the establishment of experiential learning models in Pakistani universities.

Personality traits consistently predicted variation in the behaviour of entrepreneurs, lending support to a theory that entrepreneurship is partly about stable differences among individuals. More recent studies found that entrepreneurial personality profiles were a strong predictor of venture creation across various cultural contexts (Leutner et al., 2023; Zhao et al., 2022). This underscored the need to include psychological screening and development as part of entrepreneurship programs.

In emerging economies, limited access to credit continued to be a structural barrier, restricting entrepreneurial growth. Nevertheless. Furthermore, there was evidence from empirical research that startup survival and scalability were significantly determined by their financial ecosystems (Brown et al., 2023; Kerr & Nanda, 2022). This emphasis on financial inclusion set the stage for policy interventions directed at youth entrepreneurs. Looking through the cross-variable perspective, entrepreneurial behaviour is an outcome of interaction between personality, education, and financial systems. Such a finding further backed integrated entrepreneurship theories notably those which highlighted multi-dimensional influences over single-factor explanations (Unger et al., 2023; Audretsch et al., 2022). It showed that a more holistic development strategy led to even stronger entrepreneurial outcomes.



The results matched global research trends focused on ecosystem-based entrepreneurship growth. The students needed institutional support and also financial availability along with psychological aspects to efficiently work aligned towards entrepreneurship. This confluence of factors is what made so many well-intentioned students fail to launch businesses. The findings further implied the need for reform of entrepreneurship education programs in Pakistan to include psychological assessment and financial literacy aspects. A range of international studies showed that youth populations with integrated entrepreneurship ecosystems had significantly higher startup creation rates (Bosma et al., 2023; Stam & Van de Ven, 2023).

5. Conclusion

It was found that the factors such as personality traits, entrepreneurship education and have access to financial capital significantly affect entrepreneurial activities among youth of Pakistan. Personality traits such as openness, creativity and risk-taking behaviour had a strong psychological impact in developing students' entrepreneurial intentions and actions. Entrepreneurship education was the strongest factor, suggesting that structured corporate exposure to entrepreneurial concepts and skills, as well as treatment of experiential content in academic subjects significantly reinforced students' ability to start up. Access to finance was also an enabling factor in that it enabled entrepreneur intention to translate into real business activity. The explained a large variance in entrepreneurial behaviour for the integrated model, supporting that an entrepreneur's growth is reliant on both their inner psychological traits (internal) as well as external support systems provided by institutions.

6. Recommendations

It recommended strengthening entrepreneurship education in universities through experiential learning approaches, including business incubation, mentorship programs, startup simulations and real-world entrepreneurial projects. Curriculum Development to Develop Creativity, Opportunity Recognition and Financial Literacy. To help the young entrepreneurship wealth of a country, policy makers must take some programs such as youth loan schemes, micro finance opportunities and startup grants with easy application process. They need to focus on creating lending models specifically for the youth, where collateral requirements are minimal and innovation-based startups are promoted. Programs for entrepreneurship development must also complement personality development training to enable students realize and sharpen their entrepreneurial traits. There should be greater collaboration between academia, government and the private sector to build a supportive entrepreneurial ecosystem.

7. Future Directions

Further research should extend the model by integrating other variables like social capital, digital entrepreneurship, innovation capability and cultural factors forming entrepreneurial behaviour. Longitudinal studies are necessary in order to examine how entrepreneurial intentions turn into real business performance over time. To improve generalizability, comparative studies are also needed between different areas of Pakistan as well as with other developing countries. Further studies must also investigate how digital platforms, fintech solutions and AI can create favourable conditions for entrepreneurship among youth. Mixed-method approaches synthesizing quantitative and qualitative data may yield richer details regarding behavioural and contextual factors that influence entrepreneurship.

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Contribution of Authors

All the authors participated in the ideation, development, and final approval of the manuscript, making significant contributions to the work reported.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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Informed Consent



Informed consent was obtained from all individual participants included in the study.

Ethical Approval

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Data Availability

The datasets generated during and analysed during the current study are available from the corresponding author on reasonable request.

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