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EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION OF BUSINESS EDUCATION STUDENTS: THE ROLES OF PASSION AND CREATIVITY

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Abstract
Increased unemployment among graduates of Nigerian universities resulted to the introduction of entrepreneurship education in higher education institutions to facilitation readiness for work or become entrepreneurs among fresh graduates. Drawing on theory of planned behaviour, this study explores the effect of entrepreneurship education on entrepreneurial intentions of business education students. The study also explored the mediating roles of entrepreneurial passion and creativity in the relation. As a cross-sectional survey, data was collected from 165 final year students of Business Education from the Nnamdi Azikiwe University, using scales that measure the constructs of the study. Applying path analytical model based on structural equation modelling (SEM), data were anylyzed to explore direct and indirect effects. Findings reveal that entrepreneurial education has a direct and positive relationship with entrepreneurial intention, such that entrepreneurial passion and creativity mediated the model. Hence, indirect relationship between entrepreneurship education and entrepreneurial intention was found via passion and creativity. The implications of the findings are discussed.
Keywords. *Entrepreneurship education, entrepreneurial intention, entrepreneurial creativity, entrepreneurial passion, business education*

Introduction

Increased rate of unemployment among graduates of Nigerian universities has resulted in the introduction of entrepreneurship education in institutions of higher learning by the federal government, in a bid to inculcate the entrepreneurial spirit among undergraduates (Agbonlahor, 2016). Entrepreneurship education or training brings about entrepreneurship in a country. Through entrepreneurship education, Individuals are trained and educated on the benefits and gains of entrepreneurship (Izedonmi & Okafor, 2010; Bae et al., 2014; Agbonlahor, 2016). Okon and Uke, (2015) opined that entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Entrepreneurial training develops skills and capacity for business pursuit, thereby boosting the productive power base of a country. In less developed countries, government see entrepreneurship as a way to stimulate economic development and tackle serious economic and social challenges (Ozaralli et al., 2016).

Entrepreneurship is viewed as one of the key improvement drives for economic advancements as it lessens unemployment and poverty (Abdullah et al, 2016). Fostering entrepreneurship via university teaching and training has lately been part of several Nigerian institutions' national strategic objective. The establishment of standard entrepreneurship education relies on the comprehension of entrepreneurship competencies and its impact on a students' entrepreneurship intention (Abdullah et al, 2016). Entrepreneurship starts with entrepreneurship intention which is formed through character qualities and abilities along

association within the environment (Abdullah et al, 2016), the experiences we gather at different stages of our life helps in shaping our entrepreneurship intention. One can't wake up and decide to be an entrepreneur. There must have been a conscious and thoughtful planning.

Intention plays an important role in starting a business or new setup, but what factors influence intention? According to Ozaralli et al, (2016) and Campos, (2017), there is a significant relationship between personality attributes of optimism, innovativeness, risk taking, propensity and entrepreneurial intention. Personal attitudes, perceived behavioral control and perceived barriers are also factors that significantly influence entrepreneurial intentions (John et al., 2014, Luis et al., 2015 & Puwati et al., 2020). Among the identified factors is entrepreneurial passion and entrepreneurial creativity, which is believed to be an important factor in the pursuits of entrepreneurship (Biraglia & Kadile, 2015; Neneh, 2020 & Syed et al., 2020).

Entrepreneurial passion is an important factor any business owner must possess in order to thrive in their business (Bizmanualz, 2021). There would be no entrepreneur if there is no passion, since passion is the force that propels every entrepreneur (Kabbage American Express, 2022). It is a fundamental attribute for any entrepreneur to succeed. Prior studies has been conducted on entrepreneurship passion with other entrepreneurship competencies like innovativeness, self-efficacy, entrepreneurship alertness, curiosity, risk propensity and need as moderators of entrepreneurship intention (Campos, 2017; John et al.,2014; Hong & Azim, 2020;Puwati et al., 2020; Biraglia & Kadile, 2017). But less attention has been paid to entrepreneurial passion and entrepreneurial creativity as a mediator between entrepreneurship education and entrepreneurship intention. In order to address this gap, this study will help us understand how entrepreneurship passion and entrepreneurship creativity will positively affect the relationship between entrepreneurship education and entrepreneurship intention while contributing more to existing literature of entrepreneurship. Specifically, this study tests the direct effect of entrepreneurships education and entrepreneurial intention, as well as the indirect effects of entrepreneurial passion and creativity in the relation.

Theoretical Framework and Hypotheses Development

This study is anchored on the tenets of the theory of planned behaviour (TPB – Ajzen, 1991). This theory explains that an individual's mindset (attitude), subjective standards (norm), and perceived behavioral control are all required for behavioural intention (Ajzen, 1991). By implication, the theory explains how entrepreneurial behaviors are attained via changes in entrepreneurial mindsets from entrepreneurial education. By forecasting entrepreneurial intent, this theory seeks to anticipate actual entrepreneurial action. With entrepreneurial education it is expected that the student's entrepreneurial passion and creativity will be increased for improved entrepreneurial intention upon graduation. Although, this theory has been applied in previous studies (e.g Bae, et al, 2014., Kuttim, et al, 2014; Rauch & Hulsink, 2015), to explain the effect of entrepreneurship education on entrepreneurial intent, the implication of entrepreneurial passion and creativity is either neglected or under researched.

Furthermore, entrepreneurial passion and creativity are the crucial driving forces that fuels entrepreneurs' intentions, as well as critical driving elements in business formation process. The most essential factor of behavior, according to this theory, is a person's desire to conduct the behavior. The theory of planned behavior (TPB) encapsulates key individual beliefs (attitudes, subjective norms, and perceived behavior control) that impact people's intentions to undertake a certain behavior. When people have time to prepare their action, the strongest predictor of that behavior is one's intention, according to this hypothesis. Therefore, the conceptual model for the hypotheses development in this study is shown in figure 1

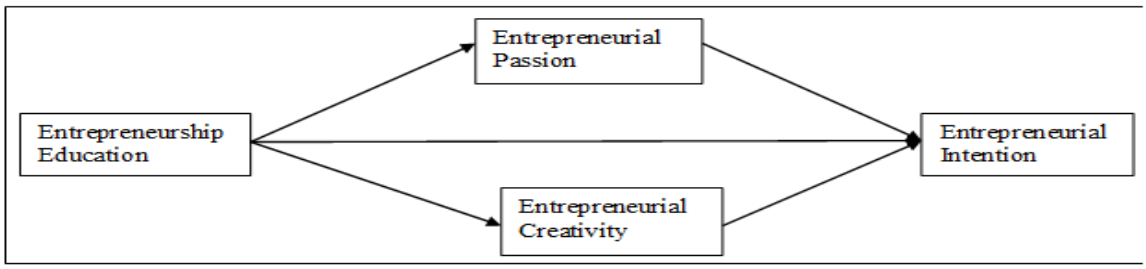


Figure 1. Conceptual Model

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education has to do with the formation of attitudes, behaviours and capacities during an individual's entrepreneurial career (Wilson, 2009; Fayolle, 2009). Entrepreneurship is considered as the propeller of economic advancement and poverty reduction, (Mamun, 2016). Knowledge of entrepreneurship education helps the students to reflect on their strengths and abilities in order to have a better understanding about certain competencies required for successful entrepreneurial career. Entrepreneurship education helps students improve their character by giving them opportunity to explore and apply real-world learning in order to develop their entrepreneurial abilities, (Mahendra et al, 2017). In order to stimulate individual and economic growth, job creation, increased school participation, and societal resilience, entrepreneurship education has to be incorporated into university curricula, (Lackeus, 2015). Despite the fact that entrepreneurship education is thought to foster future entrepreneurs, there is still much to learn about the mechanism by which the intervention influences its desired outcome, (Wilson, 2009; Fayolle, 2009).

According to the notion of planned behavior, people are far more likely to intend to engage in specific actions when they believe they can do so effectively, (Ajzen, 2005). In other words, exposure to entrepreneurship education can arouse the desire to become an entrepreneur. It is also deduced that entrepreneurship education is a beneficial curriculum that would enable respondents to either assist their future employers or effectively manage their own businesses, (Izedonmi & Okafor, 2010).

Entrepreneurship education aids in the development of students' entrepreneurial character by offering opportunities for them to experience and apply real-world learning in order to build their entrepreneurial capacities. Numerous studies have revealed that entrepreneurship education plays a significant role towards entrepreneurial intention, (Moses, et al 2010; Bae, et al 2014; Kuttim, et al 2014; Rauch& Hulsink, 2015). While some researchers recognized that entrepreneurship education has no significant impact on entrepreneurial intention, (Maheshwari, 2021; Hasbulla, et al 2022; Fayolle et al, 2015; Hadj & Dhiaf, 2016). Bae et al. (2014) found that there is a significant but small positive relationship between entrepreneurship education and entrepreneurial intention while Kuttim believes that in entrepreneurship education, what is delivered is not often what is wanted, since lectures and seminars are more common, but students anticipate more networking and coaching activities.

Although previous findings have relatively established that entrepreneurship education is related to entrepreneurial intention, such findings are still not exhaustive because of changes in present entrepreneurial environment. Hence, this study investigates the relationship between entrepreneurship education and entrepreneurial intent to add to existing literature. Similarly, based on the notions from the theory of planned behaviour and the outcomes from previous literature, it is important that more studies on the relationship between entrepreneurship

education and entrepreneurial intention is investigated. Hence the study will propose the following hypothesis:
H1. Entrepreneurship Education will have a positive direct influence on Entrepreneurial Intention.

Entrepreneurial Education and Entrepreneurial Passion
Entrepreneurship gives vital life skills and tools to young people across the country, enabling them to establish sustainable and prosperous futures for themselves and their communities. Entrepreneurship is defined as a person's willingness and aptitude to search out investment possibilities, develop, and successfully operate a business. Entrepreneurial passion is a trait that aids entrepreneurs in achieving their goals. As more business schools across the world offer entrepreneurship courses, it's become more vital to understand the factors that influence entrepreneurial passion, which is critical to company success (Arshad, 2018). Many of our feelings are constructed in the context of what we've been taught (Dewhurst, 1997) Students' preferences for specific types of experiences are influenced by the curriculum, and teachers play an essential role in shaping their preferences. As a result, the choices of the teacher may become the preferences of the students. Formal education aids the development of cognitive talents, and education encourages pupils to acquire them. Business educators should strive to develop a desire for entrepreneurship in their students, for this will help them in directing and controlling their passions (Arshad, 2018). Various studies have demonstrated that entrepreneurship education has a positive influence on passion, (Gielnik, 2017, Li et al, 2019) if a favorable atmosphere is formed and appropriate teaching concepts are used, (Harte and Stewart, 2012).

The role of the instructor is to give the intellectual framework that forms the aspirations and ambitions of pupils. Formal entrepreneurship education is expected to have a direct influence on students' entrepreneurial passion since business schools aspire to generate enthusiastic, successful entrepreneurs. Students are inspired to pursue their passions and find opportunities that are right for them after learning about the entrepreneurial process (Jabarullah & Hussain, 2019). As a consequence,
H2 posits that; Entrepreneurship education favorably influences entrepreneurial passion.

Entrepreneurship education and Entrepreneurship creativity
Entrepreneurship training is seen as a realistic way to boost the number of new businesses and entrepreneurial activity (Martinez et al., 2010). Entrepreneurship education is successful in boosting creative and motivational outcomes, resulting in more start-ups and improved performance (Martin et al., 2013). People's capacity, talent, and skill are referred to as creativity, which leads to the development of novel and useful concepts (Murad et al, 2020).

According to researchers (Eid et al., 2019; Martin & Widjaja, 2019), creative people are more likely to be entrepreneurs, and creativity is regarded as the most important trait of entrepreneurship. It also refers to coming up with innovative and beneficial concepts. According to Hu et al. (2015), creativity is a potent predictor in the sphere of entrepreneurship and aids in the employment of persons. Creativity will be acceptable for considering entrepreneurship as a career option, as well as a fundamental component of the entrepreneurial process that contributes to the development of new products. As a result, entrepreneurship has come to be seen as a platform for creative people to realize their business ambitions (Batchelor & Burch, 2012). Based on the above reviews, this study posits that;
H3. Entrepreneurship education has a positive influence on entrepreneurial creativity.

Entrepreneurial Passion and Entrepreneurial Intention

Passion is one of the most important things that any business person must have in order to succeed. It's a person's drive, ambition, and passion for what they do, and it gives them a unique perspective on the world that others don't always perceive, (Bizmanualz, 2021). There will be no entrepreneurship if there is no passion, since passion is the force that propels every entrepreneur to succeed.

According to (Mol et al, 2020), passion is a crucial predictor of an entrepreneur's innovation, tenacity, and venture performance. In other words, the more enthusiastic the entrepreneur, the more likely he or she is to succeed. Eminent scholar of passion, Proffessor Melissa Cardon has developed a framework for recognizing three forms of entrepreneurial ambition; Some entrepreneurs are obsessed with invention, focusing on uncovering new possibilities or developing new goods or services, while some are driven by the desire to start a business, and they devote their efforts to establishing and growing the initial venture. And others are driven by a desire to develop: they concentrate on the venture's growth, attracting new customers, hiring new employees, and creating an organizational culture.

According to Li et al, (2020), individuals with high level of entrepreneurial passion are more likely to form a business and translate their passion into action. The theory of planned behavior (TPB) by Ajzen, stipulates that planned behaviors such as starting and growing a business are intentional and best predicted by the intentions toward the behavior. As a result, the entrepreneurial activity of establishing a business will be regarded as an intentionally planned behavior, and intention is regarded as a cognitive state. According to Cardon et al. (2009), passion motivates individuals to pursue an activity, and individuals who experience entrepreneurial passion develop positive intense feelings towards the entrepreneurial activity in which they are participating, resulting in a strong motivational drive to act on those feelings.

Following this line of reasoning, this study hypothesizes that;

H4: Entrepreneurial passion has a significant positive influence on entrepreneurial intention

Entrepreneurial Creativity and Entrepreneurial Intention

The invention and implementation of unique, distinctive, and relevant ideas to build a new firm, is referred to as entrepreneurial creativity (Amabile, 1997). Individuals with high creativity may boost their workplace's level of innovation and inventiveness by recognizing chances for new product ideas or efficient use of existing processes, as well as ensuring a problem-solving mentality and the implementation of novel ideas (Ahlin et al, 2014).

Previously, entrepreneurial intention was described as a person's psychological state that leads to a desire to establish a new business or expand an existing one (Guerrero et al, 2008; Wu & Wu, 2012). As a result, one's inclination to engage in specific activities is influenced by one's attitude toward such actions (Ajzen, 1991). Recognizing opportunities or coming up with fresh company ideas requires imagination (Smith & Combs, 2016). Entrepreneurs show their creativity through spotting opportunities in present or emerging trends, as well as across several data sources. Previous researchers found a strong relationship between creativity and intention (Hamidi et al, 2008; Smith & Combs, 2016). As a result, creativity is seen as an important factor in recognizing business opportunities.

Creativity may exhibit itself not just in identifying possibilities, but also in putting those ideas into action (smith& combs 2016). The ability to generate fresh ideas might therefore be a sign of an individual's creativity. Individuals who can generate new business concepts are more likely to have positive opinions of opportunity recognition and, as a result, are more likely to be entrepreneurs. Hence the the study will propose the following hypotheses;

***H5*:** Creativity will be positively related to intentions.

Mediating role of Entrepreneurial Passion

When an entrepreneur engages in activities related to roles that are important and conspicuous to their sense of self, they experience profoundly pleasant feelings that are consciously accessible (Cardon et al, 2009, Cardon & Kirk, 2010). Many successful businesspeople have the quality of being enthusiastic. It is the spark that ignites the passion that propels their daily efforts and inspires them to keep going in the face of difficulties. The urge to launch innovative products on the market usually serves as a primary motivator for business owners. Entrepreneurial passion may encourage or increase the development of entrepreneurial intentions when inspired by an effective approach to entrepreneurship education and a positive learning strategy (Moses et al, 2016).

Having a passion for business is linked to having favorable attitudes and sentiments about pursuits that are essential to one's sense of self (Huyghe et al, 2016). Passion is regarded as the core of entrepreneurship and may play a crucial role in entrepreneurial behavior, as well as the process of starting a firm and its results (Cardon et al, 2013, Santos & Cardon, 2019). According to Hubner et al. (2019), the key element in achieving motivation and success in business is passion, which is also significant in predicting entrepreneurial intention. According to Campos (2017), having a love for entrepreneurship helps people make new connections and notice possibilities. It also motivates people to come up with original ideas and take initiative to express their creative impulses. Nevertheless, there are other obstacles to forming a business that must be overcome when beginning one. Despite the fact that some people may view obstacles as obstacles, they may be increasingly motivated to get over them by coming up with creative and alternative solutions.

Previous studies have emphasized that entrepreneurship passion positively mediates the relationship between entrepreneurship education and entrepreneurial intentions (Anjum et al, 2018), entrepreneurial role models and intentions (Moses et al, 2016) and also inspires students' desire to launch a new business and become entrepreneurs (Ahmad et al, 2021). Moreover, it has been found in previous studies that an individual's level of entrepreneurial self-efficacy and the extent of their goal to become an entrepreneur are significantly influenced by their entrepreneurial passion (Cardon et al, 2019, Munrad et al, 2020) A person's enthusiasm for and interest in entrepreneurship is a very positive emotion that can increase their level of entrepreneurial confidence.

Entrepreneurial passion has a beneficial impact on the creation and expansion of businesses and may accurately predict their future success since passionate business owners are more eager to support their growth. Entrepreneurs that are passionate about starting their own businesses are better able to see business possibilities, establish new ones, and nurture existing ones. The amount of time and energy an entrepreneur will devote to their business will decrease if their entrepreneurial passion is at a lower level. When it falls below a certain point, they even stop engaging in entrepreneurial activity (Feng & Chen, 2020). Consequently, it can be said that one of the key elements influencing people's ability to create an entrepreneurial passion that will necessarily result in venture development is their impression of the success of the entrepreneurial education. Therefore, this study proposes that;

***H6*:** Entrepreneurial passion will positively mediate the relationship between entrepreneurial education and entrepreneurial intention.

Mediating Effect of Entrepreneurial Creativity on the Relationship between Entrepreneurship Education and Entrepreneurial Intentions

Being creative is the ability to imagine and bring to life what others deem impossible. Innovators are born from creative ideas. Creativity is the process of moving from the known to the unknown, (Okpara, 2017). Entrepreneurial creativity has been described as the invention and execution of fresh and relevant ideas in order to launch a new enterprise (Amabile, 1997). According to Okpara, (2007), creativity can be defined as the ability to detect problems and provide solutions to them, it is the capacity to make or in any other case convey into existence something new,

Numerous studies have posited that entrepreneurial creativity has a high impact on entrepreneurial intentions, (Zampetakis, 2006, Hu et al, 2018, Hamidi et al, 2008), students who consider themselves creative show higher entrepreneurial intentions (Zampetakis, 2011). Creativity can be regarded as an essential component of entrepreneurship. Creativity can be said to be the ability to discover the relationship between issues and their purported solutions by improving on available resources, it requires authenticity and persuasiveness. According to Machali et al (2021), creativity is important for students' entrepreneurial intentions when choosing a career as an entrepreneur. On the basis of these findings, we argue that the more students perceive themselves as creative, the higher their entrepreneurial intention. Therefore, we posit the following hypothesis:

H7: Entrepreneurial creativity will mediate the effect of entrepreneurship education on entrepreneurial intention.

Methods

Participants and procedure

Data were collected from a sample of 165 final year entrepreneurship students of Nnamdi Azikiwe University Nigeria. We collected the primary data through primary survey in the form of self-administered questionnaires. The questionnaires was distributed to the students at their school and filled out with one of the researchers present in order to answer questions the students were made to understand that their responses will be treated with utmost confidentiality.

Measures

The scales used for measuring entrepreneurial education, passion, creativity and intention were adapted from previously used measurement constructs which was verified by prior researches. All the items in the questionnaires were measured with a five-point Likert scale ranging from 1 strongly disagree to 5 strongly agree.

Entrepreneurship Education. A six-item scale adapted from the study of Puni et al (2018) was used to measure entrepreneurship education in this study (Cronbach's alpha = 0.818). The sample item is "my understanding of how to finance a new business has increased".

Entrepreneurial Intention. The entrepreneurial intention was measured using a five-item scale adapted from the study of Linan and Chen, 2009). The sample item is "I have the intention to start a business someday" (Cronbach's alpha = 0.922).

Entrepreneurial Creativity. A five-item scale adapted from Palmer et al, (2015) was used to measure entrepreneurial creativity in this study, (Cronbach's alpha = 0.797) . The sample item is "I question things other people say".

Entrepreneurial Passion. A five-item scale developed by Cardon et al (2013), was used to measure entrepreneurial passion in this study, (Cronbach's alpha = 0.893). The sample item is "Searching for new ideas for products and services to offer is enjoyable to me".

Data Analysis Method

First, the total aggregated item parceling was adopted to obtain aggregated data for each construct i.e (EE, EI, EP and EC). Total aggregated item parceling was obtained by obtaining the average of the sum of the items for each participant in a given construct. Then regression and 5000 re-sample bias corrected (BC) bootstrap were employed to obtain the direct and indirect relationships respectively. The indirect effects is significant when the confidence interval of the BC bootstrap does not include zero, otherwise it is not significant.

Results

Descriptive

Table 1 depicts the results of the mean, standard deviation, and bivariate correlations of the variables of the study. From Table 1, age is not significantly correlated with the other variables. Although sex shows similar result, but it is significantly correlated with entrepreneurial creativity (r = .165, $p < .05$). As expected, the entrepreneurial variables investigated are significantly correlated.

Table 1

Mean, Standard Deviation and Bivariate Correlation of Variables

	M	*SD*	1	2	3	4	5	6
1. Sex	1.61	.490	1					
2. Age	1.97	.253	-.112	1				
3. Entrepreneurship Education	4.33	.419	-.057	.037	1			
4. Entrepreneurial Intention	4.56	.486	-.121	.045	.333**	1		
5. Entrepreneurial Creativity	4.16	.507	.165*	-.080	.440**	.280**	1	
6. Entrepreneurial Passion	4.20	.575	-.041	-.130	.556**	.353**	.635**	1

Note. **$p < .01$, $p < .05$, *M* = mean, *SD* = standard deviation

Hypothesis Testing

The results presented in Table 2 show the outcomes for the test of hypotheses 1 to 5. From the table, it was found that entrepreneurship education is directly and positively associated with entrepreneurial intention ($\beta = .386$, $p < .001$). Hence, an increase in entrepreneurship education will increase entrepreneurial intention. This outcome depicts that Hypothesis 1 is accepted in this study. In a similar vein, Table 2 reveals that entrepreneurship education is directly and positively associated with entrepreneurial passion ($\beta = .763$, $p < .001$) and entrepreneurial creativity ($\beta = .533$, $p < .001$). These results indicate that Hypotheses 2 and 3 are accepted in this study.

Table 2

Model Summary of Entrepreneurial Education, Passion, Creativity, and Intention Relations

Hypothesis	Paths	Coefficients	R-square	F	T
H1	EE → EI	.386	.101	24.754	4.975***
H2	EE → EP	.763	.305	88.375	9.401***
H3	EE → EC	.533	.190	47.644	6.902***
H4	EP → EI	.298	.120	28.095	5.300***
H5	EC → EI	.268	.074	16.807	4.100***

Note. ***$p < .001$, *$p < .05$, EE = entrepreneurship education, EC = entrepreneurial creativity, EP = entrepreneurial passion, EI = entrepreneurial intention.

As also expected, from Table 2, the results show that entrepreneurial passion has a strong direct and positive association with entrepreneurial intention ($\beta = .298$, $p < .001$). Thus,

hypothesis 4 is confirmed. Similarly, Table 2 also reveals that entrepreneurial creativity has a strong direct and positive association with entrepreneurial intention (β = .268, p < .001). This depicts that Hypothesis 5 is also fully supported in this study.

Table 3
Summary of Mediation Results of Entrepreneurial Passion and Creativity

Hypothesis	Paths	Effects	Estimate	SE	LLCI	ULCI
H6	EE → EP → EI	Total (t = 4.975)	.386***	.078	.233	.593
		Direct (t = 2.521)	.231*	.092	.050	.412
		Indirect	.156	.057	.056	.285
H7	EE → EC → EI	Total (t = 4.975)	.386***	.078	.233	.539
		Direct (t = 3.529)	.302***	.086	.133	.471
		Indirect	.084	.042	.012	.175

Note. ***p < .001, *p < .05, EE = entrepreneurship education, EC = entrepreneurial creativity, EP = entrepreneurial passion, EI = entrepreneurial intention, LLCI = lower limit confidence interval, ULCI = upper limit confidence interval.

The test of mediation hypotheses (H6 and H7) are presented in Table 3. The results show a significant indirect association between entrepreneurship education and entrepreneurial intention via entrepreneurial passion (β = .156, CI = .056 to .285). The direct effect of entrepreneurship education on entrepreneurial intention is also significant (β = .231, p < .05) when entrepreneurial passion was added to the model; indicating that, although entrepreneurship education may have an effect on entrepreneurial education, such effect is also shared via entrepreneurial passion. Thus, entrepreneurial passion mediates the relationship between entrepreneurship education and entrepreneurial intention. These outcomes depict that Hypothesis 6 is supported.

The results of Table 3 also show a significant indirect association between entrepreneurship education and entrepreneurial intention via entrepreneurial creativity (β = .084, CI = .012 to .175). Adding entrepreneurial creativity to the model, the direct effect of entrepreneurship education on entrepreneurial intention is also significant (β = .302, p < .001). This result depicts that, although entrepreneurship education may have an effect on entrepreneurial education, such effect is also shared via entrepreneurial creativity. In all, entrepreneurial creativity mediates the relationship between entrepreneurship education and entrepreneurial intention. These outcomes depict that Hypothesis 7 is supported.

Discussions

This study drew on the TBP to investigate the mediating effects of entrepreneurship passion and entrepreneurship creativity on the relationship between entrepreneurship education and entrepreneurial intention. The findings revealed that entrepreneurial education was linked to a higher likelihood of starting a business (H1). This research demonstrates that people are more inclined to engage in specific acts if they feel they can do so successfully (Ajzen, 2015) . In other words exposure to entrepreneurship education might spark an interest in becoming an entrepreneur. This finding also implies that students' entrepreneurial intentions are predicted by entrepreneurship education. This finding is consistent with earlier research on the influence of entrepreneurship education on entrepreneurial intentions (Moses et al, 2010; Bae et al, 2014; Kuttim et al, 2014; Rauch & Huslink, 2015; Wulan et al, 2022).

Next, entrepreneurship education was positively associated with entrepreneurship passion (H2) and entrepreneurship creativity (H3). The findings suggest that entrepreneurship education fosters the development of passion, which leads to the formation of new businesses.

Additionally, entrepreneurial passion has a significant direct and positive impact on entrepreneurial intention (H4), and entrepreneurial creativity has a strong direct and positive relationship with entrepreneurial intention (H5). This shows that entrepreneurial passion has a role in people becoming entrepreneurs, and that the more creative people believe they are, the more likely they are to generate business strategies.

Furthermore, the relationship between entrepreneurship education and entrepreneurship intention was positively mediated by entrepreneurial passion (H7). This implies that, while entrepreneurship education may have a favorable impact on entrepreneurial intention, it is augmented by passion and creativity. This proves no matter the entrepreneurship education acquired, passion and creativity is a necessary ingredient in setting up an enterprise.

Implications of Theory and Practice

This study has theoretical implication in that it has added to the understanding of entrepreneurship education in relation to the theory of planned behaviour (TPB). To the author's knowledge, this is the first study to use TPB to explain creativity and passion in relation to the tenets of the theory. This study also makes a number of important additions to our knowledge of the elements that contributes to people becoming entrepreneurs. Our findings emphasize the necessity of creativity and passion in shaping business intentions. This study might also contribute to the development of a self-assessment tool to help people determine whether or not they are ready to become entrepreneurs. This tool might be used to examine a person's entrepreneurial passion, creativity and a range of other factors that impact the development of entrepreneurial intentions.

Furthermore, rather than showing broad scenarios of company start-ups, entrepreneurship instructors should focus more on orienting students to market sectors they are enthusiastic about while addressing entrepreneurship programs.

Limitations of the Study and Future Research Directions

This study has certain limitations as well as some suggestions for further research. Firstly, the participants of the study were drawn from only one university in Nigeria. Because of the potential differences in the teaching of entrepreneurship education in different institution, caution should be exercised in generalizing the findings. However, the curriculum content of entrepreneurial education in Nigerian universities is similar. To assist and strengthen the validity of the findings, future researchers could utilize a larger population sample.

Secondly, the study utilized a cross sectional design, which may not justify causality. Future researchers could use longitudinal design to capture changes and relationships over a time.

Conclusion

The importance of entrepreneurship education among university undergraduates cannot be over emphasizes. Since job creation among graduates is very essential from the findings, it is concluded that entrepreneurship education is helps in increasing graduates' entrepreneurial intention.

Additionally, it is concluded that entrepreneurship education fosters entrepreneurial passion and entrepreneurial creativity. In a similar vein, entrepreneurial passion and entrepreneurial creativity are necessary in fostering entrepreneurial intention.

Finally, for entrepreneurship education to promote entrepreneurial intention among graduates, it is necessary that creativity and passion are enhanced or improved upon.

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