



Associations between Entrepreneurial Mindset with Entrepreneurial Intention: Mediating Role of Creativity

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Abstract

Background and Aim: Research indicates that a lack of awareness and learning within an organization can hinder its capacity for innovation and obstruct communication among employees, thereby posing significant barriers to the establishment of new enterprises and the negotiation of available ideas. The variables examined in this study are grounded in a theoretical framework outlined in the preceding section. This research aims to explore the mediating effect of creativity on the relationship between an entrepreneurial mindset and entrepreneurial intention.

Methods: This study employs a quantitative correlational methodology, utilizing structural equation modeling to explore the research topic. A cross-sectional survey design was implemented to gather primary data from individual investors. Initially, 450 questionnaires were distributed in paper format, yielding 400 completed responses, which corresponds to a participation rate of 89%. Sixteen questionnaires were discarded due to incomplete answers, resulting in a final valid sample size of 384 questionnaires. Standard questionnaires were used to collect data. Pearson correlation test and the structural equation modeling were used for data analysis.

Results: The results indicate that the entrepreneurial mindset has a significant impact on entrepreneurial intention, with a T-value of 5.539. Additionally, the entrepreneurial mindset also significantly influences creativity, as evidenced by a T-value of 6.347. Furthermore, creativity plays a role in affecting entrepreneurial intention, demonstrated by a T-value of 4.719. Notably, creativity serves as a significant mediator in the relationship between entrepreneurial mindset and entrepreneurial intention, with a p-value of less than 0.001. The model fit results suggest that the research model exhibits a good fit.

Conclusion: The integration of an entrepreneurial mindset alongside ethical leadership within the workplace is crucial for ensuring long-term competitiveness and the sustainability of organizational objectives. It is important to highlight that organizations embracing the principles of entrepreneurial mindset strive for proactivity, innovation, and an entrepreneurial spirit.

Keywords: Business, entrepreneurship, intention, creativity, student

Introduction

In contemporary society, characterized by rapid growth and advancement due to population increases, the complexity of both communities and organizations is also on the rise. This context underscores the critical importance of entrepreneurship, which plays a vital role in multifaceted interactions. It is essential not only for

job creation but also for driving transformation through innovation and enhancing processes, serving as a fundamental contributor to economic growth and development (Awwad & Al-Aseer, 2021). Consequently, the discourse surrounding entrepreneurship in today's world is regarded as a pivotal strategy for any nation. Entrepreneurship can be defined as a process initiated by an individual who typically possesses a willingness to take risks and a visionary perspective. This process encompasses several stages, including the generation of ideas, screening of those ideas, conducting feasibility studies, and developing business plans, ultimately culminating in the establishment of a company (Ganefri et al. 2024). To cultivate the attributes inherent in this process, it is imperative to dismantle existing structures through creative destruction and replace them with innovative frameworks. Scholars who have explored the realm of entrepreneurship consistently recognize that entrepreneurs exhibit specific traits that set them apart from the general populace. While numerous researchers have compiled extensive lists of personality characteristics, six key traits are widely acknowledged: a strong need for achievement, a defined locus of control, a propensity for risk-taking, independence, creativity and innovation, and a tolerance for ambiguity (Kumar & Shukla, 2022).

Entrepreneurial behavior encompasses the motivations and actions that empower entrepreneurs to execute their decisions effectively, thereby capitalizing on and leveraging opportunities. Numerous definitions of entrepreneurial intention exist, with Ajzen and Fishbein (1999) characterizing it as the manifestation of diligent individuals' aspirations to engage in efforts that lead to specific behaviors (Gunawan & Ardyan, 2024). Broadly, entrepreneurial intention can be understood as a conscious mental state that channels an individual's focus and actions towards the pursuit of entrepreneurial activities and the establishment of a business as a primary objective. Over the past three decades, entrepreneurship has emerged as a socially valued behavior, prompting many nations to strategize its development as a catalyst for social transformation (Maheshwari & Kha, 2022). The promotion of entrepreneurship has become a critical concern for policymakers, driven by two primary factors: its "economic impact" and the perception of entrepreneurs as pivotal agents of change, growth, and innovation. Schumpeter posited that entrepreneurship is the cornerstone of economic advancement (Roy & Das, 2022). In the contemporary landscape, the prosperity of societies and organizations hinges on their ability to forge meaningful connections between limited resources and the managerial and entrepreneurial talents of their human capital. Thus, a society or organization can progress and expedite its development by establishing the necessary frameworks to equip its human resources with effective entrepreneurial knowledge and skills, enabling them to adeptly manage and direct other societal and organizational resources towards value creation and sustainable growth (Shi et al. 2020).

It is widely recognized that a positive correlation exists between entrepreneurship and economic growth. Entrepreneurship serves as a crucial component of any society, acting as a catalyst for job creation, economic expansion, and enhanced competitiveness. These elements are essential considerations in any strategic framework (Yassin et al. 2024). Consequently, inquiries into the factors that drive entrepreneurial behavior, the mechanisms that stimulate it, and the ways in which it can be amplified are significant topics for both theoretical exploration and empirical investigation. The promotion and cultivation of entrepreneurship within a society foster an environment conducive to innovation and an entrepreneurial mindset (Maheshwari et al. 2023). Additionally, the development of entrepreneurship yields various benefits, such as alleviating unemployment issues, instilling optimism within the community, lessening the burden of governmental responsibilities, fostering a culture of work, and mitigating certain social challenges, including addiction and crime. Ultimately, these developments contribute to sustainable growth while facilitating wealth creation (Passah & Panda, 2022).

One of the possible factors affecting entrepreneurial intention is entrepreneurial mindset. Entrepreneurship theories have traditionally focused on identifying the personality traits or behavioral characteristics associated with an entrepreneurial mindset. Early scholars in the field posited that this mindset was inherent to entrepreneurs, leading them to believe that specific personality attributes differentiated entrepreneurs from those who do not engage in entrepreneurial activities (Shenmiao & bin Kamruddin, 2024). The entrepreneurial mindset encompasses a particular cognitive approach, influencing how individuals confront challenges, learn from mistakes, and devise solutions. It fundamentally relates to the continuous desire to enhance one's skills and to take action while reassessing one's strategies. Cultivating an entrepreneurial mindset is essential for personal advancement. However, this mindset may diminish as it becomes overshadowed by the routine demands of entrepreneurial life. By consciously striving to adopt this mindset, individuals can better equip themselves to tackle everyday obstacles and expand their knowledge base. An entrepreneurial mindset is largely characterized by a strong dedication to a focused vision (Lin et al. 2023). This determination enables the business to implement the necessary actions to realize that vision. However, daily stressors can impede progress, leading to a regression in vision clarity. This situation can foster feelings of frustration and uncertainty, potentially resulting in stagnation or even decline. To cultivate an entrepreneurial mindset, one must embody the traits of an entrepreneur and strive for personal improvement. This entails a commitment to daily reading and the acquisition of new skills. Numerous publications exist that detail the journeys of successful entrepreneurs; engaging with these texts can enhance one's thought processes to align more closely with theirs (Hanandeh et al. 2021). Researchers suggest that future successful strategists will adopt an entrepreneurial mindset characterized

by the ability to think, act, and mobilize swiftly, even amidst uncertainty. Understanding the factors that shape attitudes toward entrepreneurship and entrepreneurial intent can significantly facilitate the effective development of entrepreneurial initiatives. Intentions serve as reliable predictors of entrepreneurial behavior, making it essential to comprehend the elements that influence these intentions. The entrepreneurial mindset encompasses a distinctive approach to evaluating business opportunities, effectively leveraging the benefits that arise from uncertainty (Miao, 2015).

Also, another possible factor that can affect entrepreneurial intention is creativity. Creativity is defined as the process of identifying and integrating novel concepts within an organization, followed by their execution to achieve various goals and objectives, ultimately resulting in a production rate that surpasses industry standards and outperforms competitors. While creativity has historically been fundamental to business, it has not yet gained significant prominence on the management agenda. It empowers entrepreneurs to innovate and establish new ventures, and it also plays a crucial role in supporting even the simplest enterprises as they expand globally (Endarwati et al. 2023). However, creativity has often been perceived as elusive, unmanageable, or intangible, and its specialization may yield less immediate benefits in terms of operational efficiency, leading many managers to overlook it as a primary focus. The evolving dynamics of the market, characterized by heightened competition among traditional small and medium enterprises, have necessitated a greater emphasis on creativity and innovation within the banking sector. To enhance competitiveness, it is essential to implement effective creativity and innovation programs that incorporate supportive intervention strategies, rather than relying solely on organic development or pressured creativity under stringent deadlines (Mishra & Singh, 2024). Many businesses are established based on a singular technological innovation, which leads to the design and production of a new product. Frequently, the founders or managers are the originators of the initial concept, while engineers, scientists, and computer specialists tend to adhere to "conventional thinking" rather than cultivating "exploratory competencies" that are crucial for fostering innovation. Creativity is a fundamental trait essential for effective leadership and entrepreneurship. However, it is uncommon for individuals to commend entrepreneurs for their innovative approaches to problem-solving. Creativity transcends the limitations of an investor's cognitive capabilities and expertise. While creativity is frequently linked to a lack of self-discipline and perceived as a source of disorder, leadership fundamentally emphasizes the principles of control and organization (Dheer & Castrogiovanni, 2023).

The innovations introduced by entrepreneurs serve as a catalyst for renewed competition within the market. These advancements not only challenge established businesses but also promote ongoing economic growth. To effectively respond to these challenges and enhance their competitive edge, existing firms must foster and maintain internal entrepreneurial initiatives. The criteria for creativity—encompassing skills, experience, knowledge, learning, and workplace engagement—are interconnected with company performance and innovation, warranting further discussion and exploration of these concepts in relation to creative thinking and strategic development (Abdelwahed, 2023). Research indicates that a lack of awareness and learning within an organization can hinder its capacity for innovation and obstruct communication among employees, thereby posing significant barriers to the establishment of new enterprises and the negotiation of available ideas. The variables examined in this study are grounded in a theoretical framework outlined in the preceding section. This research aims to explore the mediating effect of creativity on the relationship between an entrepreneurial mindset and entrepreneurial intention.

Methods

This study employs a quantitative correlational methodology, utilizing structural equation modeling to explore the research topic. A cross-sectional survey design was implemented to gather primary data from individual investors. This approach was deemed suitable as it facilitates the efficient collection of data from a substantial number of participants within a relatively brief timeframe. Furthermore, it offers a structured framework for evaluating the constructs under examination. The research population consists of all university students currently enrolled, with a particular emphasis on the entrepreneurial intentions of business students, given the rising trend of university students initiating business ventures in the entrepreneurship domain. A convenience sampling technique was also applied in this study. Initially, 450 questionnaires were distributed in paper format, yielding 400 completed responses, which corresponds to a participation rate of 89%. Sixteen questionnaires were discarded due to incomplete answers, resulting in a final valid sample size of 384 questionnaires. Participation in the survey was voluntary, and the confidentiality of the participating students was guaranteed.

Data collection was conducted using a structured questionnaire, which was based on an extensive review of existing literature. The questionnaire comprised two distinct sections, with the initial phase focusing on gathering information regarding the demographic characteristics of the participants, such as gender, age, income, education level, occupation, and investment experience. The subsequent section presents data concerning the entrepreneurial mindset, entrepreneurial intention and creativity. To assess the entrepreneurial

mindset, we employed six measurement constructs derived from the prior research conducted by [Aga & Singh \(2022\)](#). An example item included is, “I have observed the allocation of time for entrepreneurial activities.” The Cronbach’s α coefficient for the entrepreneurial mindset was found to be 0.96. To assess the entrepreneurial intentions of business students, we employed six items derived from the research conducted by [Chuwang et al. \(2011\)](#). This measurement scale has been utilized by various scholars to gauge the entrepreneurial intentions of students. An example of an item included is, “I am determined to start a new business in the future.” The reliability of the entrepreneurial intention scale, as indicated by Cronbach’s α , was found to be 0.92. To assess creativity, we employed six measurement constructs derived from the research conducted by [Sanda and Sallama \(2023\)](#). This particular scale has been utilized by earlier scholars as well. An example item from the scale is, “I frequently generate new and innovative ideas.” The Cronbach’s α coefficient for the creativity construct was found to be 0.94.

Data analysis was conducted using SPSS-27 and Lisrel software. To characterize the variables, descriptive statistics, including means and standard deviations, were utilized. The Pearson correlation test was performed to evaluate the relationships among the variables. Additionally, the structural equation modeling approach was employed to explore the mediating role of creativity in the relationship between an entrepreneurial mindset and entrepreneurial intention. A significance threshold of $P < 0.05$ was established.

Results

Descriptive statistics are presented in [Table 1](#). The results reveal that, on the whole, the entrepreneurial mindset is above the average level. In contrast, both entrepreneurial intention and creativity were assessed to be at a moderate level. The Kolmogorov-Smirnov tests confirmed that all variables adhered to a normal distribution (all $P > 0.05$). Furthermore, independent t-tests showed no significant differences between male and female participants regarding any of the study variables.

Table 1. Descriptive data

	entrepreneurial mindset	entrepreneurial intention	creativity
Mean	2.93	2.51	2.49
SD	0.39	0.28	0.21

The relationships among entrepreneurial mindset, entrepreneurial intention, and creativity are depicted in [Table 2](#). The results reveal a substantial direct correlation between entrepreneurial mindset and entrepreneurial intention ($P < 0.001$). Furthermore, a direct and significant relationship is observed between entrepreneurial mindset and creativity ($P < 0.001$). Finally, creativity is also found to be directly and significantly associated with entrepreneurial intention ($P < 0.001$).

Table 2. Results of bivariate relationships between variables

	1	2	3
1. entrepreneurial mindset	-		
2. entrepreneurial intention	r=0.553 P<0.001	-	
3. creativity	r=0.634 P<0.001	r=0.471 P<0.001	-

[Table 3](#) and [Figure 1](#) present the findings from the structural equation modeling analysis. The results indicate that the entrepreneurial mindset has a significant impact on entrepreneurial intention, with a T-value of 5.539. Additionally, the entrepreneurial mindset also significantly influences creativity, as evidenced by a T-value of 6.347. Furthermore, creativity plays a role in affecting entrepreneurial intention, demonstrated by a T-value of 4.719. Notably, creativity serves as a significant mediator in the relationship between entrepreneurial mindset and entrepreneurial intention, with a p-value of less than 0.001. The model fit results, detailed in [Table 4](#), suggest that the research model exhibits a good fit.

Table 3. Results of structural equation modelling

Path	β	T-value
1 entrepreneurial mindset => entrepreneurial intention	0.553	5.539
2 entrepreneurial mindset => creativity	0.634	6.347
3 creativity => entrepreneurial intention	0.471	4.719
	Z	P-value
4 entrepreneurial mindset => creativity => entrepreneurial intention	6.351	P<0.001

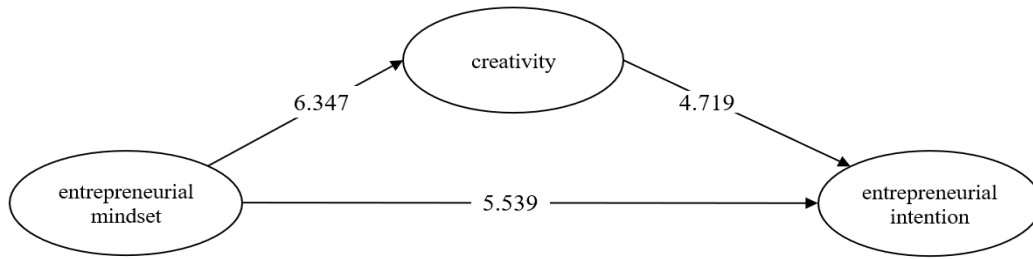


Figure 1. Structural equation modelling in the form of T-values

Table 4. Results of model fit

Index	Optimal Range	Obtained Value	Conclusion
RMSEA	< 0.08	0.06	Good fit
χ^2 / df	< 3	2.98	Good fit
RMR	Closer to 0	0.01	Good fit
NFI	> 0.9	0.98	Good fit
CFI	> 0.9	0.98	Good fit

Discussion

Research indicates that a lack of awareness and learning within an organization can hinder its capacity for innovation and obstruct communication among employees, thereby posing significant barriers to the establishment of new enterprises and the negotiation of available ideas. The variables examined in this study are grounded in a theoretical framework outlined in the preceding section. This research aims to explore the mediating effect of creativity on the relationship between an entrepreneurial mindset and entrepreneurial intention. The results of this study indicate that the entrepreneurial mindset has a significant impact on entrepreneurial intention. Additionally, the entrepreneurial mindset also significantly influences creativity. Furthermore, creativity plays a role in affecting entrepreneurial intention. Notably, creativity serves as a significant mediator in the relationship between entrepreneurial mindset and entrepreneurial intention.

The findings indicate that an entrepreneurial mindset significantly and positively influences students' entrepreneurial intentions. This aligns with previous research, which suggests that students exhibiting a robust entrepreneurial mindset are more equipped with the knowledge, skills, and experiences necessary for launching and managing new ventures (Abdelwahed & Alshaikhmubarak, 2023; Majeed et al. 2021; Ndofirepi et al. 2018). Furthermore, this outcome reinforces the theoretical framework of social cognitive theory, which posits that cognitive factors, such as mindset, are positively correlated with students' entrepreneurial intentions. Social cognitive theory emphasizes the importance of fostering an entrepreneurial mindset among students, thereby enhancing their cognitive factors that ultimately facilitate entrepreneurial actions (Saoula et al. 2023; Wang et al. 2022). The development of an entrepreneurial mindset is largely influenced by entrepreneurial education and related activities within educational institutions, which subsequently shapes students' behaviors towards entrepreneurship (Panda & Arumugam, 2023; Uzkurt et al. 2024).

Research has demonstrated that creativity exerts a positive and significant influence on entrepreneurial intention. This observation aligns with numerous prior studies that indicate individuals with elevated levels of creativity are more inclined to pursue entrepreneurial careers (Amani et al.2024; Sharda et al. 2024; Wibowo et al. 2023). Creativity embodies the essence of innovation, and those endowed with creative thinking are better equipped to transform innovative concepts into tangible realities, thereby fostering entrepreneurial intention. Consequently, creativity should be viewed as a crucial attribute that individuals possess, which can enhance the cultivation of entrepreneurial intention among Chinese students by improving their awareness and competencies related to entrepreneurship, including opportunity recognition and exploitation (Biraglia & Kadile, 2017; Liao et al. 2022; Tamzini, 2024).

The findings of the study led to several actionable recommendations for educators and policymakers. Firstly, it is essential for educators to enhance their skills and knowledge, particularly in the realm of entrepreneurship education (Jalil et al. 2023). This can be achieved through in-house training, participation in webinars focused on entrepreneurship, and the establishment of certification programs in this field. Secondly, university leadership should foster an entrepreneurial mindset among faculty members, encouraging them to pursue further education to achieve improved outcomes (Huang et al. 2023). Additionally, to advance entrepreneurship education, university administrations ought to revise the curriculum of entrepreneurship courses, emphasizing practical expertise over traditional classroom instruction. Thirdly, universities should provide essential resources for students interested in launching entrepreneurial ventures, such as business

incubation centers and financial assistance (Otache et al. 2024). It is crucial for universities to nurture an entrepreneurial mindset among students to facilitate their transition into entrepreneurship. Fourthly, universities can enhance the quality of entrepreneurship education by diversifying the teaching materials utilized in courses, thereby fostering student creativity. This approach would facilitate a broader array of learning experiences, moving beyond conventional classroom methods to include supplementary entrepreneurial activities that effectively cultivate students' entrepreneurial intentions (Rodrigues et al. 2019). Lastly, the government should work towards creating a more conducive entrepreneurial environment for university students by implementing social entrepreneurship support programs, offering business capital, and providing accessible locations for new business ventures (Iddris, 2024).

Conclusion

The Entrepreneurial Mindset significantly influences both Entrepreneurial intention and Creativity, with the latter also enhancing Corporate Entrepreneurship and serving as a mediator in the relationship between the Entrepreneurial Mindset and Entrepreneurial intention. The integration of an entrepreneurial mindset alongside ethical leadership within the workplace is crucial for ensuring long-term competitiveness and the sustainability of organizational objectives. The concepts of the Entrepreneurial Mindset and Entrepreneurial intention are contemporary frameworks that have emerged in response to the technological and economic transformations within the business landscape, profoundly affecting service delivery to both citizens and the business community. Consequently, this study seeks to propose a strategy that enhances Entrepreneurial intention through the synergy of creativity and the Entrepreneurial Mindset. It posits that fostering an Entrepreneurial Mentality among students facilitates communication and collaboration with the business sector, thereby reinforcing service delivery and cultivating resilience and critical thinking skills. This approach equips students to address challenges encountered in service provision through creative solutions. Furthermore, creativity aims to motivate the workforce and empower stakeholders to recognize opportunities, thereby enhancing the adaptability of public sector employees in their decision-making processes. It is important to highlight that organizations embracing the principles of corporate entrepreneurship strive for proactivity, innovation, and an entrepreneurial spirit.

This research presents several limitations that should be addressed in future studies. Firstly, the data collection was restricted to university students from Jiangsu and Zhejiang provinces, resulting in a relatively small sample size. The focus was solely on students from business departments, which may not provide a comprehensive view. Future investigations could expand the participant pool to include students from vocational institutions, as well as those studying information technology and engineering, thereby increasing the sample size for broader applicability of the findings. Secondly, the study employed a cross-sectional design, utilizing a self-administered questionnaire for data collection. Subsequent research could explore the relationship between entrepreneurial mindset and creativity, with entrepreneurial alertness serving as a mediating variable, through a longitudinal approach to enhance contributions to the entrepreneurship literature. Additionally, further studies should investigate the effects of entrepreneurial education and mindset on creativity, employing the Theory of Planned Behavior as a mediator, and aim to extend the entrepreneurial intention model to assess actual entrepreneurial actions.

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