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THE MEDIATING ROLE OF ENTREPRENEUR EDUCATION IN THE RELATIONSHIP BETWEEN ENTREPRENEUR CAREER AND ENTREPRENEURIAL SELF-EFFICACY

Abstract. The purpose of the study is to examine the role of entrepreneur education in the relationship between entrepreneur career and entrepreneurial self-efficacy. The study serves as substantiation for the previous entrepreneurial career studies and promotes better understanding of factors prompting the antecedents to entrepreneurial behavior. There is a need for more empirical research in this aspect because reviewed literature highlighted a number of problems associated with entrepreneurial education and entrepreneurial career in many nations' world over and particular the developing countries. The study used survey-based method and SEM-PLS is employed to achieve the research objectives of the study. The data is collected from the manufacturing firms in Pakistan. The empirical evidence on the association between entrepreneurial education, entrepreneurial self-efficacy, and entrepreneurial career with moderating effect of SEN will strengthened previously established models such as the entrepreneurial intention model, which is modification in the theory of planned behavior and entrepreneurial event theory, both of which are linked to the theory of reasoned action. It is assumed that human actions are reasoned, controlled and planned. Thus, action is possible for the consequences of the reflected behavior. The findings are in line with the proposed hypothesized results. The study could offer valuable insights into the stage of entrepreneurial education for a range of stakeholders in Pakistan at particular and the world at large. Perhaps it is among the earliest studies of this kind in Pakistan that examined the effects of entrepreneurial education on students' attitude toward entrepreneurial career. The outcomes from this study would be of beneficial for variety of interested parties including academicians, policymakers, learning institutions, supervisory bodies and the public in general.

Key words: Entrepreneur education, between entrepreneur career and entrepreneurial self-efficacy, Pakistan.

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Мансап пен кәсіпкерлік тиімділік арасындағы қарым-қатынастағы кәсіптік білімнің делдалдық рөлі

Аңдатпа. Зерттеу мақсаты – кәсіпкерлік мансап пен кәсіпкердің өзіндік тиімділігі арасындағы қарым-қатынастағы кәсіпкердің білімінің рөлін зерттеу. Зерттеу кәсіптік мансаптың алдыңғы зерттеулерін негіздейді және кәсіпкерлерді кәсіпкерлік мінез-құлыққа итермелейтін факторларды жақсы түсінуге ықпал етеді. Осы аспект бойынша эмпирикалық зерттеулер қажет, өйткені шолу әдебиеттерінде әлемнің көптеген елдеріндегі, сонымен қатар дамушы елдердегі кәсіпкерлік білім мен кәсіптік мансапқа қатысты бірқатар мәселелер айтылған. Зерттеуде сауалнамаға негізделген әдіс қолданылды, сонымен қатар зерттеу мақсаттарына жету үшін SEM-PLS әдісі қолданылады. Мәліметтер Пәкістандағы өндірістік фирмалардан алынған. SEN тежейтін әсері бар кәсіпкерлік білім, кәсіпкерлік тиімділік және кәсіпкерлік мансаптың өзара байланыстары туралы эмпирикалық дәлелдер бұрын құрылған модельдерді, мысалы жоспарланған мінез-құлық теориясында және кәсіпкерлік оқиғалар теориясында модификация болып табылатын кәсіпкерлік ниет моделі сияқты модельдерді күшейтеді. Адамның әрекеті негізделген, бақыланатын және жоспарланған деп болжанады. Осылайша, көрінетін мінез-құлықтың салдары үшін іс-әрекет жасалады. Алынған мәліметтер күтілетін нәтижелерге сәйкес келеді. Бұл зерттеу атап айтқанда Пәкістанның, сонымен қатар бүкіл әлемнің мүдделі тараптары үшін кәсіпкерлікті оқыту сатысы ретінде құнды

ақпарат бере алады. Бұл Пәкістанда студенттердің кәсіпкерлік мансапқа деген көзқарастарына кәсіпкерлік білімнің әсерін зерттеудің алғашқыларының бірі болып табылады. Осы зерттеудің нәтижелері әртүрлі мүдделі тараптарға, соның ішінде академиктерге, саясаткерлерге, оқу орындарына, реттеуші органдарға және көпшілікке пайдалы болады.

Түйін сөздер: кәсіпкерлік білім, кәсіпкерлік мансап пен кәсіпкердің тиімділігі арасындағы қарым-қатынас, Пәкістан.

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Посредническая роль образования предпринимателя во взаимоотношениях между карьерой и предпринимательской самоэффективностью

Аннотация. Целью исследования является изучение роли образования предпринимателей во взаимосвязи между карьерой предпринимателя и предпринимательской самоэффективностью. Исследование служит обоснованием предыдущих исследований предпринимательской карьеры и способствует лучшему пониманию факторов, побуждающих к предпринимательскому поведению. В этом аспекте необходимы более эмпирические исследования, поскольку в обзорной литературе освещается ряд проблем, связанных с предпринимательским образованием и предпринимательской карьерой во многих странах мира, в частности в развивающихся странах. В исследовании использован метод, основанный на опросе, также для достижения целей исследования используется SEM-PLS метод. Данные получены от фирм-производителей в Пакистане. Эмпирические данные о связи между предпринимательским образованием, предпринимательской самоэффективностью и предпринимательской карьерой с сдерживающим эффектом SEN укрепят ранее установленные модели, такие как модель предпринимательских намерений, которая является модификацией в теории запланированного поведения и теории предпринимательских событий, обе из которых связаны с теорией аргументированного действия. Предполагается, что действия человека обоснованы, контролируются и планируются. Таким образом, действие возможно для последствий отраженного поведения. Полученные данные соответствуют предполагаемым результатам. Это исследование может дать ценную информацию о стадии обучения предпринимательству для целого ряда заинтересованных сторон в Пакистане, в частности, и в мире в целом. Возможно, это одно из первых исследований такого рода в Пакистане, которое изучало влияние предпринимательского образования на отношение студентов к предпринимательской карьере. Результаты этого исследования будут полезны для различных заинтересованных сторон, включая академиков, политиков, учебных заведений, контролирующих органов и общественности в целом.

Ключевые слова: предпринимательское образование, взаимоотношение между карьерой предпринимателя и предпринимательской самоэффективностью, Пакистан.

Introduction

The concept of entrepreneurship education (EE) has recently become a major focus for educational systems all over the world (Lautenschläger&Haase, 2011). Acclaimed literatures indicate creation of new ventures and growing businesses are fundamental solution to unemployment and the quickest way to fast-track the economy and reduce poverty (Ndedi, 2012). Obviously, EE has succeeded in many developed countries and it has been adopted and applied in the educational institutions of many developing nations (Wang et al.,2016). Moreover, the importance of EE in the promotion of entrepreneurial career has been extensively recognized (Yang et al.,2017). In this regard, the educational

system plays an important role in developing entrepreneurial skills, competencies and attitudes in several ways which in turn stimulates future entrepreneurial career choice (Nowiński et al.,2019).

Additionally, Entrepreneurial Career Option (ECO) which turns into entrepreneurial activities support nations in developing their economies by increasing the levels of employment especially those countries that have previously suffered from high unemployment (Fuller et al.,2018). Whilst Tsai et al. (2016) suggest that entrepreneurial career can be taught, and hence entrepreneurial career decision significantly influenced by EE. Accordingly, Global Entrepreneurship Monitor (GEM) reports suggest that there are opportunities to be seized for entrepreneurial education development (EED) everywhere

around the globe. Moreover, the reports emphasize that the conversion of these opportunities into viable business ventures depends on individual traits, social standards and the entrepreneurial ecosystem including educational background, government policies, research and development, accessibility to finance, as well as infrastructural facilities (Singe et al., 2014). In another report, GEM specified that people at the factor-driven economies such as Pakistan incline to articulate more positive attitudes on entrepreneurial procedures such as opportunities identification and entrepreneurial skills to start a new business venture (Singe et al., 2014).

Organization for Economic Cooperation and Development (OECD) stated that the development of entrepreneurial consciousness and encouraging positive attitudes towards entrepreneurial careers are among the major policy agenda of several countries worldwide (Grinshteyn & Hemenway, 2016). Furthermore, reports emphasized on change in attitudes and perceptions toward entrepreneurial careers for individuals to engage in any entrepreneurial activities. Eventually, graduates' unemployment in Pakistan has become an issue of national concern (Pfeifer et al., 2016). Consequently, so many efforts were placed by the Pakistani governments in that regard, such efforts include the establishment of institutions such as the Entrepreneurship Development Centre (EDC). Furthermore, the Pakistani government in efforts to ensure job security and employment opportunities for graduates and ways to convert youth and graduates' unemployment introduced a compulsory entrepreneurship education course at university level of the nation's educational system. Pakistani universities were directed by the National Universities Commission (NUC) to introduce entrepreneurial studies in their curriculum as the way forward for solving severe youth and graduates' unemployment problems in the country. In addition, currently the Pakistani President Muhammadu Buhari articulated at his inauguration speech that the major challenges facing the country include general insecurity and youth and graduates' unemployment among others (Baluku et al., 2016). The president emphasized further on the readiness of present administration under his leadership to meet these challenges.

Additionally, as part of the government's several efforts to solve graduates' unemployment in the country was the recent introduction of Graduate Entrepreneurship Fund (GEF). The National Youth Service Corp (NYSC) in collaboration with BoI launched GEF in 2015 to assist graduate entrepreneurs to have easy access to finance. The managing director of BoI Mr. Rasheed Oloalua stressed

the need for GEF to enable graduates to actualize their entrepreneurial career aspirations since jobs availability did not keep pace with the growing of the population in the country. Furthermore, the NYSC directorate has put several efforts in promoting an entrepreneurial mind-set among the graduates through its Skill Acquisition and Entrepreneurship Development (SAED) programs. The strategy identifies the distinctive entrepreneurial abilities of university graduates as soon as they complete their study. In addition, the directorate organizes capacity building training to promote involvement of university graduates into entrepreneurial careers for self-reliance, thus generating jobs for themselves and become self-employed (Nabi et al., 2017). Despite all these efforts many graduates in Pakistan do not prefer entrepreneurship as a career option and subsequently only few become entrepreneurs after graduation (Garba, et al., 2014). In this direction, Raimi and Okoye (2017) pointed out that graduates lack the entrepreneurial skills and confidence to be self-reliant; and this is supported by Wu (1997) who viewed that graduates in Pakistan can only read and write to secure white collar jobs but lack the Entrepreneurial Self-Efficacy (ESE) and professional skills to stand on their own as entrepreneurs. In addition, Odia (2013) lamented that educational institutions in Pakistan produce thousands of graduates who are unemployed, largely because graduates were not equipped with functional knowledge and lack the entrepreneurial self-confidence and the skills that will make them self-reliant. Ogundeji (2014) identified ESE as the major driving factor stimulating entrepreneurial careers among graduates; hence need to be carefully considered in entrepreneurial training. Similarly, Ali et al. (2019) were also on the view that absence of self-efficacy been the major factor responsible for failure of many entrepreneurs in Pakistan. Meanwhile according to Oyeku (2017) entrepreneurs require competency, orientation and self-efficacy to be successful in a constantly dynamic business environment.

According to Bashir Garba et al. (2012) the attitude towards labor of average Pakistanis has been ruined and distorted due to the nation's oil explosion and that also affected the desirability for entrepreneurial careers. Subsequently, an average Pakistani chooses to be employed than entrepreneurial career which needs expertise and innovation. Furthermore, the university program is not primarily geared towards providing students with ESE and skills required for self-employment. Ali et al. (2019) emphasized that desirability perceptions about entrepreneurial careers are essentially important and set

the basis for becoming an entrepreneur long before an individual actually makes the choice for ECO. However, Oyeku (2017) urged the need for transformation of the individual's mind-set of average Pakistan particularly the youths towards embracing entrepreneurial career which the desires are lacking. GEM report (2012) highlights the significance of Supportive Environment (SEN) for the promotion of entrepreneurial activity. Ali et al. (2019) suggests that fostering SEN encourages entrepreneurial career among graduates in Pakistan. Similarly, Odia (2013) recommended that the Pakistan n entrepreneurial ecosystem need to be harnessed before meaningful entrepreneurship development can take place. In addition, Nabi et al. (2017) recommends that the government should established mechanism that promote entrepreneurial career (ENCR) activities among graduates by providing enabling environment in the country. According, Wang et al. (2016) for graduates to consider ECO, government need to address urgently the dilapidated infrastructural facilities and provide SEN that encourages entrepreneurial activities in the country. Furthermore, Wang et al. (2016) suggest that SEN should be provided to enable Pakistan n graduates to practice their entrepreneurial skills and consider entrepreneurship as alternative career option. However, Odia (2013) attributed to lack of government commitment in the provision of fund, ignorance on the value of entrepreneurship and poor infrastructure as the major obstacles for entrepreneurial career in Pakistan.

Literature Review

Entrepreneurial Career (ENCR)

The word entrepreneurship means different things to different writers (Tran & Von Korfflesch, 2016). Therefore, there is no general consensus on the meaning and definition for the concept of entrepreneurship. As an academic 20 discipline, the term 'entrepreneurship' was coined by France economist Richard Cantillon. Literally the term means 'to undertake' or 'go between' denoting to the situation person presumed when chasing an opportunity. However, entrepreneurship is understood as the essential behavioral patterns that are subjected by economic, social and psychodynamic factors (Ndedi, 2013). Accordingly, the concept of entrepreneurship has gained considerations among academicians Othman et al. (2018) define entrepreneurial career as a process of producing something of value from basically unknown. Bosma et al. (2012) considered entrepreneurial career as a way of thinking that gives emphasis to opportunities

over threats. Furthermore, some researchers described entrepreneurial career as engine for economic growth.

In their studies, Bosma et al. (2012) argue that public policy makers and academics worldwide agree that entrepreneurial career plays a serious part in the improvement of the welfare of a society, and consequently influences the development of nations. Its primary function is to innovate, find new ways to organize production factors, and combine these new factors. The Global Entrepreneurship Monitor (GEM), on its most extensive study on entrepreneurial activity in the world strengthens on the significance of entrepreneurial career as the catalyst for economic growth and development of nations, thus influences job creation, innovation and welfare. In addition, entrepreneurial career has been acknowledged as a key component through which county's competitiveness can be inspired. Besides, the benefits of entrepreneurial career in relations to wealth creation and economic growth have been established. Henceforth, the policy makers are concerned with the ways to inspire the entrepreneurial mind-set among individuals in the nation. Subsequently, individual's choice for ECO is consider being a deliberate and conscious process. In consequence, entrepreneurial career intention is considered as the best predictor of ECO. Furthermore, ECO can be seen as the conscious decision for involvement of a person 22 to start a new business and thereby become an entrepreneur. According to Bosma, (2013), ECO depends on person's attitude, perceived control, and the perceived social pressure to become (or not) an entrepreneur. Likewise, Awang et al. (2014) are on the view that ECO depends on individual's beliefs that performing the behavior will result in desirable outcomes.

Entrepreneurship Education

Entrepreneurship Education (EE) is a new field in the academic circles nevertheless has attained an increasing recognition since it contributes toward the formation of entrepreneurial culture, attitude, skills and competencies among learners. Consequently, significant academic efforts have been intensified on EE in recent years helping the field to progress and to gain momentum. Whilst, according to Chang and Rieple (2013) EE aims to improve students' mind-sets, behaviors, skills and capabilities, thereby creates future graduate entrepreneurs. The 25 programs were developed as the result of the belief that entrepreneurial career can be taught rather than been destined by genes, as some scholars advocated. For instant, Bosma,

(2013) reported that EE had a positive influence on students' entrepreneurial inclination. But they found more uncertain on whether EE has an effect on the actual entrepreneurial behavior which turn into entrepreneurial career as an alternative career option. In a similar study, Lindholm, Awang et al. (2014) reported that EE influenced the students' entrepreneurial behavior and supported new business start-up. In addition, Chang and Rieple (2013) found that EE significantly affects individuals' entrepreneurial career decision. Several studies acknowledged that entrepreneurial career can be taught and be encourage by the provision of the appropriate environment. Moreover, Draycott and Rae (2011) advocates that EE has three key objects into nation's educational system: to cultivate a wide entrepreneurial culture among the learners, inculcate the entrepreneurial mind-set, as well as to train on how to starts and operates an enterprise effectively. EE was introduced to enhance the students' ability to identify business opportunities around 26 them which can possibly make them self-employed and eventually self-reliance, whilst at the same time enhances their employability skills (Draycott & Rae, 2011). In addition, Draycott and Rae (2011) recognize the necessity of HEIs promote entrepreneurial career and produce graduates with entrepreneurial mind-set through EE.

Entrepreneurial Self-efficacy

Entrepreneurial Self-efficacy (ESE) is attached in social cognitive theory and highpoints the significance of self-beliefs and self-thought in nurturing personal motivation and subsequently controls behavior. However, self-efficacy was originated from social learning theory, and describes as person's belief in his or her ability to succeed in a particular career. Self-efficacy as a domain is related to entrepreneurial career and termed as "entrepreneurial self-efficacy" (ESE). Self-efficacy is seen as individual's confidence about the chances of effectively accomplishing a specific task. It plays an important part in career-related task such as entrepreneurial process by prompting the individual's choice, determination, and perseverance. Self-efficacy is concerned with individual's decision on what to be done with the skills been endowed on the individual, not just with the skills individual has experienced. The greater the individual's self-efficacy, the more confident the person has about success in a particular task domain. However, self-efficacy is generally recognized as a basic concept in social learning theory with a standpoint which adopts that actions, intuitions, and the environment constantly affect each other

in the formation of individuals' attitude toward a particular career. Several studies have established ESE to be a strong driver of entrepreneurial behavior and anticipated to effect individual choices, goals, effort, emotional responses, ability to cope, and perseverance. Similarly, Campo (2011) defined ESE as the degree at which individual is certain of that he or she can to effectively start a new business venture. Whist, Campo (2011) emphasized that individual with high ESE has the higher propensity to become an entrepreneur later in life (Khalid et al., 2018; Wijaya et al., 2019; Ahmad et al., 2019).

Subsequently, ESE involved a consideration of the responsibilities that relate to the initiation and start-up of new ventures, which is involved entrepreneurial skills. However, Piperopoulos and Dimov (2015) asserted that ESE affects career related activities and accordingly persuades entrepreneurial career decisions. Then, ESE is regarded as behavioral pattern that can transforms person's belief in his or her likelihood for accomplishment the tasks requirement to efficaciously initiate and launch a new business venture. More precisely, ESE is seen as the level of individual's believes that he or she can successfully start a new business venture. In this study, ESE appears to be a key antecedent of entrepreneurial career preference. Accordingly, Campo (2011) defined ESE as concept that measures individual's confidence to effectively take-off a business venture. In several empirical studies were conducted in relation to ESE and entrepreneurial career and reported a positive association among the variables. Higher self-efficacy is connected to entrepreneurial career and new venture creation. However, individuals with high ESE ought to have higher levels of confidence that they can effectively launch and run their own businesses. According to Maueret al. (2017) ESE can best measure as a multi-dimensional concept originated from individual's goals and beliefs. There are two different dimensions of ESE which play a significant part during the process of a new business venturing. However, starting a new business venture involves interaction between the individual's personality traits and environmental factors involving activities such as identification of business opportunity, development of business idea, enhancement of business idea, and finally new business launching. Furthermore, the multi-dimensional concept of the ESE construct was empirically established in relation with entrepreneurial process by Piperopoulos and Dimov (2015), result revealed that individual's level of ESE varied at each level of the four stages of a new business venture (searching, planning,

marshalling and implementing). Campo (2011), examining the association between cognitive styles and specific types ESE. The result identified the fundamental dimensions of ESE includes -1) opportunity identification self-efficacy, 2) association self-efficacy, 3) managerial self-efficacy and 4) tolerance self-efficacy, might have separate and unequal relationships to multiple dependent constructs, particularly entrepreneurial career intentions and nascent behavior.

Based on the literature review we have drawn the following hypothesis

- H1: ENCR has significant impact on ESE.
- H2: EED has significant impact on ESE.
- H3: ENCR has significant impact on EED.
- H4: EED mediates between ENCR and ESE

Methodology

The study has used the partial least squares path modeling also known as partial least squares structural equation modeling (abbreviated as PLS-SEM). The method of structural equation modeling allows estimating complex cause-effect relationship models with latent variables. A cause-effect relationship can be defining as a relationship where one factor (the cause) makes another factor happen or change (the effect). For example, one can study the relation between time spent on Facebook (and other social media) and the grade achieved by undergraduate student. By applying the PLS-SEM method we can find out whether there is a relationship.

A 'variable' is characteristic or property of an individual experimental unit. The name 'variable' is derived from the fact that any particular characteristics can vary among the experimental units in a population (McLave et al., 2005: 8).

PLS-SEM analysis starts with the assessment of measurement model or outer model as it is commonly referred to. The assessment of outer model confirms the individual item reliability, internal consistency, content and convergent validity, and discriminant validity (Hair et al., 2014). In other words, evaluation of the outer model verifies whether the survey items measure the constructs they were intended to measure, hence ensuring the validity and reliability of the measure. Obviously, outer model analysis is concerned with appraisal of the goodness of measures. This current section of study explains research methodology as cross sectional and quantitative in nature. The data was collected through survey questionnaire. The present study collected data from Educational leaders working with government and private higher education

institutes in Pakistan. In total 200 questionnaires were distributed through email and face to face meeting and 114 were returned as usable responses. The response rate is turned out to be 57 percent. The study utilized SMART-PLS for data analysis through PLS algorithm and bootstrapping method. The analysis section of present study determines reliability and validity through Measurement Model (MM) and examines direct and moderating effect of proposed constructs of framework through Structural Equation Modeling (SEM).

Results and Discussion

In this study, PLS-SEM algorithm was used to assess the individual indicator's contribution (item reliability) to assigned construct by observing at the outer loadings of individual items that made up the construct (Duarte & Raposo, 2010; Hair et al. 2013). Accordingly, Hair, Hult, Ringle and Sartetd (2014) suggest that items with outer loadings between 0.40 and 0.7 should be considered for deletion only if such removal of the item leads to an increase in composite reliability and AVE above the recommended threshold level. In line of this recommendation, observations were made on severally ran PLS-SEM Algorithms to detect and delete any item that did not meet the stated threshold.

Internal consistency reliability typically indicates how well the items in a set are positively corrected to one another (Sekaran & Bougie, 2010; Hair et al., 2013). In other words, internal consistency reliability signifies the extent to which the indicators measuring the construct produce similar scores when the construct is measures over a period of time. It measures the stability of the result concerning items of the same test (Hair et al., 2013). The most commonly used methods of evaluating the internal consistency reliability for the research's measuring instrument are Cronbach's alpha coefficient and composite reliability coefficient.

Discriminant validity is concern with the extent to a variable is essentially different from other variables. In other words, it can be described as the extent to which a particular latent variable is truly not the same with the other latent variables. Hence, a higher level of discriminant validity indicates that a latent variable is distinct from other latent variables and captures different phenomena from other latent variables. Subsequent to the general assessment of the measurement model (outer model), specifically when the latent variables satisfied the suggested reliability and validity index, then the following stage was assessment of the SM (inner model).

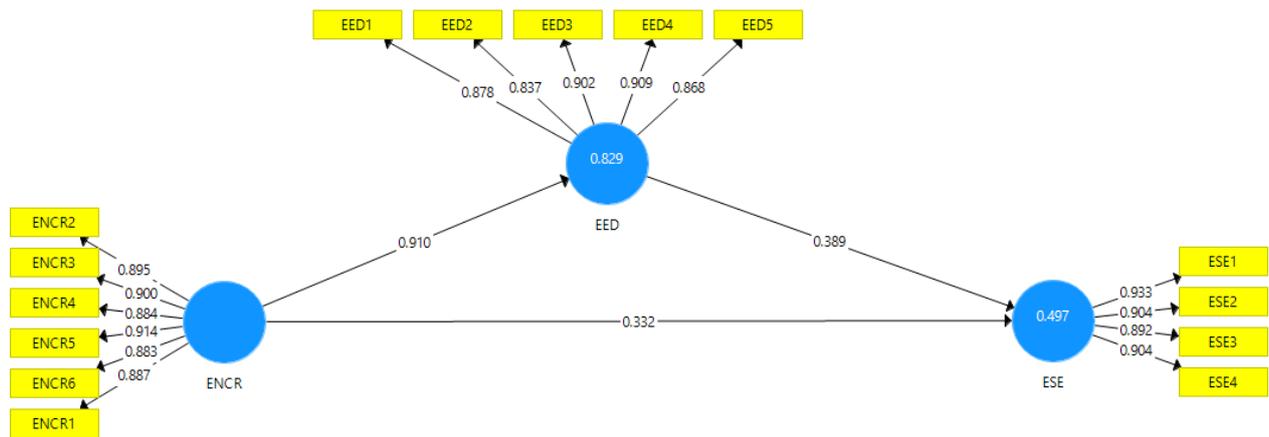


Figure 1 – Measurement Model
 Note – compiled by authors

Table 1 – Outer loadings

	EED	ENCR	ESE
EED1	0.878		
EED2	0.837		
EED3	0.902		
EED4	0.909		
EED5	0.868		
ENCR2		0.895	
ENCR3		0.900	
ENCR4		0.884	
ENCR5		0.914	
ENCR6		0.883	
ESE1			0.933
ESE2			0.904
ESE3			0.892
ESE4			0.904
ENCR1		0.887	

Note – compiled by authors

Table 2 – Reliability

	Cronbach's Alpha	rho_A	CR	(AVE)
EED	0.926	0.928	0.944	0.773
ENCR	0.950	0.950	0.960	0.799
ESE	0.929	0.930	0.950	0.825

Note – compiled by authors

Table 3 – Validity

	EED	ENCR	ESE
EED	0.879		
ENCR	0.810	0.894	
ESE	0.791	0.786	0.908

Note – compiled by authors

The evaluation of the SM involved measuring the model’s predictive capabilities and abilities to measure relationships between the constructs. Accordingly, inner model assessment involved the determination of the latent variables’ path coefficients, coefficients of determination, effect size and the model’s predictive relevance (Hair

et al., 2014; Hair et al., 2013). In this section, the main focus was the examination of the relationships among the latent variables and the general analysis of modelling as a whole. In addition, the section also assessed the path coefficient of the latent variables and tested the hypotheses linked with the main, mediating and moderating effects.

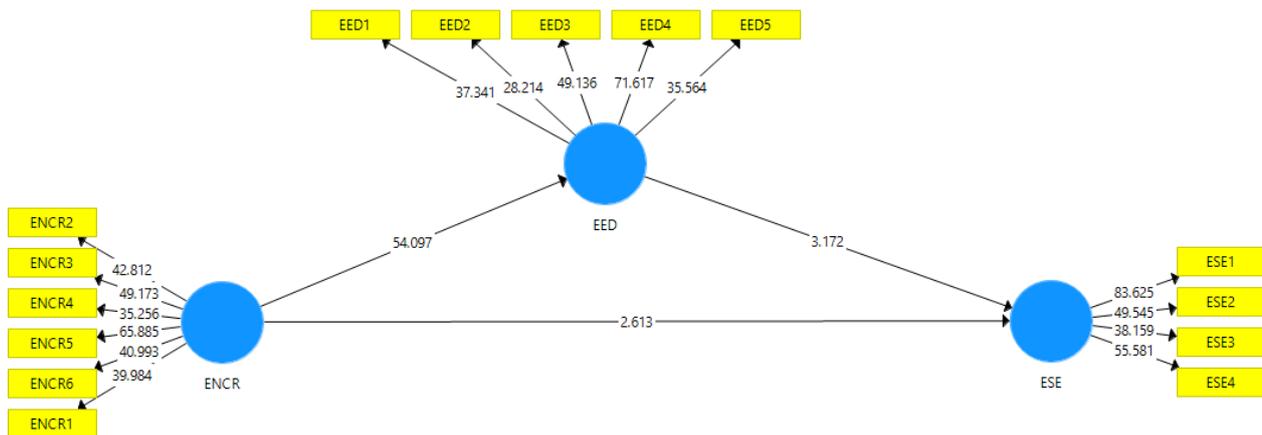


Figure 2 – SM
Note – compiled by authors

Table 4 – Direct relationship

	(O)	(M)	(STDEV)	(O/STDEV)	P Values
EED -> ESE	0.389	0.392	0.123	3.172	0.001
ENCR -> EED	0.910	0.911	0.017	54.097	0.000
ENCR -> ESE	0.332	0.331	0.127	2.613	0.004

Note – compiled by authors

Table 5 – Mediation

	(O)	(M)	(STDEV)	(O/STDEV)	P Values
ENCR -> EED -> ESE	0.354	0.357	0.113	3.139	0.001

Note – compiled by authors

Table 6 – R-square

	R Square
EED	0.829
ESE	0.497
Note – compiled by authors	

Accordingly, the appraisal of the inner model started with considerations of the direct relationship between the independent latent variable and the dependent latent variable. A logical PLS-SEM model analysis of the SM was carried out to make available a comprehensive presentation of the outcomes of the model, and test hypotheses with direct relationship in the SM effectively. The path coefficients' size of the latent variables was observed through PLS-SEM Algorithm, and the direct relationships between the independent latent variables and the dependent latent variable were tested by means of PLS-SEM bootstrapping technique using Smart PLS 2.0. In addition, the original number of cases (359) was applied as the number of cases, and 5000 as bootstrapping samples (Hair et al., 2013).

The R2 value explain the level of variation in the endogenous latent variable(s) that can be characterized by one or more exogenous latent variable(s).

Conclusion

The study provided empirical evidence on the relationship between EE and ECO using both ESE and ENCR as mediating variables and SEN as moderator. Therefore, study serves as further substantiation for the previous entrepreneurial career studies and promotes better the understanding of factors prompting the antecedents to entrepreneurial behavior. However, there is need for more empirical researches in this aspect

because reviewed literature highlighted a number of problems associated with EE and entrepreneurial career in many nations world over and particular the developing countries; Furthermore, the empirical evidence on the association between EED, ESE, and ENCR with moderating effect of SEN will strengthened previously established models such as the Entrepreneurial Intention Model, which is modification the, both of which are linked to the theory of reasoned action. It is assumed that human actions are reasoned, controlled and planned. Thus, action is possible consequences of the reflected behavior. The study could offer valuable insights into the stage of EE for a range of stakeholders in Pakistan at particular and the world at large. Perhaps it is among the earliest studies of this kind in Pakistan that examine the effects of EE on students' attitude toward ENCR. Consequently, the outcomes from this study would be of beneficial for variety of interested parties including academicians, policymakers, learning institutions, supervisory bodies and the public in general. More specifically, the study would serve as a feedback for policymakers and other stakeholders on the level of achievement for the new curriculum of EED in relation to the goals of the program.

This empirical result concurs with the findings of other several previous studies that reported ESE positively influences ENCR. For instance, Sesen (2013) empirically tested an inclusive model on the entrepreneurial career intentions among the university students. The study reported that personality traits such as locus of control and ESE have significant influences on students' entrepreneurial career intentions. Similarly, Sesen, (2013) conducted a study on the relationship between ESE, entrepreneurial capacity and ENCR. The study reported a significant and a positive association exist among ESE, entrepreneurial capacity and preference for entrepreneurial career option.

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