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Effect of Government Support on Entrepreneurial Culture: Moderating Role of Education Institutions Support in Pakistan

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ABSTRACT

The significance of an entrepreneurial culture of a country in alleviating its social and economic issues is accepted by policymakers and emphasized by academics. Role of government in shaping entrepreneurial culture is little understood in the literature. This is especially true for emerging economies like Pakistan. Furthermore, the role of educational institutions in supporting such a culture has also not been adequately understood by the extant literature. This raises issues for policymakers in a country like Pakistan when it comes to taking entrepreneurial decisions. This study intends to examine the effect of government support on establishing an entrepreneurial culture along with the role of education institutions support acting as moderator. Data was gathered through a self-structured questionnaire from 1200 final year students of higher education institutions in Khyber Pakhtunkhwa (Pakistan) using the proportional allocation method. Simple regression and Process approach was used for data analysis. The findings reveal that government support has a significant positive effect on the entrepreneurial culture of Pakistan. Moreover, the educational institutions support significantly moderates the relationship between government support and entrepreneurial culture, thereby highlighting one of the underlying mechanisms through which the government may extend its influence for enabling an entrepreneurial culture. This research holds if the government and higher education institutions play their role in promoting an entrepreneurial culture, it will lead students towards a business-oriented approach to become entrepreneurs and job creators rather than job seekers.

Keywords: Government support, Educational institutions support, Entrepreneurial culture

1. INTRODUCTION

Literature shows that in recent decades, entrepreneurship has become one of the main focal areas of interest for economists (Hessels & Naudé, 2019), policymakers (Giraudo, Giudici & Grilli, 2019; Amorós, Poblete & Mandakovic, 2019), university

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students (Zabelina, Deyneka & Tsiring, 2019) and academicians (Muscio & Ramaciotti, 2019; Marzocchi, Kitagawa & Sánchez-Barrioluengo, 2019). It is the need of the hour for emerging economies, like Pakistan, to promote entrepreneurial activities among its young population, which can potentially lead to self-employment and reduction in poverty and unemployment (Korosteleva & Stępień-Baig, 2020; Santos, Neumeyer & Morris, 2019; Beynon, Jones & Pickernell, 2019; Awogbenle & Iwuamadi, 2010; Cannatelli, Smith & Sydow, 2019; Hessels & Naudé, 2019). Kimmitt, Muñoz and Newbery (2019) declared entrepreneurial culture as a solution for poverty. In this regard, it has also become a key policy priority for governments worldwide to foster an entrepreneurial culture within their countries and to produce more entrepreneurs (Drennan et al., 2005). The development of such a culture will enable most of their population, particularly their youth, to start their careers as entrepreneurs, which is considered a superior alternative than wageworkers or salaried careers (Gibb & Li, 2003).

But overwhelming pieces of evidence from previous studies highlight the fact that establishing an entrepreneurial culture is a long process that takes place very gradually (decades even) and requires a cohesive input from many state institutions (Williamson, 2000; North, 1994). Governments worldwide have started to consider SMEs as a major source of employment generation and economic growth. However, policymakers and researchers have no clear understanding as to which government policy or policies are likely to be the most effective (Sathe, 2006). Recently, the federal government has directed its tertiary institutions to establish centers for entrepreneurship study and has mandated that entrepreneurship should be taught across all institutions of higher learning. Similarly, in various countries, universities are recognized to be the best avenues in providing students with the required skills and training to proceed with their career in entrepreneurship (Ghazali, et al., 2012; Klofsten, et al., 2019). Byrne (2010) stated that higher education institutions must assume the responsibility for changing the culture. Fortin (2002) suggested that actors in universities play a key role in enhancing the entrepreneurial culture. Universities tend to offer opportunities to students to view entrepreneurship as a more feasible and desirable career option (Othman et al., 2012). Various scholars reported that entrepreneurship courses are becoming very popular at the

university and college level (Brown 1999; Hahn, et al., 2019). Over the last decade there has been exponential interest in studies regarding entrepreneurship that has gained attention among graduate and undergraduate students (Solomon & Weaver, 2005; Santos, Neumeyer & Morris, 2019; Thomassen, et al., 2019). Availability of secure employment is no longer a guarantee to university graduates, particularly for public university graduates (Collins, Hannon & smith, 2004; Postigo, Iacobucci & Tamborini, 2006; Kamau-Maina, 2006). At present time, motivating the nations toward entrepreneurship is recommended as a proper solution to reduce or eliminate unemployment (Naqvi et al., 2012; Bokhari, 2013; Mariana-Cristina, 2014).

When we look at developing economies that can be possibly compared with Pakistan, numerous studies have been made in different countries such as Morocco, Malaysia, and Iran in finding ways to explore different elements that can potentially assist in promoting entrepreneurial activities or entrepreneurial cultures. It includes internal factors, educational system, openness to change, self-efficacy and creativity, and entrepreneurial education in various countries like (Moosivand et al., 2017; Amina & Zohri, 2019; Danish et al., 2019; Mansor & Othman, 2011). However, in Pakistan, particularly in Khyber Pakhtunkhwa province, various factors that can promote an entrepreneurial culture to reduce poverty and unemployment are not yet fully contextualized. Governments play a pivotal role in promoting entrepreneurial culture among its people but, ultimately it is accomplished that through institutions (Chakraborty, Yehoue and Thompson, 2015). Hence, the educational institution's support is chosen as a moderating variable in this study. Therefore, this study is carried out to fill the current research gap by analyzing the effect of government support on entrepreneurial culture with moderating role of educational institutions support.

2. LITERATURE REVIEW

Promotion of Entrepreneurship remains an extremely significant component for countries that are aiming to compete in the international arena and for the development of a knowledge-based economy (Amorós, Poblete & Mandakovic, 2019; Quinn & Woodruff, 2019). According to Mahadea et al. (2011), promoting a culture of

entrepreneurship among young people by exploring their talent can potentially bring economic change for their long-term wellbeing. The entrepreneurial culture has been defined in numerous ways in the literature. Few scholars of organizational culture it is about enterprises or business culture (Belak & Milfilner, 2012; Hull, 2003) while others (Sexton & Bowman, 1986) describe it as skills pertained by entrepreneurs.

Brownson (2011) merged the two concepts i.e. culture and entrepreneurship. According to Brownson, culture is an attribute, values, beliefs, and behavior that can be learned or acquired by a person from one generation to another. Based on this definition, he states that entrepreneurial culture is "depicts the exhibition of attributes, values, beliefs (attitude or mindset) and behavior associated with entrepreneurs, are learned by individuals and distinguishes them from others". To foster entrepreneurship government policy measures must promote such attributes, values, mindset, and behavior associated with entrepreneurs which will impact the individuals' attitude towards entrepreneurship. According to Thurik and Dejardinas (2012), entrepreneurial culture is an environment where individuals are encouraged towards creativity, risk-taking, and innovation. Similarly, Ngorora and Mago (2013) considered entrepreneurial culture as an environment where people are willing to take risks and are encouraged to create something new. Furthermore, Munyoro et al. (2016) also depicted entrepreneurial culture as an environment for entrepreneurs that assist in nurturing entrepreneurial activities inside or outside the organization by encouraging and promoting innovation and creativity. Entrepreneurial culture affects an individual's attitude towards entrepreneurship (OECD, 2012). Consequently, it also influences the ambitions of the individual to achieve positive outcomes and to show perseverance in case of failure.

2.1. Government Support and Entrepreneurial Culture

Government interest has significantly increased in promoting entrepreneurial culture with the increasing emphasis on entrepreneurship over the last two decades. According to the project of Ricardo (2007), the challenge to promote a culture of enterprise for policymakers is very significant, and it reinforces the need for making progress in areas like the education sector. De (2001) and Wennekers and Thurik (2001) proposed a role for government in creating the appropriate institutional framework and

stimulating cultural or social capital to address the supply side of entrepreneurship at country level i.e. paying special attention on motivating those citizens who have the required skills and sufficient financial resources for starting new ventures. Reynolds et al. (1999) recommended in the international benchmarking study of entrepreneurial activity that the government should invest their efforts in creating a culture of entrepreneurship throughout the society by creating and developing the capabilities of people to identify and avail opportunities. Their policies and program should specifically target the entrepreneurial sector and improve the education level. Further, entrepreneurship training should be easily accessible for all people to develop their capabilities and skills for starting new businesses.

Governments, in many countries, have made favorable policies and have invested sufficient resources and efforts to promote entrepreneurship (Oni & Daniya, 2012). The role of government policies has been discussed in several studies for the development of entrepreneurship culture (Fotopoulos & Storey, 2019; Mason & Brown, 2013; Friedman, 2011; Brown & Mawson, 2019; Minniti, 2008). For example, the studies conducted by Minniti (2008), Oni and Daniya, (2012) and Mason and Brown (2013) are in favor that government policies should encourage entrepreneurship, whereas studies of Ihugba, Odii and Njoku (2014) and Friedman (2011) are of the view that government role should remain limited in development of entrepreneurship culture.

According to Friedman's study, on the national level has shown government effectiveness has a negative co-relation with entrepreneurship. However, Minniti (2008) argued that government support policies contribute significantly to an institutional setting that stimulates entrepreneurship. However, the researcher also added that the relationship between entrepreneurial activities and government policy varies from country to country (Minniti, 2008). It was highlighted that government can provide support to promote entrepreneurial activities by providing funds to facilitate research and development, practicing disciplined fiscal policy, providing liberal trade policy, supporting incubator programs, privatizing state-owned enterprises and deregulating industries and increasing the availability and productivity of the labor (Wilken, 1979; Morris, 1998). Further, it has also been noted that governments worldwide have paid special attention to

entrepreneurship at all levels (Minniti & Levesque, 2008). Thus, promotion of entrepreneurship is a primary issue for many governments (Hannon, 2006). Based on the above discussion the following hypothesis can be drawn:

***H_1**: Government support has a significant positive effect on entrepreneurial culture.*

2.2. Moderating role of Education Institutions Support

Universities play a significant role in knowledge transmission and business creation in modern societies (Klofsten, et al., 2019; Fuster, et al., 2019; Marzocchi, Kitagawa & Sánchez-Barrioluengo, 2019). In previous studies, the academic context was considered as an important element of students' environment, as universities can encourage and shape entrepreneurial intentions. Various university activities in the shape of support, development, and initiation somehow "trigger" learner's intentions to become entrepreneurs and prompt them towards more ambitious start-up plans (Franke & Lüthje, 2004). Similarly, Schwarz et al. (2009) recommended that a positive perception of university actions to foster entrepreneurship will lead to a stronger willingness to start a new venture in the future. Schwarz et al. (2009) further stated that various university courses on small business management and entrepreneurship and as well as incubators located on campus appear to play a key role in raising student interest and enthusiasm in business ownership.

In literature, various scholars have declared that the supportive university environment as one of the factors that may affect students' interest in becoming an entrepreneur in the future (Turker & Selcuk, 2009; Autio et al., 1997). Similarly, if the university provides inspiration and adequate knowledge, the possibility among young people to choose entrepreneurship as a career might increase (Turker & Selcuk, 2009). According to Lüthje and Franke (2002), US students have the opinion that lectures can maximize skills and knowledge regarding new startups.

University supportive activities to supply resources (networking support and role models) can also provide students an adequate preparation to join entrepreneurship (Saeed et al., 2015). Hashemi et al. (2012) in their research analyzed that university supportive conditions encourage students' involvement in entrepreneurial activities. Similarly, Saeed et al. (2015) carried out a study and found perceived university support

with a significant influence on students' entrepreneurial self-efficacy. Peterman and Kennedy (2003) considered the university's infrastructure and the supportive environment extremely important for changing the perception of students regarding entrepreneurship feasibility. Some other studies also supported this view that university support increases overall student involvement in entrepreneurial activities and their perceived self-efficacy (Saeed et al., 2015; Hashemi et al., 2012). It was further highlighted in a study by Ollila & Williams-Middleton (2011) that various university support policies and practices in the form of venture creation can encourage students towards new venture creation.

Universities are offering entrepreneurship courses worldwide and inspire students to move towards entrepreneurship. Thus, it was expected that universities should play a role in the ecosystem to foster entrepreneurship and motivate students to take it as a viable career alternative (Postigo, 2002). In the past, it was observed that the university education system in particular and entrepreneurship education in general plays an important role in promoting entrepreneurial intention among students (Turker & Selcuk, 2009; Garavan & O'Cinneide, 1994). A study highlighted that universities can provide several types of support to their students. The effect of such support should clearly be understood as to what extent it may affect students to move toward entrepreneurship. Therefore, the university environment and support are considered by researchers as potential environmental factors that influences entrepreneurial intent among students (Kraaijenbrink et al., 2010).

The university's environmental support can vary significantly in the quality of support services and its composition. Specifically, scholars analyzed that universities are particularly weak in emerging economies in providing support to their students in creating and developing their entrepreneurial abilities and skills, due to lack of resources (Othman, Hashim & Wahid, 2012). Apart from its significance to technological and economic outcomes, there is growing importance of entrepreneurial universities for society as a whole (Guerrero & Urbano, 2012; Audretsch, 2014). Often, academic institutions have a primary role in the creation of entrepreneurial traits and inclination among students towards entrepreneurship (Saeed et al., 2015; Fischer, de Moraes &

Schaeffer, 2019; Fayolle & Liñan, 2014).

In literature, the educational institution's support has been studied as a moderating variable from different perspectives. For example, Shirokova, Osiyevskyy and Bogatyreva (2016) declared that the favorable university entrepreneurial environment positively moderates the relationship between entrepreneurial intentions and the scope of start-up activities. Bogatyreva and Shirokova (2017) confirmed that a positive relationship between entrepreneurial intentions and start-up activities will be stronger for Russian students coming from universities with a favorable entrepreneurial environment. Therefore, building upon these studies, the following hypothesis is proposed:

***H_2**: Education Institutions Support moderates the relationship between Government Support and Entrepreneurial Culture.*

3. RESEARCH METHODOLOGY

3.1. Quantitative Research Method

In academic research, qualitative and quantitative research methods are commonly used (Ticehurst & Veal, 2000; Zikmund, 2003; Neuman, 2006). The quantitative research paradigm is a suitable and most appropriate approach for this research. In the quantitative research method, normally questionnaires, such as the survey instrument is used to collect data from a large sample size population (Neuman, 2006; Blaxter & Hughes, 1996). The already developed theory is tested and then findings are generalized for the whole population. This research focuses on objectivity and seeks to make sure the replicability of previous results by following a standard methodological procedure (Neuman, 2006; Zikmund, 2003).

3.2. Population of the Study

The population of the study includes final year students of all general higher education institutions of the public education system, private education system, and religious education system of Khyber Pakhtunkhwa. As a target population, ten (10) oldest higher education institutions were selected from each education system that they are comparatively established and are providing entrepreneurship-related facilities and then students as units of analysis were selected from these institutions. The final year

students were selected as they are likely to complete their education very soon and will be looking for career selection. They can either go for a guaranteed wage or entrepreneurship, keeping in view the government priorities and market conditions.

3.3. Sampling Design

In this study, a survey was conducted using a sample of 1200 students from the higher education institutions of three education systems (Krejcie & Morgan, 1970). A proportional allocation method was used to obtain sample from each education system according to their population. Among these 1130 responses were considered for data analysis.

3.4. Data Collection Tool

A self-structured questionnaire was used for data collection from students of higher education institutions in Khyber Pakhtunkhwa province. For this purpose, a close-ended questionnaire was used which is an effective method of data collection particularly for a large sample (Cooper & Schindler, 2003; Mugenda & Mugenda, 2003). Keeping in view the target population, the questionnaire was designed in two languages i.e. in English and Urdu. The reason for having a bi-lingual questionnaire is that in the public and private education system, courses are taught in English whereas, in religious education institutions, courses are taught in Urdu. Hence, the questionnaire was translated into Urdu through professional experts, and further verified by two university Professors to consider the face validity and content validity of the instruments (Rauf, 2007; Ali, Topping and Tariq, 2011). A pilot test was also conducted twice with two groups (ten respondents in each group) of respondents and some questions were revised further to make it clearer and simpler (Malhotra et al., 2006).

3.5. Variable and their measurement

Three major variables were used in this study i.e. government support as an independent variable, entrepreneurial culture as a dependent variable, while educational institutions support as moderating variables. All items were measured through a 5-point Likert scale ranging from strongly disagree= (1) to strongly agree= (5).

3.5.1. Government Support

Government support means the traditions and institutions by which authority in a

country is exercised and manage the country's resources for development (Kaufmann, Kraay and Mastruzzi, 2008). Government support was measured on a scale of five questions derived from previous research and existing literature (Liao &Welsch, 2005). These questions were used to measure the degree of students' awareness regarding entrepreneurial support and service provided by the government of Pakistan and its various institutions.

3.5.2. Educational Institution Support

Educational institution/ university is the place where students can formally gain the required skills and abilities of entrepreneurship and learn systematically how to become a successful entrepreneur (Wang & Wong, 2004). The educational institutional support was assessed by utilizing three factors i.e. educational support, targeted cognitive support, and targeted non-cognitive support, with a scale of eighteen questions derived from previous research and existing literature (Kraaijenbrink et al., 2010).

3.5.3. Entrepreneurial Culture

Entrepreneurial culture is an environment where individuals are encouraged towards creativity, risk taking and innovation and is identified as a condition for entrepreneurial behavior/intention (Thurik & Dejardinas, 2012). The entrepreneurial culture was measured using six factors i.e. openness/seeking opportunities, capability beliefs, valuing entrepreneurial traits, taking responsibility, entrepreneurial fears, and entrepreneurial motivation with a scale of twenty-four questions derived from previous research and existing literature (Stephan, 2009).

3.6. Theoretical Framework

This research follows the institutional theory. Scott (2008) presents three main components of theory: normative, regulative, and cognitive. These three institutional aspects have a supposedly substantial impact towards making the entrepreneurial environment in a country (Manolova et al., 2008; Ahlstrom and Bruton, 2006). Regulatory/Coercive pressure is endorsed by public/government agencies, normative by the academic system and cognitive pressure by other associations inside the institutional domain (Karnoe, 1995). Keeping in view this theory, this study has used government support as an independent variable, entrepreneurial culture as a dependent variable, and

educational institution support as a moderating variable.

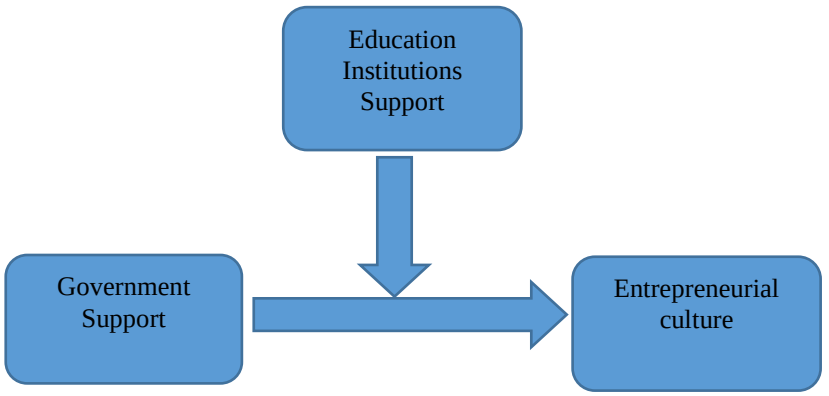

Figure 1. Research Model

3.7. Data analysis technique

In this study, the hypothesized relationship between variables was analyzed by using simple regression and process approach using SPSS. The simple regression was used to confirm the effect of the independent variable (government support) on the dependent variable (entrepreneurial culture). The process approach was used to test and confirm moderation analysis. There are some analytical models provided by Preacher and Hayes (2004) that guide and enable researchers to test their research model by using the process approach of the bootstrapping technique. In the present study, Model No.1 of the bootstrapping technique was applied, to test the moderating effect. It has been observed by various scholars that the latest process method of Preacher and Hayes (2004) has a comparative procedural and statistical advantage over the conventional method of Baron and Kenny's (1986) for performing and investigating moderation analysis.

4. ANALYSIS AND RESULTS

4.1. Descriptive Analysis

Table 1 presents the breakup of respondents on the basis of gender, age and the type of their respective education intuitions. The data in frequency table clearly showed that number of male respondents were comparatively more than female respondents i.e., male respondents were 951 (84.2 %) and female respondents were 179 (15.8 %) out of

total 1130 respondents.

Table 1.Breakup of respondents and their respective frequency distribution				
Criteria	**Category**	**Frequency**	**Percentage**	**Cumulative Percent**
Gender	Male	951	84.2	84.2
	Female	179	15.8	100.0
	Total	**1130**	**100.0**	
Age	17-25 Years	1006	89.0	89.0
	26-35 years	109	9.6	98.7
	36 Years & Above	15	1.3	100.0
	Total	**1130**	**100.0**	
Type of Education Institution	Public	400	35.4	35.4
	Private	400	35.4	35.4
	Religion Based	330	29.2	29.2
	Total	**1130**	**100.0**	**100.0**

Similarly, the age of respondents is given in three levels. The frequency table shows that there are 1006 respondents for the age between 17-25 years with 89 percent, 109 respondents for the age between 26-35 years with 9.6 percent, and 15 respondents for the age of 36 years & Above with 1.3 percent. The table further shows that respondents age 17 to 25 years are more in number as compared to the other two levels.

Furthermore, data were collected from respondents of three types of higher education institutions. The frequency table shows 400 respondents with 35.4 percent from public education Institutions, 400 respondents with 35.4 percent from private education Institutions, and 330 respondents with 29.2 percent are from religion-based educational Institutions. The data further showed that the number of respondents (330) from religious Institutions is less in number as compared to public and private education institutions.

4.2. Reliability And Validity Analysis

The reliability of Scales was analyzed by using Cronbach's alpha coefficient through SPSS, which indicates how well the items are measuring the construct (De Vellis, 2003). The alpha value can range from 0 to 1, and a value below 0.6 is considered unsatisfactory or marginal to low (Hair et al., 2003). Nunnally (1978) recommended an alpha value of 0.7 an acceptable value, while Robinson, Shaver, and Wrightman (1991) suggested it above 0.6 for exploratory research. In our study, all variables have an Alpha

value greater than 0.7 which shows that all items are reliable. Moreover, the validity of Scales was analyzed by using the average variance extract (AVE). Convergent validity indicated the accepted value for all the constructs (greater than 0.50) as suggested by Hu and Bentler (1999) and Hair et al. (2010). In our study, all variables have average variance extract (AVE) greater than 0.5 which shows that all items are valid.

Table 2. Reliability of Scales

Variables	No of Items	Cronbach's Alpha	Comments
Entrepreneurial Culture	24	.872	Reliable
Government Support	5	.791	Reliable
Educational institution support	16	.910	Reliable

4.3. Hypotheses Testing

Hypothesis 1 predicted that government support has a significant positive effect on entrepreneurial culture. The researcher used the regression model to test this hypothesis through SPSS software.

The coefficient path shows that government support has a significant positive effect on entrepreneurial culture ($\beta = 0.210$, $P = 0.000$) which indicates that an increase in government support can create an entrepreneurial culture. This result is consistent with previous findings (Eniola & Entebang, 2015; Hadiyati, 2015; Tende, 2014; Eze et al., 2016; Egena et al., 2014) which states that government support helps in increasing entrepreneurial activities in society

Table 3. Regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.143	.058		53.954	.000
	GS	.121	.019	.188	6.415	.000

a. Dependent Variable: EC

Hypothesis 2 states that educational institutions support will moderate the relationship between government support and entrepreneurial culture which was supported ($B = 0.047$, $t = 2.49$, $p < .05$). The significance tests (two-tailed and with a normal dispersion) confirmed that the indirect effects were significant (Effect = .045, Boot SE= .020, $p < .05$). The results of the bootstrap further verified these effects (Table

4), with confident interval (CI) of 95% and the non-zero indirect effects (.0053, .0848).

Table 4: Moderation Analysis

Coefficients						
Predictor			**B**	**SE**	**t**	**P**
constant			3.4930	.0147	237.4287	.0000
GS			.0095	.0187	.5060	.6129
EIS			.3452	.0208	16.5818	.0000
Int_1			.0468	.0188	2.4927	.0128
Conditional direct effects of X o Y						
EIS	**Effect**	**Boot SE**	**T**	**P**	**LLCI**	**ULCI**
-.5523	-.0164	.0237	-.6939	.4879	-.0628	.0300
-.1148	.0041	.0194	.2104	.8334	-.0339	.0421
.7602	.0450	.0203	2.2227	.0264	.0053	.0847

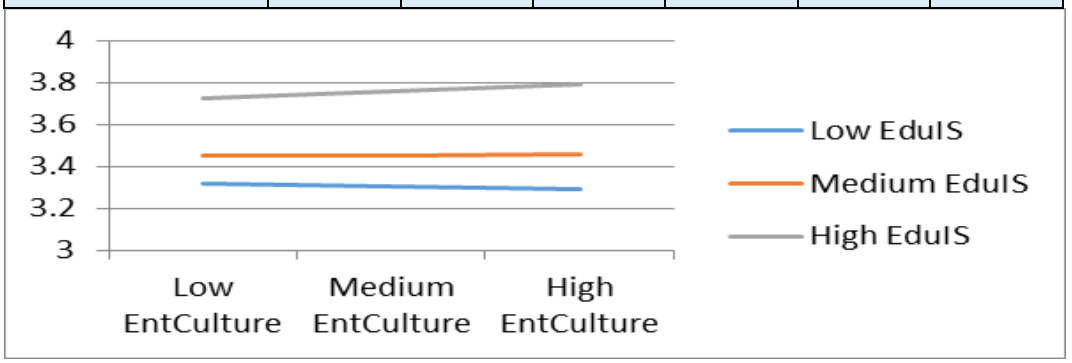

Figure 2. Moderation analysis diagram

5. DISCUSSION AND CONCLUSION

The objective of the current study was to evaluate the effect of government support on entrepreneurial culture. It further aimed to investigate the moderating effect of educational institutions support on the relationship between government support and entrepreneurial culture. Some studies have indeed contributed to the existing literature on entrepreneurial culture (Williams and Nadin, 2012; Obschonka et al., 2017; Munyoro et al., 2016), however, these studies have focused mainly on European and developed markets while emerging markets have been rarely looked it in this context. Moreover, the moderating role of education institutions support has been ignored in the available literature. This research has attempted new insights to use education institutions support

as a moderating variable between government support and entrepreneurial culture. Additionally, this research is conducted in an emerging economy that can provide more beneficial insights. The findings of the study indicated that government support has a significant effect on entrepreneurial culture. This is in line with HE, et al., (2010) who indicated that government support is very crucial for promoting the entrepreneurial environment in any country. Moreover, Minniti (2008) also argued that Government support is important for entrepreneurship and that certain government policies are more productive in developing an entrepreneurial environment. Similarly, it was also indicated that developing favorable government policies could be an effective means of promoting enterprise culture in society (Williams and Nadin, 2012). This study confirms that government support is the most influential factor in promoting entrepreneurial culture to reduce poverty and unemployment. The findings also indicate that educational institution support has a significant moderating effect on the relationship between government support and entrepreneurial culture. In line with this, Shirokova, Osiyevskyy & Bogatyreva (2016) declared that a favorable university entrepreneurial environment positively moderates the relationship between entrepreneurial intentions and the scope of start-up activities. Similarly, the university environment and support has taken by researchers as one of the potential environmental factors that influence entrepreneurial intent among students (Kraaijenbrink et al., 2010). Moreover, Bogatyreva and Shirokova (2017) and Alzoubi & Emeagwali (2016) also attempted to study educational institutions support as a moderating variable and found with significant effect. These results are potentially interesting for both theory and practice. Under a theoretical perspective, these findings demonstrate the value of the institutional theory as a tool for evaluating the effectiveness of government support and educational institutions to support their impact on entrepreneurial culture.

5.1. Recommendations of the Study

In this section, we suggest some recommendation for promoting entrepreneurial culture among youth to reduce the problem of unemployment.

- The government of Pakistan should start certain programs to emphasize creating a culture to validate and promote entrepreneurship in society and

develop the capability of the overall population to identify and avail opportunities.

- The government should direct and assist universities in establishing entrepreneurial development centers/incubation centers that will provide a platform where students will be guided with new suggestions.
- Various public institutions like SMALL and Medium Enterprise Development Association (SMEDA) can modify their policies and strategies to strengthen their entrepreneurial programs with innovative services to promote entrepreneurial culture.
- The higher education institutions should provide its students' an entrepreneurial friendly environment that may encourage and create an entrepreneurial culture. The higher education institutions in Pakistan must make it a point to teach entrepreneurship as a core subject for all students and further the institutions must find ways of making entrepreneurship education attractive.
- The educational institutions must engage the key stakeholders like academic faculty, successful entrepreneurs, various government departments, and societies to build an entrepreneurial culture within and outside the institutions

5.2. Limitation and future direction

This research has discussed several implications for policy makers and academicians. However, it has not covered all the required areas and aspects which can be addressed in future studies. For example, this study selects students of higher education institutions as a target population. However, in future, researchers can study teachers and academic scholars. Moreover, the current study was a cross-sectional study which has no concern with evaluating entrepreneurial culture on time-line basis. It is recommended to conduct some studies on longitudinal basis. The present study was conducted with the objective to evaluate the effect of government support on entrepreneurial culture in the presence of education institutions support as moderator. This type of study can be conducted nationwide by modifying some of the dimensions of

the current study such as inclusion of other stakeholders as independent variables like entrepreneurial education, student communities, extra curriculum activities and social media to promote entrepreneurial culture. Further, entrepreneurial culture can also be used as mediating variable for creating entrepreneurial intention among students. This model can also be used in a comparative study between emerging and developed markets.

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