




ROLE OF ENTREPRENEURIAL PASSION IN LINKING ENTREPRENEURIAL EDUCATION AND ENTREPRENEURIAL INTENTIONS

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KEYWORDS	ABSTRACT
<p>Entrepreneurial Education, Entrepreneurial Passions, Entrepreneurial Intentions, Students & Higher Education Institutions</p>	<p>This study aims to explore the influence of entrepreneurial passion in linking entrepreneurial education and intentions in the higher education institutions (HEIs) as entrepreneurial passion is positive intense spirits that entrepreneurs experience toward their work to ensure creativity and innovation. Literature revealed that entrepreneurial education plays a crucial role in promoting entrepreneurial intentions in HEIs among the students. Still, the link between entrepreneurial intentions and education is stronger for students who have higher entrepreneurial passions. Present study used mixed-method approach by obtaining data from surveys in HEIs. The results indicated that students who have higher entrepreneurial passions are more possible to have higher entrepreneurial intentions. Students who have taken more entrepreneurial courses report higher levels of entrepreneurial intentions, suggesting that entrepreneurial education play crucial role in promoting entrepreneurial intentions among students. The HEIs should, design courses and programs that promote entrepreneurial passion, by providing theoretical knowledge and practical skills. This may help to create a culture of entrepreneurship in HEIs but also help to promote the development of successful entrepreneurs in the future.</p> <p> 2023 Journal of Social Sciences Development</p>
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INTRODUCTION

The entrepreneurship is measured as leading phenomenon that provide diverse leading significant opportunities to potential entrepreneurs to maintain their financial standing in different situations to sustain their strong positions in the contemporary environment wherein entrepreneurs need the critical support from other to commence desirous opportunities (Ispir, Elibol & Sönmez, 2019). The entrepreneurship thus helps individuals through significant knowledge about idea generation and commencement from diverse perspectives to maintain and sustain their liabilities toward available

opportunities (Mazzarol & Reboud, 2020). The entrepreneurship education is therefore inspiring for entrepreneurship growth that overwhelm at diverse leading outcomes from diverse scopes that nurtures the entrepreneurs' abilities toward desired environment (Lyu, Shepherd & Lee, 2021). The entrepreneurship is consequently significant for preparing individuals towards personal business prospects (Amjad, Rani & Sa'atar, 2020a), whereas, the entrepreneurship intentions are restrained as initiating phenomenon that encourages students "those who enters practical careers from their academic career" (Hoang, Tran & Du, 2021).

The literature revealed that entrepreneurship is emerging trend that inspires students to directly involve in leading and available opportunities to maintain financial standings in competitive environment (Pidduck, Busenitz, Zhang & Moulick, 2020). This trend has continuously gained the momentum from different perspectives to overwhelm situation and helps in sustaining environment towards desired liabilities to overwhelm the situation as per the required demands (Lyu, Shepherd & Lee, 2021). The entrepreneurship intentions are developed through effective generation and implementation of different ideas that provides the passion that how to avail different available opportunities from diverse perspectives to maintain and sustain their capabilities and commitment towards desired potentials for attaining desired standings and status in contemporary competitive environment (Mamary, Abdulrab, & Alshammari, 2020). The personality and entrepreneurship passion are considered as facilitators in providing different opportunities to the entrepreneurs to maintain their status quo in the competitive situations that further inspire them towards desired outcomes (Agustina, & Fauzia, 2021).

The entrepreneurship education and alertness are considered as leading phenomena towards the implementation of various ideas and plan for the desired success from different perspectives and critical dimensions (Naz, Li, Zaman, & Rafiq, 2020). The entrepreneurship is vital for provision of novel opportunities to entrepreneurs and gradually developed as leading phenomena that is recognized as the facilitating actor towards economic development (Azis, Haeruddin & Azis, 2018). Existing research studies offer sufficient support entrepreneurship education and entrepreneurial intentions (Buana et al., 2017; Hoang, Tran & Du, 2021), the entrepreneurship alertness and the entrepreneurial intentions (Hussain & Hashim, 2016; Urban, 2020), entrepreneurial passion as mediator to link entrepreneurial education and entrepreneurial intentions (Sriyakula & Kittisak, 2019), entrepreneurial passion as mediator to link entrepreneurial alertness and entrepreneurial intentions (Murad, Shahzad, Farhan & Simon, 2020), proactive personality as mediator in linking entrepreneurship education and entrepreneurial intention (Naz, Cai, Zaman & Muhammad, 2020), proactive personality as mediator in linking entrepreneurship alertness and intentions (Rui, Wang, Zhang & Peng, 2018) in different contexts.

The entrepreneurship development is contingent on the entrepreneurship intentions that further overwhelmed at availing accessible self-employment opportunities (Murad, Shahzad, Farhan & Simon, 2020). The researcher thoroughly investigated existing available and accessible research on entrepreneurship and found that these relationships have been previously examined through the single studies and lacks the application of multiple predictors and multiple mediators towards entrepreneurship intentions. Thus, this study is an attempt to fill existing gap in research thereby

applying the predictor (education) and mediator (passion) towards the entrepreneurship intentions in context of higher education institutions in developing countries like Pakistan. This study is likely to offer theoretical and empirical contributions to existing database of the research regarding the entrepreneurship intentions and development to produce innovative leading information about entrepreneurship. Study is expected to offer significant methodological and practical contribution to existing knowledge upon the entrepreneurship intention and other phenomena like education, alertness, passion and proactive personality.

Problem Statement

The entrepreneurship is the leading and burning issue around the globe which is already explored in diverse contexts with diverse outcomes. Thus, keeping in view existing trends in research about exploration of existing research problems in native environment, this study is a determination to survey entrepreneurship intentions through entrepreneurship education in higher educational context to yield innovative knowledge in contemporary environment to contribute the existing database about issues under study. This study aims to examine mediating role of entrepreneurship passion in linking entrepreneurship education, and entrepreneurial intentions. This study aims to examine mediation (education) that lacks in existing research thus, identification and application of mediator is uniqueness of present study to contribute the existing knowledge. The present study also aims to provide the suitable information about entrepreneurship development in context of developing countries like Pakistan.

LITERATURE REVIEW

The higher education is playing dynamic role in socio-economic development, in addition to basic and traditional responsibilities related with teaching, learning and research. This role is performed quite significantly by developed countries wherein different courses are available and though to the students for shaping their behavior toward particular objectives (Kraaijen, Groen & Bos, 2010; Jamil, Omar & Panatik, 2014). Leading course is entrepreneurship wherein students are motivated to join their own businesses (self-employment) instead of searching opportunities for employment anywhere at services sector (Saeed, Yousafzai, Soriano & Muffatto, 2013). The higher education institutions' role is vital in making sure availability of resources for successful and active execution of entrepreneurship from diverse dimension to provide the suitable opportunities to students while entering into their practical lives (Gautam & Singh, 2015). In this connection, main focus of the concerned leader is required to be on conducive and flexible culture wherein the students interact and share their ideas about different issues deliberately (Murad, Shahzad, Farhan & Simon, 2020). The entrepreneurship is overcome when entrepreneurs' intentions become enhanced and inspired towards certain aims and outcomes.

The motivation towards entrepreneurship varies greatly among students and influenced diverse factors like socio-economic background, personal traits, education, exposure to entrepreneurship, along with cultural norms and values (Buana, Hidayat & Prayogi, 2017). The students who have received formal education in entrepreneurship or have participated in entrepreneurial programs and activities may be more motivated to pursue the entrepreneurship as desired career option

(Ekawarna & Kusmana, 2019). The entrepreneurship passion and entrepreneurship intentions are related but distinct concepts that are important for understanding the motivations of individuals who are interested in starting their own businesses (Hoang, Le, Tran & Du, 2021). Consequently, it is important for entrepreneurship educators, policymakers, and practitioners to not only foster entrepreneurship passion but also provide the necessary resources, support, and infrastructure to help individuals turn their passion into tangible entrepreneurship intentions (Murad, Li, Ashraf & Arora, 2021). The existing literature on entrepreneurship provide the significant information about the importance of entrepreneurship education in shaping the entrepreneurs' behaviors through intentions to sustain the environment of motivation and commitment toward the different available opportunities that are significant in managing the situation at par to required consequences as well as outcomes (İspir, Elibol & Sönmez, 2019).

The entrepreneurship is significant in provision of desired knowledge wherein diverse leading opportunities are vital in sustaining the required situations to motivate the entrepreneurs toward various opportunities from diverse perspectives (Lyu, Shepherd & Lee, 2021). The entrepreneurship is thus imperative in contemporary era for providing the different leading prospects to those who wish to commence their personal businesses in diverse spheres to maintain their financial standings (Martín, Martínez & Picazo, 2019). Entrepreneurs are highly motivated through entrepreneurship knowledge and education. Thus, the entrepreneurship education is important in preserving the environments where the entrepreneurs are inspired to make the suitable decision based upon the knowledge and potential for the welfare of the desired future in the different perspectives (Buana, Hidayat & Prayogi, 2017). The entrepreneurs are required further to maintain these situations over effective implementation of various parameters for the best interest of the desired capabilities from required outcomes (Gabriela, Alina, Maria, & Daniel, 2020). The entrepreneurs are inspired through effective and leading educational opportunities to update their knowledge and potential in respect to various available opportunities (Hoang, Le, Tran, & Du, 2021) towards professional development in different contexts.

The entrepreneurs are inspired through various personality attributes to overwhelm situation and maintain their critical aspects from different perspectives to attain the desired consequences and outcomes (Shah, Amjed, & Jaboob, 2020), to maintain leading desired outcomes and consequences. The entrepreneurs are required to update their knowledge and skills to avail diverse available business opportunities to utilize required acquaintance (Martín, Martínez & Picazo, 2019). The entrepreneurs are thus required to pursue the entrepreneurship available opportunities through effective measurement of various leading aspects that are critical in determining desired successes in particular spheres leading toward desired outcomes (İspir, Elibol, E., & Sönmez, 2019). Individuals who are passionate about entrepreneurship are driven by a desire to innovate, create, and pursue their own vision for a business. This passion can motivate individuals to invest time, money, and effort into pursuing their entrepreneurial goal (Lyu, Shepherd & Lee, 2021). This can include access to funding, mentorship and coaching, training and education, as well as networking opportunities (Martín, Martínez & Picazo, 2019). Thus, the entrepreneurs are consequently needed to realize the situation in attaining desired outcomes.

The entrepreneurial intentions are important for nurturing entrepreneurs' attitude and behaviors toward different entrepreneurial prospects that are developed for the positive consequences about the role of different determinants that are critical in sustaining the environment towards desired success from diverse perspectives (Omari, & Alganbousi, 2020). Entrepreneurial intentions are developed when the potential and leading situational demands inspires entrepreneurs to maintain leading goal-oriented as well as supply and demands analysis confirms the sustainability towards available opportunities that are precarious in sustaining environment and sustaining the desired consequences (Arora, & Jain, 2019). These factors are thus considered as leading characteristics associated with the entrepreneurial intentions to maintain the desirability towards the desired consequences (Azis, Haeruddin, & Azis, 2018), overwhelms at desired consequences from diverse leading characteristics and outcomes. Entrepreneurship process engages mechanisms, activities, actions and eventualities that are related with salutation of new chances for entrepreneurship with the aim to establish new ventures in particular context for the particular purposes towards success (Cardon, Joakim, Singh, & Mateja, 2005).

Entrepreneurial passion recognizes individuals' potential and skills for promoting activities and actions that are allied with different opportunities to implement diverse plans to ensure possible outcomes (Murad, Li, Ashraf, & Arora, 2021). The passion denotes psychological and emotional aspects towards particular phenomenon with the aim to invest and produce the desired outcomes to sustain the desired consequences from particular investment (Cardon, Post, & Forster, 2017), to secure invested capitals and attain the desired financial outcomes. The existing literature offered significant information about the potential relationships between the entrepreneurial education, entrepreneurial passion and entrepreneurial intentions towards attainment of desired outcomes from the different parameters to sustain informational, emotional and inspirational dimensions to ensure desired outcomes from diverse perspectives (Agolla, Monametsi, & Phera, 2019). Therefore, the entrepreneurial education is significant in providing the awareness from different perspectives that inspires the environment towards different opportunities overwhelms at the desirability and commitment in particular context (Omari, & Alganbousi, 2020), that further helps in providing the requisite standards for development.

- H1: There is “positive and significant association among research variables” (predictor, criterion & mediator) (correlation analysis).
- H2: The predictor (education) and mediator (passion) have “significant impact on the criterion variable” (intentions) (regression analysis).
- H3: Relationship between entrepreneurship education & entrepreneurship intention is mediated by entrepreneurship passion (mediation analysis).

RESEARCH METHODOLOGY

This study aims to examine the role of entrepreneurial passion in linking entrepreneurial education and entrepreneurial intentions in HEIs by adopting mixed-method research approach and design. The study used both quantitative (examining statistical relationships) and qualitative (developing themes) research methods to provide the inclusive understanding of research phenomenon. The quantitative research method includes usage of survey questionnaire to collect data from a sample

of students enrolled in HEIs. Survey questionnaire (adopted from previous studies) that is designed to measure desired level of the entrepreneurial passion, education and entrepreneurial intentions among the students in selected higher educational institutions. The data collected through survey questionnaire are analyzed using statistical tools such as the correlation, regression and mediation analysis to decide the relationship between entrepreneurial passion, entrepreneurial education, as well as entrepreneurial intentions.

The “study adopted purposive sampling technique to select” participants for survey questionnaire. The participants are selected based on their enrollment in selected higher education institutions. The study ensures that sample size is representative of population of students enrolled in HEIs. The study ensures ethical considerations in the research process, like obtaining informed consent from participants, maintaining privacy, and ensuring data security. The research design of current study is quantitative wherein the study aimed to examine the relationships among research variables to reach the conclusion. Total population of student from the business administration departments in selected five universities from southern region (KP) includes (460+490+230+270+100= 1550). Thus, for the sample size determination, through the statistical formula, 318 sample was therefore selected (Yamani, 1967). Consequently, 318 questionnaires were distributed wherein 300 were recollected and used data analysis.

RESULTS & DISCUSSION

The results (descriptive & inferential) of study based upon description and relationships have been presented with the aim to provide understanding about relationships in research variables to reach desired conclusion of the study.

Table 1 Descriptive Statistics

	N	Maximum	Minimum	SD	Mean
Entrepreneurial Education	300	4.80	1.30	.82812	3.2470
Entrepreneurial Passion	300	4.70	1.70	.58495	3.4513
Entrepreneurial Intentions	300	4.60	1.80	.61055	3.5653

Table 2 Reliability Statistics

Variables	Cronbach Alpha	Items
Entrepreneurial Education	.831	08
Entrepreneurial Passion	.728	08
Entrepreneurial Intentions	.788	08
Questionnaire	.846	24

Table 3 Correlation Analysis (H1)

		ENE	ENP
Entrepreneurial Passion [ENP]	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.000	
	N	300	300
Entrepreneurial Intentions [ENI]	Pearson Correlation	.645**	.509**
	Sig. (2-tailed)	.000	.000
	N	300	300

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

The tables above provide information about descriptive statistics in describing research variables from different perspectives like sample, mean, standard deviation and minimum and maximum response along with reliability information wherein all the variables have desired Cronbach values above the threshold values. Likewise, correlation offers association between entrepreneurial education, entrepreneurial passion and entrepreneurial intentions as examined over H1. The results offered significant information about association like entrepreneurial intentions and education ($R = .645$ & $P = .000$), entrepreneurial passion and entrepreneurial education ($R = .463$ & $P = .000$), toward strength and direction in association along with association amid entrepreneurial intention and entrepreneurial passion ($R = .509$ & $P = .000$). Correlation provides the significant information in deciding about potential association existence regarding direction and strength amid variables and from results, H1 is accepted.

Table 4 Regression Analysis (H2)

Model Summary						
Model	R	R Square	Adjusted R2	SSE	F	Sig.
1	.724a	.525	.518	.42370	81.406	.000b

Table 5 Regression Analysis (H2)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.635	.168		3.782	.000
	Entrepreneurial Education	.337	.041	.410	8.325	.000
	Entrepreneurial Passion	.174	.043	.193	4.088	.006

a. Predictors: Education & Passion

b. Dependent Variable: Entrepreneurial Intentions

The H2 was about the predictability of entrepreneurial intentions through the entrepreneurial education and passion by using regression procedure that provides significant information. The results revealed 52.5% variance in entrepreneurial intentions due to entrepreneurial education and passion. Regression coefficient revealed that predicting variables have shown significance predicting role in determining entrepreneurial intentions likewise entrepreneurial education has significant impact on entrepreneurial intentions ($\beta = .337$ & P -values = .000), and entrepreneurial passion has significant impact upon entrepreneurial intentions ($\beta = .174$ & P -values = .006). Thus, results provided information significant about predictability of entrepreneurial intentions through entrepreneurial education and passion and therefore H2, is also accepted. The third hypothesis is related with the mediation procedure to examine the role of mediator in linking the independent and dependent variables of study.

Table 6 Model Summary (H3)

R	R Square	MSE	F	df1	df2	p
.4631	.2145	.3592	100.1470	1.0000	298.0000	.0000

Table 7 Coefficients of Regression (H3)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	2.0053	.1355	14.7975	.0000	1.7386	2.2720
Entrepreneurial Education	.4209	.0421	10.0073	.0000	.3382	.5037

Predicting Variable: Entrepreneurial Education

Criterion Variable: Entrepreneurial Passion

The path-a provides information wherein entrepreneurial education was used as the predicting variable while entrepreneurial passion was used as criterion variable. Results revealed that 21% variance in entrepreneurial passion is due to entrepreneurial education. The regression coefficient revealed that entrepreneurial education has significant impact on entrepreneurial passion ($\beta = .4209$ and $P = .0000$). Thus, first mediation step provides significant information in moving towards second mediation path to examine the situation about the mediation in reaching the decision about partial and full-mediation while considering and measuring all the paths in mediation procedures to examine the direct and indirect relationships while reaching desired decision about mediation to reach the decision.

Table 8 Model Summary (H3)

R	R Square	MSE	F	df1	df2	p
.6868	.4717	.1982	143.4466	2.0000	297.0000	.0000

Table 9 Coefficients of Regression (H3)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.1636	.1371	8.4894	.0000	.8939	1.4333
Entrepreneurial Passion	.2418	.0444	5.4501	.0000	.1545	.3291
Entrepreneurial Education	.4280	.0404	10.5815	.0000	.3484	.5076

Predicting Variable: Entrepreneurial Education, Entrepreneurial Passion

Criterion Variable: Entrepreneurial Intentions

The path second and third provides information about predictability of entrepreneurial intentions over entrepreneurial education and entrepreneurial passion. The results revealed 47% change in entrepreneurial intentions is due to entrepreneurial education and passion in particular context. The results further showed that entrepreneurial education has significant influence upon intentions of entrepreneurs ($\beta = .2418$ and $P = .0000$) while then significant impact entrepreneurial passion on the entrepreneurial intention ($\beta = .4280$ and $P = .0000$) through indirect relationship after inclusion of entrepreneurial passion as mediator. Thus, the results provide significant information in moving to the fourth path and reaching the decision that whether the entrepreneurial passion shows partial of full mediating role in mediation thereby considering the fourth step of mediation procedure to examine the direction relationship between predictor and criterion variables towards desired conclusion and decision.

Table 10 Model Summary (H3)

R	R Square	MSE	F	df1	df2	p
.6446	.4156	.2185	228.7695	1.0000	298.0000	.0000

Table 11 Coefficients of Regression (H3)

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.6485	.1193	13.8145	.0000	1.4137	1.8834
Entrepreneurship Education	.5298	.0350	15.1251	.0000	.4609	.5987

Predicting Variable: Entrepreneurial Education

Criterion Variable: Entrepreneurial Intentions

Table 12 Sobel Test (Normal Theory Test)

Effect	se	Z	p
.3684	.0312	4.8420	.0000

The fourth path of mediation provides the information about predictability of the entrepreneurial intentions through entrepreneurial education that shows 42% variance in the entrepreneurial intentions due to entrepreneurial passion over direct relationship between research variables. The coefficient of regression further showed that entrepreneurial education has significant influence upon intentions of the entrepreneurs ($\beta = .5298$ and $P = .0000$). The mediation procedure provides significant data in reaching the mediation conclusion as the coefficient in the direct relationship ($\beta = .5298$) has been reduced to ($\beta = .2418$), after the arrival of entrepreneurial passion as mediator while significant values remained same. Consequently, entrepreneurial passion partially mediated the relationship between entrepreneurial education and intentions which has thus been confirmed over normal theory test wherein total effect (.3684) and significance value (.0000), that remained in required threshold values for confirming the mediation. From results of mediation all paths, H3, is therefore also accepted.

The entrepreneurial education, passion and intentions are significant towards entrepreneurship in different contexts that aims at developing the conducive environment wherein entrepreneurs can show their efforts and potentials towards application and utilization of different efforts as well as resources to attain the desired outcomes in different contexts to ensure the real consequences from entrepreneurship chances (Lackeus & Williams, 2015; Davis, Hmieleski, Webb & Coombs, 2017; Mamarly, Abdulrab, & Alshammari, 2020). Entrepreneurial intentions and entrepreneurial passion have shown significant and direct linking and both are significant for nurturing positive behaviors leading towards effective entrepreneurial intentions desired for certain outcome and development (Karimi, Biemans, Lans, & Mulder, 2016; Fisher, Fragoso, Rocha, & Xavier, 2020; Merlot, & Johnson, 2018). Consequently, the entrepreneurs are required to show their motivations and commitments through diverse prominent practices to ensure potentials leading required for nurturing intentions and realizing anticipated outcomes. The hypothesis about the association revealed the positive and significant relationships among the research variables thereby application of correlation. In this regard, the results of study provide significant information in analyzing association and reaching the desired conclusion.

The results revealed that all variables are significantly associated with each other which have been previously examined in different studies and thus results have been validated over results of previous studies (Pérez, Galicia, Ariza & Fuentes, 2015; Ferri, Ginesti, Spanò & Zampella, 2018; Hoang, Le, Tran, & Du, 2021). Thus, the previous research studies provided the significant information about relationships among research variables that to what extent these variables are associated with each other for different purposes in different contexts to attain the particular outcomes (Vodă, & Florea, 2019; Shah, Amjed, & Jabooob, 2020; Murad, Li, Ashraf, & Arora, 2021). Results from present study revealed that all predictors and mediators have significant influence on criterion variable wherein different studies are available having diverse results that are enough to validate results of present research study (Botsaris & Vamvaka, 2016; Roundy, Harrison, Khavul & McGee, 2018; Murad, Li, Ashraf, & Arora, 2021). The existing research revealed diverse outcomes about impact of certain predictors upon criterion variables where same results have been obtained. The existing literature provide the significant information about the predictability of various variables that have been confirmed in this research.

CONCLUSION

The study on role of entrepreneurial passion to link entrepreneurial education and entrepreneurial intentions in the higher education institutions highlights the critical role of entrepreneurial passion in promoting entrepreneurial intentions among students. The study provides evidence that students who have higher levels of entrepreneurial passion are more likely to have higher entrepreneurial intentions, and that entrepreneurial education plays the crucial role in promoting entrepreneurial intentions among students. The study recommends that higher education institutions design and develop entrepreneurial courses and programs that promote the entrepreneurial passion among students, collaborate with industry partners and offer the career guidance and support services to students interested in pursuing the entrepreneurship. Government and policy-makers should also invest in promoting entrepreneurship in higher education institutions to develop effective policies and programs to support entrepreneurship. The study contributes to the growing body of literature upon entrepreneurship education and provides insights into the role of entrepreneurial passion in promoting the entrepreneurial intentions among students. The findings of the study have practical implications for the higher education institutions, policymakers, and educators in designing and delivering the effective entrepreneurial education programs that promote the entrepreneurial passion and intentions among students.

Recommendations

1. The institutions are required to design and develop entrepreneurial courses and programs that promote entrepreneurial passion among students. This could involve incorporating practical activities, mentoring, and networking opportunities that enable the students to develop their entrepreneurial skills and mindset.
2. The higher education institutions should collaborate with industry partners, business incubators, and accelerators to offer students with exposure to real-world entrepreneurial environment. This would provide students with practical experience and help them to develop entrepreneurial passion and intentions.

3. Higher education institutions should provide career guidance and support services to students interested in tailing entrepreneurship. This would involve providing information on funding opportunities, mentorship, networking, and other resources available to support their entrepreneurial journey.
4. Government and policy-makers should invest in promoting entrepreneurship in higher education institutions by providing funding, incentives, and support to universities and colleges and would enable higher education institutions to design and deliver effective entrepreneurial education programs and promote a culture of entrepreneurship.
5. Future research should focus on identifying the factors that influence entrepreneurial passion and intentions among students in higher education institutions. This would help to develop a deeper understanding of the relationship between entrepreneurial education, passion, and intentions, and inform the development of effective policies and programs to support entrepreneurship.

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