



The Role Of Entrepreneurial Education And Alertness In Predicting Entrepreneurial Intentions

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ABSTRACT

This study aimed to examine entrepreneurial education and alertness as the predicting variables in determining entrepreneurial intentions that are dynamic in determining entrepreneurs' behaviors towards desired outcomes. In this linking, framework has been developed from existing literature and tested in field study by collecting data from students through sample from population hailing from higher education institutions in southern region, KP, Pakistan. The questionnaire was used as tool for collecting the primary data and analyzed by using different statistical procedures to examine hypotheses as extracted from the theoretical framework to find the answers of research hypotheses and reaching desired conclusion. The hypotheses were related to relationships among research variables like association and cause-&-effect that were examined through correlation and regression procedures. The results provide significant information in deciding about existence of relationships among variables in particular context like positive correlation and significant impact. Thus, some recommendations are extracted from study offered to higher institutions management and students about the effectiveness of entrepreneurial parameters in the determination towards desired success.

Keywords: Entrepreneurial Education, Alertness, Entrepreneurial Intentions and Higher Education.

INTRODUCTION

The economic boom is phenomenon of national relevance that is ultimately required for various developmental activities and projects. However, the main question remained important that how to generate finances to get stronger the financial standing of countries (Baum & Locke, 2004). In this linking, among many surviving and developing factors, entrepreneurship is widely recognized as leading and burning issue as responsible for bringing the economic position of the concerned countries at boom towards economic

development of the counties (Rauch & Frese, 2007). The entrepreneurship is responsible for providing various entrepreneurial opportunities to individuals from different perspectives and situations based on available resources and supporting skills and knowledge (Kraaijen, Groen & Bos, 2010). In this regard, various organizations are responsible for entrepreneurship development in diverse context, however, main responsibility falls upon the higher institutions due to its critical role in socio-economic development (Amjad, Rani & Sa'atar, 2020a). The role of higher education institutions is phenomenal in developing the opportunities for students to facilitate them in different contexts so as to develop their knowledge and skills to meet rational demands in social, cultural and economic perspectives in diverse situations (Shah, Amjed & Jaboob, 2020).

The role of academic leadership is vital for determination of many outcomes related with institution (standing & ranking), teachers (teaching and research) students (learning and skills development) in diverse situations (Saeed, Yousafzai, Soriano & Muffatto, 2013). The higher institutions thus performed the main role wherein updated knowledge has been provided about entrepreneurship along with the critical factors that are responsible for making/breaking students' behavior toward entrepreneurship like cultural diversities and institutional environment (Gautam & Singh, 2015). Thus, entrepreneurs' know-how about various issues related with the entrepreneurship is vital in developing entrepreneurial intentions toward entrepreneurship (Gabriela, Alina, Maria & Daniel, 2020). The entrepreneurship has become an emerging phenomenon around the globe that attracted interests of the students to mature their behavior towards own business thereby availing the entrepreneurial opportunities (Buana, Hidayat & Prayogi, 2017). The entrepreneurship is thus significant in shaping the individuals' behaviors towards developments from different dimensions towards their social and economic standings that are preferred for improving the desired standing in competitive environment.

The entrepreneurial behavior is the main product offered by almost all the universities which thus helps in entrepreneurship training (knowledge) and provision of support (funds) to promote the entrepreneurial initiatives (González, Urszula, Francisco & García, 2019). The main reason toward entrepreneurship development is the unavailability of sufficient employment opportunities which thus motivates youth (students) toward various business portfolios to avail the self-employment opportunities by initiating own business (Gabriela, Alina, Maria & Daniel, 2020). The existing literature provides many leading phenomena that are linked with entrepreneurship like education, entrepreneurial intentions, entrepreneurial self-efficacy, entrepreneurial passion, entrepreneurial proactive personality, entrepreneurial behavior, entrepreneurial interest and entrepreneurial self-confidence and entrepreneurial motivation (Shah, Amjed & Jaboob, 2020). The entrepreneurship has been widely researched in different contexts with different consequences that are helpful in developing the entrepreneurs' attitude and behavior

toward entrepreneurship prospects available in diverse situations ([Gabriela, Alina, Maria & Daniel, 2020](#)). In this linking, this study explored the existing realities thereby following the existing trends in research to produce new knowledge to contribute the existing literature.

Objectives of Study

1. To examine the general perception of respondents concerning entrepreneurial intentions, entrepreneurial education and entrepreneurial alertness in a native environment to extract the innovative information about relationship among research variables.
2. To examine association between the entrepreneurial intentions through entrepreneurship education, and alertness (in line with H₁).
3. To examine influence of entrepreneurial education, and alertness passion entrepreneurial intentions (in line with H₂).

LITERATURE REVIEW

The entrepreneurship is overwhelmed when entrepreneurs' intentions get inspired and enhanced towards the particular aims and objectives. The basic responsibility falls upon institutions in order to inspire students through various courses, programs and training facilities to encourage students toward entrepreneurship ([Buana, Hidayat & Prayogi, 2017](#)). Thus, entrepreneurship education is vital for providing updated knowledge along with provision of awareness (alertness) to inspire students toward entrepreneurial practices ([Ekawarna & Kusmana, 2019](#)). Alike, entrepreneurship passion and proactive personality are important in order to ensure practical implication through active behavior to implement the activities, practices and strategies towards the entrepreneurship ([Shah, Amjed & Jaboob, 2020](#)). Thus, the entrepreneurship is an important and overwhelming phenomenon in each context that is vital for individuals in shaping their attitude toward successful execution of self-employment opportunities in competitive situations. Entrepreneurs are required to maintain potential credibility toward success that needs knowledge and competencies along with relevant education and personality attributes to sustain desirability toward required outcomes ([Mamary, Abdulrab, & Alshammari, 2020](#)). The individuals are requiring to become effective entrepreneurs through successful implementation of many leading measures toward application of various abilities.

Entrepreneurial Education

The entrepreneurship education is important phenomenon that implies education as significant tool towards sustainable development. The entrepreneurship education therefore ensures teaching and learning to implement entrepreneurship ideas into actions ([Jones & English, 2004](#)). Around the globe, entrepreneurship education gained momentum and became leading part of curriculum to taught and ensure effectiveness over many courses and training program ([Graevenitz, Harhoff & Weber, 2010](#)). Thus, entrepreneurship

education has been used as narrow approach in terms of individuals' intentions to start their personal business due to one or another reason mainly in age of globalization, rivalry and joblessness (Buana, Hidayat & Prayogi, 2017). So, entrepreneurship education offers platform for world economies to increase quality of entrepreneurs around globe to meet demands of national economies in competitive and leading situations (Shah, Amjed & Jaboob, 2020) wherein globalization has taken place in every field of the life overwhelmed at all-inclusive competition. The entrepreneurship education is significant for entrepreneurs to maintain the knowledge and skills required for execution and completion of entrepreneurship opportunities from the different dimensions to obtain the desired consequences that are critical in sustaining the environment as well as maintaining the desirability towards the leading consequences (Ekawarna, & Kusmana, 2019).

Entrepreneurial Alertness

The entrepreneurial alertness has been measured as decisive for the identification of opportunities that can support in exploiting and availing available opportunities. It has been further recognized as entrepreneurs' ability to realize opportunities for starting new businesses (Kirzner, 1979). Thus, the alertness denotes vigilance, awareness and attentiveness of potential entrepreneur to search and avail accessible business opportunities (Langowitz & Minniti, 2007). The alertness signifies the particular idea that significantly contributes towards perceived capability to pursue and initiate innovative strategy recognized as key toward prospect identification (Tang, Kcamar & Busentiz, 2012). The entrepreneurial alertness is expected to be ensure over the entrepreneur education and entrepreneurial passion that remains the critical aspects for nurturing entrepreneurial intentions (Alvi & Sharma, 2017). The entrepreneurial alertness is therefore entrepreneurs' ability to notice without searching prospects as previously overlooked and avail by entrepreneurs. Entrepreneurial alertness denotes entrepreneurs' abilities and competencies for recognizing potential opportunities in the different context with the aim to avail the available opportunities and develop the positive consequences (Shah, Amjed & Jaboob, 2020), to start new ventures and produce the desired outcomes over the effective utilization of human skills and financial resources to attain desired outcomes.

Entrepreneurial Intentions

The entrepreneurship intentions have been developed from theory of planned behavior (Ajzen, 1991) that stated that behavioral intentions are shaped by individual attitude towards the desired subjective norms and behavior intentions (Jones & English, 2004). The planned behavior theory suggests three leading factors like individual attitude toward subjective norm, personal assessment and perceived behavioral control (Chen, Yao & Kotha, 2009). Accordingly, while measuring the entrepreneurial behavior, it is indispensable to measure the entrepreneurial intention as it denotes intentions of individual toward particular objects from opportunistic approach (Adnan & Islam, 2013). To imagine

entrepreneurial involvement by individuals (students), and determines driving-force behind the decisions towards the entrepreneurship (Rui, Wang, Zhang & Peng, 2018). The entrepreneurship is active thereby considering execution towards intentions into actions to avail the accessible business prospects (Shah, Amjed & Jaboob, 2020) to ensure opportunistic approach toward self-employment in competitive situations. Entrepreneurship intentions are conceptualized as continuous process towards the establishment of new businesses' entities (Mamary, Abdulrab, & Alshammari, 2020), thereby considering the environmental and situational constraints that are linked with entrepreneurship opportunities towards required potential for required development in diverse contexts.

Research Hypotheses

H1: There is significant and positive association between entrepreneurial education, alertness, entrepreneurial intentions.

H2: The entrepreneurial education and alertness have significant and positive influence upon entrepreneurial intentions.

RESEARCH METHODOLOGY

The present study is quantitative in nature wherein survey approach as research design used in order to access sample from the population to examine possible relationships among the research variables of study to find answers of research questions and reaching the desired conclusion of the study. This study aimed to examine statistical relationships among the research variables like the entrepreneurial education, alertness, and entrepreneurial intentions over quantitative approach by collecting and analyzing the data thus used positivism philosophical procedure. Thus, this study follows deductive approach that is appropriate and aligned with positivism procedures wherein realities are extracted from existing literature, converted to theoretical framework, extracted the hypotheses, applying statistical tools and reaching conclusion. The population of study comprised students (1550) from business administration department hailing from the southern region higher education institutions. Thus, for determination of sample size, through statistical formula, sample of 318 was selected (Yamani, 1967) to conduct study. Thus, 318 questionnaires were distributed and 300 were recollected and used analysis. Consequently, students from business administration department hailing from different selected universities are unit of analysis for the present research study. the questionnaire has been adapted from the previous research studies like entrepreneurship intentions (Linan & Chen, 2006), entrepreneurial education (Phan, Wong & Wang, 2002), and entrepreneurial alertness (Kaish & Gilad, 1991). The procedures like argumentation for analyzing views of different researchers in literature review and data reduction process from questionnaires to data set in SPSS wherein all questionnaires over coding are converted and reduce data towards mean to conduct analysis.

RESULTS OF STUDY

The results of present study from diverse dimensions based upon description (descriptive statistics) and relationships (correlation & regression) have been present in the results section with the aim to provide proper and required understand about potential relationships among phenomena and reaching the conclusion.

Descriptive Results

The descriptive statistics provide the requisite information about research description that are helpful in obtaining the desired information through descriptive statistics through sample, mean, maximum and minimum responses rate of the respondents regarding research issues and standard deviation about the variables.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
Entrepreneurial Education	300	1.30	4.80	3.2470	.82812
Entrepreneurial Alertness	300	1.63	4.62	3.3441	.58951
Entrepreneurial Intentions	300	1.80	4.60	3.5653	.61055
Valid N (listwise)	300				

The descriptive statistics provides information about sample, minimum and maximum response, mean and standard deviation to understand the research variables. Thus, the results revealed that the entrepreneurial education having sample (300), minimum response rate (1.30), maximum response rate (4.80), mean (3.2470) and standard deviation (.82812). Likewise, entrepreneurial alertness having sample (300), minimum response rate (1.63), maximum response rate (4.62), mean (3.3441) and standard deviation (.58951). Similarly, the entrepreneurial intentions having sample (300), minimum response rate (1.80), maximum response rate (4.60), mean (3.5653) and standard deviation (.61055). Thus, the descriptive variables provide significant data in describing the research variables.

Inferential Results

The potential relationships among research phenomena have been provided by inferential analysis that further helps in provided information in reaching decision. The inferential offered data about correlation, and regression aimed through diverse hypotheses to determine desired relationships among variables of different nature (independent & dependent) to find the desired information and reach to conclusion.

Correlation Analysis

The correlation is important in providing information about association with respect to strength and direction regarding strong and weak association as well as positive and negation association between research variables in particular context that further helps in deciding about application of regression to examine cause-&-effect relationship to find the answers to extracted hypotheses and reach the decisions and conclusion.

H1: There is positive and significant association among research variables (predictors & criterion) (correlation analysis).

Table 2 Correlation Analysis

		ENE	ENA
Entrepreneurial Alertness [ENA]	Pearson Correlation	.273**	1
	Sig. (2-tailed)	.000	
	N	300	300
Entrepreneurial Intentions [ENI]	Pearson Correlation	.645**	.271**
	Sig. (2-tailed)	.000	.000
	N	300	300

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

The association between predictors (entrepreneurial education & alertness) and entrepreneurial intentions (criterion) have been examined through first hypothesis (H1) by using the correlation. The results provide significant information about association among research variables likewise entrepreneurial education and entrepreneurial intentions ($R = .645$ & $P = .000$), entrepreneurial alertness and entrepreneurial intentions ($R = .271$ & $P = .000$) to examine strength and direction in association. Thus, correlation provides the significant information in deciding about existence of potential association about strength and direction between predicting and criterion variables of the present research study that helps in deciding about the relationships among variables thereby providing the directions toward the regression procedure. Consequently, from these results, the first hypothesis (H1) is thus accepted.

Regression Analysis

The regression analysis provides the information about cause-&-effect relationship for prediction of criterion variables through predicting variables with respect to change and impact. The existing data provide significant results in deciding relationship and reaching conclusion. The regression procedure consequently provides significant information about predictability of entrepreneurial intentions.

H2: The predictors (education & alertness) and have significant impact upon criterion variable (entrepreneurial intentions) (regression analysis).

Table 3 Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.724a	.525	.518	.42370

Table 4 Regression Analysis

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.456	4	14.614	81.406	.000b
	Residual	52.958	295	.180		
	Total	111.414	299			

Table 5 Regression Analysis

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.635	.168		3.782	.000
	Entrepreneurial Education	.337	.041	.410	8.325	.000
	Entrepreneurial Alertness	.081	.032	.107	2.536	.012

a. Predictors: Education, Alertness

b. Dependent Variable: Entrepreneurial Intentions

The regression analysis provides significant information over results from regression procedure for predictability of the entrepreneurial intentions through predicting variables like independent variables. The results revealed that there is 52.5% variance in the entrepreneurial intentions due to entrepreneurial education, and alertness, as shown in summary of regression procedure. The coefficient of regression shown that all predicting variables have shown significance in predicting entrepreneurial intentions like entrepreneurial education has significant impact on entrepreneurial intentions ($\beta = .337$ &

P-values = .000), entrepreneurial alertness impact upon the entrepreneurial intentions ($\beta = .081$ & P-values = .000) and thus provides information for decisions. The results revealed that the entrepreneurial education is most effective predicting variable in predicting the entrepreneurial intentions as compared to alertness. Thus, results provided significant information about predictability of entrepreneurial intentions and therefore, from results, the hypothesis (H2), is accepted.

DISCUSSION

The existing research provide significant information about the phenomena under study with the significant outcomes. The entrepreneurship is significant phenomenon that is vital for developing positive and leading consequences towards social and financial development in lives of potential entrepreneurs to overwhelm the situation as per desired standards. Thus, in developed countries, entrepreneurship has been considered as dynamic developmental tool that brings positive changes from different perspectives toward growth and expansion in the human lives and development of concerned countries in the different contexts ([Aparicio, Urbano & Audretsch, 2016](#); [İspir, Elibol & Sönmez, 2019](#)). Thus, developed countries are focused on entrepreneurship as provides financial shares toward economic progress based upon situational and circumstances as significant tools that are under strong control in developed countries aimed at producing desired outcomes in the different situations ([Pérez, Galicia, Ariza & Fuentes, 2015](#); [Littlewood & Holt, 2018](#); [Pidduck, Busenitz, Zhang & Moulick, 2020](#)), however, the situation and context remained uncertain in the developing countries towards entrepreneurship. The entrepreneurship education is significant in developing the students' approaches for development from different perspectives aimed at improving their standings towards various options that are critical in overwhelming the situational demands.

The education is important in bringing positive changes in the human attitude and behavior that are precarious in determining desired developments from the different perspectives to maintain attitudinal and behavioral approaches leading to desired and leading consequences ([Graevenitz, Harhoff & Weber, 2010](#); [Carland, & Carland, 2015](#); [Azis, Haeruddin, & Azis, 2018](#)). Therefore, entrepreneurship education is significant phenomenon that aims at development of optimistic changes in minds of students to nurture their abilities and competencies for sustaining the desired positive changes leading towards desired developments from different leading dimensions to overwhelm situation ([Okoro, & Ezeonwumelu, 2019](#); [Amjad, Rani, & Sa'atar, 2020a](#)), in order to develop the positive intentions toward the durable entrepreneurship. The entrepreneurship intentions are important in shaping the entrepreneurs' attitudes and behaviors towards various developmental opportunities thereby considering entrepreneurship as significant tool towards desired leading development. Thus, the entrepreneurship is important in sustaining the environment of trust and confidence upon different developmental opportunities that

are critical in sustaining the desired environment for development where different determining factors are critical in sustaining diverse situations (Botsaris, & Vamvaka, 2016; Hu, Wang, Zhang, & Bin, 2018; Iman, Ananda, & Pohan, 2020).

The entrepreneurship intentions are thus significant in shaping the attitudes and behaviors of potential entrepreneurs towards the desired development thereby considering various approaches and strategies aimed at developing the positive information from the diverse dimensions (Fayolle & Liñán, 2014; Ferri, Ginesti, Spanò & Zampella, 2018). In this linking, the entrepreneurship alertness is considered as leading phenomenon to attain the desired information. Thus, the entrepreneurship alertness is imperative for obtaining desired awareness and information that leads entrepreneurs towards approachability and desirability towards particular outcomes based upon considerations of various determining factors that are critical in maintaining the information and maintaining desired outcomes towards desired development form different perspectives to overwhelm the situation (Samo, & Hashim, 2016; Hu, Wang, Zhang, & Bin, 2018). The entrepreneurship alertness is imperative for developing the attitude and behaviors of entrepreneurs towards desired outcomes based on accuracies and completeness of the available information that further leads potential entrepreneurs to sustain their strong standing in the diverse situations and circumstances (Tang, Kacmar & Busenitz, 2012; Obschonka, Hakkarainen, Lonka, & Salmela, 2017). The entrepreneurship is important in managing the situations as per desired standards in order to develop positive consequences toward success over strong passions.

CONCLUSION

The results of present study provide significant information about association thereby using the correlation wherein significant and positive association has been confirmed between predicting variables (entrepreneurial education & alertness), criterion variable (entrepreneurial intentions). The results confirmed significant association and influence of predictors (education & alertness), on entrepreneurial intentions. The first hypothesis was about association between entrepreneurial education, alertness, and entrepreneurial intention that was assumed from theoretical framework and confirmed through correlation. The results revealed important information about possible association among the research variables and thus based upon these results, the hypothesis was accepted and substantiated. Second hypothesis was about prediction of entrepreneurial intentions through education and alertness, as assumed from theoretical framework and confirmed through regression. The results revealed important information about the possible prediction among the research variables and consequently based upon these results, the hypothesis was accepted and substantiated. The results provide significant information in deciding about the desired linkages and reaching the conclusion based upon the results wherein recommendations are offered from the conclusion.

Recommendations

1. The entrepreneurship is important in bringing positive changes in individuals' lives and thus higher education needs to make necessary changes to declare and entrepreneurship as compulsory subject in curriculum to aware students about the entrepreneurship effective role towards desired development.
2. The entrepreneurial intentions are significant in shaping the entrepreneurship behaviors for attaining the desired outcomes. Consequently, entrepreneurs are required to put their strong emphasis upon attitudinal and behavioral responsiveness to consider the different opportunities for the financial development.
3. The entrepreneurial education is important for providing suitable knowledge for desired skills' development that are critical for sustaining the chances of entrepreneurship growth and development in particular context to make sure desired social and financial changes in the entrepreneurs' lives.
4. The entrepreneurial alertness is important for providing desired awareness about different entrepreneurial opportunities that are aimed to develop the positive consequences toward the desired outcomes thereby utilizing the information and alertness as significant tools for the desired developments.

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