

The Mediating Role of Entrepreneurial Passion in the Relationship between Entrepreneur Education and Entrepreneurial Intention among University Students in Thailand

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Entrepreneurship education is the process of developing the ability to recognize business opportunities and potential cash recognition. It is also the development of skills, knowledge, and self-esteem for initiating a business venture that will face risk and uncertainty. The main objective of this study is to explore the nexus among entrepreneurial education, entrepreneurial intention and entrepreneurial passion. In addition, the study has examined the mediating role of entrepreneurial passion in the relationship between entrepreneurial education and entrepreneurial intention. Employing a survey-based methodology, SEM-PLS technique is used to test the hypothesized relationships. The current study has used SEM-PLS as a statistical tool to answer the research questions raised, and research objectives envisaged, in the current study. The data is collected from the university students in Thailand. The findings of the study have provided support to the theoretical foundation and the proposed hypotheses. The current study will be helpful for policymakers and practitioners in understanding the issues related to entrepreneurial education, entrepreneurial intention and entrepreneurial passion. To the author's knowledge, this is a pioneering study on the issue.

Key words: *Entrepreneurial education, Entrepreneurial intention, entrepreneurial passion, Thailand.*

Introduction

In most countries, graduates have been facing a lack of employment opportunities available to them. This situation has given rise to an immediate need for entrepreneurship and its acceptance in various countries (Guzmán-Alfonso & Guzmán-Cuevas, 2012; Shaikh, 2012). Around the world, students opt for entrepreneurship, since it provides a number of choices for valuable careers. Thus, entrepreneurship has become a popular area of research among academics (Shaikh, 2012; Chienwattanasook, & Jermstittiparsert, 2019). Other than improved national economic structure, entrepreneurship brings high financial returns and independence (MARTINEZ, Levie, Kelley, SÆmundsson, & Schøtt, 2010; Prakash, Jain, & Chauhan, 2015). Furthermore, the study from Reynolds, Storey, and Westhead (1994) postulated that the stimulus behind the expansion of career opportunities for new graduates is the growth of enterprising behaviour. Therefore, while assessing the entrepreneurial behaviour, it is essential to consider entrepreneurial intention (Zhang & Duan, 2010; Adnan Hye, & Islam, 2013; Ming & Yusoff, 2018). To envisage entrepreneurial participation by students, and to determine the driving force behind this decision, Ariff, Husna, Bidin, Sharif, and Ahmad (2010) employed entrepreneurial intention in their study.

Entrepreneurial intention (EI) is necessary to comprehend the entrepreneurial process since it precedes entrepreneurial behaviour. Intention the most reflective characteristic of entrepreneurial behaviour (Fitzsimmons & Douglas, 2011; Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011). In general, intention can be seen as a condition of tailoring someone's attention towards achieving a specific objective or goal, while entrepreneurial intention is seen as individual participation in, or the intention to initiate, business enterprise (Fayolle & Liñán, 2014). Intention models present a rational and fundamental framework for gaining enhanced knowledge of the entrepreneurial process. Therefore, understanding the factors responsible for creating entrepreneurial intention is valuable in explaining entrepreneurial behaviour (Shane & Venkataraman, 2000).

According to the literature, a relationship has been found among some antecedents and entrepreneurial intentions (EI), where the latter is recognized to be an appropriate and strong predicting variable for entrepreneurial activity (Lee, Wong, Der Foo, & Leung, 2011; Aina, 2017). As behaviour is anticipated through intention, similarly intention is predicted by a number of positive attitudes. Therefore, according to Ajzen (1991) intention is considered to be a medium which improves the understanding about actual behaviour. The quality which compels individuals to opt for personal business and self-employment is referred as entrepreneurial intention (Fayolle & Liñán, 2014). No definite determinants, or general consensus, were found in the literature, however, several studies have provided a number of factors that are assumed to affect individual inclination towards entrepreneurial activity. Students' perception regarding the effectiveness of entrepreneurial education, while

developing passion and creativity, are factors which have not gained enough attention in the past. Additionally, previous researches have also neglected the factor of university support during the entrepreneurial improvement process. In the view of Prakash et al. (2015), infusing entrepreneurial skills through entrepreneurship education encourages entrepreneurship.

Other than entrepreneurial skills, passion is a crucial factor for entrepreneurship. Passion develops the realization of important and original information needed to avail the prospective business opportunity. Passion also promotes creativeness among individual entrepreneurs. Entrepreneurial disconnection occurs in the absence of entrepreneurial passion, which results in disintegrated ventures. Thus, the entrepreneurial activity's fundamental significance calls for the detailed understanding of this phenomena by researchers. Almost all studies which incorporated passion were primarily concerned about individual entrepreneurial passion and the organizational or behavioural outcomes (Murnieks, Haynie, Wiltbank, & Harting, 2011). Whereas, those who studied passion in terms of intention, considered passion as a moderating variable, which has an indirect impact on the relationship between intention and other factors (Altaf, Hameed, Nadeem, & Shahzad, 2019). The study of Murnieks et al. (2011) used passion as an antecedent having some influence on intention.

Hypothesis development

Entrepreneurship Education and Entrepreneurial Intentions

Having realized the significant contribution of entrepreneurship to any economy, considerable attention has since been given to entrepreneurship education, especially by governments of various countries. Entrepreneurship education provides a platform for economies of the world to increase the number and quality of entrepreneurs (Akay, 2018; Kariv, Matlay, & Fayolle, 2019). This can be observed from the recent growth and development of school's curricula, as well as the promotion of programmes devoted to entrepreneurship and new-venture creation worldwide (Masedi, 2018). Higher educational institutions have responded to this mandate asserted by governments. They are responsible for developing the skills and knowledge that is necessary for self-employment and in meeting the demand of the business sector (Roxas, Cayoca-Panizales, & de Jesus, 2008). For many developing countries, it is even more necessary to develop graduate entrepreneurship education, as it is not only as a means of encouraging venture creation and entrepreneurial development, but also is a basis for national competitiveness and economic growth.

According to Jones and English (2004), entrepreneurship education is the process of developing the ability to recognizing business opportunities and potential cash recognition, while also developing the skills, knowledge, and self-esteem for initiating a business venture that may face risk and uncertainty. This definition gives prominence to action-based knowledge and encourages project-based practical, creative and problem-solving learning,

and consequently enables the undertaking of peer-evaluation. Entrepreneurship education also offers individuals the required skills and behaviours for managing and establishing new ventures. A framework has been developed by Politis (2005), which provides three entrepreneurial learning mechanisms namely; career experience of entrepreneurs, transformation process, and entrepreneurial knowledge. From the above, we have developed the following hypothesis:

H1: Entrepreneur education has a significant impact on entrepreneur intention.

Entrepreneurial Passion and Entrepreneurial Education

Due to the fundamental role of entrepreneurs, it is important to understand how cognitive and behavioural factors impact new venture creation. Thus, to clarify the complex entrepreneurship process, consideration of the cognitive and behavioural formation is necessary.

In the past, the opportunity identification process and its exploitation, were integrated with cognitive mechanisms, creativity and prior knowledge by researchers. Subsequently, and in order to explain the role of learning during the entrepreneurship process, the theory of experiential learning has been employed (Corbett, 2005). The study concluded that prior understanding about the learning process, and the way individual's learning processes affect opportunity identification and exploitation, are crucial for interpreting entrepreneurial nature. Creativity, knowledge and cognition have been found to be connected, with researchers highlighting that appreciating the differences among individuals boosts research in entrepreneurship. Students feel encouraged to develop passion and discover opportunities, which are suitable for them, through learning the entrepreneurship process (Jabarullah and Hussain, 2019).

A relationship has also been found to exist between learning activity engagement and passion (Bonneville-Roussy, Vallerand, & Bouffard, 2013; Aktug, Iri, & Top, 2018). Kuh, Cruce, Shoup, Kinzie, and Gonyea (2008) defined activity engagement as the involvement in educational activity which is particularly designed to promote continuation of higher education. Individual entrepreneurial learning outcomes for entrepreneurial activity engagement are assumed to be emotional and tangible, since they develop a closeness with entrepreneurial experiences, emotions, and activities (Nobanee, 2018).

Entrepreneurial intentions of individuals are strongly influenced through the psychological characteristics, however, emotional competences also exhibit variations through the contributory role played by experiential learning techniques. Since emotion is a significant learning factor, emotion and learning accompany entrepreneurial learning (Setamanit, 2018).

Entrepreneurship must be taken as an emotionally intense process, which is a combination of anxiety, fear, excitement, uncertainty, lack of control and high commitment (M. Lackéus & Williams Middleton, 2011).

Lackéus (2012) reviewed literature on emotions in entrepreneurship education and presented a model with equal emphasis on the faculties of thoughts, actions, and emotions. He noted that scholars who have previously employed similar models, neglected the cognitive aspect. This concept has been used with different connotations from cognition, conation, and affection to thoughts, actions, and emotions. David Rae (2005) used the terms “passion”, “buzz”, “excitement”, and “fun” to describe emotion and the energy that goes into establishing and running an enterprise. The amount and the quality of emotional engagement are the reasons for the survival of creative businesses (Lackéus, 2012).

Scholars have agreed that emotion-based perspectives are essential in considering new approaches to researching and teaching entrepreneurship, “emotional exposure plays a significant role in creating an environment within which effective student learning can be conducted.” Consequently, a learning environment that creates a near real situation in teaching activities will generate greater emotion (Gondim & Mutti, 2011). Souitaris, Zerbinati, and Al-Laham (2007) emphasized that entrepreneurial attitudes and intentions are affected by inspiration drawn from entrepreneurship education. Hence, entrepreneurship education should be capable of building the passion among students to pursue entrepreneurial careers (Triposakul, 2018).

Several past studies have established an empirical association between passion and education. The process of Self-Determination theory was applied, using data for 190 students, to assess the existence of relationship between competitive performance and physical activity. A positive relation has been assumed to exist among educators’ autonomy support and perceived competence, autonomous motivation, action orientation, and harmonious passion. This study found that there was a positive link between competitive performance and physical activity involvement. The researcher also found a positive association between autonomous motivation, action orientation, perceived competence and autonomy support, using LISREL for the model estimation. The model also supported the relationship between action orientation, physical activity involvement, autonomous motivation and perceived competences.

On the above, we have drawn the following hypothesis

H2: Entrepreneurial education is in significant relationship with Entrepreneurial Passion

Entrepreneurial Intentions and Entrepreneurial Passion

Entrepreneurship scholars, and psychologists have been attracted to the role of passion in promoting desired individual goals and persistent pursuits. Scholars have used various connotations for passion such as intense positive or affective feelings. In the view of Vallerand et al. (2003), passion is a strong inclination for those activities which people like to perform, feel important from, and are ready to invest their time and energy in.

Motivation that is provided by passion invigorates the energy necessary to sustain any difficulty that may come by the way of executing such activity (Vallerand et al., 2008). Therefore, passion provides self-fulfilment, improves welfare, and offers meaning to individuals' daily life (Vallerand et al., 2003). It is to be seen then, that passion has an element of motivation, because it inspires people to work with great zeal. Motivational construct also have the components of affective, cognitive, and behavioural elements. This can be corroborated by the definition provided by Perttula (2003), whereby passion for work refers to a psychological state involving strong positive emotional arousal, internal force, and full commitment with meaningful work activities.

The distinctive feature of the inventing domain is the passionate individuals who: delight in finding new opportunities, are ready to take part in creating new services/products, are learning new ways of problem solving and are doing things differently. The passion for founding ventures involves organizing the required financial, social, and human resources. The desire to search for new ventures acts as a driving force for most entrepreneurs, and signifies the accomplishment of developing something tangible. Founding an organization is indicative of an individual entrepreneur's particular self-identity.

Passion has been classified into Harmonious passion (HP) and Obsessive passion (OP), which were developed based on the internalization process that takes place within individuals when taking action (Vallerand et al., 2003). Vallerand et al. (2003) explained that Harmonious passion (HP) is seen as self-directed internalization, which guides individuals to be involved in a job that they like. There is an inner motivation to willingly take on such action without any compulsion to do so. Thus, the passionate activity, is chosen in harmony with one's life purpose and it is assumed to result in positive effects, and reduces negative effects, when engaging in the chosen task.

On the other hand, Vallerand et al. (2003) explained that Obsessive passion (OP) is the restricted internalization to engage in a job. OP creates a sort of internal compelling force to engage in the activity that the individual likes. This internal pressure to engage in the passionate activity creates a complex situation in the mind of a person to attempt to disengage from the thought of such activity. Even though both types of passions are said to correlate

moderately and positively, they both entail distinct types of task engagement, with harmonious passion supporting health adaptation and obsessive passion causing negative effects and less adaption (Vallerand et al., 2008; Ale, 2018). This current study is in line with the conceptualization of entrepreneurial passion as harmonious, resulting in positive effects and willing engagement in chosen enjoyable activities.

Some studies have also conceptually and empirically investigated the role of entrepreneurial passion, or its proxies, in the entrepreneurship process. Specific attention has been given to variables like venture growth, behaviour, and entrepreneurial action. For example, there was a metaphorical connection made between entrepreneurship and the process of parenting. They related business to babies, and examined the various aspects of the progression of children and ventures. They also introduced the idea of parenting, which is associated with nurturing, passion or love, and possibly abandonment or abuse, while simultaneously drawing attention to the ideas of passion, identification, and attachment in entrepreneurial circumstances.

With an interest as to how entrepreneurs' passion can be contagious to others, the authors developed a model and displayed how passion may be transferred from entrepreneur to employees. This study conceptualizes the nature of entrepreneurial passion as it relates to salient entrepreneurial role identities, built from the existing literature. This was done to clarify the mechanisms behind the experiences of entrepreneurial passion that provide a rational basis for how cognitions and behaviours work while pursuing entrepreneurial effectiveness.

In an attempt to improve the understanding of the formation of entrepreneurial intention, De Clercq, Castañer, and Belausteguigoitia (2011) examined the roles of learning orientation and passion for work as moderators of the perception of one's ability to be a successful entrepreneur, and the perceived attractiveness of becoming an entrepreneur. They surveyed 946 university students and showed that learning orientation and passion for work strengthen the role of feasibility and desirability factors in influencing entrepreneurial intention. This further suggested that the anticipation of negative affects is related to students' beliefs that they not are capable of performing entrepreneurial behaviour. Hence, student's emotions and passion about entrepreneurship are critical in determining students future entrepreneurial behaviour. Thus, this study examines the relationship between entrepreneurial passion (passion for inventing and passion for founding) and entrepreneurial intentions.

H3: Entrepreneurial passion is in a significant relationship with entrepreneurial intention

Mediating Role of Entrepreneurial Passion

Entrepreneurial passion is a mediator between entrepreneurial intention and perceived effective entrepreneurship education. During a process of new venture creation, understanding the role of cognitive and behavioural factors is essential. The researcher argues that considering cognitive and behavioural factors would be helpful to understand the complex entrepreneurship process. Being a motivational variable, passion involves cognitive, behavioural, and affective components, which affect individual behaviours and are responsible for changing the behaviours of entrepreneurs (Murnieks et al., 2011; Alhassan, & Anya, 2017). According to Chen, Yao, and Kotha (2009), entrepreneurial passion is an extreme emotional state that results from behavioural and cognitive actions.

When accounting for entrepreneurship teaching and research approaches, it is also essential to consider emotion-based perspectives, as they can significantly contribute to developing an environment that will promote effective student learning. Gondim and Mutti (2011) suggested that learning environments with practical teaching activities help in developing strong emotions. Souitaris et al. (2007) concluded that one of the most influential entrepreneurship program benefits is the emotional element associated with inspiration. Therefore, entrepreneurship education must prompt students to develop a passion for pursuing entrepreneurship as a career.

The effectiveness of entrepreneurship education plays a significant role in creating passion among individuals, thus prompting them to take part in venture creation. For a successful entrepreneurship, it is necessary to develop personal passion prior to venture creation. In a study researchers used three passion measures: passion for founding, developing and inventing, with each measured separately. The research further captured two scales for each passion scale, identity centrality for the roles of inventing, developing and founding, and intensive positive feelings for a certain activity. This study proposes the following hypothesis on the basis of above arguments:

H4: Entrepreneurial passion mediates the relationship between entrepreneurial education and entrepreneurial intention

Methodology

PLS-path modelling was used for the statistical testing of hypotheses, as well as to assess the complex relations, such as the perception of university support as a moderator (Henseler, Ringle, & Sinkovics, 2009). The Partial Least Square (PLS) method has been used to estimate path models involving latent constructs, which are usually measured indirectly through a number of indicators. Being a structural equation model, the PLS approach

determines the relation among variables by using a regression analysis between the variables and their latent constructs.

The current study has employed PLS due to several reasons: 1) for complex models involving multiple latent variables or indicators, it is suitable to apply PLS path modelling. Additionally, PLS works best for studies involving mediating and moderating variables in the model, and for estimating formative second order-constructs; 2) In case of reflective and formative models, in which latent variables and their respective measures need to be modelled differently, a PLS can be employed. As the current study includes formative and reflective measures, a PLS method is necessitated because various difficulties may arise while using covariance techniques for assessing the formative constructs.

On the basis of a given population, a table presented by Krejcie and Morgan (1970) is used to determine the sample size. The total population for current study was 11637, and a sample size of 575 students is chosen. An appropriate sample size for most research lies within 30 and 500, therefore, a sample size of 575 was considered to be appropriate.

For multivariate research, a rule of thumb is used in order to determine sample size. This rule of thumbs states the sample size must be “ten times or more” the number of variables involved in the model. Since, the current study involves three variables, ten times three is 30. The sample size of 575 is acceptable and adequate for this study. Afterwards, a stratified random sampling is chosen for sample collection, in which a population is subdivided into strata or subgroups, and random samples were withdrawn from each stratum. The response rate is given in Table 1.

Table 1: Response Rate

Response	Frequency/Rate
Total questionnaires distributed among students	375
Total questionnaires received as filled	292
Total questionnaires identified as true responses	278
Total questionnaires excluded due to errors	14
Total rate of response	77.8 %
Total rate of valid response	74.1 %

Results and Discussion

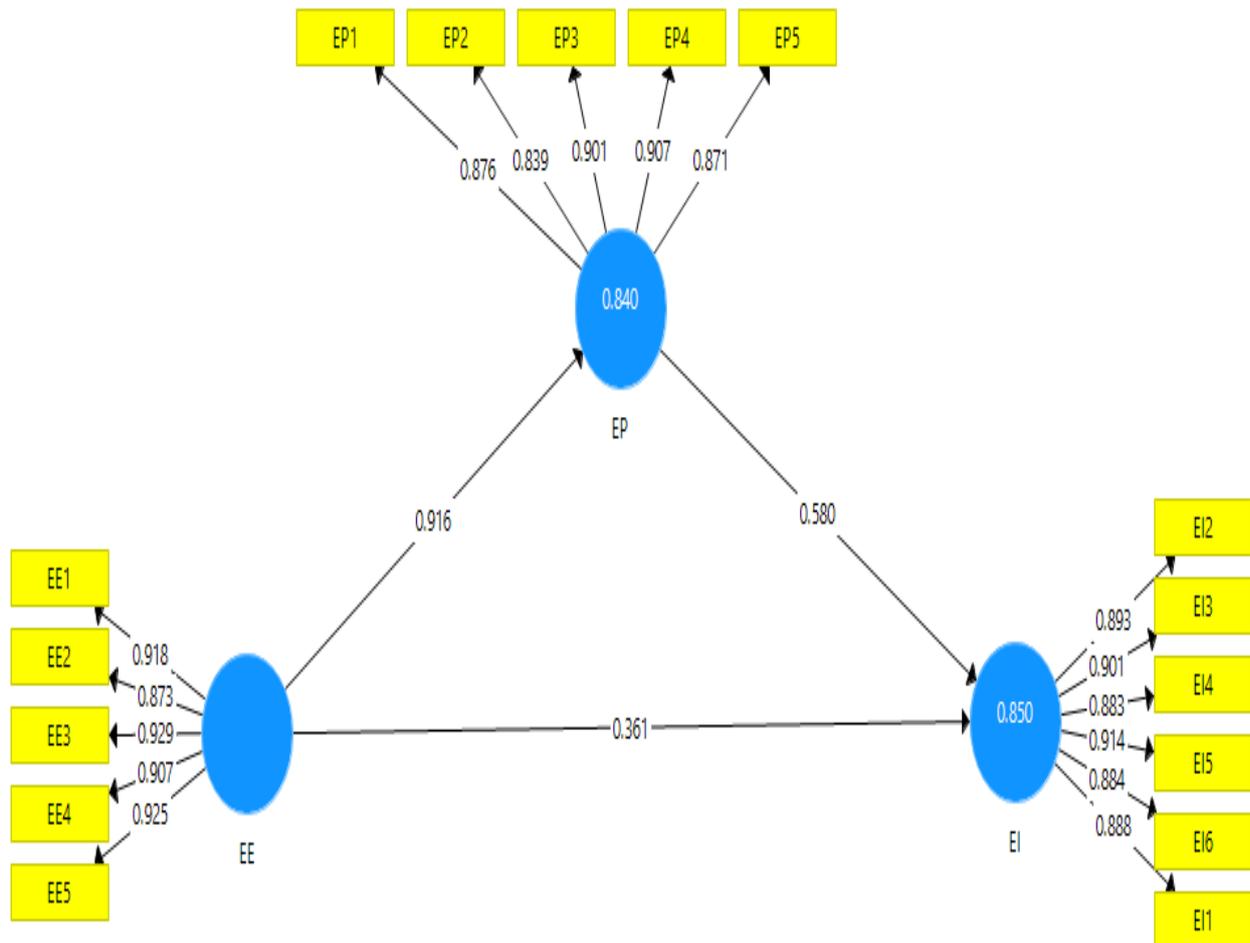
Results

The present study employed a sequential two-stage method to analyse the statistical results obtained through PLS (Hair, Sarstedt, Hopkins, & G. Kuppelwieser, 2014). Initially, in the PLS-SEM, the measurement model (outer-model) is examined, followed by the estimation of

convergent validity, consistent reliability through composite reliability measure, and the discriminant validity. Construct validity and reliability measures do not provide meaningful results in case of formative modelling, because they are not relevant criterion while examining the measurement quality for these models. A different criterion is used to assess the measurement model for the formative measured construct. Therefore, the formative measures were assessed, based on collinearity, significance between the indicators, the outer weight, and convergent validity. The measurement model assessment is not assumed to be applicable in case of a single-item construct (Hair et al., 2014).

To assess the validity and reliability measures for the measurement model, SmartPLS was used in this study (Ringle, Wende, & Will, 2005). This study also analysed the reflective measures of the model on the basis of convergent validity and reliability of their indicators. Values for composite reliability show the internal consistency reliability of the constructs was higher than 0.7 for all values, thus indicating good reliability as shown in Table 2. Furthermore, to determine convergent validity, the reflective indicators were assessed. Loadings for most of the indicators were higher than 0.60.

Figure 1. Measurement Model



Previously, in social sciences, Cronbach alpha is used to determine internal consistency, whereas it is a conservative measure for PLS-SEM (Hair et al., 2014). Therefore, Bagozzi and Yi (1988) and Hair et al. (2014), have proposed composite reliability to measure internal consistency under PLS-SEM modelling. For the current study, composite reliability values were observed to assess the internal consistency reliability, which must be above 0.70 as suggested by Hair et al. (2014). The outer factor loadings were also considered to assess reliability of indicators, which are required to be 0.70 or above (Hair et al., 2014; Henseler et al., 2009).

Table 2: Outer loadings

	EE	EI	EP
EE1	0.918		
EE2	0.873		
EE3	0.929		
EE4	0.907		

EE5	0.925		
EI2		0.893	
EI3		0.901	
EI4		0.883	
EI5		0.914	
EI6		0.884	
EP1			0.876
EP2			0.839
EP3			0.901
EP4			0.907
EP5			0.871
EI1		0.888	

Convergent validity refers to the degree that measures of the same construct are related positively, such that a high variance is shared by the measures of a construct. The average variance extracted (AVE) and outer loadings are usually considered to assess convergent validity. AVE is the mean value for the squared loadings of the associated measures of the construct, which are required to be 0.50 or above (Bagozzi & Yi, 1988). Hair et al. (2014) argued that achieving a value of 0.5 or above, indicates that more than half of the indicators variance is explained by their constructs.

Table 3: Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
EE	0.948	0.949	0.960	0.829
EI	0.950	0.950	0.960	0.799
EP	0.926	0.927	0.944	0.773

Discriminant validity explains the extent to which measures of the constructs are practically different from other measures of constructs. Hence, the study achieves discriminant validity only if the construct is actually different from the model's other constructs. Therefore, two measures were considered to assess discriminant validity for PLS-SEM, cross loadings and outer loadings. The measure of the constructs' outer loadings must exceed all its loadings for the remaining constructs.

Table 4: Discriminant validity

	EE	EI	EP
EE	0.931		
EI	0.892	0.894	
EP	0.916	0.911	0.879

The next step is the estimation of the inner, or structural model, which can be done by considering estimates of path coefficient, effect size (f^2), predictive relevance (Q^2), and coefficient of determination (R^2) (Henseler et al., 2009). To obtain path coefficients estimates, a bootstrapping procedure was employed using 5000 bootstrapping subsamples and 595 cases, without changing the sign, as per the recommendations of Hair et al. (2014). On the basis of the path-weighting scheme, the study also estimated parameters. The standard errors obtained from the bootstrapping procedure help in the hypotheses testing and in assessing the significance of coefficients Hair et al. (2014).

Figure 2. Structural Model

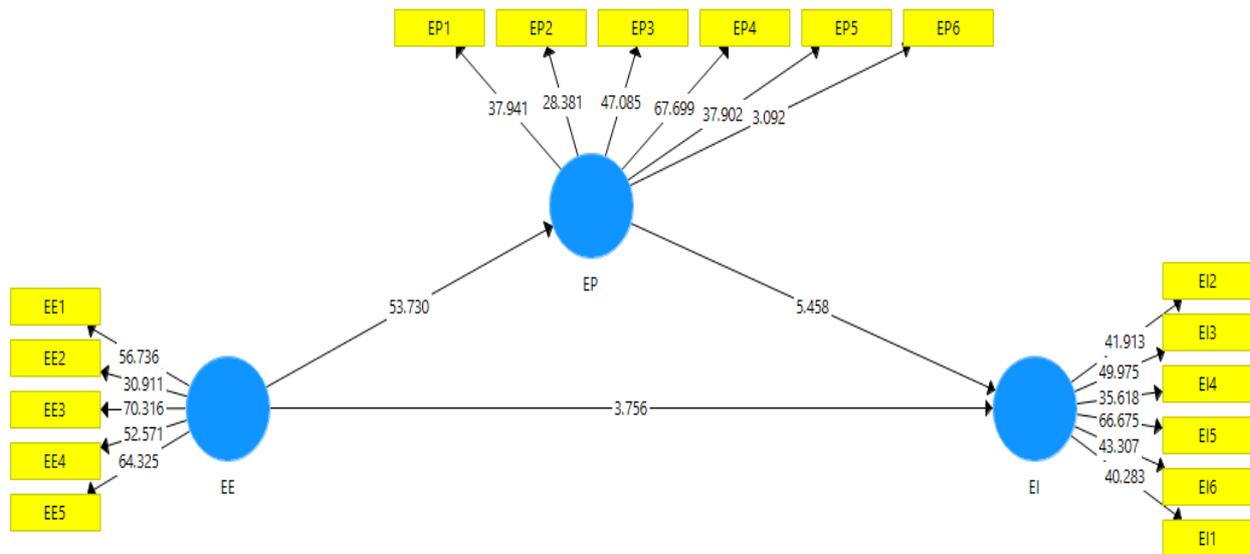


Table 5: Direct relationships

	(O)	(M)	(STDEV)	T Statistics	P Values
EE -> EI	0.892	0.892	0.022	3.756	0.000
EE -> EP	0.916	0.916	0.018	53.730	0.000
EP -> EI	0.580	0.574	0.104	5.458	0.000

Table 6: Mediation

	(O)	(M)	(STDEV)	T Statistics	P Values
EE -> EP -> EI	0.531	0.525	0.093	5.740	0.000

R^2 for the endogenous variable was analysed (Henseler et al., 2009). **Scholars have suggested** a threshold level for the R^2 to be acceptable and have indicated that the values of 0.67, 0.33, and 0.19 as good, moderate, and weak, respectively. The R^2 values obtained for the endogenous latent variables are:

Table 7: R-square

	R Square
EI	0.850
EP	0.840

While estimating the structural model, the study also analysed the predictive relevance estimate. The Stone-Geisser criterion was used to measure the predictive relevance through a blindfolding method (Hair et al., 2014; Henseler et al., 2009). This is a repetitive process in which each of the data points is excluded from the data on the basis of a particular omission distance. The same process continues till the completion of the model, which was then re-estimated. The value obtained after dividing the chosen omission distance with the number of cases, must not be an integer, and the omission distance is generally chosen within 5-10 re-estimates (Hair et al., 2014).

Figure 3. Predictive Relevance (Q^2)

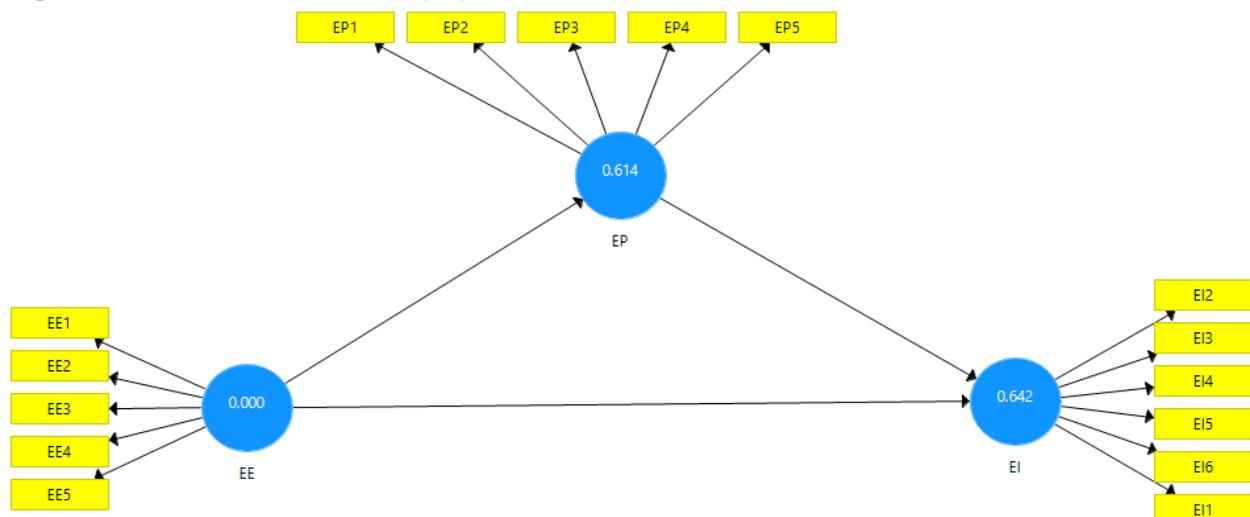


Table 8: Predictive Relevance (Q^2)

	$Q^2 (=1-SSE/SSO)$
EI	0.642
EP	0.614

Discussions

The first objective of the study is to investigate the impact of entrepreneur education on entrepreneur intention among university students in Thailand. The findings of the study have shown an agreement with the proposed hypotheses as entrepreneur education is in a significant ($p=0.000$) relationship with entrepreneur intention. The results of the study are in line with the previous study of Zainuddin, Abd Rahim, and Rejab (2012).

The second objective of the current study was to examine the relationship between entrepreneur education and entrepreneur passion of students in Thai universities. The results indicate that entrepreneur education enhances entrepreneur passion. These results are in line with the prior investigations of Henseler et al., (2009).

The third objective of the current study is to examine the relationship between entrepreneurial passion and entrepreneurial intention. The findings of the study have confirmed that entrepreneurial passion positively impacts upon entrepreneurial intention among university students in Thailand. These findings are in line with the findings of Shane, Locke, and Collins (2003).

Lastly, the study examined the mediating role of entrepreneurial passion in the relationship between entrepreneurial education and entrepreneurial intention among Thai university students. The results obtained provided support to the hypothesized results.

Conclusions

The present study has contributed significantly by conceptualizing that education motivates individuals to develop passion and perform a physical activity. An understanding is obtained that effective entrepreneurship education encourages the development of passion which results in a physical activity or the creation of a venture.

Entrepreneurship education is the process of developing the ability of recognizing business opportunities and potential cash recognition. It is also the development of skills, knowledge, and self-esteem for initiating a business venture which may face risk and uncertainty. The main objective of the current study is to explore the nexus between entrepreneurial education, entrepreneurial intention and entrepreneurial passion. This study examined the mediating role



of entrepreneurial passion in the relationship between entrepreneurial education and entrepreneurial intention.

This study is one of the few studies on this issue. With an interest as to how entrepreneurs' passion can be contagious to others, the authors developed a model and displayed how passion may be transferred from entrepreneur to employees. This study conceptualizes the nature of entrepreneurial passion as it relates to salient entrepreneurial role identities, built from the existing literature. This was done to clarify the mechanisms behind the experiences of entrepreneurial passion that provide a rational basis for how cognitions and behaviours work while pursuing entrepreneurial effectiveness

The findings of this study provided support to the theoretical foundation and the proposed hypotheses. The current study will be helpful for policymakers and practitioners in understanding the issues related to entrepreneurial education, entrepreneurial intention and entrepreneurial passion.

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