

# The Impact of Intellectual Humility on Entrepreneurial Learning from Failure towards Re-Entry Intention: The Moderating Role of Resilience

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**DOI Link:** <http://dx.doi.org/10.6007/IJARBS/v15-i8/26028>

**Published Date:** 03 August 2025

## Abstract

The study examined how intellectual humility improves entrepreneurial learning from failure and how this process of learning may lead to the subsequent intention of returning to the entrepreneurship. The study also examined the moderating role of resilience in the relationship between entrepreneurial learning from failure and re-entry intention to provide a closer comprehension of psychological processes stimulating post failure recovery and entrepreneurial persistence. Intellectual humility, enable learning from failure and how resilience affects the attribute of learning translation to re-entry intention. The study employed a quantitative research design and the data were collected from 325 entrepreneurs with venture failure experience in Pakistan using purposive sampling technique. Data were analyzed using (PLS-SEM) to test the proposed relationships and moderation effect. The findings indicate that intellectual humility plays an important role in improving entrepreneurial learning from failure, which drives re-entry intention. In addition, the resilience moderates the relationship between learning from failure and re-entry intention whereby the relationship is stronger in entrepreneurs with high levels of resilience. This proves that cognitive openness and emotional strength are needed to turn this failure into re-entry in the future. The results imply the need to encourage entrepreneurs, educators, policymakers and incubators to help aspiring entrepreneurs develop intellectual humility and resilience to support in failure recovery, learning ability, and motivation of self-re-entry. The training programs should incorporate reflective practices and coping with emotions as well as a system of learning oriented feedback. The study provides a new approach since it combined intellectual humility and resilience into the post failure learning process of entrepreneurship. Intellectual humility allows entrepreneurs to leverage failures into great learning opportunities and eventually lead to their overall success and resilience within the highly changing entrepreneurial landscape.

**Keywords:** Intellectual Humility, Entrepreneurial Learning from Failure, Resilience, Entrepreneurial Re-entry Intention

### **Introduction**

Entrepreneurship plays a crucial role in driving innovation, creating jobs, and fostering economic growth (Ordeñana et al., 2024; Sagar et al., 2023; Urbano et al., 2020). Furthermore, entrepreneurship is a key source of economic growth and innovation, especially in developing countries (Munyo & Veiga, 2024; Ferreira et al., 2017). However, the entrepreneurship journey is fraught with risk, unpredictability, and frequent failure (Liu et al., 2019). Failure is an inherent part of entrepreneurship, which is a path filled with obstacles and challenges that test entrepreneurial ambitions (Alvarado et al., 2023; Shepherd et al., 2009). In several countries, failure is stigmatized, which significantly impacts entrepreneurs' motivation and capacity to re-enter the field of entrepreneurship due to a lack of understanding and support for valuable learning experiences. Entrepreneurship is inherently characterized by risk and uncertainty, which can result in failures that may either deter future endeavors or provide useful learning experiences (Amankwah-Amoah et al., 2022; Riar et al., 2021).

Entrepreneurial failure has been defined differently in the literature. Some authors refer to it as "business closure" (Gimeno et al., 1997; Headd, 2003), while others define it as "a deviation from the expected results" (Cannon and Edmondson, 2005; Singh et al., 2007). This study examines the process of learning from failures that entrepreneurs perceive and encounter during the operation of their businesses. The focus of the study is individual entrepreneurs' failure experience (Khelil, 2021). Therefore, the study employed a broad definition of failure as the cessation of involvement in the business not meeting the minimum economic viability requirements set by the entrepreneur (Munawaroh et al., 2023; Ucbasaran et al., 2013; Cope, 2011). Entrepreneurial failure is a rather generic but complicated phenomenon which influences the further course of an entrepreneur considerably (Lattacher & Wdowiak, 2024). Although failure in many cases has social and psychological costs, it is known that failure is a very important learning experience to entrepreneurs in that they can gain experience and skills that make them more capable of using the acquired knowledge to undertake future ventures (Costa et al., 2024). In this regard, intellectual humility as the readiness to accept his/her intellectual weaknesses, openness to new insights and revision of beliefs in case of the provision of evidence (Porter et al., 2020; Porter & Schumann, 2018) turns out to be an essential mental feature that can contribute to the ability to learn through failure. High intellectual humble entrepreneurs will tend to use reflective activities, assess their mistakes critically and incorporate new knowledge, thus enhancing their entrepreneurial skills (Leary et al., 2017). Nevertheless, the degree to which intellectual humility contributes to learning from failure and consequently to re-entry intentions that is, the urge to initiate a new venture following failure (Choe et al., 2024; Hsu et al., 2017) is scarcely examined particularly in developing economies like Pakistan.

Successful entrepreneurs are better prepared to deal with the emotional and psychological challenge of failure and thus can utilize what they have learned and hence continue their entrepreneurial dreams (Lattacher & Wdowiak, 2020; Dahlin et al., 2018). Such a combination of intellectual humility to facilitate reflective learning and resilience to incorporate insights into actionable intentions of re-engaging in entrepreneurship will create an excellent

management approach (Lehmann et al. 2025). This interplay is specifically influential in settings wherein entrepreneurs are confronted with institutional help, or a culture of failure, both of which can hinder re-entry intention (Amankwah-Amoah et al., 2022).

Although intellectual humility facilitates more profound thoughts and brings less fear of being wrong, the reflection on entrepreneurial learning might not be the same among all individual (Porter et al., 2022). However, resilience, that can be defined as the mental ability to overcome adversity, used as a moderating variable. Intellectually humble and resilient individuals, who have a better ability to learn the lessons from failure, manage negative emotions and convert setbacks into useful knowledge (Ayala & Manzano, 2014). However, low resilient individuals are likely to have difficulties maintaining the learning process even in situations where they are cognitively open to feedback processes.

Although intellectual humility allows reflective learning, the problem is that intellectual humility on its own may not seem capable of making action on lessons learned, but resilience lends the emotional and psychological strength to do it, possibly leading to better results in entrepreneurship (Scott, 2024; Porter et al., 2020). In spite of the increasing interest in the learning aspect of entrepreneurship, very little has been done to address the effects of intellectual humility in learning based on failure or the effects of resilience on such a process especially in expanding cultural and economic contexts.

Despite a growing literature on business failure and learning, several gaps persist (Costa et al., 2024; Amankwah-Amoah et al., 2022). First, the relationship between intellectual humility, and learning from failure is little understood. Prior research has emphasized the significance of psychological characteristics in achieving success as an entrepreneur. However, there is a significant lack of understanding regarding how this trait influence the process of learning from failure and subsequently re-entering the field of entrepreneurship. This gap is particularly evident in the context of developing economies (Boso et al., 2019; Espinoza & Guerrero, 2024). Moreover, the mediating role of entrepreneurial learning from failure and the moderating role of resilience in the relationship between ELF entrepreneurial re-entry relationships are understudied (Costa et al., 2023; Jeng & Hung, 2019).

## **Literature Review**

### *Attribution Theory*

The current study focuses on the process of learning from failure and used the attribution theory to gain a deeper understanding of how the perceived causes of entrepreneurial failure are connected to the learning process (Walsh & Cunningham, 2017). The attribution theory, proposed by Weiner in 1985, explains the reasons behind successful and unsuccessful occurrences. These events can be categorized into three dimensions: locus of control (internal vs external), stability (stable vs unstable), and controllability (controllable vs uncontrollable). Diverse factors contributing to failure might result in various responses, such as extracting lessons from business setbacks (Munawaroh et al., 2023). According to this theory, this study categorizes the reasons for entrepreneurial failure that an entrepreneur views into internal causes (unstable and under individual control) and external causes (stable and outside individual control) (Weiner, 1985; Weiner, 2021).

### *Social Cognitive Theory*

Banduras Social Cognitive Theory (SCT) (1986) supports intellectual humility because it gives focus to the large interrelationship between personal, behavioral and environmental factors in the learning process and in the formation of self-perception. The cognitive modesty, the realization of the limits of one-sidedness and the willingness to listen to the point of view, is consistent with the concerns of SCT, observational learning and self-efficacy. Observational learning also allows individual to see how an open mind incorporates into the practices of others in accepting they made a mistake or seek the opinion of other perspectives. The notion of self-efficacy elaborated by SCT motivates individual to gain a belief that they are able to learn through others and change their opinions, which makes individual less defensive. Other environmental factors such as positive social environments that encourage inquisitiveness and cooperativeness also promote intellectual humility by providing a secure environment in which uncertainty may be admitted. Through adopting reflective self-regulation and learning on social basis, SCT offers a model of developing intellectual humility as a lifelong endeavor and receptiveness to changes.

### *Intellectual Humility and Entrepreneurial Learning from Failure*

Intellectual humility is an essential characteristic that can help entrepreneur to experience in learning out of their mistakes. Intellectual humility can be described as the acknowledgment of the fact that one does not know everything or the existence that one can be wrong in his or her judgments (Poter et al., 2020; Leary et al., 2017). Entrepreneurs shows intellectual humility tend to accept blame in failed endeavors and exploit them as a learning experience. An intellectual humility example promoting entrepreneurial learning failure is that it helps to seek feedback and use it. Intellectually humble entrepreneurs adopt the feedback by multiple sources, such as customers, employees, and advisors (Porter & Cimpian, 2023). In this way, they will be able to acquire knowledge about what went wrong with them and where they should work upon. Moreover, intellectual humility would assist the entrepreneurs in overcoming the overconfidence trap. There is a possibility that overconfidence contributes or goes hand in hand with complacency and the inability to use past experience (Krumrei-Mancuso et al., 2020). Entrepreneurs who practice intellectual humility tend to become more receptive to new ideas and approaches and not to ignore their weak sides. This can help them change and turn around faster in cases of failure and set better ways of succeeding. Lastly, intellectual humility can lead to the growth mindset, a feature that is vital in the business failure learning process. Growth mindset is also defined as a belief in someone to learn, and grow through hard work and perseverance (Yeager & Dweck 2020). When an entrepreneur possesses intellectual humility, he or she is more prone to follow a growth mindset and understand that a failure is a form of learning and growth. Intellectual humility is an essential characteristic that can help entrepreneurs to experience in learning out of their mistakes (Choe et al., 2024). Intellectual humility can assist entrepreneurs to change and develop through recognizing failure by facilitating the process of seeking and integrating criticism, preventing hubris, and inclusion of the growth mindset (Porte et al., 2022). Therefore, it is hypothesized that:

*H1: Intellectual Humility has a positive and significant impact on entrepreneurial learning from failure.*

### *Entrepreneurial Learning from Failure and Re-entry Intention*

Entrepreneurial failure is an important part of the entrepreneurial learning process, which can positively or negatively affect further possible entrepreneurial attempts. The relationship between failure learning and re-entry intention has recently gained traction in research (Al-alawi et al., 2025; Fu et al., 2024; Costa et al., 2023). Moreover, entrepreneurs can learn from failure in several mechanisms, such as reflection on past failure and the idea of learning through vicarious, experiential learning (Fuentelsaz et al., 2023; Williams et al., 2020). This is because learning involves intellectual humility and resilience. However, literature has claimed that entrepreneurs who learn sense-making from their failures are well-positioned to acquire the tacit and explicit knowledge they need for future successful events (Lattacher & Wdowiak, 2024).

Wang (2023) found that entrepreneurial failure can result in deep and meaningful personal and professional development. Re-entry intention refers to the urge of the entrepreneurs to start a new venture after experiencing of venture failure (Al-alawi et al., 2025; Espinoza-Benavides & Guerrero, 2024; Fan-Osuala, 2023). This intention is shaped by diverse forces such as the past learning from failure, the emotional capabilities of the entrepreneur, and a rational assessment of resources and opportunities. Yamakawa and Cardon (2015) found that causal ascriptions in conjunction with perceived learning from failure are instrumental for shaping re-entry intention. Entrepreneurs who attribute their failures to controllable sources of influence and understand the reasons for their failure are more likely to re-enter entrepreneurship (Espinoza-Benavides and Guerrero 2025; Guerrero & Espinoza, 2021). Re-entry is more likely for entrepreneurs who attribute their failures to controllable causes and subsequently view those failures as opportunities to improve (Costa et al., 2023; Yamakawa and Cardon 2015). It has been suggested that presenting previous failures in such a positive way can help individuals feel more confident and resilient, which in turn increases the likelihood for them to undertake new ventures (Liu et al., 2023; Ayala & Manzano, 2014). Emotional resilience enables entrepreneurs to deal with the psychological burden of failure, thus fostering a positive learning experience and improving re-entry probabilities (Lattacher & Wdowiak, 2024; Lafuente et al., 2019). Therefore, it is hypothesized that:

*H2: Entrepreneurial learning from failure has a positive and significant impact on entrepreneurial re-entry intention.*

### *Mediating Role of Entrepreneurial Learning from Failure*

Entrepreneurial learning from failure is a dynamic process; individuals transform their experiences of failure into growth and adaption within their future entrepreneurial pursuits (Lafuente et al., 2025; Costa et al., 2024; Cope, 2011). Intellectual humility (IH) the tendency to be open to new knowledge, acknowledge intellectual vulnerability, and update beliefs by new evidence have received remarkable scholarly attention in the field of entrepreneurship in terms of its possible implications in overcoming failure (Porter & Cimpian, 2023; Leary et al., 2017). Highly intellectually humble entrepreneurs show a tendency to constructively consider failure, feel responsible and request feedback features, which are the cornerstones of learning behavior (Krumrei-Mancuso, 2020; Wei et al., 2019). This intellectual receptiveness offers a psychological base of delving into entrepreneurial learning of failure (ELF). The concept of ELF is defined as the process through which business entrepreneurs draw lessons against their previous business failures so as to learn better decisions and strategic moves in the future (Al-alawi et al., 2025; Costa et al., 2024).

Intellectually humble entrepreneurs do not view failure as an entirely negative one, but as a way to learn. By recognizing their lack in skills, and accepting the critical feedback, they are in a better place, thus interpreting the event of failure instead of seeing it as a failure of themselves (Porte & Cimpian, 2023; Zmigrod et al., 2019). Therefore, ELF acts as an important mediating factor between IH and re-entry intention (REI) or an intention to start a new venture following the failure. Although IH can contribute to the development of the ability to learn, it is the learning process itself that provides better understanding of risks assessment, building back self-confidence, and recalibrating strategic actions, which affect the decision making of returning to entrepreneurship (Porter et al., 2022). The mediating role of ELF indicates that the direct impact of IH to re-entry does not exist, however, IH supports the learning process, and it is the learning process that enables the entrepreneur to give it another opportunity (Costa, 2024). Personal cognitive factor such as humility, as recent studies by Porter (2022) demonstrate, are a key factor that affects the perception of a failure and the way entrepreneurs learn in the event of a failure, which in turn defines their future paths. Therefore, intending to improve re-entry rate by increasing intellectual humility in the context of entrepreneurship and deep learning for failed entrepreneurs. Therefore, it is hypothesized that:

*H3: Entrepreneurial learning from failure mediates the relationship between intellectual humility and entrepreneurial re-entry intention.*

#### *Resilience as a Moderator*

The ability to learn after a failure through a process called resilience, which is the ability to bounce back and feel good psychologically is a key moderator in the learning process of failure and translating the same in the intention to re-enter into entrepreneurial activity (Lehmann et al. 2025; Amankwah-Amoah et al. 2021; Yao et al., 2021). Even though learning by failure can provide individual with knowledge, better judgment and a higher degree of self-awareness (Zhao & Wibowo, A., 2021; Cope, 2011; Shepherd, 2003) not every individual who has failed in business uses these lessons adequately as the result of failure has horrific effects both emotionally and psychologically. Resilient individual can find themselves being more optimistic, tolerant of negative emotions and perseverant despite losses (Liu et al., 2023; Ayala & Manzano, 2014). Resilience in entrepreneurship assists an entrepreneur to manage the psychological pain of failure and hence enables the knowledge acquired during previous endeavors to be directed to positive behavioral motivations, including the launch of a new venture (Yilmaz et al. 2024; Amankwah-Amoah et al. 2021; Bullough & Renko, 2013). In absence of resilience such learning can be abstract or avoidable by fear, self-doubt or emotional fatigue. In this way, the resilience enhances the impact of entrepreneurial learning on the intention re-entry by enhancing the confidence, avoiding the loss of motivation, and ability of the entrepreneur to take action to the knowledge about failure. The moderating effect of resilience corresponds with the social cognitive theory that focuses on the interplay between individual characteristics attitudes, and behavior that determine his or her outcome (Bandura, 1986).

Resilience moderates the relationship between intellectual humility (IH) and entrepreneurial learning failure since it empowers entrepreneurs toward effective processing and transfer of learning failure and affect by using knowledge attained by humility (Hess & Ludwig, 2020; Salisu et al., 2020). Intellectual humility promotes receptiveness to critique and acknowledgement of knowledge deficit, although when lacking resilience, failure can act to

inhibit the self-reflection process. Resilient entrepreneurs who are prepared to deal with stress as well as negative affect use IH to maintain their efforts at analyzing their failures and doing anything possible to go the extra mile to seek novel ways of looking at the problem and changing their strategies (Corner et al., 2017). Resilient entrepreneur with high IH might objectively evaluate the failed venture and accept constructive feedback and change the direction, whereas the low resilience may make him/her even defensive or disengaged and unable to learn anything (Korber & McNaughton, 2018). Therefore, resilience increases the effect of IH resulting in the synergistic effect which strengthens the entrepreneurial learning and success in the future. Therefore, it is hypothesized that:

*H4: Resilience moderates the relationship between Intellectual Humility and entrepreneurial learning from failure*

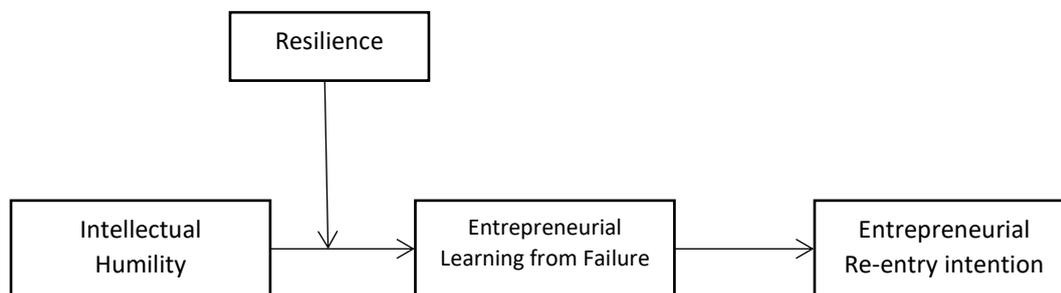


Figure 1. The Proposed Conceptual Model

### Methodology

The present study examined entrepreneurial learning from failure and re-entry intention among entrepreneurs who have experienced business failure. The study is rooted in a positivist philosophical paradigm. The study employed a cross-sectional survey design in which data were collected at a specific point in time using a structural form that allowed multiple respondents to provide their insights. With purposive sampling, we ensured that only entrepreneurs with relevant backgrounds were included in the study. Pushing back against the stigma often associated with failed businesses, we used outside referrals to access additional participants through snowball sampling. Basic screening questions were used for the final selection of participants. The study employed SmartPLS 4.0 software for data analysis, encompassing the examination of data: outer model or measurement model, inner model or structural model, and hypothesis testing. The process of collecting data occurred between March 2023 and December 2023. Respondents were contacted to confirm their availability, which was done through email and telephone. Surveys were administered at times most convenient for each respondent, ensuring more natural and unbiased responses. The sample was collected from the major business locations of Karachi, Lahore, and Islamabad across various industries. Altogether, 400 questionnaires were distributed online and offline, of which 335 were returned, resulting in a response rate of 81.25%. After a data screening, 10 questionnaires were removed due to incomplete responses. The final sample for the data analysis was 325 respondents.

### Measure

The responses to the primary constructs of the study were measured by asking the respondents to score their responses on a five-point Likert scale that started from “strongly

disagree = 1” to “strongly agree = 5”. Intellectual humility was measured with six items adopted from (Leary et al., 2017). Resilience was measured with eight items adopted from (Connor & Davidson, 2003). Entrepreneurial re-entry intention was measured with five items scale developed by Kickul and Zaper (2000) and Schwarz et al. (2009). The mediating variable, Entrepreneurial learning from failure was measured using five items adopted from (Shepherd et al., 2011; Boso et al., 2019; Liu et al., 2019).

#### *Demographics Profile of respondents*

The demographic profile of the respondents in this study indicated the diverse nature of the sample in terms of (failed entrepreneurs) the gender, age and education of the respondents, working experience, number of failures, and the nature of failures. More specifically, the majority of respondents were male, representing 267 (82.15%) and females, representing only 58 (17.85%) of the sample totaling 325. In terms of the age, distribution, the majority of the respondents were 31-40 years of age whereas 20-30 years were 34.77% of the sample, with 41-50 years making up 13.85% of the respondents. With regard to education, most of the respondents had completed their Bachelor’s degree, hence accounting for 45.23%, and Master’s degree with 38.46%. More specifically, the working experience of the respondents was 1-2 years of experience accounting for 54.46% of the respondents, 3-5 years of experience for 28.92%, 5-10 years for 9.54%, 10-20 years for 5.54% and over 20 years for 1.54%. The number of business failures reported by the respondents includes one failure for 38.46%, two failures for 44.62% and three failures for 12.31% and four or more failures for 4.62% of the sample. The nature of these failures ranges across the number of industries exchange of the food industry was 38.46%, technology venture industry 20%, and the service industry 15.38%, wholesale and retail industry 10.77%, and other unspecified industry is 6.15%. This demographic profile shows the diverse nature of the sample in terms of professional experience and the number of failures and the nature of these failures.

#### *Measurement Model*

Measurement model was performed to test reliability and validity. Composite reliability was utilized to evaluate reliability. Resilience four items RES1 0.663 RES2 0.637 RES3 0.632 and RES6 0.681 respectively were less than 0.70. However, the minimum factor loading should be 0.60 (Hair et al., 2018). The entire factor loading are meeting the minimum threshold value. The measurement model was re-tested, and the lowest composite reliability value was 0.852, which was significantly above the requirement of 0.7 (Hair et al., 2019). Average variance extracted value, however, should also be considered to prove convergent validity. The AVE values are more than 0.50. Even though few items had slightly lower outer loading values than 0.7, they were retained because their AVE values were more than 0.5 (Hair et al., 2019).

Table 1

*Outer Loadings, Composite Reliability, Cronbach's Alpha and Average Variance Extracted*

Variable	Item	Loading	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurial Learning from Failure	ELF1	0.757	0.845	0.853	0.621
	ELF2	0.802			
	ELF3	0.704			
	ELF4	0.756			
	ELF5	0.907			
Intellectual Humility	IH1	0.789	0.849	0.852	0.570
	IH2	0.711			
	IH3	0.770			
	IH4	0.754			
	IH5	0.730			
Entrepreneurial Re-entry intention	IH6	0.773	0.843	0.857	0.612
	ERI1	0.771			
	ERI2	0.740			
	ERI3	0.793			
	ERI4	0.777			
Resilience	ERI5	0.826	0.857	0.860	0.502
	RES1	0.663			
	RES2	0.637			
	RES3	0.632			
	RES4	0.785			
	RES5	0.727			
	RES6	0.681			
	RES7	0.807			
RES8	0.716				

Table 2

*Discriminant Validity HTMT*

	ELF	ERI	IH	RES
ELF				
ERI	0.453			
IH	0.584	0.228		
RES	0.384	0.126	0.414	
RES x IH	0.313	0.051	0.297	0.477

The Heterotrait-Monotrait (HTMT) ratio, which is one of the outcomes displayed in the discriminant validity table, shows how different the study's constructs are from one another (Table 2). The IH, ELF, RES, and ERI are among the components whose HTMT ratios are displayed in the above table. The required threshold of 0.85 is not reached by the HTMT values, indicating acceptable discriminant validity. In particular, the values of HTMT between ELF and IH are 0.584, which is the maximum across the construct pairs, however, within the

acceptable range. Less value was recorded between ERI and IH (0.228), ERI and RES (0.126) and between RES and the interaction term RES x IH (0.477). These findings confirm that the issue of a multicollinearity or overlap between the constructs does not exist and hence discriminant validity of the measurement model. All things considered, these results show that the chosen constructs are unique and measurable with accuracy within the parameters of the research.

### *Structural Model*

In Table 3, the hypothesis test is displayed. By evaluating the significance between constructs, t-statistics, and p-values, hypothesis testing is done to determine whether the hypothesis is accepted. The results of the bootstrapping calculation show these values. In this study, t-statistics > 1.96 and a p-value significance rate of < 0.05 (5%) were the parameters considered.

Table 3

### *Hypothesis Testing summary*

	Original Sample	t Statistic	p Value	Decision
H:1 IH → EL	0.426	8.407	0.000	Supported
H:2 ELF → ERI	0.394	7.765	0.000	Supported
H:3 IH → ELF → ERI	0.168	5.432	0.000	Supported
H:4 RES x IH → ELF	0.073	2.537	0.011	Supported

The hypotheses are significantly supported the findings of results. H1 indicate that Intellectual Humility (IH) has a positive and significant impact on ELF ( 0.426; p = 0.000), which implies that those who are willing to accept their limitations and educate themselves with the assistance of others stand a much better chance of drawing a constructive lesson from of failure. H2 is positive and significant at path coefficient (0.394; p = 0.000) meaning that the individuals, who learn from failure as an entrepreneur, are more likely to have Entrepreneurial re-entry Intention (ERI). H3 that tests the mediating role of ELF in the association between IH → ELF → ERI shows a significant indirect effect (0.168; p = 0.000). It means that intellectual humility and re-entry intention are linked indirectly because intellectual humility has an advantageous impact on learning failure. Lastly, H4 is supported, the Resilience (RES) and IH interaction with ELF has a positive and significant interaction (0.073; p = 0.011), indicating that resilience performs moderation between intellectual humility and entrepreneurial learning. In particular, increased resilience levels augment intellectual humility impact on failure learning. Each of the hypotheses is significant on the statistically significant, which strengthens the validity of the conceptual model.

### **Discussion**

The results of the present study contribute to the existing body of literature on entrepreneurial failure, learning and re-entry intention, shows that intellectual humility is an important positive and significant factor in learning derived through entrepreneurial failure, which boosts aspirant entrepreneurial intentions of re-entry in venturing business activities. Moreover, resilience is also determined as an important moderator, which results in the

robustness of this relationship. In line with the Social Cognitive Theory (Bandura, 1986), the findings indicate that intellectual humility facilitates entrepreneurs to be objective in consideration of failed experiences, acknowledge their cognitive weaknesses, and apply learning mindset. By being intellectually humble, entrepreneurs will be less inclined to use defensive attributions or denial and will become willing to correct erroneous assumptions and approaches, and in the process, achieve deeper learning. The results are consistent with those of previous studies that recommended humility to improve critical thinking, openness to criticism, and flexibility (Porter et al., 2022; Krumrei-Mancuso et al., 2020). Furthermore, the mediating role of entrepreneurial learning from failure in transforming humility into a re-entry intention. Failure is also part of the process of learning since it plays a determinant role in whether or not an entrepreneur undertakes to a second attempt or gives up forever. Intellectual humility encourages individual to engage in a reflective process and offers entrepreneurs the chance to draw meaningful lessons and recapture the disappointment that occurred as learning experience and engender confidence to approach new entrepreneurial ventures (Porter et al., 2022). Specifically, the moderating role of resilience causes attention to the interplay between cognitive and emotional characteristics in coping with entrepreneurial misfortune. Intellectually humble entrepreneurs can be learning receptive and more resilient ones are more proficient to manage the failure emotional load and to persist facing uncertainty and turn learning into concrete actions. This result is also in line with previous research explaining resilience as a defense against the psychological adverse effect of failure (Lin et al., 2017; Ayala & Manzano, 2014). Resilience enhances the impact of intellectual humility by helping an entrepreneur stay involved and inspired in the journey of recovery and re-entry. The findings of this study have theoretical, as well as practical implications. The theoretical groundwork of the individual level factors that determine the entrepreneurs' responsiveness to failure and support that the cognitive traits such as humility cannot be effective apart unless complemented by the emotional abilities such as resilience. In practice, the research suggests that entrepreneurship learning opportunities, support programs, and policies should be expanded so that they include the training of intellectual humility and resiliency that contribute to a profound condition of sustainability in entrepreneurial practice.

### **Conclusion**

Intellectual humility has significant contribution to the overall development of failure learning among entrepreneurs which helps leading to the intention of an entrepreneur to re-enter the business world. The more an entrepreneur shows intellectual humility, the more that person will objectively consider his or her mistakes and take positive criticism and incorporate what he or she learns into his or her next endeavors. Furthermore, the results also indicate that the resilience moderates this relationship and augmented the influence of intellectual humility on learning and made the likelihood of re-entry. Resilient individuals are in a better position to deal with the emotional and psychological impacts of failure and so they are able to transform failures into learning experiences.

Intellectual humility and resilience (emotional adaptability) are therefore significant combination in respect to post failure entrepreneurship development. The insights help to make the path to recovery and re-entry intention. Finally, the study also indicates that both emotional and intellectual competencies should be developed in order to cultivate sustainable entrepreneurial behavior when faced with failure.

### **Implications**

The findings revealed that intellectual humility positively and significantly influences entrepreneurial learning through failure towards intention to re-entry, with the moderating role of resilience. The study provides several implications for educators, entrepreneurs, and policymakers. Educators concerning entrepreneurship need to include the training of intellectual humility in business and entrepreneurship programs. Reflection exercise, simulation of failure, and peer feedback sessions are some of the activities that can assist students to learn how to accept the limitations, embrace feedback and learn to fail. The development of the growth mindset and lessons in resilience building can equip the future entrepreneurs with the ability to take failure positively and make them better prepared for future venture.

Entrepreneurs should develop intellectual humility by embracing the process of gaining constructive criticism, self-assessment as well as being responsible by taking learning responsibility when things go wrong. Being humble does not only lead to creating a deeper learning experience out of the ventures that go wrong but also adds to the ability to make decisions and the capacity to adapt. Also, the entrepreneurs ought to consider investing in psychological resiliency to withstand the emotional effects of the failure and still remain motivated to make another attempt. Entrepreneurship support programs developed by the policymakers must focus on personal development as resilience training and emotional intelligence workshops. Peer to peer learning programs, mentorship programs and second chance entrepreneurship policies are that can allow this failure to become normalized and can promote re-entry. Policymakers can enhance long term sustainability and innovation potential of an entrepreneurial sector by creating an entrepreneurial ecosystem that encourages learning and humility.

### **Limitations and Future Research Directions**

The current study made several contribution and useful insights. However, it does have certain limitations that should be considered for future studies. The cross-sectional design hinders the capacity to deduce causality. Future studies could use longitudinal methodologies to examine the progression of these associations over time. Moreover, the study specifically examined a developing county context like Pakistan which may affect the generalizability of the findings. Conducting comparative studies in various cultural contexts could offer a more intricate comprehension of these interactions. Finally, future study may examine other individual level factors i.e. entrepreneurial passion, risk propensity, and entrepreneurial alertness affects entrepreneurial learning from failure.

### **Disclosure statement**

The author(s) has reported no possible conflict of interest.

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