



RESEARCH PAPER

The Impact of Entrepreneurial Education on Entrepreneurial Intentions with mediating Effect of Personal Attitude

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ABSTRACT

The role of Entrepreneurship can never be ignored in driving innovation, employment, and economic development of any country. EE is very important tool for the development of EI among students of higher institutions. It is clear from the previous work on entrepreneurship that importance of entrepreneurial education can never be ignored for motivating the students to become entrepreneur. Specific education for entrepreneurial skills development is a key component of enhancing the urge to start new venture. In this research work, we explore the impact of EE on EI by taking the personal attitude as a mediator among university students of Pakistan. This study is quantitative in nature with sampling technique was nonrandom due to convenience of data collection. The data was collected through questionnaires from university students and data analysis taken by the SPSS and statistical tools. The outcome exposed that EE has a significant impact on the EI. However, personal attitude positively influences the EI and mediate the relationship of EE and EI. The findings of this study indicate the importance of EE in entrepreneurship skill development among students. This study aims to recover preparation by giving academe educators and administrators more indication to use in improving entrepreneurship pedagogics. Finally, by providing policymakers with new information concerning the usefulness of entrepreneurship education as a technique of encouraging entrepreneurial behavior, this research will improve policy.

KEYWORDS Entrepreneurial Education, Entrepreneurial Intention, Personal Attitude

Introduction

The idea of entrepreneurship has become a broadly considered theme to which increasing importance is attached as individuals and nations need it to move forward. Clearly, business thinkers who present imaginative and creative business ideas for economic development, as well as those who support organizations that comprise the components of the economy, are very important for nations in terms of their innovation and development policies. These entrepreneurs are fundamental building blocks of the state's economy.

Entrepreneurship is defined in two ways by Davis et al. (2021) and Tang and Koveos (2004). First, it is characterized by "venture entrepreneurship" which refers to "any attempt at new business or new venture creation as self-employment, a new business organization, or the expansion of an existing business by an individual, team of individuals, or established business". The second classification "innovation entrepreneurship" highlights creation and scientific development within economic sphere (Tang & Koveos, 2004). European Commission define it as, "the ability of an individual to turn ideas into action (Szabo & Herman 2012). Further, entrepreneurship as a subject of study has a strong reputation from a financial, social, and political standpoint (Ladyga, 2015; Zeb et al., 2019; Zeb, 2022).

In rapidly developing technological countries, an entrepreneurial mindset must be fostered through entrepreneurial education and skill development (Preedy & Beaumont 2024) highlight that higher studies students are not engaged with entrepreneurial activity. Similarly, Sandes-Guimarães & Hourneaux (2020), found that students often fail to identify opportunities to start new ventures, even though they are exposed to entrepreneurship education.

All these statements show that there are few concerns studies regarding highlight the different factors influence the way entrepreneur education is taught and how it affects intentions. The primary goal of this research work is to measure the effect of EE among students' intention in higher educational institutions in AJK. Education has a significant role in nurturing innovative action in students. A large body of research has emphasized the importance of EE in higher education. So, necessary to study intentions to support modification of curricula in higher education institutions. Previous literature has provided extensive research on entrepreneurial education, intention and personal attitude. However, personal attitude has been discussed as both a dependent and an independent in several studies. Therefore, this research examines the mediating effect of personal attitudes between entrepreneurial education and intention

Literature Review

Entrepreneurship research has explored number of issues in the origin and survival of entrepreneurial firms (Jorgensen 2021; Spivey & McMillan, 2002). Initial research on early-stage businesses focuses on the characteristics of successful entrepreneurs, such as success, desire for independence, moderate risk-taking, aggression compensation, an entry point to switch, and a spirit of invention (Leonelli & Jalal, 2024 ;Reynolds,2007; Timmons & Spinelli 2003). The investigators were unable to classify any criteria. The business outline and inquiry developments are moved to the descriptive aspects that happen through this initial stage of the business procedure (Byabashaija & Katono, 2011; Dahalan, Jaafar & Rosdi, 2015; Zeb et al., 2019; Zeb, 2022). In the previous work related to the two analysis of university students' aspirations for starting the new venture (Henderson & Robertson 2000). In cross-cultural studies, it was discovered that attitudes of students have a positive and significant impact on EIs (Hussain, Channa & Samo, 2021).

Previous readings have established that entrepreneurship intention influenced by various reasoning and appropriate factors that may negatively or positively influence entrepreneurial intention, repeatedly modeled as interactions (Krueger & Carsrud, 1993). According to Brandstatter (2011), previous studies have shown that personality characteristics are connected in entrepreneurial intention.

As previously said, personal attitude measured as experiences that contribute to achieving entrepreneurial intent (Linan and Chen, 2009). Maximum of the prior studies situated Theory of Planned Behavior (TPB) as a basis in an emerging theoretical outline, and analytically, Theory of Planned Behavior has positive support. Similarly, the previous research has found that an individual's entrepreneurship mentality and skills are associated to their ambition to start a business (Douglas & Prentice 2019). Furthermore, cross-cultural differences were influencing changes in entrepreneurial attitudes and ambitions. According to the Ozaralli & Rivenburgh (2016), overcoming of personal attitudes and perceived behaviors is a foretaste of entrepreneurship intent with an emphasis on personal attitudes.

Entrepreneurship education an essential tool for the development of entrepreneurial services, attributes and behaviors, all of which are crucial for economic success (Wang et al., 2023). Entrepreneurship by means of a meaningful and inspirational vocation track for progresses is promoted by the favorable impact of entrepreneurial education at universities on arrogance concerning entrepreneurship (Galloway & Brown, 2002). Given the favorable impact of entrepreneurship education, many colleges provide

advanced-level level with a focus on generating company plans, obtaining startup finance, and building executive abilities, mainly “nascent entrepreneurs” (Munro, 2006; Lekoko, Rankhumise & Ras 2012).

Entrepreneurship education is a training technique for business enterprises and services. According to the prior research, EE have a beneficial impact on EIs (Bergman & McMullen 2022). The university’s entrepreneurship program fully supports students’ creativity and ideas in addition to establishing students’ business goal. Entrepreneurship education trains scholars through the extra information, characteristics and skills essential for applications. Thus we hypothesize and present in figure 1;

H1: Entrepreneurial education has positive impact on Entrepreneurial intention.

H2: Entrepreneurial education has positive impact on Personal attitude.

H3: Personal attitude has positive impact on Entrepreneurial intention.

H4: Personal attitude mediate between the Entrepreneurial education and Entrepreneurial intention

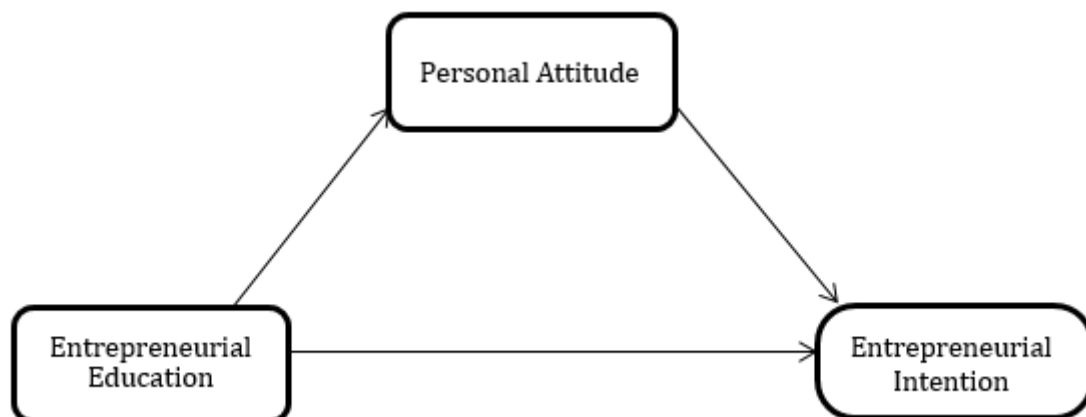


Figure 1: Research model

Source: Theory of planned Behavior (1991) & Türker and Sonmez Selcuk (2009) and Yurtkoru et al. (2014) Youssef (2021).

Material and Methods

We employed a quantitative, cross-sectional design to study the relationship among entrepreneurial education, entrepreneurial intention, and personal attitude. The target population consisted of students in universities across country. The data were collected from higher education students of business administration and commerce departments through a structured questionnaire. In this study total of 160 questionnaires were dispersed for data collection, 148 was returned, 140 were retained as valid responses for analysis.

A convenience sampling technique was employed due to accessibility considerations. The questionnaire, adapted from established skills, was divided into 2 sections i.e. demographic information and items measuring the study variables. For measuring all constructs, a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Also, EE is used as independent variable. Eight item scales were used to investigate the Entrepreneurial education. The sample item of Entrepreneurial education is “The education in university encourages me to develop creative ideas for being an entrepreneur” Linen (2008); Linan and Chen (2009). Three item scales was used to investigate the entrepreneurial intention. To understand response 1 is strongly disagree and 5 is strongly agree. The sample item of Entrepreneurial intention is “I am determined to create a firm in the future” Lavelle (2018). Personal attitude is used as mediating variable

in current study. Five item scales was used to investigate the entrepreneurial intention. To understand its response 1 is strongly disagree and 5 is strongly agree. The sample item of personal attitude is Being an entrepreneur would entail great satisfactions for me (Liñán, Rodríguez-Cohard & Rueda-Cantuche 2011; Anjum et al, 2023; Maheshwari & Kha, 2022; Uddin et al, 2022; Otache, 2025). The results of the reliability analysis showed that the measurement scales were consistent with Cronbach alpha, equivalent to 0.87, it indicates good reliability of the data sets.

Data collection relied exclusively on primary sources, the cross-sectional design ensured that data were obtained once. The collected data were analyzed using the SPSS descriptive statistics were applied to present sample, followed by reliability testing, correlation analysis and regression analysis to test hypothesized relationships. In addition, mediation analysis was conducted to find the role of personal attitude in the relationship between EE and EI. The frequency reveals that the majority of respondents were male, with 95 responses, followed by females with 45 responses. Additionally, most of students are enrolled in business programs (f=74).

Results and Discussion

When we analyzed the correlation of Entrepreneurial education with gender, it is found that this is significant, and the value is 0.055. With the program it is found as insignificant at rate 0.069. When the correlation of Personal attitude is analyzed, the results indicates that it is positively correlated with the gender but significant and value is 0.031. With program it is also positive and the value is 0.067. And the correlation with entrepreneurial intention is also positive and insignificant as the value is 0.445. When the correlation of entrepreneurial intention and entrepreneurial education is done it is found that it has an insignificant positive relation at value 0.339 and with personal attitude it is found as 0.630, an insignificant positive.

Table 1
Correlation Analysis

	1	2	3	4	5
Gender	1				
Program	0.055	1			
EE	0.069	0.064	1		
PA	0.031	0.067	0.445**	1	
EI	0.110	0.122	0.339*	0.630**	1

The correlation analysis indicates only the relationship among variables however regression analysis indicates the impact. Variables to be used in this research study are Entrepreneurial education, entrepreneurial intention and personal attitude.

Table 2
Testing the Regression of Hypothesis (H1)

Independent Variables	B	R ²	ΔR ²	Sig.F change
EE	0.371	0.115	0.109	0.000

*** $p < .001$, ** $p < .005$, * $p < .01$ Dependent Variable: EI

This table shows the overall significance of our research model. F value shows model fitness. In table data analysis indicated that EE has positive impact on the EI and the value of beta is 0.371 and H1 is accepted. The result of R square is 0.109 which show variance in variable.

Tabl 3
Testing the Regression of Hypothesis (H2)

Independent Variables	B	R ²	ΔR ²	Sig.
EE	0.409	0.198	0.192	0.000

*** $p < .001$, ** $p < .005$, * $p < .01$ Dependent Variable: PA

The table (b) also indicated that entrepreneurial education shows an insignificant but it indicates a positive effect on personal attitude and the value of beta is 0.409 so the hypothesis is accepted. The result of R square is 0.198 which show variance in variable. F value shows the model fitness.

Table 4
Testing the Regression of Hypothesis (H3)

Independent Variables	B	R ²	ΔR ²	Sig.
PA	0.757	0.397	0.390	0.000

*** $p < .001$, ** $p < .005$, * $p < .01$

The table represents the overall significance of the model. F value indicates the model fitness. In next table beta value is 0.757.

Table 5
Testing of Regression of hypothesis (H4)

Structural Path	Path Coefficient	LLCI	ULCI
EE → PA → EI	0.357	0.198	0.545

LL= lower limit; CI= confidence interval; UL= upper limit; EE= Entrepreneurial Education; PA= Personal Attitude; EI=Entrepreneurial intention

In the last table the Personal attitude mediate between the EE and EI and the hypothesis is accepted. The lower limit of CI is .11 and upper limit of CI is .40 which shows that personal attitude fully mediate between EE and EI.

Discussion

This study explore the impact of entrepreneurial education on entrepreneurial intention. Also, this study considers the personal attitude as a mediating variable in study. In this study the EE plays role as independent variable. In this work the TPB have been used to study this relationship. This framework is used to make the comparison of other model of entrepreneurial intentions.

According to our first hypothesis (H1) *the Entrepreneurial education has a positive impact on Entrepreneurial intention*. It means that with the increase or decrease in EE the EI also increase or decrease. When the organization focus on Entrepreneurial education of students the Entrepreneurial intention of students also enhance. Numerous studies in different cultural set up find that entrepreneurial education is very important to find the intention to start new venture (Turker & Selcuk 2009). All the higher education institutions are the base of providing advanced skills and knowledge to startup thorough motivational lectures, Seminars and training. The role of universities examined through entrepreneurship education, research and training (Lüthje & Franke, 2003).

The personal attitude plays the mediating role between the EE and Entrepreneurial intention. Similarly, in our 2nd hypothesis (H2) the EE has a positive impact on PA same as the 3rd (H3) hypothesis which is that personal attitude has also a significant impact on Entrepreneurial intention. With the increment of EE and PA also increases same as the EI also increase with the increment of (PA). in work of Shen & Yang (2022). Educational entrepreneurship in Australian community languages schools (Kuratko 2005), intention to startup is a function of education support program. In other context cultural barriers and less institutional support can demotivate to become entrepreneur.

According to the 4th hypothesis (H4) Personal attitude mediate between the Entrepreneurial education and Entrepreneurial intention. A mediating variable clarifies the relation between the independent variables (EE) and dependent variable (EI). It explains

how and why there is a relationship between two variables. When the organization increases the Entrepreneurial education defiantly the students behave very well and their intention of working and starting a new business also increase. When an organization don't teach about the entrepreneurial skills the students behave not as well as they want to do so that there is no effect on entrepreneurial intention they remain constant. Simply we can say that due to personal attitude, a relationship exist between the entrepreneurial education and entrepreneurial intention.

Conclusion

This research work is significantly contribute to the literature on entrepreneurial education by studying the role of Personal attitude in enhancing the intention of new startup. As defined by the Europe high officials entrepreneurship is the ability of an individual to turn ideas into action (Silva, *et .al*; (2016). Entrepreneurial intention is the most important part of one's business behavior Abdi, Utami & Vidyanata (2021). Numerous studies from various disciplines have eliminated factors that affect entrepreneurial intention. Entrepreneurship education is skill development program and teaching attitudes toward startup. The education programs along TPB can motivate the individual to start new venture to attract unemployed gain popularity both in academia and professionals (Fayolle et al., 2006). In this study the Entrepreneurial education is measured as independent variables and entrepreneurial intention is considered as dependent variables, personal attitude plays a mediating role between these two variables. Several previous studies have found that entrepreneurship education and training have a positive impact on entrepreneurship intentions.

The recent study is primary in nature and the data collection procedure taken through questionnaire. The data was collected from target population and 100 number of respondents are involved. Hence, a positive relationship exist between the EE and EI. Also, results indicates that the mediating role of personal attitude on EE and EI.

Recommendations

This study is also promoting students' Entrepreneurship Intentions and behaviors and increases the literature. It also proves beneficial for the education policy, with formal entrepreneurship education training, individual gain the information and services essential to meet the changes of location up their specific business. In developing countries, this study measure significant to increase employment opportunities.

This study aims to recover preparation by giving academe educators and administrators more indication to use in improving entrepreneurship pedagogics. To end, by providing policymakers with new information concerning the usefulness of entrepreneurship education as a technique of encouraging entrepreneurial behavior, this research will improve policy. In this study closed structural questionnaire used in this study with crosses sectional survey. We proposed that personal attitude determine the entrepreneurial intentions (EI). It is recommended that a lengthy study be conducted to find this relationship. Entrepreneurship education is a method of imparting business attitude and skills through a teaching program or process. The academics and professionals are interested in the relationship between entrepreneurial education databases and students entrepreneurial intention by means of TPB.

The data has been collected from all the universities of AJK students regarding to personal attitude, age, gender, education but other factors such as culture, financial assistance can also influence the entrepreneurial intentions. So, future researcher can used these factors with theory of planned behavior to find entrepreneurial intention. Future studies should focus to analyzing the journey from student behavior to the entrepreneurial process to in creating new projects, considering the role of behavioral traits.

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