International Research Journal of Multidisciplinary Scope (IRJMS), 2026; 7(2): 200-212

Original Article | ISSN (O): 2582-631X DOI: 10.47857/irjms.2026.v07i02.09639

Entrepreneurial Mindset, Passion and Creativity as Drivers of Social Venture Intentions: The Moderating Role of Entrepreneurial University Climate

Mai Quynh Nguyen*, Trang Thi Thuy Nguyen

Faculty of Business Administration, Van Lang University, Ho Chi Minh City, Vietnam. *Corresponding Author's Email: mai.nq@vlu.edu.vn

Abstract

Start-ups focused on social benefits have recently attracted growing attention from both entrepreneurs and researchers. Given that profit seeking is often considered a key entrepreneurial motivation, an important question arises as to whether other factors also drive social entrepreneurship. This study, therefore, examines the relationships between Perceived Creativity Disposition (PCD), Entrepreneurial Mindset (EMI), Entrepreneurial Passion (EPA), and Social Entrepreneurial Intention (SEI) in the context of Vietnam's emerging economy. Employing a quantitative research design, the analysis investigates both the direct effects of these individual characteristics on SEI and the moderating role of the entrepreneurial university climate (EUC). This research employed a quantitative approach, with data collected from 411 students at universities in Southern Vietnam, and utilized PLS-SEM for data analysis. The findings demonstrate that higher levels of PCD, EMI, and EPA significantly enhance SEI, underscoring the importance of fostering creativity, developing entrepreneurial thinking, and nurturing passion in educational environments. Moreover, EUC strengthens the positive effects of these factors, indicating that supportive institutional ecosystems amplify students' intentions to pursue social entrepreneurship. This study advances current literature by clarifying how psychological and contextual elements jointly shape SEI in a developing-country setting and offers actionable implications for educators and policymakers seeking to design more effective entrepreneurship programs. Future research directions are also proposed to further explore these connections in a variety of contexts and research setting.

Keywords: Entrepreneurial Mindset, Entrepreneurial Passion, Entrepreneurial University Climate, Perceived Creativity Disposition, Social Entrepreneurial Intention.

Introduction

Social Entrepreneurship (SE) has emerged as a pivotal mechanism for addressing complex societal challenges while simultaneously fostering economic development. Unlike traditional entrepreneurship, which prioritizes commercial profit, SE focuses on generating social value and providing creative answers to urgent societal problems such as poverty, environmental degradation, and educational inequality (1, 2). The concept has gained significant traction among students and young professionals who represent the next generation of change-makers, making it crucial to comprehend the specific factors that affect Social Entrepreneurial Intentions (SEI) (3, 4).

In the broader field of entrepreneurship, extensive research has identified multiple personal attributes driving the intention to start a new business. Particularly, Perceived Creativity Disposition (PCD), Entrepreneurial Mindset (EMI) and Entrepreneurial Passion (EPA) are recognized as essential constructs that foster the competencies, motivations, and resilience necessary for entrepreneurial success (5-11). However, despite the established link between these traits and general entrepreneurial intention, the literature on SEI remains fragmented. First, few studies have tested the simultaneous and interdependent effects of PCD, EMI and EPA on the distinct domain of SEI. Second, there is a profound contextual bias in the existing body of work, with most research conducted in Western developed economies (12, 13). This leaves a substantial knowledge gap regarding how these individual traits function within the unique socio-economic landscape of rapidly growing emerging markets like Vietnam, where specific social disparities call for innovative solutions (14-16). Third, there is a shortage of comprehensive examinations regardin g how institutional environments, specifically

(Received 10th December 2025; Accepted 06th March 2026; Published 02nd April 2026)

the Entrepreneurial University Climate (EUC), act as a contextual boundary condition. The extent to which a supportive EUC moderates the relationship between a student's inherent personality traits and the intention to launch a social venture is theoretically under-explored.

Building on these gaps, this study proposes an integrated conceptual framework that simultaneously examines the effects of PCD, EMI, and EPA on SEI, while incorporating EUC as a moderating variable. By focusing on a sample of students in Southern Vietnam, this research explores how personal motivations interact with the academic ecosystem to form professional intentions. Practically, the findings offer actionable evidence for university administrators and policymakers to optimize institutional support, bridging the gap between individual potential and societal impact within an emerging economy.

Social Cognitive Theory (SCT) and the Theory of Planned Behavior (TPB) provide the theoretical scaffolding for this study. SCT posits that individual behaviors are shaped by the continuous interaction of personal characteristics and environmental influences (17). In this context, personal factors - specifically PCD, EMI and EPA - act as internal cognitive and affective drivers that enhance an individual's self-efficacy and control over their actions (17, 18). Simultaneously, TPB complements this by demonstrating how perceived behavioral control and subjective norms dictate entrepreneurial intentions (19, 20). Together, these theories suggest that while internal personal traits (PCD, EMI, EPA) directly enhance an individual's Social Entrepreneurial Intention (SEI) by boosting their perceived feasibility (21), environmental factors like an entrepreneurial university climate (EUC) provide the necessary institutional support and expectations to catalyze these intentions into actionable behaviors.

Perceived creativity disposition (PCD) and Social Entrepreneurial Intention (SEI)

PCD reflects an individual's self-assessment of their ability to generate novel and useful ideas (22, 23). Because social entrepreneurship inherently demands innovative solutions to entrenched societal issues, creativity acts as a crucial catalyst. Previous research demonstrates a robust positive association between PCD and general Entrepreneurial Intentions (EI) (23, 24). Creativity bridges the gap between proactive personality traits and EI, empowering individuals to envision and initiate socially innovative ventures (24-26). Therefore, students with a high perceived capacity for creativity are naturally more inclined to pursue social entrepreneurship.

H1: Perceived Creativity Disposition (PCD) positively influences Social Entrepreneurship Intention (SEI).

Entrepreneurial mindset (EMI) and Social entrepreneurial intention (SEI)

EMI constitutes a cognitive orientation geared toward opportunity recognition, proactive problem-solving, and risk tolerance (27, 28). This cognitive framework is indispensable for navigating the resource constraints and uncertainties associated with social ventures (29). Studies show that EMI directly and indirectly boosts SEI by elevating entrepreneurial attitude and self-efficacy (8). Consequently, educational environments that stimulate EMI significantly increase students' awareness of opportunities and optimism, thereby elevating their ultimate intention to establish social enterprises (9, 30).

H2: Entrepreneurial mindset (EMI) positively influences Social entrepreneurial intention (SEI).

Entrepreneurial passion (EPA) and Social entrepreneurial intention (SEI)

EPA represents the profound positive emotional engagement and commitment toward entrepreneurial activities (31, 32). Because establishing a social venture involves persistent, complex challenges, the emotional energy provided by EPA is essential for maintaining vigor and resilience (33-35). Grounded in SCT's emphasis on affective factors, EPA significantly enhances entrepreneurial self-efficacy and opportunity recognition, mediating the relationship between perseverance and intention (35, 36). Environments that cultivate this passion further solidify EPA as a vital predictor of entrepreneurial behavior across diverse contexts (37, 38).

H3: Entrepreneurial passion (EPA) positively influences Social entrepreneurial intention (SEI).

Moderation role of Entrepreneurial university climate (EUC)

EUC encapsulates the institutional atmosphere, which comprises infrastructure, peer expectations, and curriculum, that encourages innovative endeavors (39, 40). While personal traits (PCD, EMI, EPA) provide the internal drive for SEI, their full potential is highly contingent upon a supportive external environment (1, 41). Rather than acting solely as a direct antecedent to

intention, university support functions as a critical moderating mechanism (40-42). For creativity, a supportive EUC ensures that students can transition abstract ideas into concrete entrepreneurial aspirations, significantly strengthening the PCD-SEI link (19, 42, 43). Similarly, the cognitive orientation provided by an EMI translates more effectively into SEI when students are immersed in an environment that actively champions sustainability and entrepreneurship (40, 44-46). Finally, the intense emotional commitment characteristic of EPA is optimally channeled into SEI when the university provides structural support and training, validating and enabling the students' entrepreneurial enthusiasm (31, 37, 47, 48). By integrating individual characteristics with a nurturing institutional context, EUC acts as a vital catalyst for social venture creation.

Therefore, the following hypotheses are proposed:

H4.1: The relationship between PCD and SEI is significantly moderated by EUC.

H4.2: The relationship between EMI and SEI is significantly moderated by EUC.

H4.3: The relationship between EPA and SEI is significantly moderated by EUC.

Figure 1 illustrates the proposed conceptual framework and hypotheses for this study. It maps the direct positive effects of individual cognitive and emotional traits, specifically PCD, EMI, and EPA, on SEI, while highlighting the moderating role of the EUC across all three relationships.

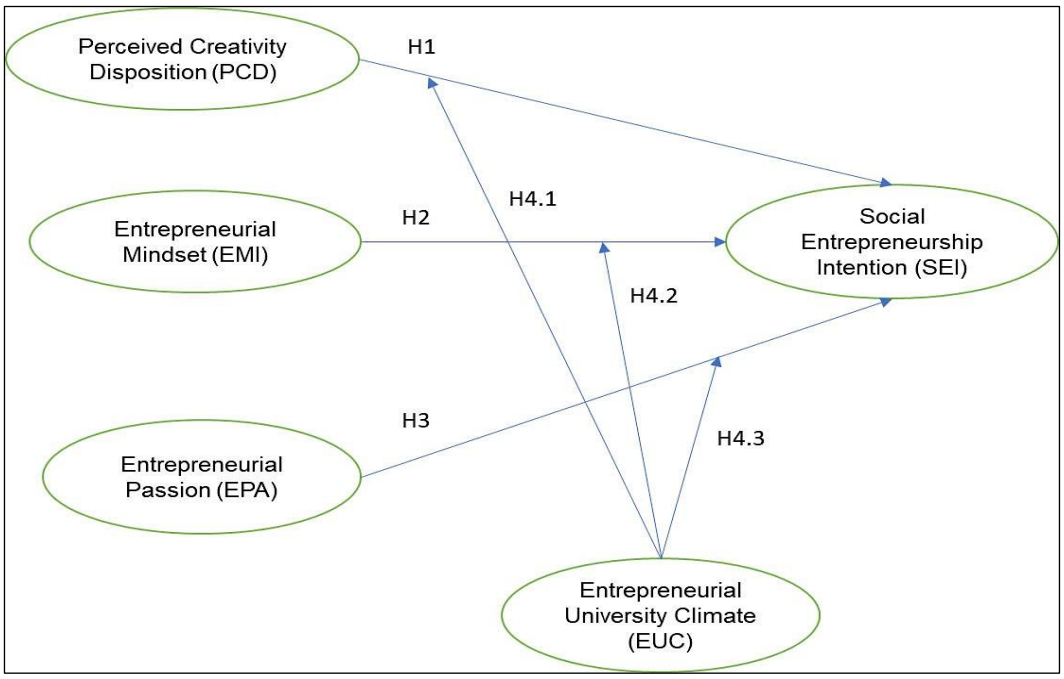

Figure 1: Research Model and Hypotheses

Methodology

In order to examine the research hypotheses as discussed above, this research makes use of a positivist ontological paradigm, which is a term that refers to the nature of reality and what constitutes truth in a specific research context (49). The quantitative research design with deductive approach was selected as the method of investigation because it is consistent with the ontology philosophy, which attempts to discover universal laws or truths. Additionally, it may be generalized by the use of statistical and empirical approaches (49, 50). With the assumption that reality can be investigated without affecting the researcher's subjective ideas, the quantitative approach places an emphasis on impartiality and control over biases.

Measurements for research variables, including PCD, EMI, EPA, EUC and SEI were developed based on the relevance prior studies and refined through expert consultation to ensure content validity. Studies were selected for measurement development if they provided clear construct definitions, detailed measurement items, supporting statistical evidence for validation (constructs with Cronbach's alpha is higher than 0.7 are chosen), and an appropriate research context (entrepreneurship in education).

PCD is measured by six items, which evaluate the ability to generate unique and practical solutions (PCD1, PCD3), approach problems from innovative perspectives (PCD2), produce creative ideas (PCD4, PCD5), and, in addition, gauge the readiness to support and advocate for creative ideas (PCD6) (22, 23). EMI refers to an individual's cognitive framework in perceiving and responding to opportunities and challenges within entrepreneur ial endeavors (27, 47). The items designed to measure EMI include the evaluation of both opportunities and challenges (EMI1, EMI4), the allocation of resources such as time (EMI2) and finance (EMI3), as well as the capacity to identify and pursue suitable business opportunities (EMI5) (51, 52). EPA is integral to fostering the motivation and commitment necessary for establishing and sustaining a business. The measurement items encompass the enjoyment and excitement derived from nurturing a new business (EPA1), the enthusiasm for launching a new company (EPA2), a deep sense of identity tied to being a business founder (EPA3), and the energizing effect of owning and managing a company (EPA4) (22). EUC is identified as environment that supports and encourages student involvement in entrepreneurs hip. The measurements of EUC include the degree to which the university inspires students to develop new business ideas (EUC1), the presence of a favorable climate for entrepreneurial opportunities (EUC2), and the encouragement provided by the institution for students to engage in entrepreneurial activities (EUC3) (53). The measurement items for SEI include individual's willingness to initiate and manage a social venture (SEI1), determination to establish a social entrepreneurial enterprise in the future (SEI2), serious consideration of opportunities for social entrepreneurship (SEI3), readiness to confront challenges associated with entrepreneurial endeavors (SEI4) and individual's long-term career aspiration to become an entrepreneur (SEI5) (54, 55).

Expert interviews were conducted to validate the measurement items, ensuring that the translations were accurate, comprehensible, and culturally relevant to the Vietnamese context. A total of nine experts, each with between seven and twenty years of research and teaching experience in the field of entrepreneurship, have participated in the interviews. These experts represented various institutions, including both local and international universities. Their opinions are to assess the appropriateness of the items and evaluate the accuracy of the translated construct measures.

The questionnaires were revised based on the experts' feedback, and an additional pilot test was subsequently conducted. To ensure the validity and reliability of the constructs, a sample of eighty responses was collected. The reliability test results demonstrated a high level of internal consistency, with Cronbach's alpha values ranging from 0.88 for EPA to 0.95 for SEI, higher than threshold of 0.7, which are considered as appropriate for applied or confirmatory research (56).

The data for this quantitative study were collected through a survey of students from multiple universities in Vietnam using self-administered questionnaires. A non-probability quota sampling strategy combined with snowball sampling was employed (57). Initially, the researchers contacted colleagues working at universities to approach students directly or to connect with members of student unions, who subsequently assisted in distributing the survey to their classmates. Based on these initial contacts, online surveys were administered using a snowball sampling approach. A small incentive was provided to students who participated in the survey. Quota controls were applied to ensure the inclusion of students from two target disciplines - Business, and Engineering - as well as from different academic levels, ranging from freshmen to senior students. Although random sampling was not employed, the sample may be considered broadly representative of students' perspectives, as it includes participants from both public and private universities, across different academic levels, and from all three target disciplines.

A total of 527 questionnaires were collected, of which 116 were excluded due to incomplete or inaccurate responses. Consequently, the final dataset comprised 411 valid observations used to validate the study model. This sample size is adequate for conducting statistical analyses based on the commonly applied "10-times rule" heuristic (58). According to this rule, the minimum sample size should be at least ten times the maximum number of structural paths directed at any latent variable in the Partial Least Square (PLS) – Structural Equation Modeling (SEM) model, which in this study is equivalent to 250. This study uses Smart PLS 3.0 to analyze data. PLS-SEM is used instead of CB-SEM (Covariance-based SEM) because PLS-SEM is a variance-based approach that is more suitable for prediction-oriented research, complex models, and situations involving smaller samples or non-normal data (58, 59). Given that this study aims to examine the predictive relationships within a model

comprising three independent variables PCD, EMI, and EPA, one moderator EUC, and one dependent variable SEI, the PLS-SEM is considered appropriate due to its robustness in handling complex structural relationships and its suitability for exploration and prediction-focused analyses.

Results

The PLS-SEM analysis followed a two-step procedure, comprising the assessment of the measurement model and the evaluation of the structural model (58). Table 1 outlines the demographic profile and start-up experience of the 411 respondents. The sample demonstrates a balanced gender distribution (50% male, 49% female) and encompasses different levels of study, with sophomores (35%) and juniors (32%) constituting the majority. Furthermore, the participants reflect a diverse academic representation predominantly composed of Business (59%) and Engineering (25%) students, the remaining is Others (16%). Most students never started a business (73%), only 5% of students have started a business and are currently operating it. The sample provides a robust foundation for evaluating cross-disciplinary entrepreneurial intentions.

Table 1: Sample Characteristics

Sample Characteristics	Frequency (N = 411)	Percentage
Gender		
Male	204	50%
Female	203	49%
Others	4	1%
Level of Study		
Freshmen	61	15%
Sophomore	142	35%
Junior	130	32%
Senior	78	19%
Majors		
Economics - Business - Management	241	59%
Engineering and Technology	101	25%
Others	69	16%
Start-up experiences		
Never started a business	300	73%
Have started a business and currently operating it	20	5%
Have started one or more businesses but are no longer operating them	91	22 %

Measurement Model Evaluation

The indicators used to assess the measurement model include factor loadings and their associated *p*-values, internal consistency reliability (using Cronbach's alpha and Composite Reliability - CR), Average Variance Extracted (AVE), and discriminant validity (using the Heterotrait–Monotrait ratio of correlations - HTMT) (58, 60).

Table 2: Measurement Model

Construct	Item	Loadings (p<0.001)	Cronbach alpha	CR	AVE
Perceived Creativity Disposition	PCD1	0.835	0.907	0.928	0.683
PCD	PCD2	0.815			
	PCD3	0.833			
	PCD4	0.822			
	PCD5	0.839			
	PCD6	0.812			
Entrepreneurial Mindset	EMI1	0.825	0.892	0.921	0.699
EMI	EMI2	0.857			
	EMI3	0.853			
	EMI4	0.867			
	EMI5	0.775			

Construct	Item	Loadings (p<0.001)	Cronbach alpha	CR	AVE
Perceived Creativity Disposition	PCD1	0.835	0.907	0.928	0.683
PCD	PCD2	0.815			
	PCD3	0.833			
	PCD4	0.822			
	PCD5	0.839			
	PCD6	0.812			
Entrepreneurial Passion	EPA1	0.875	0.888	0.922	0.748
EPA	EPA2	0.837			
	EPA3	0.883			
	EPA4	0.864			
Entrepreneurship University	EUC1	0.868	0.893	0.925	0.756
Climate EUC	EUC2	0.872			
	EUC3	0.879			
	EUC4	0.860			
Social entrepreneurial intention	SEI1	0.881	0.940	0.944	0.807
SEI	SEI2	0.910			
	SEI3	0.914			
	SEI4	0.891			
	SEI5	0.894			

Heterotrait-Monotrait Ratio (HTMT)

	EMI	EPA	PCD	EUC	SEI
EMI					
EPA	0.747				
EUC	0.692	0.632			
PCD	0.674	0.737	0.576		
SEI	0.658	0.725	0.521	0.607	

Table 2 details the reliability and validity metrics for the construct measurement model. The results confirm strong indicator reliability, with all outer loadings exceeding the 0.70 threshold, and demonstrate robust internal consistency and convergent validity across all variables (Cronbach's alpha > 0.80; AVE > 0.68). Furthermore, the Heterotrait-Monotrait ratio (HTMT) values confirm that the constructs are empirically distinct. (58, 59).

Structural Model Results

The structural model is evaluated according to the degree to which it can accurately forecast the future (58). Three key indicators of the model are taken into consideration: path coefficient (β and p-value), coefficient of determination (R^2), and predictive relevance value (Q^2). Firstly, the model was assessed with the EUC as an independent variable. Table 3 presents the structural model outcomes for the direct hypotheses. The path coefficients (β) of the relationship between PCD and SEI, EMI and SEI, EPA and SEI are, respectively, 0.146; 0.230 and 0.391, the direct influences of PCD, EMI and EPA on SEI are statistically significant (P-value < 5%). This suggests that the hypotheses H_1, H_2, and H_3 are supported. Table 3 also shows the R^2 value, which indicated that 50.1% of the variance in the SEI is explained at the moderative level by PCD, EMI and EPA. The effect of EUC on SEI is not significant, this is relevance to the hypothesis of moderation effect of the variable, which would be tested in the next section. The predictive accuracy of the model, Q^2 is positive, which indicates the predictive relevance of the model (58).

Table 3: Structural Model

PLS Path	Path Coefficient β	p-value	Sig.	Remark
PCD → SEI	0.146	0.006	**	H_1 is supported
EMI → SEI	0.230	0.000	***	H_2 is supported
EPA → SEI	0.391	0.000	***	H_3 is supported
EUC → SEI	0.042	0.390	Not significant	

*** p < 0.001; ** p < 0.01; * p < 0.05

Structural Indicators: R^2 = 0.501 (moderate → substantial); Predictive relevance Q^2 = 0.398 > 0

Moderation Effect Result

The structural model was tested by including the moderator variable EUC in each of the relationships: PCD → SEI, EMI → SEI and EPA → SEI. Table 4 summarizes the moderation analysis evaluating the influence of the Entrepreneurial University Climate (EUC) on the relationships between personal traits and SEI. The inclusion of EUC interaction terms enhances the model's explanatory power, raising the coefficient of determination (R^2) from a baseline of 0.501 to between 0.513 and 0.514 (58). Furthermore, the interaction terms for EUC with PCD, EMI, and EPA all yield statistically significant path coefficients, confirming that a supportive institutional climate actively strengthens the positive influence of individual attributes on social entrepreneurial intention.

Table 4: Moderating Effects

Hypotheses	Relationship Tested	β	p-value	R^2	Conclusion
H_1, H_2, H_3: Baseline model (no moderation)	PCD → SEI	0.146	0.006		
	EMI → SEI	0.230	0.000	0.501	
	EPA → SEI	0.391	0.000		
$H_{4.1}$: Moderated EUC × PCD	PCD → SEI	0.158	0.003	0.513	$H_{4.1}$ is supported
	EUC × PCD → SEI	0.073	**0.046**		
$H_{4.2}$: Moderated EUC × EMI	EMI → SEI	0.264	0.000	0.513	$H_{4.2}$ is supported
	EUC × EMI → SEI	0.069	**0.035**		
$H_{4.3}$: Moderated EUC × EPA	EPA → SEI	0.390	0.000	0.514	$H_{4.3}$ is supported
	EUC × EPA → SEI	0.076	**0.033**		

Control Variables Analysis

To account for the potential influence of students' background characteristics, demographic variables, including Gender, Level of Study and Major were included as control variables in the structural model when examining the determinants of social entrepreneurial intention. The results indicate that Gender (β = 0.013, p = 0.705) and Level of Study (β = -0.038, p = 0.381) are not significantly associated with SEI, implying that differences in intention are not systematically explained by these demographic characteristics. Similarly, students majoring in Business do not significantly differ from those in the reference group in terms of SEI (β = 0.024, p = 0.572). However, students from Engineering disciplines report significantly lower levels of SEI compared to their counterparts (β = -0.126, p = 0.011), indicating that disciplinary background may shape students' orientation toward social entrepreneurial activities. Overall, the inclusion of demographic controls does not alter the significance or direction of the hypothesized relationships, supporting the robustness of the proposed model.

Figure 2 visually encapsulates the final outcomes of the hypotheses testing. It clearly maps the validated structural model, confirming the significant direct pathways from the three personal traits to SEI, alongside the confirmed amplifying moderation effects provided by the university climate.

Discussion

The empirical validation of hypotheses H_1, H_2, and H_3 establishes a robust foundation for the pivotal role of self-efficacy in shaping SEI. While foundational scholarship has long identified a positive influence of self-efficacy on entrepreneurial and social entrepreneurial intention (3, 54), our findings provide critical advancement by deconstructing this construct into three specific cognitive-emotional components: Perceived Creativity Disposition (PCD), Entrepreneurial Mindset (EMI), and Entrepreneurial Passion (EPA). Rather than treating self-efficacy as a monolithic construct, our results show that these subdimensions exert distinct and significant effects on SEI, offering a more nuanced understanding of how self-efficacy is formed and mobilized in the SE context.

The significant path coefficients for PCD, EMI and EPA, as shown in Table 3, demonstrate that SEI is driven by a complex internal configuration rather than a singular belief in general capability. By validating these specific pathways, this study addresses the "mechanistic scarcity" noted in previous research (61), which often bypassed the internal cognitive processes leading to social action. In contrast to prior work that prioritized external variables, such as opportunity recognition or purely prosocial motivation (62, 63), our results suggest that internal psychological capacities are the primary engines of behavioral control. This outcome aligns with the cognitive-emotional

configuration theory, suggesting that a student's determination to address social challenges is rooted in perceived resilience and internal innovation (22-26, 30, 35-37) and provides more empirical evidence to support SCT, which posits that self-efficacy strengthens individuals' confidence to translate ideas into action (9, 10, 61). However, this result is somewhat different from some previous studies which indicate the indirect roles of creativity, mindset and passion on EI (6, 8, 36).

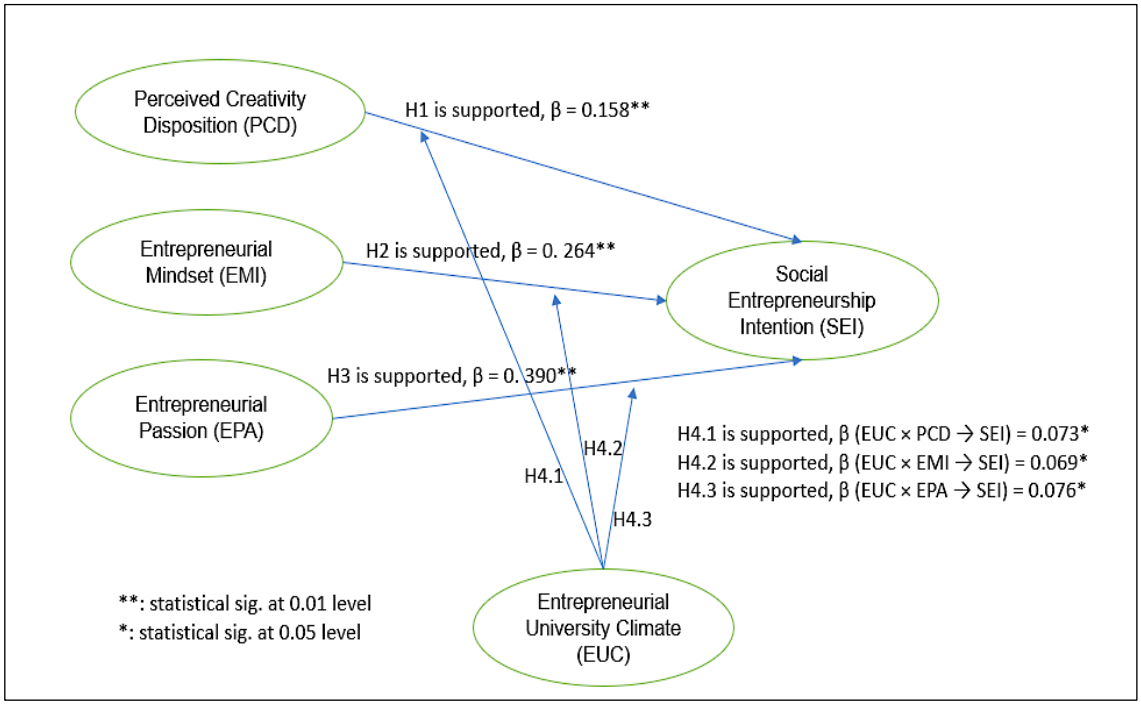

Figure 2. Hypotheses Testing Results

A central contribution that boosts the quality of these results is the evidence regarding EUC as a moderator. Although the direct impact of EUC on SEI was not statistically significant, its interaction with individual traits proved transformative. This finding challenges models that view institutional support as a direct driver, suggesting instead that the university environment acts as a "force multiplier" for personal predispositions (40, 41). The significant moderation effect of EUC on the relationship between PCD and SEI validates the "learning ecosystem" theories proposed in prior literature (41-44, 64). It suggests that students with strong creative dispositions require an environment that explicitly rewards risk-taking and ideation to translate those traits into intention. This extends the findings of earlier studies (45, 55) by proving that creativity-friendly environments are instrumental catalysts for behavior rather than just passive benefit, thus activating creativity as a driver of SEI. This emphasizes the importance of curricular and extracurricular initiatives that promote creative problem-solving (65). Likewise, the strengthened relationship of EMI and SEI under high EUC conditions indicates that an entrepreneurial mindset remains dormant without institutional enabling. Consistent with the work of scholars who emphasize practice-based learning (66), our results show that mindset becomes consequential only when universities provide opportunities to engage with role models and real-world social projects. In this context, students who exhibit entrepreneurial thinking are significantly more likely to pursue social entrepreneurship when exposed to entrepreneurial role models, authentic projects, and experiential learning (66, 67). This finding moves beyond previous research - which primarily emphasized individual mindset development - by showing that mindset becomes consequential only when embedded within enabling institutional structures. The moderation of EUC on the EPA–SEI provides a vital refinement to the current understanding of entrepreneurial passion. Our results challenge the view of passion as an "intrinsically self-activating driver". Instead, they demonstrate that institutional backing and a culture of legitimacy (65, 68) function as the conduits that convert emotional energy into commitment. In this regard, enthusiastic individuals are more likely to commit to social entrepreneurial ventures when they perceive

institutional backing, access to resources, and a culture that legitimizes entrepreneurial activities (67, 69).

Conclusion

This study investigates how perceived creativity disposition (PCD), entrepreneurial mindset (EMI), and entrepreneurial passion (EPA) shape social entrepreneurial intention (SEI), while examining the moderating role of the entrepreneurial university climate (EUC). Across six tested hypotheses, the findings demonstrate consistent positive relationships between these constructs, thus extending current knowledge of the individual–context interplay in social entrepreneurship. Firstly, the personal factors, including PCD, EMI and EPA have positive effects on SEI. This finding supports SCT and TPB by enhancing self-efficacy of individual toward behavioral intention. The influence of PCD on SEI indicates that students who perceive themselves as capable of generating original ideas are more likely to pursue social entrepreneurial paths. Besides, EMI positively predicts SEI, suggesting that opportunity alertness, risk tolerance, and initiative-taking problem-solving, key elements of the entrepreneurial mindset, are fundamental to initiating socially oriented ventures. Furthermore, EPA exhibits a strong influence on SEI, confirming the motivational role of emotional engagement in sustaining entrepreneurial efforts. Collectively, these findings clarify that SEI is not driven by generic self-efficacy, but by cognitive (PCD, EMI) and emotional (EPA) components that underpin behavioral intentions. Secondly, EUC significantly moderates the relationships between PCD, EMI, EPA, and SEI. Supportive environments - characterized by access to resources, role models, and entrepreneurial culture, amplify individuals' confidence and translate internal capabilities into sustained intention. This demonstrates that universities serve not only as knowledge providers but as entrepreneurial ecosystems capable of accelerating students' transition from interest to action.

The study contributes to social entrepreneurship literature in three keyways. First, it provides novel empirical evidence on the role of personal factors, encompassing both cognitive dimensions (creativity and mindset) and affective dimensions (passion), in promoting social entrepreneurial intention, which requires individuals to prioritize social benefits over personal financial gains. In contrast, most existing studies have examined these factors in isolation and primarily in relation to general entrepreneurial intention. Secondly, the validation of EUC as a moderator demonstrates that internal competencies alone are insufficient; supportive institutional climates are necessary for strengthening SEI, thereby integrating individual and ecosystem perspectives. Lastly, by validating the SEI model in Vietnam, a rapidly emerging entrepreneurship environment, the study expands empirical evidence beyond Western settings, where most SE literature has been concentrated.

The results provide actionable insights for educators and policymakers. The significant effects of PCD, EMI, and EPA on SEI, together with the moderating role of EUC in strengthening these relationships, suggest that universities should design entrepreneurship programs that foster creativity, cultivate entrepreneurial mindsets, and nurture passion, rather than focusing solely on business planning or venture creation. To achieve this, lecturers in entrepreneurship and related disciplines should review training programs and course syllabi to ensure that program and course learning outcomes aim to equip students with the knowledge and skills necessary not only to enhance creativity and entrepreneurial mindset but also to nurture entrepreneurial passion and social responsibility. Based on clearly defined learning outcomes, course content should be redesigned to incorporate topics such as design thinking, sustainability, and social venture development. In addition to curriculum enhancement, universities should promote experiential learning, mentorship, and challenge-based pedagogies to support students in transforming socially oriented ideas into feasible ventures. Furthermore, fostering an entrepreneurial university climate through the establishment of incubators, provision of start-up grants, interdisciplinary projects, and partnerships with NGOs may help translate entrepreneurial intention into sustained action. Integrating both affective and cognitive dimensions within entrepreneurship education may ultimately produce more resilient social entrepreneurs capable of addressing complex societal challenges.

Despite the valuable contributions of this study, several limitations should be acknowledged when interpreting the findings. First, this study focused on university students as the target population, thereby excluding a substantial group of young people who do not pursue higher education but enter the workforce earlier and may become entrepreneurs at a younger age. For this group, the influence of personal and contextual factors on SEI may differ from that observed among students.

Second, the study adopted a single quantitative approach, which limits a deeper understanding of how personal and environmental factors interact to promote students' SEI. Third, the external contextual factor was represented by a single general environmental construct - EUC. To enhance the robustness and generalizability of the findings, future research could extend the investigation to young individuals aged 18 to 24 who do not attend university, thereby providing a broader understanding of the drivers of SEI. Longitudinal designs may also be employed to examine how psychological capacities and SEI evolve over time. In addition, qualitative or mixed-method approaches could offer deeper insights into the mechanisms through which EUC operates, such as mentoring, peer dynamics, or institutional culture. Furthermore, other contextual factors, including community support, financial accessibility, or cultural norms, may further shape these relationships. Exploring additional moderators, such as academic discipline or work experience, would also enrich the generalizability of the findings. Finally, future research could adopt a cross-cultural perspective to examine whether the observed relationships hold beyond the Vietnamese context. As creativity, entrepreneurial mindset, and passion are shaped by cultural values, social norms, and educational philosophies, the strength and direction of their effects on SEI may vary across countries. Comparative studies between emerging economies and more mature entrepreneurial ecosystems may reveal how cultural contexts influence the mechanisms identified in this study.

Abbreviations

EI: Entrepreneurial Intentions, EMI: Entrepreneurial Mindset, EPA: Entrepreneurial passion, EUC: Entrepreneurial University Climate, PCD: Perceived Creativity Disposition, SCT: Social Cognitive Theory, SE: Social Entrepreneurship, SEI: Social Entrepreneurial Intentions, TPB: Theory of Planned Behavior.

Acknowledgement

This study was funded by Van lang University through an internal research grant (Grant No. B2023-VLU-01). The authors would like to thank the participating students and the institutions that supported data collection.

Author Contributions

Mai Quynh Nguyen: conceptualization, methodology, validation, formal analysis, investigation, data curation, writing – original draft and review and editing, project administration, funding acquisition, Trang Thi Thuy Nguyen: conceptualization, methodology, validation, investigation, writing – original draft.

Conflicts of Interest

The authors declare that there are no conflicts of interest.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Declaration of Artificial Intelligence (AI) Assistance

The authors declare that generative AI tools were used exclusively for language editing and proofreading purposes. No content, data, or analysis was generated by AI.

Ethics Approval

All procedures involving human participants complied with institutional ethical standards. The research protocol, including data confidentiality and informed consent procedures, was reviewed and officially authorized by Van Lang University under the approved institutional research grant (Grant No. B2023-VLU-01), which serves as the ethical clearance for this survey-based study. All respondents were informed of the study's purpose and the voluntary, anonymized nature of their participation. Informed consent was obtained from all participants.

Funding

This research is part of a project funded by Van Lang University.

References

1. Bazan C, Gaultois H, Shaikh A, *et al*. A systematic literature review of the influence of the university's environment and support system on the precursors of social entrepreneurial intention of students. Journal of Innovation and Entrepreneurship. 2020;9(1):4. doi: 10.1186/s13731-020-0116-9
2. Bonfanti A, De Crescenzo V, Simeoni F, *et al*. Convergences and divergences in sustainable entrepreneurship and social entrepreneurship research: A systematic review and research agenda. Journal of Business Research. 2024;170:114336. doi: 10.1016/j.jbusres.2023.114336
3. Hassan A, Saleem I, Anwar I, *et al*. Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education. Education + Training. 2020;62(7/8):843-61. doi:10.1108/et-02-2020-0033

4. Mukesh HV, Shetty J, Kenny B, *et al*. value for value: Social entrepreneurship education through value creation extracurricular activity. Journal of Social Entrepreneurship. 2024:1–26. doi:10.1080/19420676.2024.2413071
5. Hamidi DY, Wennberg K, Berglund H. Creativity in entrepreneurship education. Journal of small business and enterprise development. 2008;15(2):304-20. doi: 10.1108/14626000810871691
6. Shi Y, Yuan T, Bell R, *et al*. Investigating the relationship between creativity and entrepreneurial intention: The moderating role of creativity in the theory of planned behavior. Frontiers in Psychology. 2020;11:1209. doi: 10.3389/fpsyg.2020.01209
7. Osmani M, El-Haddadeh R, Hindi NM, *et al*. The influence of creativity on the entrepreneurial intention of university female graduates: An SEM approach. Industry and Higher Education. 2022;36(5):556-67. doi: 10.1177/09504222211061231
8. Liao YK, Nguyen VHA, Chi HK, *et al*. Unraveling the direct and indirect effects of entrepreneurial education and mindset on entrepreneurial intention: The moderating role of entrepreneurial passion. Global Bus Organ Excell. 2022;41(3):23-40. doi: 10.1002/joe.22151
9. Jiatong W, Murad M, Bajun F, *et al*. Impact of entrepreneurial education, mindset, and creativity on entrepreneurial intention: Mediating role of entrepreneurial self-efficacy. Frontiers in Psychology. 2021;12:724440. doi: 10.3389/fpsyg.2021.724440
10. Karimi S. The role of entrepreneurial passion in the formation of students' entrepreneurial intentions. Applied Economics. 2020;52(3):331-44. doi: 10.1080/00036846.2019.1645287
11. Neneh BN. Entrepreneurial passion and entrepreneurial intention: The role of social support and entrepreneurial self-efficacy. Studies in Higher Education. 2022;47(3):587-603. doi: 10.1080/03075079.2020.1770716
12. Vuong QH, La VP, Vuong TT, *et al*. Multi-faceted insights of entrepreneurship facing a fast-growing economy: A literature review. Open Economics. 2020;3(1):25-41. doi: 10.1515/openec-2020-0002
13. Nguyen DP, Vickers M, Ly TMC, *et al*. Internationalizing higher education (HE) in Vietnam: Insights from higher education leaders–an exploratory study. Education + Training. 2016;58(2):193-208. doi: 10.1108/et-08-2015-0072
14. Tan LP, Le ANH, Xuan LP. A systematic literature review on social entrepreneurial intention. Journal of Social Entrepreneurship. 2020;11(3):241-56. doi: 10.1080/19420676.2019.1640770
15. Tran VT, Nguyen TH, St-Jean É, *et al*. Social entrepreneurial intention among youth in Vietnam: the roles of prior experience and perceived educational support. Journal of Social Entrepreneurship. 2025;16(3):1048-76. doi: 10.1080/19420676.2023.2244985
16. Nguyen TT. Inspiring social changemakers: what drives social enterprise dreams?. Social Enterprise Journal. 2025;21(5):831–63. doi: 10.1108/SEJ-07-2024-0109
17. Bandura A. Social cognitive theory. Handbook of Theories of Social Psychology. Sage Publications. 2012:349–73. doi:10.4135/9781446249215.n18
18. Bandura A, Barbaranelli C, Caprara GV, *et al*. Self-efficacy beliefs as shapers of children's aspirations and career trajectories. Child Development. 2001;72(1):187-206. doi: 10.1111/1467-8624.00273
19. Ajzen I. The theory of planned behavior. Organizational Behavior and Human Decision Processes. 1991;50(2):179–211. doi: 10.1016/0749-5978(91)90020-T
20. Ajzen I. The theory of planned behavior. Handbook of Theories of Social Psychology. Sage Publications. 2012:438-59. doi: 10.4135/9781446249215.n22
21. Krueger Jr NF, Reilly MD, Carsrud AL. Competing models of entrepreneurial intentions. Journal of Business Venturing. 2000;15(5-6):411-32. doi: 10.1016/S0883-9026(98)00033-0
22. Biraglia A, Kadile V. The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: Insights from American homebrewers. Journal of Small Business Management. 2017;55(1):170-88. doi: 10.1111/jsbm.12242
23. Anjum T, Farrukh M, Heidler P, *et al*. Entrepreneurial intention: Creativity, entrepreneurship, and university support. Journal of Open Innovation: Technology, Market, and Complexity. 2020;7(1):11. doi: 10.3390/joitmc7010011
24. Hu R, Wang L, Zhang W, *et al*. Creativity, proactive personality, and entrepreneurial intention: The role of entrepreneurial alertness. Frontiers in Psychology. 2018;9:951. doi: 10.3389/fpsyg.2018.00951
25. Zhang L, Li Q, Zhou T, *et al*. Social creativity and entrepreneurial intentions of college students: mediated by career adaptability and moderated by parental entrepreneurial background. Frontiers in Psychology. 2022;13:893351. doi: 10.3389/fpsyg.2022.893351
26. Cunha J, Ferreira C, Araújo M, *et al*. The mediating role of entrepreneurial intention between creativity and social innovation tendency. Social Enterprise Journal. 2022;18(2):383-405. doi: 10.1108/sej-04-2021-0022
27. Pidduck RJ, Clark DR, Lumpkin GT. Entrepreneurial mindset: Dispositional beliefs, opportunity beliefs, and entrepreneurial behavior. Journal of Small Business Management. 2021;61(1):45–79. doi: 10.1080/00472778.2021.1907582
28. Trajano SDS, Sousa-Filho JMD, Matos S, *et al*. Do volunteers intend to become social entrepreneurs? The influence of pro-social behavior on social entrepreneurial intentions. Nonprofit and Voluntary Sector Quarterly. 2023;52(2):443-73. doi: 10.1177/08997640221103299
29. Duncan-Horner EM, Farrelly MA, Rogers BC. Understanding the social entrepreneur: A new intentions model for advancing equity, social justice and sustainability. Journal of Entrepreneurship in

Emerging Economies. 2022;14(3):361-91.
doi: 10.1108/JEEE-10-2020-0359
30. Mukhtar S, Wardana LW, Wibowo A, *et al*. Does entrepreneurship education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. Cogent Education. 2021;8(1):1918849.
doi: 10.1080/2331186x.2021.1918849
31. Cardon MS, Gregoire DA, Stevens CE, *et al*. Measuring entrepreneurial passion: Conceptual foundations and scale validation. Journal of business venturing. 2013;28(3):373-96.
doi: 10.1016/j.jbusvent.2012.03.003
32. Newman A, Obschonka M, Moeller J, *et al*. Entrepreneurial passion: A review, synthesis, and agenda for future research. Applied psychology. 2021;70(2):816-60.
doi: 10.1111/apps.12236
33. Chiengkul W, Tantipanichkul T, Boonchom W, *et al*. Social entrepreneurship of small and medium-sized entrepreneurs in Thailand: Influence of institutional environment, entrepreneurial passions, and entrepreneurial self-efficacy. Social Enterprise Journal. 2023;19(4):370-89.
doi: 10.1108/SEJ-01-2023-0005
34. Chandra Y, Tjiptono F, Setyawan A. The promise of entrepreneurial passion to advance social entrepreneurship research. Journal of Business Venturing Insights. 2021;16:e00270.
doi: 10.1016/j.jbvi.2021.e00270
35. Li C, Murad M, Shahzad F, *et al*. Entrepreneurial passion to entrepreneurial behavior: Role of entrepreneurial alertness, entrepreneurial self-efficacy and proactive personality. Frontiers in Psychology. 2020;11:1611.
doi: 10.3389/fpsyg.2020.01611
36. Cardon MS, Kirk CP. Entrepreneurial passion as mediator of the self–efficacy to persistence relationship. Entrepreneurship Theory Practice. 2015;39(5):1027-50.
doi: 10.1111/etap.12089
37. Dakung RJ, Bell R, Orobia LA, *et al*. Passion and intention among aspiring entrepreneurs with disabilities: The role of entrepreneurial support programs. Journal of Small Business and Enterprise Development. 2023;30(7):1241-63.
doi: 10.1108/jsbed-01-2023-0019
38. Khan N, Khan MS. Role of entrepreneurial passion in linking entrepreneurial education and entrepreneurial intentions. Journal of Social Sciences Development. 2023;2(1):44-56.
doi: 10.53664/jssd/02-01-2023-04-44-56
39. Schulte P. The entrepreneurial university: A strategy for institutional development. Higher education in Europe. 2004;29(2):187-91.
doi: 10.1080/0379772042000234811
40. Sim MS, Galloway JE, Ramos HM, *et al*. University's support for entrepreneurship and entrepreneurial intention: The mediating role of entrepreneurial climate. Journal of Entrepreneurship in Emerging Economies. 2023;15(2):360-78.
doi: 10.1108/JEEE-09-2021-0354
41. Younis A, Xiaobao P, Nadeem MA, *et al*. Impact of positivity and empathy on social entrepreneurial intention: The moderating role of perceived social support. Journal of Public Affairs. 2021;21(1):e2124.
https://doi.org/10.1002/pa.2124
42. Anjum T, Heidler P, Amoozegar A, *et al*. The impact of entrepreneurial passion on the entrepreneurial intention; moderating impact of perception of university support. Administrative Sciences. 2021;11(2):45.
doi: 10.3390/admsci11020045
43. Wang C, Mundorf N, Salzarulo-McGuigan A. Entrepreneurship education enhances entrepreneurial creativity: The mediating role of entrepreneurial inspiration. The International Journal of Management Education. 2022;20(2):100570.
doi: 10.1016/j.ijme.2021.100570
44. Cui J. The impact of entrepreneurship curriculum with teaching models on sustainable development of entrepreneurial mindset among higher education students in China: the moderating role of the entrepreneurial climate at the institution. Sustainability. 2021;13(14):7950.
doi: 10.3390/su13147950
45. Ip CY, Liang C. Enhancing social entrepreneurial intentions through outcome expectations, perceived social support and social entrepreneurial self-efficacy: The moderating effects of sustainability orientation. International Journal of Social Psychology. 2023;38(2):379-411.
doi: 10.1080/02134748.2023.2178118
46. Hockerts K. Determinants of social entrepreneurial intentions. Entrepreneurship Theory Practice. 2017;41(1):105-30.
doi: 10.1111/etap.12171
47. Adomako S, Mole KF, Franklin RJ, *et al*. Entrepreneurial passion and venture profit: Examining the moderating effects of political connections and environmental dynamism in an emerging market. International Small Business Journal. 2023;41(2):204-32.
doi: 10.1177/02662426221085182
48. Breugst N, Domurath A, Patzelt H, *et al*. Perceptions of entrepreneurial passion and employees' commitment to entrepreneurial ventures. Entrepreneurship Theory Practice. 2012;36(1):171-92.
doi: 10.1111/j.1540-6520.2011.00491.x
49. Scotland J. Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. English language teaching. 2012;5(9):9-16.
doi: 10.5539/elt.v5n9p9
50. Ryan, G. Introduction to positivism, interpretivism and critical theory. Nurse Researcher. 2018;25(4):14–20.
doi: 10.7748/nr.2018.e1466
51. Zemlyak S, Naumenkov A, Khromenkova G. Measuring the entrepreneurial mindset: The motivations behind the behavioral intentions of starting a sustainable business. Sustainability. 2022;14(23):15997.
doi: 10.3390/su142315997
52. Handayati P, Wulandari D, Soetjipto BE, *et al*. Does entrepreneurship education promote vocational students' entrepreneurial mindset? Heliyon. 2020;

6(11):e05426.
doi: 10.1016/j.heliyon.2020.e05426
53. Sancho MPL, Ramos-Rodríguez AR, *et al*. Is a favorable entrepreneurial climate enough to become an entrepreneurial university? An international study with GUESSS data. The International Journal of Management Education. 2021;19(3):100536.
doi: 10.1016/j.ijme.2021.100536
54. Urban B. Entrepreneurial alertness, self-efficacy and social entrepreneurship intentions. Journal of Small Business and Enterprise Development. 2020;27(3):489-507.
doi: 10.1108/JSBED-08-2019-0285
55. Liñán F, Chen Y. Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship Theory Practice. 2009;33(3):593-617.
doi: 10.1111/j.1540-6520.2009.00318
56. Hair Jr JF, Lds Gabriel M, da Silva D, *et al*. Development and validation of attitudes measurement scales: fundamental and practical aspects. RAUSP Management Journal. 2019;54(4):490-507.
doi: 10.1108/RAUSP-05-2019-0098
57. Lohr SL. Sampling: Design and analysis. Chapman and Hall/CRC; 2021.
doi: 10.1201/9780429298899
58. Hair J, Hult GT, Ringle CM, *et al*. A primer on partial least squares structural equation modeling (PLS-SEM). 3rd ed. SAGE; 2022.
ISBN: 9781483377445
59. Becker JM, Ringle CM, Sarstedt M. Estimating Moderating effects in PLS-SEM and PLSc-SEM: interaction term generation data treatment. Journal of Applied Structural Equation Modeling. 2018;2:1-21.
doi: 10.47263/JASEM.2(2)01
60. Hair JF, Sarstedt M. Factors versus composites: Guidelines for choosing the right structural equation modeling method. Project Management Journal. 2020;50(6):619–24.
doi: 10.1177/8756972819882132
61. Pham LX, Phan LT, Le AN, *et al*. Factors affecting social entrepreneurial intention: An application of social cognitive career theory. Entrepreneurship Research Journal. 2024;14(2):515-43.
doi: 10.1515/erj-2021-0316
62. Hoang G, Luu TT, Le TTT, *et al*. Examining the effects of entrepreneurship education on entrepreneurial intentions of Vietnamese business students: The roles of entrepreneurial alertness and resilience. Journal of Education for Business. 2023;98(8):462-70.
doi: 10.1080/08832323.2023.2232921
63. Bacq S, Alt E. Feeling capable and valued: A prosocial perspective on the link between empathy and social entrepreneurial intentions. Journal of Business Venturing. 2018;33(3):333-50.
doi: 10.1016/j.jbusvent.2018.01.004
64. Liñán F, Fayolle A. A systematic literature review on entrepreneurial intentions: Citation, thematic analyses, and research agenda. International Entrepreneurship and Management Journal. 2015;11(4):907-33.
doi: 10.1007/s11365-015-0356-5
65. Boldureanu G, Ionescu AM, Bercu AM, *et al*. Entrepreneurship education through successful entrepreneurial models in higher education institutions. Sustainability. 2020;12(3):1267.
doi: 10.3390/su12031267
66. Hockerts K. The effect of experiential social entrepreneurship education on intention formation in students. Journal of Social Entrepreneurship. 2018;9(3):234-56.
doi:10.1080/19420676.2018.1498377
67. Zhu Y, Rooney D, Phillips N. Practice-based wisdom theory for integrating institutional logics: A new model for social entrepreneurship learning and education. Academy of Management Learning & Education. 2016;15(3):607-25.
doi:10.5465/amle.2013.0263
68. Nassif VMJ, Garçon MM. The integrative approach in the study of resilience in female entrepreneurship. European Journal of Training and Development. 2024;48(1-2):162-78.
doi: 10.1108/EJTD-04-2022-0040
69. Fox CJ, Muldoon J, Davis PE. Social entrepreneurial intention: Examining the impacts of social and institutional support. Journal of Business Research. 2023;164:114036.
doi: 10.1016/j.jbusres.2023.114036

How to Cite: Nguyen MQ, Nguyen TTT. Entrepreneurial Mindset, Passion and Creativity as Drivers of Social Venture Intentions: The Moderating Role of Entrepreneurial University Climate. Int Res J Multidiscip Scope. 2026; 7(2): 200-212. DOI: 10.47857/irjms.2026.v07i02.09639