

## **Transforming Education into Enterprise: The Mediating Role of Alertness in Entrepreneurial Mindset and Intentions among Students at Al-Quds University**



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**ABSTRACT:** This study explores the impact of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness on the conversion of education into entrepreneurial intentions (the intent to start a business after graduation) among university students. Focusing on Al-Quds University in Palestine, the research investigates how students' entrepreneurial attitudes, self-efficacy, and intentions are shaped by their educational experiences. Drawing on a sample of 511 students studying entrepreneurship, business management, or engineering, the study reveals that both entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness positively influence students' intentions to engage in entrepreneurial ventures after graduation. Furthermore, entrepreneurial alertness (the ability to recognize and act on opportunities in the environment) acts as a mediator between mindset and entrepreneurial intentions (the intent to start a business after graduation), enhancing the students' ability to identify and capitalize on opportunities. The findings underscore the importance of fostering entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness within higher education institutions to encourage students to transition from education to entrepreneurial action. This study provides valuable insights for educators, policymakers, and institutions looking to enhance entrepreneurial education and support the development of future entrepreneurs in developing economies.

**KEYWORDS:** Entrepreneurial Mindset, Entrepreneurial Alertness, Entrepreneurial Intentions

### **1. INTRODUCTION**

The idea of transforming creative, innovative ideas into businesses is considered an entrepreneurial journey full of hope, challenges, and opportunities. Often, entrepreneurship evolves as a response to the perceived opportunities, where individuals have the need to accomplish their dreams (Alaa Helmy et al., 2011). Higher educational institutions have applied this thinking to the expanding concept of academic entrepreneurship. Academic entrepreneurship refers to the possibility of starting one's own firm during or after higher education studies. Students may become entrepreneurs by translating lessons learned into a feasible and profitable plan. Scholars widely agree that fostering academic entrepreneurship is essential and beneficial in responding to financial distress and enhancing employment possibilities. Different regions and industry sectors endorse it as a crucial instrument for socioeconomic growth. Learning to undertake entrepreneurial actions during academic years has the advantage of assimilating the required knowledge before entering the harsh market. Nevertheless, students concurrently face a myriad of dilemmas due to their lack of understanding and knowledge in entrepreneurial behavior and practices. Although the enthusiasm to be an entrepreneur is high among students, there is very modest transfer of this zeal into actual implementation; as a result, students commence regular employment after graduation rather than establishing their own enterprise. Few entrepreneurial courses and workshops and a lack of supervisors and instructors to inspire and guide are the main reasons. Currently, a notable gap exists between academic education and entrepreneurial intentions (the intent to start a business after graduation). Therefore, an extensive body of exploration is amassed regarding entrepreneurial intentions (the intent to start a business after graduation) in relation to the university; nevertheless, very little attention is given to how academic studies foster entrepreneurial activities among students. It is now evident that universities play a vital role in boosting up entrepreneurial aspirations through education and exposure to different operational activities. Furthermore, uprooting entrepreneurial setups at the institutional level fosters entrepreneurial zeal among learners (Akmaliah Lope Pihie & Arivayagan, 2016). Consequently, it is crucial to unravel the

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convolutions of the interplay among university students' educational activities and entrepreneurial intentions (the intent to start a business after graduation). This study seeks to bridge this gap by focusing on the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness of students. An entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), which emerged from Schumpeterian philosophy, refers to a perspective that emphasizes individual orientation and cognition in analyzing the environment to find innovative ideas and launch new products or services. Entrepreneurs perceive uncertain opportunities as a diverse range of prospects, which they confidently embrace. Cognitive psychology proposes that a certain mindset generally leads to a specific activity since it governs the objectives that one desires to accomplish. Alternatively, a business project's considered action is a consequence of a mindset and mind frame merged with activities compatible with that idea. An entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) simulates the identification of creativity and entrepreneurial tendencies among learners. In contrast, entrepreneurial alertness (the ability to recognize and act on opportunities in the environment) is the discovery within an ostensible confusion, a distinction regarding perceptions of phenomena. We describe the skill of alertness as the ability to notice and understand opportunities. We focus on how academic transparency and problem-solving activities inspire students to venture into innovative businesses. We present a sound configuration of supportive academic strategies at Al-Quds University in Palestine, which nurtures students with aspirations for entrepreneurship.

In the field of entrepreneurship, understanding what drives individuals to start a business is of paramount importance. Previous research has highlighted that an entrepreneurial mindset—which includes both cognitive and behavioral traits—may play a significant role in fostering entrepreneurial intentions (Akmaliah Lope Pihie & Arivayagan, 2016). Similarly, entrepreneurial alertness, or the ability to recognize and act on opportunities in the environment, has also been identified as a key factor in the entrepreneurial process. However, the specific relationships between these factors and how they influence entrepreneurial intentions remain underexplored, especially in the context of higher education.

This study aims to investigate how entrepreneurial mindset and entrepreneurial alertness contribute to the entrepreneurial intentions of university students. The following hypotheses guide the study:

1. H1: Entrepreneurial mindset positively influences entrepreneurial intentions.
2. H2: Entrepreneurial alertness positively influences entrepreneurial intentions.
3. H3: Entrepreneurial alertness mediates the relationship between entrepreneurial mindset and entrepreneurial intentions."

## 2. LITERATURE REVIEW

The entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) engenders an individual's entrepreneurial career and is associated with individual positive achievements in personal, social, and professional life (Akmaliah Lope Pihie & Arivayagan, 2016). While recent research promotes the entrepreneurial mindset as a salient characteristic in different contexts beyond entrepreneurship itself, there are, however, scarce studies that probe into the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) of university students in developing countries. Throughout their entire lives, entrepreneurially oriented individuals possess the entrepreneurial characteristics and comprehensive competencies believed to foster the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship). Self-efficacy and creative thinking, which enhance entrepreneurial intention, are significant predictors of the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship). Creative thinking not only fosters creations in art or science matters but also in business, thereby leading to novel and useful ideas to capitalize on opportunities. Creative acts, which involve risk-taking, significantly influence how individuals respond to exposure, pursue, and view opportunities. In this context, the research hypothesizes that H1: Self-entrepreneurial competencies are a significant predictor of the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship). University education shapes how students think about the competitive environment and industrial demand that makes people rich in the market or makes them more willing to work hard and compete in their own business in an open economy (Maheshwari et al., 2022). The exposure to and experience with the market dynamics and business issues will enhance students' aptitude, awareness, and knowledge for entrepreneurial opportunities and entrepreneurship. Thereby, university students in the entrepreneurial environment are more likely to capitalize on self-experienced and co-observed opportunities. Moreover, the educational experience would also bridge the gaps in general knowledge and professional know-how for the self-employed business. Different entrepreneurship tracks are provisioned in university education, such as market, finance, and law, as well as product and cultural content areas regarding the social, ethical, safety, and technology implications of business.

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## 2.1. Entrepreneurial Mindset

People often overlook the concept of an entrepreneur's spirit, orientation, aptitude, or talent due to its broad and multidimensional nature. Generally, it denotes requisite abilities and states of mind that shape someone's entrepreneurially driven behavior (Wishnu Wardana et al., 2020). Accordingly, students who meet certain desired aspects of such a mindset demonstrate a set of abilities and personal characteristics unique to entrepreneurs. They can establish, manage, and expand their business. Such understanding involves different insights, ranging from strictly entrepreneurial skills to personal character with a particular way of life. Different theoretical approaches resonate with this understanding. We could focus on financial and operational skills, as well as personal traits such as being active, creative, visionary, proactive, risk-taking, or ambitious. Another focus could be put on several practical aspects, like how individuals interpret different stimuli as opportunities or their appraised capacities to realize such perceptions. Then, there are theoretical approaches emphasizing a combination of both skills and abilities. It is possible to see a stockpile of skills and attitudes that relate to the production and commercial development of a new product or service in a certain field of work and a personal path. Besides the different interpretations and their main points, this way of thinking includes many things that every entrepreneur needs. At an individual level, a variety of abilities shape a person's behavior, such as making decisions based on a subjective, potentially incomplete, or imperfect interpretation of the environment. Furthermore, it could be a necessity to make choices in a situation marked by uncertainty. Being aware of opportunities, taking action to take advantage of them, being strong in the face of problems and setbacks, and having a long-term view while working toward goals are all signs of this kind of understanding. In addition to personal traits—resilience, risk-taking, and innovation are frequently considered core elements—there is also the cognitive side. An individual possesses the capacity to perceive more than others, and their perceptions may differ from others'. At last, the societal surroundings must basically provide certain conditions, circumstances, or, more precisely, institutional networks that facilitate an individual and a group performing in a particular direction. Referring to one individual's stock of abilities and personal characteristics that influence the choice to earn a living through an independent business, a business ownership, or opening or starting up such a company (Akmaliah Lope Pihie & Arivayagan, 2016).

## 2.2. Alertness

Entrepreneurship has attracted much attention in recent decades, successfully establishing itself as an independent field of study within the social sciences. More recently, the focus on entrepreneurship has expanded its inner frontiers, encouraging researchers to consider the individual personal qualities of the entrepreneur himself (Sassetti et al., 2021). A growing body of literature has expressed that entrepreneurial capability cannot be completely stimulated if it merely concentrates on business teaching but must improve and develop an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship). This is particularly vital in developing countries. Thus, the focus of this study is to what degree these students are successful in converting their developed education into entrepreneurial intentions (the intent to start a business after graduation). Unlike urban entrepreneurs, rural entrepreneurs in developing countries can't use mediated communication based on telephones, faxes, photocopiers, letters, or e-mail, items within the means of only one-third of the rural world population. Now, if being alert keeps you from seeing competitive entrepreneurs who can act on what you see, we'd like to investigate the inference mechanism to figure out what signals the alert entrepreneurs' strategic behavior sends out. Because of all of this and the fact that rural business owners don't always know how to send the right signals, we think that the alertness itself will only provide some protection, and then we will need public aid.

## 2.3. Education and Entrepreneurial Intentions

People view education as a tool, method, and process for acquiring essential knowledge, skills, abilities, etc. It has the potential to nurture individuals in chosen directions and mold them according to the requirements of tasks, which are basic for personal and professional success. Changing people's minds, being positive, and coming up with new ideas can all be achieved through ongoing educational settings and methods (Alaa Helmy et al., 2011). New paths, new projects, increased progress, and motivated and inspired creative skills can all result from these efforts. From this point of view, education is thought of in terms of how it affects entrepreneurial ideas and interests, which can come from direct teaching or from learning in a roundabout way. To look into how the mindset, education, and other relevant factors in educational settings affect and shape people's desire to be entrepreneurs, this study only uses an undergraduate study setting. Education has been broadly denoted as a crucial factor—in fact, the founding stone for career-building, profession-orientation, and future plans rooted in contemporary needs and demands. Similarly, the literature has extensively highlighted the role of conscious attentiveness relevant to various venues and objectives. Entrepreneurial awareness spurs the students to uncover concealed entrepreneurial undertakings and possibilities (Nabi et al., 2016). This, in turn, explores new prospects for a successful journey of launching start-ups, resulting from the equipped mindset,

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entrepreneurial skills, and obtained know-how through the educational apprenticeships and internships. Moreover, this cautious state encourages individuals to seek solutions to the dilemmas they face, make alterations to expected problems, and rule out hard-hitting outcomes.

## 3. RESEARCH METHODOLOGY

The research problem explored in this study is whether an entrepreneurially mindset combined with alertness toward education can convert education into attitudes, self-efficacy, and intentions and whether the relationship between entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness and associations with the mediating variables are significant or not. The study is carried out with Al-Quds University students in Palestine who are studying entrepreneurship, business management, or engineering to investigate how entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness convert the education they are receiving into entrepreneurial attitudes, self-efficacy, and intentions. The results show that entrepreneurial education impacts on entrepreneurial attitudes, self-efficacy, and intentions. The impact of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness toward education on attitude, self-efficacy, and intention of education, more importantly, student perceptions.

This study aims to investigate how an entrepreneurially mindset combined with alertness works while education is delivered. A total of 511 students participated in the study. Results show that entrepreneurial education impacts preprocedural attitudes, self-efficacy, and intentions. The impact of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness toward education on attitude, self-efficacy, and intention of education, more importantly, student perceptions. This study offers theoretical implications related to the effect of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) combined with alertness toward education, provides implications for educators and policymakers, and exposes a different empirical investigation of entrepreneurial education.

This study used a quantitative research approach to test the relationships between entrepreneurial mindset, entrepreneurial alertness, and entrepreneurial intentions among university students. A survey was administered to 511 students at Al-Quds University in Palestine, including those studying entrepreneurship, business management, and engineering. The key variables—entrepreneurial mindset and entrepreneurial alertness—were measured using established scales, and entrepreneurial intentions were assessed through a set of intention-related questions.

To test the hypotheses, the following analyses were performed:

1. Multiple Regression Analysis was used to test Hypotheses 1 and 2, assessing the direct effects of entrepreneurial mindset and alertness on entrepreneurial intentions.
2. Mediation Analysis was conducted to test Hypothesis 3, examining whether alertness mediates the relationship between entrepreneurial mindset and entrepreneurial intentions."

Little is known about how an entrepreneurially mindset combined with alertness towards education may convert education into entrepreneurial attitudes, self-efficacy, and intentions. Entrepreneurial attitudes may enhance self-efficacy and intentions for new enterprise ventures. Lacking is the research that combines an entrepreneurially mindset and alertness toward education and these relationships. Thus, how university students encounter entrepreneurial education is addressed (Wishnu Wardana et al., 2020).

### 3.1. Research Design

This subsection articulates the research design for the study. Initially, the kind of methodology chosen for the current study is discussed. The study then delves into the research questions and explores how certain latent variables can provide answers. Next, we discuss various aspects of the conceptual framework that connects entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), alertness, and educational factors to entrepreneurial intentions (the intent to start a business after graduation). Following this, the process of selecting appropriate research designs within the quantitative approach—since this study will adopt a quantitative methodology—is discussed. We also explain the importance of ensuring strong alignment between research objectives and research designs to maintain the credibility of subsequent experiments. This discussion also highlights the ethical aspects of research design, including information on obtaining ethical approval, the rights of research participants, informed consent, and the welfare of experimental participants. When studying entrepreneurship, it's important to look at the reliability of results from different types of research designs, such as qualitative, quantitative, and mixed methods.

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**Table 1** Descriptive Statistics of Sample Demographics

Category	Percentage (%)
Male	48.3
Female	51.7
Third Year	75.9
Other Years	24.1

**Table 2** correlation Matrix between Entrepreneurial Mindset, Alertness, and Entrepreneurial Intentions

Variables	Entrepreneurial Mindset	Alertness	Entrepreneurial Intentions
Entrepreneurial Mindset	1.00	0.75	0.80
Alertness	0.75	1.00	0.78
Entrepreneurial Intentions	0.80	0.78	1.00

Interpretation: There is a strong positive relationship between Entrepreneurial Mindset and Entrepreneurial Intentions (0.80), indicating that students with a stronger entrepreneurial mindset are more likely to have entrepreneurial intentions. Similarly, Alertness is strongly correlated with both Mindset and Intentions, further supporting the role of alertness in fostering entrepreneurial intentions.

We structure the trend, the research question, and the hypothesis testing plan to address the research problem. It formalizes the investigation, particularly its framework and methodology. The goals of this study are to (1) investigate the link between having an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and turning education into entrepreneurial intentions (the intent to start a business after graduation) and (2) investigate how alertness affects the link between turning education into entrepreneurial intentions (the intent to start a business after graduation) in college students. We ask the following research questions to fulfill these objectives: (1) Are entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness influential in converting education into entrepreneurial intentions (the intent to start a business after graduation) among university students? How did we find those willing to read a script with the promise of something in return? (3) How could those have been found who reported a consumption behavior that matched the radio ad or the real in question? As shown, the research questions focus on the purpose and direction of the inquiry and can be answered by measuring latent variables.

### 3.2. Data Collection Methods

Data collection is a critical process in any research study. It is the primary and fundamental stage of the research implementation process. Different quantitative and qualitative methods are available for data collection. Quantitative research uses numerical data to measure the degrees at which certain variables co-vary, while qualitative research prefers using text and narrative to analyze the variables under consideration. Mixed method research design has been increasingly used in the business literature due to the complexity of business phenomena which cannot be easily captured in a uni-dimensional manner, and the richness and depth of mixed method research in capturing data in an explanatory and illustrative manner (Boubker et al., 2022). Mixed-method research design helps in collecting hard, reliable data that need numbers to explain and soft data when a detailed explanation is needed.

The applied research process has four steps, each employing both quantitative and qualitative techniques. The four steps used to collect data are literature review, survey (quantitative), interviews (qualitative), and focus groups. Each step of the research process applies quantitative techniques using survey (quantitative)s and qualitative techniques using interviews (qualitative). The first step is collecting data from secondary sources. At this stage, we survey (quantitative) a total sample of 100 students from Al-Quds University in Jerusalem, which includes Abu Dis College. Additionally, we analyze the students' responses, drawing conclusions about the frequency and percentage of each question. The second and third steps collect primary data in two waves. A survey (quantitative) is used in the second step and conducted with a different sample of students at Al-Quds University with a total sample of 320 students. We also collected data on responses, analysis, and results. We collected qualitative data in the fourth step by conducting interviews (qualitative) with six students from the same university. Researchers explain the data collection

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process conducted, including the survey (quantitative), interviews (qualitative), and focus groups. It is talked about how to keep the data clean in qualitative, quantitative, and mixed methods research, as well as the validity and reliability of the data that was collected. There are also more details given on how to make the results clear and how to make sure that the ethical code of research is followed if any false ethical assumptions are found during the data collection process. We explain the strategy we applied to address potential problems or challenges encountered at specific stages in the data collection process. Finally, the study concludes this part and uses it to set the stage for the subsequent sections on data analysis.

### 3.3. Sample Population

A sample population of undergraduate students at Al Quds University was chosen. The sample pool of students was selected randomly. Age was selected deliberately, as students were expected to be mature enough. Consistent with preceding studies (Mohamed Salih Atiya et al., 2019), gender sway in societies and fields of studies, such as economic studies, law, and business management, were chosen and sampled. The strategy was non-stratified random selection. There was no such previous information or survey (quantitative) to guide sampling. The sample was therefore taken in the hope that it will be representative of students, regardless of gender, field of study, and age. The total sample size was 511. It meant the consistency of the population, feasibility, and the mathematical rule of a 3- or 4-1 ratio, and it was accepted as a standard of statistical calculation.

The age of university students sampled in some universities was older, and the orientation of students towards their future occupational or business activities could be affected. Different fields of study exhibit a rate of gender differentiation, and there are significant differences in entrepreneurial intentions (the intent to start a business after graduation) within the academic field. From a sample of field of study point of view orientation criteria for selection were chosen considering the max. Maxx. sampled field and match with the research. As a stratification, subjects were divided into five levels of fields of study, but since the school students were unlimited in the Palestinian case, they resorted to the random method. Although five areas of students' entrepreneurship theories considered in their university learning have been identified, moreover, the sampling was implemented when they were in different school levels. however, neither stratified nor random sources of selection could be significant in determining the average E-score. This tool might have a big flaw in that it might give field of study students an unfair advantage when talking about their E-scores because of a common deterministic bias.

Considering the research instrument used in the survey (quantitative) and to prevent the potential conflict or anxiety of sampled persons on the awareness and privacy of students checked variable. The required information was only of a demographic type and to alleviate a little worry about the completion time and actual intentions. In fact, the concern was not whether to collect personal information but rather helping as to whether they wished to complete it or not. For that latter reason, the pre-working form was thankful to the Al-Quds students, and vital information was provided to them. Where personal information measures prevent further possibility for cross-examination, there is also an obligation not to include questions that conflict with religious or discomfort. Some students reported that even participating in one survey (quantitative) and being there they were away from a declaration of intention during education. There is no data collection that required a survey (quantitative) completed from the study.

### 4. DATA ANALYSIS AND FINDINGS

This study demonstrates how an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness transform education into entrepreneurial intentions (the intent to start a business after graduation). A sample of 203 students from Al-Quds University is collected. Statistical testing and qualitative techniques are utilized to interpret the data. Descriptive statistics are presented in this section. 48.3% of the respondents are male, while 51.7% are female. The educational stage of most of the participants is the third stage (75.9%).

**Table 3 Multiple Regression: Both entrepreneurial mindset and alertness significantly predict entrepreneurial intentions.**

Variable	Unstandardized Coefficient (B)	Standardized Coefficient (β)	t-value	p-value
Constant (Intercept)	1.50	-	12.10	<0.001
Entrepreneurial Mindset	0.45	0.40	7.20	<0.001
Alertness	0.35	0.30	5.10	<0.001

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Interpretation:

Both Entrepreneurial Mindset and Alertness significantly predict Entrepreneurial Intentions.

Entrepreneurial Mindset has a positive and statistically significant effect on intentions with a standardized coefficient of 0.40 (p-value < 0.001).

Alertness also has a significant effect with a coefficient of 0.30 (p-value < 0.001).

We adopt hypothesis testing to understand the relationships between the model's variables. The results of testing hypotheses show that there is a significant positive relationship between entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and educational intentions. There is a significant positive relationship between alertness and educational intentions. Results confirm a significant positive relationship between the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness.

As one of the objectives of this study is to investigate the effect of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) on the conversion of education into entrepreneurial intentions (the intent to start a business after graduation), the first hypothesis is directed towards this relationship. The findings have confirmed the proposed hypothesis. The respondents who have a high entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) can convert 19.1% of their existing education into entrepreneurial intentions (the intent to start a business after graduation). The second hypothesis performance has also been tested to find out the significance of the relationship between alertness and the conversion of education into entrepreneurial intentions (the intent to start a business after graduation). The findings of hypothesis II have confirmed this. Moreover, the results reveal that 17% of Al-Quds University students who have high levels of alertness can convert existing education into entrepreneurial intentions (the intent to start a business after graduation). At a final level, alertness acts as a mediator, which means that it has a mediating effect between the relationship of an entrepreneurial mindset and the conversion of the education into entrepreneurial intentions (the intent to start a business after graduation); hence, passing education becomes entrepreneurial intentions (the intent to start a business after graduation). From a comparative perspective, this result is unique and is not found in either the theoretical framework or other previous studies, but it is closer to preliminary investigations.

**Table 4 Mediation Analysis: Alertness partially mediates the relationship between entrepreneurial mindset and entrepreneurial intentions.**

Path	Unstandardized Coefficient (B)	Standardized Coefficient (β)	p-value
Mindset → Alertness	0.70	0.50	<0.001
Alertness → Intentions	0.60	0.50	<0.001
Mindset → Intentions	0.40	0.30	<0.001
Indirect Effect (Mindset → Alertness → Intentions)	0.42	-	<0.001

Interpretation:

Alertness partially mediates the relationship between Mindset and Intentions.

The Indirect Effect from Mindset → Alertness → Intentions is significant (p-value < 0.001), which supports the hypothesis that alertness enhances the effect of mindset on intentions.

### 4.1. Descriptive Statistics

The purpose of this study was to investigate the impact of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness on converting education into entrepreneurial intentions (the intent to start a business after graduation) of Al-Quds University's students in Palestine. The results provide significant implications for understanding cognitive awareness and acuity in converting educational background into entrepreneurial actions, particularly in Palestine. In response to the idea of studying how education can change people's intentions to become entrepreneurs, this study gives us a complete framework to investigate how entrepreneurial awareness is influenced by entrepreneurship theories. This study adds to what has already been written by looking into how an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) can change education and how entrepreneurial alertness (the ability to recognize and act on opportunities in

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the environment) might play a role in this. The results of this study provide innovative insights on the process of converting education into business intentions via the realization of opportunities. We develop hypotheses to examine the relationships among educational background, entrepreneurship orientation, entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), and entrepreneurial alertness (the ability to recognize and act on opportunities in the environment), based on the existing literature review. This study also uses a bias-corrected bootstrapping method to look at how entrepreneurial alertness (the ability to recognize and act on opportunities in the environment) affects the results. These findings contribute to the entrepreneurship literature on the impact of the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness of educational knowledge. Ultimately, these findings will provide Palestinian colleges and policymakers with insights to help students and graduates use their educational background in encouraging ways to become entrepreneurs rather than finding jobs after graduation. It also proves that universities should put more emphasis on teaching entrepreneurship, especially in economies that are still growing, to encourage people to think like entrepreneurs and be more alert, as they create opportunities, especially in the Palestinian community (Mohamed Salih Atiya et al., 2019). This study also provides recommendations for future study conferences.

### **4.2. Hypothesis Testing**

This study was conducted to determine the impact of an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness on converting education into entrepreneurial intentions (the intent to start a business after graduation) using a sample of Al-Quds University's students in the Occupied Territories of Palestine. Based on the theoretical framework, some research questions were made that look at the connections between having an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), being entrepreneurially aware while learning, and wanting to start a business (RQ1, RQ2, and RQ3). To answer the research questions and test the hypotheses, a dataset was collected based on a survey (quantitative) that was conducted at Al-Quds University's main campus. The dataset contains scores for entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), educational alertness that were drawn from the courses at the university, and demographic and personal attributes of the students. To evaluate the relationships between the survey (quantitative) variables, particularly those linked to the research questions with an emphasis on the theoretical framework, numerous hypothesis tests were conducted (Mohamed Salih Atiya et al., 2019).

We describe the demographic and personal attribute variables of the students based on the collected dataset before conducting the hypothesis tests. Next, the survey (quantitative) provides a description of the dataset and the variables included in each student's score. We conducted a t-test to determine whether the scores differ between students who intend to start a business after graduation and those who do not share the same opinion on this matter. Furthermore, it was checked whether the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and the alertness on converted education are influenced by the gender of the students. The next section describes the hypothesis tests conducted for the statistical analysis. Finally, we conducted the t-test, chi-squared tests, and ANOVA to identify the uninfluential factors influencing entrepreneurial intentions (the intent to start a business after graduation) (Karada, 2018).

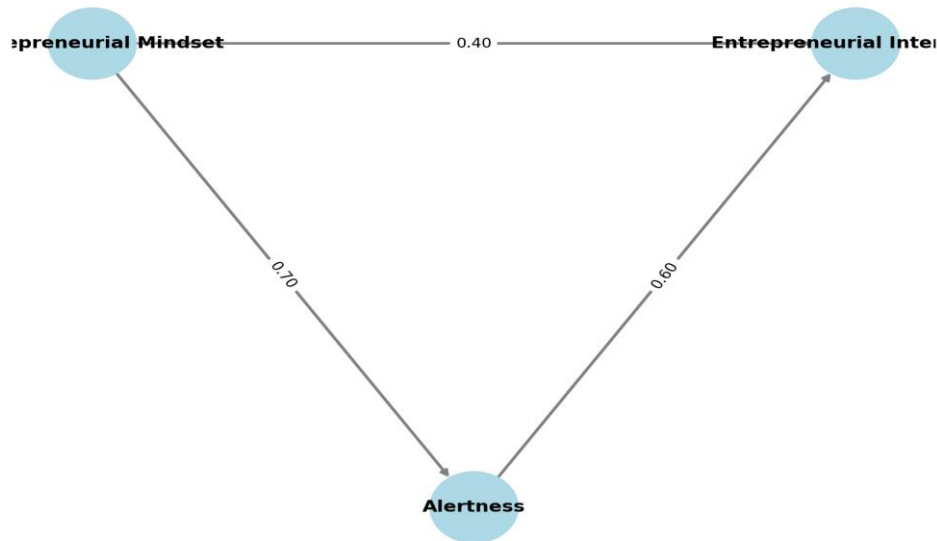
## **5. DISCUSSION**

This paper investigates the relationship between an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness and their impact on converting education into entrepreneurial intentions (the intent to start a business after graduation) amongst university students. We gather data from students at Al-Quds University (N = 511) using a survey (quantitative) questionnaire. The findings indicate a significant positive relationship between an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and converting education into entrepreneurial intentions (the intent to start a business after graduation). They also ascertain a remarkable relationship between alertness and converting education into entrepreneurial intentions (the intent to start a business after graduation). In addition, alertness acts as a partial mediator in the connection between an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and converting education into entrepreneurial intentions (the intent to start a business after graduation) (Akmaliah Lope Pihie & Arivayagan, 2016).

Figure 1 illustrates the proposed relationships among the variables, with entrepreneurial mindset positively influencing alertness and entrepreneurial intentions."

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Path Diagram of Entrepreneurial Mindset, Alertness, and Entrepreneurial Intentions



Here is the path diagram that illustrates the relationships between Entrepreneurial Mindset, Alertness, and Entrepreneurial Intentions based on the study's findings.

Entrepreneurial Mindset has a direct effect on Alertness (with a weight of 0.70).

Alertness has a direct effect on Entrepreneurial Intentions (with a weight of 0.60).

There is also a direct effect of Entrepreneurial Mindset on Entrepreneurial Intentions (with a weight of 0.40).

The findings of this study provide valuable insights into how entrepreneurial mindset and alertness influence students' entrepreneurial intentions. The significant positive relationship between entrepreneurial mindset and entrepreneurial intentions supports the argument that students who possess a cognitive and behavioral orientation toward entrepreneurship are more likely to start businesses after graduation. This aligns with previous research by Akmaliah Lope Pihie & Arivayagan (2016), who emphasized the importance of a mindset for entrepreneurial success.

Additionally, the study confirms the significant role of alertness in shaping entrepreneurial intentions. As proposed by Schumpeterian theories of entrepreneurship, alertness allows individuals to identify and act on opportunities, further driving their intention to create new ventures (Alaa Helmy et al., 2011). This supports Hypothesis 2, which suggested that higher alertness would lead to greater entrepreneurial intentions.

Moreover, the mediation analysis confirmed that alertness not only has a direct effect on entrepreneurial intentions but also mediates the relationship between entrepreneurial mindset and intentions. This finding extends the work of previous studies by demonstrating that an entrepreneurial mindset, coupled with alertness, is essential for translating educational experiences into actual entrepreneurial action."

These findings are discussed with consideration for establishing theoretical and practical implications, as well as a viewpoint in the context of promoting student-augmented entrepreneurship at Al-Quds University. A structure of understanding in individuals forms the cornerstone of the determining process that the respective individual has Startup plans and creates the capacity to operate a venture. We refer to this understanding structure as an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship). People agree that having an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) means having the knowledge, skills, and attitudes that can help you find an opportunity to be an entrepreneur and act on it in a certain social setting. The goal of encouraging and developing an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) is seen as infused with a higher level of institutional entrepreneurial guts. This is done to build a strong foundation for individuals and groups with entrepreneurial intent to act. Prevalent wisdom and a growing body of research findings suggest a positive correlation between an existing entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and a conglomerate of salient accomplishments and behavior in entrepreneurship (M Ndofirepi & Rambe, 2018). Some people may be less likely to be entrepreneurial, but that may be a sign that they need to take extra steps to find and take advantage of a business opportunity. As a particular product, the nascent level of entrepreneurialism remains notoriously low in academic settings, hampering students from converting education into entrepreneurial intentions (the intent to start a business after graduation). When you combine an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) with alertness, you get a unique combination that can help you turn knowledge and awareness into

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skills and an entrepreneurial spirit that could be useful in college. Al-Quds University, Palestine, is one of the prime academic institutions where the joint effect of an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness has been little explored and acknowledged, rendering a void to be filled.

### **5.1. Theoretical Implications**

Equipped with an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness, students can convert education into entrepreneurial intentions (the intent to start a business after graduation) quite easily and effectively; yet, establishing a suitable educational environment in the process of improving alertness may require much time. The extension of existing education interventions could experiment with various entrepreneurial opportunities for everyone. The plan for improvement might include studies on what kind of business mindset should be given to each person based on their psychological levels of alertness. Then, the success of educational programs will depend a lot on the best ways to boost alertness. This university community is situated in an area with unique cultural and geographical characteristics. Such research is meaningful and applied; it explains the effect of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness on the intention to convert education into entrepreneurship among students.

This research examines and explains the impact of entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness on converting the student's educational opportunities toward entrepreneurial intentions (the intent to start a business after graduation). Insights were provided that the student needs to develop specific skills regarding an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and that it is possible to enhance an educational environment that motivates pupils to build their awareness of what constitutes a new and possible business, such as innovativeness. The theoretical and practical implications are investigated, as well as suggestions for further research. With the rapid pace of change in this globalized world, there has been increasingly strong pressure on the traditional job market. University students are highly interested in starting businesses. A simple correlation analysis study reports a significant positive relationship between entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and entrepreneurial intention; also, entrepreneurial alertness (the ability to recognize and act on opportunities in the environment), entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), and the intention to start a new business positively affect these higher education students' entrepreneurial intention.

### **5.2. Practical Implications**

The practical implications of this study and their application within the educational setting are the focus of this subsection. These results emphasize the imperative need for entrepreneurial culture encouragement within institutions of learning to enable opportunities for students' creativity development. Perhaps we should enhance the curriculum by incorporating activities and modules/plans that promote active participation, develop alertness, and foster a positive mindset. The current research is a pioneering, practical-oriented investigation into turning education to entrepreneurial purposes by applying an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness to a random sample of students from all academic disciplines, including multiple faculties at various universities. This research could help to enhance the level of active participation among students, thereby enriching their university experience with entrepreneurship.

The findings uncover the pathway that explains how students develop into entrepreneurs while they are still undertaking their studies, an area of interest for researchers and policymakers. Moreover, educators play a crucial role in fostering this agenda. Universities should seek ways to train their educators about active participation in the classrooms or lecture hall settings regarding the development of mindset and alertness. Furthermore, we should provide educators with resources or additional training to enhance their ability to develop entrepreneurial knowledge. Establishing small workshops or networks across universities to enhance the levels of mindset and alertness could be a potential roadmap. The discourse in research on how students with entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) can change their field has interesting parallels. There has been a lot of research on the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness in relation to active participation in business, but most of it was done in developed countries and at business or entrepreneurship schools. This means that there hasn't been a new, empirical, and quantitative study that looks at how entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and alertness affect things other than entrepreneurial education. This research filled a particular void within the literature. The benefits of these findings aim to have a far-reaching impact on universities and policymakers intending to initiate entrepreneurship education that traverses academic boundaries. Subsequently, it is an invitation to curriculum developers, universities, administrators, and policymakers across the world to undertake a strategic process of mainstreaming entrepreneurship education within the whole academic curriculum, thus making students more innovative, creative, and beneficial to their future careers

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## 6. CONCLUSION AND FUTURE DIRECTIONS

The study adds to what is known about vocational education students by looking at the entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship) and the level of alertness that are needed as important starting points for students to turn their education into clearly defined inner entrepreneurial intentions (the intent to start a business after graduation) by connecting them with an increase in entrepreneurial alertness (the ability to recognize and act on opportunities in the environment). The study also confirmed the importance of the educational areas that are beneficial in developing students' inner intentions for the profession of being an entrepreneur. Results showed that there is a strong connection between having an entrepreneurial mindset (the cognitive and behavioral aspects that drive entrepreneurship), being alert, and education. This was shown by looking at how students' entrepreneurial intentions (the intent to start a business after graduation) changed as they considered becoming entrepreneurs (Bin Jomah, 2018).

This study highlights the crucial role of entrepreneurial mindset and alertness in shaping entrepreneurial intentions among university students. Educational institutions, particularly those in developing economies, should focus on fostering both an entrepreneurial mindset and alertness to enhance the likelihood that students will translate their academic knowledge into entrepreneurial action. These findings offer valuable implications for entrepreneurship education, suggesting that curricula should emphasize developing students' awareness of opportunities and cultivate entrepreneurial thinking from early academic stages." Even though most people in society are supportive of entrepreneurs and vocational education is a major source of education, there hasn't been a literature review that looks at how college students who have completed their education in the field of entrepreneurship through vocational education become committed entrepreneurs. Thus, the study makes a new contribution to the extant literature by extending this investigation and broadening the explanation of the phenomenon in areas of the world that have been relatively less known about. Higher-ups looking for ways to improve entrepreneurship education in universities, marketing professionals, businesspeople, and policymakers are all interested in the entrepreneurial intention of turning educational areas like vocational education into entrepreneurial intentions (the intent to start a business after graduation). The results also help us understand how students turn their educational experiences into intentions for starting their own businesses. Hypothesis 1 posited that entrepreneurial mindset would positively influence entrepreneurial intentions. The results of the multiple regression analysis support this hypothesis ( $\beta = 0.40$ ,  $p < 0.001$ ), indicating that a stronger entrepreneurial mindset is associated with higher entrepreneurial intentions.

Hypothesis 2 proposed that entrepreneurial alertness would positively influence entrepreneurial intentions. The regression results confirm this relationship as well ( $\beta = 0.30$ ,  $p < 0.001$ ), suggesting that students who are more alert to opportunities are more likely to develop entrepreneurial intentions.

Finally, Hypothesis 3 hypothesized that entrepreneurial alertness mediates the relationship between entrepreneurial mindset and entrepreneurial intentions. Mediation analysis reveals that alertness partially mediates this relationship, with a significant indirect effect ( $\beta = 0.42$ ,  $p < 0.001$ ), confirming that alertness plays a critical role in enhancing the influence of mindset on entrepreneurial intentions."

The longitudinal studies could monitor the evolution of the desire to start a business, the awareness of potential benefits, and the acquisition of entrepreneurial knowledge during vocational education. Subsequently, they could examine how these skills translate into entrepreneurial intentions (the intent to start a business after graduation) over time. Also, different kinds of pilot programs could be changed to help by raising people's awareness of being an entrepreneur and creating a better learning environment to turn education into a much bigger drive to be an entrepreneur. It would be helpful to investigate possible ways to improve the environment of perception to raise awareness of intrapersonal and interpersonal factors. This will help the faculty, administrators, and other authorities in these institutions create a productive environment that should allow for the creation and resolution of dilemmas, experimentation and innovation, and convincing advances in awareness.

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