

The impact of entrepreneurship education on university students' entrepreneurial intention: A study at UiTM Cawangan Pulau Pinang

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ABSTRACT

Entrepreneurship education has been recognised as critical in shaping students' entrepreneurial mindset and career intentions. Despite various initiatives to embed entrepreneurship into higher education curricula, many university graduates still lack the confidence and motivation to venture into entrepreneurship, opting for traditional employment pathways. This lack of confidence and preference for traditional employment raises concerns about the effectiveness of entrepreneurship education in fostering actual entrepreneurial outcomes among students. Thus, this study aims to examine the impact of entrepreneurship education on students' entrepreneurial intention, focusing on key factors such as perceived feasibility, propensity to act, and attitude towards entrepreneurship. 275 students from UiTM Cawangan Pulau Pinang participated in this study. The results indicate a strong positive correlation between entrepreneurship education and students' entrepreneurial intention. Findings show that students who undergo structured entrepreneurship training are 25% more likely to pursue entrepreneurship than those with minimal exposure. Additionally, perceived feasibility and propensity to act emerged as the strongest predictors of entrepreneurial intention, emphasising the role of self-efficacy and confidence in business decisions. However, the sample size and geographical scope of this study limit its generalisability. Future research should explore longitudinal studies to assess the long-term effects of entrepreneurship education on graduates' entrepreneurial success. These findings provide valuable insights for universities and policymakers in designing more effective entrepreneurship programs to nurture future entrepreneurs and contribute to the national economic landscape.

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1. INTRODUCTION

Entrepreneurship education equips students with the knowledge and motivation to embark on business ventures. This aspect is closely intertwined with the government's efforts to promote entrepreneurship. As Ginanjar (2016) highlighted, entrepreneurship education enables students to develop their entrepreneurial skills, which proves beneficial. The Malaysian Academy of SME & Entrepreneurship Development (MASMED) aims to support students in establishing successful small and medium-sized enterprises through initiatives such as business zoning, start-up programs, business incubator programs, and opportunities for students to connect with SMEs. MASMED actively encourages students and alumni to start their businesses by providing entrepreneurship education, which equips them with crucial decision-making skills that enhance their prospects in the job market.

Entrepreneurship involves studying various sources of opportunities, identifying and evaluating them, and the individuals who successfully identify, assess, and exploit them (Othman et al., 2020). Numerous studies focus on the entrepreneurial characteristics or "traits of entrepreneurs." According to Goryushkina (2019), an entrepreneurial personality is characterised by proactive and dynamic qualities such as creativity, dynamism, optimism, and positive thinking. Criteria such as risk-taking, innovativeness, locus of control, achievement standards, general self-efficacy, and a lack of ambiguity are used to assess an individual's entrepreneurial traits (Anwar & Saleem, 2019). Family background can influence the decision to pursue an entrepreneurial career by shaping attitudes, subjective norms, and perceived behavioural control (Shirokova et al., 2016). Djazilan and Darmawan (2022) highlight that supportive families grow closer over time and become sources of mutual support, facilitating the decision to start a business by instilling confidence and providing positive evaluations.

The feasibility of entrepreneurship suggests that individuals believe in their ability to initiate a new business, encompassing knowledge, talent, and emotion (Krueger, 1993). Entrepreneurship is a complex social endeavour requiring abundant and diverse resources from government institutions, organisations, and individuals (Lu et al., 2021). Entrepreneurial intention refers to students' desire to engage in entrepreneurial activities, such as developing new businesses from existing prospects (Hou et al., 2017). Students with a strong entrepreneurial inclination possess a positive attitude toward entrepreneurship and strive to transform their intentions into actual entrepreneurial behaviour, although not every intention translates into action (Nsahlai et al., 2020).

The research investigates the impact of Entrepreneurship Education (EE) on students' intention to start new businesses at Universiti Teknologi MARA (UiTM) in Malaysia. Despite the benefits of EE in transforming attitudes and behaviours towards entrepreneurship, factors like a lack of experience in management assistance and deficiencies in entrepreneurial education hinder students from starting businesses while studying. Understanding the determinants that drive students' passion for entrepreneurship, such as access to business education, attitude towards entrepreneurship, emotional factors, risk readiness, and creative thinking, is crucial for fostering innovative ideas and promoting a willingness to start businesses among the young generation. This research seeks to provide valuable insights into the dynamics of entrepreneurial intentions, thereby informing the development of effective entrepreneurship education programs and policies. This study contributes to the literature on entrepreneurial intention by providing empirical insights into the role of entrepreneurship education in shaping students' career choices. Furthermore, it offers practical recommendations for higher education institutions to refine their entrepreneurship curricula and support services.

2. LITERATURE REVIEW

2.1 Young entrepreneur program

MASMED UiTM, which stands for the Malaysian Academy of SME & Entrepreneurship Development, operates under the auspices of Universiti Teknologi MARA (UiTM). This institution is committed to fostering entrepreneurial skills and encouraging innovation among students and individuals. MASMED helps formulate sustainable and profitable business strategies, identify entrepreneurial opportunities, and cultivate an entrepreneurial mindset. Its establishment brought together the efforts of three existing centres within UiTM: the Malaysian Entrepreneurship Development Centre (MEDEC), the Tunas Mekar Project, and the Entrepreneurship Research and Support Centre (ERSC). MASMED is a focal point for entrepreneurial activities among UiTM students, faculty, and the wider community. It accomplishes this by providing entrepreneurship training and promoting engagement in entrepreneurship seminars organised by UiTM and external entities (Malaysian Academy of SME & Entrepreneurship Development, 2021).

2.2 Shapero's Theory of the entrepreneurial event

Shapero's Theory of the Entrepreneurial Event provides a framework for understanding how entrepreneurship education influences university students' intentions to start businesses. This theory asserts that individuals' perceptions and intentions towards entrepreneurship are shaped by contextual factors and personal experiences (Mejjah et al., 2021).

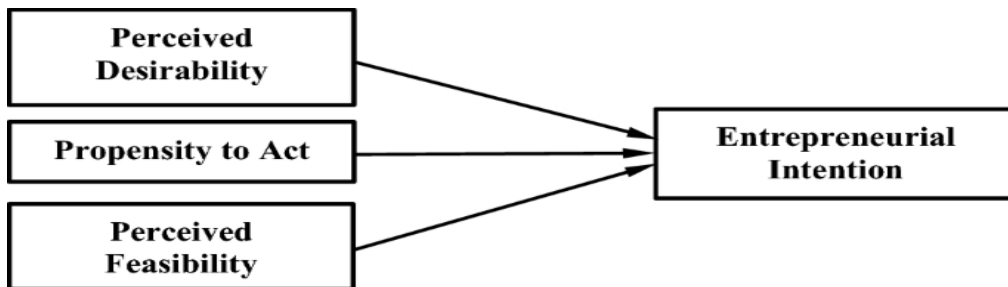


Fig. 1. Shapero's Entrepreneurial Event model

Incorporating Shapero's theory, entrepreneurship education has been pivotal in research investigating its impact on students' entrepreneurial intentions. Studies often integrate Shapero's model with theories such as the Theory of Planned Behaviour, which examines how educational experiences influence students' attitudes, social norms, and perceived behavioural control towards entrepreneurship (Molli et al., 2020; El-Qadashi et al., 2021). Moreover, the theory has been applied to explore individual-level factors like personality traits, risk attitudes, and locus of control among students, particularly in response to educational interventions during significant events such as the Covid-19 pandemic (Kater, 2021; Kater et al., 2021).

Research also emphasises the role of entrepreneurship education in enhancing students' perceived barriers, self-efficacy, and career aspirations, aligning with Shapero's foundational concepts (Duong, 2023). This integrated approach underscores the importance of intentional and planned actions in entrepreneurship and highlights how educational initiatives can nurture entrepreneurial intentions among university students.

Shapero's Theory of the Entrepreneurial Event is a critical lens through which to explore how entrepreneurship education shapes university students' entrepreneurial intentions. By examining these interactions, researchers deepen our understanding of the educational factors that influence entrepreneurial mindset and readiness, paving the way for enriched educational practices and policies to foster entrepreneurial spirit among students.

2.3 Students' intention to start a business

Starting a business is a significant decision for many students, influenced by many factors. Entrepreneurial education is a critical determinant shaping students' intentions towards entrepreneurship (Paray & Kumar, 2020; Murugesan & Jayavelu, 2015; Haron et al., 2022). While some studies highlight personal attitudes as the key driver of entrepreneurial intention (Jabar et al., 2020), others emphasise the role of external environmental factors, such as social networks and opportunity recognition (Mohamed Fadzil et al., 2022). This study integrates both perspectives to understand entrepreneurial intention among university students comprehensively. Central to this understanding is Shapero's Theory of the Entrepreneurial Event, which suggests that perceptions of desirability, propensity to act, and feasibility are key drivers of entrepreneurial intentions (Jin et al., 2023; Al-Qadisi et al., 2021; Nepal et al., 2021). Additionally, university institutional support significantly influences students' entrepreneurial aspirations (He, 2023; Haron et al., 2022). Beyond personal motivation, studies suggest that entrepreneurial intention is also shaped by external factors such as community support, exposure to role models, and access to networking opportunities (Nguyen & Phan, 2024; Ruiz-Palomino & Martínez-Cañas, 2021; Khayru et al., 2021). Thus, entrepreneurship education should incorporate these elements to enhance students' readiness to embark on entrepreneurial ventures.

Attitudinal factors such as the value placed on entrepreneurship, openness to change, financial aspirations, and perceptions of institutional support collectively shape students' entrepreneurial intentions (Misoska et al., 2016). Moreover, studies delve into how personal realisations, roles, and recognition impact these intentions, underscoring the role of affective elements like desire and positive expectations (Cater et al., 2021). These factors often interconnect, where students demonstrating risk-taking behaviours, creativity, and a strong intent to start businesses are more likely to innovate (Cater, 2021; Wasilczuk et al., 2021). Furthermore, students who prioritise their entrepreneurial capabilities are more inclined towards entrepreneurial intentions (Malebana & Swanepoel, 2019).

Entrepreneurship education enhances students' self-efficacy and skills, catalysing entrepreneurial intentions (Patrick et al., 2019). Conversely, challenges such as a lack of managerial experience and deficiencies in entrepreneurial education hinder students' entrepreneurial pursuits (Chukhray et al., 2021; Pratama & Sartika, 2018). Addressing these factors is crucial, as they collectively shape students' passion for innovation and their readiness to embark on entrepreneurial ventures.

2.4 Perceived desirability

Perceived desirability significantly influences entrepreneurial intentions among university students. Romero-Galisteo et al. (2022) found a positive relationship between perceived desirability and entrepreneurial intentions among undergraduate health science students, emphasising its predictive role in fostering entrepreneurial aspirations.

Tan et al. (2020) investigated the mediating role of perceived desirability and feasibility in linking personality traits to social entrepreneurial intentions, highlighting their critical role in translating personal traits into entrepreneurial actions. Similarly, Aloulou (2021) emphasised the role of personal preferences

and perceived competence in shaping entrepreneurial intentions within different institutional contexts. Conversely, Dao et al. (2021) studied Vietnamese students and noted that while attitude was influenced by perceived risk, the direct relationship between perceived desirability and entrepreneurial intention varied. This variability underscores the contextual nuances influencing entrepreneurial motivations. Saraswati et al. (2021) highlighted the significant relationship between entrepreneurial mindset, self-efficacy, and perceived desirability, underscoring how these factors collectively shape students' intentions to pursue entrepreneurial ventures.

In summary, perceived desirability plays a crucial role in shaping entrepreneurial intentions by influencing students' perceptions of the attractiveness and viability of entrepreneurial endeavours. Understanding this relationship is pivotal for designing effective strategies to cultivate an entrepreneurial mindset among university students. Therefore, the hypothesis is as stated below:

H1: Perceived desirability has a positive relationship with entrepreneurial intention to start a business.

2.5 Propensity to act

Propensity to act—the willingness to pursue entrepreneurial actions; is a critical determinant of entrepreneurial intentions (Fong et al., 2023). Based on Shapero's framework, which combines the willingness to act with how appealing and possible an idea is, this idea highlights how important it is to be prepared and motivated when starting a business (Özaralı & Rivenburgh, 2016).

Entrepreneurship education significantly enhances students' propensity to act by bolstering their self-efficacy, knowledge, and confidence in entrepreneurial capabilities (Otache et al., 2019). Moreover, prior entrepreneurial experiences and exposure positively influence venture feasibility and desirability perceptions. These factors enhance students' readiness to engage in entrepreneurial activities, as highlighted by Krueger (1993).

Asthana et al. (2022) demonstrated that integrating entrepreneurship education into university curricula enhances students' propensity to act by equipping them with the necessary skills and mindset for entrepreneurial endeavours. This integration, coupled with entrepreneurial attitudes and subjective norms, further influences students' readiness to act on their entrepreneurial intentions. Thus, the following hypothesis was developed:

H2: Propensity to act has a positive relationship with entrepreneurial intention to start a business.

2.6 Perceived feasibility

Perceived feasibility, encompassing the perceived practicality and viability of entrepreneurial ventures, significantly influences students' entrepreneurial intentions. Sulistyorini and Santoso (2021) highlighted entrepreneurship education as pivotal in fostering students' understanding of business startup feasibility and encouraging entrepreneurial initiatives.

Esfanadiar et al. (2019) utilised structural models to underscore the role of feasibility in shaping entrepreneurial intentions, emphasising its contribution to the perceived attainability of entrepreneurial goals. Jin et al. (2023) explored how entrepreneurial role models influence students' perceptions of venture feasibility and their inclination towards entrepreneurship, aligning with Shapero's theoretical framework.

However, Lu et al. (2021) found no significant correlation between entrepreneurship support programs and students' aspirations for self-employment, suggesting variability in the effectiveness of institutional support systems in enhancing perceived feasibility among aspiring entrepreneurs.

In conclusion, perceived feasibility is a crucial determinant of students' entrepreneurial intentions, influencing their perceptions of the practicality and achievability of entrepreneurial pursuits. Understanding this relationship is essential for developing effective strategies to foster entrepreneurial mindsets and initiatives among university students. Consequently, to gain a comprehensive understanding within the context of this study, we will examine the hypothesis that pertains to the perceived feasibility as follows:

H3: Perceived feasibility for entrepreneurship has a positive relationship with entrepreneurial intention to start a business.

3. METHODOLOGY

3.1 Research design and instrumentation

This study employed a quantitative approach to assess the impact of Entrepreneurship Education (EE) on students' entrepreneurial intentions. A survey questionnaire was distributed electronically to students enrolled in the MyEnt program or entrepreneurship courses at Universiti Teknologi MARA (UiTM) Cawangan Pulau Pinang. These students represent a population exposed to EE initiatives, allowing us to explore the program's effectiveness. The sample size of 275 was determined using Raosoft with a 5% margin of error and a 95% confidence level.

A pre-existing questionnaire by Ambad and Damit (2016) on entrepreneurial intention factors was adapted for this study. The instrument has five sections: Section A collects demographic data, including gender, age, education level, and employment status, using multiple-choice questions. Sections B-E utilise a five-point Likert scale (1=strongly disagree, 5=strongly agree) to measure various constructs related to EE and entrepreneurial intentions.

3.2 Pilot study

A pilot test was conducted with 30 UiTM Pulau Pinang students to ensure reliability. Cronbach's alpha values exceeded 0.7, indicating good internal consistency of the instrument. Cronbach's alpha was used to examine the internal reliability of the 30 items measuring the four constructs. Cronbach's alpha varies from 0 to 1, and a value of 0.6 or less indicates unsatisfactory internal consistency reliability. The student's intention score with three items had the highest alpha coefficient of 0.943. Following this is perceived desirability with an alpha coefficient of 0.833, propensity to act with an alpha coefficient of 0.820, and perceived feasibility with an alpha coefficient of 0.856. Table 1 exhibits the reliability scores of all constructs above 0.6.

Table 1: Reliability Test

Constructs	Cronbach's Alpha	No. of Items
Students' Intention	0.943	3

Perceived Desirability	0.833	7
Propensity to Act	0.820	10
Perceived Feasibility	0.856	7

3.3 Data analysis

The data were analysed using IBM SPSS Version 27. The analysis involved descriptive statistics to summarise demographic profiles and Pearson correlation analysis to examine the relationships between student intention and other entrepreneurial factors, such as propensity to act and perceived feasibility. Normality, linearity, and homoscedasticity tests were also conducted to ensure the validity of the results.

4. RESULTS

4.1 Students' demographic profile

As displayed in Table 2, for gender, the majority of the respondents are female, 60.7% out of a total of 275 respondents, whereas 39.3% are male. Concerning the age groups, the higher numbers were respondents aged between 21-23 years, equivalent to 63.6%, followed by those aged 18 to 20 (30.2%). Moreover, approximately less than 10.0% (6.2%) of the respondents were aged 24 years old and above. When analysing the education groups, we found that degree students represent the majority of respondents in this study (68.0% of 275), followed by Diploma students (32.0%). Students in the Degree programme come from HM240 and HM245 (45.1% and 22.5%) of the total 275 respondents. The number of Diploma students consists of those from HM110, HM111, HM112, HM115, and HM116, representing 5.5%, 6.5%, 5.1%, 6.9%, and 8.4% of the total 275 respondents, respectively. Concerning the total income of students' parents, the majority of respondents' income falls from RM2,501 to RM4,850, which comprises 49.5% of respondents, followed by 34.9% with income less than RM2,500 and 10.9% from RM4,851 to RM10,970. Meanwhile, about 4.7% of respondents have an income of RM10,971 or above.

Table 2: Respondents' demographic profile

Socio-demographic Profile	Total <i>n</i>	Percentage (%)
<i>Gender:</i>		
Male	108	39.3
Female	167	60.7
<i>Age:</i>		
18-20	83	30.2
21-23	175	63.6
24 and above	17	6.2
<i>Education:</i>		
Diploma	88	32.0
Bachelor's Degree	187	68.0
<i>Programme</i>		
HM110	15	5.5
HM111	18	6.5
HM112	14	5.1
HM115	19	6.9
HM116	23	8.4
HM240	124	45.1
HM245	62	22.5

Parent's Income

Less than RM2500	96	34.9
RM2,501 – RM4,850	136	49.5
RM4,851 – RM10,970	30	10.9
RM10,971 and above	13	4.7

4.2 Descriptive Analysis

The following table shows the questionnaire items, the reliability, and the descriptive analysis of mean scores and standard deviations for each predictor. Based on the reliability test scores (see Table 3), each dimension's Cronbach's Alpha coefficient ranges from 0.838 to 0.896, indicating good reliability. Based on the normality test, the maximum value of skewness is between -2.339 and -1.438, and kurtosis was recorded as 2.104 to 8.851, thus indicating that the dataset had a negatively skewed distribution that was slightly to the right.

Table 3: Reliability scores, mean scores, and standard deviations

Predict and Survey Items (α)	Mean (Standard Deviation)
<i>Student Intention (0.838)</i>	
My professional goal is to become an entrepreneur.	4.41 (0.731)
I would make every effort to start and run my own business.	4.41 (0.696)
I am ready to do anything to be an entrepreneur.	4.36 (0.738)
<i>Perceived Desirability (0.848)</i>	
My family members will approve of my actions.	4.56 (0.609)
My family members will encourage me to start my business.	4.47 (0.635)
If necessary, my family members will loan me money to help me start my own business.	4.39 (0.733)
If necessary, my family members will provide me with tools to help me start my own business.	4.40 (0.740)
My family members will give me the advice to start my own business.	4.48 (0.680)
I will get the full support of my family if I decide to become an entrepreneur.	4.48 (0.674)
There are entrepreneurs among my relatives.	4.41 (0.821)
<i>Propensity to Act (0.891)</i>	
I'm ready to accept more risks in exchange for greater rewards.	4.52 (0.624)
I don't mind if the profit is little for a while as long as it is steady.	4.49 (0.618)
I stick to the rules for doing things the way they were taught to do me.	
Nothing gets done unless I'm following a few basic techniques in this world.	4.46 (0.640)
I am the boss of my future.	
I get the feeling that I am in complete control of my future.	4.46 (0.629)
Success is frequently measured in terms of the cash reward.	4.51 (0.641)
Even under stressful conditions, I'm able to provide excellent work.	4.37 (0.760)
Even if new ideas turn out to be a complete waste of time, I like experimenting with them.	4.40 (0.774)
Almost every issue can be resolved.	4.37 (0.754)
	4.38 (0.712)
	4.49 (0.606)
<i>Perceived Feasibility (0.896)</i>	
In my university, people are actively encouraged to pursue their entrepreneurial plans.	4.58 (0.637)
I meet many people in my university with good ideas for a new business.	
Entrepreneurship courses at my university prepare people well for an entrepreneurial career.	4.47 (0.685)
In my university, there is a well-functioning support infrastructure to support the start-up of new firms.	4.48 (0.669)
I know many people in my university who have successfully started their businesses.	4.37 (0.726)
	4.42 (0.771)

An intensive entrepreneurship course would be highly beneficial for anyone who would like to start a business.	4.51 (0.675)
A mentor/lecturer from my university would greatly help me prepare for being an entrepreneur.	4.50 (0.691)

Note: N = 275

4.3 Correlation analysis

4.3.1 Correlation between student intention and perceived desirability

The relationship between student intention and perceived desirability was investigated using the Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no normality, linearity, and homoscedasticity violations. There was a strong, negative correlation between the two variables, $r = 0.60$, $n = 275$, $p < .000$, with high levels of student intention associated with a lower level of perceived desirability, as shown in the table below.

Table 4: Pearson Correlation between Student Intention and Perceived Desirability

		Student Intention	Perceived Desirability
Student Intention	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	275	275
Perceived Desirability	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	275	275

** . Correlation is significant at the 0.01 level (2-tailed).

The table demonstrates the Pearson correlation between student intention and perceived desire. The initial value represents the actual correlation coefficient, indicating the strength of the linear relationship between the variables. The data indicate that the correlation coefficient is 0.637, indicating a strong positive correlation between the variables. The significance value provided in the table is 0.00, which is less than 0.01. The significance value of 0.00 suggests sufficient evidence to support the existence of the observed correlation in the entire population.

4.3.2 Correlation between student intention and propensity to act

The Pearson correlation coefficient was used to examine the relationship between students' intention and propensity to act. The preliminary analysis checked the data's normality, linearity, and homoscedasticity. This study found an incredibly significant, negative association between the two variables, with high levels of student intention being linked to lower levels of propensity to act, as indicated in Table 5.

Table 5: Pearson Correlation between Student Intention and Propensity to Act

		Student Intention	Propensity to Act
Student Intention	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	275	275
Propensity to Act	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	275	275

** . Correlation is significant at the 0.01 level (2-tailed).

The subsequent table illustrates the Pearson correlation between two variables, Student Intention and Propensity to Act. The initial value denotes the actual correlation coefficient and the intensity of the linear association between these variables. The data indicate that the correlation coefficient is 0.616, indicating a robust positive correlation between the variables. Moreover, the significance value displayed in the table is 0.00, which is less than 0.01. The significance value of 0.00 indicates sufficient evidence to suggest that the observed correlation exists in the population.

4.3.3 Correlation between student intention and perceived feasibility

Pearson's product-moment correlation coefficient was used to evaluate the link between student intention and perceived feasibility. No deviations from the data's normality, linearity, and homoscedasticity were found in the preliminary analysis. High levels of student intention were linked to lower levels of perceived feasibility, as indicated in the table below, with a significant negative connection between the two variables, $r = 0.60$, $n = 275$, $p .000$.

Table 6: Pearson Correlation between Student Intention and Perceived Feasibility

		Student Intention	Perceived Feasibility
Student Intention	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	275	275
Perceived Feasibility	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	275	275

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the Pearson correlation between two variables, namely Student Intention and Perceived Feasibility. These correlations are identical since they are the same. The initial value represents the actual correlation coefficient and indicates the strength of the linear relationship between these variables. It is evident from the data that a moderate positive correlation of 0.525 exists between these variables. The significance value displayed in the table is 0.00, which is less than 0.01. The significance value of 0.00 suggests sufficient evidence to conclude that the observed correlation exists in the entire population.

5. DISCUSSION

The findings are captivating, although not universally applicable to all faculty members. Most students share the desire to establish their own company after graduation (75.6 per cent). A separate study conducted at UiTM Cawangan Pulau Pinang revealed that students prioritise entrepreneurship as a career path over other options (Pauceanu et al., 2018). The most fascinating discovery is that students' perception of the feasibility of their own business was the sole significant factor among the three factors considered. The impact of Perceived Feasibility (H3) on entrepreneurial intention was confirmed, partially supporting H1 (Perceived desirability has a positive relationship with entrepreneurial intention to start a new business). However, a few survey questions did not support H2 (a propensity to act has a positive relationship with entrepreneurial intention to start a new business), which suggests that entrepreneurship directly influences a student's desire to embark on an entrepreneurial venture.

A significant proportion of the survey respondents (45.1 per cent) were bachelor's degree students studying hotel management. Thus, it is reasonable to assume that the training and resources provided during their education influenced their decision to establish their venture. Consequently, it is imperative to examine the

effectiveness of entrepreneurial education. The university's emphasis on entrepreneurship at UiTM Cawangan Pulau Pinang may have contributed to developing students' self-confidence. A more practical education and a more sophisticated curriculum are necessary to maintain and enhance entrepreneurial confidence. A more practical entrepreneurship education will enable students to enhance their risk analysis abilities and identify new market opportunities. Twenty-first-century entrepreneurs require entrepreneurship courses to boost their self-esteem as well as self-confidence and courses from other disciplines, such as the humanities and sciences, to enhance their overall entrepreneurial behaviour. University education should strive for better risk assessment and a more effective balance between confidence and knowledge. While it is true that self-assurance in starting and managing a business is crucial, this trait has limitations. Practical education is vital in mitigating the negative consequences of overconfidence in business.

Therefore, universities should strengthen their entrepreneurship curricula by incorporating more experiential learning elements like mentorship programs, business incubators, and industry collaborations. These initiatives will allow students to gain hands-on experience and practical insights, better preparing them for real-world entrepreneurial challenges. Furthermore, policymakers should consider expanding financial and structural support for student entrepreneurs. Establishing more accessible startup funding, incubation programs, and networking opportunities can help sustain students' entrepreneurial momentum beyond graduation.

By incorporating more practical courses into college curricula, entrepreneurial graduates will become more competitive and adept at identifying new market possibilities. This study aims to examine the factors that influence entrepreneurial intentions among university students. According to the Entrepreneurial Event Model (Shapero & Sokol, 1982), individuals' entrepreneurial intentions are influenced by their attitudes and beliefs. This approach allows for predicting and explaining people's actions and intentions. To comprehend how students' aspiration to start their own business is influenced, it is crucial to analyse the elements that impact their entrepreneurial aspirations. According to this study, these three factors significantly influence entrepreneurial intention. Various factors, including personal attitude, can influence students' business intentions. Consequently, students with a more positive attitude towards entrepreneurship are believed to have a greater entrepreneurial purpose. This study primarily focuses on the students' perception of entrepreneurship's benefits, enjoyment, and attractiveness. The findings of this study align with those of a study conducted in Malaysia by Bui et al. (2020). Additionally, it was discovered that undergraduate students' propensity to act substantially impacts their entrepreneurial intention. Put differently, individuals with more entrepreneurial intentions receive more significant support from their family, friends, and immediate environment.

The literature indicates that friends and role models influence individuals' decisions to start their businesses. This finding is similar to that of Ranga et al. (2019). Furthermore, perceived feasibility is found to influence entrepreneurial intention significantly. The significant influence of feasibility on entrepreneurial intention suggests a close relationship between entrepreneurship education and entrepreneurial skills. One's intentions impact one's entrepreneurial actions. Research demonstrates how students are willing to engage in "practising entrepreneurship" studies by participating in three primary activities: outings, product development, and internships. Most students expressed satisfaction and appreciation for the distinctiveness, practicality, and significance of their learning experience. This study shares findings similar to those of Sulistyorini and Santoso (2021).

6. CONCLUSION

This study has thoroughly examined the various factors inspiring entrepreneurial intentions among university students, particularly in Malaysia. By delving deep into the immense influence of perceived feasibility for entrepreneurship and personal attitudes on the aspirations of these bright young minds, we have been fortunate enough to gather a wealth of invaluable insights. These ground-breaking findings serve as a resounding testament to the pivotal role that personal attitudes play in shaping students' entrepreneurial dreams, thereby underscoring the utmost importance of diligently promoting the multitude of benefits that entrepreneurship offers through meticulously tailored and targeted educational strategies.

These findings emphasise the crucial role of entrepreneurship education in shaping students' entrepreneurial mindset and intentions. While structured academic training provides foundational knowledge, real-world exposure remains a key factor in fostering entrepreneurial confidence and decision-making skills. Therefore, universities should strengthen their entrepreneurship curricula by incorporating more experiential learning elements like mentorship programs, business incubators, and industry collaborations. These initiatives will allow students to gain hands-on experience and practical insights, better preparing them for real-world entrepreneurial challenges.

Furthermore, policymakers should consider expanding financial and structural support for student entrepreneurs. Establishing more accessible startup funding, incubation programs, and networking opportunities can help sustain students' entrepreneurial momentum beyond graduation. By implementing these improvements, institutions can bridge the gap between theoretical knowledge and practical application, ultimately fostering a stronger entrepreneurial ecosystem within higher education.

Moreover, the implications of this ground-breaking study extend far beyond academia and into higher education policy and curriculum development. By passionately advocating for the indispensable role that universities play in cultivating and nurturing entrepreneurial talent, we firmly and wholeheartedly endorse and support the implementation of innovative educational methodologies that go beyond the traditional confines of conventional entrepreneurship courses.

However, we need to acknowledge the inherent limitations of this study, such as the relatively small sample size and scope of the research, which in turn provides exciting avenues and opportunities for future research to delve even deeper into this captivating field and explore the myriads of additional factors that undoubtedly influence the entrepreneurial intentions of students. Only one Malaysian university was included in this study, which limits the generalisability of the findings. The findings may not be representative of the entire student population in Malaysia. Future studies may look at both public and private institutions. Future research can explore the role of emerging technologies, such as artificial intelligence and blockchain, in enhancing entrepreneurial education. Additionally, longitudinal studies can provide more profound insights into the long-term impact of entrepreneurship training on graduates' career choices.

In closing, this study underscores the transformative potential of entrepreneurship education in shaping future entrepreneurs. By acknowledging the importance of personal attitudes and perceived feasibility in driving entrepreneurial intentions, we pave the way for tailored educational interventions that empower students to embark on entrepreneurial journeys with confidence and purpose.

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8. CONFLICT OF INTEREST STATEMENT

The authors agree that this research was conducted without self-benefits or commercial or financial conflicts and declare the absence of conflicting interests.

9. AUTHORS' CONTRIBUTIONS

Nurfarahin Nabila Fauzi and **Joesri Mohamad Saber** carried out the introduction and literature review sections. **Nurfarahin Nabila Fauzi** and **Mohd Zool Fadli Ibrahim** collected and refined the data and performed the data analysis using SPSS. NNF also wrote the data methodology section. **Azlan Salim** and **Khairil Anuar Bahari** wrote the discussion and implication sections. All authors read and approved the final manuscript.

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