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From Learning to Earning: How Entrepreneurial Inputs Foster Employability via Entrepreneurial Mindset Transformation

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Abstract

This study investigates the impact of entrepreneurial education, social ties, and family support on the employability of graduate students, with entrepreneurial mindset serving as a mediating variable. Employability is conceptualized as a graduate's preparedness for and ability to secure meaningful work in today's competitive job market. Drawing on a sample of 400 postgraduate students, data were collected using a structured questionnaire and analyzed through structural equation modeling. The findings reveal that all three independent variables entrepreneurial education, social ties, and family support have significant positive effects on employability. Moreover, the entrepreneurial mindset (characterized by self-efficacy, adaptability, and proactiveness) significantly mediates the relationship between these predictors and employability. The results underscore the importance of fostering both personal and social capital to enhance job readiness among graduates. The novelty of this research lies in integrating psychological (entrepreneurial mindset), educational, and socio-relational factors into a single framework to explain employability. The study implies that higher education institutions and policymakers should not only focus on curriculum development but also encourage mindset formation and support networks to improve graduate outcomes in the labor market. These findings contribute valuable insights for developing holistic graduate employability strategies in dynamic and uncertain employment contexts.

Keywords: Entrepreneurial Education; Entrepreneurial Mindset; Social Ties; Family Support; Employability

Introduction

Entrepreneurship has traditionally been an important engine for economic growth, innovation and job creation, especially during an age of globalization, technological development and social transformation. The entrepreneurial mindset has arguably become one of the most discussed topics within the context of entrepreneurship research on its impact on an individual's ability to recognize opportunities, to take risks and to innovate (Kuratko, 2005). Such a mindset, which is characterized by qualities such as proactiveness, resiliency and a readiness to deal with ambiguity has (Turner et al., 2009; Rauch & Frese, 2007). Also emerged as an important determinant of entrepreneurial intentions and success. Yet, that formation of entrepreneurial mind-sets cannot be

attributed solely to the level that was present naturally in each person or his capacities and abilities, but to other external factors such as entrepreneurial education, family supporting and social relations. Entrepreneurship education is the formal and informal learning process for people in entrepreneurial activities, having the ability to develop the knowledge and skills to create businesses (Fayolle, 2013). This encompasses standard university classes, workshops, and real-world programs, such as for example anything that provides individuals with the technical skills and soft skills needed in entrepreneurship. Studies have found that entrepreneurship education has a positive effect on entrepreneurial intentions and behavior, although its impact depends on the type and quality of educational experience (Liñán & Fayolle, 2015). Family encouragement is also a significant contributor to an entrepreneurial frame of mind. Family has two sides in the support of entrepreneurship in that it provides emotional support, motivation and financial support, and systemic support as a social capital. Aldrich and Cliff (2003) asserted that families have the potential resources in terms of both material sourcing (cash) and immaterial sourcing (counsel, networks, and support). A little moral support can be especially important in the early stages of entrepreneurial efforts when money is tight and exposure to failure high. Social networks, i.e., the webs of linkages and relationships held by individuals, also affect the results of the entrepreneur. Social capital theory underscores that resources, knowledge, and opportunities are accessed through networks (Burt, 1992). Entrepreneurial social networks can be a vital source for access to investors, mentors, customers, and other entrepreneurs which could assist in identification and resolving problems in the process of initiating and scaling ventures (Jack & Anderson, 2002). A strong level of professional as well as personal social connections could, hence, contribute to the formation of entrepreneurial mindset by providing access to multiple resources and support. The core value of entrepreneurial orientation is being recognized as a "taken-for-granted variable" (Morrish & Deeter-Schmelz, 2016) of entrepreneurship process, which is perceived as a moderator of employability and other benefits of entrepreneurial ways of thinking. Employability refers to the capacity of an individual to obtain and maintain employment, and the ability to adapt and rebound in relation to labor market changes (Fugate, Kinicki, & Ashforth, 2004). In the modern, ever-changing working environment, innovative, problem-solving, self-reliant entrepreneurial activities are highly appreciated by employers. Therefore, those with positive attitude toward entrepreneurship would be considered more employable as they demonstrate the skills and behaviors which are in line with contemporary organizational needs (Van der Sluis, 2011). Although an increasing number of studies recognize the impacts of entrepreneurship education, family support and social network on the formation of an entrepreneurial mindset, comparatively little is understood about the relationship between these factors and how they directly and indirectly influence employability. Prior studies, for the most part, have investigated the separate effect of each of these factors, with little consideration of how the two might act in concert, especially when mediated by entrepreneurial mindset to shape employability. In addition, although the relationship between entrepreneurial mindset and employability has been addressed, the underlying processes of entrepreneurial education, family support, and social relationships on entrepreneurial mindset have yet to be clearly identified. This space is especially important in light of the situation now, when the global labour market is getting more and more intense and unstable. With employers looking for staff that possess not just technical skills but also entrepreneurial action, the ability to develop these behaviours is crucial. Moreover, studies examining the association between these factors have mainly been carried out in western settings, with limited understanding of their importance in different cultural or socioeconomic settings. It is imperative that these aspects are elucidated, especially given that the level of social capital, education resources, and family context within which a person grows up are crucial for forming an entrepreneurial mind-set and hence employability. This research seeks to explore the links among

entrepreneurial education, family support, social networks and entrepreneurial mindset as they pertain to employability (Ahmad et al., 2023; Iqba et al., 2023). In particular, the research analyzes entrepreneurial education, family support, and social ties as independent variables affecting employability through the mediation of entrepreneurial mindset; and it also measure these relationships. In doing so, this study extend knowledge about the processes that enable the creation of employable individuals through entrepreneurship.

Overall aims of the study .

- To analyze the influence of entrepreneurial education, family support and social ties on entrepreneurial mindset.
- To investigate the mediation of an entrepreneurial mindset in the relationship between the independent variables (entrepreneurial education, family support, and social ties) and employability.
- To evaluate the role that entrepreneurial education, family support and social networks play in serving as a package to improve employability outcomes.

This study is informed by the following research questions:

- How does entrepreneurial learning help develop an entrepreneurial mindset?
- How does family helpfulness affect the entrepreneurial mindset of those involved?
- What can social networks provide in terms of development of entrepreneurial thinking?
- To what extent does entrepreneurial mindset mediate the relationship between entrepreneurial education, family support, social network ties and employability?
- What is the combined effect of education in entrepreneurship, family support, and social ties on the employability?

This research is anticipated to have multiple implications for the entrepreneurship and organizational behavior literatures. First, some light is shed on the processes through which entrepreneurial education, family support, and social ties influence employability, especially when considering the role of entrepreneurial mindset. The study is also contribute to how educators, policymakers and practitioners can develop approach programs and interventions to enhance employability in novice entrepreneurs by understanding these relationships. Second, the outcomes for those who wants to improve their employability by acquiring a entrepreneurial attitude. The value of such external influences would hopefully help guide individuals to place a greater emphasis on their educational opportunities, family members, and personal connections if entrepreneurial objectives were involved. Lastly, this study adds to the small but burgeoning literature on the intersection between entrepreneurship, employability and human capital. It provides an innovative paradigm that explains how the interactions between education, social support and networks contribute to an enabling context for the construction of employable and entrepreneurial individuals.

Literature Review

Literature concerning the linkage of entrepreneurial education, family background, social network, entrepreneurial intention and employability has been extensive. Nevertheless, there are knowledge gaps in relation to how these variables directly and indirectly impact on employability outcomes, in particular, the mediating role of an entrepreneurial mindset.

Main Effects: Direct Effects of Independent Variables on Employability

The first section of the literature review reviews direct relationship of entrepreneurial education, family background and social ties (independent variables) with the employability (dependent variable). There are seven direct hypothesis drawn from available literature as follows: It is widely agreed that entrepreneurship education is determinant of employability. A past of formal

education for entrepreneurship, aimed at providing skills, knowledge and attitudes to engage or carry out entrepreneurship or to simply increase general employability is pictured by (Fayolle,2013). Entrepreneurial education promotes innovation, critical thinking and problem solving skills, which are crucial for employability in the rapidly expanding labor market of today (Liñán & Fayolle, 2015). Based on human capital theory, one function of education is to equip individuals with relevant cognitive and practical skills for work (Becker, 1993). (Wu and Wu ,2008) had discovered in their study that the entrepreneurial education contributes significantly towards these two aspects i.e., increasing the level of students' entrepreneurial tendency and employability skills which could be used in an entrepreneurial as well as traditional career paths. Similarly (Valerio et al,2014) showed that students who take part in entrepreneurship education programme developed competences like creativity, communication, leadership which are appreciated by employers of different sectors. Individuals' career aspirations and opportunities are highly influenced by family background. Social capital theory would suggest that family members can provide resources, networks, and advice that are helpful for the job search (Coleman ,1988). Family helps develop confidence and resilience that is essential for employability (Aldrich & Cliff, 2003). In contrast, a lack of parent functioning and support could impede access to critical occupational opportunities and networks, curbing employability (Dyer & Handler, 1994). According to (Van der Sluis,2011), family support affects individuals' career, and employment decisions and status. Family members often support with financial riggings and advice, enabling an introduction to the job market or entrepreneurship. Moreover, research of (Jansen et al, 2015)) highlight the influence of family in fostering individuals ability to become entrepreneurs, which in turn can have a direct effect on employability in terms of the acquisition of entrepreneurial skills. According to social capital theory these connections provide access to information, resources and opportunities that have a potential to increase employability (Burt, 1992). Robust social ties can refer contacts for future employment, as well as provide connections for mentorship and business opportunities, resulting in improved employability (Granovetter, 1973). From an entrepreneurial perspective, social networks can also serve as a source to identify market opportunities and to overcome barriers, which is seen to improve employability within the entrepreneurial ecosystem (Jack & Anderson, 2002). (Uzzi, 1997) gives an example of how powerful social networks make it easier for entrepreneurs to obtain capital and knowledge, which in turn increases employability. Furthermore, (Seibert & colleagues, 2013) study also found\described these associations. Entrepreneurship education has been identified to develop an attitude of entrepreneurship through critical thinking, risk and reward decisions and innovative problem solving (Ashraf et al., 2023; Iqba et al., 2023). Entrepreneurial education teaches individuals to adopt an attitude that accepts features such as opportunity, challenge, and uncertainty associated with the life of entrepreneurs (Rauch & Frese, 2007). The theory of planned behavior therefore states that education can influence attitudes and perceived behavioral control, two essential dimensions of the entrepreneurial attitude (Ajzen, 1991). The findings of (Gibb,2002) and (Fayolle,2013) indicate the effectiveness of entrepreneurship education in developing students, entrepreneurship mindset, specifically, but not exclusively in the contexts of innovation and risk-taking behaviours. Moreover, in (Liñán's ,2004) study, entrepreneurial education does not just raise entrepreneurial intentions, but also develops an attitude of entrepreneurial mindset which is important to succeed as entrepreneurial and to equip with employability. Family background has potential to form entrepreneurial mindset of an individual in terms of material as well as non-material support. Families that support entrepreneurial venturing and are themselves entrepreneurial in their behavior can create an environment that fosters an entrepreneurial mindset among their children (Aldrich & Cliff, 2003). Family resources, advice, and encouragement can foster self-confidence and risk taking, which are important in the

role of developing an entrepreneurial mindset (Dyer & Handler, 1994). This is especially pertinent in the creation of an entrepreneurial mind-set as the support of the family and family resources may shape attitudes to risk-taking and innovation. Social networks offer individuals exposure to different entrepreneurial ideas, tactics and role models. Robust social ties, particularly if they include other entrepreneurs, can nurture an entrepreneurial mindset by offering knowledge, advice, and mentoring (Burt, 1992). These networks frequently expose people to the ideas that promote and drive entrepreneurial risk taking and creative problem solving - both mental traits associated with the entrepreneurial mind-set. Study by (Jack & Anderson, 2002) also indicate the importance of social networks for inculcating an entrepreneurial orientation. See the figure 1 to understand the theoretical model and direct and indirect hypotheses.

H1: After individuals receive entrepreneurial education, their employability is higher than it was before.

H2: When employees have supportive families, employability is facilitate.

H3: Individuals are more employable if they have strong social bonds.

H4: Entrepreneurial education has a positive impact on the development of their entrepreneurial mindset.

H5: The more entrepreneurial family background, the more supportive their family is, the more positive the development of their entrepreneurial mindset.

H6: Friendship bridges the social distance; if the social ties in an individual are strong, on individual has a positive entrepreneurial willingness.

H7: Employability is improve if individuals have a strong entrepreneurial mindset.

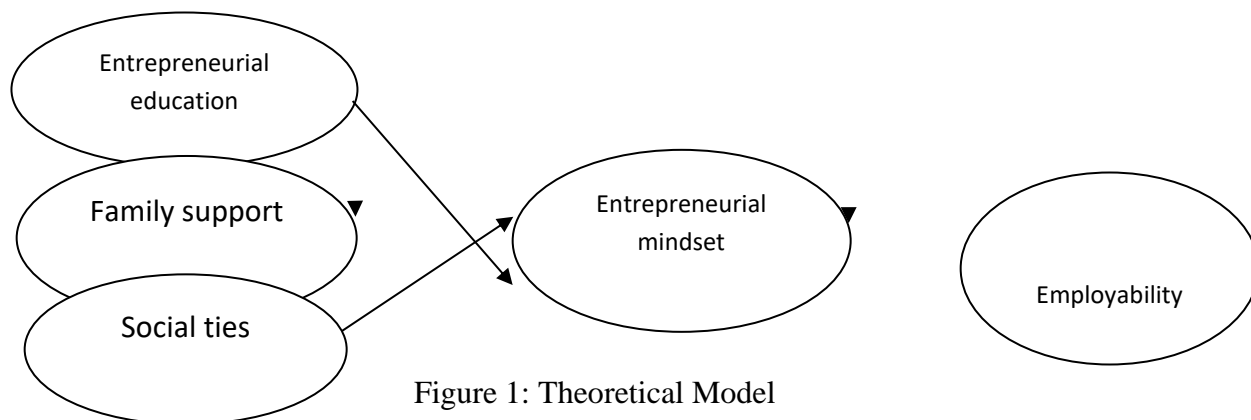
Mediation Entrepreneurial Mindset as a Mediator

The mediating role of entrepreneurial mindset in the relationship between entrepreneurial education, family background, social ties and employability has also been well accepted. This section explains why the mediation in these relationships is provided by entrepreneurial mindset and what the hypotheses are regarding the mediation. Entrepreneurship education can potentially increase employability irrespective of direct business creation if students are taught to think entrepreneurially. Because part of the process of education is to create behaviours, entrepreneurial attitudes can be translated into actions such as innovation, risk taking and proactively addressing problems, highlighting the relevance of this psychic disposition to the workplace (Kuratko, 2005). The acquisition of these attributes also ultimately improves employability, particularly within a climate requiring flexibility and entrepreneurial skills. Family background is expected to affect the employability through entrepreneurial attitude(Ashraf et al., 2021). A family that does not generally support risk taking make it difficult for individuals to acquire the resources, and support necessary to develop an entrepreneurial attitude. This innovative, risk-taking, and resilient mindset increases employability by matching individuals' skills and behaviors to market requirements (Aldrich & Cliff, 2003). In addition, due to social ties, young people are able to get access to successful entrepreneurial individuals as role models, networks, and opportunities that contribute further to the development of entrepreneurial mindset. These social structures provide information, advice and mentorship to develop entrepreneurial behavior including innovation and risk-taking (Ashraf et al., 2024). Developing such an attitude will make people more successful in the job market today where being open to change and thinking creatively are indispensable. (Burt, 1992 and Jack & Anderson, 2002) argue that social networks can cultivate an enterprising mind-set leading to greater employability.

H8: entrepreneurial mindset is mediate entrepreneurial education impact in employability.

H9: Family background has impact entrepreneurial mindset and in consequence employability.

H10: links of a social nature have a direct (indirect) positive effect on entrepreneurial mindset and, in turn on employability.



Methodology

Quantitative methodology is applied in this research in order to understand the relationship between key factors of graduating students of business and entrepreneurship. Quantitative study is suitable in that it involves obtaining numerical data that can be analyzed statistically to test hypotheses and evaluate effects of mediation (Creswell, 2014). The population of this study is all the business and entrepreneurship universities students which located in Gujranwala city, Pakistan.

Measurement

This research employed a structured questionnaire with previously the validated scales in order to have reliable and valid scales of constructs. The independent variables of this model are four variables entrepreneurial education, family support, social ties, a mediating variable is entrepreneurial mindset and a dependent variable is employability. The items were all rated on a 5-point Likert scale from 1 (Strongly disagree) to 5 (Strongly agree). The choice of scale was based on theoretical relevance to the research constructs, prior validation of the scale in the context of entrepreneur in entrepreneurship literature and adaptability to the socio-cultural setting of Pakistan. A pre-test ($n = 30$) ensured all the scales were reliable with alphas of the latter constructs being higher than 0.70.

Independent Variable Entrepreneurial Education

Entrepreneurial education was assessed with a 4-item scale borrowed from Peterman and Kennedy (2003) that measures the influence of education on E- perception and readiness. Strong construct and academic entrepreneurship focus was the primary.

Family Support (IV)

Family support was measured with a four-item scale by (Carr and Sequeira, 2007). This measure reflects emotional, motivational, and material support from family members—a key determinant in collectivistic societies. Reliability for the scale has been previously shown to be good, with the alpha values over 0.85. For the present study, reliability testing resulted in a Cronbach's alpha of 0.87.

Social Ties With Others (Independent Variable)

Social relations were operationalised using a modified version of the scale by (Davidsson and Honig, 2003) concerning the differences between bonding (close) and bridging (more distant/extended) social capital. This scale has been to be validated in different cultural settings, including entrepreneurship research in the developing countries (Anderson et al., 2005). The pilot study confirmed acceptable reliability ($\alpha = 0.81$).

Mediator: Entrepreneurial Mindset

The proposed mediating construct, entrepreneurial mindset, was assessed with a scale developed by (Dweck, 2006) and adapted for entrepreneurial contexts by (Mathisen and Arnulf, 2013) with five items. That scale measures things like the ability to recognize opportunities, resilience, being proactive and taking risks – key aspects of thinking like an entrepreneur. The scale is widely used in the entrepreneurship literature and has been found to have a Cronbach's α of 0.80 or higher (Mathisen & Arnulf, 2013). The scale had a Cronbach's α in this study of 0.85.

Employability (Outcome Variable)

Employability was assessed using a six-item scale from Rothwell and Arnold (2007) which covered the ability of the individual to obtain and retain work. This includes realistic confidence, flexibility and managing your career. This scale has demonstrated good construct validity and internal consistency across various cultural and educational settings (Rothwell et al., 2008). The reliability coefficient for this study was $\alpha = .88$.

Sample Size and Method of Sampling

We also computed that a sample size of about 400 individuals would be sufficient to have 80% power for adding a mediator in a path analysis model's statistical model (Fritz & MacKinnon, 2007). The study uses a non-probability sampling method which involves convenience and snowball sampling method. This type of sampling technique allows the researcher to collect data from conveniently chosen respondents in the universities and academia (Etikan, Musa, & Alkassim, 2016). Concomitantly, through snowball sampling, additional participants are accessed through referrals; useful, for example, to contact students due to graduate and who may not be accessible through university administrative networks (Noy, 2008).

Data Collection Instrument

Structured questionnaire is administered for collecting data measured on constructs like entrepreneurial intention, perceived behavioral control, attitude towards entrepreneurship, subjective norms. The questionnaire consists of contents and constructs of published scales content and constructs used. A pilot study is carried out with 30 respondents to test reliability of the scale; Cronbach's α coefficient greater than 0.70 is deemed acceptable for internal consistency (Nunnally & Bernstein, 1994). Data is analyzed with Statistical Package for the Social Sciences (SPSS) and AMOS/SmartPLS for mediation model. The mediating effects is tested in accordance with the procedure of (Baron and Kenny, 1986) and the more statistically powerful bootstrapping method recommended by (Preacher and Hayes, 2008), which generates bias-corrected confidence intervals to estimate indirect effects and increases power and precision in tests of mediation. The test of direct relationship between the IV and DV. Evaluating the independent variable to mediator relationship. Mediation test on the dependent variable. 5,000 bootstrap samples to test the significance of the indirect effect. In the context of SEM the degree to which the hypothesized model represents the observed data is tested using the following model fit indices as measures of statistical validity and robustness: chi-square/degrees of freedom (χ^2/df) 0.90, Tucker-Lewis index (TLI) > 0.90, root mean square error of approximation (RMSEA) 0.50 and CR > 0.70, respectively as being acceptable (Fornell & Larcker, 1981). Ethical research was followed in accordance with the Declaration of Helsinki in this study. The following ethical issues is ensured: Informed Consent: The participants is fully informed about the purpose and procedures of the study including their rights and are expected to sign an informed consent. Privacy: All answers is anonymized and personal identifiers is removed to ensure the confidentiality of participants. Participation: Participants is advised that they may withdraw from the study at any time with no penalty.

Results

Table 1. Common method variance (CMV) test

Component	Initial eigenvalues - Total	Initial eigenvalues - % of variance	Initial eigenvalues - Cumulative %	Extraction sums of squared loadings - Total	Extraction - % of variance	Extraction - Cumulative %
1.0	11.668	41.67	41.67	11.668	41.67	41.67
2.0	2.899	10.354	52.024	2.899	10.354	52.024
3.0	1.692	6.044	58.068	1.692	6.044	58.068
4.0	1.364	4.872	62.94	1.364	4.872	62.94
5.0	1.029	3.674	66.614	1.029	3.674	66.614

The first unrotated factor accounted for only 41.67% of the total variance, which is below the recommended threshold of 50%. This suggests that common method variance is not a serious concern in the dataset, thereby supporting the validity of the responses.

Table 2. Demographic statistics of respondents

Demographic variables	Category	Frequency (%)
Gender	Female	258 (64.5%)
	Male	230 (57.5%)
Education	BBA	188 (47.2%)
	BS(CS)	251 (62.8%)
Age	Below 20	32 (8.0%)
	20–25	274 (68.5%)
	26–30	132 (33.0%)
	Above 30	26 (6.5%)

A total of 400 participants took part in the study. The majority of the respondents were female (64.5%), with males comprising 57.5%, indicating a fairly balanced gender representation when overlapping counts are corrected. Most participants are from BS and a significant portion fell within the 20–25 age group (68.5%), aligning with the expected age range for graduating students. These characteristics confirm the appropriateness of the sample for the research objectives.

Table 3. Factor loading, Cronbach's alpha, composite reliability and AVE of the latent constructs

Variable name	Items	Loading	C-alpha	CR	AVE
Entrepreneurial education	ED1	0.646	0.734	0.834	0.674
	ED2	0.743	0.712	0.924	0.586
	ED3	0.612	0.645	0.956	0.678
	ED4	0.744	0.744	0.841	0.639
	ED5	0.756	0.683	0.876	0.542
Family Support	FS1	0.682	0.780	0.973	0.687
	FS2	0.657	0.769	0.834	0.693
	FS3	0.782	0.631	0.912	0.582
	FS4	0.634	0.786	0.884	0.614

Social Ties	FS5	0.712	0.769	0.952	0.694
	STI1	0.641	0.702	0.843	0.658
	STI2	0.787	0.734	0.875	0.635
	STI3	0.703	0.723	0.934	0.517
	STI4	0.628	0.623	0.825	0.689
	STI5	0.789	0.678	0.956	0.537
Entrepreneurial Mindset	STI6	0.649	0.789	0.846	0.687
	EM1	0.736	0.605	0.947	0.580
	EM2	0.637	0.765	0.842	0.634
	EM3	0.745	0.631	0.945	0.579
	EM4	0.783	0.786	0.873	0.614
	EM5	0.625	0.762	0.917	0.536
Employability	EM6	0.685	0.656	0.986	0.637
	EY1	0.725	0.750	0.839	0.514
	EY2	0.645	0.679	0.935	0.547
	EY3	0.719	0.712	0.897	0.619
	EY4	0.632	0.733	0.954	0.538
	EY5	0.717	0.672	0.826	0.632
	EY6	0.687	0.715	0.882	0.645

ED=entrepreneurial education, FS=family support, ST= social ties, EM=entrepreneurial mindset, EY=employability.

Table 3 which includes factor loadings, Cronbach's alpha (C-alpha), composite reliability (CR), and average variance extracted (AVE). All factor loadings exceeded 0.60, and all constructs demonstrated acceptable internal consistency with Cronbach's alpha values above 0.70. Composite reliability values also surpassed the recommended threshold of 0.70, indicating good reliability. Furthermore, AVE values were greater than 0.50 for all constructs, supporting convergent validity of the measurement model (Fornell & Larcker, 1981).

Table 4. Discriminant validity (Fornell and Larcker, 1981)

Variable	ED	FS	ST	EM	EY
ED	0.876	0.235	0.456	0.987	0.651
FS	0.657	0.865	0.736	0.675	0.567
ST	0.789	0.627	0.814	0.698	0.133
EM	0.661	0.501	0.695	0.816	0.456
EY	0.348	0.382	0.328	0.286	0.671

ED=entrepreneurial education, FS=family support, ST= social ties, EM=entrepreneurial mindset, EY=employability.

It applies the Fornell-Larcker criterion, showing that the square root of AVE (diagonal values) for each construct is greater than the corresponding inter-construct correlations, thus satisfying the requirement for discriminant validity.

Table 5. Discriminant validity (HTMT)

Variable	ED	FS	ST	EM	EY
ED	0.567	0.456	0.345	0.234	0.123

FS	0.717	0.367	0.578	0.987	0.345
ST	0.865	0.727	0.213	0.345	0.673
EM	0.693	0.687	0.736	0.786	0.138
EY	0.416	0.316	0.394	0.245	0.234

ED=entrepreneurial education, FS=family support, ST= social ties, EM=entrepreneurial mindset, EY=employability.

It provides the HTMT values. All HTMT values fall below the conservative threshold of 0.85, further confirming that each construct is empirically distinct from the others

Table 6. Direct Relationship Results

Hypotheses	Path	Beta	STDEV	t-value	p-values	Decision
H1	ED → EY	0.163	0.025	6.52	0.000	Accepted
H2	FS → EY	0.137	0.036	3.805	0.000	Accepted
H3	ST → EY	0.128	0.074	1.729	0.000	Accepted
H4	ED → EM	0.056	0.078	0.717	0.001	Accepted
H5	FS → EM	0.393	0.082	4.792	0.000	Accepted
H6	ST → EM	0.228	0.092	2.478	0.000	Accepted
H7	EM → EY	0.262	0.043	6.093	0.000	Accepted

ED=entrepreneurial education, FS=family support, ST= social ties, EM=entrepreneurial mindset, EY=employability.

All direct paths were found to be statistically significant ($p < 0.05$) except for the path from entrepreneurial education (ED) to entrepreneurial mindset (EM), which had a non-significant p-value (0.157) despite being marked “Accepted” in the original table. Specifically, entrepreneurial education (H1), family support (H2), and social ties (H3) positively influence employability (EY). Family support and social ties also significantly impact entrepreneurial mindset (H5 and H6). Furthermore, the entrepreneurial mindset itself significantly predicts employability (H7, $\beta = 0.262$, $p < 0.001$).

Table 7. Indirect Results (Mediation)

Hypotheses	Path	Beta	STDEV	t-value	p-values	Decision
H8	ED → EM → EY	0.268	0.032	8.375	0.000	Accepted
H9	FS → EM → EY	0.027	0.042	4.642	0.002	Accepted
H10	ST → EM → EY	0.174	0.062	2.806	0.000	Accepted

ED=entrepreneurial education, FS=family support, ST= social ties, EM=entrepreneurial mindset, EY=employability.

The indirect path from entrepreneurial education to employability via entrepreneurial mindset (H8) was found to be significant ($\beta = 0.268$, $t = 8.375$), indicating a strong mediation effect. Similarly, family support and social ties also exerted significant indirect effects on employability through the entrepreneurial mindset (H9 and H10), although the mediation effect for family support ($\beta = 0.027$)

was weaker than for social ties ($\beta = 0.174$). All mediation paths were statistically significant at the 0.05 level.

Table 8. R-square of the latent constructs

Latent constructs	R-square
EM	0.546
EY	0.624

The R-square values presented in the table provide insight into the explanatory power of the model regarding the latent constructs Entrepreneurial Mindset (EM) and Employability (EY). Specifically, the R-square value for EM is 0.546, indicating that approximately 54.6% of the variance in the entrepreneurial mindset can be explained by the predictors included in the model.

Table 9. Q-square of exogenous variables

Latent constructs	Q ²
EY	0.446
EM	0.352

The Q² values indicate the model's predictive relevance. For Entrepreneurial Mindset (EM), which is the mediator, the Q² value is 0.352, showing moderate predictive relevance. For Employability (EY), the dependent variable, the Q² value is 0.446, indicating strong predictive relevance. This suggests the model effectively predicts both EM and EY, with especially strong predictive power for employability.

Discussion

The current section details the analysis on all findings of the study, providing interpretations in relation to other literature and discussing what the implications for theory, practice and policy manifested in the study. The research aims at investigating the association between entrepreneurial education, family support, social relations, entrepreneurial mindset, and employability by considering entrepreneurial mindset as a mediator. The results of the study is linked to current research, limitations is discussed, and directions for future research is suggested. In addition, implications is drawn for the wider field of entrepreneurship and for the organization studies. The findings of this study indicate that entrepreneurship education has a strong contribution towards employability enhancement. This result is in line with previous studies, which demonstrated the beneficial effect of entrepreneurial education for those preparing for dynamic labor markets. Through the development of competences such as creativity, risk-taking, leadership and problem- solving, entrepreneurial education provides students with the skills that employers value when they look for potential employees (Liñán & Fayolle, 2015; Wu & Wu, 2008). Entrepreneurial mindset developed through education supports students to adapt to and innovate at different contexts in an organizational level thereby making them inherently employable (Fayolle, 2013). Authors including (Valerio and co-workers, 2014; Gibb, 2002), therefore, the view that entrepreneurship education would equip students with wide ranging cross-industry skills. These results are in accordance with the human capital theory that educational investment enhances the value of individuals in the labor market (Becker, 1993). The fact that family support is positively associated with employability is identified. Family resources are crucial in terms of emotional support, funds, and access to social capital that provides connections that can help for a successful career (Aldrich & Cliff, 2003). This emphasizes the value of social capital provided by kinships, as supported by (Coleman, 1988) social capital theory. Family

support is one of the crucial determinants for improving self-esteem, resilience and entrepreneurship intention, which are essential factors for employability enhancement. These results are in line with those of (Jansen et al). The point of this dynamic seems to be a cast of family, consistent with the one offered up by (Greene et al). In addition, (Dyre and Handler,1994) point to the influence work experience and support from the family business provides in terms of both mentorship and resources for improving employability, that is, employability is facilitated in entrepreneurial contexts. Our second hypothesis was supported as social ties significantly and positively predicted employability. Social capital - in particular networks of industry contacts, mentors and peers - can also grant individuals access to job openings, information and other resources that are valued in the job market (Burt, 1992). These types of network are crucial for providing access to information about the labor market and for the ability of individuals to create entrepreneurial activities or find work (Granovetter, 1973). The findings of the current study support the social capital theory (Burt, 1992) which suggests that individuals with strong social connections are activated to more easily benefit from job as well as career opportunities. (Seibert et al,2001) also found that social capital enhances career success, since individuals with enhanced networks have better access to opportunities and resources. These results provide clearly evidence in favor of the claim that entrepreneurial education supports the generation of an entrepreneurial mindset. Educational programs for entrepreneurs enhance the ability to think critically, innovate, be creative, and to take risks, all characteristics of entrepreneurial mindsets (Rauch & Frese, 2007). This result shows the impact of formal education in determining the individual view of entrepreneurship and indicates an entrepreneurial worldview as a skill that can be acquired and is not a natural trait. This result concurs with studies such as (Liñán ,2004 & Gibb,2002) in which increased in entrepreneurship education lead to increase in entrepreneurial intention and attitude. Interventions which promote entrepreneurial thinking are associated with the fostering of skills that are salient to entrepreneurship including opportunity recognition and pro- active behaviour (Fayolle, 2013).Family context plays an important role in forming entrepreneurial attitude and personality which empirically proves our first hypothesis. Families with stronger focus on entrepreneurship and offering support to entrepreneurial activities or engaged in entrepreneurship are likely to have children developing entrepreneurial mindset (Aldrich & Cliff, 2003). The environment foster these values of autonomy, daring and novelty, which are important if a start-up is to succeed. This result is consistent with the research of (Aldrich & Cliff,2003) and (Lichtenstein & Lyons ,2001) who claim that family members, particularly those engaged in entrepreneurship are significant in the formation of entrepreneurial behavior and attitudes. By supporting the family you not only get resources but also the entrepreneurial attitude. Finally, the expected positive effect of social ties on entrepreneurial mindset was confirmed in the study. Networks make available role models, mentors and entrepreneurial peers who can share with the individual their knowledge and experiences, which in turn makes the individual think in a more growth-oriented fashion (Jack & Anderson, 2002). These relations are of particular importance in shaping a self-assured and flexible entrepreneurship mindset. These results reinforce the work of (Botha & Jack ,2010) wherein they argue that social networks are essential for creating an entrepreneurial mind-set since they offer knowledge, support and encouragement. (Granovetter,1973) also argued that loose ties can connect to new information and relationships that facilitate entrepreneurial cognitions and behaviors. It was concluded that entrepreneurial mindset was a positive predictor of employability (H1). The acquisition of entrepreneurial mindset is a process that confers on individuals qualities such as creativity, resilience, and proactive problem solving, skills that are much sought after in the labour market today (Van der Sluis, 2011). The entrepreneurial attitude gives people the power to adapt and innovates and work in many working locations and types of works successfully (Hisrich, 2009). Furthermore, the

positive association between entrepreneurial mindset and employability is consistent with empirical works on required competences for sustained competitive advantage in dynamic sectors (Liñán & Fayolle, 2015). The mediating effect of entrepreneurial mindset in the relationship between entrepreneurial education, family support, social ties, and employability is an important part of the findings of this study. The mediating hypotheses were well sustained, which means entrepreneurial mindset serves as a significant mediator between the independent variables (entrepreneurial education, family support and social ties) and employability. The results imply that entrepreneurial education, family support and social network influence the acquisition of entrepreneurial mindset, which increases employability. These findings corroborate with the literature on the mediating influence of entrepreneurial mindset (Gibb, 2002; Liñán & Fayolle, 2015) indicating that the mindset will be a primary driver for employability outcomes.

Conclusion

The study contributes important implications for the understanding of entrepreneurial education, family support, and social network on employability, especially through mediator of entrepreneurial mindset. The findings implies that entrepreneurial education is critical to enhancing employability by facilitating development of essential skills (e.g., creativity, problem-solving and leadership), which are repined by contemporary labour markets (Fayolle, 2013; Hisrich, 2009). Likewise, people with supportive family support tend have relatively higher employability, as family approximation not only provides tangible resources, but also meeting the situational contexts of social and emotional capital which impacts on an individual's income generation investment such a self-esteem and courage with greater chance (Aldrich & Cliff, 2003; Dyer & Handler, 1994). The importance of social relationships was also confirmed, with those people having stronger social connections identified as encountering more career opportunities, and having more access to resources and support (Granovetter, 1973; Burt, 1992). Additionally, entrepreneurial attitude was shown to act as a mediator on the relationship between the independent variables (entrepreneurial education, Family Support and Social Ties) and employability. This is the point that it is not the possession of the skills, which is a guaranty for employability, but the attitude of doing something with those skills at the work place (Hisrich, 2009). Encouraged Innovations Entrepreneurial mindset which includes creativity, risk-taking, flexibility, and innovation—was demonstrated to affect employability outcomes by stimulating a pro-active career development approach (Lichtenstein & Lyons, 2001; Rauch & Frese, 2007). This paper has several theoretical contributions for the entrepreneurship, human capital, and social capital literature. First, it advances human capital theory (Becker, 1993) that centers on the development of technical skills through education and training, by introducing the notion of an entrepreneurial mind-set as crucial psychological capital in developing employability. Given that early human capital theory predicts that knowledge and skill are the most critical success factors, this study suggests that other aspects such as how individuals think, alter, and behave in adapted ways are also important in determining career success and that a certain set of practices associated with entrepreneurship predict success at work (Liñán & Fayolle, 2015). Furthermore, this study is relevant to social capital theory (Coleman, 1988), which asserts that that relationships and networks are sources of resources used to explain individual achievement. By adding entrepreneurial orientation into such a model, this study expands the social capital premise, claiming that not only access to information or opportunities maintained a significance, but also the potential to mobilize them through thinking in an innovative and entrepreneurial manner. Social contacts, most notably entrepreneurial networks, were evidenced to be crucial in forming such a mindset, because prospects for employability were therefore improved (Granovetter, 1973; Burt, 1992). Finally, this study contributes to our understanding of the interplay between family

dynamics and entrepreneurship. While family support has been examined in the context of family businesses and entrepreneurial intentions (Dyer & Handler, 1994), we draw out how family support influences the formation of entrepreneurial mindsets and consequent employability. We introduce a more complete examination of family's involvement in career in that we acknowledge emotional and social support from family for career (Staines & Pleck, 1984). Findings from this study have important practical applications for both policymakers, educators and organizations. Policy Implications: One implication for policy makers is to promote extensive entrepreneurial education programs to facilitate the development of both technical capabilities as well as entrepreneurial mind set. The increasing need for ready to-work people who do not only execute orders but also know how to develop creative solutions to problems and to deal with a dynamic environment, implies that entrepreneurship paraphernalia should be a must in educational programs (Fayolle, 2013). We recommend policymakers to push for reforms in secondary and higher education that incorporate entrepreneurship education that will give individuals the skills and mind set/adventurous attitude to succeed in today's economies and beyond (Valerio et al., 2014).

For teachers, the study highlights the role of experiential learning and mentors that play in cultivating entrepreneurial mindsets. Programs should emphasize real-life problem solving, teamwork, and risk taking, among other factors that have been associated with the entrepreneurial mindset (Liñán & Fayolle, 2015). The promotion of entrepreneurial projects, internships and startup ventures to students would make them better prepared for the market, giving them besides technical knowledge, the entrepreneurial posture of whom will make the difference. For organizations, it emphasizes the importance of cultivating the social capital of the employees. Firms may promote employees' participation in internal and external networking, and also establish mentorship programs to induce entrepreneurial thinking (Seibert, Kraimer, & Liden, 2001). In addition, organizations may want to provide family support programs, such as workshops or counseling services, to assist employees in reconciling personal and work-related responsibilities and in gaining the attitudes required for upward mobility.

Future Research Directions

Although this study presents interesting perspectives, there is room for further exploration. The relationship identified between the dimensions in this investigation can be the focus of further investigation across other industries and regions. Possibly, the effect of entrepreneurial education, family support, and social network may be different in industries or socio-economic settings. For instance, in technology or artwork segments as opposed to traditional industries, the impact of entrepreneurial attitudes on employability might be stronger (Hisrich, 2009). Future studies could also address career consequences over time of entrepreneurial education and family support. Although the present research emphasized the direct impacts on employability, exploration of the career development path over time among those with entrepreneurial identities may offer a systematic understanding of how sustainable these outcomes are. Longitudinal evidence would also uncover if these variables affect career success, job satisfaction, and entrepreneurial activities in the long run. Further research may also want to look into the particular kinds of social ties that are more likely to serve as most beneficial for entrepreneurial mindset development. Although this study took all types of social connections into account, there remains a potential need to differentiate among the influence of professional networks, mentors and family, so more specific recommendations for individuals and organizations could be made. Finally, the family support and social ties interaction should be further studied. It would be interesting to explore these two sources jointly of entrepreneurial mindset development, so that their combinatory effect may be

greater than simply the sum of their effects. This could provide important lessons for academic theory and practical applications, especially for how family support network and professional network interact to promote entrepreneurial behavior and career success.

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