



Entrepreneurial Passion and Creativity as Predictors of Business Education Students' Social Entrepreneurial Intention in Edo State

Ediagbonya, Kennedy^{1*}

¹Department of Business Education, Faculty of Education, Ambrose Alli University 310103 Ekpoma, Edo State, NIGERIA

*Corresponding author email: ken@aauekpoma.edu.ng

Received 17 May 2023; Accepted 17 July 2023; Available online 24 July 2023

Abstract: With the increasing social problems and graduates' unemployment which have brought untold hardship in the country; seeking alternative employment openings by way of venturing into business creation that can address the societal problems becomes a sine qua non. The present study was on entrepreneurial passion and creativity as correlates of business education students' social entrepreneurial intention in Edo State. Four research questions were raised to guide the study. Three hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational survey research design. The population of the study comprised all business education students numbering 382 in University of Benin and Ambrose Alli Univeristy, Ekpoma. The instrument used was a questionnaire titled: Entrepreneurial Passion, Creativity and Social Entrepreneurial Intention Questionnaire (EPCSEIQ). The instrument was validated by two experts. The cronbach alpha was used in ascertaining the reliability of the instrument and it yielded a reliability coefficient of .85 after administering the instrument to 15 business education students in Delta State University, Abraka. The data collected from the respondents were analyzed using Pearson product moment correlation coefficient, simple linear regression and multiple regression analysis. The findings revealed that entrepreneurial passion is a significant predictor of business education students' social entrepreneurial intention in Edo State ($R^2 = .124$, $F(1, 242) = 34.261$, $P < .05$). The finding further revealed that entrepreneurial creativity is a significant predictor of business education students' social entrepreneurial intention in Edo State ($R^2 = .172$, $F(1, 242) = 50.412$, $P < .05$). And it also revealed that entrepreneurial passion and creativity jointly predicted business education students' social entrepreneurial intention in Edo State. Based on the findings, it was recommended that business education students should be encouraged to be more creative in order to be able to address societal problems.

Keywords: Business education, entrepreneurial passion, entrepreneurial creativity, social entrepreneurship, and social entrepreneurial intention.

1. Introduction

Social Entrepreneurship (SE) is a novel field that is increasingly gaining attention from researchers and academics with a view to addressing social problems. Before now, entrepreneurship education has been introduced as a compulsory course to be offered by all undergraduates irrespective of their disciplines or specializations. The main reason for the introduction of entrepreneurship education was to check the increasing level of unemployment, empowering the learners with the competency needed to create jobs and to reduce the poverty level in the nation (Ediagbonya, 2022). The teaching of entrepreneurship education fosters social entrepreneurship.

According to Nicholls (2006), the term 'social entrepreneur' was first introduced in 1972 by Banks who noted that social problems could also be deployed by managerial practices. Even though social entrepreneurship, albeit under different headings, gained practical relevance during the 1970s that the subject attracted attention from both government and academia. Social entrepreneurship is a process that includes: the identification of a specific social problem and a specific solution (or a set of solutions) to address it; the evaluation of the social impact, the business model and the sustainability of the venture; and the creation of a social mission-oriented for profit or a business-oriented non-profit entity that pursues the double (or triple) bottom line (Mair, Robinson, & Hockerts, 2006). Tracey and Phillips (2007)

described social entrepreneurship as the entrepreneurship that is concerned with enterprise for a social purpose and involves building organizations that have the capacity to be both commercially viable and socially constructive. Social entrepreneurship can be the best healer for our society, as it is the first and foremost a practical response to unmet individual and societal needs', as well as it is the simultaneous pursuit of economic, social and environmental goals by enterprising ventures (Haugh, 2007; Tran, & Korfflesch, 2016; Ruiz-Rosa, Gutierrez-Tano, & Garcia-Rodriguez, 2020). Social entrepreneurship entails the utilization of innovation to solve social problems (Sivathanu, & Bhise, 2013; Ruiz-Rosa, Gutierrez-Tano, & Garcia-Rodriguez, 2020; Hattab, 2022). Similarly, Alvord, Brown and Letts (2004) opined that social entrepreneurship creates innovative solutions to immediate social problems and mobilizes the ideas, capacities, resources and social arrangements required for sustainable social transformations. Individual intention to launch social entrepreneurship is borne out of the desire to contribute meaningfully to the development of the society via socio-economic approaches.

Social Entrepreneurial Intention (SEI) can be defined as the decision made by an entrepreneur to create a new business in creating social changes. In addition, it is meant as a state of mind such as a desire, a wish and a hope that steers the endeavor of entrepreneur towards a new business concept (Rozar, Razik, Sidik, & Bahrein, 2020). This is in agreement with Tran and Korfflesch (2016) that summarized social entrepreneurial intention as a rooted belief, catalyst, desire, determination and engagement for an entrepreneur or a person to assemble a social enterprise. The need to venture into social entrepreneurship is often influenced by several factors such as entrepreneurial creativity and entrepreneurial passion.

Social entrepreneurs venture into launching business because of the passion they have towards being their own boss and solving social problems. Academic research on passion is increasingly gaining attention in recent times (Curran, Hill, Appleton, Vallerand, & Standage, 2015; Newma, Obschonka, & Moeller, 2021). Research across a broad variety of academic disciplines, including educational psychology, sports psychology, and organizational behavior, has highlighted the key role passion plays in influencing individual's motivation, cognitions and behavior (Perrewe, Hochwarter, Ferris, McAllister, & Harris, 2014; Newma, Obschonka, & Moeller, 2021). A sub-field of passion research that has attracted particularly significant attention from researchers over the past decade is entrepreneurial passion (Cardon, Gregoire, Stevens, & Patel, 2013). Entrepreneurial passion has been defined as involving positive and intense feelings experienced from engagement in activities associated with roles that are meaningful to the self-identity of entrepreneurs (Cardon, Gregoire, Stevens, & Patel, 2013).

Entrepreneurial passion helps to coordinate cognition and behavior of entrepreneurs, providing the fire that fuels innovation, persistence, and ultimate success. Cardon, Glauser and Murmies (2017) in their studies summarized the sources of entrepreneurial passion to include: passion for growth, passion for people, passion for the product or service, passion for inventing, passion for competition, and passion for a social change. The framework to measure entrepreneurial passion proposed by Cardon, Gregoire, Stevens, and Patel (2013) was based on three role identities found at the core of the entrepreneurial process: inventor, founder, and developer. The inventor role identity relates to opportunity recognition, the founder concerns venture creation, and the developer, venture growth.

Entrepreneurial passion has a motivational effect that can enable individuals to surmount obstacles and remain committed to established goals (Cardon, Glauser, & Murmies, 2017). As a result, passion can lead a person to really focus on what needs to be done in the venture creation process, without over-thinking possible obstacles or future problems (Biraglia, & Kadile, 2019). Studies have revealed that entrepreneurial passion is closely linked to a whole host of entrepreneurial outcomes, including business formation and performance, access to funding, and entrepreneurial persistence (e.g. Dmosek, Cardon, & Patel, 2016; Liu, Liang, Chang, Ip & Liang 2019; Mueller, Wolfe, & Syed, 2017; Cardon, & Kirk, 2015; Schwarte, Song, Hunt, & Lohrke, 2023). The entrepreneurial passion of individual can propel them to be more creative especially in the entrepreneurial process.

Prior researchers opined that creativity is particularly essential for entrepreneurial activities and entrepreneurship itself is a creative activity (Kumar, & Shukla, 2019; Shi, Yuan, Bell, & Wang, 2020; Jiatong, Murad, Bjun, Tufail, Mirza, & Rafiq, 2021). Scholars have continued to show great interest in examining the role of cognitive elements that facilitate individuals to recognize and exploit the opportunities to start a new venture (Anjum, Farrukh, Heidler, & Diaz Tautiva, 2021). In this connection, entrepreneurship cognitive perspective sheds light on the importance of creativity disposition, which is the inherent quality of an individual to create a novel idea - cultivating EI of individuals (Anjum, Farrukh, Heidler, & Diaz Tautiva, 2021). Entrepreneurial creativity is recognized as an essential element of entrepreneurship as individuals have to be creative to identify and exploit the opportunities.

There has been increasing research interest in the field of social entrepreneurship with a view to establishing a relationship among entrepreneurial passion, creativity and social entrepreneurial intention. Scholars have empirically established a link between entrepreneurial passion and social entrepreneurial intention. The studies by Fard, Amiri, Oboudi and Ramezani (2018) and Osiri, Kungu and Dilbeck (2019) found that entrepreneurial passion significantly predicted social entrepreneurial intention. Recent studies by Darden (2021), Zakari, Adusei, Quansah and Ampah (2022), Aloulou, Algarni, Ramadani, Hughes (2023) and Chandra, Tjiptono and Setyawan (2023) revealed that entrepreneurial passion is a significant predictor of social entrepreneurial intention. In an empirical study conducted by Liu, Liang, Chang, Ip and Liang (2019), the authors found that entrepreneurial creativity is a significant predictor of social entrepreneurial intention. Other studies by Tiwari, Bhat and Tikoria (2017), Ip, Liang, Wu, Law, and Liu (2018), and

Hsu and Wang (2019) found that entrepreneurial creativity significantly predicted social entrepreneurial intention. The majority of the research done so far, according to the review, was done outside the scope of this topic, and there are few or no studies connecting entrepreneurial passion, and creativity with Business Education students' social entrepreneurial intention in Edo State. By examining entrepreneurial passion and creativity as predictors of Business Education students' social entrepreneurial intention in Edo State, this study has significantly filled a gap in the literature.

1.1.1 Tables (Heading 3)

Arabic numerals should be numbered on all tables. Every table must have a description explaining the table of contents. The headings will be listed out above tables, justified on the left. Within a table, only horizontal lines should apply to determine the headings of the column from the table body, up and below the table. Tables need to be inserted in text and should not be given independently. Table 1 is a sample that might be helpful to the authors.

Table 1: Example of a table

The example of a column heading	A (t)	B (t)
And an entry	1	2
And another entry	3	4
And another entry	5	6

2. Method

This study utilized the correlational survey design since it was basically an enquiry into the extent to which entrepreneurial passion and creativity predicts business education students' social entrepreneurial intention in Edo State. The population of this study consists of all business education students in University of Benin and Ambrose Alli University, Ekpoma, Edo State. The total population was 382. The entire population was used for the study. Since the entire population was used, there was no sampling technique. The instrument used for this study was a structured questionnaire. The questionnaire was used in eliciting information from the respondents, and it was titled: *Entrepreneurial Passion, Creativity and Social Entrepreneurial Intention Questionnaire (EPCSEIQ)*. It was divided into two parts – A and B. Part A was made up of the demographic variables of the respondents such as sex and institution; while Part B was made up of ten (13) opinion statements designed in a Likert Scale showing: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) weighted 5, 4, 3, 2, 1 respectively. The entrepreneurial passion component was made up of five items adapted from Cardon, Gregoire, Stevens, and Patel (2013), the entrepreneurial creativity was made up of five items adapted from Hills, Lumpkin, Singh (1997) and Puhakka (2005) while the Social Entrepreneurial Intention (SEI) was made up of three items adapted from Hockerts (2017).

The instrument was subjected to content and face validity. It was given to experts in Business Education and their inputs to the draft instrument were incorporated into the final questionnaire. The cronbach alpha was used in ascertaining the reliability of the instrument after administering the instrument to 15 business education students in Delta State University, Abraka, Delta State and it yielded a coefficient of .85. The researcher utilized the online method of data collection via sharing of google form links to respondents. The researcher was able to retrieve the 244 questionnaires from the respondents which was equivalent to 63.9 per cent of the population. The Statistical Package for Social Sciences (SPSS) version 23.0 was used in the analysis. Research question 1 was answered using Pearson Product Moment Correlation; hypotheses 1 and 2 were tested using Simple Linear Regression Analysis while hypothesis 3 was tested using Multiple Regression analysis.

3. Findings

Research Question One: What is the relationship between Entrepreneurship Education, entrepreneurial alertness and Business Education students' social entrepreneurial intention?

Table 1: Correlation Matrix showing the relationship among Entrepreneurial Passion, Entrepreneurial Creativity and Social Entrepreneurial Intention (N=244)

		Entrepreneurial Passion	Entrepreneurial Creativity	Social Entrepreneurial Intention
Entrepreneurial Passion	Pearson Correlation	1	.481**	.352**
	Sig. (2-tailed)		.000	.000
	N	244	244	244
Entrepreneurial Creativity	Pearson Correlation	.481**	1	.415**
	Sig. (2-tailed)	.000		.000
	N	244	244	244
Social Entrepreneurial Intention	Pearson Correlation	.352**	.415**	1
	Sig. (2-tailed)	.000	.000	
	N	244	244	244

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

Source: Researcher's Field work (2023)

The data presented in Table 1 shows the correlation coefficients among entrepreneurial passion, entrepreneurial creativity and social entrepreneurial intention. The correlation coefficients range from .352 to .481 among the variables. There was a moderate positive relationship between entrepreneurial passion and business education students' social entrepreneurial intention ($r=.352, n=244$). There was a moderate positive relationship between entrepreneurial creativity and business education students' social entrepreneurial intention ($r=.415, n=244$). There was a moderate positive relationship between entrepreneurial passion and entrepreneurial creativity ($r=.481, n=244$).

Hypothesis One: Entrepreneurial Passion is not a significant predictor of Business Education students' social entrepreneurial intention in Edo State. The result of this hypothesis analysis is presented in Table 3.

Table 2: Entrepreneurial Passion Predicting Business Education Students' Social Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.522	.764		9.850	.000
	Entrepreneurial Passion	.526	.090	.352	5.853	.000

a. Dependent Variable: Social Entrepreneurial Intention

Note: $R^2 = .124, F = 34.261, P < .05, Df = 1, 242$

Source: Researcher's Field work (2023)

The results of the regression on Table 2 indicated that entrepreneurial passion explained 12.4% of the variance ($R^2 = .124, F(1, 242) = 34.261, P < .05$). The result from hypothesis one revealed that entrepreneurial passion is a significant predictor of business education students' social entrepreneurial intention in Edo State.

Hypothesis Two: Entrepreneurial creativity is not a significant predictor of Business Education students' social entrepreneurial intention in Edo State.

Table 3: Entrepreneurial Creativity Predicting Business Education Students' Social Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.839	.587		13.354	.000
	Entrepreneurial Creativity	.484	.068	.415	7.100	.000

a. Dependent Variable: Social Entrepreneurial Intention

Note: $R^2 = .172, F = 50.412, P < .05, Df = 1, 242$

Source: Researcher's Field work (2023)

The results of the regression on Table 3 indicated that entrepreneurial creativity explained 17.2% of the variance ($R^2 = .172$, $F(1, 242) = 50.412$, $P < .05$). The result from hypothesis two revealed that entrepreneurial creativity is a significant predictor of business education students' social entrepreneurial intention in Edo State.

Hypothesis Three: Entrepreneurial passion and entrepreneurial creativity are not significant predictors of Business Education students' social entrepreneurial intention in Edo State.

Table 4: Entrepreneurial passion, Entrepreneurial creativity predicting Business Education Students' Social Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	6.284	.773		8.129	.000
	Entrepreneurial Passion	.296	.098	.198	3.025	.003
	Entrepreneurial Creativity	.373	.077	.320	4.876	.000

a. Dependent Variable: Social Entrepreneurial Intention

Note: $R^2 = .203$, $F = 30.631$, $P < .05$, $Df = 2, 241$

Source: Researcher's Field work (2023)

The results of the regression on Table 4 indicated that entrepreneurial passion and entrepreneurial creativity collectively explained 20.3% of the variance ($R^2 = .203$, $F(2, 241) = 30.631$, $P < .05$). The result from hypothesis three revealed that entrepreneurial passion and entrepreneurial creativity are significant predictors of business education students' social entrepreneurial intention in Edo State. The result further revealed that entrepreneurial creativity has a stronger predictive power than the entrepreneurial passion in predicting SEI

4. Discussions

The analysis of hypothesis one revealed that entrepreneurial passion is a significant predictor of business education students' social entrepreneurial intention in Edo State. It means that when business education students are passionate about the challenges in the society and alternative income source, they will be more willing to launch an entrepreneurial venture that will help in addressing societal problems. The findings corroborate the findings by Fard, Amiri, Oboudi and Ramezani (2018) and Osiri, Kungu and Dilbeck (2019), Darden (2021), Zakari, Adusei, Quansah and Ampah (2022), Aloulou, Algarni, Ramadani, and Hughes (2023) and Chandra, Tjiptono and Setyawan (2023) who revealed that entrepreneurial passion is a significant predictor of social entrepreneurial intention.

The analysis of hypothesis two revealed that entrepreneurial creativity is a significant predictor of business education students' social entrepreneurial intention in Edo State. It therefore means that when business education students are creative, they will be more willing to venture into enterprise creation that will help to check societal issues. This finding corroborates the findings by Tiwari, Bhat and Tikoria (2017), Ip, Liang, Wu, Law, and Liu (2018), Liu, Liang, Chang, Ip and Liang (2019) and Hsu and Wang (2019) found that entrepreneurial creativity significantly predicted social entrepreneurial intention.

The analysis of hypothesis three revealed that entrepreneurial passion and entrepreneurial creativity are significant predictors of business education students' social entrepreneurial intention in Edo State. This finding corroborates the findings by Liu, Liang, Chang, Ip and Liang (2019) and Hsu and Wang (2019), Darden (2021), Zakari, Adusei, Quansah and Ampah (2022), Aloulou, Algarni, Ramadani, and Hughes (2023) and Chandra, Tjiptono and Setyawan (2023) where in their various studies established a significant relationship between entrepreneurial passion, entrepreneurial creativity and social entrepreneurial intention.

5. Conclusions

Based on the findings, it can be concluded that entrepreneurial passion and creativity are jointly predicting business education students' social entrepreneurial intention in Edo State. It was also concluded that both entrepreneurial passion and creativity individually predict business education students' social entrepreneurial intention in Edo State. The findings therefore imply that those saddled with the responsibility of teaching social entrepreneurship or entrepreneurship related courses should make conscious effort in positioning the mindset of the students to be creative and passionate about solving societal challenges via business formation. This study has made significant contribution to knowledge in filling the empirical and literature gap in this field.

Based on the findings, the following recommendations are therefore advanced:

- i. The practical component of Entrepreneurship education programme should be emphasized in order to make the people more creative;
- ii. Social entrepreneurship should be emphasized in the curriculum offerings in tertiary institutions;

- iii. Conscious effort should be made to pay more attention to learners' affective domain; and
- iv. Government and Non-Governmental Organizations (NGOs) should as a matter of urgency sponsor programmes relating to Social entrepreneurship.

References

- Aloulou, W. J., Algarni, E. A., Ramadani, V., & Hughes, M. (2023). Passionate to be a social entrepreneur in Saudi Arabia: A moderated mediation analysis of social entrepreneurial intention. *Business Ethics, the Environment & Responsibility*, 32(2), 698- 712. <https://doi.org/10.1111/beer.12510>
- Anjum, T., Farrukh, M., Heidler, P., & Diaz-Tautiva, J. A. (2021). Entrepreneurial intention: creativity, entrepreneurship, and university support. *J. Open Innov. Techno Mark. Complex* 7(11), 1-15. <http://doi.org/10.3390/joitmc7010011>.
- Biraglia, A., & Kadile, V. (2019). The role of entrepreneurial passion and creativity in developing entrepreneurial intention: insights from American Home brewers. *Journal of Small Business Management*, 55(1), 170-188.
- Cardon, M. S., & Kirk, C. P. (2015). Entrepreneurial passion as mediator of the self-efficacy to persistence relationship. *Entrepreneurship Theory and Practice*, 39, 1027-105.
- Cardon, M. S., Gregoire, D. A., Stevens, C. E., & Patel, P. C. (2013). Measuring entrepreneurial passion: conceptual foundations and scale validation. *J. Bus. Ventur.* 28, 373-396. Doi: 10.1016/j.jbusvent.2012.03
- Chandra, Y., Tjiptono, F., & Setyawan, A. (2023). The promise of entrepreneurial passion to advance social entrepreneurship research. *Journal of Business Venturing Insight*.
- Curran, T., Hill, A. P., Appleton, P. R., Vallerand, R. I., & Standage, M. (2015). The psychology of passion: a meta-analytic review of a decade of research on intrapersonal outcomes. *Motivation and Emotion*, 39(5), 631-655.
- Darden, B. B. (2021). *Through the laws of social movement impact theory in Latin America. Measuring social entrepreneurial intention: utilizing soci-political activism and entrepreneurial passion as moderated by opportunity recognition and gender.* Unpublished PhD Dissertation submitted to the faculty of the University of North Carolina at Charlotte.
- Dmoviek, M., Cardon, M. S., & Patel, P. C (2016). Direct and indirect effects of passion on growing technology ventures. *Strategic Entrepreneurship Journal*, 10, 194-213.
- Fard, M., Amiri, N. S., Obooudi, M., & Ramezani, S. (2018). Spiritual intelligence and social entrepreneurial intentions among students: the mediating role of entrepreneurial passion. *Entrepreneurship education and research in the Middle East and North Africa (MENA). Perspectives on trends Policy and Educational Environment*, 169-191
- Hattab, H. (2023). Effectuation and the social entrepreneurship: and empirical study of the relationship between adopting the principles of effectual logic and social enterprise's performance in Egypt. *International Journal of Entrepreneurship and Business Innovation*, 6(1), 1-20. Doi:10.52589/IJEBI-HDIXCIKM.
- Haugh, H. (2007). New strategies for a sustainable society: the growing contribution of social entrepreneurship. *Business Ethics Quarterly*, 17(4). www.jstor.org/stable/27673208.
- Hills, G. E., Lumpkin, G. T., & Singh, R. P. (1997). Opportunity recognition: perceptions and behaviours of entrepreneurs. *Frontiers of Entrepreneurship Research*, 17(4), 168-182.
- Hockerts, K. (2017). Determinants of social entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 41(1). <https://doi.org/10.1111/etap.12171>.
- Hsu, C., & Wang, S. (2019). Social entrepreneurial intentions and its influential factors: a comparison of students in Taiwan and Hong. *Innovations in Education and Teaching International*, 5(3), 385-395.
- Ip, C. Y., Liang, C., Wu, S. C., Law, K. M. Y., & Liu, H. C. (2018). Enhancing social entrepreneurial intentions through entrepreneurial creativity: a comparative study between Taiwan and Hong Kong. *Creativity Research Journal*, 30(2), 132-142. <https://doi.org/10.1080/10400419.2018.1446744>
- Jiatong, W., Murad, M., Li, C., Gil, S. A., & Ashraf, S. F. (2021). Linking cognitive flexibility to entrepreneurial alertness and entrepreneurial intention among medical students with the moderating role of entrepreneurial self-efficacy: a second-order moderated mediation model. *PLOS ONE*, 16(9), e0256420. <http://doi.org/10.1371/journal.pone.0256420>.

- Li, J., Chen, X. P., Kotha, S., & Fisher, G. (2017). Catching fire and spreading it: a glimpse into displayed entrepreneurial passion in crowd funding campaigns. *Journal of Applied Psychology*, 102(7), 1075-1090.
- Liu, H., Liang, C., Chang, C., Ip, C. Y., & Liang, C. (2021). Optimizing personality traits and entrepreneurial creativity to boost the precursors of social entrepreneurial intentions: five studies in Taiwan. *Journal of Social Service Research*, 47(1), 10-32.
- Mair, J., Robinson, J., Hockerts, K. (Eds) (2006). *Navigating social and institutional barriers to markets: how social entrepreneurs identify and evaluate opportunities*. Palgrave: Macmillan
- Mueller, B. A., Wolfe, M. T., & Syed, L. (2017). Passion and grit: an exploration of the pathways leading to venture success. *Journal of Business Venturing*, 32, 260-279.
- Newman, A., Obschonka, M., Mueller, J., & Chandan, G. G. (2021). Entrepreneurial passion: a review, synthesis and agenda for future research. *Applied Psychology An international Review*, 70(2), 816-860. Doi: 10.1111/apps.12236
- Osiri, J. K., Kungu, K., & Dilbeck, M. (2019) predictors of entrepreneurial intentions and social entrepreneurial intentions: a look at proactive personality, self-efficacy and creativity. *Journal of Business Diversity*, 19(1),42-52
- Perrewe, P. L., Hochwarter, W. A., Ferris, G. R., McAllister, C. P., & Harris, J. N. (2014). Developing a passion for work passion: future directions on an emerging construct. *Journal of Organizational Behaviour*, 35(1), 145-150.
- Puhakka, V. (2005). *The role of intellectual capital in opportunity recognition of entrepreneurs*. In 50th World Conference of ICSB, Washington, DC.
- Rozar, N. M., Razik, M. A., Sidik, M. H., & Bahrein, A. B. A. (2020). Empirical study of the antecedents social entrepreneurship intention in a higher education institution in Malaysia. *Journal of Critical Reviews*, 7(8), 1288-1298.
- Ruiz-Rosa, I., Gutierrez-Tano, D., & Garcia-Rodriguez, F. J. (2020). Social entrepreneurial intention and the impact of COVID-19 pandemic: a structural model. *Sustainability*, 12, 6970. Doi.10.3390/SU12176970.
- Schwarte, Y., Song, Y., Hunt, R. A., & Lohrke, F. T. (2023). Passion as process: three perspectives of entrepreneurial passion and an integrated path forward. *Journal of Business Research*, 156, 113474. <https://doi.org/10.1016/j.jbusres.2022.113474>.
- Shi, Y., Yuan, T., Bell, R., & Wang, J. (2020). Investigating the relationship between creativity and entrepreneurial intention: the moderating role of creativity in the theory of planned behaviour. *Front. Psychol.* 11:1209. Doi:10.3389/fpsyg.2020.01209.
- Sivathanu, B., & Bhise, P. V. (2013). Challenges for social entrepreneurship. *International Journal of Application or Innovation in Engineering & Management (IJAIEM)*
- Tiwari, P., Bhat, A. K., & Tikoria, J. (2017). Predictors of social entrepreneurial intention: an empirical study. *South Asian Journal of Business Studies*, 6(1), 53-79. <http://dx.doi.org/10.1108/SAJBS-04-2016-0032>
- Tracey, P., & Phillips, N. (2007). The distinctive challenge of educating social entrepreneurs: a postscript and rejoinder to the special issue on entrepreneurship education. *Academy of Management Learning and Education*, 6(2), 264-271. <https://doi.org/10.5465/amle.2007.25223465>
- Tran., A. T. P., & Korfflesch, H. V. (2016). A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, 10(1), 17-38. Doi.10.1108/APJIE-12-2016007.
- Zakari, M., Adusei, M., Quansah, E. K., & Ampah, G. (2022). Entrepreneurial passion and social entrepreneurial intent. *Management Research*, 7(2), 160-167