

The Influence of Entrepreneurial Leadership and University Support on Students' Entrepreneurial Intentions and Opportunity Recognition: A Mediation Model of Teacherpreneurship

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Abstract

Background: Entrepreneurship is a mindset that shows a person's motivation and ability to detect a business opportunity and pursue it, in order to create new value or achieve success. **Aim:** the aim of this study is to assess the influence of entrepreneurial leadership, perceived role of university support and teacherpreneurship on students' entrepreneurial intentions and opportunity recognition. **Subjects and Method: Research design:** Descriptive correlational study design was used. **Setting:** Faculty of nursing – Zagazig University. **Subjects:** 115 faculty educators and 345 nursing students. **Tools of data collection:** Faculty educator's questionnaire sheet, which includes four parts: 1) Personal characteristics of the faculty educators, 2) Entrepreneurial leadership 3) Perceived university support and 4) Teacherpreneurship. Nursing student's questionnaire sheet, which includes three parts: 1) Personal characteristics of nursing student 2) Entrepreneurial intentions and 3) Opportunity recognition. **Results:** The results revealed that the entrepreneurial leadership was significantly and positively correlated to perceived role of university support, teacherpreneurship, students' entrepreneurial intention, and students' opportunity recognition. **Conclusion:** entrepreneurial leadership and university support have positive and significant influence on teacherpreneurship. As well, Teacherpreneurship mediates the influence of entrepreneurial leadership and university support on students' entrepreneurial intentions and students' opportunity recognition. **Recommendations:** Higher education institutes play a critical role in furthering the self-efficacy of entrepreneurial actions and positive attitude toward entrepreneurship among students by designing an instructional program that facilitates their entrepreneurship by allowing them to change their mindset, attitudes, and intentions about entrepreneurship.

Key words: Entrepreneurial leadership, Opportunity recognition, Students' entrepreneurial intentions, Teacherpreneurship, and University support,

Introduction

In line with Egypt's Vision 2030, which focuses on taking knowledge, innovation and scientific research as key pillars of development, by investing in people, building their creative capacities and stimulating innovation. Leaders must be adaptable in today's fast-changing environment, making quick judgments, taking action, and learning from the results, as well as anticipate the future, respond to unforeseen circumstances, and adapt to change. Accordingly, the topic of entrepreneurial leadership has received extensive attention among researchers in the last years as it positively related to employee and team creativity ⁽¹⁾, employee improvisation ⁽²⁾ and have positive impact on

innovative behavior ⁽³⁾. Furthermore, entrepreneurial leadership has an impact on the innovative school culture, particularly among teachers as well as it considered the key in establishing a successful organization in the development of entrepreneurship ^(4,5,6).

Entrepreneurial leadership is similar to whitewater rafting. Leaders require a strong sense of purpose and motivation, as well as a devoted and successful team, to manage the waves of change. As well, they must be ready to react rapidly and move forwards as necessary ⁽⁷⁾. Entrepreneurial leadership is defined as assembling a group of people to achieve a common objective by minimizing risk, innovating to benefit on opportunities, taking

personal responsibility, and managing change in a dynamic environment for the improvement of the organization. Entrepreneurship also refers to a person's capacity to put ideas into action. Creativity, innovation, initiative, and risk-taking are all parts of it.

Additionally, suitable and educational institution support is required for the implementation of entrepreneurial education. As well, with the help of the principal's entrepreneurial leadership, it will achieve a better result⁽⁸⁾. Entrepreneurial leadership was defined as "a distinct form of leadership that is effective in dealing with the challenges and complexities of a highly turbulent environment"⁽⁹⁾ (p.1136).

University students are potential entrepreneurs, whereas education is critical to promote capabilities and to pursue entrepreneurial intentions which constitute a central issue to promote entrepreneurship development. Entrepreneurial intentions were defined as "a result of a state of mind of the entrepreneur, depending on certain entrepreneur's psychological characteristics, competencies, and skills, being influenced by education"⁽¹⁰⁾ (P. 1).

Two factors that determine the students' intentions were mentioned; The first is the support from the environment and the learning process provided by the school, aiming to inspire the students. The second is structural support, which is a comprehensive and collaborative encouragement of the school, parents, and society^(11,12). In this vein academic institutions can help students succeed by fostering an entrepreneurial environment. Such encouraging environments may give students the confidence to start their own business^(13,14). The amount to which the university offers students with the essential information, skills, internships, and networking opportunities to start a new business is referred to as perceived educational

support. This is usually accomplished by offering entrepreneurship-related modules or courses. Universities can also help students turn their thoughts into practical concepts⁽¹⁵⁾.

Added to that, the importance of entrepreneurial leadership and teacherpreneurship in establishing students' entrepreneurial intention was highly recommended⁽¹⁶⁾. A teacherpreneurship is a proactive change agent who displays an entrepreneurial attitude by adapting new approaches to teaching and learning such as innovative teaching and assessment methods, and classroom management. They also set up professional learning communities with a shared mentoring approach, lead an innovation team, and integrate purposeful digital technologies to support the development of a digital ecosystem to facilitate knowledge among students and teachers^(17,18).

In this line previous researcher emphasized that, as scientific knowledge creates new opportunities for human progress, universities have a vital role to grasp these opportunities by preparing students for the future⁽¹⁹⁾. However, to pursue this role effectively, educators need to discover opportunities that help them embrace innovation to prepare their students for the future. Accordingly, the concept of opportunity recognitions was emerged which described as the most important entrepreneurial ability⁽²⁰⁾. therefore, identifying and selecting the right opportunity is a vital research requirement by an entrepreneur. As opportunity recognition plays a crucial role in sustaining innovation in educational organizations, interest in teacher's entrepreneurial behavior studies has grown rapidly in recent years⁽²¹⁾. However, arguments about testing the mediating role of teacherpreneurship in entrepreneurial leadership and university support on students' entrepreneurial intentions and opportunity recognition relationship is still not clear in nursing education.

Significance of the Study:

Teacherpreneurship has been shown to be effective in promoting entrepreneurial values among students and society. Students are encouraged to develop entrepreneurial intentions and excitement as a result of the benefits. As a result, it's apparent that the principal's entrepreneurial leadership and teacherpreneurship are two key factors in determining students' entrepreneurial intentions. The latter, in fact, has a direct impact on the learner. External factors such as teacherpreneurship influence pupils to pursue entrepreneurship. As a result, the purpose of this study is to better understand the function of teacherpreneurship, entrepreneurial leadership, and university support by exploring how and when they can have a positive impact on students' entrepreneurial intentions and opportunity recognition

Aim of the study:

The aim of the study was:

To assess the influence of entrepreneurial leadership, perceived role of university support and teacherpreneurship on students' entrepreneurial intentions and opportunity recognition. In addition, testing a new mediation model that examines teacherpreneurship as a mediator in the relationship between entrepreneurial Leadership, perceived role of university support and students' entrepreneurial intentions and opportunity recognition.

Research questions:

1. Is there a relationship between entrepreneurial leadership and teacherpreneurship.
2. Is there a relationship between perceived role of university support and teacherpreneurship.
3. Is there a relationship between teacherpreneurship and students' entrepreneurial intentions.
4. Does teacherpreneurship mediates the relationship between entrepreneurial leadership and

students' entrepreneurial intentions.

5. Does teacherpreneurship mediates the relationship between perceived role of university support and students' entrepreneurial intentions.
6. Is there a relationship between teacherpreneurship and students' opportunity recognition.
7. Does teacherpreneurship mediates the relationship between entrepreneurial leadership and students' opportunity recognition.
8. Does teacherpreneurship mediates the relationship between perceived role of university support and students' opportunity recognition.

Study model

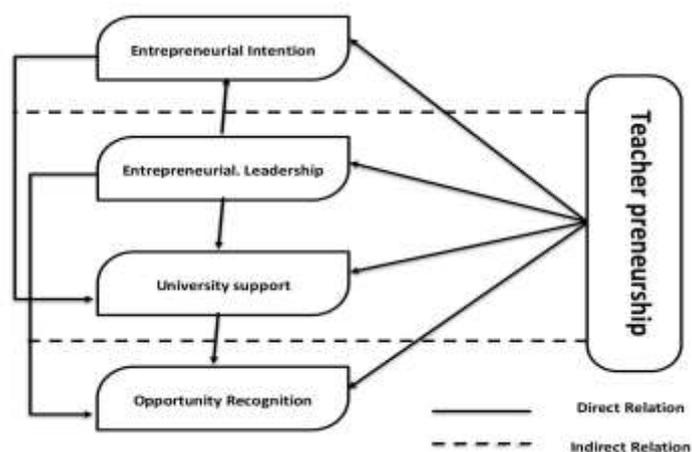


Figure 1. Study model

This model explains the direct relationship between teacherpreneurship and all of entrepreneurial leadership, university support, entrepreneurial intentions and opportunity recognition. The model also explains the mediating effect of teacherpreneurship in entrepreneurial leadership and students' entrepreneurial intentions, perceived role of university support and students' entrepreneurial intentions, entrepreneurial leadership and students' opportunity recognition, and perceived role of university support and students' opportunity recognition.

Subjects and Methods:

Research design:

A descriptive correlation design was used.

Study Setting:

This study was conducted at the Faculty of Nursing, Zagazig University, Egypt, which includes seven scientific departments namely; Nursing Administration, Psychiatric and Mental Health Nursing, Pediatric Nursing, Community Health Nursing, Maternal and New Born Health Nursing, Medical Surgical Nursing, and Geriatric Nursing. These departments aimed to prepare highly qualified nursing students able to compete nationally and internationally by providing high quality of nursing care.

Study Subjects:

Faculty educators: A convenience sample of all available faculty educators from all departments and who have at least two years of experience and willing to participate in this study (115 faculty educators). The available faculty educators at the time of data collection were as follows: 17 from Nursing Administration, 15 from Psychiatric and Mental Health Nursing, 16 from Pediatric Nursing, 18 from Community Health Nursing, 17 from Maternal and New Born Health Nursing, 22 from Medical Surgical Nursing, and 10 from Geriatric Nursing.

Nursing students: A stratified random sample of nursing students from each academic year was calculated using the following formula: Number of nursing students in each academic year \times required sample size / total number of nursing students in the faculty. Accordingly, 345 numbers of nursing students were chosen randomly, as follows; first academic year (75 nursing students), second academic year (96 nursing students), third academic year (117 nursing students), and fourth academic year (57 nursing students).

Sample size:

The ideal sample size was estimated at confidence interval 95%,

margin of errors 5.0%, a total population size of 1743 nursing students, and by using the following formula $[n= N/ 1+ N \epsilon^2]$ ⁽²²⁾. The required sample size was 345 nursing students.

Tool for data collection:

In order to fulfill the objectives of the study Two tools were used:

Tool 1: Faculty Educator's Questionnaire Sheet: To assess faculty educators' perceptions regarding entrepreneurial leadership, university support and teacherpreneurship at the Faculty of Nursing, Zagazig University. It is composed of four parts:

Part 1: Personal characteristics of faculty educators that were: age, working experience, educational levels, and department.

Part 2: Entrepreneurial Leadership Questionnaire: Was developed by Renko et al. ⁽²³⁾ to assess faculty educators' perception concerning entrepreneurial leadership skills. It consisted of 8 items (e.g., Often comes up with ideas of completely new for the nursing profession).

Scoring system:

The faculty educators' answers were evaluated on a five-point Likert scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The total score of this tool ranged from 8–40. Scores ≥ 34 indicated a high level of entrepreneurial leadership skills, while scores 33-24 indicated a moderate level, and < 24 indicated a low level.

Part 3: Perceived University Support Questionnaire: Was developed by Kraaijenbrink et al. ⁽²⁴⁾ to measure the faculty educator's perception regarding university support. It consisted of 13 items included three subdomains namely; educational support (6 items), conceptual or cognitive support (4 items), and business development support (3 items).

Scoring system:

The responses of faculty educators were measured on a five-point Likert scale ranged from

correspond exactly (5) to does not correspond at all (1). The total score of this tool ranged from 13–65. Faculty educators score was considered high level of perception of university support if it was ≥ 48 , while scores 36–47 indicated a moderate level, and low level if it was ≤ 35 ⁽²⁵⁾.

Part 4: Teacherpreneurship Questionnaire: Was developed by Shelton ⁽²⁶⁾ to assess faculty educator's perception regarding teacherpreneurship skills. It consisted of 29 items included six subdomains namely; creative (3 items) organized (3 items), hardworking (4 items), risk taking (9 items), creative resources (4 items), and collaborative with others (6 items).

Scoring system:

Faculty members' responses were measured on a five-point Likert scale ranged from completely true (5) to not at all true (1). The total scores of this tool ranged from 29–145 and classified as: From 85% to 100% indicated that faculty members teacherpreneurship skills was high level; from 60% to 84% indicated moderate level, and less than 60% indicated low level.

Tool 2: Nursing Student's Questionnaire Sheet: To assess perceived organizational support, entrepreneurial intention, and opportunity recognition of the nursing students at the Faculty of Nursing Zagazig University. It is composed of four parts:

Part 1: Personal characteristics of nursing student that were: age, academic year, gender, marital status, and working during study.

Part 2: Entrepreneurial Intention Questionnaire: Was developed by Malebana and Swanepoel ⁽²⁷⁾. This questionnaire reflected the participant's desire to become an entrepreneur and consisted of 10 items.

Scoring system:

This questionnaire was scored through 5- points Likert scale, ranged from (1) for strongly disagree to (5) for

strongly agree. The total score was equal (50) and classified as follows: From 85% to 100% indicated that nursing students 'entrepreneurial intention was high level; from 60% to 84% indicated that participant's entrepreneurial intention was moderate level, less than 60 % indicated that participant's entrepreneurial intention was low level ⁽²⁸⁾.

Part 3: Opportunity Recognition Questionnaire: Was developed by Ozgen and Baron's ⁽²⁵⁾. The questionnaire was employed to measure the nursing student's alertness in opportunity recognition and consists of 7 items (e.g., while going about routine day-to-day activities, I see potential new venture ideas all around me).

Scoring system:

This questionnaire was scored through a 5- points Likert scale, ranged from (1) for strongly disagree to (5) for strongly agree. The total score was equal (35) and classified as: From 85% to 100% indicated that the nursing students' alertness of opportunity recognition was high level; from 60% to 84 % indicated that alertness of opportunity recognition was moderate level, less than 60% indicated that alertness of opportunity recognition was low level ⁽²⁹⁾.

Validity and Reliability:

The questionnaire was translated into Arabic, and then content and face validity were established by panel of five experts from nursing administration department at the faculty of nursing, Zagazig University. Experts were requested to express their opinions and comments on the tool and provide any suggestions for any additions or omissions of items. According to their opinions all recommended modifications were performed by the researchers.

The reliability of the instruments was estimated in this study using Cronbach's alpha, it was 0.824 for entrepreneurial leadership

questionnaire, 0.99 for perceived university support questionnaire, 0.906 for teacherpreneurship questionnaire, 0.83 for entrepreneurial intention questionnaire, and 0.828 for opportunity recognition questionnaire,

Field work:

Data was collected using a self-administered questionnaire. It took about one month from mid-March till mid-April, 2022. The researchers clarified the aim of the study to each faculty staff member and each student either individually or through group meetings. Each faculty educator and student were given an opportunity to complete the questionnaire under the guidance of the researchers. The time required to complete each questionnaire sheet was about 20-30 minutes.

Pilot study:

The pilot study was conducted in order to establish clarity, understanding, and applicability of the instruments before beginning the actual data collection, and to estimate the required time for each questionnaire sheet to be completed. 33 nursing students were randomly selected, and excluded from the main study sample.

Administration and Ethical consideration:

This study was approved by the Research Ethics Committee at Faculty of Nursing, Zagazig University. Verbal and written explanations of the aim and nature of the study have been explained to faculty staff members and nursing students included in the study sample and were given a chance to participate or refuse, moreover, they were notified that they could withdraw at any stage of completing the questionnaire, without giving any reasons. As well, they were ensured that the data would be used confidentially and for the study purposes only.

Statistical Analysis:

Data entry and statistical analysis were done using the Statistical

Package for Social Science (SPSS), version 20.0. The cleaning of data was done to be sure that there was no missing or abnormal data. Data were presented using descriptive statistics in the form of frequencies and percentages for categorical variables. Pearson correlation analysis was used for assessment of the interrelationships between total scale scores. Multiple Linear inner regression analysis was used to assess the mediation effect

Results:

Results of this study revealed that 73% of nursing students are within the age group 18 to 20 years. As well, the highest percentages of them were female, in the third academic year, and not working before (57.4%, 33.9%, & 78.3%, respectively). 47.8% of the faculty educators their age was less than 30 years. As well, the highest percentages of them were less than 10 years of experience, assistant lecturer, and from medical and surgical nursing department (53.9%, 31.3%, and 19.1% respectively). The results also revealed that, 62.6% of nursing students had a high level of entrepreneurial intentions. Similarly, the highest percentage of them (67.0%) had a moderate level of opportunity recognition. Moreover, 58.3% of faculty educators had a high positive perception of teacherpreneurship. Likewise, 73% of them had a high positive perception of entrepreneurial leadership. Moreover, 73% of them had a high positive perception of university support.

Table (1) displays that the teacherpreneurship was significantly and positively correlated to entrepreneurial leadership, perceived role of university support, students' entrepreneurial intentions, and students' opportunity recognition ($r=0.320$, $P= 0.0001$; $r=0.419$, $P= 0.0001$; $r=0.312$, $P= 0.001$, & $r=0.322$, $P= 0.0001$, respectively). In addition, there was a significant and positive correlation between entrepreneurial

leadership, perceived role of university support, students' entrepreneurial intentions, and students' opportunity recognition ($r=0.776$, $P=0.0001$; $r=0.256$, $P=0.006$; & $r=0.195$, $P=0.037$, respectively).

Mediator explanation: Three conditions must be met to establish a mediator. First, the independent variables (entrepreneurial leadership and university support) must be related to the mediator (teacherpreneurship). Second, the mediator (teacherpreneurship) must be related to the dependent variables (students' entrepreneurial intentions, and students' opportunity recognition). Third, significant relationship between independent variables (entrepreneurial leadership and university support) and dependent variables (students' entrepreneurial intentions, and students' opportunity recognition) will be reduced (partial mediation) or no longer be significant (full mediation) when controlling for the mediator (teacherpreneurship) ⁽³⁰⁾. First condition has been met as described previously in Table (3). Third condition has been met as described as follows in tables 2-5, through using linear regression.

Table (2) proves that, when teacherpreneurship was included in the entrepreneurial leadership – students' entrepreneurial intention interaction model, the regression coefficient of entrepreneurial leadership was reduced from $\beta=0.377$, $P=0.006$ to $\beta=0.256$, $P=0.065$ (not significant). Additionally, entrepreneurial leadership was responsible for 6.6% of the variation in students' entrepreneurial intention ($R^2=0.066$) in the direct model and this effect increased to 12.4% ($R^2=0.124$) in the mediated model. Accordingly, this confirmed that teacherpreneurship is a perfect mediator in the relationship between entrepreneurial leadership, and students' entrepreneurial intentions.

Table (3) reveals that when teacherpreneurship was included in

the university support – students' entrepreneurial intention interaction model, the regression coefficient of university support was reduced from $\beta=0.174$, $P=0.001$ to $\beta=0.145$, $P=0.001$ (significant). Additionally, university support was responsible for 17.4% of the variation in students' entrepreneurial intentions ($R^2=0.174$) in the direct model and this effect increased to 19.7% ($R^2=0.197$) in the mediated model. Accordingly, this confirmed that teacherpreneurship is a partial mediator in the relationship between university support, and students' entrepreneurial intentions.

Table (4) clarifies that when teacherpreneurship was included in the entrepreneurial leadership – students' opportunity recognition interaction model, the regression coefficient of entrepreneurial leadership was reduced from $\beta=0.083$, $P=0.037$ to $\beta=0.044$, $P=0.277$ (not significant). Additionally, entrepreneurial leadership was responsible for 3.8% of the variation in students' opportunity recognition ($R^2=0.038$) in the direct model and this effect increased to 11.1% ($R^2=0.111$) in the mediated model. Accordingly, this confirmed that teacherpreneurship is a full mediator in the relationship between entrepreneurial leadership, and students' opportunity recognition.

Table (5) shows that when teacherpreneurship was included in the university support – students' opportunity recognition interaction model, the regression coefficient of university support was reduced from $\beta=0.042$, $P=0.0001$ to $\beta=0.031$, $P=0.008$ (significant). Additionally, entrepreneurial leadership was responsible for 12.1% of the variation in students' opportunity recognition ($R^2=0.121$) in the direct model and this effect increased to 15.9% ($R^2=0.159$) in the mediated model. Accordingly, this confirmed that teacherpreneurship is a partial mediator in the relationship between

university support, and students' opportunity recognition.

Discussion:

In today's highly competitive employment market with limited opportunities, both undergraduate and graduate students are interested in studying entrepreneurship because permanent work in organizations is not assured. Moreover, the perception that university graduates are the most prominent and smart members of the society who can find work quickly after graduation no longer represents the realities of today's job market⁽³¹⁾.

Regarding the levels of entrepreneurial intentions, and opportunity recognition among the studied nursing students, the study findings reported that more than three fifth of nursing students had a high level of entrepreneurial intentions and slightly more than two thirds had a moderate level of opportunity recognition. This means that students at the faculty of nursing, Zagazig university have a strong desire and intent to be self-employed than being employed by others. This could be because teacherpreneurship are dedicated to applying their experience to help create innovative culture and creativity in the classroom, which help students develop a positive attitude toward entrepreneurship.

Same results were reported by Zewudu and Alamnie⁽³¹⁾ who found that students have strong preference and desire to self-employed than being employed by others. Also, previous studies done by Bagheri⁽³²⁾ and Li et al⁽³³⁾ revealed that, the innovative behavior of the teachers inspires and motivates the students to create similar innovation, particularly in the fields of entrepreneurship.

The study findings also indicated that, less than three quarters of faculty educators had high positive perception of entrepreneurial leadership and university support while, more than half of them had a high positive perception of teacherpreneurship. This is because the high positive perception

of entrepreneurial leadership among the faculty members improved their knowledge and enthusiasm. This explanation was supported by Suyudi and colleges⁽¹⁶⁾ who mentioned that, entrepreneurial leadership can improve teacherpreneurship.

Regarding the mediation analysis; The findings of the present study confirmed that, teacherpreneurship fully mediated the relationship between entrepreneurial leadership and students' entrepreneurial intentions. This result highlights the influence of teacherpreneurship as one of the important factors to foster entrepreneurial spirit and intentions among students. The results suggested that teacher is the right person to introduce and improve entrepreneurship skills in the classroom. Therefore, teacherpreneurship is highly recommended as a necessary means to substantive change. So that, administrators should look at teacherpreneurship as a way to bring innovation and excitement into the classroom and more effective and enriching experiences to the entire educational system.

Same results were reported by Feriady and Santoso⁽³⁴⁾ and Suyudi et al.⁽¹⁶⁾ who found that teacherpreneurship fully mediated the relationship between entrepreneurial leadership and students' entrepreneurial intentions. In the same vein previous study by Rohmah et al.⁽³⁵⁾ found that social skills owned by a teacherpreneur could motivate and improve the productive culture of the students, stimulating them to develop entrepreneurial intentions. Also, Gerba⁽³⁶⁾ and Ferreira et al⁽¹²⁾ concluded that entrepreneurial education experienced by the students could increase their entrepreneurial intentions. Further, Boldureanu et al.⁽³⁷⁾ and Burmansah et al.⁽³⁸⁾ revealed that, entrepreneurial education involving the teachers with the same enthusiasm has a positive influence on the students' attitude and willingness.

The results of this study also confirmed that teacherpreneurship is a partial mediator in the relationship between university support, and students' entrepreneurial intentions. This result highlights the crucial role of universities in establishing entrepreneurial spirit in students, as well as in underpinning innovation and entrepreneurial activities. Universities provide the conditions, facilities and talent that foster the emergence of innovative ideas, helping students gather experience through providing them with opportunities to put knowledge into practice. This result was supported by Lu et al. ⁽³⁹⁾ who reported that, university entrepreneurship support positively impacts students' entrepreneurial intentions, although it is not a very strong relationship. In the same vein, Su et al. ⁽⁴⁰⁾ revealed that perceived university support significantly affected student attitude toward entrepreneurship. In this respect, previous studies carried out by Bazan et al. ⁽⁴¹⁾; Xuan et al. ⁽⁴²⁾; and Saeed et al. ⁽¹⁵⁾ reported that the university's environment and support system have a positive and significant effect on students' entrepreneurial intentions and opportunity recognition.

The findings of the present study confirmed that, teacherpreneurship fully mediated the relationship between entrepreneurial leadership and students' opportunity recognition. This result highlights the influence of teacherpreneurship as one of the important factors to foster entrepreneurial spirit and intentions among students. Same results were reported by Ayu et al. ⁽⁴³⁾; Khalid and Toyonaka ⁽⁴⁴⁾; and Bagheri ⁽³²⁾ who found that, teacherpreneurship fully mediated the effect of entrepreneurial leadership on the students' opportunity recognition.

The results of this study confirmed that teacherpreneurship is a partial mediator in the relationship between university support, and students' opportunity recognition. This result

suggested that other factors rather than teacherpreneurship might have a strong influence on the relationship between university support, and students' opportunity recognition. This result goes in the same direction with Gumel ⁽²⁰⁾ who reported that, the recognition of opportunity by an entrepreneur requires some necessary skills. Such as entrepreneur's alertness to opportunity. Opportunity may also be created based on the information available through entrepreneur's network.

Conclusion:

The present study findings concluded that, entrepreneurial leadership and university support have positive and significant influence on teacherpreneurship. In turn, Teacherpreneurship has a positive and significant influence on students' entrepreneurial intentions and students' opportunity recognition. Teacherpreneurship mediates the relationship between entrepreneurial leadership and students' entrepreneurial intentions, perceived role of university support and students' entrepreneurial intentions, entrepreneurial leadership and students' opportunity recognition, and perceived role of university support and students' opportunity recognition.

Recommendation:

Based on important findings of the study, the following recommendations were suggested:

1. Higher education administrators should put great concern at teacherpreneurship as a way to bring innovation and excitement into the classroom
2. Nursing educators should improve their creativity and innovative ideas concerning nursing entrepreneurship to provide more support for nursing students to pursue entrepreneurial success.
3. Higher education institutes have a vital role to design their curricular in such a way that further the self-efficacy of entrepreneurial actions and positive attitudes on

- entrepreneurship among undergraduates.
4. University students should be encouraged to consider entrepreneurship as a career rather than depending on government and private sector for limited job opportunities.
 5. Further researches are required to measure students' perception of the university support that they receive in order to understand the extent of such support and its impact on students.

Table (1): Correlation between Entrepreneurial Leadership, Perceived Role of University Support, Teacherpreneurship, Students' Entrepreneurial Intentions, and Opportunity Recognition.

Study variables	Teacherpreneurship		Entrepreneurial Leadership		University Support		Students' Entrepreneurial Intentions	
	r	P	r	P	r	P	r	P
Entrepreneurial Leadership	.320**	.0001						
University Support	.419**	.0001	.776**	.0001				
Students' Entrepreneurial Intentions	.312**	.001	.256**	.006	.417**	.0001		
Students' Opportunity Recognition	.322**	.0001	.195*	.037	.348**	.0001	.696**	.0001

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

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

Table (2): Regression Analysis to Study the Mediating Effect of Teacherpreneurship on the Relationship between Entrepreneurial Leadership and Students' Entrepreneurial Intentions.

Items	R	R2	Unstandardized coefficient		T	Sig
			B	Std.Error		
Entrepreneurial leadership	0.256	0.066	.377	.134	2.815	.006
			.256	.137	1.866	.065
	0.35	0.124				
Entrepreneurial leadership Teacherpreneurship			.126	.046	2.741	.007

Table (3): Regression Analysis to Study the Mediating Effect of Teacherpreneurship on the Relationship between University Support and Students' Entrepreneurial Intentions.

Items	R	R2	Unstandardized coefficient		T	Sig
			B	Std. Error		
University Support	0.417	0.174	.174	.036	4.884	.0001
University Support	0.444	0.197	.145	.039	3.731	.0001
Teacherpreneurship			0.081	0.038	2.132	0.032

Table (4): Regression Analysis to Study the Mediating Effect of Teacherpreneurship on the Relationship between Entrepreneurial Leadership and Students' Opportunity Recognition.

Items	R	R2	Unstandardized coefficient		T	Sig
			B	Std. Error		
Entrepreneurial leadership	0.195	0.038	.083	.039	2.113	.037
Entrepreneurial leadership	0.336	0.111	.044	.040	1.092	.277
Teacherpreneurship			0.041	0.013	3.07	0.003

Table (5): Regression Analysis to Study the Mediating Effect of Teacherpreneurship on the Relationship between University Support and Students' Opportunity Recognition.

Items	R	R2	Unstandardized coefficient		T	Sig
			B	Std. Error		
University support	0.348	0.121	.042	.011	3.946	.0001
University support	0.398	0.159	.031	.011	2.708	0.008
Entrepreneurial teacher			0.03	0.014	2.23	0.028

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