

Influence of Social Capital on Entrepreneurial Intention among Female Undergraduate Students

Abdul Jaleel Mirjat*, Department of Sociology, University of Sindh, Jamshoro, Pakistan

Mukesh Kumar Khatwani, Area Study Centre, Far East and Southeast Asia, University of Sindh, Jamshoro, Pakistan

Bahadur Ali Soomro, Area Study Centre, Far East and Southeast Asia, University of Sindh, Jamshoro, Pakistan

Keywords	Abstract
Cognitive Social Capital, Entrepreneurial Intention, Female Undergraduate Students, Relational Social Capital, Structural Social Capital.	<i>This study investigates the influence of structural, relational, cognitive, and social capital on entrepreneurial intention among female undergraduate students at the University of Sindh. Furthermore, this research highlights the participation and empowerment of female students in shaping entrepreneurial activities and careers. Utilizing a quantitative approach, the researchers collected data by distributing a structured questionnaire to female students across various departments at the University of Sindh, Jamshoro, resulting in a sample size of 350. Analyzing the data through the statistical package for the social sciences (SPSS) version 31.0 windows, the findings reveal a positive relationship among structural social capital (SSC), relational social capital (RSC), cognitive social capital (CSC) and female students' entrepreneurial intention (FSEI). Ultimately, These findings support the developing of entrepreneurial intention and activities among female students, while contributing to the literature on female entrepreneurship in developing contexts.</i>

INTRODUCTION

Entrepreneurship plays an essential role in job creation, innovation, and economic development, which encourages entrepreneurial intentions among female students at the University of Sindh. However, entrepreneurial attitudes as developed through structural social capital (SSC) along with the different domains including structural, relational and cognitive dimensions. Structural social capital play a major role in shaping female students' entrepreneurial intention by enhancing social network, access to entrepreneurial knowledge, role model, mentorship and social support. These social relations effect key cognitive mechanism like attitudes, norms, and control intuitions that drive intentions to start a business. Family, mentors and peers can provide resources, encouragement and social support that boost entrepreneurial career aspiration and motivations. Though, social and cultural limitations may influence how female interpret entrepreneurial intentions into action. Overall, SSC facilitates the development of psychological and cognitive resources that support female students' entrepreneurial intention and their possibility to engage in entrepreneurial activities. This research study focused on undergraduate female students' at the University of Sindh to investigate how these intentions engage and empower females for entrepreneurial careers in socio-economic process. Particularly, the study investigates structural social capital (SSC) with respect to relational social capital (RSC), cognitive social capital (CSC) and female

students' entrepreneurial intention (FSEI), representing that how social capital provides the rationale for pursuing entrepreneurial ventures.

Aim of the Study

So, the current study examine the effect of structural, relational, and cognitive social capital on female students' entrepreneurial intentions, highlighting the role of peer collaboration in empowerment of women for economic development.

Objectives

1. To examine the effect of Structural Social Capital (SSC) on Female Students' Entrepreneurial Intention (FSEI).
2. To analyze the impact of Structural Social Capital (SSC) on Female Students' Entrepreneurial Intention (FSEI).
3. To investigate whether Cognitive Social Capital (CSC) positively and significantly influences Female Students' Entrepreneurial Intention (FSEI).

LITERATURE REVIEW

Structural Social Capital (SSC): SSC significantly enhance entrepreneurial intentions among female students by encouragement cognitive mechanisms such as encouraging attitudes, subjective norms. By providing role model, entrepreneurial knowledge, and helpful environment, SSC helps female students develop vital interactions and social relationships (Kumar et al., 2026). SSC influences towards female students' entrepreneurial intention by playing appositive role in fulfilling their social needs and motivations for entrepreneurship (Junaid et al., 2025). Moreover, SSC positively sways female students' entrepreneurial intentions by dealing with their social needs (Sarwar et al., 2021) and enhancing their motivation for entrepreneurship (Ayad et al., 2026). SSC also attributes to the perceived desirability and feasibility for women entrepreneurs (Wang, 2025). Similarly, female employees integrate psychological capital which indicates a higher perceived feasibility and desirability for women entrepreneurs (Shahzad et al., 2025b).

Relational Social Capital (RSC): RSC is directly associated with the entrepreneurial attitudes. Female Students' Entrepreneurial Intention (FSEI) encompasses occasion recognition, risk mitigation, and resource mobilization. These entrepreneurial approaches develop positive attitudes toward entrepreneurship via sound guidance and the provision of instrumental and emotional assistance (Babajide et al., 2022). Furthermore, RSC offers a protective strategy for navigating in traditional or patriarchal society (Brush, 2009). FSEI is also strengthened through familial entrepreneurship exposure (Kansikas, & Nevalainen, 2025). Additionally, RSC serves as alternatives driver of entrepreneurial performance (Ali et al., 2025) and highlights the impact of financial capital on students' performance and intentions. FSEI relies on trust-based resource access, which shapes cultural components and intimate relationships (Babajide et al., 2022). This highlights that economic action outcome from relationships formed via instrumental assistance (Babajide et al., 2022). A study by Al-Mamary et al., 2025) expands on this position, discussing how gender norms cultivate positive opinions toward entrepreneurship. Ultimately, RSC promotes reciprocity and relational trust toward FSEI, whereas linking female students to entrepreneurial sources via emotional and instrumental support (Ali et al., 2025).

Cognitive Social Capital (CSC): CSC refers to the shared vision, collective goals and common language within social networks that boost entrepreneurial motivation and confidence (Kalyani, 2022). This form of social capital aligns with entrepreneurial goals and

values, leading female to pursue entrepreneurship as career via active engagement in business activities. In addition, promote firm intentions to initiate a business by aligning them with societal expectations and mutual trust (Cheng & Liao, 2021). By focusing on the structural bond and entrepreneurial action, CSC supports entrepreneurial intentions among female entrepreneurs. It highlights the role of core beliefs and trust, which correlate with social approval and playing an essential part in career choices of women. Particularly, CSC encompasses the values, beliefs, mutual understanding, and norms that boost trust in institutions and chosen career paths, especially in relation to entrepreneurship (Jalil & Kamarulzaman, 2023). These elements considerably influence the entrepreneurial intentions of female students (Sarwar et al., 2021). For female entrepreneurship, CSC consists of encouragement, cohesion, and trust, which are cultivated via structural and bonding capital, gender role, social norms, and institutional support. Eventually, CSC shapes the cognitive environment by highlights the perceived behavioral control, subjective norms, and female students' attitudes, thereby driving entrepreneurial intentions among women (Hassan et al., 2024). CSC brings out the awareness and entrepreneurial careers (Sánchez-Teba et al, 2025).

Female Students' Entrepreneurial Intention (FSEI): FSEI underscores the importance of psychological capital- particularly resilience, optimism, hope and self-efficacy for entrepreneurial commitment (Sarwar et al., 2021). These entrepreneurial intentions support relationships and have an effect on entrepreneurial commitment. They also enhance female students' confidence in their abilities to create business and launch entrepreneurial ventures. FSEI explores entrepreneurial ideas and psychological empowerment of female students (Zakaria et al., 2024). It addresses female students' entrepreneurial choices and the impact of their role models (Paunovic & Musial, 2024). Moreover, female students' exhibit higher levels of risk insight than males when pursuing entrepreneurship (Nabila & Hatammimi, 2025). FSEI is heavily affected by communal empowerment initiatives and gender equality awareness (Khan et al., 2024). Ultimately, these entrepreneurial intentions socialize female students' careers paths and provide equal educational opportunities.

Prior studies confirm the impact of Structural Social Capital (SSC), Relational Social Capital (RSC), and Cognitive Social Capital (CSC) on Female Students' Entrepreneurial Intentions (FSEI) in various settings. However, no previous research has examined these specific relationships among female students at the University of Sindh, creating a clear contextual and empirical gap.

Model of the Study

Based on the gaps, the below model developed, and integrates the factors such as SSC, RSC and CSC towards FSEI.

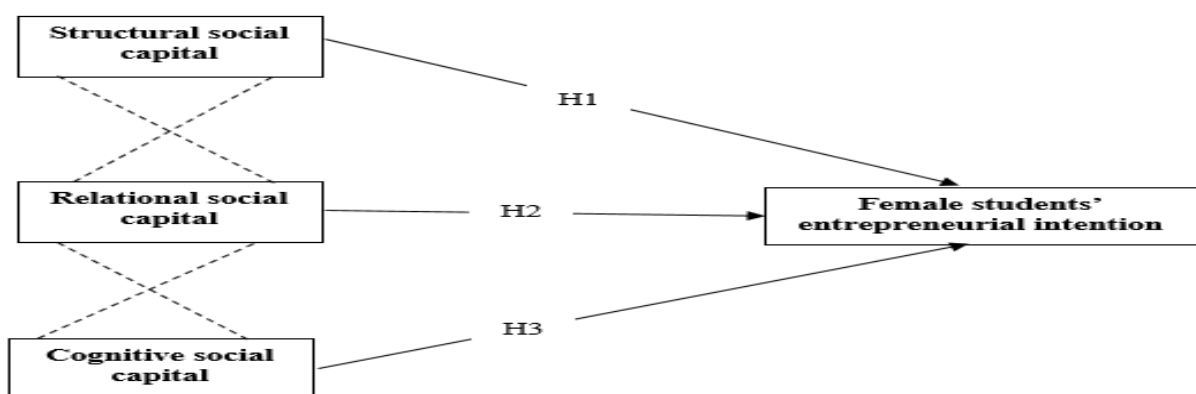


Figure 1: Source: Developed by the Researchers

Hypotheses Development

Structural Social Capital (SSC) and Female Students' Entrepreneurial Intention (FSEI): SSC considerably shapes the FSEI by swaying cognitive mechanisms, such as attitudes and perceived social norms regarding intentions to initiate a business. Thus, SSC enhances both entrepreneurial action and potential by shaping these internal attitudes. By guiding these cognitive pathways, SSC exerts an essentially influence on female students, helping frame their psychological capital and intentions within both their peer groups and families. Moreover, SSC fulfills the social needs and entrepreneurial motivations of female students by offering a positive framework for support (Junaid et al., 2025). Through supportive interactions with peers, mentors, and family members, SSC increases social support and enhances career expectations. It offers practical assistance and helps female students attain their career goals while empowering women to serve as role model (Osei et al., 2022). Study reveals that female students obtain these positive attitudes through entrepreneurial knowledge and structured mentorship programs (Nti et al., 2026). Though women frequently face a restricted approach to financial capital, SSC assists mitigate this by focusing on opportunity recognition and the gaining of proper business knowledge (Shahzad et al., 2025b). Finally, FSEI extremely attached with cultural constraints and entrepreneurial actions. SSC fosters collectivistic culture that supports female when confronting these societal barriers (Osei et al., 2022). Eventually, SSC boosts the perceived desirability and feasibility of entrepreneurs for women (Wang, 2025), integrating psychological capital to strengthen their overall feasibility and desirability as future entrepreneurs (Shahzad et al., 2025a).

H₁: Structural Social Capital (SSC) has positively and significantly effect on Female Students' Entrepreneurial Intention (FSEI)

Relational Social Capital (RSC) and Female Students' Entrepreneurial Intention (FSEI): Relational social capital (RSC) plays an essential role in entrepreneurship and deeply interrelated with FSEI. RSC promotes FSEI by helping students understand entrepreneurial approaches and encouraging positive attitudes towards entrepreneurship (Ajzen, 1991; Winarsih, 2025). Furthermore, RSC presents a protective strategy to navigate and counter discrimination practices in traditional or patriarchal society. In turn, FSEI strengthens exposure to familial entrepreneurship (Kansikas & Nevalainen, 2025). RSC helps interprets alternative paths for entrepreneurial performance and demonstrates how financial capital influence students' intentional performance. Because FSEI relies heavily on trust-based resource access, RSC serves as a bridge to cultural components and intimate relationship. Social capital (SC) theory indicates that economic action is the outcomes of relationship built via instrumental support (Winarsih, 2025). Additionally, a study by Hassan et al. (2024) discusses how addressing gender norms cultivate suitable perceptions of entrepreneurship. RSC binds reciprocity and relation trust towards FSEI, connecting female students directly to key entrepreneurial facts (Winarsih, 2025). It also emphasizes that FSEI is closely concerned with entrepreneurial performance alternatives (Ali et al., 2024). However, RSC also enunciates how the performance of women micro- entrepreneurs is affected by financial capital constrains. Ultimately, RSC directs FSEI to initiate a new business through stronger entrepreneurial intention (Krueger et al., 2000). This entrepreneurial intention among female students is heavily exposed to role model, risk version, and specific entrepreneurial role (Sarwar et al., 2021). Finally, entrepreneurial intention and self-efficacy enhance female students' positive encouragement within relational environments (Sidratulmunthah et al., 2018), while enlarging their confidence and subjective norms through the visibility of female entrepreneurs in the local community and media (Shah & Soomro, 2017).

H₂: Relational Social Capital (RSC) has positively and significantly effect on Female Students' Entrepreneurial Intention (FSEI)

Cognitive Social Capital (CSC) and Female Students' Entrepreneurial Intention (FSEI): CSC influences entrepreneurial intention among female students by shaping supportive norms, attitudes, and opportunities in entrepreneurial decision-making. According to Kalyani (2022), it boosts entrepreneurial motivation and confidence. CSC supports female students identify opportunities via mutual trust, collective understanding, and common language that strengthen entrepreneurial objective. Although female students face particular gender challenges- such as risk aversion, societal expectations- mutual trust and collective objectives assist them build firm intentions to initiate a business (Liao & Cheng 2021). CSC also connects structural tie and entrepreneurial actions among female. Study reveals that female students sometimes indicate lower levels of entrepreneurial intention and optimism compared to male students. Furthermore, CSC emphasizes the role of family relationship in female's entrepreneurial action. SC offers a general understanding of entrepreneurship and career ambition (Jalil & Kamarulzaman, 2023). CSC shapes perceived behavioral control, subjective norms, and female students' attitude via the cognitive environment (Hassan et al., 2024). Sarwar et al. (2021) asserts that CSC focuses on encouragement and collective standards that guide female students towards entrepreneurship. These cognitive construct rely on encouragement, cohesion and trust, which are reinforced by structural ties and cultural norms. Finally, Naveed et al. (2018) note that entrepreneurship among female students reflects shared values, risk sensitivity, and careers choices (Fayolle et al., 2014).

H₃: Cognitive Social Capital (CSC) has positively and significantly effect on Female Students' Entrepreneurial Intention (FSEI)

METHODS

Approach, Context and Respondents

This research is based on a quantitative strategy because it utilises statistical and numerical analysis through different techniques to test hypotheses and trace the research outcomes in a precise manner (Creswell & Creswell, 2017). The context of this study is the University of Sindh, Jamshoro, Pakistan, which offers different approaches-including business, education, business administration, commerce, and economics- that aim to nurture students' interest in business and entrepreneurship. The respondents of this study are female students who enrolled in business and entrepreneurial education. Previous study shows that females are increasingly interested in entrepreneurship due to the desire for empowerment, independence, gender equality, and a shift away from traditional mindsets (Soomro et al., 2021). For this study, 350 female respondents from and socio-cultural backgrounds were selected to examine their keen inclination towards becoming empowered entrepreneurs. The sample size is adequate for conducting a robust regression analysis as Hair et al. (2021) suggests that a sample size exceeding 200- adequately supports this type of research design.

Measurement Scales

This study used items from the existing literature scored on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). SSC was measured using four items adapted from Fornoni et al. (2012). A sample item from this scale is, "I consider myself a person with a large number of contacts and acquaintances." RSC was also measured using four items, with a sample items stating, "I am willing to exchange money and other assets to

conduct a business”. CSC consists of three items; a sample items is, “I encourage young people, including females to become independent by operating a business.” FSEI comprises seven items adapted from Solesvik et al. (2012) and Liñán and Chen (2009), with a sample item being, “My professional goal is to become an entrepreneur.”

RESULTS

Respondents’ Profile

The respondents’ demography indicate that a majority of respondents 51.4 %(n=180) were females whereas 48.0%(n=168) males meanwhile 0.60% (n=02) transgender. Regarding an age of the participants the most of respondents were the above 27 years 33.1 %(n=116) while less respondents were between 24-26 years (n=77 or 22%). Therefore, relating to academic level 66.6(n=233) were MA/MS whereas 33.4 % (n=117) the respondents were BA/BS. Hence, 56%(n=196) respondents respond “yes” while 44%(n=154) participants respond “no” (see details in Table 1).

Table 1: Demography of the Respondents

Demographic variable	Category	Frequency (n)	Percentage (%)
Gender	Male	168	48.0
	Female	180	51.4
	Transgender	02	0.60
	<i>Total</i>	<i>350</i>	<i>100.0</i>
Age	18-20	78	22.3
	21-23	79	22.6
	24-26	77	22.0
	Above 27	116	33.1
	<i>Total</i>	<i>350</i>	<i>100.0</i>
Academic Level	BA/BS	117	33.4
	M.A/MS	233	66.6
	<i>Total</i>	<i>350</i>	<i>100.0</i>
Students’ Entrepreneurship Course	Yes	118	33.7
	No	232	66.3
	<i>Total</i>	<i>350</i>	<i>100.0</i>
Family Involvement in Entrepreneurship	Yes	196	56.0
	No	154	44.0
	<i>Total</i>	<i>350</i>	<i>100.0</i>

Reliability Assessment

The researchers employed Statistical Package for Social Sciences (SPSS) IBM version 31.1.1. The researchers ensured an internal consistency among items to observe the relationship among items. The researchers applied Cronbach’s Alpha (α). The overall values of Alpha to be found as 0.870. While Alpha for individually factor is found to be above required values (>0.70) (Hair *et al.*, 2021). More specifically, SSC ($\alpha = 0.822$); RSC ($\alpha = 0.802$); CSC ($\alpha = 0.798$) and FSEI ($\alpha = 0.887$) (Table 2).

Table 2: Reliability Assessment

Variables	No. of Item	Alpha
SSC	04	0.822

RSC	04	0.802
CSC	03	0.798
FSEI	07	0.887

Note(s): SSC=Structural Social Capital; RSC= Relational Social Capital; CSC=Cognitive Social Capital; FSEI=Female Students' Entrepreneurial Intention.

Hypotheses Assessment

The researchers applied Pearson's correlation and multiple regression analysis to test the proposed hypotheses. The overall R^2 is appeared as 0.654 along with acceptable R^2 change (0.453) and adjusted R^2 (0.321) (Table 4) which confirms predictive model accuracy. The findings of the study confirmed the positive effect of SCC on FSEI ($r=0.279^*$; $\beta=0.355$; $p<0.01$), which accepted the H₁. The study confirmed a positive and significant effect of RSC on FSEI ($r=0.352^{**}$; $\beta=0.380$; $p<0.01$). Whereas H₂ is accepted. Finally, there is a positive and significant effect of CSC on FSEI, which also supported the H₃ ($r=0.464^{**}$; $\beta=0.410$; $p<0.01$) (Table 3 and Table 4).

Table 3: Pearson's Correlation Analysis

Factor	1	2	3	4
1.SCC	---			
2.RSC	0.352**	---		
3.CSC	0.464**	0.406**	---	
4.FSEI	0.279*	0.385**	0.429**	---

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

Table 4: Multiple Regressions

Predictor	Unstandardized Coefficients (β)	Std. Error	Standardized Beta	t	Sig.
(Constant)	8.912	1.120	—	7.96	0.000
SCC	0.512	0.110	0.355	4.66	0.000
RSC	0.730	0.150	0.380	4.87	0.000
CSC	0.602	0.120	0.410	5.02	0.000
<i>F-Value</i>	55.619				
R^2	0.372				
<i>Adjusted R²</i>	0.355				
<i>R² Change</i>	0.152				

Dependent Variable: FSEI

DISCUSSION AND CONCLUSION

The purpose of this research study was to explore the impact of social capital on entrepreneurial intention among female undergraduate students at the University of Sindh, Jamshoro. The results of the study revealed that Structural Social Capital (SCC) has a positive and significant effect on Female Student Entrepreneurial Intention (FSEI). These findings concur with studies by Wang (2025), and Shahzad et al. (2025b), who confirmed similar results regarding how large peer groups of female students develop intentions towards entrepreneurship. In this way, female students' intention leads to better access to financial assistance. Thus, females who are closely connected to others gain better market success for fiscal success, become more conscious of business project implementation, and acquire critical knowledge. Hence, the outcomes of this study also demonstrate a positive and

significant relationship between Relational Social Capital (RSC) and FSEI. These results are consistent with relevant studies, such as (Hassan et al. (2023), who confirmed that social capital supports female students in sharing investment information and developing intentions towards employment strategies. Furthermore, Female students are inclined to exchange capital and conduct business, which helps them build trust in friends and family for strong assistance during difficult time (Sarwar et al, 2021). Consequently, female students develop trust among all members of society (Hassan et al., 2023). The results of the study found a positive and significant effect of CSC on FSEI (Hassan et al., 2023). These results concur with studies such as (Hassan et al. (2023), who confirmed similar results and encouraged female students to become independent, start their own business, and develop a positive attitude toward becoming entrepreneurs through entrepreneurial activities. In this way, female entrepreneurs can attain success. Subsequently, the outcomes of this study consistent with recent evidence showing that female entrepreneurs intend to start their own business and pursue career options that allow them to develop professional goals in this field (Guo et al., 2022; Jan et al, 2023). Finally, these female students view entrepreneurship as a viable future career option.

Implications and Limitations

The study offers several contributions and implications regarding entrepreneurial intention among female undergraduate students. It suggests that higher education institutions, universities, and policymakers should motivate students' interest in entrepreneurship and enhance entrepreneurial intention through peer collaboration, collaborative learning activities, and mentorship programs that enable female university students to access entrepreneurial information. Moreover, they should provide social and professional support by offering gender-sensitive mentoring and facilitating interaction. Hence, the findings of the study will assist future researchers in developing new theories and models and enrich the existing literature in this domain. The study is limited to quantitative research with a sample size of 350, covering social, rational, and cognitive factors of entrepreneurship among female students within this context.

Acknowledgement: The authors are thankful to the study respondents for their valuable feedback. The authors also appreciate the reviewers' efforts, whose feedback greatly improved this study.

Authors' Contributions: Abdul Jaleel Mirjat: Conceptualisation, methodology, and initial draft write-up; Mukesh Kumar Khatwani: Supervision, final draft Write-up, and proofreading; Bahadur Ali Soomro: Formal data analysis, discussion and proofreading.

Declaration of Competing Interest: The authors declare that they have no competing interests.

Funding: The author(s) received no financial support for the research, authorship, and/or publication of this article.

Data Availability Statement: The raw data supporting the conclusions of this article are available from the authors without undue reservation.

Research Ethics Statement: Ethical approval for this study was obtained from the Institutional Review Board at the *University of Sindh, Jamshoro*. Additionally, all participants provided written informed consent prior to data collection.

Generative AI statement: The author(s) declare that no generative AI or AI assisted technologies were used in the preparation of this manuscript.

REFERENCE

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-t](https://doi.org/10.1016/0749-5978(91)90020-t)
- Al-Mamary, Y. H., Abubakar, A. A., & Abdulmohsen Alfalah, A. (2025). The Effect of Psychological, Market, Economic, Socio-Cultural, Entrepreneurial Orientation and Educational and Skills Factors on Empowering Women for New Venture Creation. *Humanities and Social Sciences Communications*, 12(1), 840. <https://doi.org/10.1057/s41599-025-05265-1>
- Ali, S. R., Ali, S. Q., & Abbas, M. (2025). Fostering an Entrepreneurial Mindset through Education: Challenges and Opportunities *Global Social Sciences Review*. *Global Social Sciences Review*, 9(4), 179-194. <http://dx.doi.org/10.2139/ssrn.5215602>
- Ayad, T. H., Seraj, A. H. A., & Abdelwahed, N. A. A. (2026). How Entrepreneurship Education Shapes Startup Motivation among University Female Students: The Conditional Indirect Role of Entrepreneurial Identity and Social Support. *Societies*, 16(7), 220. <https://doi.org/10.3390/soc16070220>
- Babajide, A. A., Obembe, D., Solomon, H., & Woldesenbet, K. (2022). Microfinance and Entrepreneurship: The Enabling Role of Social Capital amongst Female Entrepreneurs. *International Journal of Social Economics*, 49(8), 1152-1171. <https://doi.org/10.1108/ijse-11-2020-0745>
- Brush, C. G., De Bruin, A., & Welter, F. (2009). A Gender-Aware Framework for Women's Entrepreneurship. *International Journal of Gender and Entrepreneurship*, 1(1), 8-24. <https://doi.org/10.1108/17566260910942318>
- Cheng, L. J., & Liao, C. C. (2021). Connecting Social Capital, Cognitive Bias, and Entrepreneurial Intentions: About Gender Differences. *Contemporary Management Research*, 16(1), 1-34. <https://doi.org/10.7903/cmr.19818>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Fayolle, A., Liñán, F., & Moriano, J. A. (2014). Beyond Entrepreneurial Intentions: Values and Motivations in Entrepreneurship. *International Entrepreneurship and Management Journal*, 10(4), 679-689. <https://doi.org/10.1007/s11365-014-0306-7>
- Fornoni, M., Arribas, I., & Vila, J. E. (2012). An Entrepreneur's Social Capital and Performance: The Role of Access to Information in the Argentinean Case. *Journal of Organizational Change Management*, 25(5), 682-698. <https://doi.org/10.1108/09534811211254572>
- Guo, X., Edghiem, F., Dakhan, S. A., & Khan, M. (2022). Investigating Female Students' Entrepreneurial Intention in the UK and Pakistan: An Application of TPB. In *Entrepreneurship and Change: Understanding Entrepreneurialism as a Driver of Transformation* (pp. 129-163). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-07139-3_6
- Hair, J. F., Astrachan, C. B., Moisesescu, O. I., Radomir, L., Sarstedt, M., Vaithilingam, S., & Ringle, C. M. (2021). *Executing and Interpreting Applications of PLS-SEM: Updates*

- for Family Business Researchers. *Journal of Family Business Strategy*, 12(3), 100392. <https://doi.org/10.1016/j.jfbs.2020.100392>
- Hassan, S., Poon, W. C., & Hussain, I. A. (2024). Heterogeneous Social Capital Influencing Entrepreneurial Intention among Female Business Students in the Maldives. *Journal of Entrepreneurship in Emerging Economies*, 16(1), 209-230. <https://doi.org/10.1108/jeee-01-2023-0024>
- Hassan, S., Poon, W. C., & Alisa, I. (2023). Unveiling the Role of Structural, Relational and Cognitive Social Capital Dimension in Explaining Female Business Students' Entrepreneurial Intention in Small Island Developing States: The Maldives. *Global Business Review*, 09721509231174739. <https://doi.org/10.1177/09721509231174739>
- Jalil, M. F., Ali, A., & Kamarulzaman, R. (2023). The Influence of Psychological Capital and Social Capital on Women Entrepreneurs' Intentions: The Mediating Role of Attitude. *Humanities and Social Sciences Communications*, 10(1), 393. <https://doi.org/10.1057/s41599-023-01908-3>
- Jan, S. Q., Junfeng, J., & Iqbal, M. B. (2023). Examining the Factors Linking the Intention of Female Entrepreneurial Mindset: A Study in Pakistan's Small and Medium-Sized Enterprises. *Heliyon*, 9(11). <https://doi.org/10.1016/j.heliyon.2023.e21820>
- Junaid, D., Masood, D. A., St-Jean, E., & Usman, D. M. (2025). Formal and Informal Entrepreneurship: The Consequences of Weak Formal Institutions. Available at SSRN 5132787. <http://dx.doi.org/10.2139/ssrn.5132787>
- Kalyani, K. (2022). Emergence of Dalit Art Entrepreneurs: Exploring Anti-Caste Songs as the New-Creative Industry in North India. *Local Development & Society*, 3(1), 59-73. <https://doi.org/10.1080/26883597.2022.2045087>
- Kansikas, J., & Nevalainen, P. (2025). Family Entrepreneurs and Their Next Generations, 1809–1945: Educational Pathways of Business Elite in Finland. *Management & Organizational History*, 20(2), 250-283. <https://doi.org/10.1080/17449359.2024.2399658>
- Khan, M. S., Wood, B. P., Dakhan, S., & Nawaz, A. (2024). The Paradox of Islamic Perception on the Entrepreneurial Intentions of Female Muslims in Pakistan. *Journal of Islamic Marketing*, 15(11), 2823-2840. <https://doi.org/10.1108/jima-09-2023-0275>
- Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing Models of Entrepreneurial Intentions. *Journal of Business Venturing*, 15(5-6), 411-432. [https://doi.org/10.1016/S0883-9026\(98\)00033-0](https://doi.org/10.1016/S0883-9026(98)00033-0)
- Kumar, A., Singh, P., Parihar, A. S., & Saraswat, S. (2026). Analyzing the Impact of Psychological Capital on the Entrepreneurial Intentions of Students through Mediating Role of Individual Expectancy Using PLS-SEM. *International Journal of Social Economics*, 53(1), 46-61. <https://doi.org/10.1108/ijse-03-2024-0252>
- Liao, C. C., & Cheng, L. J. (2021). University Entrepreneurship Education and Entrepreneurial Intent in Universities under the Impact of the Pandemic: The Mediating Effect of Psychological Capital. *Journal of Educational Practice and Research*, 34(3), 73-119.
- Liñán, F., & Chen, Y. W. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>

- Nabila, A. R., & Hatammimi, J. (2025). The Impact of Entrepreneurship Competition on Non-Business Students' Entrepreneurial Intention. In *Integrating Big Data and IoT for Enhanced Decision-Making Systems in Business: Volume 2* (pp. 291-301). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-97613-1_25
- Naveed, M., Zia, M. Q., Younis, S., & Shah, Z. A. (2021). Relationship of Individual Social Entrepreneurial Orientations and Intentions: Role of Social Entrepreneurship Education. *Asia Pacific Journal of Innovation and Entrepreneurship*, 15(1), 39-50. <https://doi.org/10.1108/apjie-07-2020-0118>
- Nti, N. K., Osei, C. D., Garcia-Castro, M., & Nti, P. C. (2026). From Connections to Ventures: Harnessing the Power of Bonding, Bridging, and Linking Social Capital in Fuelling Female Entrepreneurship in the Philippines. *E-Journal of Humanities, Arts and Social Sciences*, 7(6), 1567. <https://doi.org/10.38159/ejass.20267611>
- Osei, C. D., Garcia-Castro, M., & Nti, K. N. (2022). The Influence of Family Business and Social Capital on Entrepreneurial Intentions among Female University Students in the Philippines. *International Journal of Entrepreneurship and Business Development*, 5(3), 465-475. <https://doi.org/10.29138/ijebd.v5i3.1827>
- Paunovic, I., & Musial, J. (2024). Gender Gap in Entrepreneurial Intention, Reasoning, Self-Efficacy, and Education Preferences among University Students: An Entrepreneurial Event Theory Perspective. *Journal of Women's Entrepreneurship and Education*, (3/4), 93-111. <https://doi.org/10.28934/jwee24.34.pp93-111>
- Sánchez-Teba, E. M., Bermúdez-González, G., & Benítez-Márquez, M. D. (2025). The Influence of Environmental and Cognitive Factors on the Entrepreneurial Intentions of Female Students in the STEM Field. *SAGE Open*, 15(2), 21582440251336645. <https://doi.org/10.1177/21582440251336645>
- Sarwar, A., Ahsan, Q., & Rafiq, N. (2021). Female Entrepreneurial Intentions in Pakistan: A Theory of Planned Behavior Perspective. *Frontiers in Psychology*, 12, 553963. <https://doi.org/10.3389/fpsyg.2021.553963>
- Sarwar, A., Muhammad, L., & Sigala, M. (2021). Unraveling the Complex Nexus of Punitive Supervision and Deviant Work Behaviors: Findings and Implications from Hospitality Employees in Pakistan. *International Journal of Contemporary Hospitality Management*, 33(5), 1437-1460. <https://doi.org/10.1108/ijchm-08-2020-0808>
- Shah, N., & Soomro, B. A. (2017). Investigating Entrepreneurial Intention among Public Sector University Students of Pakistan. *Education+ Training*, 59(7-8), 841-855. <https://doi.org/10.1108/et-11-2016-0168>
- Shahzad, F., Mir, S., Ghaffar, C., & Ferreira, J. J. (2025a). Women, Networks and Enterprise: The Impact of Social Capital on Rural Artisans' Entrepreneurship. *Journal of Enterprising Communities: People and Places in the Global Economy*, 19(5), 1422-1445. <https://doi.org/10.1108/jec-03-2025-0079>
- Shahzad, M. F., Asif, M., Xu, S., & Wang, C. (2025b). Impact of Digitalization on Entrepreneurial Ecosystems: A Bibliometric Exploration. *Journal of Business & Industrial Marketing*, 40(3), 782-795. <https://doi.org/10.1108/jbim-07-2024-0524>
- Sidratulmunthah, Hussain, S., & Imran Malik, M. (2018). Towards nurturing the entrepreneurial intentions of neglected female business students of Pakistan through proactive personality, self-efficacy and university support factors. *Asia Pacific*

Journal of Innovation and Entrepreneurship, 12(3), 363-378. <https://doi.org/10.1108/APJIE-03-2018-0015>

- Solesvik, M. Z., Westhead, P., Kolvereid, L., & Matlay, H. (2012). Student Intentions to Become Self-Employed: The Ukrainian Context. *Journal of Small Business and Enterprise Development*, 19(3), 441-460. <https://doi.org/10.1108/14626001211250153>
- Soomro, B. A., K. Almahdi, H., & Shah, N. (2021). Perceptions of Young Entrepreneurial Aspirants towards Sustainable Entrepreneurship in Pakistan. *Kybernetes*, 50(7), 2134-2154. <https://doi.org/10.1108/k-07-2019-0504>
- Wang, L. (2025). Entrepreneurship vs. E-Entrepreneurship: An Evaluation of Entrepreneurial Orientations for Social and Economic Development. *International Journal of Electronic Business*, 20(1), 34-49. <https://doi.org/10.1504/ijeb.2025.142988>
- Winarsih, T. (2025). A Study of Entrepreneurial Intentions among Female Employees in the Tourism Industry: The Influence of Bonding Social Capital, Future Anxiety, and Risk-Taking Propensity. *Pakistan Journal of Life & Social Sciences*, 23(1), 2972. <https://doi.org/10.57239/PJLSS-2025-23.1.00236>
- Zakaria, N. H., Akhir, N. E. F. M., & Rani, N. (2024). The Role of Gender in Shaping Students' Entrepreneurial Intentions: An Examination through the TPB Model. *International Journal of Entrepreneurship and Management Practices*, 7(25), 30-44. <https://doi.org/10.35631/ijemp.725004>