

The Mediating Role of Entrepreneurial Passion on Perceived Desirability-Feasibility and Propensity to Acts on Students' Business Startup Intention

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Abstract

This study investigated the mediating role of entrepreneurial passion on startup intention of students and intention antecedents (perceived desirability-feasibility and propensity to act). The study follows a descriptive survey where the quantitative approach was employed, and the data was analyzed using Hierarchical regression analysis. Results revealed that perceived desirability-feasibility and propensity to act significantly and positively influence startup intention of students. Also, entrepreneurial passion mediates on perceived desirability- feasibility but not on propensity to act. Like any other research, this study is limited in the following ways: Since only a single research methodological approach was employed, future researchers could undertake a mixed approach and triangulate to validate the findings. Furthermore, a longitudinal approach could be employed to study the passion effect on entrepreneurial intention antecedents and student's startup intention over the years. Finally, learning orientation, psychological capital and other factors may contribute to explaining the influence of entrepreneurial passion on intention antecedents and startup intentions of students.

Keywords: *Entrepreneurial intention; Entrepreneurial passion, Perceived desirability-feasibility; propensity to act, startup intention*

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Background to the Study

Around the world, it is projected that 73 million young people are unemployed, the majority of them being graduates of universities (International Labour Organisation, 2022). Every academic course in the developed world has had a chorus to emphasize a graduate's employability (Harvey 2005; Pham & Jackson 2020). Though the provision of employability skills is not consistent, a significant number of institutions are supporting the initiative to ensure its success (European Commission, 2010). This is not without difficulty however, as it was observed that graduates still lack the necessary skills for the labor market, whether they be soft skills or practical abilities (Bowers-Brown & Harvey 2004; Cumming, 2010; Heaton, McCracken & Harrison, 2008). This is clear from the Confederation of British Industry's 2017 survey, which found that most UK firms appear to be having trouble filling positions with graduates who are properly skilled. This survey also shows that companies place less importance on academic achievement than they do on graduates' job attitudes and abilities.

Graduate unemployment in Nigeria is increasing (Okolie, Nwosu & Mlanga, 2019; Sasu, 2022), with negative psychological, occupational, social, and economic effects (Nwanegbo & Odigbo 2013). Such feelings, without a doubt, have the potential to lead to negative psychological perceptions such as inferiority complexes, dissatisfaction, pessimism, and social rejection. This negative perception has been attributed to the prevalence of vices and criminality among this population segment (Otto & Ukpere 2012). According to Ayonmike, Chijioke and Okeke (2014), a significant portion of Nigeria's youth population engages in criminal activities. Militancy, oil theft, pipeline damage, Boko Haram kidnapping, and other social vices are among them. Graduates who have been rendered unemployed by the system and have given up hope of making a decent living are among those to blame. This is clear from a report from the Nigerian National Bureau of Statistics, which noted that the unemployment rate in Nigeria increased from 27.1 percent in the second quarter of 2020 to 33 percent in the fourth quarter of that same year. While the rate of young unemployed people reached 53 percent during that same period (O'Neill, 2022). Okolie et al. (2019) observed that the bulk of the unemployed are college graduates with the necessary training.

The Shigeru (1937) concept of entrepreneurship education has gained traction in the development of the knowledge and skill required for a successful business launch and is now the guiding principle among academics and researchers. This is demonstrated by recent literature, in which the concept of intention and its antecedents has received and continues to receive increasing attention in entrepreneurship research due to their importance in understanding how intentions are formed as well as predicting entrepreneurial behavior. As an example, Kucel, Róbert, Buil, and Masferrer (2016) concluded that entrepreneurship education help people gain better skills and employment. Rauch and Hulsink (2015) discovered that students who participate in entrepreneurship education have better attitudes, perceived behavioral control and stronger entrepreneurial inclinations. Without a doubt, entrepreneurship education is crucial for fostering entrepreneurial intention, identifying opportunities (Asante & Affum-Osei, 2019), and starting new businesses (Lackéus & Williams Middleton, 2015). The rising number of graduates in Nigeria without jobs, however, undermines the predicted result, which asserted that entrepreneurship education transforms opportunity to increase levels of well-being and wealth among the youths.

In addition to education, personal factors such as demographic variables (age, gender, work experience, role model), attitudes, values, and psychological factors also influence a person's decision to start a business (Melugbo, Ogbuakanne, & Jemisenia, 2020; Yasir, Liren, Mehmood & Arfat, 2019). Other academics argued that new venture development is a deliberate activity undertaken by individuals based on their self-efficacy, planned behavior, and situational circumstances (Ajzen 1991; Bandura 1986; Shapero & Sokols 1982). This includes one's attitude toward behavior, subjective norms, level of perceived behavior, employment, perceptions of future family responsibilities, immigration, ethnicity, minority status, perceptions of feasibility, and propensity to act on opportunities.

The goal of teaching students both theoretical and practical aspects of the entrepreneurship education curriculum has been proven successful, according to Davwet, Damar, Goyit, and Kajang (2019). Based on this supposition, many students have had exposure and, more importantly, are aware of the steps required to start a business. Nonetheless the ability to successfully launch a new business is dependent on individuals' motivation to follow through on their ideas. Shane, Locke, and Collins (2012) assert that only a select few have the capacity and ability to transform ideas into successful businesses. However, Barringer and Ireland (2015) and, Ekpe, Razak, Ismail, and Abdullah (2015) argued that the low level of untapped open business opportunities around the world is due to a lack of necessary skills, low levels of motivation, and inadequate entrepreneurship training. Judging from these scholarly findings, the study posit that a successful business startup requires more than just ideas, education, capital, skill, and training, entrepreneurial passion is needed.

The Shapero and Sokol entrepreneurial event model (SEE) and the Theory of Planned Behavior (TPB) have both found support in previous empirical studies of entrepreneurial intentions among students (Kolvereid 1996b; Krueger, Reilly & Carsrud, 2000). Additionally, studies have looked into the mediating effects of self-efficacy (Bignetti, 2021; Ladokun, Sola, Oyeniyi & Obi, 2022); attitude (Aga & Singh 2022), entrepreneurial orientation (Elshaer & Sobaih 2022); a role model (Akinbo & Abodunde 2022); entrepreneurial skills (Windiarti, Pulungan & Adnyana, 2022); and education (Sampene, Li, Khan, Agyeman & Opoku, 2022). The impact of entrepreneurial passion on intention antecedents and students' startup intents in Nigeria, however, has received relatively little empirical research. In light of this, this study examined the mediating role of entrepreneurial passion on perceived desirability-feasibility, and propensity to act in relation to students' business startup intention. The study is restricted to a few students at the University of Jos, Plateau State. There is ample proof that starting a new business is a deliberate action with passion acting as a key stimulant throughout the entrepreneurial process (Cardon & Kirk, 2015; Drnovsek, Cardon & Patel, 2016; Murnieks, Masakowski & Cardon, 2014). This study therefore adds to the body of knowledge by creating and empirically testing a theoretical framework that suggests the antecedents of intention as a driver of student startup intention through passion. The remainder of this paper is organised as follows. The literature review and hypothesis development are covered in the next section. The strategy employed in this investigation came next. Following the findings are the discussion, conclusions, and limitations.

Literature Review

The entrepreneurial event theory (Shapero & Sokol, 1982) and the theory of entrepreneurial passion provide the basis for this study (Cardon, Wincent, Singh & Drnovsek, 2009). The entrepreneurial event theory describes how the desire to launch a business is influenced by both the "credibility" of alternative behaviors and the inclination to seize opportunities (a person's internal drive to follow through on his or her decisions). To have this "credibility," the behavior must be both desirable and feasible (the attractiveness of starting a business, including both intrapersonal and interpersonal impacts, and the degree to which the individual feels capable of starting a business). The model was further extended by Krueger and Carsrud (1993), who presupposed that human behavior is governed by inertia until it is interrupted or "displaced" by another factor. As a result, it was determined that the three factors of desirability, feasibility, and propensity to act account for almost half of the variation in intentions toward entrepreneurship (Krueger 1993). In light of Schlaegal and Koenig's (2014) opinion that perceived attractiveness and feasibility are the best predictors of entrepreneurial intention, this model was chosen to explain more than half of the variance in intention.

A better grasp of the hypothesized links was also found to be provided by the theory of entrepreneurial passion (Cardon et al., 2009) based on psychology studies on emotion and self-identity theory. According to the researchers, "consciously accessible and positive feelings" are produced when an individual engages in activities that are important to his/her identity. As a result, two key elements of entrepreneurial passion become apparent. These are (i) affect, or strong positive feelings, and (ii) self-identity, or a "subjective concept of oneself as a person". The researchers went on to say that passion is sparked not by certain entrepreneurs' predisposition to such emotions but rather by their involvement in activities that are connected to a significant and salient aspect of their personality. Therefore, it suggests that the three developed roles (inventing, founding, and developing, or a combination thereof) will be associated with passion because they have intrinsic motivation derived from the affirmation and validation of an entrepreneur's idea of the true self, thereby igniting genuine passions. Invoked by participation in activities connected to the entrepreneur's sense of self, entrepreneurial passion is then actively experienced and classified as a feeling and encoded through purposeful reflection, categorization, and incorporation of affective reactions.

Perceived desirability-Feasibility/Propensity to act and Entrepreneurial Intention

Intention, according to Kautonen, VanGelderen, and Fink (2015), and Ozaralli and Rivenburgh (2016), is the best predictor of actual behavior. Also, intention is an unbiased predictor of action when time lags exist (Bagozzi, Baumgartner & Yi, 1989). Therefore, a strong desire to launch a business should eventually lead to an attempt. Krueger et al. (2000) had previously established that predisposition to act and perceptions of desirability-feasibility come before intention. Accordingly, we propose that students who believe that a particular vocational skill they are exposed to while developing their entrepreneurial skills is valued by society and have what it takes to start a business are more likely to express a strong desire to launch the business. As a result, we propose the following hypothesis:

H1a: Perceived desirability-feasibility positively influences startup intention of students.

H1b: Propensity to act positively influences startup intention of students.

Mediating Role of Entrepreneurial Passion

Perceived desirability-feasibility has been found to explain the concept of credibility (Ahuja, Akhtar & Wali, 2019; Guerrero, Rialp & Urbano, 2008), student intention (Alferaih 2022; Tehseen & Haider 2021) and propensity to act as theoretically a moderating variable. The study of Alferaih (2022) revealed that attitude, subjective norm, perceived feasibility, perceived desirability, propensity to act, digital entrepreneurial education, and innovativeness significantly influence entrepreneurial intentions. Tehseen and Haider (2021) found that students' entrepreneurial attitude, perceived desirability, and perceived feasibility positively and significantly impacted sustainable entrepreneurship intentions under the moderating impact of entrepreneurial passion. This study followed the path of the researchers who sought to establish a direct relationship with the outcome (Esfandiar, Sharifi-Tehrani, Pratt & Altinay, 2019; Fitzsimmons & Douglas, 2011; Wang, Lu & Millington, 2011). Esfandiar et al., (2019) and Wang et al., (2011) both found that perceived desirability highly predicted entrepreneurial goal intention. In view of the consistency in findings, we seek to further provide an explanation through the mediating role of entrepreneurial passion.

Numerous theoretical understandings and empirical data highlight the importance of the entrepreneur's passion as a positive trait that will unquestionably have favorable effects on the development of new ventures. However, those novel pursuits go through a gradual process that includes intention, idea conception, and actual formation. Therefore, it is only logical to conclude that whether the passion is for founding or developing is a crucial prerequisite for a successful business startup, Therefore, we hypothesize that:

H2a: Perceived desirability-feasibility positively influence entrepreneurial passion.

H2b: Propensity to act positively influence entrepreneurial passion.

H3: Entrepreneurial passion positively influence startup intention of students.

H4a: Entrepreneurial passion mediates the relationship between perceived desirability-feasibility and startup intention of students.

H4b: Entrepreneurial passion mediates the relationship between propensity to act and startup intention of students.

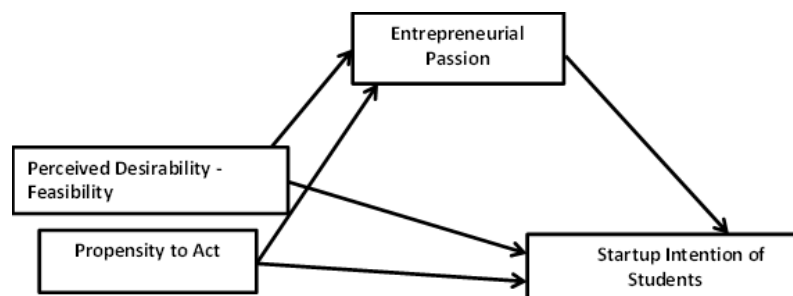


Figure 1: Conceptual framework

Methods

Design and Sample

A self-reported questionnaire was used in a cross-sectional survey to gather data for this study from 72 university students. The University of Jos in Plateau State, Nigeria, offered entrepreneurship as a course (GST 223), and the selection of students was entirely contingent upon this. Students were recruited as participants because they are still open-minded about their future intentions (Kolvereid, 1996; Krueger et al., 2000). These students cut across different academic disciplines (management, natural sciences, medical sciences, education, and social sciences). According to the descriptive statistics, the majority of respondents were over the age of 25, with 59% of them being female and 41% being male. While 43 percent of respondents claimed their parents were self-employed at the time of the study.

Assessment of Common Method Variance

We addressed respondents' evaluation apprehension by allowing for the privacy of the responses, as indicated in the cover letter, following Podsakoff, MacKenzie, Lee and Podsakoff's (2003) suggestion. Because of this, the propensity toward social desirability typical of self-report questionnaires is reduced. Additionally, the questionnaire was disseminated in two waves. The first wave featured desirability-feasibility and the propensity to act, whereas the second wave concentrated on entrepreneurial passion and intention. In addition, a statistical method for estimating Common Method Variance (CMV) was performed using Harman's single-factor test. The result showed that no general factor emerged to account for the majority of the variance. Thus, the CMV condition in this analysis was not violated. Multicollinearity was also assessed through the Variance Inflation Factor (VIF) coefficient. The results indicate that VIF values for all the constructs are not greater than 3.3, suggesting that the multicollinearity issue in this data is not a problem, which is in line with Hair, Ringle and Sarstedt (2011) and Diamantopoulos and Siguaw (2011), which require VIF values equal to or less than 5 and 3.3, respectively.

Measures

Measurement items were taken from earlier Researchers.

Startup Intention (SI): This was measured based on scales developed by Krueger et al. (2000). The 3 items were rated on a 5-point Likert scale of 1 (very unlikely) to 5 (Very likely). Sample items are: 'I will probably start and run my own business one day', 'It is likely that I will start and run a small business in the relative near future, I often think of starting and running my own business.'

Perceived Desirability and Feasibility (PDF): The scale for measuring this variable is adapted from Kickul and Krueger (2004) and consisted of five items. These were rated on a 5-point Likert Scale, from 1 (not at all) to 5 (very important). Sample Items includes, 'How attractive is starting and running your own business?', 'How desirable is starting and running your own business?', 'How feasible would it be for you to start and run your own business?'

The propensity to Act (PA): Mikić, Horvatinović, and Turčić (2020) measuring tool was adopted, and responses were scored on a Likert scale from 1 (strongly disagree) to 5 (strongly

agree). Sample items are: “If I start my own business, I will try to export my product as much as possible”, “If I start my own business, I will frequently try to introduce new products to my customers”, “If I start my own business, I will frequently try to introduce new methods of production”.

Entrepreneurial Passion (EP): Items measuring entrepreneurial passion were adopted from the work of Cardon et al. (2013). Passion for founding and developing (establishing a venture nurturing, growing and expanding venture) was combined for an overall entrepreneurial passion score. It consists of 8 items on a scale of 1 (strongly disagree) to 7 (strongly agree). Sample items include, “Establishing a new company seems exciting to me”, “Being the founder of a business could turn into an important part of who I am”, “I will like finding the right people to whom to market a new product/service”, “Pushing myself to make my business better motivates me”

Control Variables: Age, gender, parent's involvement in entrepreneurial activities, and previous participation in entrepreneurial education were all controlled. Previous studies have indicated that men are more likely to develop the intention to start a business venture than women (Kolvereid & Moen 1997; Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2019) age is related to both intentions and entrepreneurial behavior (Morris & Venkatesh, 2000; Reynolds 1987); and prior exposure to entrepreneurship education influences the intention to launch a firm (Fatoki, 2014; Fayolle & Gailly, 2015)

Results

Data cleansing was done before diagnostic tests using parametric assumptions. The outcomes demonstrated that the parametric assumptions were fulfilled. The characteristics of the sample were determined using descriptive statistics. Table 1 displays correlations among variables. Additionally, Hierarchical Regression analysis was done to determine how the formulated hypotheses related to one another.

Reliability and Validity

Cronbach's alpha values for perceived desirability-feasibility, propensity to act, entrepreneurial passion, and startup intention are 0.803, 0.911, 0.896, and 0.620, respectively. These are above the 0.60 cutoff (Nunnally, 1978). Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin Measure of Sample Adequacy (KMO) were used to assess the validity of the instrument in this work. The researchers made sure that all of the constructs in this investigation had KMOs above 0.5, as advised. For perceived desire-feasibility, propensity to act, entrepreneurial passion, and startup intention, the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) values are 0.751, 0.776, 0.842, and 0.642, respectively. These are above the recommended 0.50 threshold. The approximate chi-square values for Bartlett's Test of Sphericity were 112.410, 273.023, 276.913, 28.293 (and significant at 0.000, respectively).

The correlation result showed that perceived desirability, feasibility, propensity to act and age positively correlate with the startup intentions of students ($r = 0.647, p < 0.01$; $r = 0.554, p < 0.01$; $r = 0.357, p < 0.01$), giving preliminary support for hypotheses 1a and 1b. However,

startup intention had a weak negative relationship with students who had prior exposure to entrepreneurship education ($r = -0.288, p < 0.05$). This disagrees with researchers who claim that earlier exposure to entrepreneurship education influences intention to launch a firm (Fatoki 2014; Fayolle & Gailly, 2015). Also, while there is no significant relationship between perceived desirability-feasibility and any of the control variables, there is a significant correlation between age and propensity to act ($r = -0.259, p < 0.05$).

Entrepreneurial passion did not correlate with any of the control variables, but it substantially correlated with perceived desirability-feasibility ($r = 0.530, p < 0.01$), students startup intention ($r = 0.498, p < 0.05$) and strongly relates to propensity to act ($r = 0.808, p < 0.01$). This shows that passion can influence the relationship between a student's startup intention, perceived desirability-feasibility, and propensity to act. But age, gender, parents being self-employed and prior participation in entrepreneurship education does not matter.

The direct and indirect effects were analyzed using hierarchical regression analysis. Model 1 (Table 2: $\beta = 0.593$, and $p = 0.000$) showed that perceived desirability and feasibility accounted for 55% of the variation in students' startup intentions. Also, the tolerance values were within the threshold of 0.10 (Hair et al. 1998), indicating that multicollinearity does not exist. The findings of Hypothesis 1b ($\beta = 0.505$, and $p = 0.000$) in Model 2 (Table 3) revealed that the propensity to act made a significant contribution, as it explained 55% of the variance in the student's intention. The tolerance value was also satisfactory. Consequently, hypotheses 1a and 1b are supported. Tables 4 and 5, as well as Table 6, revealed the indirect relationship. The findings revealed that perceived desirability-feasibility, and propensity to act all have a significant influence on entrepreneurial passion ($\beta = .468, p < 0.05$ and $\beta = .895, p < 0.05$). While students' startup intentions are positively influenced by entrepreneurial passion, accounting for 45% of the variance. As such, hypotheses 2a, 2b, and 3 are supported.

Following the mediation rule suggested by Baron and Kenny (1986), Tables 7 and 8 displayed the mediation's outcome. If mediation exists, we would anticipate that the impact of entrepreneurial passion on startup intention would be substantial. Secondly, the impact of perceived desirability-feasibility on students' startup intention would be mitigated by the inclusion of passion in the model. Table 7 revealed that the inclusion of entrepreneurial passion in model 2 caused a reduction in the β coefficient value of perceived desirability-feasibility from 0.593 in model 1 to 0.469 in model 2. It therefore evidence that entrepreneurial passion partially mediates the relationship between perceived desirability-feasibility and students' startup intention. Therefore, hypothesis 4a is supported.

Finally, adding the entrepreneurial passion to model 2 in Table 8 had no significant influence on propensity to act ($\Delta R^2 = 0.010$). Although the effect of propensity to act reduced when passion was added (β from 0.505 to 0.336) but still entrepreneurial passion remained insignificant ($p > 0.05$) as shown in Table 8. Therefore, the relationship between propensity to act and student's startup intentions could not be explained by entrepreneurial passion. As a result, Hypothesis 4b is not supported, and we conclude that passion does not mediate the relationship between students' propensity to act and startup intention.

Table 1: Descriptive Statistics and Correlations among variables

Variables	Mean	SD	1	2	3	4	5	6	7	8
1	3.606	1.357	1							
2	1.548	0.502	-0.229	1						
3	1.517	0.504	0.082	-0.196	1					
4	1.312	0.467	-0.360**	-0.022	0.062	1				
5	30.642	4.677	0.180	0.234	-0.180	-0.172	1			
6	35.618	7.577	0.259*	-0.028	0.039	-0.240	0.601**	1		
7	43.485	6.312	0.135	0.019	0.066	-0.174	0.530**	0.808**	1	
8	19.015	3.062	0.357**	0.186	-0.104	-0.288*	0.647**	0.554**	0.498**	1

1. Age 2. Gender 3. Parents-self-employed 4. Participated in entrepreneurship 5. Perceived desirability-feasibility 6. Propensity to act 7. Entrepreneurial passion 8. Startup intention
*Correlation significant at the 0.05 level (2-tailed), **Correlation significant at the 0.01 level (2-tailed)

Table 2: Perceived Desirability-Feasibility regressed on Startup Intention of Students

	Control Model		Model 1		Tolerance values for model 1
	St. beta	Sig.(p)	St. beta	sig.(p)	
Age	0.426**	0.004	0.216	0.071	0.708
Gender	0.323**	0.021	0.132	0.249	0.758
Parents self employed	-0.069	0.591	0.024	0.814	0.908
Participated in entrep education	-0.136	0.306	-0.123	0.245	0.885
Perceived desirability-feasibility			0.593**	0.000	0.797
R	0.515		0.739		
R ²	0.265		0.545		
Adjusted R ²	0.204		0.497		
Change in R ²	0.265		0.280		
F	4.332		11.278		
Change in f	4.332**		28.966**		
	0.000		0.000		

** $p < 0.05$; * $p < 0.01$.

Table 3: Propensity to Act regressed on Student's Startup Intention

	Control Model		Model 1		Tolerance values for model 1
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	
Age	0.424**	0.003	0.225	0.081	0.692
Gender	0.320**	0.020	0.273**	0.021	0.841
Parents self employed	-0.074	0.561	-0.057	0.601	0.948
Participated in entrep education	-0.135	0.306	-0.064	0.576	0.863
Propensity to act			0.505**	0.000	0.803
<i>R</i>	0.516		0.739		
<i>R</i> ²	0.267		0.545		
<i>Adjusted R</i> ²	0.207		0.497		
<i>Change in R</i> ²	0.267		0.280		
<i>F</i>	4.451		11.278		
<i>Change in f</i>	4.451		28.966		
	0.005**		0.000**		

** $p < 0.05$

Table 4: Perceived Desirability- Feasibility regressed on Entrepreneurial Passion

	Control Model		Model 1		Tolerance values for model 1
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	
Age	0.232	0.144	0.067	0.661	0.708
Gender	0.103	0.504	-0.048	0.746	0.754
Parents self employed	0.012	0.934	0.086	0.522	0.908
Participated in entrep education	-0.078	0.599	-0.064	0.576	0.885
Perceived Desirability-Feasibility			0.468**	0.002	0.797
<i>R</i>	0.258		0.739		
<i>R</i> ²	0.067		0.545		
<i>Adjusted R</i> ²	0.011		0.497		
<i>Change in R</i> ²	0.067		0.280		
<i>F</i>	0.857	0.005**	11.278	0.020 **	
<i>Change in f</i>	0.857		10.822		

** $p < 0.0$

Table 5: Propensity to Act regressed on Entrepreneurial Passion

	Control Model		Model 1		Tolerance values for model 1
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	
Age	0.238	0.129	-0.115	0.221	0.692
Gender	0.118	0.432	0.035	0.680	0.841
Parents self employed	0.025	0.860	0.055	0.493	0.943
Participated in entrep education	-0.084	0.567	0.041	0.619	0.863
Propensity to Act			0.895**	0.000	0.803
<i>R</i>	0.271		0.717		
<i>R</i> ²	0.073		0.847		
<i>Adjusted R</i> ²	0.002		0.687		
<i>Change in R</i> ²	0.073		0.643		
<i>F</i>	0.970	0.432	24.278	0.020**	
<i>Change in f</i>	0.970		108.955		

***p* < 0.05

Table 6: Entrepreneurial Passion regressed on Startup Intention

	Control Model		Model 1		Tolerance values for model 1
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	
Age	0.424	0.003**	0.317	0.013**	0.761
Gender	0.320	0.020**	0.267	0.026**	0.838
Parents self employed	-0.074	0.562	-0.085	0.443	0.944
Participated in entrep education	-0.135	0.306	-0.097	0.400	0.875
Passion			0.450	0.000**	0.927
<i>R</i>	0.516		0.674		
<i>R</i> ²	0.267		0.454		
<i>Adjusted R</i> ²	0.207		0.397		
<i>Change in R</i> ²	0.267		0.187		
<i>F</i>	4.451	0.004**	7.977	0.000**	
<i>Change in f</i>	4.451		16.461		

***p* < 0.05

Table 7: Perceived desirability-Feasibility and Entrepreneurial Passion regressed on Student Startup Intention

	Control Mode		Model 1		Model 2		Tolerance values
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	for model 2
Age	0.426	0.004**	0.216	0.071	0.199	0.081	0.708
Gender	0.323	0.021**	0.132	0.249	0.145	0.186	0.758
Parents self employed	-0.069	0.591	0.024	0.814	0.002	0.987	0.908
Participated in entrep	-0.136	0.306	-0.123	0.245	-0.105	0.297	0.885
PDF			0.593**	0.000	0.469	0.000**	0.797
Entrep. passion					0.264	0.018**	0.759
<i>R</i>	0.515		0.739		0.774		
<i>R</i> ²	0.265		0.545		0.598		
<i>Adjusted R</i> ²	0.204		0.497		0.546		
<i>Change in R</i> ²	0.265		0.280		0.053		
<i>F</i>	4.332		11.278		11.426		
<i>Change in f</i>	4.332	0.005**	28.966	0.000**	6.075	0.018**	

***p* < 0.05;

Table 8: Propensity to Act and Entrepreneurial Passion regressed on Student's Startup Intention

	Control Model		Model 1		Model 2		Tolerance value
	<i>St. beta</i>	<i>Sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	<i>St. beta</i>	<i>sig.(p)</i>	model 2
Age	0.424**	0.003	0.225	0.081	0.247	0.060	0.670
Gender	0.320**	0.020	0.273**	0.021	0.267**	0.024	0.838
Parents self employed	-0.074	0.561	-0.057	0.601	-0.067	0.539	0.934
Participated in entrep edu	-0.135	0.306	-0.064	0.576	-0.072	0.531	0.858
Propensity to act			0.505**	0.000	0.336	0.120	0.246
Entrepreneurial passion					0.189	0.342	0.283
<i>R</i>	0.516		0.687		0.694		
<i>R</i> ²	0.267		0.471		0.481		
<i>Adjusted R</i> ²	0.207		0.416		0.415		
<i>Change in R</i> ²	0.267		0.205		0.010		
<i>F</i>	4.451**	0.004	8.558**	0.000	7.273**	0.000	
<i>Change in f</i>	4.451**	0.004	18.591**	0.000	0.921	0.342	

***p* < 0.05;

Discussion

The study expanded on the role played by entrepreneurial passion in the relationship between perceived desirability-feasibility, propensity to act, and startup intention. The results showed that perceived desirability- feasibility, and propensity to act positively influence students' startup intentions, supporting the expected link. This means that students' attractiveness, interest, desire, capability, and proclivity to act on their decision influence their decision to start a new business. This is consistent with the conclusions of (Akpomi & Tuwale 2022; Krueger & Carsrud 1993; Soomro et al., 2020; Tehsen & Haider 2021). Surprisingly, the findings demonstrate that students' perceived desirability- feasibility and propensity to act have impacts on entrepreneurial passion and, as a result, help them launch successful

businesses. Additionally, students' entrepreneurial passion, in particular, significantly mediates the relationship between perceived desirability and feasibility and startup intention but not propensity to act. This suggests that the alignment of passion in the relationship further improves students' capacity to launch a new business (Cardon et al. 2009; Karimi 2020; Vallerand 2015).

Conclusion and Future Research

This study used perceived desirability-feasibility and propensity to act to examine the startup intentions among undergraduate students with the mediating role of entrepreneurial passion. In identifying and stimulating students' startup intentions, this study adds to Shapero and Sokol's theory of entrepreneurial events and entrepreneurial passion. In the study, students' startup intention is enhanced by their awareness of how perceived desirability-feasibility, tendency to act and alignment of passion work together. Additionally, the research demonstrates that passion is a crucial component of starting and growing a business. As a result, educators should encourage students to take part in passionate pursuits that will improve their capacity for business startups. It also offers a vantage point from which the government and educational institutions can establish and expand entrepreneurial activities within the classroom and curriculum to raise students' intentions to start their businesses.

More research could be conducted to include more students from universities and other tertiary institutions in the North Central region of Nigeria. Also, a longitudinal approach should be employed to study the trend for at least three years to know the effect of passion on successful business startups. Finally, just focusing on perceived desirability, feasibility, and propensity to act in predicting entrepreneurial intention may be insufficient in explaining the phenomenon. Hence, we suggest that scholars explore other models of intention and variables like learning orientation, self-directed learning, and psychological capital that could further improve students' startup intentions for new venture creation.

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