

Unveiling the Influences: Exploring Factors that Drive Students Towards Entrepreneurship

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Abstract

Entrepreneurship has become the focal point in the Malaysian education system as it greatly aids the country in resolving socio-economic problems. The Ministry of Higher Education (MOHE) allocated a budget to propel entrepreneurship activities among university students. However, the employment rate showed that few students are interested in pursuing their careers as entrepreneurs. Thus, this study aims to determine the motivational factors that could drive students to choose entrepreneurship as their career intention. An online survey link was distributed to 200 respondents using a stratified sampling method. Three campuses were selected based on the availability of degree students under the Faculty of Hotel and Tourism Management who studied the degree programs. The campuses are UiTM Puncak Alam, UiTM Penang, and UiTM Dungun. The questionnaire consisted of five sections, which are students' demographic, entrepreneurship education, internal motivational factors, the effects of technology, and Entrepreneurship Intention. A total of 212 usable responses were received and analysed using SPSS v26, descriptive analysis and multiple regression were used to test the strength of the relationships of the variables. The results showed that there is a strong positive linear relationship between entrepreneur mindset and entrepreneur intention, with the value $r = 0.876$ that could have driven the students' career intention in the entrepreneurship field. This finding may help curriculum developers and policymakers generate opportunities for students to participate in the business, especially while on campus.

Keywords:

Entrepreneurship, Motivational, Intention, Student entrepreneur, Foodservice

1 Introduction

The food service industry is one of the thriving industries in Malaysia. This industry's growth further accelerated due to the Movement Control Order (MCO), announced by the prime minister of Malaysia in Mac 2020 to control the pandemic of Covid-19. The number of food entrepreneurs, such as hawkers, rose rapidly to survive after being jobless due to the pandemic of Covid-19 (Bernama.com, 2020). According to the economic sector, SMEs show substantial growth in contributing to the country's GDP, from 37% in 2015 to 38.3% in 2018. Malaysia's government has launched numerous initiatives to encourage and empower more entrepreneurs, especially for Bumiputera, to drive the country's economy. This rationale is expressed in one of the core focus areas of Budget 2023, which covers the development of business and entrepreneurship-related initiatives (Ministry of Finance Malaysia, 2023). One of which is that access to financing will be provided to micro-entrepreneurs and small businesses through several agencies, including Bank Negara Malaysia (BNM), BSN, and TEKUN, with available funds of RM 1.7 billion. A specific allocation with a total of RM 300 million has been designated to support the micro businesses operated by women and youth entrepreneurs. It proves that the government highly values the contribution of entrepreneurs and encourages them to continue striving in this sector to propel the country's economic ventures.

According to Ratten (2023), entrepreneurship is defined as "the process of identifying potential business opportunities and exploiting them through the recombination of existing resources or the creation of new ones to develop and commercialise new products and services." Entrepreneurship topic has been consistently debated among scholars over the past few decades (González-Padilla et al., 2023; Handayati et al., 2020; Madawala et al., 2023; Wiklund et al., 2019). The ability and potential of entrepreneurship to help regions around the world resolve socio-economic problems such as unemployment, especially from youth generations, poverty, and the issue of weak economic growth is essential to fostering and promoting sustainable economic development, increasing prosperity, and building economic capital and social equity (Sousa et al., 2019). Malaysia should, therefore, strive to generate more entrepreneurs, particularly among the younger generations.

Carpenter & Wilson (2022a) have proposed direct evidence for education-student entrepreneurial potential. However, several orientated rationale and theoretical perspectives have enhanced the understanding of education in this study. Reviewing the previous literature from past scholars, a limited study proposes a comprehensive cultivation model of undergraduate hospitality students' innovative entrepreneurship (Cardoso et al., 2018; Carpenter & Wilson, 2022b; Hendieh et al., 2019). Therefore, additional research is necessary to test the relationship between various motivational factors (entrepreneurship education, entrepreneurship mindset, and technology) and

the intentional behaviour to become an entrepreneur. Hence, this study aims to determine the motivational factors that could have driven students to choose entrepreneurship as their career intention.

2 Literature Review

2.1 Entrepreneur Education

Hussain and Norashidah (2015) mentioned that knowledge, skills, attitudes, and personal character related to entrepreneurship can be built up through entrepreneurial education activities. Education in innovative fields brings an excellent opportunity to establish new entrepreneurship (Ndou et al., 2019). Stamboulis and Barlas (2014) mentioned that young people learn organisational skills, including time management, leadership development, and interpersonal skills through education.

The Basic Courses of Student Entrepreneurship (KAKS), first introduced in 2003, aims to nurture the interest of entrepreneurship in undergraduate students. This course intends to encourage and stimulate entrepreneur's attributes and expose them to the business environment. The Malaysian Academy of SME & Entrepreneurship Development (MASMED) curriculum in UiTM was coordinated for Diploma and Degree final semester students to serve the purpose. Numerous entrepreneur syllabi are provided, such as Principles of Entrepreneurship (ENT530), to develop an essential recognition for entrepreneurship from the perspective of the individual entrepreneur. The highlight is the individual's entrepreneurial mindset and decision process the individual experiences as he or she chases entrepreneurial opportunities, creates new ventures, and deals with business management issues.

2.2 Entrepreneur Mindset

The entrepreneurial mindset has also been recognised as a factor in success and failure among entrepreneurs (Belousova et al., 2020). There is a link between being an entrepreneur's mind and having creative and innovative thinking (Benedict & Venter, 2010). According to (Davey et al., 2016), the students' mindset will determine if they want to practice and advance their knowledge and skills in the entrepreneur. When developing entrepreneurial mindsets and behaviours, it is crucial to acknowledge that such outcomes grow in places that allow learning from experiences, experimentation, play, and failure.

Chen et al., (1998) explained that the concept of entrepreneurial self-efficacy can be described as an individual's faith in doing well in carrying out the roles and responsibilities of an entrepreneur. Past researchers recorded that self-efficacy plays an essential role in future achievement. The researcher believes that the concept of an entrepreneurial mindset determines the influence of the entrepreneurial mindset associated with self-capability (Haynie et al., 2010). (Zupan et al., 2018) identified that self-efficacy is not the only thing the entrepreneurial mindset concentrates on, but also

on various influences such as knowledge, experience, innovative thinking, resolving issues, looking for a chance, behaviour, and faith. Moreover, (Davis et al., 2016; Naumann, 2017) mentioned that the entrepreneurial mindset is related to the individual's intelligence, seeking a chance rather than a drawback, and contributing an idea to overcoming problems instead of criticising.

2.3 The Effect of Technology

According to the (European Commission, 2017), mobile service, social media, cloud computing, Internet and robotics have become the technology trends in the last decade, which are the latest ways of collaborating, organising resources, product designing, matching complex requests and offer, and established new standards and solutions (Markus & Loebbecke, 2013). (von Briel et al., 2018) stated that digital technologies allow entrepreneurial activities on new business creation ventures and digital start-ups. Coordinator, negotiator, or result of entrepreneurial operations or the overall business model shows IT and digital technologies on business innovation and entrepreneurship (Steininger, 2019). Digital entrepreneurship represents demanding support for digital economic advancement or growth (Shen et al., 2018). This highlights the desire to pursue the opportunities of digital media and technologies (Hosu & Ioana Iancu, 2016). Embracing a knowledge-based point of view enables the interchange, handover, and procurement of knowledge while also beginning new forms of doing business (Geissinger et al., 2019). Modern electronic commerce typically uses the World Wide Web for at least one part of the transaction's lifecycle. The sub-cajolery of e-commerce and online retail for introducing a new product, service, and pre-launching product to the market, sometimes called pre-order or commercial availability, refers to pre-tail.

2.4 Entrepreneurial Intention

Entrepreneurial intention is defined as a self-acknowledge acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so in the future" (Thompson, 2009). The individual's intention to start a business establishment is usually affected by certain aspects, such as family background, education, age, sex, or personal attributes (Zhao, 2006). Besides, enterprise education can promote entrepreneurial intentions and encourage skill accumulation and knowledge. (Kolvereid, 1996) also reported that someone with experience doing entrepreneurial activities would have more significant intentions to become entrepreneurial than those without previous experience. Hence, entrepreneurial intention is a vital sign of entrepreneurial potential; (Mazzarol et al., 1999) mention that past working experience is essential in affecting entrepreneurial intention. Thus, the methodology stated below was designed to gauge the answers to the study setting.

2.5 Conceptual Framework

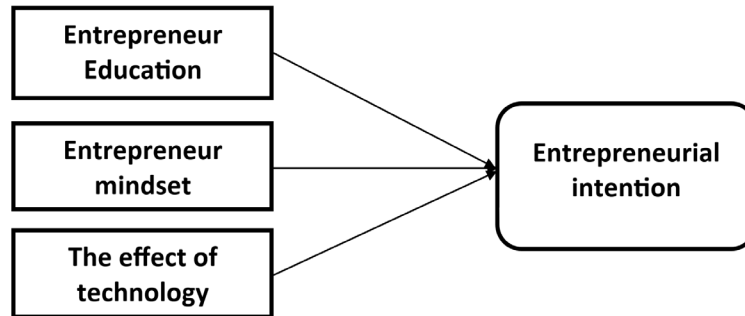


Figure 1: The conceptual framework is adapted and adopted from (Aima et al., 2020; Kartiwi et al., 2018; Nathani & Dwivedi, 2019)

3 Methodology

3.1 Research Design

It is a quantitative and cross-sectional descriptive study in which the sources are collected through structured questionnaires. A total of 45 questions were adopted and adapted from (Ben Youssef et al., 2021; Handayati et al., 2020; Kartiwi et al., 2018; Lee et al., 2019; Nathani & Dwivedi, 2019; Zafar et al., 2017) The questionnaires were distributed using stratified sampling to the students that met the inclusion and exclusion criteria, which is that the respondents must be full-time Degree students under the Faculty of Hotel and Tourism Management in UiTM from the second to sixth semester in Puncak Alam, Penang, and Dungun campuses. Three campuses were selected due to the availability of the programs intended. Five programs are Bachelor of Science (Honours) in Foodservice Management, Bachelor of Science (Honours) in Foodservice Management with Entrepreneurship, Bachelor of Science (Honours) in Tourism Management, Bachelor of Science (Honours) in Culinary Arts and Bachelor of Science (Honours) in Hotel Management.

Table 1: Number of Degree students under the Faculty of Hotel and Tourism Management in Different Campuses in 2021

Campus	Program	No. of Students
	BSc. (Hons). Foodservice Management	490
	BSc. (Hons). Foodservice Management with Entrepreneurship	380
Puncak Alam	BSc. (Hons). Tourism Management	230
	BSc. (Hons). Of Culinary Arts	340
	BSc. (Hons). Of Hotel Management	540
Penang	BSc. (Hons). Of Culinary Arts	510

	BSc. (Hons). Of Hotel Management	460
	BSc. (Hons). Foodservice Management	450
Dungun	BSc. (Hons). Of Hotel Management	390
	Total	3 790

A qualifier question is utilised 'to screen the students who fit the first selection criteria. Then, questionnaires were distributed to the samples via a link shared through class representatives and lecturers' social media, such as WhatsApp and Telegram, for two March and April 2021 sessions. A total of 235 respondents participated. However, due to missing data, 212 data were accepted for the analysis.

Table 2: Questionnaire's Sections

Section of questionnaire		No. of Question
Section A	Demographic Background	5
Section B	Entrepreneurship Education	10
Section C	Internal Motivational Factor	12
Section D	Effects of Technology	12
Section E	Entrepreneurship Intention	6
Total		45

Data obtained from the questionnaire were analysed using SPSS v26, and the proposed relations were tested using descriptive analysis and multiple regression.

Table 3: Research Instruments

Section of questionnaire	No. of question	Type of question/ scale	Source
a) Demographic	5	Nominal and Ordinal	
b) Entrepreneurship Education		Ordinal	(Ben Youssef et al., 2021; Handayati et al., 2020; Kartiwi et al., 2018; Lee et al., 2019; Nathani & Dwivedi, 2019; Zafar et al., 2017)
- Entrepreneur curriculum	5	(Likert Scale)	
- Entrepreneur syllabus	5		
c) Internal Motivational Factor		Ordinal	(Ben Youssef et al., 2021; Handayati et al., 2020; Kartiwi et al., 2018; Lee et al., 2019; Nathani & Dwivedi, 2019; Zafar et al., 2017)
- Self-efficiency	3	(Likert Scale)	
- Individual's Mindset	9		
d) Effects of Technology		Ordinal	(Ben Youssef et al., 2021; Handayati et al., 2020; Kartiwi et al., 2018; Lee et al., 2019; Nathani & Dwivedi, 2019; Zafar et al., 2017)
- Influence of Digital	6	(Likert Scale)	
- E-commerce	6		

e) Entrepreneurship Intention	6	Ordinal (Likert Scale)
Total of Questions	45	

3.2 Pilot Test

This study assesses the consistency of the entire scale with Cronbach's alpha and its overall reliability of each factor of productivity values. Below are the reliability test results for questionnaires using Cronbach's Alpha coefficient interpretation in Table 4.

Table 4: Cronbach's Alpha Attributes

Section	Results
Entrepreneurship Education	0.767
Internal Motivational Factor	0.943
Effects of Technology	0.900
Entrepreneurship Intention	0.931

The tables above show Cronbach's Alpha coefficient interpretation for reliability tests. The results of the sections show that the questionnaire is reliable and acceptable for the study.

4 Findings

4.1 Demographic Profile

A total of 212 responses were recorded from UiTM's Faculty of Hotel and Tourism Management students located on three different campuses: Puncak Alam, Dungun, and Penang. The sample data were obtained from the Bachelor program students, including Bachelor of Science (Honours) in Foodservice Management, Bachelor of Science (Honours) in Foodservice Management with Entrepreneurship, Bachelor of Science (Honours) in Tourism Management, Bachelor of Science (Honours) in Culinary Arts and Bachelor of Science (Honours) in Hotel Management. The overall result and information regarding the socio-demographic profile are shown below:

Table 5: Demographic Profile

Variables	N	Percentage (%)
Program		
BSc. (Hons). Foodservice Management	95	44.8
BSc. (Hons). Foodservice Management with Entrepreneurship	48	22.6
BSc. (Hons). of Culinary Arts	22	10.4

BSc. (Hons). of Hotel Management	38	17.9
BSc. (Hons). Tourism Management	9	4.2
Campuses		
Puncak Alam	135	63.7
Dungun	39	18.4
Penang	38	17.9
Gender		
Female	172	81.1
Male	40	18.9
Age		
21-24 years old	170	80.2
18-20 years old	30	14.2
25-28 years old	12	5.7
Semester		
Semester 2	41	19.3
Semester 3	16	7.5
Semester 4	58	27.7
Semester 5	47	22.2
Semester 6	50	23.6

Based on the result, the highest percentage of respondents from the program of BSc. (Hons). Foodservice Management (44.8%), while these respondents are from different campuses, with the majority from Puncak Alam (63.7%). Out of 212 respondents, only 18.9% (n=40) were male students, and 81.1% (n=172) were female students. Most of the respondents are at the age of 21-24 years old. The highest number of students that participated in this survey were from semester 4, with 27.7% (n=58), followed by semester six students, with 23.6% (n=50).

4.2 Descriptive Analysis of Variables

4.2.1 Entrepreneurship Education

Table 6 shows the overall mean scores of students in entrepreneurship education. A descriptive analysis was used to assess the factor of students' entrepreneurship education and the intention to become entrepreneurs.

Table 6: The overall mean scores of student's perception level in entrepreneurship education.

No.	Variables	n	Mean	S. D
1.	The curriculum in my program provides the necessary knowledge on entrepreneurship.	212	3.92	0.780
2.	My program develops my entrepreneurial abilities.	212	4.04	0.697
3.	The curriculum in my program provides sufficient input to help me become an entrepreneur	212	3.94	0.767

4.	The curriculum helps me develop ideas to become an entrepreneur.	212	3.96	0.756
5.	I think the entrepreneurship syllabus in my program could be enhanced through entrepreneurship activities.	212	4.17	0.715
6.	The syllabus in my program encourages me to develop ideas to become an entrepreneur.	212	4.03	0.691
7.	The education activities allow students to practice entrepreneurship.	212	4.11	0.693
8.	The syllabus in entrepreneurship gives me first-hand experience as an entrepreneur.	212	3.87	0.812
9.	The syllabus trains me to become creative.	212	4.04	0.737
10.	The syllabus trains me to become innovative.	212	4.09	0.706

Note: 1 - Strongly Disagree, 2 - Disagree, 3- Neutral, 4 -Agree, 5 - Strongly Agree

Analysing the mean score exhibits that most of the students are satisfied with the education provided by the university as all the ten statements and attributes under entrepreneurship education score high value of mean with a small amount of difference ranging from 3.87 to 4.1. Based on the data obtained from the students, the lowest mean ($m=3.87$) with a standard deviation of 0.812 comes from the statement, "The syllabus in entrepreneurship gives me first-hand experience as an entrepreneur." There is a high chance these results mean that some students do not consider the syllabus as an opportunity or experience for them to be an entrepreneur; instead, they learn the entrepreneurship syllabus to fulfil the course requirement. Since education is crucial to developing future entrepreneurial activity among students (Ogbari et al., 2018), the academician must try to build students' entrepreneurship intention by modifying the entrepreneurship curriculum and syllabus. The statement "I think the entrepreneurship syllabus in my program could be enhanced through entrepreneurship activities" has been remarked as the highest mean among all the attributes with $M=4.17$. The respondents acknowledge that the entrepreneurship education syllabus allowed students to enhance and practice their entrepreneurship skills. According to (Wardana et al., 2020), entrepreneurship education in the syllabus forces students to learn theoretically and practically about entrepreneurship. Therefore, higher education entrepreneurship syllabus and curriculum should be enhanced to influence the intention.

4.2.2 Entrepreneurship mindset

Table 7 shows the findings of the second factor, the mean score of student's mindsets on entrepreneurship. The same approach was used to determine the student's entrepreneurship mindset towards becoming an entrepreneur.

Table 7: The overall mean scores for the perception level of entrepreneurship mindset.

No.	Variables	n	Mean	S. D
1.	I think, despite the possibility of failure, start-ups are more attractive.	212	3.92	0.705

2.	Among various career opportunities, I would choose to be an entrepreneur.	212	3.67	0.930
3.	Becoming an entrepreneur in the future would bring great satisfaction to me.	212	3.74	0.896
4.	I think a profession as an entrepreneur is attractive to me.	212	3.81	0.904
5.	I would like to run my firm if there are available resources.	212	3.91	0.871
6.	I would like to run my firm if there is any available opportunity.	212	3.93	0.776
7.	I have thought of new ideas for a business opportunity in the Entrepreneurship field	212	3.67	0.834
8.	I have addressed the financial possibilities of participating in Entrepreneurial activities.	212	3.6	0.799
9.	I have assessed the opportunities in the entrepreneurship field.	212	3.62	0.82
10.	I have assessed the obstacles in the entrepreneurship field	212	3.6	0.811
11.	I have studied whether it is beneficial for me to participate in the practices of entrepreneurship	212	3.75	0.814
12.	The time allocation for Entrepreneurial matters have been evaluated	212	3.769	0.819

Note: 1 - Strongly Disagree, 2 - Disagree, 3- Neutral, 4 -Agree, 5 - Strongly Agree

The mean score value explains that most students have an entrepreneur's way of thinking and mindset. The highest mean score, $M= 3.93$, is from the statement, "I would like to run my firm if there are any available opportunities. Aligned with (Davis et al., 2016 and Naumann, 2017), an entrepreneurial mindset is closely related to the person's thinking ability, focusing on opportunities instead of obstacles and providing ideas to solve problems rather than complaining. Meanwhile, the lowest mean, $M=3.6$, was from 2 linkage attributes: "I have addressed the financial possibilities of participating in the Entrepreneurial activities" and "I have assessed the obstacles in the entrepreneurship field". The lowest mean indicated that respondents somewhat agree that there are limitations to pursuing their intention to become entrepreneurs. However, the positive entrepreneurial mindset prefers to take risks and grab opportunities to overcome any obstacles and financial possibilities in the entrepreneurial activities they will face.

4.2.3 The Effect of Technology

Table 8 shows the findings of the third factor, the descriptive analysis of mean score to examine the influence of technology on the student's intention to become an entrepreneur.

Table 8: The overall mean scores for the perception level of the effect of technology.

No.	Variables	n	Mean	S. D
1.	Digital technology is beneficial for business purposes.	212	4.34	0.746
2.	I depend on data available in media if I have any uncertainty about shopping.	212	4.13	0.765
3.	I am able to get all the required information about the product online.	212	4.21	0.718
4.	I am able to get all the required information about the service via online.	212	4.21	0.723
5.	I think social media is the best model for entrepreneurship growth.	212	4.37	0.694
6.	Digital technology, such as social media, has influenced me in my purchase.	212	4.24	0.756
7.	Cost reduction of general management activities	212	4.05	0.804
8.	Cost reduction in marketing the product.	212	4.10	0.790
9.	I have assessed both opportunities relevant to E-commerce activities	212	3.97	0.820
10.	I have obstacles relevant to E-commerce activities.	212	3.81	0.817
11.	I have studied it is beneficial for me to become an E-commerce	212	3.84	0.826
12.	By using E-commerce make it easier to coordinate with suppliers, customers, and business partners.	212	4.09	0.752

Note: 1 - Strongly Disagree, 2 - Disagree, 3- Neutral, 4 -Agree, 5 - Strongly Agree

The evaluation from the mean score indicates that most respondents are satisfied with the factor. The highest mean score, $M=4.37$, is from "I think social media is the best model for entrepreneurship growth". The highest mean score from respondents has proven that social media is the best model for entrepreneurship growth and is greatly influenced by technology such as the internet, smartphones, and other applications that can be assessed by the entire world (Ben Youssef et al., 2021). Meanwhile, the lowest mean, 3.81, and the standard deviation, 0.817, for the statement "I have obstacles relevant to E-commerce activities". It can be interpreted that the respondents intend to start the business through the digital platform but were in doubt whether it is beneficial for them or if they can face the obstacles in E-Commerce activities such as the internet connection, marketing tools, and others. However, from the average mean scores, it is proven that technological advancement influenced the student's intention to become an entrepreneur.

4.2.4 Entrepreneurship Intention

Table 9 shows the findings of the dependent variables, the mean score of students' intentions to determine the student's internal motivation to be involved in the entrepreneurship field and choose entrepreneurship as their career path.

Table 9: The overall mean scores for perception level of entrepreneurship intention.

No.	Variables	n	Mean	S. D
1.	I am determined to start up the business in the near future.	212	3.88	0.643
2.	My final objective is to become an entrepreneur.	212	3.76	0.956
3.	I have seriously thought about starting the business.	212	3.75	0.888
4.	I am able to get all the required information about the product or service.	212	3.81	0.788
5.	I will make an effort to start and manage the firm.	212	3.83	0.865
6.	I will do my best to achieve my goals as an entrepreneur.	212	3.88	0.849

Note: 1 - Strongly Disagree, 2 - Disagree, 3- Neutral, 4 -Agree, 5 - Strongly Agree

The average score means obtained from the data indicated that the entrepreneurship intention is acceptable. With a similar average score ranging from 3.75 to 3.88, the entrepreneurship intention among the students is being developed. According to the data, it is found that the highest mean of attributes in entrepreneurship intention is from the statements "I will do my best to achieve my goals as an entrepreneur" and "I am determined to start up the business in near the future" with $M = 3.88$. This affirmation indicated that the respondents have the intention to become an entrepreneur in the future and showed that they almost agreed to choose entrepreneurship as their career path. However, as the intentions are being developed, it is crucial to oversee the other factors, such as entrepreneurship education, mindset, and digitalisation of technology, that influence entrepreneurial intention. This is because an individual's intention to start a business comes from their realisation of opportunities, available resources, and the environment's support to create their own business (Kuckertz & Wagner, 2010). Meanwhile, the lowest mean was 3.75, from the statement, "I have seriously thought to start the business". It can be interpreted that the respondents have the intention to start the business. However, they did not finalise their future objective solely to be an entrepreneur as many other options were chosen. It is a good sign from the respondents as they still have the interest and intention to choose entrepreneurship as their career path in the future.

4.7 Correlations

Correlation refers to Pearson product-moment correlation coefficients, otherwise known as Pearson's *r*. It provides the strength of association and direction. In this study, the relationship between the independent variables, which are entrepreneur education, entrepreneur mindset and the effect of technology towards entrepreneur intention, were measured.

Two hundred and twelve (212) UiTM students were surveyed about their motivation factors to become entrepreneurs. Pearson product-moment correlation showed that entrepreneurial mindset showed a strong positive correlation with the student's intention to become an entrepreneur with a value of 0.876 ($p < 0.05$). While the entrepreneur's education and the effect of technology moderately correlate with their intention to become an entrepreneur with 0.538 and 0.554, respectively.

Table 10: Correlation Analysis

	Correlation		
	Ent Education	Ent mindset	Effect of Technology
Ent intention	0.538**	0.876**	0.554**

**Significance at $p < 0.01$ (2-tailed)

5 Discussion and Conclusion

The result obtained from the study revealed that there is a strong positive linear relationship between Entrepreneur Education and Entrepreneur Intention. The findings from this study were supported by previous studies that have been conducted by (Fayolle & Gailly, 2015; Maresch et al., 2016; Shinnar et al., 2018; Westhead & Solesvik, 2016), stated that there is a positive significant relationship and robust correlation between entrepreneurship education and entrepreneurial intention. Kim and Park (2019) also found that entrepreneurial education positively influences the future career intentions of students by enabling them to transfer knowledge, information, and experience from learning sources of various entrepreneurship learning activities, which finally can inspire them to be successful in becoming an entrepreneur in the future. This study also found that the direct relationship between entrepreneur education and entrepreneurial intention among UiTM's students explains that the courses offered in the entrepreneurship education programs are sufficient to prepare them for the business world.

This study's findings seem inconsistent with the recent research conducted among students at the State University of Malang, Indonesia (Mahendra et al., 2017). Past researchers found that entrepreneurship education just only acts as an antecedent variable that contributes to the effect directly on the other variables, such as entrepreneurial motivation and entrepreneurial attitude, which will indirectly have a positive impact on entrepreneurial intention (Mahendra et al., 2017). This is because,

even though the main objective of conducting entrepreneurship education programs among students in higher learning institutions is to improve student's learning capacities and knowledge to prepare them for the entrepreneurship field, the stimulation of entrepreneurial motivation and entrepreneurial attitude can only be achieved when the students received an effective entrepreneurship teaching and essential learning features from their educators. Accordingly, this empirical research also supports the study from (Kusumojanto et al., 2021) when they revealed that entrepreneurship education cannot be the predictor of a student's intention to become an entrepreneur, as it just acted as mediating variables between the other factors to influence the entrepreneurship intention. This is reasonable because the learning process of entrepreneurship education is more focused on material or knowledge-oriented as compared to hands-on projects to learn specific entrepreneurship skills. Even though the education on entrepreneurship was sufficient, perhaps the past COVID-19 pandemic, where the students have their classes online, has been one of the challenges for educators to provide creative and interesting teaching materials to grab the student's interest to learning entrepreneurship continuously.

In addition, the most crucial research findings revealed from this study show there is a strong positive linear relationship between entrepreneur mindset and intention with the value $r = 0.838$. This finding seems to be consistent with the study of (Elali & Al-Yacoub, 2016), the researchers affirmed that entrepreneurial mindsets such as risk tolerance, social networking, the need for achievement, and self-efficacy play crucial roles in entrepreneurial intention. (Ikonen, 2014) also proposed that individuals with an entrepreneurial mindset seem to have the brightest future potential. However, the finding reported does not align with (Mukhtar et al., 2021) as they mention that the entrepreneurial mindset just acted as a mediating factor between other variables to influence the entrepreneurial intention.

In line with the recent research by (Hultén & Tumunbayarova, 2020; Kouakou et al., 2019; Tiwari et al., 2017) our finding points to the importance of creating and emphasizing entrepreneur mindset to the university students where the student will be more inclined to generate entrepreneur intention. Moreover, Hultén & Tumunbayarova (2020) stated that working graduates still need to have an entrepreneurial mindset to work effectively and respond to the growing needs of the companies for entrepreneurial orientation, proactiveness, innovativeness, and risk management capabilities. Besides, possessing an entrepreneurial mindset is a valuable individualistic and collective asset, which is essential to the entrepreneur as well as the leader and employees in the business.

The finding shows a significant relationship, although it is moderately related between entrepreneurship education and entrepreneurial intention. This is in line with many studies, such as (Cui et al., 2021; Maresch et al., 2016; Mukhtar et al., 2021) which emphasized that entrepreneurship education has a significant interrelation with an entrepreneurial mindset which contributes to entrepreneur intention. Besides, the social cognitive theory by (Bandura, 2001) discovered that education allows an

individual's cognitive from environmental factors and behaviour to lead to their mindset. Indeed, Cui et al. (2019) also debated that social cognitive theory provides a coherent framework for understanding entrepreneurship education holistically, particularly from a cognitive psychology point of view.

Aligning with this argument, (Maresch et al., 2016) discuss the need to develop an entrepreneurial mindset through entrepreneur education. Hence, there should be a movement and changes in terms of entrepreneurship education syllabus to develop students' traits in the entrepreneurship field. This is because the serious effort in offering entrepreneurship education with all components of students' capacities building, including knowledge, skills, and practical capabilities as their learning outcomes, is a good way to shape upright student's entrepreneurial motivation and attitudes. This is relevant to the study by (Ghina et al., 2014; Yusoff et al., 2014) Moreover, since entrepreneurship education involves some form of activity in which students are immersed in an environment that involves their learning about how to perform a task either in class or out of class learning, educators in higher learning institutions must be creative in their teaching and learning method to ensure the students are interested and eager to learn, not just to fulfil the subjects' requirements in their course. This necessitates a more holistic and long-term approach to evaluating the impact of entrepreneurship education on students' mindsets, behaviour, and attitudes.

Further, the Pearson correlation coefficient revealed there is a moderate positive linear relationship between the effect of technology and the entrepreneurial intention of UiTM's students from the Faculty of Hotel and Tourism Management result of this analysis seems to be consistent with the studies conducted by (Muñoz et al., 2016) where the need for achievement and self-realization, and the desire to implement their projects needed to be nurtured in themselves first before the technological entrepreneurs motivate them to start projects and putting their innovative ideas into practice.

The studies show that the effect of technology is not significantly contributing to motivating entrepreneurial intention in UiTM's students. Therefore, more exposure to the benefits of technologies in terms of how the usage of technology is efficiency savings, handling a variety of tasks at greater speeds, with fewer resources should be executed. Indeed, past research has primarily concentrated on entrepreneurship education, with only a minor focus on technological entrepreneurship (Gross, 2005). Nonetheless, Technology entrepreneurship education is essential in orienting and developing future engineering students and young entrepreneurs by preparing them with the skills, information, and capacities needed to start and run new businesses (Dutta et al., 2011). Conceptually, Rasmussen et al. (2018) present a competency-based model that emphasizes how individuals, groups, departments, and universities can interact to improve technology transfer performance, as well as a demand for exploratory research of such interactions in understudied settings such as mid-sized and mid-ranking regional universities.

The wide range of categories includes everything including digital entrepreneurial intents to establish a firm (Yaghoubi Farani et al., 2017) and the decision-making process (Dutot & Van Horne, 2015; Heavin & Power, 2018) that goes along with it to knowledge integration and social benefits for entrepreneurs (Anwar & Chan, 2016) Effectively introducing technology is not the only cause of people becoming more motivated, but the management process becomes more naturally organized as well as being one of the motivating factors to venture into something new such as e-commerce and freelancers. The technology is not only considered an "input" factor (Giones & Brem, 2017) but also an "enabling" factor (Guthrie, 2014; Hair et al., 2012; Sussan & Acs, 2017) This is relevant to the study of Guthrie (2014), who mentions that the implementation of virtual services or digital platforms could support entrepreneurial activities and the conceptualization of new approaches to teach entrepreneurship in a digital environment. (Nazarov et al., 2017)) stated that the most important resources for technology companies of all generations are people and intellectual property in the form of knowledge and experience of these people. Government support usually plays an important role in the development of technology, especially for second-generation entrepreneurs.

From this research, it could be concluded that the entrepreneurial mindset has a significant influence and has a positive relationship with the students' entrepreneurial intention to become entrepreneurs. Many studies have proven that the entrepreneur mindset can be fostered and enhanced through entrepreneur education and the enhancement of technologies, thus further motivating entrepreneurial intention. This study also highlights the importance of creating and emphasizing an entrepreneurial mindset to university students, where the student will be more inclined to generate entrepreneurial intention.

The previous researcher revealed that the serious effort in offering entrepreneurship education could be a good way to foster students' entrepreneurial motivation, mindset, and attitudes, this research would like to recommend that UiTM or the University conduct motivational entrepreneurial training programs that allow students to imply their entrepreneurship skills in real business activities within campuses to develop interest toward entrepreneurship field (Ghina et al., 2014; Yusoff et al., 2014). The Ministry of Education can make a strategic collaboration with the Ministry of Entrepreneur Development and Cooperative (MEDAC) to establish and enhance the entrepreneurial curriculum among the students by assisting them with business advisory, training, and consultancy services. This aligned with the study from (Maresch et al., 2016) where the researcher discusses the need to develop an entrepreneurial mindset through an effective education program.

Furthermore, the institutions in higher learning organizations can also collaborate with Malaysia Digital Economy Corporation (MDEC) in an effort to encourage more students to move rapidly into the business world and also upskill their entrepreneurship education and knowledge in terms of digitalization technology. UiTM can start by introducing interesting entrepreneurship initiatives through collaboration with MDEC, as the aim of this authority is to enable the business to go digital, which includes

supporting business automation, digitalization, use of data, and digital marketing to expand market access. Various programs and initiatives can be offered to the students through collaboration with MDEC, such as the eRezeki program, where the students can earn extra income from any location just by using an internet connection. Other than that, Technology Talent Development should also be provided to the students where this program can develop students to thrive in the Digital Economy through various upskilling and reskilling opportunities. eUsahawan is another good initiative that picks up the skills and connections to help students grow their businesses in the rapidly expanding and borderless digital economy. Mustapha et al. (2014) state that all Malaysian institutions should implement entrepreneurship programs to encourage students to engage in real-world business activities. The curriculum should be changed regularly so they may acquire new skills in business development. Finally, through properly planned, structured, and organised entrepreneurial training programs that focus on entrepreneurship education and digitalisation entrepreneurship, it will be beneficial for the students to enhance and develop an effective entrepreneurial mindset within themselves. This program helps polish students' skills to leverage technology and encourage students to participate in the business world through an effective entrepreneurship mindset and education provided. Lastly, the researchers hope that this finding may help curriculum developers and policymakers generate opportunities for students to participate in business so that their entrepreneurial mindset can be enhanced, especially while on campus.

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