



DOI: <https://doi.org/10.38035/sijdb.v3i1>
<https://creativecommons.org/licenses/by/4.0/>

The Role of Lecturer's Pedagogical and Entrepreneurial Competence in Shaping Student Entrepreneurial Engagement and Intention: A Proposed Framework

Ary Wijayati¹, Roni Heryatno², Hapzi Ali³, Hans Daniel⁴, Gatot Hendro⁵

¹Universitas Bina Nusantara, Indonesia, ary.wijayati@binus.ac.id

²Universitas Bina Nusantara, Indonesia, roni.heryatno@binus.ac.id

³Universitas Bhayangkara Jakarta Raya, Indonesia, hapzi.ali@gmail.com

⁴Universitas Bina Nusantara, Indonesia, hans.daniel@binus.ac.id

⁵Universitas Bina Nusantara, Indonesia, gatothendro@binus.ac.id

Corresponding Author: ary.wijayati@binus.ac.id¹

Abstract: This paper proposes a comprehensive framework examining how lecturer competencies influence student entrepreneurial outcomes in higher education. Drawing from social cognitive theory and experiential learning perspectives, we develop five hypotheses exploring the relationships between lecturer's pedagogical competence, lecturer's entrepreneurial competence, student entrepreneurial engagement, and student entrepreneurial intention. The framework suggests that both pedagogical and entrepreneurial competencies of lecturers play crucial roles in fostering student engagement and intention toward entrepreneurship. Additionally, student engagement serves as a critical mediating factor in developing entrepreneurial intentions. This conceptual paper contributes to entrepreneurship education literature by distinguishing between different types of lecturer competencies and their unique impacts on student outcomes.

Keyword: pedagogical competence, entrepreneurial competence, student engagement, entrepreneurial intention, entrepreneurship education

INTRODUCTION

The landscape of higher education continues to evolve, with entrepreneurship education gaining prominence as universities strive to prepare students for dynamic career paths (Nabi et al., 2017). Within this context, the role of lecturers extends beyond traditional knowledge transfer to encompass the cultivation of entrepreneurial mindsets and capabilities among students. However, not all educators possess the same competencies, and understanding how different lecturer competencies influence student outcomes remains an important research gap.

Recent studies highlight the complexity of entrepreneurship education, suggesting that effective teaching requires both pedagogical expertise and domain-specific knowledge (Ruskovaara & Pihkala, 2015). While some research examines lecturer influence on student entrepreneurial outcomes, few studies differentiate between pedagogical competence-the

ability to teach effectively and entrepreneurial competence—the knowledge and experience in entrepreneurship itself. This distinction becomes crucial as universities increasingly rely on educators from diverse backgrounds, including academic researchers and industry practitioners.

Furthermore, the mechanism through which lecturer competencies translate into student entrepreneurial intentions requires deeper investigation. Student engagement emerges as a potential mediating factor, yet its role in connecting teaching inputs with entrepreneurial outcomes remains underexplored (Zhang et al., 2020). Understanding these relationships can inform better recruitment, training, and support strategies for entrepreneurship educators.

This paper addresses these gaps by proposing a theoretical framework that examines: (1) how lecturer's pedagogical competence influences student entrepreneurial engagement and intention, (2) how lecturer's entrepreneurial competence affects these same outcomes, and (3) the mediating role of student engagement in developing entrepreneurial intentions. By distinguishing between these competencies and mapping their pathways to student outcomes, we contribute to a more nuanced understanding of effective entrepreneurship education.

Literature Review and Hypothesis Development

Theoretical Foundation

Our framework draws primarily from Bandura's (1986) social cognitive theory, which emphasizes the role of observational learning, imitation, and modeling in shaping behavior. In educational contexts, lecturers serve as models whose competencies and behaviors influence student learning outcomes. Additionally, we incorporate insights from experiential learning theory (Kolb, 1984), which suggests that effective learning occurs through concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The theory of planned behavior (Ajzen, 1991) provides the foundation for understanding entrepreneurial intention formation. According to this theory, intentions are the best predictors of planned behaviors, and they are influenced by attitudes, subjective norms, and perceived behavioral control. In entrepreneurship education contexts, lecturer competencies may shape these antecedents through various pedagogical and experiential mechanisms.

Lecturer's Pedagogical Competence

Pedagogical competence encompasses the knowledge, skills, and abilities required for effective teaching (Blömeke et al., 2015). In entrepreneurship education, this includes the ability to design appropriate curricula, employ diverse teaching methods, facilitate meaningful discussions, provide constructive feedback, and create supportive learning environments. Lecturers with strong pedagogical competence can adapt their teaching approaches to different learning styles and effectively scaffold complex entrepreneurial concepts.

Research indicates that pedagogical competence significantly influences student learning outcomes across various disciplines (Kunter et al., 2013). In entrepreneurship education specifically, pedagogical skills enable lecturers to implement active learning strategies, such as case studies, simulations, and project-based learning, which are particularly effective for developing entrepreneurial competencies (Hägg & Gabrielsson, 2019).

Lecturer's Entrepreneurial Competence

Entrepreneurial competence refers to the knowledge, skills, and experience related to identifying opportunities, developing business models, managing resources, and navigating the challenges of venture creation (Morris et al., 2013). Lecturers with entrepreneurial competence bring practical insights, real-world examples, and industry connections to the classroom. This competence may stem from personal entrepreneurial experience, research expertise in entrepreneurship, or extensive engagement with the entrepreneurial ecosystem.

The value of entrepreneurial competence in education extends beyond content knowledge. Lecturers with entrepreneurial experience can share authentic stories of success and failure, provide practical advice based on lived experiences, and offer credible guidance on the realities of entrepreneurship (Täks et al., 2014). This authenticity enhances the relevance and impact of entrepreneurship education.

Student Entrepreneurial Engagement

Student engagement represents the behavioral, emotional, and cognitive investment students make in their learning activities (Fredricks et al., 2016). In entrepreneurship education, engaged students actively participate in class discussions, pursue entrepreneurial projects with enthusiasm, seek additional learning opportunities, and demonstrate genuine interest in entrepreneurial concepts. This multidimensional construct captures both the intensity and quality of student involvement in the learning process.

Engagement serves as a proximal outcome of effective teaching and a precursor to deeper learning and behavioral intentions (Kahu, 2013). In entrepreneurship contexts, engaged students are more likely to develop entrepreneurial self-efficacy, expand their entrepreneurial networks, and gain practical skills through active participation in entrepreneurial activities.

Student Entrepreneurial Intention

Entrepreneurial intention represents an individual's conscious determination to start a new business venture in the future (Thompson, 2009). As a well-established construct in entrepreneurship research, intention serves as the most immediate antecedent to entrepreneurial behavior and a key outcome measure for entrepreneurship education programs. Students with strong entrepreneurial intentions demonstrate commitment to pursuing entrepreneurial careers and actively prepare for venture creation.

Research consistently shows that entrepreneurial intentions are malleable and can be influenced through education (Bae et al., 2014). However, the effectiveness of entrepreneurship education in fostering intentions depends on various factors, including the quality of instruction, the relevance of content, and the engagement of students in the learning process.

Hypothesis Development

H1: Lecturer's pedagogical competence positively influences student entrepreneurial engagement

Pedagogical competence enables lecturers to create dynamic and inclusive learning environments that foster student engagement. Skilled educators understand how to design lessons that capture student interest, facilitate meaningful interactions, and provide appropriate challenges that maintain motivation (Shulman, 2015). In entrepreneurship education, pedagogically competent lecturers can employ varied instructional strategies—from interactive lectures to experiential simulations—that cater to different learning preferences and maintain high engagement levels.

Research in educational psychology demonstrates that teacher quality, particularly pedagogical skill, is one of the strongest predictors of student engagement (Hattie, 2015). When lecturers possess strong pedagogical competence, they can effectively orchestrate learning experiences that promote deep engagement. They know when to provide direct instruction, when to facilitate peer learning, and when to step back and allow students to explore independently. This pedagogical awareness creates conditions where students feel supported yet challenged, leading to higher engagement levels.

Moreover, pedagogically competent lecturers excel at building rapport with students, creating psychological safety in the classroom, and fostering a sense of community among learners (Hagenauer & Volet, 2014). These relational aspects of teaching are particularly

important in entrepreneurship education, where risk-taking, creativity, and open discussion of failure are essential components of the learning process.

H2: Lecturer's pedagogical competence positively influences student entrepreneurial intention

While pedagogical competence may not directly impart entrepreneurial knowledge, it creates optimal conditions for learning that can shape entrepreneurial intentions. Effective teaching methods help students internalize entrepreneurial concepts, develop critical thinking skills, and build confidence in their abilities—all of which contribute to stronger entrepreneurial intentions (Karimi et al., 2016).

Pedagogically skilled lecturers can effectively communicate the value and feasibility of entrepreneurship as a career path. Through well-designed learning experiences, they help students recognize their own entrepreneurial potential and develop positive attitudes toward entrepreneurship. Additionally, strong pedagogical practices ensure that students master fundamental concepts and skills, increasing their perceived behavioral control—a key antecedent of entrepreneurial intention according to the theory of planned behavior.

Research suggests that the quality of teaching methodology significantly impacts entrepreneurship education outcomes (Fayolle & Gailly, 2015). When lecturers possess strong pedagogical competence, they can tailor their approaches to address student concerns, build entrepreneurial self-efficacy, and create transformative learning experiences that shift career intentions toward entrepreneurship.

H3: Lecturer's entrepreneurial competence positively influences student entrepreneurial engagement

Lecturers with entrepreneurial competence bring authenticity and relevance to the classroom that naturally enhances student engagement. Their real-world experiences, practical insights, and industry connections make learning more tangible and exciting for students (Kassean et al., 2015). When students perceive their instructors as credible entrepreneurial role models, they are more likely to invest effort and attention in the learning process.

Entrepreneurially competent lecturers can share compelling stories from their own ventures, discuss current industry trends with authority, and provide examples that resonate with student interests. This practical grounding of theoretical concepts increases the perceived value of the education, motivating students to engage more deeply with the material. Furthermore, these lecturers often bring an entrepreneurial mindset to their teaching, encouraging experimentation, embracing failure as learning, and promoting innovative thinking—approaches that naturally foster engagement.

The social learning theory suggests that students learn through observation and modeling (Bandura, 1986). When lecturers demonstrate entrepreneurial competence, students observe not just the knowledge but also the passion, persistence, and problem-solving approaches characteristic of entrepreneurs. This modeling effect can inspire students to engage more actively in their own entrepreneurial learning journey.

H4: Lecturer's entrepreneurial competence positively influences student entrepreneurial intention

Entrepreneurial competence in lecturers provides students with credible role models who demonstrate that entrepreneurship is an achievable career path. According to social cognitive theory, exposure to successful models increases self-efficacy and outcome expectations (Scherer et al., 1989). When students learn from lecturers who have successfully navigated the entrepreneurial journey, they develop stronger beliefs in their own potential to succeed as entrepreneurs.

Lecturers with entrepreneurial competence can provide nuanced insights into the entrepreneurial process that textbooks cannot capture. They understand the emotional highs and lows, the practical challenges, and the strategic decisions involved in venture creation. This authentic knowledge helps students develop realistic yet positive expectations about entrepreneurship, strengthening their intentions to pursue entrepreneurial careers.

Additionally, entrepreneurially competent lecturers often maintain connections with the entrepreneurial ecosystem, providing students with networking opportunities, mentorship possibilities, and exposure to real entrepreneurial environments (Walter et al., 2013). These connections and opportunities further reinforce entrepreneurial intentions by making the path to entrepreneurship more concrete and accessible.

H5: Student entrepreneurial engagement positively influences student entrepreneurial intention

Engagement serves as a critical mechanism through which educational experiences translate into behavioral intentions. When students are actively engaged in entrepreneurship education, they develop deeper understanding, stronger skills, and greater confidence—all of which contribute to entrepreneurial intentions (Vanevenhoven & Liguori, 2013). The process of engagement itself creates transformative learning experiences that can shift career aspirations.

Highly engaged students participate in entrepreneurial activities beyond the classroom, such as business plan competitions, startup weekends, and entrepreneurship clubs. These experiences provide opportunities to test entrepreneurial ideas, develop networks, and gain practical skills. As students invest more time and effort in entrepreneurial activities, they begin to see themselves as potential entrepreneurs, strengthening their intentions to start ventures.

Research on student engagement suggests that behavioral, emotional, and cognitive engagement work synergistically to produce learning outcomes (Fredricks et al., 2016). In entrepreneurship education, this means that students who actively participate (behavioral), feel connected to the material (emotional), and deeply process entrepreneurial concepts (cognitive) are more likely to develop strong entrepreneurial intentions. The engagement process helps students overcome doubts, build competencies, and develop the entrepreneurial identity necessary for venture creation.

Detail Hypothesis Discription

Hypothesis	Full Statement	Expected Outcome	Rationale
H1	Lecturer's pedagogical competence positively influences student entrepreneurial engagement	Students taught by pedagogically competent lecturers will demonstrate higher levels of behavior, emotional and cognitive engagement in entrepreneurship education	Effective teaching methods create dynamic learning environments that capture student interest and maintain motivation
H2	Lecturer's pedagogical competence positively influences student entrepreneurial intention	Students exposed to high-quality pedagogical practices will develop stronger intention to pursue entrepreneurial careers	Well-designed learning experiences help students internalize entrepreneurial concepts and build confidence in their abilities
H3	Lecturer's entrepreneurial competence positively influences student entrepreneurial engagements	Students taught by lecturers with entrepreneurial experience will show greater engagement in entrepreneurial learning activities	Real-world experiences and practical insights make learning more tangible and exciting, naturally enhancing student involvement
H4	Lecturer's entrepreneurial competence positively	Students learning from entrepreneurially competent	Credible role models demonstrate entrepreneurship as an achievable path and

Hypothesis	Full Statement	Expected Outcome	Rationale
	influences student entrepreneurial intention	lecturers will develop stronger entrepreneurial intentions	provide authentic knowledge about the entrepreneurial process
H5	Student entrepreneurial engagement positively influences student entrepreneurial intention	Higher levels of student engagement in entrepreneurship education will lead to stronger entrepreneurial intentions	Active engagement creates transformative learning experiences that shift career aspirations toward entrepreneurship

Theoretical Contributions and Implications

Theoretical Contributions

This framework makes several important contributions to entrepreneurship education literature. First, by distinguishing between pedagogical and entrepreneurial competence, we provide a more nuanced understanding of how different lecturer capabilities influence student outcomes. This distinction is particularly relevant as universities increasingly employ diverse faculty profiles in entrepreneurship programs, from research-focused academics to practitioner-educators.

Second, our framework positions student engagement as a critical mediating mechanism in entrepreneurship education. While previous research has examined direct relationships between teaching and intentions, the mediating role of engagement provides insights into how educational experiences are internalized and transformed into career intentions. This process perspective aligns with contemporary educational theories that emphasize the active role of learners in constructing knowledge and developing intentions.

Third, by integrating multiple theoretical perspectives—social cognitive theory, experiential learning theory, and the theory of planned behavior—we provide a comprehensive framework for understanding the complex relationships in entrepreneurship education. This multi-theoretical approach captures both the modeling effects of lecturer competencies and the experiential processes through which students develop entrepreneurial intentions.

Practical Implications

For university administrators and program directors, our framework highlights the importance of considering both pedagogical and entrepreneurial competencies in faculty recruitment and development. While entrepreneurial experience brings valuable authenticity to the classroom, pedagogical skills ensure effective knowledge transfer and student engagement. Universities might consider team-teaching approaches that combine these competencies or invest in professional development programs that help faculty strengthen both skill sets.

The central role of student engagement in our framework suggests that entrepreneurship programs should prioritize active learning strategies and create multiple opportunities for student involvement. This might include experiential learning projects, mentorship programs, entrepreneurship clubs, and connections with the broader entrepreneurial ecosystem. Program design should focus not just on content delivery but on creating engaging experiences that foster deep learning and intention development.

For educators, our framework emphasizes the importance of continuous professional development in both pedagogical and entrepreneurial domains. Lecturers should seek opportunities to enhance their teaching skills while also maintaining connections with the entrepreneurial world through research, consulting, or advisory roles. Understanding how their competencies influence student outcomes can help educators make more intentional choices about their professional development and teaching approaches.

Limitations and Future Research Directions

While our conceptual framework provides theoretical insights, empirical validation is needed to test the proposed relationships. Future research should develop and validate measures for pedagogical and entrepreneurial competence specific to entrepreneurship education contexts. Longitudinal studies could examine how these relationships evolve over time and whether they ultimately predict actual entrepreneurial behavior.

Cultural and institutional contexts likely moderate the relationships in our framework. Future research should examine how these relationships vary across different educational systems, cultural contexts, and types of institutions. Additionally, student characteristics such as prior entrepreneurial exposure, family background, and personal values may influence how they respond to different lecturer competencies.

The framework could be extended to consider other relevant outcomes, such as entrepreneurial competencies, opportunity recognition skills, and actual venture creation. Additionally, examining potential boundary conditions and moderating factors would provide a more complete understanding of when and how lecturer competencies most effectively influence student outcomes.

CONCLUSION

This paper presents a theoretical framework examining how lecturer competencies influence student entrepreneurial outcomes through the mediating role of engagement. By distinguishing between pedagogical and entrepreneurial competence, we provide a nuanced understanding of the different ways educators can impact student entrepreneurial development. The framework emphasizes that effective entrepreneurship education requires both the ability to teach well and the credibility that comes from entrepreneurial knowledge and experience.

As universities continue to expand entrepreneurship education programs, understanding these relationships becomes increasingly important. Our framework suggests that institutions should value both pedagogical excellence and entrepreneurial expertise when building faculty teams. Moreover, the critical role of student engagement highlights the importance of creating dynamic, experiential learning environments that inspire students to actively participate in their entrepreneurial development.

The proposed framework opens avenues for future research while providing practical guidance for educators and administrators. By recognizing the distinct yet complementary roles of different lecturer competencies and the mediating function of student engagement, we can design more effective entrepreneurship education programs that successfully foster entrepreneurial intentions and, ultimately, entrepreneurial action.

REFERENCE

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. *Entrepreneurship Theory and Practice*, 38(2), 217–254. <https://doi.org/10.1111/etap.12095>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Blömeke, S., Gustafsson, J. E., & Shavelson, R. J. (2015). Beyond dichotomies: Competence viewed as a continuum. *Zeitschrift für Psychologie*, 223(1), 3–13. <https://doi.org/10.1027/2151-2604/a000194>
- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75–93. <https://doi.org/10.1111/jsbm.12065>

- Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, 43, 1–4. <https://doi.org/10.1016/j.learninstruc.2016.02.002>
- Hägg, G., & Gabrielsson, J. (2019). A systematic literature review of the evolution of pedagogy in entrepreneurial education research. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 829–861. <https://doi.org/10.1108/IJEBR-04-2018-0272>
- Hagenauer, G., & Volet, S. E. (2014). Teacher–student relationship at university: An important yet under-researched field. *Oxford Review of Education*, 40(3), 370–388. <https://doi.org/10.1080/03054985.2014.921613>
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79–91. <https://doi.org/10.1037/stl0000021>
- Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, 38(5), 758–773. <https://doi.org/10.1080/03075079.2011.598505>
- Karimi, S., Biemans, H. J., Lans, T., Chizari, M., & Mulder, M. (2016). The impact of entrepreneurship education: A study of Iranian students' entrepreneurial intentions and opportunity identification. *Journal of Small Business Management*, 54(1), 187–209. <https://doi.org/10.1111/jsbm.12137>
- Kassean, H., Vanevenhoven, J., Liguori, E., & Winkel, D. E. (2015). Entrepreneurship education: A need for reflection, real-world experience and action. *International Journal of Entrepreneurial Behavior & Research*, 21(5), 690–708. <https://doi.org/10.1108/IJEBR-07-2014-0123>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805–820. <https://doi.org/10.1037/a0032583>
- Morris, M. H., Webb, J. W., Fu, J., & Singhal, S. (2013). A competency-based perspective on entrepreneurship education: Conceptual and empirical insights. *Journal of Small Business Management*, 51(3), 352–369. <https://doi.org/10.1111/jsbm.12023>
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
- Ruskovaara, E., & Pihkala, T. (2015). Entrepreneurship education in schools: Empirical evidence on the teacher's role. *The Journal of Educational Research*, 108(3), 236–249. <https://doi.org/10.1080/00220671.2013.878301>
- Scherer, R. F., Adams, J. S., Carley, S. S., & Wiebe, F. A. (1989). Role model performance effects on development of entrepreneurial career preference. *Entrepreneurship Theory and Practice*, 13(3), 53–72. <https://doi.org/10.1177/104225878901300306>
- Shulman, L. S. (2015). PCK: Its genesis and exodus. In A. Berry, P. Friedrichsen, & J. Loughran (Eds.), *Re-examining pedagogical content knowledge in science education* (pp. 3–13). Routledge.
- Täks, M., Tynjälä, P., Toding, M., Kukemelk, H., & Venesaar, U. (2014). Engineering students' experiences in studying entrepreneurship. *Journal of Engineering Education*, 103(4), 573–598. <https://doi.org/10.1002/jee.20056>
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669–694. <https://doi.org/10.1111/j.1540-6520.2009.00321.x>

- Vanevenhoven, J., & Liguori, E. (2013). The impact of entrepreneurship education: Introducing the entrepreneurship education project. *Journal of Small Business Management*, 51(3), 315–328. <https://doi.org/10.1111/jsbm.12026>
- Walter, S. G., Parboteeah, K. P., & Walter, A. (2013). University departments and self-employment intentions of business students: A cross-level analysis. *Entrepreneurship Theory and Practice*, 37(2), 175–200. <https://doi.org/10.1111/j.1540-6520.2011.00460.x>
- Zhang, Y., Duysters, G., & Cloudt, M. (2020). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International Entrepreneurship and Management Journal*, 10(3), 623–641. <https://doi.org/10.1007/s11365-012-0246-z>