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TÍTULO: El papel de los rasgos de personalidad, la educación empresarial y la autoeficacia como efecto mediador en la intención empresarial.

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RESUMEN: El objetivo del estudio es evaluar el papel de los rasgos de personalidad, la educación empresarial y la autoeficacia como un efecto de mediación en la intención empresarial. 43.7% creía que la idea de emprendimiento es fascinante para comenzar un día su propio negocio, 57.0% dijo que desarrollará su propio negocio si tiene una oportunidad, 56.3% cree que posee habilidades de liderazgo que se requieren para un empresario, 50.4% dijo si están en problemas pueden encontrar una solución la mayor parte del tiempo y el 57.3% cree que el programa de emprendimiento mejora su comprensión en la creación de ideas modernas.

PALABRAS CLAVES: rasgos de la personalidad, educación para el emprendimiento, autoeficacia, intención empresarial, necesidad de logros.

TITLE: The role of personality traits, entrepreneurship education and self-efficacy as mediating effect on the entrepreneurial intention.

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ABSTRACT: The objective of the study is to evaluate the role of personality traits, business education and self-efficacy as a mediating effect on business intention. 43.7% believed that the idea of entrepreneurship is fascinating to start their own business one day, 57.0% said they will develop their own business if they have an opportunity; 56.3% believe that they possess leadership skills that are required for an entrepreneur; 50.4% said they can find a solution most of the time, and 57.3% believe that the entrepreneurship program improves their understanding in the creation of modern ideas.

KEY WORDS: personality traits, entrepreneurship education, self-efficacy, entrepreneurial intention, need for achievement.

INTRODUCTION.

Entrepreneurship is considered an important contributor to monetary efficiencies, job creation, innovation, and social welfare, etc., (Naushad and Malik, 2018). Nowadays, the importance of entrepreneurship cannot be underestimated worldwide, especially in the present circumstances where the joblessness rate is increasing caused by the global economic crisis (Ullah, et al. 2016).

Improving entrepreneurial and entrepreneurship activities are major concerns of most of the government of the world. These governments watch this like a mean to encourage qualified, skilled young individuals like a job creator rather than a job seeker (Gupta and Sharma, 2018).

Entrepreneurship is one of the processes of creating value for the business community by utilizing the associated financial, cultural and social resources entrenched in the atmosphere (Rathore, et. al. 2015). Entrepreneurship is described as a process that recognizes the opportunities to make a novel service or product and incorporate needed resources to utilize the opportunity. The entrepreneurial education is getting importance and has been included in the curriculum of both private and public higher education institutions. The undergraduates who are presently studying at universities could be the entrepreneur future (Sarmin, 2017; Hojati et al, 2014; Kahaki & Jenaabadi, 2014).

DEVELOPMENT.

Entrepreneurial intention.

Entrepreneurial intention means that someone who desire to start his own business (Soumyaja and Alexander, 2016). It is “a self-acknowledged belief by an individual that they plan to establish a new business and deliberately intend to perform, so at several points in future” (Thompson, 2009). It comprises less or more solid plan to make for, and then eventually start, the entrepreneurial job of one’s own in the future (Obschonka et al, 2017). A considerable role is played by entrepreneurial intention in shaping a person’s entrepreneurial activity, “the stronger an individual’s intention to involve in a particular behavior, the more possible this is that the real activities will be carried out” (Hu, 2018).

The role of personality traits on entrepreneurial intention.

The constant reaction of individuals due to the stimulation of an external atmosphere is called personality trait (Chen, et al. 2012). During the entrepreneurial process, important roles are played

by personality traits (Zhao, et al. 2005). The persons who could face additional risk prefer to start their personal business. Although, Huang demonstrated that personality traits of females would control entrepreneurial intention through their attitude (Huang, 2010). Tsai indicated that personality traits would influence indirectly the entrepreneurial functioning through entrepreneurship (Tsai, et al. 2008). A study that employed meta-analysis method demonstrated the relationship between entrepreneurship and personality trait (Omar, et al. 2017). Numerous researches have shown the impact of personality traits on entrepreneurial intention, for example, LoC (locus of control), n-Ach (need for achievement) and risk-taking (Molino, et al. 2018).

Locus of Control: It is a significant feature of the personality (Karanja, 2016). Locus of Control (LoC) is a control of a person at his work and confidence in his success. Internal locus of control demonstrates that an individual thinks his decisions can control his life while external locus of control demonstrates that life of an individual is affected by external factors, for example, luck, destiny and other persons beyond his decisions. It is anticipated that the persons who possess locus of control can decide their career pathways, keep entrepreneurial intention and establish their personal businesses (Darmanto, 2018; Zhao et al., 2005). It was reported that the entrepreneur is observed having an internal LoC (Karabulut, 2016). Some investigators conclude that internal LoC has an optimistic impact on the entrepreneurial intentions (Darmanto, 2018; Sajilan, e al. 2015; Zhao et al., 2005).

Need for Achievement: It is based upon expectations of performing something faster or better than someone's earlier achievements. The concept of a need for achievement as invented by McClelland during late 1950s and early 1960s describes that particular activities and behaviors of the people with an elevated need for achievement rather than a low need for achievement vary with regard to intensity, nature, and outcome. He further argued that persons with an enhanced need for achievement have the first choice for moderately demanding tasks requiring effort and skill, and offering proper feedback

regarding performance, environments closely associated with the entrepreneurial activity (Samydevan, et al. 2015).

The Need for Achievement (n-Ach) is linked with the entrepreneurial intention (Kusmintarti, 2014). It is considered a drive of an individual to succeed. The persons who possess a high need for achievement are seen with a high level of entrepreneurial intentions and ready for success. Such persons want to become entrepreneurs and are able to set up their own businesses in competitive markets. Numerous researchers have shown a significant impact of need for achievement on the entrepreneurial intentions (Karabulut, 2016).

Risk Taking: It means evaluating uncertainty and making policies for managing such uncertainty and its outputs (Javan, 2014). The risk-taking is the affection of a person who desires to take risks. The propensity of risk-taking shows the willingness to allow significant loss and also desire for a better career development as well as psychological risks. As asserted by Yusof and colleagues that propensity of risk-taking has a significant effect on the entrepreneurial intention (Yusof, et al. 2007). Cramer and coworkers pointed out that openness regarding risk plays an important role in taking the decision to become an entrepreneur. The eagerness to get risk is the significant differentiator which separate entrepreneur from the non-entrepreneur (Cramer, et al. 2002). Hence, it could be supposed that risk is one of the entrepreneurial traits and those people who desire to become an entrepreneur must keep an elevated propensity toward the risk (Sarmin, 2017).

Role of entrepreneurship education on entrepreneurial intention.

Education plays a considerable role in the performance of people (Popescu, et al. 2016). However, it is believed that an education that focuses on the entrepreneurship is a vehicle for young people entrepreneurial intention development (Fayolle and Gailly 2015). That is why most of the schools have introduced subjects associated with entrepreneurship (Martin, et al. 2013).

The researchers like Do Paco and Ferreira as well as Johansen and Schanke (Do Paco, et al. 2011; Johansen and Schanke, 2013) have examined the way wherein entrepreneurial education at primary/secondary levels persuades young people subsequent choices in the business (Popescu, et al. 2016).

Neck viewed entrepreneurship education like activity series that aims to facilitate a person to incorporate and expand knowledge, skills, and values that allow several issues to be described, examined and solved (Neck, 2011). Whilst, Chang and Rieple elucidated that entrepreneurship education intends to develop learners' mindset, skills, capabilities and behaviors that will create future entrepreneurs (Chang and Rieple, 2013). Now it is believed that students should be taught entrepreneurship subject (Chang and Rieple, 2013), instead of predetermined subjects that already available in the curriculum (Yarima and Hashim, 2016).

Role of self-efficacy on entrepreneurial intention.

Self-efficacy referring to the judgments of people about their capability to do a specified action and is proposed to encourage peoples' choices, emotional reactions, goals, efforts, persistence, and capability to cope, (Saraih, et al. 2018). Self-efficacy is like a construct as anybody's judgment about the ability to perform an act and is hence a largely professed construct. This construct is made like a trustworthy predictor of various goal-directed activities. In relation to entrepreneurship, self-efficacy is the strength of an individual's belief that makes a person able to successfully perform entrepreneurship several tasks. Self-efficacy is absolutely associated with someone's intention in establishing a new business (Oyugi, 2015). So self-efficacy plays a significant role in formulating intentions (Khurshid and Khan, 2017).

A study carried out in Nigeria by Iro-Idoro and Iro-Idoro found that self-efficacy ascertained entrepreneurial intention among students of tertiary organizations (Iro-Idoro, 2015). Hence, this verifies an important prediction of the self-efficacy on the entrepreneurial intention of tertiary

students in Nigeria. A similar association between entrepreneurial intention and self-efficacy is present in the USA. A study conducted by Shinnar and associates showed a positive association between entrepreneurial intention and self-efficacy among pupils who took an introductory course about entrepreneurship (Shinnar, et al. 2014; Komarova & Frolova, 2016). A similar relationship pattern was supported in a study carried out by Rachmawan and colleagues regarding entrepreneurial intention among university students of Indonesia (Rachmawan, et al. 2015). These investigators demonstrated that self-efficacy has an optimistic and significant impact on entrepreneurial intention (Saraih, et al. 2018).

Material and methods.

It was a cross-sectional descriptive study in which 300 participants residing in different areas of Lahore were included. Simple random sampling technique was used. Replies of respondents on the basis of 5 point's Likert scale (1-strongly agree to 5-strongly disagree) about entrepreneurial intention; personality traits such as locus of control, need for achievement, and risk taking; self-efficacy; and entrepreneurship education were noted. Data collected through questionnaire was entered into computer software using SPSS version 20.0. Frequencies and percentages were calculated and data were presented in tables and graphs. The chi-square test was applied to know the association between different variables. Confidentiality of data was also ensured.

Results.

Table 1 indicates that among 300 participants, 249 (83.0%) were 20-30 years old and 48 (16.0%) were 31-40 years while only 3 (1.0%) participants were above 40 years old. Among these participants, 209 (69.7%) were males and 91 (30.3%) were female. 297 (99.0%) Pakistan, and 3 (1.0%) had other nationalities. Out of 300 participants, 105 (35.0%) were Sindhi followed by Punjabi 75 (25.0%), Balochi 71 (23.7%), Pathan 44 (14.7%) and other 5 (1.6%). The result shows that most of the

participants were Muslim 234 (78.0%) followed by Christian 51 (17.0%), Sikh 7 (2.3%), others 5 (1.7%) and Hindu 3 (1.0%). Among 300 participants, 150 (50.0%) were residing in cities, 111 (37.0%) in villages and 35 (11.7%) in towns while 4 (1.3%) participants were residents of other areas. As far as education is concerned, the result shows that 5 (1.7%) participants had Ph.D. degrees, majority 197 (65.7%) had Masters degrees, 63 (21.0%) diploma and 33 (11.0) had certificates while only 2 (0.6%) participants had other education. Out of these participants, the area of study was Science for 96 (32.0%) followed by engineering 84 (28.0%), business 80 (26.7%), skilled work 35 (11.6%) and other 5 (1.7%). Among 300 parents of the participants, 8 (2.7%) were businessmen, 98 (32.6%) salaried workers, 105 (35.0%) clerks, 84 (28.0%) skilled workers and 5 (1.7%) were engaged in other professions.

Table 2 highlights entrepreneurial intention among participants and found that 131 (43.7%) participants were strongly agreed that idea of entrepreneurship is fascinating to start one day their own business, 139(46.3%) participants agreed to choose career like entrepreneur, 153 (51.0%) strongly agreed to become an entrepreneur instead to employee of any organization, 151 (50.3%) participants agreed and had desire to have freedom to show themselves in their personal business, 170 (56.7%) participants were strongly agreed to become their own boss instead of having secure job and majority 192 (64.0%) of participants strongly agreed and believed huge money can only be earned if they have their own business.

Table 2 further demonstrates the personality traits and found that 133 (44.3%) participants were strongly agreed that when the whole thing goes right, they believed mostly it is question of luck, 40.0% were strongly disagreed that they took any risk during the last 6 months, 124 (41.4%) were strongly agreed that they tried new things, 152 (50.7%) agreed that they formulated any strategy to find out opportunities, 171 (57.0%) strongly agreed that they will develop their own business if they

have an opportunity and 107 (35.7%) participants were strongly agreed that are confident about their skills and capabilities to establish a new business.

Likewise, more than half 162 (54.0%) participants were strongly agreed that they will perform very well in most difficult tasks associated with their study and work, 120 (40.0%) were agreed to try hard to boost their previous work performance, 129 (43.0%) participants agreed that they will seek additional task assigned to them during job, more than half 169 (56.3%) were strongly agreed that they possess leadership skills which are required for an entrepreneur and 187 (62.3%) participants were agreed that they are mentally mature to start a new business.

Among these participants, 97 (32.7%) were agreed that taking risks disturbs them, however the gains involved are probably much high, 109 (36.3%) were strongly agreed that they would not be unsure to invest their money in a new business that could fail, if possible rewards very high and 160 (53.3%) participants were strongly agreed that they always think that security is an important part of every phase of their life.

Table 2 depicts the self-efficacy among participants and found that 138 (46.0%) were agreed that they can solve their complicated issues if they try hard adequately, 100(33.3%) participants agreed that they have good confidence to deal with unforeseen events professionally, 129 (43.0%) were strongly agreed and able to resolve most of their issues if make necessary efforts, 150 (50.0%) agreed that if they faced any problem, they were able to find various solutions, 151 (50.4%) participants were strongly agreed that if they are in trouble can find a solution most of the time, 111 (37.0%) were agreed that they normally handle anything that comes in their way, 91 (30.3%) participants have disagreed that if they don't get success in their task will give up, 109 (36.3%) disagreed with their resourcefulness that they recognize how to deal with unforeseen circumstances and 145 (48.3%) were strongly agreed that if somebody opposes them, they can discover means and ways to obtain what

they want while 105 (35.0%) participants have disagreed that it is possible for them to attach with their aims and to accomplish their goals.

Table 2 further indicates that 144 (48.0%) participants were strongly agreed that entrepreneurship program enhances their knowledge about entrepreneurs' attitudes, almost half 149 (49.7%) of the participants agreed that entrepreneurship program enhances their understanding about entrepreneurship to both community and persons, likewise 172 (57.3%) were strongly agreed that entrepreneurship program enhances their understanding in creating modern ideas, 108 (36.0%) participants were agreed that entrepreneurship program enhances their understanding about pecuniary preparation for the entrepreneurial ventures, 139 (46.3%) were agreed that entrepreneurship program enhances their understanding to plan a business, 170 (56.7%) were strongly agreed that entrepreneurship program improves their skills to manage risks as well as uncertainties, 110 (36.7%) participants strongly agreed that victorious stories of the local businessmen encourage their entrepreneurial mind, 100 (33.3%) agreed that they believe entrepreneurial skills are endowed naturally and 171 (57.0%) were strongly agreed that they believe these skills are attained by training, while 130 (43.3%) participants were strongly agreed that entrepreneurship program increases their capability to build up networks (e.g., acquiring helpful information / advice from guest speakers, classmates and professors).

Table 3 shows the correlation between the role of personality traits, entrepreneurship education and self-efficacy as a mediating effect on the entrepreneurial intention with age. No significant results ($P < 0.05$) were found regarding the idea of entrepreneurship is fascinating to start one day their own business, confidence about skills and capabilities to establish a new business, possess leadership skills which are required for an entrepreneur, taking risks disturbs, although the gains involved are probably much high, if respondents faced any problem, they were able to find various solutions and entrepreneurship program enhances their understanding in creating modern ideas.

Table 4 describes the correlation between the role of personality traits, entrepreneurship education and self-efficacy as a mediating effect on the entrepreneurial intention with gender. No significant results ($P < 0.05$) were found regarding the idea of entrepreneurship is fascinating to start one day own business, confidence about skills and abilities to start new business, possess leadership skills which are required for an entrepreneur, taking risks disturbs although the gains involved are probably much high, if faced any problem were able to find various solutions and entrepreneurship program enhances understanding in creating modern ideas of participants.

Table 1. Socio-demographic characteristics.

	Frequency	Percentage (%)
Age (years)		
20-30	249	83.0
31-40	48	16.0
Above 40	3	1.0
Total	300	100.0
Gender		
Male	209	69.7
Female	91	30.3
Total	300	100.0
Ethnic group		
Punjabi	75	25.0
Sindhi	105	35.0
Balochi	71	23.7
Pathan	44	14.7
Other	5	1.6
Total	300	100.0
Nationality		
Pakistani	297	99.0
Others	3	1.0
Total	300	100.0

Religion		
Muslim	234	78.0
Christian	51	17.0
Hindu	3	1.0
Sikh	7	2.3
Others	5	1.7
Total	300	100.0
The longest residing area		
City	150	50.0
Village	111	37.0
Town	35	11.7
Other	4	1.3
Total	300	100.0
Highest education level		
Ph.D	5	1.7
Masters	197	65.7
Diploma	63	21.0
Certificate	33	11.0
Other	2	0.6
Total	300	100.0
Area of study you are		
Engineering	84	28.0
Business	80	26.7
Science	96	32.0
Skilled work	35	11.6
Other	5	1.7
Total	300	100.0
Profession of parents		
Own business	8	2.7
Salaried worker	98	32.6
Clerks	105	35.0
Skilled worker	84	28.0
Other	5	1.7
Total	300	100.0

Table 2. Role of personality traits, entrepreneurship education and self-efficacy as a mediating effect on the entrepreneurial intention.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Entrepreneurial Intention					
1. The idea is appealing of one day starting your own business	131 (43.7%)	124 (41.3%)	11 (3.7%)	20 (6.7%)	14 (4.6%)
2. I will choose a career as an entrepreneur.	110 (36.7%)	139 (46.3%)	5 (1.7%)	26 (8.6%)	20 (6.7%)
3. I prefer to be an entrepreneur rather than to be an employee in a company or in an organization.	153 (51.0%)	107 (35.7%)	10 (3.3%)	21 (7.0%)	9 (3.0%)
4. I want the freedom to express myself in my own business	119 (39.7%)	151 (50.3%)	5 (1.7%)	14 (4.6%)	11 (3.7%)
5. I would rather be my own boss than have a secure job.	170 (56.7%)	95 (31.7%)	10 (3.3%)	15 (5.0%)	10 (3.3%)
6. You can only make big money if you are self-employed	192 (64.0%)	79 (26.4%)	7 (2.3%)	13 (4.3%)	9 (3.0%)
Personality Traits					
Locus of Control					
7. When everything goes right, I think it is mostly a question of luck.	102 (34.0%)	133 (44.3%)	9 (3.0%)	20 (6.7%)	36 (12.0%)
8. I have taken a risk in the past six months.	25 (8.3%)	50 (16.7%)	5 (1.7%)	100 (33.3%)	120 (40.0%)
9. Do you try new things?	124 (41.4%)	100 (33.3%)	11 (3.7%)	40 (13.3%)	25 (8.3%)
10. Do you develop any strategy to detect opportunities	104 (34.7%)	152 (50.7%)	6 (2.0%)	17 (5.6%)	21 (7.0%)
11. I will create my own business once an opportunity is detected.	171 (57.0%)	89 (29.7%)	7 (2.3%)	20 (6.7%)	13 (4.3%)
12. I am confident of my skills and abilities to start a business.	107 (35.7%)	93 (31.0%)	15 (5.0%)	50 (16.7%)	35 (11.6%)
Need for Achievement					
13. I will do very well in fairly difficult tasks relating to my study and my work.	162 (54.0%)	108 (36.0%)	5 (1.7%)	10 (3.3%)	15 (5.0%)
14. I will try hard to improve on past work performance.	90 (30.0%)	120 (40.0%)	15 (5.0%)	25 (8.3%)	50 (16.7%)
15. I will seek added responsibilities in job assigned to me.	81 (27.0%)	129 (43.0%)	21 (7.0%)	29 (9.7%)	40 (13.3%)

16. I have leadership skills that are needed to be an entrepreneur.	169 (56.3%)	91 (30.3%)	5 (1.7%)	16 (5.3%)	19 (6.4%)
17. I have mental maturity to start to be an entrepreneur.	63 (21.0%)	187 (62.3%)	10 (3.3%)	19 (6.4%)	21 (7.0%)
Risk Taking					
18. Taking risks bothers me even if the gains involved are potentially high.	53 (17.7%)	97 (32.3%)	11 (3.7%)	59 (19.7%)	80 (26.6%)
19. I would not be uncertain to put my money into a new business that could fail, if the possible rewards very high.	109 (36.3%)	61 (20.3%)	5 (1.7%)	85 (28.3%)	40 (13.4%)
20. I always consider security as an essential element in every phase of my life.	160 (53.3%)	120 (40.0%)	5 (1.7%)	10 (3.3%)	5 (1.7%)
Self-efficacy					
21. I can always manage to solve difficult problems if I try hard enough.	107 (35.7%)	138 (46.0%)	5 (1.7%)	21 (7.0%)	29 (9.6%)
22. I am confident that I could deal efficiently with unexpected events.	90 (30.0%)	100 (33.3%)	6 (2.0%)	40 (13.3%)	64 (21.4%)
23. I can solve most problems if I invest the necessary effort.	129 (43.0%)	96 (32.0%)	15 (5.0%)	25 (8.3%)	35 (11.7%)
24. When I am confronted with a problem, I can usually find several solutions.	100 (33.3%)	150 (50.0%)	5 (1.7%)	30 (10.0%)	15 (5.0%)
25. If I am in trouble, I can usually think of a solution.	151 (50.4%)	123 (41.0%)	10 (3.3%)	7 (2.3%)	9 (3.0%)
26. I can usually handle whatever comes my way.	89 (29.7%)	111 (37.0%)	15 (5.0%)	49 (16.3%)	36 (12.0%)
27. If I do not succeed on a task, I tend to give up.	81 (27.0%)	59 (19.7%)	20 (6.7%)	91 (30.3%)	49 (16.3%)
28. Thanks to my resourcefulness, I know how to handle unforeseen situations.	42 (14.0%)	57 (19.0%)	9 (3.0%)	109 (36.3%)	83 (27.7%)
29. If someone opposes me, I can find the means and ways to get what I want.	145 (48.3%)	105 (35.0%)	6 (2.0%)	24 (8.0%)	20 (6.7%)
30. It is easy for me to stick to my aims and accomplish my goals.	40 (13.4%)	100 (33.3%)	10 (3.3%)	105 (35.0%)	45 (15.0%)

Entrepreneurship Education					
31. The entrepreneurship course increases my understanding of the attitudes of entrepreneurs.	144 (48.0%)	121 (40.3%)	5 (1.7%)	13 (4.3%)	17 (5.7%)
32. The entrepreneurship course increases my understanding of entrepreneurship to both the society and individuals.	126 (42.0%)	149 (49.7%)	10 (3.3%)	5 (1.7%)	10 (3.3%)
33. The entrepreneurship course increases my understanding of generating innovative ideas.	172 (57.3%)	98 (32.7%)	7 (2.3%)	10 (3.3%)	13 (4.4%)
34. The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.	77 (25.7%)	108 (36.0%)	5 (1.7%)	60 (20.0%)	50 (16.6%)
35. The entrepreneurship course increases my understanding of planning a business.	121 (40.3%)	139 (46.3%)	12 (4.0%)	17 (5.7%)	11 (3.7%)
36. The entrepreneurship course enhances my skills to deal with the risks and uncertainties.	170 (56.7%)	110 (36.7%)	5 (1.7%)	8 (2.6%)	7 (2.3%)
37. Successful stories of local entrepreneurs inspire my entrepreneurial mind.	110 (36.7%)	90 (30.0%)	10 (3.3%)	60 (20.0%)	30 (10.0%)
38. I think entrepreneurial skills are naturally endowed.	80 (26.7%)	100 (33.3%)	20 (6.7%)	70 (23.3%)	30 (10.0%)
39. I think entrepreneurial skills are acquired through training.	171 (57.0%)	109 (36.3%)	4 (1.3%)	8 (2.7%)	8 (2.7%)
40. The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates).	130 (43.3%)	110 (36.7%)	5 (1.7%)	25 (8.3%)	30 (10.0%)

Table 3. Correlation between the role of personality traits, entrepreneurship education and self-efficacy as mediating effect on the entrepreneurial intention with age.

	Age (yrs)		Total.	P-value.
	< 30	> 30		
The idea is appealing of one day starting your own business.				
Strongly agree/Agree	214 (71.3%)	41 (13.7%)	255 (85.0%)	0.536
Neutral	9 (3.0%)	2 (0.7%)	11 (3.7%)	
Disagree/Strongly disagree	26 (8.7%)	8 (2.6%)	34 (11.3%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	
I am confident of my skills and abilities to start a business.				
Strongly agree/Agree	163 (54.3%)	37 (12.3%)	200 (66.7%)	0.805
Neutral	13 (4.3%)	2 (0.7%)	15 (5.0%)	
Disagree/Strongly disagree	73 (24.4%)	12 (4.0%)	85 (28.3%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	
I have leadership skills that are needed to be an Entrepreneur.				
Strongly agree/Agree	215 (71.7%)	45 (15.0%)	260 (86.7%)	0.981
Neutral	5 (1.7%)	0 (0.0%)	5 (1.7%)	
Disagree/Strongly disagree	29 (9.6%)	6 (2.0%)	35 (11.6%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	
Taking risks bothers me even if the gains involved are potentially high.				
Strongly agree/Agree	121 (40.3%)	29 (9.7%)	150 (50.0%)	0.668
Neutral	10 (3.3%)	1 (0.3%)	11 (3.7%)	
Disagree/Strongly disagree	118 (39.4%)	21 (7.0%)	139 (46.3%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	
When I am confronted with a problem, I can usually find several solutions.				
Strongly agree/Agree	205 (68.3%)	45 (15.0%)	250 (83.3%)	0.689
Neutral	5 (1.7%)	0 (0.0%)	5 (1.7%)	
Disagree/Strongly disagree	39 (13.0%)	6 (2.0%)	45 (15.0%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	
The entrepreneurship course increases my understanding of generating innovative ideas.				
Strongly agree/Agree	224 (74.7%)	46 (15.3%)	270 (90.0%)	0.969
Neutral	7 (2.3%)	0 (0.0%)	7 (2.3%)	
Disagree/Strongly disagree	18 (6.0%)	5 (1.7%)	23 (7.7%)	
Total	249 (83.0%)	51 (17.0%)	300 (100.0%)	

Table 4. Correlation between the role of personality traits, entrepreneurship education and self-efficacy as mediating effect on the entrepreneurial intention with gender.

	Gender		Total	P-value
	Male	Female		
The idea is appealing of one day starting your own Business				
Strongly agree/Agree	174 (58.0%)	81 (27.0%)	255 (85.0%)	0.520
Neutral	9 (3.0%)	2 (0.7%)	11 (3.7%)	
Disagree/Strongly disagree	26 (8.7%)	8 (2.6%)	34 (11.3%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	
I am confident of my skills and abilities to start a Business				
Strongly agree/Agree	139 (46.3%)	61 (5.3%)	200 (66.6%)	0.529
Neutral	12 (4.0%)	3 (1.0%)	15 (5.0%)	
Disagree/Strongly disagree	58 (19.4%)	27 (9.0%)	85 (28.4%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	
I have leadership skills that are needed to be an Entrepreneur				
Strongly agree/Agree	181 (60.3%)	79 (26.3%)	260 (86.6%)	0.575
Neutral	3 (1.0%)	2 (0.7%)	5 (1.7%)	
Disagree/Strongly disagree	25 (8.4%)	10 (3.3%)	35 (11.7%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	
Taking risks bothers me even if the gains involved are potentially high				
Strongly agree/Agree	101 (33.7%)	49 (16.3%)	150 (50.0%)	0.366
Neutral	9 (3.0%)	2 (0.7%)	11 (3.7%)	
Disagree/Strongly disagree	99 (33.0%)	40 (13.3%)	139 (46.3%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	
When I am confronted with a problem, I can usually find several solutions				
Strongly agree/Agree	175 (58.3%)	75 (25.0%)	250 (83.3%)	0.364
Neutral	3 (1.0%)	2 (0.7%)	5 (1.7%)	
Disagree/Strongly disagree	31 (10.4%)	14 (4.7%)	45 (15.0%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	
The entrepreneurship course increases my understanding of generating innovative ideas				
Strongly agree/Agree	187 (62.3%)	83 (27.7%)	270 (90.0%)	0.560
Neutral	5 (1.7%)	2 (0.6%)	7 (2.3%)	
Disagree/Strongly disagree	17 (5.7%)	6 (2.0%)	23 (7.7%)	
Total	209 (69.7%)	91 (30.3%)	300 (100.0%)	

Discussion.

Entrepreneurship is getting popularity persistently among world countries including Pakistan due to its significance and unemployment rates. Improvement in entrepreneurship activities is a major concern for the governments worldwide. The present study assessed the role of personality traits, entrepreneurship education and self-efficacy as a mediating effect on the entrepreneurial intention. To acquire appropriate outcomes, total 300 participants were included in the study and found that most of them (83.0%) were up to 30 years old and 16.0% were 31-40 years old while only 1.0% participants were more than 40 years. The results of our study are almost comparable with a study undertaken by Oyugi, who confirmed that 94.9% respondents were up to 30 years old and 3.5% were 31-40 years old while only 1.6% respondents were more than 40 years (Oyugi, 2015).

The trend of entrepreneurship is also fascinating females. Though it was found during the study that most of the participants (69.7%) were males but 30.3% were females. The findings of a study performed by Soumyaja and Alexander (2016) exhibited a similar scenario that 69.0% participants were male and 31.0% were females (Soumyaja and Alexander, 2016).

Residence location plays an important role in the better education of a person. It is significant to mention that 50.0% of participants were living in cities while 37.0%, 11.7%, and 1.3% of participants were residing in villages, towns and other areas, respectively. In our study 65.7% participants has done their Masters, followed by diploma (21.0%) certificate (11.0%), Ph.D (1.7%) and other qualification (0.6%). A study was undertaken by Popescu and coworkers (2016) regarding determinants of entrepreneurial intentions among students found that 70.0% respondents had Bachelor and 30.0% had Masters degrees.

In a recent study, Hu and associates described that entrepreneurial intention played a considerable role in shaping a person's entrepreneurial activities (Hu, 2018). The results of our study also highlighted that significant majority of participants believed that idea of entrepreneurship is

fascinating to start their own business, they need to choose a career like the entrepreneur, should become an entrepreneur instead to an employee of any organization and money can only be earned if they have their own business.

Karanja reported that locus of control is a significant feature of personality (Karanja, 2016). It is a control of a person on his work and confidence in his success. Our study disclosed that a major proportion of participants believed that when the whole thing goes right, they believe mostly it is question of luck; participants always try new things and formulate strategy to find out opportunities, they will develop their own business if they have an opportunity and have confidence in their skills and capabilities to establish a new business.

Similarly Kusmintarti and coworkers demonstrated that the need for achievement is linked with entrepreneurial intention and considered a drive of an individual to succeed (Kusmintarti, 2014). It is worth mentioning here that a large number of participants said that to get achievement they will perform very well in most difficult tasks associated with their study and work, will try hard to boost their previous work performance, seek additional task assigned to them during job because they possess leadership skills which are required for an entrepreneur.

Taking risk plays an important role in the success of an entrepreneur. A study demonstrated that massive portion of participants explained that taking risks does not disturb them, although the gains involved are probably much high and they would not be unsure to invest their money in a new business that could fail if possible rewards very high.

In a Nigerian study, Iro-Idoro and Iro-Idoro found that self-efficacy ascertained entrepreneurial intention (Iro-Idoro, 2015) . It is pertinent to mention that majority of the respondents confirmed that they can solve their most difficult issues if they try hard adequately, they have good confidence to deal with unforeseen events professionally, are able to resolve most of their issues if make necessary

efforts, if they are in trouble can find a solution most of the time and can discover means and ways to obtain what they want.

Sarmin and Ashrafuzzaman elucidated that entrepreneurial education is getting more importance and has been included in the curriculum of both private and public institutions (Sarmin, 2017). In this association the importance of entrepreneurship education was also observed during study and found most of the participants believed entrepreneurship program enhances their knowledge about entrepreneurs' attitudes, it enhances their understanding about entrepreneurship to both community and persons, enhances their knowledge in creating modern ideas, enhances their understanding about pecuniary preparation for the entrepreneurial ventures, program also enhances their understanding to plan a business, improves their skills to manage risks as well as uncertainties, victorious stories of the local businessmen encourage their entrepreneurial mind and majority of participants believed these skills are attained through training while entrepreneurship program increases their capability to build up networks (e.g., acquiring helpful information / advice from guest speakers, classmates and professors).

CONCLUSIONS.

Education plays an important role in the better performance of people. Hence, it is believed the education that focuses on the entrepreneurship is a vehicle for young people to start a business.

The study concluded personality traits, entrepreneurship education, and self-efficacy as mediating have a significant impact on entrepreneurial intention. Further studies are needed on large scale to evaluate the role of personality traits, entrepreneurship education and self-efficacy as a mediating effect on the entrepreneurial intention.

Author contributions.

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Conflicts of interest.

Authors declare that they have no conflicts of interest.

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