

Influence of Entrepreneurial Alertness of Professional Students on Entrepreneurial Intentions and Determinants of Entrepreneurial Intentions

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Abstract

Entrepreneurship is a process that contributes towards economic growth by promoting creativity and generating employment; however, it requires devoting time and energy, overcoming financial, social and personal risks, for finally achieving financial gains. The initial steps in starting any new business enterprise are to perceive opportunities. Entrepreneurial alertness is viewed as crucial for recognizing the opportunities which can assist in availing and exploiting those opportunities. Previous empirical investigations have also shown that entrepreneurial conduct can be anticipated by intent, which had been found to be related to certain qualities and attitudes. The study aims to analyse the link between Entrepreneurial Alertness and Entrepreneurial Intent established by the theory of planned behaviour and to explore the intermediating impact of chosen constructs between the entrepreneurial alertness and entrepreneurial intent of college students in Rajasthan. The study investigates the effects of Entrepreneurial alertness on the determinants of Entrepreneurial intent, introduced to the model by examining their roles as mediators between alertness and intent. Data was collected from 250 professional students, from the State of Rajasthan, India. The data was analysed using SPSS Version 23. For reduction of the construct items, Exploratory factor analysis, KMO, Bartlett's test, and descriptive statistic technique and Spearman rho were used. The results indicate the model has explanatory value and confirm entrepreneurial alertness influences entrepreneurial intent both directly and indirectly. The role of the mediators was tested and confirmed thereby affirming the significance of entrepreneurial alertness. The results exhibit that entrepreneurial alertness positively influences entrepreneurial intent. The chosen constructs also fully mediate the relationship that exists between alertness and intent. These results have useful implications for improving the entrepreneurial intent of the students, thereby increasing entrepreneurship activities in the country. The study proposes that technical education institutes have to focus on providing and enhancing alertness among the students, entrepreneurship education and training for boosting and creating enterprise opportunities and economic prospects and progress.

Keywords: Entrepreneurship, Entrepreneurial Alertness, Entrepreneurial Intent, Determinants of Entrepreneurial Intentions

JEL: I29

Paper Classification: Research Paper



Introduction

Entrepreneurship has gained momentum in the present, as policymakers are encouraging entrepreneurship and economies are expecting entrepreneurs to bring rapid growth and contribute to their economies. With the greater emphasis of the Indian Government on promoting entrepreneurship among students, there is a strong need for appreciating the association among entrepreneurial alertness, the determinants of the personality of professional students and their entrepreneurial intentions.

Background of the Study

Entrepreneurial Alertness (EA) has been defined as an individual's capacity for recognizing opportunities which may be ignored by others (Kirzner, 1979). EA, which is a particular idea that contributes significantly to our perceiving ability to initiate and pursue a new plan, has been acknowledged as the key for opportunity identification (Tang, Kcamar & Busentiz, 2012). Previous studies have recognized a critical association between the EA and starting new organizations as well as entrepreneurial intention (Langowitz & Minniti, 2007; Gelderen et al., 2008).

After review of the relevant literature, it was observed that there are certain constructs, which are highly significant to the entrepreneurial intention of the students including entrepreneurship education, perceived behavioural management, instructional and structural support, personal entrepreneurial exposure, role of family exposure to business, subjective norms, and ethnic background (Fayolle et al., 2006; Turker et al., 2009). Many works of literature mentioned that there are additional vital variables related to the personality traits which are highly associated to entrepreneurial intention including risk taking propensity, self-efficacy, environmental factors, age, and gender (Stewart & Roth, 2001; Indarti et al., 2010).

The impact of the personality traits on the EI is a very vital issue as many researchers (Katz, J., 1992; Reynolds, P. D., 1995; Krueger, N. et. al., 2000) have recognized a close connection between EI and the different personality traits. Douglas (2013) and Shepherd (2000) investigated the relationship between an individual's attitude towards income, independence, risk, and his intention to start one's own venture. Bhandari, N.C. (2006) maintains six variables are important along with luck as instruments in clarifying an individual's EI, which include the desire to become a leader, to become one's own boss, to innovate, to determine, to confront personal challenges.

Despite the significance of the EA for opportunity recognition and its vital association with EI, the concept remains understudied. This study conceptualizes to find the extent of the relation between the EA of professional students and selected constructs along with the relative impact of personality traits on EI of the professional students. It also tries to establish the strength of the relationship between EA and EI of these students.

Research Objectives

The study aims to analyse the connection between Entrepreneurial alertness (EA) and Entrepreneurial intent (EI) on the basis of the theory of planned behaviour and to explore the intermediating impact of chosen constructs between the entrepreneurial alertness and entrepreneurial intent of college students in Rajasthan. The study investigates the effects of Entrepreneurial alertness on the determinants of Entrepreneurial intent, introduced to the model by examining their roles as mediators between alertness and intent. In particular, the research has the following objectives:

- Identify the personality traits influenced by the entrepreneurial alertness (EA) of the professional students.
- Identify the personality traits influencing the entrepreneurial intentions (EI) of the professional students.
- Analyse the connection between the personality traits of professional students and their entrepreneurial alertness (EA).
- Analyse the association between personality traits of professional students and their entrepreneurial intentions (EI).
- Analyse the relationship between the entrepreneurial alertness (EA) of professional students and their entrepreneurial intentions (EI).

Hypotheses

Based on the above objectives, the following Null hypotheses were formed:

- H1a. There is no significant relationship between EA of the professional students and their Creativity.
- H1b. There is no significant relationship between Creativity of the professional students and their EI.
- H2a. There is no significant relationship between EA of the professional students and their Need for Achievement.
- H2b. There is no significant relationship between Need for Achievement of the professional students and their EI.
- H3a. There is no significant relationship between EA of the professional students and their Educational Competencies.
- H3b. There is no significant relationship between Educational Competencies of the professional students and their EI.
- H4a. There is no significant relationship between EA of the professional students and their Risk Taking Capacity.
- H4b. There is no significant relationship between Risk Taking Capacity of the professional students and their EI.
- H5a. There is no significant relationship between EA of the professional students and their Networking Ability.
- H5b. There is no significant relationship between Networking Ability of the professional students and their EI.
- H6a. There is no significant relationship between EA of the professional students and their Technical Competencies.
- H6b. There is no significant relationship between Technical Competencies of the professional students and their EI.
- H7a. There is no significant relationship between EA of the professional students and their Opportunity Awareness.

H7b. There is no significant relationship between Opportunity Awareness of the professional students and their EI.

H8. There is no significant correlation between the EI and the EA of the professional students.

Research Methodology

The data was scrutinized using IBM SPSS Version 23. For reduction of the construct items Exploratory factor analysis, KMO, Bartlett's test, and descriptive statistic technique, and Spearman rho were used. A non-probability convenient sampling method has been utilized for the accumulation of the data. The number of selected respondents is 250. The questionnaire was distributed to these respondents. These respondents were selected from the professional students of a university during the academic session 2017-2018.

The study was conducted using a structured instrument to find EA, EI and the personality traits of the professional students of a university. The survey instrument included a set of 30 statements related to the identified EA scale, scale of the EI and different items for measuring the selected constructs. The study consisted of professional students' responses related to their EA, EI and personality traits.

In the present paper, a four items scale for measuring Entrepreneurial Alertness is used, based on Kaish and Gilad's work (1991). It includes items such as "I think about work-related matters even during my holidays to start my own business" and "I think about work-related matters in my free time to start my own business". Entrepreneurial Intention is measured using modified scale consisting of three items from Self-Assessment Questionnaire designed by Dr. B. Albert Friedman, while innovativeness is measured using the Jackson Personality Inventory (1994) adopted by Mueller and Thomas (2001). The Jackson Personality Inventory Manual (JPI) delineates innovativeness as a propensity to be creative not only in thought but also in acts. These constructs, innovation, creativity, and initiative, have been unwaveringly recognised as the enduring characteristics of entrepreneurs (Mueller and Thomas, 2001). Need for Achievement is calculated using a four-item instrument based on Kristiansen and Indarti's (2004) index of nAch (e.g. "I will do very well in fairly difficult task relating to my study and my work").

Items for measuring the students' risk taking capacity and educational and technical competencies are devised by the researchers. A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) is used for all items. The professional students are asked to specify the extent to which they agree or disagree with each of the items.

Conceptual Framework

The study aims to perceive the correlation between EA and personality traits and EI of the professional students through the mediation of personality traits. Through various research studies, it has been identified that EI has a significant influence on future entrepreneurial behaviour. This study makes an effort to shed light on, how EI and consequently entrepreneurship, could be encouraged by analysing the relationship between EA, personality traits, and EI. Personality shapes an individual and has high behavioural implications.

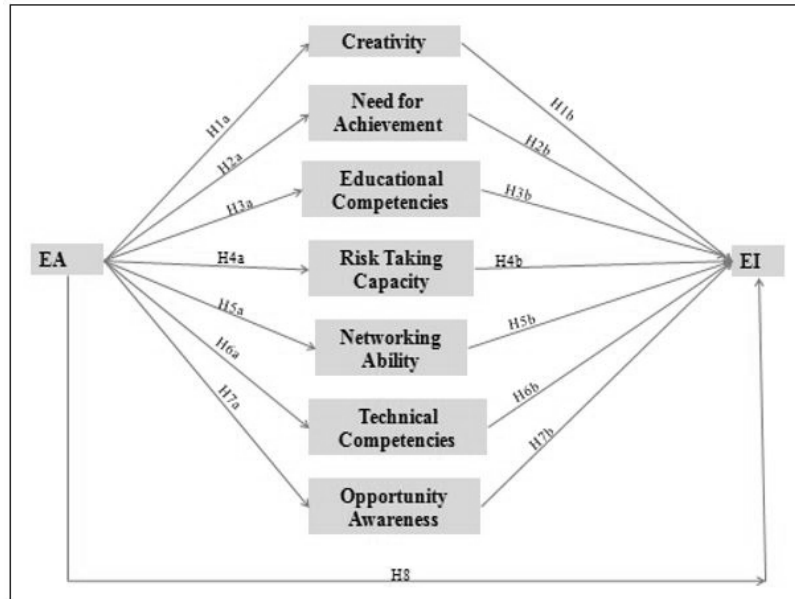


Figure-1: The Conceptual Model

Data Analysis and Interpretation

Demographics of Respondents

The present section delineates the demographic profile of the respondents. Table -1 indicates the dissemination of the respondents by gender. There were 79.2 per cent male respondents and 20.8 per cent female respondents in the study. It also demonstrates the distribution of the respondents as per their domicile i.e. 59.6 per cent urban and 40.4 per cent rural respondents. The profile also clearly shows that 46.8 per cent of the respondents are from joint family whereas 53.2 per cent belong to nuclear families. The distribution of the respondents according to the age of the respondents in the Figure-2 depicts that 40.8 per cent are 18 and below in age whereas 59.2 per cent are 19 and above.

Table-1: Demographic Profile of the Respondents

		N	Percentage
Gender	Female	52	20.8
	Male	198	79.2
Domicile	Rural	101	40.4
	Urban	149	59.6
Type Of Family	Joint	117	46.8
	Nuclear	133	53.2
Age	18 And Below	102	40.8
	19 And Above	148	59.2

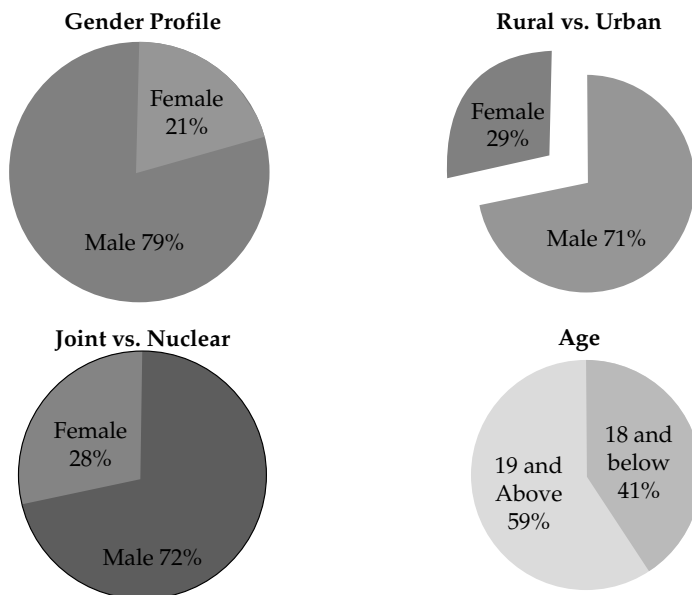


Figure-2: Demographic Profile of the Respondents

Sampling Adequacy Test

The Kaiser–Meyer–Olkin (KMO) test measures the adequacy of the sample. Kaiser (1974) suggests 0.5 value as barely accepted, the quantities in the middle of 0.7 - 0.8 acceptable and more than 0.8 are really great. The KMO measure for the present sample, given in the Table-2, is 0.720. It is considered acceptable. The Bartlett’s test is an alternate evidence of the quality of the relationship among variables. The Bartlett’s test about sphericity is likewise discovered noteworthy (Approx. Chi-Square = 2442.490, df465; Sig. 0.00) demonstrating that correlations in the middle of the instrument items are sufficiently large for Exploratory Factor Analysis.

Table-2: The KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720
Bartlett’s Test of Sphericity	2363.516	2442.490
	435	465
	.000	.000

Exploratory Factor Analysis and Reliability Tests

Since the number of observed variables is large, Exploratory Factor Analysis is applied for the reduction of variables. It is based on principal component extraction followed by Varimax rotation to identify the structure within the 30-item scale. Connections amongst the set from claiming a number interrelated variables are analysed and represented in terms of a few underlying factors in the Table-3. IBM-SPSS Version 23 was used for Exploratory Factor Analysis to explore the underlying factors. Subsequently, the construct validity of the measures is established.

Table-3: Rotated Component Matrix^a

	Rotated Component Matrix ^a									
	Component									
	1	2	3	4	5	6	7	8	9	10
I think about work-related matters even during my holidays to start my own business	.831									
I think about new business ideas in my free time to start my own business	.823									
I think about work-related matters in my free time to start my own business	.744									
I read news, magazines, or trade publications regularly to start my own business	.608									
I am a very creative person		.770								
I like to experiment with various ways of doing the same thing		.758								
I try to perform better than my friends		.749								
I often help people in their creative activities		.710								
I often surprise people with my novel ideas										
I try hard to pass work performance			.879							
I do very well in fairly difficult task relating to my study and my work			.758							
I seek added responsibilities in jobs assigned to me			.724							
I am aware of educational competencies required for establishing any firm				.796						
I am aware of the availability of appropriate entrepreneurial education and training courses				.796						
I am aware of the role of right education for the success of any venture				.781						
I am aware of the risks involved in starting any venture					.805					
I am aware of the financial constraints in starting any venture					.796					
I am aware of the prevalent red-tapism and regulatory complexities involved in starting any venture					.722					
I like to work independently						.846				
I plan to operate my own business immediately after graduation						.763				
I would rather operate a small business than be Middle manager in large organization						.736				
I am interested in the attainment of social status							.828			
I am interested in becoming rich in a short period of time							.757			
I am interested in the acquisition of prestige							.594			
Technical education helps in creating an enhanced image of an entrepreneur and entrepreneurship								.919		
Technical education enhances one's inclination towards becoming an entrepreneur								.909		
I am aware of the favourable policies and market accessibility in encouraging terms									.851	

I am aware I will be supported by my family and friends in my future endeavours										.841	
I am venturing into business to become rich in a short period											.793
I prefer work that requires original thinking											

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Reliability Assessment

After distinguishing the factors and the variables constituting the individual factors, the data has been statistically analysed and should weigh the internal consistency. The present study uses Cronbach's alpha test of reliability. A Cronbach's alpha value, nearer to 1, shows a higher internal consistency of the items. Cronbach's alpha value 0.600 is considered acceptable for psychological studies. The Cronbach's alpha values for each sub-factor are given below in the Table-4.

Table- 4: Cronbach's Alpha Values for each Sub-Factor

Factors	Cronbach's Alpha	No. of Items
EA	.794	4
Creativity	.769	4
Need for Achievement	.761	3
Educational Competencies	.738	3
Risk Taking Capacity	.704	3
EI	.717	3
Opportunity Awareness	.640	3
Technical Competencies	.839	2
Networking Ability	.706	2

In this study, barring one all the values of the Cronbach's alpha are greater than 0.7 which reveals that questionnaire is reliable. After the reliability check, the normality of the variables was analysed.

The Normality Test

The Shapiro-Wilk Test Sig. value greater than 0.05 shows the data is normally distributed, while a value below 0.05 indicates the data is not normally distributed (Lund Research Ltd, 2012). For the present study, it is above 0.05, which displays that the data is not normally distributed. Table-5 gives the normality test values for the various variables selected. The statistic of Shapiro-Wilk for all variables is above 0.744 with a significance of 0.000. The tests to normality, both Kolmogorov-Smirnov and Shapiro-Wilk, show that the test circulations of the variables are unique as the value ($p < 0.05$). This confirms that the data is not normal; therefore the nonparametric Spearman's rho test is more appropriate for the present study.

Table-5: Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EA	.129	250	.000	.938	250	.000
Creativity	.136	250	.000	.918	250	.000
Need for achievement	.214	250	.000	.761	250	.000
Educational Competencies	.212	250	.000	.744	250	.000
Risk Taking capacities	.124	250	.000	.949	250	.000
Entrepreneurial Intent	.111	250	.000	.959	250	.000
Opportunity Awareness	.220	250	.000	.833	250	.000
Technical competencies	.232	250	.000	.788	250	.000
Networking ability	.169	250	.000	.906	250	.000

a. Lilliefors Significance Correction

Correlation Results of the Entrepreneurial Alertness, Determinants of Personality Traits and Entrepreneurial Intentions

In the Spearman's rho Correlations table, the researchers matched the column of the section between the two ordinal variables. The correlation coefficient is that genuine relationship value which gives the extent and direction, the Sig. (2-tailed) is the p-value that is interpreted, and the N is the number of responses that are being associated. If the p-value is less than 0.05, then the association is considered as statistically significant between those two ordinal variables. Higher rho coefficients mean a stronger extent of association in the variables. Weaker rho coefficient indicates a weaker association between the variables. A positive correlation means that the variables travel on the same trajectory, whereas a negative correlation indicates a relationship that sets out in distinctive directions. Table-6 exhibits the connection between Entrepreneurial Alertness and the various constructs.

Table-6: Relationship between Entrepreneurial Alertness and Determinants of the personality traits

Factors	N	Correlation Coefficient	Sig. (2-tailed)	Results
EA → Creativity	250	.287**	.000	Significant
EA → Need for Achievement	250	.394**	.000	Significant
EA → Educational Competencies	250	.255**	.000	Significant
EA → Risk Taking Capacity	250	-.122	.054	Insignificant
EA → Networking Ability	250	.291**	.000	Significant
EA → Technical Competencies	250	.181**	.004	Significant
EA → Opportunity Awareness	250	.317**	.000	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

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

The Relationship between Determinants of Personality Traits and EA

H1a. There is no significant relationship between EA of the professional students and their Creativity.

The Spearman's rho coefficient of correlation 0.287 with creativity depicts, that there is evidence of an association between Entrepreneurial Alertness and the personality trait creativity



since the computed 'p' is significant, it is lower than 0.05. Consequently, the hypothesis framed is rejected, and it may be safely stated that there is a statistically significant relationship between the EA of the professional students and the personality trait creativity.

H_{2a} . There is no significant relationship between EA of the professional students and their Need for Achievement.

The Spearman's rho coefficient of correlation 0.394 with Need for Achievement depicts that there is evidence of an association between Entrepreneurial Alertness and the personality trait Need for Achievement since the computed 'p' is significant, it is lower than 0.05. Thus, the null hypothesis, pertaining to the EA of the professional students and the personality trait Need for Achievement, is rejected.

H_{3a} . There is no significant relationship between EA of the professional students and their Educational Competencies.

The Spearman's coefficient of correlation 0.255 with Educational Competencies depicts that there is a strong association between Entrepreneurial Alertness and the personality trait Educational Competencies since the computed 'p' is lower than 0.05. There exists a statistically significant connection between the professional students' entrepreneurial alertness and their personality trait, Educational Competencies. Thus, the null hypothesis is rejected.

H_{4a} . There is no significant relationship between EA of the professional students and their Risk Taking Capacity.

The Spearman's rho coefficient of correlation - 0.122 with Risk Taking Capacity, depicts that there is no association between Entrepreneurial Alertness and the personality trait Risk Taking Capacity since the computed 'p' is insignificant, it is higher than 0.05. So, the above hypothesis is accepted; there is no statistically significant relationship between the EA of the professional students and the personality trait Risk Taking Capacity.

H_{5a} . There is no significant relationship between EA of the professional students and their Networking Ability.

The Spearman's rho coefficient of correlation 0.291 with Networking Ability depicts that there is evidence of an association between Entrepreneurial Alertness and the personality trait Networking Ability since the computed 'p' is lower than 0.05. For that reason, the hypothesis framed is rejected; there is a significant relationship between EA and their Networking Ability of these students.

H_{6a} . There is no significant relationship between EA of the professional students and their Technical Competencies.

The Spearman's coefficient of correlation 0.181 with Technical Competencies depicts there exists evidence of an association between Entrepreneurial Alertness and the personality trait Technical Competencies since the computed 'p' is significant, it is lower than 0.05. Thus, the hypothesis formed is rejected. The finding shows that there is a significant relationship between EA of the professional students and their Technical Competencies.

H_{7a} . There is no significant relationship between EA of the professional students and their Opportunity Awareness.

The Spearman's rho coefficient of correlation 0.287 with Opportunity Awareness depicts there exists a positive correlation between Entrepreneurial Alertness and the personality trait Opportunity Awareness since the computed 'p' is significant, it is lower than 0.05. There is

a statistically significant connection between the EA of the professional students and their personality trait Opportunity Awareness, therefore the null hypothesis is rejected.

The Relationship between Determinants of Personality Traits and EI

The Spearman’s rho Correlations show there is an association between the two ordinal variables. In the table, the correlation coefficient will be that genuine relationship value which gives the extent and direction, the Sig. (2-tailed) will be the p-value that is interpreted, and the N is the number of responses that are being associated. If the p-value will be less than 0.05, then the association will be considered as statistically significant between those two ordinal variables. Higher rho coefficients mean a stronger extent of association in the variables. A weaker rho coefficient indicates a weaker association among the variables. A positive correlation means that the variables travel on the same trajectory, whereas a negative correlation indicates a relationship that sets out in distinctive directions. Table- 7 exhibits the relationship between the personality traits and EI.

Table- 7: Relationship between Determinants of Personality Traits and EI

Factors	N	Correlation Coefficient	Sig. (2-tailed)	Results
Creativity → EI	250	.237**	.000	Significant
Need for Achievement → EI	250	.376*	.030	Significant
Educational Competencies → EI	250	.087	.170	Insignificant
Risk Taking Capacity → EI	250	-.036	.573	Insignificant
Networking Ability → EI	250	.150*	.018	Significant
Technical Competencies → EI	250	.022	.726	Insignificant
Opportunity Awareness → EI	250	.261*	.011	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

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

H_{1b}. There is no statistically significant relationship between professional students’ Creativity and their EI.

The Spearman’s rho coefficient of correlation 0.237 between Creativity of the professional students and their EI depicts that there is an association between the personality trait Creativity of the professional students and their EI, since the computed ‘p’ is significant, it is lower than 0.05. Based on these findings, the null hypothesis cannot be accepted, as there is clearly discernible connection between Creativity of the professional students and their EI.

H_{2b}. There is no significant relationship between Need for Achievement of the professional students and their EI.

The Spearman’s coefficient of correlation 0 .376 between the Need for Achievement of the professional students and their EI depicts that there is an association between the personality trait the Need for Achievement of the professional students and their EI, since the computed ‘p’ is significant, it is lower than 0.05. The hypothesis is overruled and it is resolved that there is a noteworthy association between the professional students’ Need for Achievement and their EI.

H_{3b}. There is no significant relationship between Educational Competencies of the professional students and their EI.



The Spearman's coefficient of correlation 0.087 between the Educational Competencies of the professional students and their EI shows that there is no association between the Educational Competencies of the professional students and their EI, since the computed 'p' is insignificant, it is above 0.05. Therefore, the hypothesis framed earlier is accepted. There is no statistically substantial relationship between the respondents' Educational Competencies and their EI.

H_{4b}. There is no significant relationship between Risk Taking Capacity of the professional students and their EI.

The Spearman's coefficient of correlation -0.036 between the Risk-Taking Capacity of the professional students and their EI, depicts that there is "evidence of a strong association between Entrepreneurial Alertness and the personality trait Technical Competencies since the computed 'p' is insignificant, it is more than 0.05. The above hypothesis is accepted, as, there's no statistically significant relationship between the professional students' Risk Taking Capacity and their EI.

H_{5b}. There is no significant relationship between Networking Ability of the professional students and their EI.

The Spearman's coefficient of correlation 0.15 between the Networking Ability of the professional students and their EI, depicts that there is evidence of an association between the Networking Ability of the professional students and their EI since the computed 'p' is significant, it is lower than 0.05. The abovementioned hypothesis is overruled, and it is inferred that a relationship exists between the professional students' Networking Ability and their EI.

H_{6b}. There is no significant relationship between Technical Competencies of the professional students and their EI.

The Spearman's coefficient of correlation 0.022 with Technical Competencies depicts that there is no association between the Technical Competencies of the professional students and their EI, since the computed 'p' is insignificant, it is more than 0.05. Therefore, the hypothesis above is accepted, thus, there is no statistically significant relationship between the students' Technical Competencies and their EI.

H_{7b}. There is no significant relationship between Opportunity Awareness of the professional students and their EI.

The Spearman's coefficient of correlation 0.261 between the Opportunity Awareness of the professional students and their EI depicts that there is evidence of an association between the Opportunity Awareness of the professional students and their EI since the computed 'p' is significant, it is lower than 0.05. The null hypothesis could not be verified, as there is a statistically important connection between the students' Opportunity Awareness and their EI.

The Relationship between Entrepreneurial Alertness and Entrepreneurial Intent

H₈. There is no significant correlation between the professional students' EI and their EA.

The Spearman's coefficient of correlation 0.179 between the EI and the EA of the professional students (Table-8) clearly demonstrates a correlation between these variables; since the computed 'p' is significant and lower than 0.05. Therefore, it is concluded that the hypothesis is not corroborated and it is proved that a statistically significant relationship is present between the respondents' EI and EA.

Table-8: Relationship between Entrepreneurial Alertness and Entrepreneurial Intent

Factors	N	Correlation Coefficient	Sig. (2-tailed)	Results
EA → EI	250	.179**	0.004	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

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

The Research Model

This research concludes that there is a correlation between EA and personality traits and EI of the professional students through the mediation of personality traits. Through this research, it has been identified that EA has a significant influence on future entrepreneurial behaviour. This study sheds light on, how EI and consequently entrepreneurship could be encouraged by enhancing the EA among the students having certain personality traits. The personality traits are significantly correlated with the EA, as shown in the Figure-3 representing the model. It also explains that the personality traits like creativity, Need for achievement, Networking ability, and Opportunity awareness make an individual more inclined to start a new venture.

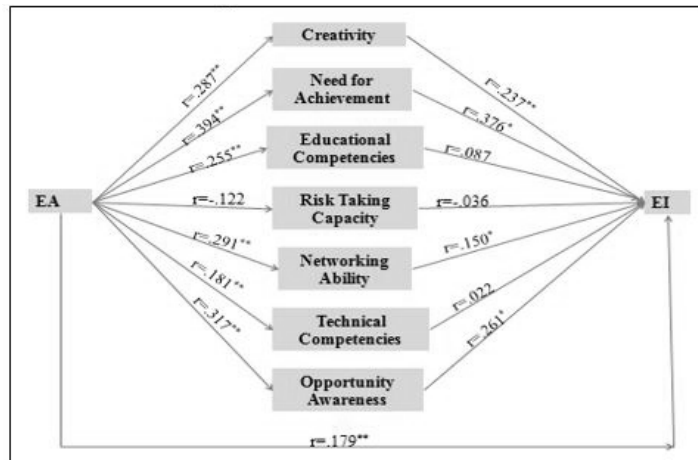


Figure-3: The Research Model

*. Correlation is significant at the 0.05 level (2-tailed).

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

Conclusion

Alertness is considered a special quality of entrepreneurs. The concept of EA as presented by Kirzner (1979) helps in determining the specific characteristics of students that motivate them towards entrepreneurship. As discussed earlier, the purpose of the study is to identify influence/relationship of EA on the professional students’ entrepreneurial intent. The very procedure of starting any new venture is based on an individual’s ability to find the suitable opportunities, to gather assets required, to properly consolidate them and adopt the suitable strategies for exploiting them and for reaping the best result. The findings indicate that entrepreneurial alertness is related directly with entrepreneurial intent. Moreover, entrepreneurial alertness may be considered as an imperative factor that influences the entrepreneurial intent of an individual, both directly and indirectly. It may be argued that alertness is related to the selected personal attitudes, leading to higher intentions for establishing a new enterprise. With the identification of appropriate factors, the possibility of starting entrepreneurial ventures may increase. The

study also affirms the influence of entrepreneurial alertness in the Indian sample, on the main determinants of entrepreneurial intent in the theory of planned behaviour, as the determinants were significantly related to intention. Research pertaining to Social Support and Network construct has shown inconsistent results in the past; however it was found to be negatively related in the present sample although the relationships were not statistically significant. As the study found personal attitudes and traits significantly influence the students' EI, as such policymakers and academicians may utilize the relationship thus discovered to promote entrepreneurship.

Limitations and Suggestions

A limitation of the research is the nature of the sample, by covering only professional students from one Technical University; so forthcoming studies may broaden the focus of research, and include others. Moreover, the study is based on self-reporting method, which leads to concerns regarding the presence of biases especially as the students may overstate or even understate their abilities. The study is based on a few selected traits; more traits such as locus of control, tolerance for ambiguity etc. may be studied. Another limitation is the study may have generalized the findings, so more detailed studies need to be conducted to authenticate these findings, especially cross-national studies may reveal more insight into the relationship between the selected traits. Future studies may provide a more significant understanding of the attitudes of entrepreneurial activities and uncover the fundamental factors that motivate students towards such activities.

The results exhibit that entrepreneurial alertness positively influences entrepreneurial intent. The chosen constructs also fully mediate the relationship between entrepreneurial alertness and intent. These results have useful implications for improving the entrepreneurial intent of the students, thereby increasing entrepreneurship activities in the country. The present study stresses technical education institutes need to focus on providing and enhancing alertness among the students, entrepreneurship education and training in order to boost enterprise creation and economic progress. The findings of the present study confirm that the Universities need to review their educational approaches towards the Professional courses to allow students to become more alert and be able to realize aptitude towards entrepreneurship and acquire awareness and understanding of entrepreneurship. Moreover, entrepreneurial activities may be organized pertaining to innovation, which will further boost their entrepreneurial intention. To conclude more focused efforts may be made to enhance the professional students' alertness.

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