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Impact Of Digital Entrepreneurship Education on Entrepreneurial Success with The Moderating Role of Resource Availability in Pakistan

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ABSTRACT

The objective of this research is to investigate the impact of digital entrepreneurship education on entrepreneurial success in Pakistan, taking into account the moderating effect of resource availability. Data were collected from small and medium-sized enterprises (SMEs) and venture capitalists in the twin cities of Islamabad and Rawalpindi. A cross-sectional analysis was conducted to simultaneously gather information from various entrepreneurs, employing a questionnaire as the data collection tool. The study utilized the convenience sampling approach, along with regression and correlation analysis. The findings of the research reveal a significant influence of digital entrepreneurship education on entrepreneurial success. Entrepreneurial success is positively affected by both entrepreneurial orientation and creativity. Additionally, the availability of resources plays a significant role in shaping the relationship between digital entrepreneurship education and entrepreneurial success. It is important to note that this study employed a convenience sampling strategy, resulting in a limited sample size, and the data relied on self-reported. This study's report is anticipated to offer valuable insights for small and medium-sized enterprises (SMEs), entrepreneurs, and investors. This study's report is anticipated to offer valuable insights for small and medium-sized enterprises (SMEs), entrepreneurs, and investors.

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Introduction

Entrepreneurship may play a significant role in achieving sustainable development goals, particularly when it comes to giving poor countries access to high-quality education and independence to succeed in the marketplace (Muñoz & Cohen, 2018). Analysts, economists, and researchers have found that entrepreneurship and entrepreneurs have grown in importance globally due to their favorable effects on employment, productivity, innovation, and economic growth (Ahmad & Hoffmann, 2008). Entrepreneurial tactics because of their vital role in fostering economic growth, fostering innovation, and promoting economic development (Ahmad & Hoffmann, 2008; Saha, Sáha, & Sáha, 2023). Graduate students now have access to suitable employment prospects due to the growing number of people who, thanks to entrepreneurship education, have the objective of becoming entrepreneurs (Wardana et al., 2020). In developing countries like Pakistan, where entrepreneurial activities can sustainably increase productivity. To succeed in the market, entrepreneurs need to have certain qualities, such as creativity, self-reliance, and socioeconomic standing. These attributes can greatly support sustainable development objectives. This is especially true when it comes to providing quality education (Dees, 2018).

The introduction of new technologies in recent years has highlighted how digitalization can open up new avenues for creativity (Yoo, Henfridsson, & Lyytinen, 2010). Businesses are undergoing a quick and profound transition due to digitalization, and it is commonly recognized that those who miss out on this trend now will find themselves behind their competitors in terms of speed, flexibility, and competitiveness in the future (Westerman, Bonnet, & McAfee, 2014). The ability to run a new business that engages in commercial activities and succeeds by digitizing all or a portion of the entrepreneurial process with the aid of computers, technology, and virtual platforms like social media, cloud computing, and artificial intelligence is known as digital entrepreneurship (Nambisan, 2017).

Digital business model breakthroughs like social media, e-commerce, and software have revolutionized several markets and industries, including media, entertainment, retail, and lodging. -as-a-service (Zaheer, Breyer, & Dumay, 2019). Because digital entrepreneurship has the potential to replace traditional entrepreneurial models with digital ones, researchers are very interested in researching it (Le Dinh, Vu, & Ayayi, 2018). In addition to revolutionizing entrepreneurship, digital entrepreneurship has made it easier for business owners to launch and run their enterprises. According to several recent research, the term "digital business" refers to the idea that centers on using digital platforms and technology to establish, run, and market a business (Parida, Sjödin, & Reim, 2019). Students' attitudes and behaviors toward entrepreneurship can be altered through entrepreneurial education (Cui, Sun, & Bell, 2021).

It will be able to monitor this entrepreneurial success rate and digital entrepreneurial activity. It will be more educational for entrepreneurship courses. Entrepreneurs studying business, for instance, might be more interested in entrepreneurship than those studying other subjects. Specialty-based grouping of tests may yield more intriguing outcomes (Xin, B., & Ma, X. 2023). Prior research on the direct and indirect effects of entrepreneurial education on entrepreneurship has concluded that learning about entrepreneurship facilitates entrepreneurs’

acquisition and application of the information and skills necessary for entrepreneurship (Anwar, Alalyani, Thoudam, Khan, & Saleem, 2022). Liu et al. (2022) make the case that digital development is advantageous for the growth of employment while examining the effects of digital technology on China's labor, product, and loan markets.

Pakistan is suffering from a high rate of unemployment; graduates are becoming more unemployed, and the percentage of educated people without jobs is larger than that of people without education (Iftikhar, 2016). Pakistan's unemployment rate for 2022 was 6.42% and at least 4.5k Pakistani nationals have emigrated abroad in search of better employment possibilities. Anwar ul Haq, Usman, Hussain, & Anjum, (2014) discovered that, in comparison to other nations, Pakistan had a lower percentage of entrepreneurial efforts. Furthermore, educating people about entrepreneurship, especially through institutions, is essential to increasing public awareness of entrepreneurship. The significance of the topic "The impact of Digital entrepreneurial education on entrepreneurial success with the moderating role of resource availability in Pakistan" lies in exploring how digital education focused on entrepreneurship influences the success of entrepreneurs in Pakistan. Understanding the role of digital learning in entrepreneurial success is crucial in the contemporary business landscape.

In the era of digital transformation, understanding how digital education contributes to entrepreneurial success is vital. Entrepreneurs who leverage digital tools and strategies often have a competitive advantage. Digital entrepreneurial education can potentially reach a broader audience, making entrepreneurial knowledge and skills more accessible, especially in regions like Pakistan. This can democratize education and empower aspiring entrepreneurs. Examining the impact on entrepreneurial success helps policymakers, educators, and entrepreneurs themselves to identify effective strategies and resources needed to thrive in the dynamic business environment. The moderating role of resource availability is critical because, even with education, entrepreneurs might face challenges if the necessary resources are not accessible. This aspect considers the practical application of knowledge in the real-world context. Entrepreneurial success contributes significantly to economic development. Studying this topic in the context of Pakistan provides insights into how fostering entrepreneurship through digital education can positively impact the country's economic growth.

Research Objective

These pertinent research topics are the focus of the current investigation.

- To estimate the effect of Digital Entrepreneurship Education (DEE) on entrepreneurial success.
- To estimate the effect of Entrepreneurial Orientation (EO) effect on entrepreneurial success.
- To estimate the effect of Entrepreneurial Creativity (EC) affect entrepreneurial success.
- To estimate the moderating effect of Resource Availability between the relationship of Digital Entrepreneurship Education (DEE) and entrepreneurial success.
- To estimate the moderating effect of Resource Availability between the relationship of Entrepreneurial Orientation (EO) and entrepreneurial success.

- To estimate the moderating effect of Resource Availability between the relationship of Entrepreneurial Creativity (EC) and entrepreneurial success

2.0 Literature Review

2.1 Theoretical Background

According to social learning theory, before forming early behaviors, followers actively pick up knowledge from a model through everyday observation (Bandura & Walters, 1977). Taking into consideration the functions of social media and entrepreneurial intuition, social cognitive theory (SCT) provides a framework for understanding how digital entrepreneurship education affects the development of entrepreneurial success. SCT placed a strong emphasis on how reciprocal determinism, self-efficacy, and observational learning shape human behavior (Bandura, 2002). Although practice-based learning approaches enable students to take part in entrepreneurial activities, theory-based teaching strategies focus on helping students better comprehend the concept of entrepreneurship and the framework for its implementation (Cummins et al., 2021). Furthermore, research has shown that raising cognitive and awareness levels can positively influence attitudes toward entrepreneurship by emphasizing its potential advantages and proving that it is a viable career route (Boukamcha, 2015). People are exposed to a variety of digital business concepts, tactics, and success stories through digital entrepreneurial education (Jardim, 2021).

2.2 Empirical Studies

Entrepreneurial Success

The success of entrepreneurs is determined by the positive psychological and professional impacts they experience while starting a new company venture (Wach, Stephan, & Gorgievski, 2016). Entrepreneurs across various industries may have varying perceptions of their professional achievements (Lau, Shaffer, & Au, 2007). Various criteria have been proposed as indications of entrepreneurial success (Fisher, Maritz, & Lobo, 2014), such as profitability, growth, firm longevity, social impact, personal satisfaction, addressing societal needs, and public acclaim. The literature recognizes the need of using entrepreneurial success indicators that are tailored to the specific conditions in which new venture processes take place. The variables used to evaluate entrepreneurial success include goal attainment, economic prosperity, lifestyle accomplishment, and firm growth (Rauch & Frese, 2000). The use of several academic disciplines such as economics, psychology, sociology, and anthropology may be employed to identify the determinants of entrepreneurial success, which are the characteristics that influence the capacity of entrepreneurs to attain success (Van, 2003).

Digital Entrepreneurship Education

Entrepreneurship education has progressed in order to provide students with the necessary skills for the contemporary job market. Students now have the capacity to implement innovation and entrepreneurship in every academic discipline or area of study. Entrepreneurial education equips students with the abilities to be flexible, adaptable, and resilient, enabling them to succeed as the requirements of the job market evolve (Munawar, Yousaf, Ahmed, & Rehman, 2023). The definition of entrepreneurial education is the wise and deliberate intervention by the educator in

the learner's life to instill entrepreneurial values and abilities, ensuring that the learner is competent in navigating the business environment. (Kgagara, 2011). Entrepreneurial education refers to the implementation, enhancement, and practical use of innovative and proactive methods in an educational environment. Sufyan, Degbey, Glavee-Geo, & Zoogah (2023) argue that a comprehensive grasp of digital entrepreneurship empowers students with the aptitude to effectively manage resources, develop a business model canvas, segment customers, employ diverse digital marketing strategies, and assess the long-term viability of businesses. Kubberød & Pettersen (2017) also noted that students who received entrepreneurship instruction had a preference for entrepreneurship. Overall, the provision of digital entrepreneurship education equips students with the necessary skills to effectively participate in the pursuit of digital entrepreneurship. Therefore, the subsequent explanation outlines the basic hypothesis.

H1: Digital entrepreneurship education has an impact on entrepreneurial success.

Entrepreneurial Orientation (EO)

Entrepreneurial orientation refers to the combination of strategies, decision-making methods, and behaviors that are focused on entrepreneurship (Lumpkin & Dess, 1996). Entrepreneurial orientation is a pivotal concept in assessing the adoption of entrepreneurial behavior by organizations. It provides opportunities for the establishment of new ventures and the stimulation of innovation (Kusa, Duda, & Suder, 2021; Pidduck, Clark, & Lumpkin, 2023). Entrepreneurial orientation (EO) is considered a significant strategy that enhances business performance by effectively employing resources to discover and capitalize on new entrepreneurial opportunities. The entrepreneurial mindset fosters the development of a range of skills, including strategic planning and financial literacy, as well as routine skills such as time management, analytical skills (Kirkwood et al., 2014), environmental monitoring, problem-solving, decision-making, goal setting, customer relations, negotiating, growth management, and compliance with regulations (Almahry et al., 2020). These skills ultimately contribute to the creation of effective staff and services that meet market demands. Entrepreneurs, with their entrepreneurial spirit, have an advantage by being the pioneers in introducing novel items to the market (Asad, Kashif, Sheikh, Asif, George, & Khan, 2022). EO facilitates market comprehension and enables the identification of new prospects, hence fostering entrepreneurial endeavors towards achieving entrepreneurial success.

H2: Entrepreneurial orientation has an impact on entrepreneurial success.

Entrepreneurial creativity

Business owners are expected to have a thorough understanding of the present social enterprise business environment, including entrepreneurial prospects, challenges, and strategies for company growth (Chang, & Chen, 2020). Specialized expertise inside a firm may be converted into tangible business ideas, which can serve as a catalyst for organizations seeking to develop novel goods or services to enhance their growth. Entrepreneurial creativity refers to the development and use of original and useful ideas for products, services, and processes, together with the formulation of effective business strategies to establish a thriving new venture (Amabile, 1996). According to several relevant scholars, creativity is the act of generating something that

was not previously achievable in its existing state. Valdez-Juárez & Pérez-de-Lema (2023) assert that fresh innovations continually get or exhibit enhanced value. Creativity in entrepreneurship include the development of novel and effective solutions to business challenges, the formulation of innovative business strategies, and the introduction of creative changes to the entrepreneurial process (Zhou, 2008). The cultural value of goods or services is primarily determined by their novelty, uniqueness, and originality, which are key factors in attracting and appealing to prospective clients (Swedberg, 2006). Creative entrepreneurs are characterized by a special management approach that relies on intuition, informality, and quick decision-making. This style is different from the more traditional thinking approaches, as it aligns with the specific qualities of creative entrepreneurs (Powell, 2008). Stolz, Blackmon, Engerman, Tonge, and McKayle (2022) argue that creativity improves individuals' actions and behavior, allowing them to generate innovative ideas and fostering the possibility for entrepreneurship. Thus, the present study proposed a correlation between entrepreneurial innovation and entrepreneurial success in the following manner.

H3: Entrepreneurial creativity has an impact on entrepreneurial success.

Resources Available

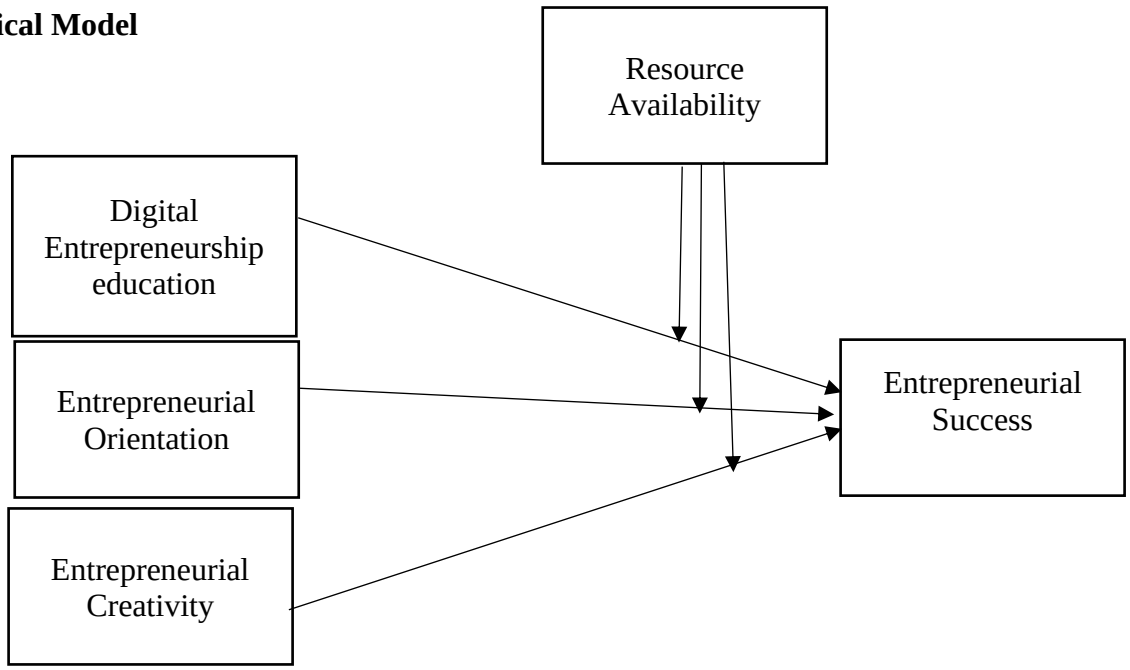
Entrepreneurs have access to abundant entrepreneurial resources, which allows them to be very adaptable in expanding their creativity and implementing their innovative ideas (Chen et al., 2015). The ability of a corporation to take advantage of opportunities and maintain its competitive edge is maintained via the purchase and accumulation of resources (Ireland, Hitt, & Sirmon, 2003). Hence, it can be deduced that the impact of entrepreneurial education, mentality, inventiveness, and opportunity identification on an entrepreneur's perception of the success of a new business is impacted by the availability of resources to the entrepreneurs (Brush, Greene, & Hart, 2001). In order to understand the availability of resources, this research utilizes the classification of Edelman and Yli-Renko (2010), which suggests that entrepreneurial resources consist of financial resources, political resources, and industrial community resources. Community resources refer to the advantages that members of professional communities get from one other. Government resources pertain to the adaptability of government policies and the assistance provided by administrative bodies. Financial resources denote the monetary fund’s accessible to businesses (Edelman and Yli-Renko, 2010).

H4: Resources available moderate the relationship between Digital entrepreneurship education and entrepreneurial success.

H5: Resources available moderate the relationship between entrepreneurial orientation and entrepreneurial success.

H6: Resources available moderate the relationship between entrepreneurial creativity and entrepreneurial success.

Theoretical Model



3.0 Methodology

The inquiry is a comprehensive study that integrates the existing body of literature on digital entrepreneurship education and its impact on the success of entrepreneurs. The sample was obtained from the population of small and medium-sized enterprises (SMEs), recent university graduates, and venture capitalists in the twin cities of Pakistan, Islamabad and Rawalpindi. The study's sample size comprises around 249 workers. The research used a cross-sectional methodology to gather data from numerous entrepreneurs simultaneously. In addition, a self-administered questionnaire consisting of closed-ended questions was used to gather data using a quantitative approach. The measurements of these questions were conducted using a five-point Likert-type scale, with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree". The analysis will be conducted using the SPSS program. Data was gathered for the research from typical entrepreneurs at Islamabad's main and national incubation facilities, as well as Rawalpindi, in accordance with prior studies' discoveries on their demographics, including age, gender, educational attainment, and professional background, among other factors. The following section provides detailed information on the study instruments and data gathering procedures used by the participants.

Variables Measurement and Explanation.

Measurements of dependent, independent, and moderator are below.

Digital Entrepreneurship Education (DEE)

Specifically, the measurement of digital entrepreneurship education (DEE) was conducted using nine items suggested by Hasan et al. (2020). A specific instance of an item is the statement, "Universities in our country primarily coordinate digital entrepreneurship education".

Entrepreneurial Orientation (EO)

The research measures the characteristics of Entrepreneurial Orientation (EO) using five

questions that have been adapted from a scale mentioned in Lumpkin and Dess (2001). An illustrative instance is, "I consistently endeavor to finish every task I commence".

Entrepreneurial Creativity

The researchers Zhou and George (2001) used a five-item scale to assess entrepreneurial inventiveness. The phrase "I am not afraid to take risks" serves as the only criterion for evaluation.

Entrepreneurial Success:

The research measures the characteristics of entrepreneurial success using seven items that have been adapted from a scale developed by Amesi and Akpomi (2014). One of the seven elements is "The capacity to discover distinctive solutions is the crucial factor for achieving success".

Resource Availability

In order to assess the availability of resources, we used the scale created by Edelman and Yli-Renko (2010) and made adjustments to ensure it accurately captures the specific characteristics of the creative industries. A concrete illustration is the provision of robust assistance by state and municipal governments to facilitate the establishment of new enterprises."

Control Variables

When conducting the test of regression, the current study employed a few control variables that were connected to the entrepreneurial demographic information, including age, and work experience as an entrepreneur.

4.0 Results

Table 1: Demographic

		Frequency	Percent
Gender	Male	205	82.3
	Female	44	17.7
Age	18-25	111	44.6
	26-35	84	33.7
	36-45	43	17.3
	46-55	7	2.8
	Over 55	4	1.6
Experience	1-5 years	202	81.1
	6-10 years	16	6.4
	11-15 Years	8	3.2
	16-20 years	8	3.2
	21 years- above	15	6.0
Education	Graduate/undergraduate	235	94.4
	Others	10	4.0
	PhD	4	1.6

N=249

Table 1 shows the demographic results of the entrepreneurs where 205 (82.3%) responses from males and 44 (17.7) from females. Of the 249 respondents, 44.6% were between 18 to 25 years old, 33.7% were between 26 to 35years old, 17.3% were between 36 to 45 years old, 2.8% were between 46 to 55 years old and 1.6% were above 55 years old.

Regarding working experience as an entrepreneur, 202 (81.1%) respondents had 1 to 5 years of experience in entrepreneurship, 6.4% had 6 to 10 years of experience, 3.2% had 11 to 20 years and 6% respondents had more than 21 years of experience in entrepreneurship. Of 249 respondents 235 (94.4%) were graduates or undergraduates, (4%) were other diplomas and 1.6% were Ph.D. in different subjects.

Table.2. One-way ANOVA

	Entrepreneurial Success	
	F statistics	**P-value**
Gender	2.830	.000
Age	5.312	.000
Experience	5.776	.000
Education	3.471	.000

The current study used several control variables, including gender, age, and work experience in SMEs, related to the demographic data of the entrepreneur when doing the regression test. Significant differences were found in the attitude toward entrepreneurial success across age (F= 5.312, p.01), experience (F=5.776, p.01), and education (F= 3.471, p.01), according to the findings of the one-way ANOVA (see Table 1). We used ANOVA to find these variables because we saw P.05.

Table 3: Reliability

Constructs	Items	Alpha	Loadings	Mean	S.D
Digital	DEE1	.885	.969	3.578	1.0015
Entrepreneurship	DEE2		.970	3.474	1.2828
Education	DEE3		.970	3.679	1.1186
	DEE4		.970	3.542	1.0958
	DEE5		.969	3.888	1.0017
Entrepreneurial	EO1	.915	.969	3.759	1.1457
Orientation	EO2		.969	3.715	1.1756
	EO3		.969	3.835	1.0966
	EO4		.969	3.614	1.1162
	EO5		.969	3.747	1.0493

Entrepreneurial	EC1	.904	.968	3.755	.9420
Creativity	EC2		.969	3.655	1.1817
	EC3		.968	3.863	1.0226
	EC4		.969	3.727	.9867
	EC5		.969	3.843	.9000
Entrepreneurial	ES1	.930	.969	3.855	1.0603
Success	ES2		.968	3.851	1.0540
	ES3		.969	4.008	.9289
	ES4		.969	3.928	.9561
	ES5		.969	3.924	.8461
	ES6		.969	3.787	1.0734
	ES7		.968	3.839	.9280
Resource Availability	RA1	.921	.970	3.538	1.0737
	RA2		.969	3.627	1.0819
	RA3		.969	3.598	.9669
	RA4		.970	3.426	1.2029
	RA5		.970	3.410	1.0743
	RA6		.969	3.647	.9565
	RA7		.969	3.659	.9755
	RA8		.969	3.859	.8615

The reliability analysis results for the several constructs in this study are shown in Table 3, which is based on Cronbach's alpha coefficient. Digital Entrepreneurship Education has an alpha score of 0.887, over the suggested range of 0.7 Hair, Hollingsworth, Randolph, and Chong, (2017). Entrepreneurial Orientation has an alpha score of 0.915, far over the suggested cutoff. Entrepreneurial creativity has an alpha value of 0.904, which is higher than the advised level once more. Entrepreneurial Success has an alpha value of 0.930, which is far higher than the suggested boundary. Resource Availability's alpha value is 0.921, which is higher than the advised level. All of the constructs have very strong reliability.

Table 4: Descriptive Statistics and Correlations

	Mean	S.D	DEE	EO	ES	EC	RA
DEE	18.1606	4.56917	-				
EO	18.6707	4.83977	.564**	-			
ES	27.1928	5.87804	.629**	.778**	-		
EC	18.8434	4.29877	.688**	.835**	.876**	-	
RA	28.7631	6.60065	.562**	.685**	.717**	.729**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Note. N = 249: alpha reliabilities are presented in parentheses. DEE = Digital

Entrepreneurship Education, EO = Entrepreneurial Orientation, ES = Entrepreneurial Success, EC = Entrepreneurial Creativity, RA = Resource Availability. *p. <.05. **p>.05

Table 4. presents the results of the descriptive statistics: all indicators are assessed using the descriptive statistics test. The total number of observations was 249. The mean and standard deviation of Digital Entrepreneurship Education are 18.1606 and 4.56917 respectively. Mean value of entrepreneurial orientation is 18.6707 and the standard deviation is 4.83977. The value of the mean of entrepreneurial success is 27.1928 and the standard deviation is 5.85804. The value of the mean of entrepreneurial creativity is 18.8434 and the standard deviation is 4.29877. The value of the mean of resource availability is 28.7631 and the standard deviation is 6.60065. In this study table 4. Shows the results of correlation among the variables. Digital entrepreneurship education had a positive signification correlation with entrepreneurial orientation, creativity, success, and resource availability.

Table 5: Regression Analysis:

Predictors	Entrepreneurial Success		
	β	T-value	P-value
Control Variables			
Age	.202	2.121	.035
Experience	.167	1.934	.054
Independent variables			
DEE	.233	4.307	.000
EO	1.068	18.289	.000
EC	.027	.956	.030
Interaction effect			
DEE * RA	.009	-4.093	.000
EO * RA	.039	-18.633	.000
EC*RA	.035	3.639	.000

Note. N = 249: alpha reliabilities are presented in parentheses. DEE = Digital Entrepreneurship Education, EO = Entrepreneurial Orientation, ES = Entrepreneurial Success, EC = Entrepreneurial Creativity, RA = Resource Availability. *p. <.05. **p>.05

The results of the regression analysis for this investigation are shown in Table 5. The research examined the influence of digital entrepreneurship education (H1) on entrepreneurial success. The results of the study confirmed the hypothesis. The findings corroborate the findings of prior research conducted by Wibowo and Narmaditya in 2022. This outcome demonstrates the influence of digital education on entrepreneurial achievement. Specifically, DEE provides both skill development and knowledge pertaining to initiating and expanding a digital enterprise. The second hypothesis of this research posits that entrepreneurial orientation has a significant influence on entrepreneurial success, as confirmed by the regression analysis. The conclusion is corroborated by prior research conducted by Singh, Bhowmick, Eesley, and Sindhav in 2021. The main hypothesis of this study is that entrepreneurial creativity significantly influences entrepreneurial success. This hypothesis was confirmed by regression analysis, which was also validated by previous research conducted by Chang and Chen (2020). The findings indicate that digital

entrepreneurship education (β = .233, p. <.05), Entrepreneurial Orientation (β = 1.068, p. <.05), and Entrepreneurial Creativity (β = 1.068, p. <.05) have a significant impact on entrepreneurial success. The regression table demonstrates that digital entrepreneurship education (β = .009, p. <.05), entrepreneurial orientation (β = .039, p. <.05), and entrepreneurial creativity (β = .035, p. <.05) have a significant moderating effect on resource availability in relation to entrepreneurial success.

Conclusion

This study examined the impact of including entrepreneurship education on students' achievement and innovation. They gathered data from diverse entrepreneurs. Universities specializing in digital education should promote an entrepreneurial spirit to facilitate the establishment of successful student-run firms. An entrepreneurial school that incorporates digital education would provide more support for entrepreneurship, economic growth, innovation, and creativity in comparison to a conventional academic institution.

The research revealed that digital education courses focusing on entrepreneurship had a favorable influence on the mindset of students and entrepreneurs about company initiation. Moreover, the provision of digital education on entrepreneurship and its impact on students' cognitive processes has a beneficial influence on their entire mentality. Consequently, this mentality has a substantial impact on their professional development and achievements as entrepreneurs. According to Sidra Munawar's study in 2021, the availability of resources influences the relationship between students' professional growth and their performance in entrepreneurship. Put simply, instructing folks in entrepreneurship via digital education and the abundance of resources may motivate them to initiate distinctive and innovative enterprises by examining potential prospects and embracing calculated gambles.

The research successfully accomplished some objectives, albeit it does have a few constraints. The sample size of the research may be insufficient for drawing generalizable results. In future studies, it is essential to include a broader range of entrepreneurs, including various sorts, while also taking into account their social network and proficiency in technical abilities. The survey was conducted in the twin cities of Pakistan, Islamabad and Rawalpindi, and only focused on accomplished entrepreneurs. Consequently, these conclusions are only applicable within the confines of that particular culture. In order to enhance the generalizability of the findings, future research endeavors should gather data from diverse locations. The study used a particular methodology; hence it is recommended that future researchers employ a combination of methodologies and other specialized techniques to get a more comprehensive understanding of the aspects that contribute to students' inclination towards starting their own business ventures. Furthermore, future research should investigate other factors such as the impact of entrepreneurial education and social networks on personal development, interpersonal connections, and familial dynamics in order to provide a more comprehensive understanding of their contribution to achieving success.

Husnain Ali Ehsan Abbasi: Problem Identification and Model Devolpement,
Khurram Mushtaq: Supervision and Drafting
Muhammad Faisal Rizwan: Literature search, Methodology

Conflict of Interests/Disclosures

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