

## FOSTERING ENTREPRENEURIAL INTENTIONS: UNVEILING THE ROLE OF ENTREPRENEURIAL EDUCATION, PASSION, AND FAMILY BACKGROUND

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### Abstract

*In the global pursuit of fostering entrepreneurship, universities play a crucial role by expanding their entrepreneurship curricula. This research investigates the influence of entrepreneurship education on students' entrepreneurial passion and intention, considering the mediating role of entrepreneurial passion and the moderating effect of entrepreneurial ancestry. The research draws on Social Cognitive Theory (SCT). The study focuses on three major constructs: entrepreneurial education, entrepreneurial passion, and entrepreneurial intention. The paper highlights the limited exploration of how entrepreneurship education affects entrepreneurial passion, a crucial factor in venture creation and growth. The study also examines the role of an entrepreneurial family background in shaping the relationship between entrepreneurship education and entrepreneurial passion. The philosophy adopted in this study is pragmatism, and the target population for the study comprises students from three public sector universities in Balochistan. Three hypotheses are presented in this study and found to be positively significant through correlation and regression analysis.*

### INTRODUCTION

Globally, nations are recognizing the importance of encouraging entrepreneurship among their citizens (Terjesen et al., 2016). The establishment of new businesses facilitates economic expansion and the creation of job opportunities. In addition, entrepreneurial businesses tackle significant societal demands, such as resolving problems related to poverty, public health, and climate change (Kuratko, 2006). Consequently, encouraging entrepreneurial zeal to inspire more people to start their own businesses is a significant challenge with global implications (Cardon et al., 2009). Universities are involved in this major project to some extent. To foster an entrepreneurial culture across academia, numerous colleges and universities are expanding their undergraduate and graduate entrepreneurship

curricula through the establishment of autonomous centers for entrepreneurship, as well as dedicated colleges of entrepreneurship (Katz et al., 2014). Because of these initiatives, research on entrepreneurship education is continuously improving, focusing on how entrepreneurship initiatives might enhance pupil's drive, understanding, aptitude, and desire to start their own business (Baee et al., 2014).

Research studies on how entrepreneurship education might enhance students' motivation to launch a startup have limited generalizability, despite having significant advantages. Therefore, it is crucial to comprehend how entrepreneurship education fosters entrepreneurial enthusiasm, given the ways that entrepreneurship drives employee devotion to new

businesses (Cho, 2018), persistence in new venture efforts (Kirk, 2015), and attention from investors (Warneck, 2018). This outcome is especially notable because, following graduation, a considerable percentage of college students have chosen the secure path of organizational labor rather than becoming self-employed (OECD, 2021).

Hence, encouraging pupils to launch new businesses could reduce psychological barriers to entrepreneurship and motivate them to pursue entrepreneurship as part of their post-graduation plans. We investigate how entrepreneurship education enhances students' entrepreneurial passion to address this issue. Carter et al. (2009) state that "entrepreneurial passion" refers to strong, positive emotions and a core sense of identification with a particular activity undertaken by entrepreneurs, such as creating, innovating, and developing. Depending on the study situation, academics have focused on a specific type of entrepreneurial ambition. Researchers have concentrated on finding passion in this paper to pique students' interest in starting a new company. Investigating the effects of entrepreneurial education within the context of higher education is relevant to this (Kiane et al., 2020). We do not focus on creating or developing passion, as it is often associated with business owners or students who are running a company (Muelar et al., 2017). This paper also examines how the entrepreneurial family background of the students affects the relationship between entrepreneurial learning and establishing enthusiasm. Students might look up to an enterprising immediate family member or someone with an entrepreneurial family background. By providing a personal example of entrepreneurship experience, family members who are entrepreneurs can inspire students (Wyrwich et al., 2016). In addition to learning about the lifestyle of an entrepreneur, students also develop a favorable opinion of particular professions because they view the professional accomplishments of their role models as prospective opportunities (Scherer et al., 1989).

Although passion is essential for venture creation and growth, literature has only recently begun to investigate the most compelling questions surrounding entrepreneurial enthusiasm.

Specifically, how and to what degree it can cultivate and impact entrepreneurial intents on individuals who have not yet been formally acknowledged as entrepreneurs (Cardon, 2009). Humans are recognized to possess two fundamental traits: intentionality and foresight (Bandura, 2001). An intention is a representation of the course that future activity will take. It influences people's decisions in addition to guiding and upholding conduct. Up to now, studies in various fields, including voting behavior, health-related behavior, Recreational activities, and job searches, show that intention is a powerful predictor. The state of mind that precedes action and concentrates attention on a goal, such as starting a new business, is known as entrepreneurial intention (Bird, 1988). The literature on entrepreneurial aspirations theorizes the combination of these cognitive and psychological qualities in emerging countries with limited job opportunities and volatile economies (Siddiqui et al., 2021).

This research employs Social Cognitive Theory (SCT), proposed by Albert Bandura, to explain how entrepreneurial education influences passion and intention for entrepreneurship. SCT is relevant here as it emphasizes personal factors, such as self-efficacy, and environmental factors, such as educational support, which shape behavior. By increasing self-efficacy through knowledge, mentorship, and skill development, entrepreneurial education can foster passion, which in turn strengthens entrepreneurial intention. SCT thus provides a robust theoretical foundation for understanding the impact of educational experiences on the development of entrepreneurial passion and purpose. In contrast, Social Learning Theory supports the moderating role of Entrepreneurial Family Background between Entrepreneurial Education and Entrepreneurial Passion. It posits that individuals learn behaviors and attitudes through observation and modeling. Entrepreneurial families act as role models, providing a supportive environment that reinforces the knowledge gained from education, thus enhancing entrepreneurial passion.

**Literature review****Entrepreneurial knowledge**

Entrepreneurial knowledge is a pivotal aspect of human capital essential for achieving and sustaining success in entrepreneurship, as emphasized by Chang and Chan (2008). It encompasses a wide range of abilities, including risk management, creative thinking, market insights, commercial acumen, and the ability to seize opportunities, all of which are required for profitable entrepreneurship (Giuggioli & Pellegrini, 2023).

Interest in considering a career in entrepreneurship can be stimulated and increased by providing enough effective entrepreneurship education (Gelard & Saleh, 2011). This is a result of the fact that entrepreneurship education can provide students with the necessary information and skills to navigate challenging circumstances and complex decision-making that come with an entrepreneurial career (Izquierdo, 2011). Consequently, the undervaluing of the risks and obstacles associated with being an entrepreneur encourages the formation of new ventures and the establishment of established businesses (Fritsch & Mueller, 2004).

**Entrepreneurial passion**

The domain of entrepreneurship is witnessing an increasing volume of research on entrepreneurial passion, characterized as "deliberately attainable, profound positive emotions derived from participation in entrepreneurial endeavors linked to roles that are significant and prominent in the entrepreneur's self-identity" (Cardon et al., 2009). Entrepreneurial passion can influence the establishment of new ventures (Biraglia & Kadile, 2017), venture expansion (Drnovsek et al., 2016), and employee commitment to entrepreneurial activities (Breugst et al., 2012).

Chen (2009) defines entrepreneurial passion as "an entrepreneur's acute emotional state combined with cognitive and behavioral expressions of elevated self-worth." To measure Entrepreneurial Passion (EP), it is believed that strong positive emotions are associated with passion, and the alignment of one's identity with tasks and activities relevant to entrepreneurship is crucial (Collewaert et al., 2016). While being an entrepreneur as a whole can be a passion, a more analytical approach emphasizes three

major aspects. Activities related to invention encompass exploring the environment to identify novel market prospects, developing innovative products or services, and implementing innovative business models. Individuals passionate about invention actively seek out new opportunities, relish presenting new products or service concepts, and enjoy the process of creating innovative solutions. These individuals are enthusiastic about refining new product designs and exploring their applications in specific contexts (Cardon et al., 2013).

**Entrepreneurial Intention**

Entrepreneurship research relies extensively on the literature on entrepreneurial intentions (Chandra, 2018; GarcíaLillo et al., 2023). Entrepreneurial intention serves as the foundation for understanding how people become motivated to start a firm. It is commonly recognized as a key predictor of entrepreneurial behavior (Al-Jubari et al., 2019), with a critical function in determining the likelihood of venture creation. The entrepreneurial intention has received significant attention in recent years, with scholars investigating its causes, components, and long-term consequences (Kautonen et al., 2010; Kebaili et al., 2017; Liñán et al., 2016). Since they can increase wealth creation and support economic progress, entrepreneurial behaviors are essential for a nation (Galindo-Martín et al., 2020; Litzky et al., 2020). As a result, numerous scholars have tried since the 1980s (Bird, 1988; Bird & Jelinek, 1989) to clarify the elements that support or undermine the desire to start a business (Dheer & Lenartowicz, 2018). Studies in this field have increased as a result, and the systematization and categorization of studies have emerged to enhance comprehension of current information and identify potential future study avenues (Fayolle & Liñán, 2014).

Liñán and Santos (2007) suggest that intention captures, motivates, inspires, and transforms an individual's planning efforts into action, underscoring that engaging in any behavior is largely contingent on the individual's intention to exhibit that behavior.

### **The linkage between entrepreneurial education and passion**

Passions and emotions are a component of cognition, which is crucial to a person's personality development (Dewhurst, 1997). Formal education aids in the development of cognitive skills, and it motivates pupils to acquire them. This helps pupils manage and focus on their passions. According to Corbett (2005), to comprehend the nature of the entrepreneurial process, it is also essential to accurately grasp and consider the methods of individual learning and knowledge acquisition that influence recognizing and seizing opportunities. Their function is ingrained in the relationship between information, cognition, and creativity, demonstrating the value of understanding the various ways that individual learning occurs in the context of entrepreneurship research.

The research also demonstrates the impact of a learning perspective on students' ability to identify new opportunities and cultivate a love for doing so, which helps to define their identity as future business owners. Since emotion is a necessary component of learning, the terms "learning" and "emotion" are often used interchangeably in this context (Kyro, 2008). Therefore, it is essential for entrepreneurship education to portray entrepreneurship as an emotionally charged activity that encompasses a range of emotions, including excitement, fear, and worry, as well as common feelings of commitment, uncertainty, and a sense of loss of control (Loseus, 2011). Nevertheless, to understand emotion, people have explained it using words like "fun," "excitement," "buzz," and "passion." (Dey, 2007), who contested the idea of knowledge that downplays the relationship between knowing and passion, provide support for this viewpoint. On the other hand, Lack  us (2011) argued that action-based learning approaches highlight the importance of emotion in the new venture creation method.

Furthermore, Padilla et al. (2014) define the importance of experiential learning approaches in influencing emotional competency and sustaining an entrepreneurial drive. Thus, it follows that in the context of entrepreneurship education, people's perceptions of the program's efficacy may contribute to stoking their passion for entrepreneurship, which will inevitably lead to the accomplishment of the real

goal of entrepreneurship, the founding of ventures. From this study, the hypothesis is drawn as follows:

**H1:** There is a significant relationship between entrepreneurial education and passion.

### **The linkage between entrepreneurial passion and entrepreneurial intention**

A rising number of studies highlights the importance of entrepreneurial passion in the formation of new businesses. Studies have highlighted the impact of entrepreneurial enthusiasm in driving firm formation, risk-taking, and perseverance (Cardon et al., 2009; Baum & Locke, 2004; Syed et al., 2020). Cardon (2009) claims that passion is the "fire of desire" that propels entrepreneurs' daily efforts and ingenuity, providing them with the fortitude to endure despite the hurdles they encounter. As a result, a passion for entrepreneurial activities may lead to the planning of an actual venture formation during the establishment of entrepreneurial intention.

According to Cardo (2019) those who feel passionate about entrepreneurship tend to feel positively intense about the activity they are engaged in, which in turn creates a strong emotion to act on those feelings.

According to Smelor (1977) the predominant phenomenon in the entrepreneurial process is passion. More evidence in favor of this argument came from Cardon (2009), who found that excitement is likely to spark the drive required for aspiring business owners to overcome the uncertainties involved in starting a business, such as assembling financial, human, and social resources.

According to Felnhofar (2017), a crucial factor that distinguishes successful from failed entrepreneurs is passion. Furthermore, empirical studies on the relationship between entrepreneurial intention and passion have shown that the former is significantly correlated with the latter (Biraglia & Kadile 2017).

**H2:** There is a significant relationship between entrepreneurial passion and entrepreneurial intention

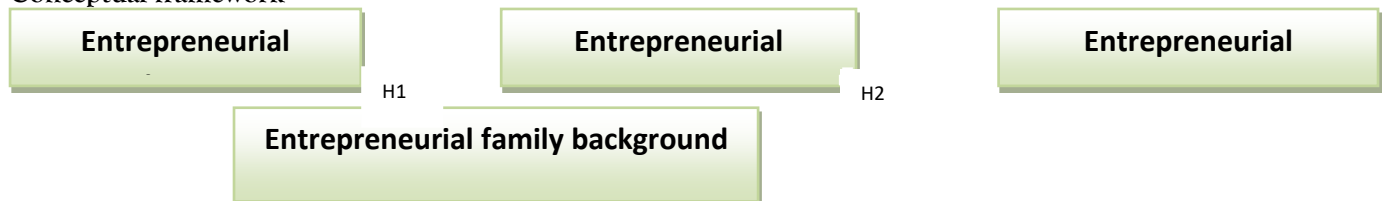
### **The Moderating Effect of Entrepreneurial Family Background**

People who have family members who are business owners may benefit more from entrepreneurship education in terms of their entrepreneurial drive for

establishing, according to the literature on role models. Role modeling is the process by which well-known individuals inspire others by leading by example and setting them in certain situations (Wyrwich et al., 2016; Nowiński, 2019). Family members offer a natural chance for observers to examine and obtain firsthand knowledge of the decision-making and behavioral processes of entrepreneurs, which makes them particularly significant role models for observers—even though virtually anybody can behave as one. Pupils view the professional accomplishments of their role models as opportunities and develop favorable opinions of those professions (Scherer et al., 1989). Students often look to their immediate family members who operate businesses as role models when determining their career goals and chosen professions (Georgescu & Herman, 2020).

This raises the likelihood that such role models will influence students' opinions regarding starting their businesses. As a result, role models would provide a setting where students can build on the knowledge they learned in the entrepreneurship course. Students are more likely to draw links between educational resources and families who serve as their entrepreneurial role models. This gives the student a chance to formulate arguments to evaluate how their role model handled or could have managed developing obstacles and explain why their role model is successful in their business. These connections can increase students' attainments by providing them with practical examples to apply entrepreneurial notions.

#### Conceptual framework



#### Methodology

##### Research design

This study used a quantitative technique to test the proposed model and a deductive approach to construct the hypothesis. The study's goal is to explain the relationship between entrepreneurial

**H3:** There is a moderating effect of entrepreneurial family background between entrepreneurial education and entrepreneurial passion.

#### Theoretical framework

Bandura (1986) proposed Social Cognitive Theory (SCT), which holds that people form beliefs and intentions through observational learning, self-efficacy, and social factors. In the context of entrepreneurship, education and passion are critical enablers, shaping an individual's belief in their potential to engage in entrepreneurial activity. Entrepreneurial family backgrounds reinforce these attitudes by offering role models, boosting self-efficacy, and increasing the likelihood of pursuing a business career. Individuals from entrepreneurial families are more exposed to real-world business experiences, which helps them develop the cognitive ability to analyze risks and opportunities successfully. Similarly, Social Learning Theory (SLT) (Bandura, 1977) emphasizes that behavior is acquired through observation, modeling, and reinforcement. This idea is particularly useful in explaining why individuals from entrepreneurial households are more likely to exhibit entrepreneurial inclinations. Exposure to family members who manage enterprises creates an immersive learning environment in which people develop entrepreneurial skills, values, and problem-solving abilities. Entrepreneurial education and passion reinforce previously learned behaviors by formalizing information and creating intrinsic desire.

education, entrepreneurial passion, and entrepreneurial intention; thus, this study is an explanatory research. The adopted philosophy is pragmatism. This study will collect primary data through a cross-sectional design utilizing a self-reported survey questionnaire. The survey method is



recognized as a cost-effective and time-efficient methodology, allowing for the engagement of a substantial population within a constrained timeframe. Additionally, consistent demarcation can be obtained from all respondents (Bryman & Bell, 2018).

#### Sample and data collection

The study's target group consisted of students from Sardar Bahadur Khan Women's University, Buitems, and the University of Balochistan, three public-sector universities in Quetta, Balochistan (Table 1).

Students who completed the questionnaire received one additional credit. This study employed convenience sampling to collect data from 200 participants who were readily accessible and willing to participate. Convenience sampling is widely used in entrepreneurial research due to its utility and efficacy in data collection, particularly under time and budget constraints (Etikan, Musa, & Alkassim, 2016).

**Table 1: Demographic Profile of Respondents**

| Demographic Variable | Category                               | Percentage |
|----------------------|----------------------------------------|------------|
| University           | Sardar Bahadur Khan Women's University | 25%        |
|                      | BUITEMS                                | 35%        |
|                      | University of Balochistan              | 40%        |
| Age Group            | Below 20                               | 10%        |
|                      | 20-25                                  | 50%        |
|                      | 26-30                                  | 30%        |
|                      | Above 30                               | 10%        |
| Educational Level    | Undergraduate                          | 30%        |
|                      | Graduate                               | 50%        |
|                      | Postgraduate                           | 20%        |
| Field of Study       | Business Administration                | 100%       |
| Gender               | Male                                   | 60%        |
|                      | Female                                 | 40%        |

Table 1 presents the demographic profile of respondents, highlighting their distribution across universities, age groups, educational levels, fields of study, and gender.

#### Measure

The Questionnaire of Entrepreneurial Intention (EIQ), developed by Liñán and Chen (2009), was employed in the study to assess entrepreneurial intention and education. The scale includes items such as "I am ready to do anything to be an entrepreneur." The Attitude Towards

Entrepreneurship Education/University atmosphere and support measure, developed by Kraijenbrink et al. (2009) and adapted in this study after being amended by Trivedi (2016), was used. The scale includes items such as "My institution offers elective courses on entrepreneurship." Cardon et al. (2013) developed a scale to measure passion. The scale consists of items such as "It is exciting to figure out new ways to solve unmet market needs that can be commercialized." A five-point Likert scale, spanning from "Strongly Agree" to "Strongly Disagree," was employed for each variable.

## Analysis and results

Table 2: Correlation and descriptive analysis

|                                      | 1<br>EE     | 2<br>EP     | 3<br>EI     | 4<br>EFB    |
|--------------------------------------|-------------|-------------|-------------|-------------|
| 1. Entrepreneurial education         | <i>.990</i> |             |             |             |
| 2. Entrepreneurial passion           | 0.45**      | <i>0.85</i> |             |             |
| 3. Entrepreneurial intension         | 0.43**      | 0.70**      | <i>.995</i> |             |
| 4. Entrepreneurial family background | 0.37**      | 0.46**      | 0.47**      | <i>.732</i> |
| Mean                                 | 54.4129     | 33.1818     | 21.1364     | .5738       |
| Standard Deviation                   | 8.17930     | 3.43356     | 2.11101     | .15820      |

## Correlation Analysis

Table 2 presents Correlation analysis, which demonstrated substantial positive associations among the study variables, consistent with the theoretical framework:

Entrepreneurial Education (EE) and Entrepreneurial Passion (EP) were positively correlated ( $r = .493$ ,  $p < .01$ ). EE was also significantly positively correlated with Entrepreneurial Intentions (EI) ( $r = .517$ ,  $p < .01$ ) and Entrepreneurial Family Background (EFB)

( $r = .528$ ,  $p < .01$ ). Entrepreneurial Passion (EP) and EI showed a significant positive correlation ( $r = .482$ ,  $p < .01$ ). Lastly, EI and EFB were positively correlated ( $r = .508$ ,  $p < .01$ ).

These findings support the hypothesized relationships, demonstrating that Entrepreneurial Education, Entrepreneurial Passion, Entrepreneurial Family Background, and Entrepreneurial Intentions are interrelated, with all correlations being statistically significant.

Table 3: Regression Analysis

| Hypothesis           | Standardized $\beta$ | t      | Sig. | R <sup>2</sup> | F      | Sig. (F) |
|----------------------|----------------------|--------|------|----------------|--------|----------|
| EE ► EP              | .517                 | 10.939 | .000 | .265           | 119.67 | .000     |
| EP ► EI              | .519                 | 10.800 | .000 | .375           | 208.11 | .000     |
| Interaction (EE*EFB) | .217                 | 2.008  | .046 |                |        |          |

## Regression Analysis

## Hypothesis 1: Relationship between Entrepreneurial Education (EE) and Entrepreneurial Passion (EP)

A simple linear regression analysis was conducted to test the relationship between entrepreneurial education and entrepreneurial passion. The results indicated that EE was significantly positively related to EP ( $\beta = .518$ ,  $t = 10.939$ ,  $p < .01$ ). The model explained a significant proportion of the variance in EP, with an  $R^2 = .26$  ( $F(1, 328) = 119.67$ ,  $p < .01$ ). These results support Hypothesis 1, demonstrating that higher levels of entrepreneurial education are associated with greater entrepreneurial passion.

## Hypothesis 2: Relationship between Entrepreneurial Passion (EP) and Entrepreneurial Intentions (EI)

To examine the relationship between entrepreneurial passion and entrepreneurial intentions, a simple linear regression analysis was executed. The results showed that EP was significantly positively related to EI ( $\beta = .619$ ,  $t = 10.800$ ,  $p < .01$ ). The model explained a significant proportion of the variance in EI, with an  $R^2 = .37$  ( $F(1, 320) = 208$ ,  $p < .01$ ). These findings support Hypothesis 2, indicating that entrepreneurial passion is a strong predictor of entrepreneurial intentions.

**Hypothesis 3: Moderating Effect of Entrepreneurial Family Background (EFB) on the Relationship Between EE and EP**

A multiple regression analysis was conducted to examine the moderating effect of entrepreneurial family background on the relationship between entrepreneurial education and entrepreneurial passion. The results revealed that the interaction term ( $EE \times EFB$ ) was a significant predictor of EP ( $B = .437$ ,  $t = 2.008$ ,  $p = .046$ ). This indicates that an entrepreneurial family background moderates the relationship between entrepreneurial education and entrepreneurial passion, with the effect of EE on EP being stronger for individuals with a supportive entrepreneurial family background.

**Discussion**

The majority of developing nations are experiencing historically high rates of unemployment, which has made government policies encouraging entrepreneurship as a method to decrease unemployment necessary. According to existing evidence, the development of entrepreneurial intentions is the first step in creating new enterprises (Biraglia & Kadile, 2017; Liñán & Chen, 2009). Therefore, it is essential to comprehend the fundamental processes that give rise to an entrepreneurial intention to promote the establishment of new businesses and prevent unemployment from rising. In this sense, the current work reveals the method by which entrepreneurial education influences entrepreneurial intentions through an Entrepreneurial passion mediating function. Our findings indicate that Entrepreneurial ancestry significantly moderates the association between Entrepreneurial Education (EE) and Entrepreneurial Passion (EP). Specifically, the positive effect of EE on EP is amplified when students have a family background in entrepreneurship. Our work expanded our knowledge of this association. Three hypotheses were made. The first hypothesis was that entrepreneurial education is significant to passion, and the second hypothesis was that entrepreneurial passion is significant to entrepreneurial intention. The third is that an entrepreneurial family background moderates the relationship between entrepreneurial learning and entrepreneurial enthusiasm. The results

revealed that all the proposed hypotheses are significant and correlated when checked through correlation and regression analysis. This study contributes to the growing body of literature on entrepreneurial intentions by examining various important variables, including entrepreneurial education, entrepreneurial passion, and entrepreneurial family background. It builds upon Social cognitive theory (SCT) by providing empirical evidence on how specific factors influence individuals' intentions to pursue entrepreneurship. The findings reinforce existing theoretical frameworks by highlighting the role of these variables in shaping entrepreneurial aspirations.

The findings of this study provide valuable insights for policymakers, educators, and entrepreneurial support organizations. First, universities and educational institutions should strengthen entrepreneurial education by integrating experiential learning, mentorship programs, and real-world entrepreneurial exposure into their curricula. Enhancing students' entrepreneurial knowledge and skills can significantly shape their entrepreneurial intentions.

Second, since entrepreneurial passion plays a crucial role in fostering entrepreneurial drive, universities, incubators, and startup programs should focus on nurturing passion through motivational training, networking opportunities, and exposure to successful entrepreneurs. Encouraging emotional engagement in entrepreneurship can lead to stronger commitment and resilience among aspiring entrepreneurs.

Additionally, the study highlights the role of family background in entrepreneurship, suggesting that family influence can significantly shape entrepreneurial attitudes. Policymakers can design initiatives that promote family business succession planning and provide resources for individuals from non-entrepreneurial backgrounds to build confidence in starting their ventures.

**Limitations and Recommendations**

This research elucidates the impact of entrepreneurial education, passion, and familial history on the development of entrepreneurial ambitions, although it possesses specific limitations that require consideration. As the research employs a



cross-sectional design, it restricts the capacity to deduce causal links among variables, indicating the necessity for further longitudinal studies to enhance comprehension of the dynamic characteristics of entrepreneurial inclinations. Secondly, the sample size and geographical coverage may restrict the generalizability of the results. Future research could benefit from bigger and more diverse samples across various cultural and economic situations. This study focused on specific criteria, allowing for the examination of additional potential influences, such as access to entrepreneurial ecosystems or personality traits.

### Conclusion

This study highlights the crucial role of entrepreneurial education in fostering entrepreneurial passion and intentions, demonstrating the mediating effect of love and the moderating influence of an entrepreneurial family history. Utilizing Social Cognitive Theory (SCT) and Social Learning Theory, the study demonstrates that educational experiences significantly enhance entrepreneurial self-efficacy and enthusiasm, which are essential for cultivating entrepreneurial ambitions. The existence of an entrepreneurial family background serves as a significant stimulant, enhancing the influence of schooling on enthusiasm by providing realistic role models and fostering supportive environments. This study contributes to the existing literature on entrepreneurial education and its transformational capacity by focusing on these processes. These findings underscore the need for universities and policymakers to develop comprehensive, experiential learning opportunities that cultivate entrepreneurial skills and enthusiasm in students. Enhancing the incorporation of familial factors into entrepreneurship education can augment its efficacy, motivating a new cohort of entrepreneurs prepared to tackle global economic and social issues.

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