

Entrepreneurial Creativity and Innovative Start-Up Intentions

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Abstract: *The study examined entrepreneurship creativity and innovative start-up intentions. The study focused on creativity with dimensions of competence and intelligence while intentions was measured by Perceived Desirability and Perceived Feasibility. This study is anchored on the theory of planned behaviour which posits that individual behaviour is driven by behavioural intentions, which are a function of three determinants: an individual's attitude toward behaviour, subjective norms, and perceived behavioural control. Through a qualitative research method where data were gathered from related literatures, the study found that people with high creativity can maintain a positive attitude and high self-confidence in entrepreneurial activities. As creativity involves individual traits and abilities, many scholars also combine creativity to study entrepreneurs' intention to start their own businesses. The literature on creativity shows that creativity plays a significant role in the entrepreneurial intentions. The people with a higher level of creative disposition can maintain an increased self-confidence and positive attitude in the entrepreneurial process. The study finally concludes that the universities and other entrepreneurship training institutions should revise their curriculum and co-curriculum to include areas that builds competence and intelligence to fosters behavioural intentions.*

INTRODUCTION

Background of the Study

Recently, a shift in the economy has been noted, with a shift away from knowledge-based activities and toward creativity, innovation, entrepreneurship, and imagination. More commercial prospects have arisen as a result of growing globalisation and technological effects, but the marketplace has also become more crowded and competitive. Creativity allows the entrepreneur to take advantage of these chances in ways that give the company a competitive advantage. It can serve as a foundation for innovation and business progress, as well as have a good impact on society as a whole. Entrepreneurship may be found in all sorts and sizes of businesses, from small local businesses to multinational corporations. (Ghazali, et al., 2013).

Although, in an entrepreneurial sense, there should also be a later link to innovation and success in monetary and social terms, creativity has been considered as the production of new and potentially valuable ideas or products (Berglund & Wennberg, 2016). These concepts can be found both internally and externally, but the entrepreneur

will most likely look for and find viable solutions that are fashioned in part by internal competencies. Creativity enables the company to capitalize on chances that arise as a result of changing environmental conditions.

A growing body of research on entrepreneurship from a cognitive approach emphasizes the link between creativity — the development of new and meaningful ideas — and entrepreneurship. Entrepreneurs need to be able to see possibilities, produce ideas, and innovate, hence creativity has long been considered as a key component of entrepreneurship. It's no wonder, then, that creativity has been presented as a predictor of entrepreneurial goals. Individuals who are more creative are more likely to start their own business (Berglund & Wennberg, 2016). Entrepreneurs' creativity can impact the amount and type of originality they bring to the economy, boosting innovative entrepreneurship. As a result, entrepreneurship, creativity, and innovation are closely interwoven. Scholars suggest, however, that this link may be sensitive to social and individual differences

(Solesvik, 2019; Bonesso, et al., 2018). Entrepreneurial intention models, on the other hand, have generally overlooked the link between creativity and entrepreneurial

intention, as well as the potential social and individual implications on this relationship (Solesvik, 2019).

REVIEW OF RELATED LITERATURE

Baseline Theory

The study adopted the theory of Planned Behaviour propounded by Ajzen (1985). Ajzen (1985) proposed the Theory of Planned Behavior (TPB) in his article From Intentions to Actions: A Theory of Planned Behavior. The three attitude variables that determine entrepreneurial intention, according to the TPB Model, are attitude toward the conduct, subjective norms, and perceived behavioral control. This theory evolved from the rational action theory. It has been widely employed in the research of belief, attitude, behavior intention, and other domains since its introduction, having a substantial impact on consumption, public relations, health care,

career choice, and other social behavior predictions.

Due to the rise of entrepreneurship study around the world in recent years, the TPB has been quickly adapted to entrepreneurship research. Entrepreneurial behavior can be explained as follows, according to the TPB: The level of entrepreneurial intention is linked to the attitude of entrepreneurs toward their behavioral intentions (attitude toward behavior); the level of entrepreneurial intention is linked to subjective norm and compliance motivation (subjective norms); and the level of entrepreneurial intention is linked to control belief and perceived optimal utilization (behavioral control).

Concept of Entrepreneurship Creativity

Individual cognitive processing includes creativity, which has the ability to develop new and valuable ideas through recombining and matching information and expertise. The academic community has a wide range of definitions of creativity. The "four P's," or process, product, person, and location, are the primary influences on creativity, according to creativity theory. Researchers using the cognitive method focused on the process of creativity and attempted to understand the mechanism and technology of creative thought. Cropley (2011) defined creativity as a process in which a person first becomes aware of difficult-to-identify issues, faults, and conflicts, then seeks solutions and proposes hypotheses, and then tests and modifies these hypotheses to get a good outcome. Many research have shown that creativity truly involves additional talents, such as openness, hierarchical thinking, autonomy, exploratory behavior, and so on, since the introduction of the psychological measuring method of

creativity by Alvarez & Barney (2010). When environmental factors are taken into account, elements like autonomy and resource access are linked to creativity. A creative lifestyle is defined by an unqualified attitude, behavior, and adaptability. Many researchers have associated creativity with entrepreneurship since its inception, because creativity is especially important for entrepreneurial activities, and entrepreneurship is a creative activity in and of itself (Alvarez & Barney, 2010; Cropley, 2011). To put it another way, a great entrepreneur must be creative. Individual creativity in the sphere of entrepreneurship refers to the process through which entrepreneurs mix current resources and produce fresh ideas in order to launch creative firms. (Cropley, 2011). The relationship between creativity and entrepreneurship is commonly studied in the context of organizational management by academics. (Alvarez & Barney, 2010; Tran & Von Korflesch, 2016).

Dimensions of Entrepreneurship Creativity Competency

A competency is much more than a set of skills and information. Garzón (2010) defines it as the

capacity to satisfy complicated demands by drawing on and mobilizing psychosocial resources (such as skills and attitudes) in a specific setting. For example, an individual's capacity to communicate effectively may be based on his or her language knowledge, practical IT abilities, and attitudes toward others with whom he or she is interacting. Some researchers define "competence" as a combination of practical and theoretical knowledge, cognitive abilities (Garzón, 2010), behavior, and values utilized to increase performance; or as the state or quality of being appropriately or well qualified, having the ability to fulfill a given role (Zizile & Tendai, 2018). Systems thinking and emotional intelligence, as well as influence and negotiation abilities, are examples of management competency.

Competency is also used to describe the needs of people in organizations and communities in a broader sense (Zizile & Tendai, 2018). Someone is "competent" in a certain area if they can perform required duties at the required level of proficiency. Competency is sometimes viewed of as being demonstrated

in action in a circumstance and context that may or may not be the same the next time a person is called upon to act. Competent people may react to a situation in an emergency by employing strategies that have previously proven to be effective. To be competent, a person must be able to perceive the situation in context, have a repertoire of possible actions to take, and have been taught in the repertoire's possible actions, if applicable. Regardless of instruction, competency develops through time as a result of experience and an individual's ability to learn and adapt. However, research has revealed that assessing competences and competence growth is difficult. (Berglund & Wennberg, 2016). Competencies are basic attributes that result in venture creation, survival, and/or growth, such as generic and specialized knowledge, motives, traits, self-images, social roles, and talents. Individual traits such as knowledge, skills, and/or abilities required to do a certain profession are defined as competences by Zizile and Tendai (2018).

Strategic Competency:

Strategic competency entails strategic thinking, which represents an organization's leader's capacity to build a future vision and take strategic action that goes beyond day-to-day operations. Having this vision allows entrepreneurs to focus their actions and decisions more strategically, giving their businesses a substantial competitive advantage (Berglund & Wennberg, 2016). Entrepreneurs can also create and implement

appropriate strategies to reach the predetermined goals by having a set of clear goals and an overall picture of where and how the business will compete by having a set of clear goals and an overall picture of where and how the firm will compete. These strategies act as a link between a company's resources and competencies in order to create a competitive advantage (Eysenck, 2013).

Conceptual Competency:

Conceptual competency refers to the ability to think beyond the box, which is typically shown in the ability to stimulate new thinking patterns and produce new ideas and concepts, which may necessitate deviating from the norm. This capacity enables entrepreneurs to do things differently, adopt new viewpoints, create value in novel ways, and focus on

generating and acting on new ideas. Conceptual talents have a big role in being able to think analytically and deal with uncertainty (Zizile & Tendai, 2018). According to Zizile and Tendai (2018), conceptual competency refers to an entrepreneur's ability to analyze, solve problems, make decisions, innovate, and take risks.

Opportunity Competency:

The ability to detect and seize opportunities is one part of the entrepreneurial position. This skill is also linked to an entrepreneur's capacity to search for, develop, and evaluate

high-quality prospects in the marketplace (Berglund & Wennberg, 2016). Entrepreneurs who recognize high-quality

prospects form organizations and take significant risks in order to turn these chances into beneficial outcomes. It was discovered that one of the most crucial competencies for expanding businesses is the ability to seize suitable chances (Eysenck, 2013).

Relationship competency:

Entrepreneurs must deal with a variety of individuals in their businesses, including suppliers, customers, workers, government officials, competitors, and other stakeholders. Entrepreneurs must maintain contact with a varied group of people in order to gain access to information and other resources (Berglund

Technical competency:

The capacity to apply and adopt technical abilities, such as techniques and tool handling, that are relevant to the business, is referred to as technical competency (Berglund & Wennberg, 2016). This includes mastery of tasks or work content, as well as understanding of instruments and how tools, machinery, or research procedures work. It

Personal competency:

Personal competency refers to key personal skills and talents that aid in the development of personal power and increase an individual's success in completing difficult activities such as running a business. Determinedness and self-belief, emotional intelligence and self-awareness, self-control and stress tolerance, self-motivation, and self-management are all examples of this (Eysenck, 2013; Berglund & Wennberg, 2016; Goleman, 1998).

Entrepreneurship education and training improves entrepreneurial skills such as

Intelligence

The ability to learn from experience and adapt to, shape, and select settings is referred to as intelligence. Cognitive abilities are synonymous with intelligence. "We describe intelligence as the ability to see relationships and to use this ability to solve problems," Bostrom (2014) echoes and expands on this

Contextual intelligence (CI):

Legg and Hutter (2007) define intelligence as "mental activity aimed toward deliberate adaptation to, and selection and shaping of, real-world surroundings important to one's

Entrepreneurs must also be on the lookout for products and services that can provide value to buyers or end users, as the decision to exploit opportunities is based on the entrepreneurs' understanding of client demand (Eysenck, 2013).

& Wennberg, 2016). In order to advance in their business, entrepreneurs must have strong relationship management skills. This is consistent with resource dependency theory, which states that entrepreneurs rely on their social networks to obtain the resources they require to start a business (Eysenck, 2013).

has been suggested that when entrepreneurs take on a functional role, they need technical skills to ensure that business-related duties are completed satisfactorily (Eysenck, 2013). Berglund and Wennberg (2016) agree, stating that technical skill is a critical necessity for entrepreneurs to launch successful businesses.

creativity, innovation, and agility, all of which are necessary for a successful business start-up. As a result, the government has expressed interest in entrepreneurship training and education in order to improve strategic thinking and give the necessary skills to flourish in a complex business environment (Solesvik, 2019). Entrepreneurship training programs, according to Zizile and Tendai (2018), are aimed to promote self-employment through business creation.

idea. Tarun (2014) develops this concept further; he employs the concept of ability once more, but this time he focuses on the abilities that characterize intelligence. Bigge defines intelligence as an individual's ability to anticipate the repercussions of his actions in a particular situation.

life" from the standpoint of a contextual sub-theory of intelligence. Contextual intelligence (CI) is concerned with practical

knowhow that goes beyond what is technically articulated or taught directly, needing comprehension of the context in which one performs; not only knowing what to do, but also knowing how to do it. Similarly, Kutz & Bamford-Wade (2013) define contextual intelligence as "the ability to quickly and intuitively recognize and diagnose the dynamic contextual variables inherent in an event or circumstance, resulting in intentional behavioral adjustments to exert appropriate influence in that context." Context refers to the type of relationships and interdependencies among and between agents (such as individuals, ideas, values, experiences, cultures, and so on), political alliances, organizations, religious alignment, social contexts, and private settings. As a result, contextual intelligence refers to the awareness of these agent interactions that fundamentally inform behavior in a socially complex setting (Kutz & Bamford-Wade, 2013:67) Tarun (2014:60), who claims that context has received insufficient attention in the field of management, defines contextual intelligence as "the ability to comprehend the

Emotional intelligence (EI):

According to Goleman (1998:82), one common quality shared by most great leaders is a high level of emotional intelligence. In fact, he considers it to be the sine qua non of leadership; without it, even the best training, a sharp, analytical mind, and an infinite supply of brilliant ideas won't help you become a great leader. Emotional intelligence is a subset of social intelligence that entails the ability to monitor one's own and others' moods and emotions, to distinguish between them, and to utilize that information to guide one's thinking and actions. Emotional intelligence, according to Goleman (1998:88), has five components: (1) Self-Awareness (ability to know and

Inspired intelligence (II):

Bostrom (2014) invented the term "inspired intelligence," which is derived from the Latin word "spirare" (to breathe). It refers to the never-ending search for meaning and purpose. It also emphasizes nurturing the "creative impulse and raising humanity to a new communal and moral consciousness based on a shared sense of destiny," according to Bostrom (2014). Previous research supports this viewpoint, highlighting the importance of communicating a vision as

boundaries of our knowledge and to adapt that knowledge to an environment other than the one in which it was formed." "Sense of context is defined as the ability and willingness to predict upcoming trends and connect the dots," according to Kutz & Bamford-Wade (2013). These are common traits of good leadership throughout generations, and they are a requirement for adaptability and survival in the fourth industrial revolution."

As a result, it's critical that management professionals recognize the significance of various networks that beyond traditional boundaries, as well as build their capacity and preparedness to engage with all stakeholders involved in the issue at hand. Management practitioners must seek a multi-stakeholder approach that transcends the increasingly unhelpful borders between sectors and professions in order to gain a holistic view of the issue. Furthermore, the ability to reinterpret mental and conceptual models, as well as organizational ideas, is critical (Kutz & Bamford-Wade, 2013).

understand your moods, emotions, and drives, as well as their impact on others), (2) Self-Regulation (ability to control or redirect disruptive impulses and moods; the propensity to suspend judgment - to think before acting), and (3) Motivation (enthusiasm to work for a purpose) (ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions), and (5) Social Awareness (proficiency in managing relationships and building networks; an ability to find common ground and build rapport). When it comes to the traits of a manager and a leader.

a crucial leadership act.; The importance of picturing the future by anticipating interesting and worthwhile possibilities is emphasized by Legg and Hutter (2007). The trait that most distinguishes leaders from non-leaders is their ability to envisage new possibilities and enlist people in a shared vision of the future. Leaders employ an appealing picture of the future to inspire followers to believe in their own prospects, which influences follower trust (Bostrom, 2014).

Physical intelligence (PI):

Physical Intelligence, according to Legg and Hutter (2007), is concerned with fitness and health, pleasure of physical activities, pride in manual skills and dexterity, a reasonable and balanced diet, a love of the outdoors, and ability to perform home responsibilities. Physical intelligence, according to Bostrom (2014), entails "supporting and nourishing personal health and well-being." Due to the rapid pace of change, greater complexity, and increasing number of stakeholders participating in decision-making processes, according to Bostrom (2014), this is crucial. As a result, staying fit and remaining calm under pressure becomes even more crucial. According to Legg and Hutter (2007), scientific laboratory research are increasingly demonstrating the intimate connection between the body (physical), mind (thinking),

Concept of Innovative Start-up Intentions

Entrepreneurial, as a deliberate activity, predates entrepreneurship participation. In addition, Lee et al. (2011) previously identified entrepreneurial activity as the climax of human action. To truly comprehend why people participate in entrepreneurship behavior, it is necessary to appreciate the processes that lead to actual entrepreneurial action.

Because there are so many different aspects to entrepreneurial intention, defining it is challenging. There are several types of entrepreneurial intentions, including corporate entrepreneurship, social entrepreneurship, academic entrepreneurship, and family entrepreneurship (Lee, et al., 2011). The term "entrepreneurial intention" has been used interchangeably with terms like "entrepreneurial attitude," "entrepreneurial orientation," "entrepreneurial inclination," "entrepreneurial preparedness," and "entrepreneurial proclivity." (Neneh, 2014). Intention is a mental state that indicates a desire to carry out a specific activity (Neneh, 2014). It can also be described as a self-prediction of future behavior that indicates one's preparedness to act and is the outcome of previous conscious mental processes (Ajzen, 2005). As a result, an intention might be thought of as a precursor to action.

Entrepreneurial intention, according to Solesvik (2019), is a person's self-admitted conviction that they want to start a new business and intentionally work toward it in

and heart (feeling)[emotions]. Physical intelligence, according to Tarun (2014), does not simply refer to a high degree of fitness, either muscular strength/endurance or anaerobic threshold, or nutrition. Instead, according to Tarun (2014), the goal of increasing physical intelligence is to improve self-mastery, which is defined by Kutz and Bamford-Wade (2013) as "a perception that reflects one's personal mastery or control over life outcomes." This viewpoint is backed up by scientific evidence, with epigenetics, a branch of biology, demonstrating the undeniable importance of sleep, nutrition, and exercise in our lives, and understanding how to keep one's physical body in tune with one's mind, emotions, and the rest of the world is critical (Bostrom, 2014).

the future. Entrepreneurial intention is a state of mind that guides and directs people in the development of new business concepts (Haque, et al., 2017). It is the conscious state of mind that precedes action and directs attention toward a goal such as starting a new business (Tran & Von Korfflesch, 2016). The type of the business created by an individual depends on whether they enter entrepreneurship on purpose or on impulse, with those who prepare ahead of time establishing more sustainable ventures (Neneh, 2014). Because of its importance as a starting point for new venture creation, the desire to have an entrepreneurial career before actually launching a business is gaining traction in the investigation of entrepreneurship. As a result, a fledgling entrepreneur's personal drive and commitment have a substantial impact on the entrepreneurial intention.

Entrepreneurial intention research is a rapidly growing field of study (Neneh, 2014), and research reveals that entrepreneurial intention is a critical precursor to becoming an entrepreneur (Tran & Von Korfflesch, 2016). Entrepreneurial intention is a critical antecedent of action, and research on it can help individuals better understand entrepreneurial cognition and behavior patterns. Entrepreneurial intention is formed as a result of interactions between people and their

surroundings, and current study focuses on the elements that influence entrepreneurial intention. (Tran & Von Korflesch, 2016). Researchers investigated several aspects that may contribute to entrepreneurial purpose, starting with human qualities or the external environment, and evaluated the influencing mechanism. The decision-making model is used in the research of entrepreneurial intent. For example, Bonesso et al. (2018) looked into whether some people started businesses because their cognitive biases (mental shortcuts) caused them to perceive smaller risks than they actually were. They claimed that people often start businesses because they don't perceive the risks (rather than deliberately accepting high levels) because cognitive biases including belief in the "rule of small numbers" (limited information) or an exaggerated illusion of control diminished their risk perception.

Perceived Desirability

Perceived Desirability refers to a person's attitude toward entrepreneurship based on personal experience, both direct and indirect. The influence of a role model and job experience can provide entrepreneurial experience. The amount of an individual's appraisal of what is positive or unfavorable for a conduct is referred to as attitude toward the behavior (Ajzen, 2005). According to Ajzen (2005), behavioral attitudes are determined by a combination of behavioral beliefs and outcome evaluations. A person's belief about the positive or bad effects of a certain conduct is referred to as behavioral belief, and an individual's evaluation of the consequences that would result from a behavior is referred to as outcome evaluation. As a result, those who are sure that an action will have favorable effects and can yield positive results will have a positive attitude toward that conduct, and vice versa. As a result, attitude toward conduct can be defined as the degree of a person's favorable or negative judgment of a behavior. As a result, attitudes about conduct are made up of a mix of beliefs and assessments of behavioral outcomes.

Perceived Feasibility

The area of interpretation on perceived feasibility was widened by Tran and Von Korflesch (2016). He defined perceived

feasibility as an individual's propensity to believe in his own abilities to run a new firm. This idea is founded on their reasoning for their abilities to become an entrepreneur in terms of information, talent, and emotion. Control ideas and power control, according to Ajzen (2005), determine perceived behavioral control. Control beliefs are ones' opinions regarding the existence – or lack thereof – of elements that aid or obstruct the genesis of a behavior. The ability to regulate conduct or the ability to influence behavior to achieve goals is referred to as perceived power control. The greater the ability to govern behavior and the stronger the perceived behavioral control, the more supportive elements there are and the less inhibitory forces there are (Ajzen, 2005).

Findings

Entrepreneurship allows people to better comprehend the relationships between things, recognize business possibilities, and allocate entrepreneurial resources rationally in order to smooth the route to value creation. In entrepreneurial activities, people with strong creativity can keep a positive attitude and great self-confidence. Many scholars mix creativity and entrepreneurship to investigate entrepreneurs' intentions to create their own enterprises because creativity involves individual traits and abilities. Berglund and Wennberg (2016) incorporated creativity into the theoretical model of entrepreneurship education and entrepreneurial intention developed by Berglund and Wennberg. Students' entrepreneurial intentions were found to be improved by creativity exercises, according to the findings. Bonesso et al. (2018) investigated the link between young people's creativity and entrepreneurial ambitions and discovered that the more creative they believed they were, the greater their entrepreneurial goals were. Ghazali, et al. (2013) conducted a study at a Taiwanese university on the impact of creativity on entrepreneurial intention, dividing tourism students' creativity into two dimensions: originality and functionality, and finding that students with higher creativity also had higher entrepreneurial intention. TPB was utilized by Zizile and Tendai (2018) to investigate the impact of attitudes, subjective norms, and perception control on entrepreneurial

inclinations among scholars. They discovered that creativity, perceptual utility, and entrepreneurial experience all influence entrepreneurial intent, and that creativity can have a favorable impact on entrepreneurial views. Lee et al. (2011) investigated how entrepreneurial alertness influenced the impact of students' proactive personalities and inventiveness on their entrepreneurial ambitions. They found that entrepreneurial awareness had an absolute mediation effect between creativity, proactive personality, and entrepreneurial intention in fieldwork of 735 undergraduates at 26 Chinese universities. Neneh (2014) illustrated the rationale of the impact of creativity on entrepreneurial intents using the TPB and entrepreneurship event models, stating that people with high creativity might retain a positive attitude and strong self-confidence in entrepreneurial activities. In today's entrepreneur-friendly society, intangible social norms will also encourage people to pursue creative endeavors.

Competence is defined as the information, attitudes, abilities, and job experience gained by students as a result of learning outcomes from a certain subject area. Students' attitudes about entrepreneurship were influenced by entrepreneurship learning materials, according to Garzón (2010). Endi, et al. (2013) discovered that students' entrepreneurship competence influenced their attitude toward entrepreneurship. Entrepreneurial knowledge, according to Tran and Von Korfflesch (2016), has a favorable and significant impact on student attitudes toward entrepreneurship.

People with strong emotional intelligence, according to Kutz and Bamford-Wade (2013), are happier and more successful. Emotional intelligence has a significant association with entrepreneurial intent, according to Tarun (2014). According to a study conducted by Goleman (1998), a proper education and training system can help people grow and

RECOMMENDATIONS

Based on the findings, the following recommendations were made;

1. Universities and other entrepreneurship training institutions should

increase their emotional intelligence. For example, Kutz and Bamford-Wade (2013) claim that participating in entrepreneurship education and training programs can improve both entrepreneurial attitude and emotional intelligence. According to Legg and Hutter (2007), entrepreneurship education programs can influence students' entrepreneurial attitudes by increasing their awareness of entrepreneurship as a viable career option and encouraging positive attitudes toward it.

CONCLUSION

Ajzen's theory of planned behavior serves as the foundation for this research (1991). This idea is useful because it describes how people react to certain behaviors. The framework was also chosen since it is the most relevant theoretical foundation for the study, as it influences the entrepreneurial business formation process. It asserts that behavioural intentions, which are a result of three determinants: an individual's attitude toward behavior, subjective norms, and perceived behavioural control, influence individual behavior (Ajzen, 1991). The planned behavior hypothesis can be used to assess the extent of entrepreneurial intent. As a result, this theory is relevant and appropriate to this study, which aims to look into the relationship between creativity and entrepreneurial goals. The ability to think, modify, discover, and create is known as creativity. Exploring and capitalizing on new opportunities is primarily dependent on a person's ability to perceive and comprehend connections between concepts. Similarly, an entrepreneur's entrepreneurial ambitions require creativity in recognizing and utilizing chances to launch a new enterprise. According to the literature on creativity, it has a vital impact in entrepreneurial intentions. In the entrepreneurial process, people with a higher level of creative inclination can maintain a better level of self-confidence and a more optimistic attitude.

change their curricula and co-curricular to incorporate sections that create behavioural intentions through building competence and intelligence.

2. Entrepreneurs should be encouraged to start their own business and encouraged to develop their entrepreneurial competence, self-control, and entrepreneurial self-efficacy in order to get more successful entrepreneurial experiences.

3. Education and supporting policies at institutions, as well as the social environment,

should be adjusted to encourage entrepreneurial intentions, with the purpose of fostering entrepreneurship as a source of employment.

4. Future research should examine student entrepreneurial intention versus actual business startup.

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