

# Entrepreneurship Education and its Influence on Entrepreneurial Intentions: A Qualitative Study among Malaysian Undergraduates

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## ABSTRACT

Entrepreneurship education has gained increasing attention as a critical factor in fostering entrepreneurial intentions among university students. However, the extent to which such education influences students' mindsets and motivations remains underexplored, particularly from a qualitative perspective. This study aims to explore how undergraduate students perceive the role of entrepreneurship education in shaping their intentions to become entrepreneurs. Using a qualitative approach, data were collected through semi-structured interviews with 10 undergraduate students from a Malaysian public university. Drawing on in-depth interviews with business students, the research identifies personal motivation, self-efficacy, family support, and the perceived value of entrepreneurship education as key influences. Thematic analysis grounded in the Theory of Planned Behaviour revealed three major categories: psychological factors, social influences, and educational support. Findings suggest that experiential learning and institutional encouragement significantly boost students' confidence and interest in entrepreneurship. This qualitative investigation contributes to a better understanding of how educational environments can foster entrepreneurial mindsets in higher education. The study also offers practical implications for universities and policymakers to enhance the effectiveness of entrepreneurship education programs in cultivating entrepreneurial aspirations among undergraduates. The study contributes to a better understanding of how educational environments can foster entrepreneurial mindsets in higher education

**Keywords:** Entrepreneurship education, Entrepreneurial intention, Self-efficacy, Family support, Undergraduate students, Qualitative study

## INTRODUCTION

Entrepreneurship is widely recognized as a key driver of economic growth, innovation, and job creation (Barba-Sánchez et al., 2022). Over the past two decades, the focus of research has shifted from general entrepreneurship to entrepreneurial intention (EI)—the motivation and decision to engage in entrepreneurial activities—as a more measurable predictor of entrepreneurial behaviours (Krueger et al., 2000; Autio et al., 2001; Arasti et al., 2012; Yu et al., 2021). In Malaysia, the issue of youth unemployment remains a pressing concern. As of 2023, the youth unemployment rate rose to 10.66%, indicating the difficulty many graduates face in securing jobs that align with their qualifications. This challenge underscores the need to equip university students with alternative career pathways, such as entrepreneurship. As a result, entrepreneurship education has become an essential focus within higher education institutions, aiming to cultivate entrepreneurial mindsets, skills, and self-efficacy among students.

University years are a critical phase in shaping students' career aspirations. Entrepreneurship education during this stage can influence their confidence, knowledge, and motivation to consider entrepreneurship as a viable career option. It is designed not only to deliver theoretical knowledge but also to provide students with experiential learning opportunities, mentorship, and the development of practical business skills. However, despite the increasing emphasis on entrepreneurship education in Malaysian universities, questions remain

about its actual impact on students' entrepreneurial intentions. While existing research has identified various influencing factors such as self-efficacy, personal motivation, and family support (Nasip et al., 2017; Shah & Soomro, 2017; Biswas & Verma, 2021), the mechanisms by which entrepreneurship education mediates these factors are still not fully understood.

This study addresses this gap by adopting a qualitative approach to explore how undergraduate students perceive the influence of entrepreneurship education on their intention to become entrepreneurs. It further examines how psychological, social, and institutional factors interact with educational experiences to shape these intentions. Despite the increasing integration of entrepreneurship education within university curricula, its effectiveness in shaping students' entrepreneurial intentions remains uncertain. Numerous studies have identified critical factors influencing entrepreneurial intention, including self-efficacy, motivation, personality traits, and family support (Nasip et al., 2017; Ahamed & Rokhman, 2015; Biswas & Verma, 2021). However, the specific role of entrepreneurship education as a mediating factor in this relationship is still underexplored, particularly from a qualitative perspective.

Fresh graduates nowadays are three times more likely to be unemployed according to the Studies by International Labour Office (2020). Entrepreneurship also became more important, especially for fresh graduates. This is mainly because the opportunities for fresh graduates to get a job are low and limited jobs are offered for them due to the financial crisis and health pandemics. The young generation of entrepreneurs is faced with very different challenges from even just five years ago, as the global business scenario has changed dramatically. The financial landscape has become far more competitive (The Edge Malaysia, 25 September 2020). Thus, in this study, we would like to investigate whether early exposure during teenage life would influence the intention of undergraduates becoming an entrepreneur.

In Malaysia, the government has actively promoted entrepreneurship through various initiatives, such as the Graduate Development Programme, Halal Development Programme, and Entrepreneurship Training Schemes, to foster an entrepreneurial culture among young graduates (Rikinorhakis Ridzwan et al., 2017; Hardy Loh Rahim et al., 2015). Nonetheless, entrepreneurial activity among youth remains relatively low, and many graduates still face challenges in adopting entrepreneurship as a career path. Further, with growing pressures from economic uncertainties, rising graduate unemployment, and the digital transformation of the economy, it is essential to assess whether entrepreneurship education is effectively preparing students to meet real-world entrepreneurial demands.

This study seeks to fill this gap by exploring how undergraduate students perceive the influence of entrepreneurship education on their intention to become entrepreneurs, as well as identifying other factors that shape this intention. This study is guided by two main research questions. The first seeks to identify the various factors that influence undergraduate students' intentions to become entrepreneurs. The second question explores how entrepreneurship education programs contribute to shaping these entrepreneurial intentions. The significance of this study lies in its potential to uncover the specific factors that influence entrepreneurial intentions among undergraduate students. While previous research has explored various determinants of entrepreneurial intentions, the mediating effect of entrepreneurship education remains under-explored.

By addressing this gap, the study aims to contribute to a more comprehensive understanding of how educational experiences shape entrepreneurial aspirations. This knowledge is valuable for universities seeking to enhance their entrepreneurship programs and for policymakers aiming to support entrepreneurial development. The significance of this study lies in its potential to contribute to the broader understanding of entrepreneurial intentions among undergraduate students in Malaysia. While there is substantial literature on the determinants of entrepreneurial intentions, the role of entrepreneurship education as a mediating factor has received relatively less attention.

By focusing on this aspect, the study seeks to fill a crucial gap in the existing research. There have been several studies conducted by scholars to examine the factors that impact EI of higher education students. Cognitive and personality factors, such as self-efficacy, individual attitudes, desire for achievement and behavioural control, have significant influence on students' intentions towards entrepreneurship (Nasip et al. 2017; Shah and Soomro 2017; Biswas and Verma 2021). Social and environmental researchers have identified elements

such as prior experience, family background, regional culture and government support as critical factors that affect EI of students (Ahamed and Rokhman 2015; Ali et al. 2019; Tiwari et al. 2020).

Malaysia's high youth unemployment rate is a pressing issue that affects economic stability and the well-being of young people. By understanding the factors that influence entrepreneurial intentions, this study can provide insights into how entrepreneurship education can be leveraged to encourage more students to consider entrepreneurship as a viable career path. This, in turn, can help reduce youth unemployment and its associated social and economic challenges.

Malaysia's economy is undergoing a transformation as the country seeks to diversify beyond traditional sectors. Entrepreneurship plays a critical role in this process by fostering innovation and the development of new industries. This study can help identify how entrepreneurship education can better prepare students to contribute to this economic diversification, ensuring they have the skills and mindset needed to drive innovation and growth in emerging sectors. The Malaysian government's initiatives to promote entrepreneurship need to be continually assessed to ensure their effectiveness. By examining how these initiatives influence students' entrepreneurial intentions, this study can provide valuable feedback on the strengths and weaknesses of current policies and programs. This can inform future policy decisions and help optimize the support ecosystem for aspiring entrepreneurs.

As the digital economy grows, there is a need for entrepreneurs who can harness digital technologies to create new business opportunities. This study can explore how digital entrepreneurship education impacts students' intentions and readiness to enter the digital marketplace. Understanding this can help universities tailor their programs to better prepare students for the demands of the digital economy. Cultural attitudes towards entrepreneurship can significantly influence students' career choices. By investigating how family support and cultural factors impact entrepreneurial intentions, this study can help universities and policymakers develop strategies to encourage a more entrepreneurial culture. This might include community engagement initiatives, awareness campaigns, and support systems that align with cultural values while promoting entrepreneurship.

## **METHODOLOGY**

This study employed a qualitative research design to explore the factors influencing undergraduate students' entrepreneurial intentions and the role of entrepreneurship education in shaping those intentions. Qualitative approach has drawn researchers' attention to apply it in entrepreneurial intention. Kapasi and Galloway (2014) confirm the validity of Theory of Planned Behavior in the context of the actual experiences of entrepreneurs as they perceive, in their own words, the influences and circumstances of their entrepreneurship (or lack of it). The results also suggest that the environment and economic structures within which individuals operate has, potentially, a great effect. In addition, Lucky and Minai (2014) confirm that positive attitude, good attitude, attitude to risk and seek business opportunities and positive actions are significant for the student's entrepreneurial intention upon graduation from their entrepreneurship studies.

A qualitative approach was chosen to gain in-depth insights into students' personal experiences, perceptions, and motivations that are often not fully captured through quantitative methods. This approach also aligns with previous research advocating for qualitative methods in entrepreneurship studies to understand subjective attitudes, behaviors, and intentions (Kapasi & Galloway, 2014; Cavana, 2001; Salkind, 2009). This study adopts a qualitative approach to explore the factors influencing entrepreneurial intentions among undergraduate students. Qualitative methods are chosen for their ability to provide rich, in-depth insights into participants' experiences and perspectives. Participants are selected based on their enrolment in entrepreneurship subject at the university. A purposive sampling method is used to recruit a diverse group of 10 undergraduate students who have completed at least one entrepreneurship subject.

Purposive sampling was used to select participants who had relevant experience and exposure to entrepreneurship education. The sample consisted of 5 undergraduate students enrolled in a Malaysian public university who had completed at least one entrepreneurship course. This method ensured that participants could meaningfully reflect on how their educational experiences influenced their entrepreneurial intentions (Troise et al., 2023). Semi-structured interviews are conducted to collect data. The interview guide includes

questions designed to explore participants' attitudes toward entrepreneurship, the influence of subjective norms, perceived behavioral control, and the impact of entrepreneurship education, self-efficacy, motivation, and family support. Semi-structured interviews allow flexibility in exploring participants' perceptions and experiences while still focusing on the research topic (Troise et al., 2023). The interviews can be conducted in person or remotely, depending on the feasibility and preferences of the participants. The interviews should be audio-recorded and transcribed for analysis.

Additionally, document analysis can be employed as a supplementary data collection method. This involves analyzing relevant documents such as crowdfunding regulations, industry reports, and economic data to provide contextual information and support interpreting the interview data (Troise et al., 2023). According to Salkind (2009), a face-to-face interview can provide researchers with a firsthand knowledge of the students' feelings, perceptions and opinions about their attitude in relation to their entrepreneurial intention upon their graduation from their entrepreneurial studies. Hence, this study also uses structured questions to interview students. The essence of questionnaire guide was to have a clear and apparent focus and call for an explicit answer. The interviews were conducted around 15 to 20 minutes face-to-face. These interviews were then transcribed, coded and drive the key themes on factors that are associated with entrepreneurial intention of undergraduate students. Interviews were transcribed and subject to thematic analysis in line with themes presented in literature and those that emerged from data collection.

Data were collected through semi-structured interviews, allowing participants to express their views freely while ensuring alignment with the research objectives. The interview questions were designed to explore key themes such as attitudes toward entrepreneurship, perceived behavioral control, subjective norms, family support, entrepreneurial motivation, and self-efficacy. Each interview lasted between 35 to 50 minutes and was conducted face-to-face. All interviews were audio-recorded with consent and transcribed verbatim for analysis. Thematic analysis was used to analyze the interview transcripts, following Braun and Clarke's (2006) six-step framework: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report. The analysis emphasized identifying patterns of meaning related to entrepreneurial intention and the perceived impact of entrepreneurship education.

An interpretive phenomenological approach was also applied to understand the lived experiences of the participants, focusing on their subjective interpretations. Ethical approval was obtained, and participants were informed about the purpose of the study, confidentiality, and their right to withdraw at any time. All participants provided informed consent. Identifiers were anonymized to protect the privacy of the respondents.

Moreover, to guide the data collection process, a semi-structured interview protocol was developed based on the core constructs of the Theory of Planned Behavior (Ajzen, 1991) and supported by literature on entrepreneurship education and intention. The interview questions were categorized into key themes such as attitude, subjective norms, perceived behavioral control, motivation, self-efficacy, family support, and the perceived impact of entrepreneurship education. Additional categories included demographic background and general reflections to capture broader perspectives. Table 1 presents a summary of the sample interview questions aligned with each thematic category and supported by relevant references from existing literature

**Table 1 Sample Interview Questions Categorized by Theme with Supporting References**

Category	Sample Interview Questions	Reference
<b>Demographic Information</b>	1. Can you tell me a little about your background? (e.g., age, program, year of study) 2. Have you taken any entrepreneurship courses or training at your university?	Creswell (2013); Troise et al. (2023)
<b>Attitude Toward Entrepreneurship</b>	1. How do you feel about the idea of becoming an entrepreneur? 2. What aspects of being an entrepreneur do you find appealing or unappealing?	Ajzen (1991); Troise et al. (2023)
<b>Subjective Norms</b>	1. How do your family, friends, and peers view entrepreneurship? 2. Have their opinions influenced	Krueger et al. (2000); Ajzen



	your thoughts about becoming an entrepreneur?	(1991)
<b>Perceived Behavioral Control</b>	1. How confident are you in your ability to start and manage a business? 2. What challenges do you foresee, and how do you plan to overcome them?	Bandura (1997); Salkind (2009)
<b>Entrepreneurship Education</b>	1. How would you evaluate the entrepreneurship education you have received? 2. Can you give examples of how your courses or programs influenced your entrepreneurial intention?	Nabi et al. (2017); Ahmad & Seet (2009)
<b>Self-Efficacy</b>	1. Can you describe experiences that helped build your confidence to become an entrepreneur? 2. How has entrepreneurship education improved your belief in your abilities?	Bandura (1997); Nasip et al. (2017)
<b>Entrepreneurial Motivation</b>	1. What motivates you to consider becoming an entrepreneur? 2. How do you view the risks and rewards of pursuing entrepreneurship?	Biswas & Verma (2021); Shah & Soomro (2017)
<b>Family Support</b>	1. How has your family influenced your decision to pursue entrepreneurship? 2. In what ways has your family supported your entrepreneurial goals?	Ali et al. (2019); Ahamed & Rokhman (2015)
<b>General Reflections and Future Aspirations</b>	1. What do you think are the most important factors that shaped your entrepreneurial intention? 2. What suggestions do you have to improve entrepreneurship education in universities?	Creswell (2013); Taylor & Renner (2003)

Thematic analysis is a method for analyzing qualitative data that involves reading through a set of data and looking for patterns in the meaning of the data to find themes. It is an active process of reflexivity in which the researcher's subjective experience is at the center of making sense of the data. Thematic analysis is one of the most common forms of analysis within qualitative research. It emphasizes identifying, analysing and interpreting patterns of meaning (or "themes") within qualitative data. Thematic analysis is sometimes claimed to be compatible with phenomenology in that it can focus on participants' subjective experiences and sense-making there is a long tradition of using thematic analysis in phenomenological research.

An Interpretive phenomenological approach emphasizes the participants' perceptions, feelings and experiences as the paramount object of study. Rooted in humanistic psychology, phenomenology notes giving voice to the "other" as a key component in qualitative research in general. This approach allows the respondents to discuss the topic in their own words, free of constraints from fixed-response questions found in quantitative studies. Interpretive phenomenological analysis (IPA) is a technique that is used to interpret the lived experiences of the participants. It involves analyzing the data in order to understand the meaning that the participants attach to their lived experiences.

The researcher used categorization, codes and themes to analyse respondents' answers for the questions. Coding is the process of organizing data depending on their characteristics (Strauss,1987). Braun and Clarke (2006) recognized 6 steps for thematic analysis- familiarizing with data, generating initial codes, searching of themes, reviewing themes, refining and naming themes, writing of report. Data cleaning was applied for the transcripts, as not the whole data gathered from qualitative data are of added value, that is why the researcher need to reduce data to concentrate on what is of importance for the study. Hence, the researcher needs to examine the data collected from interview (raw data) to find out what is significant and transform it to a format that can answer the research question (Miles and Huberman, 2013; Krathwohl 1998). Themes can be obtained from the study research questions or from the collected data (Taylor- Powell and Renner, 2003). Categories in this study are the same as in the quantitative data analysis. Findings are categorized under the following titles: Attitude, Subjective Norms, Perceived Behavioural Control, Education Entrepreneur Support, Self Efficacy, Family support, Motivation Entrepreneurial, Interviews between 35 and 50 minutes.

## DATA ANALYSIS AND FINDINGS

Interviews are transcribed verbal, and thematic analysis is used to identify key themes and patterns in the data. The analysis process involves coding the data, categorizing the codes into themes, and interpreting the themes in relation to the research questions. Data from the interviews will be analyzed using thematic analysis, which involves identifying, analyzing, and reporting patterns (themes) within the data. For this study on entrepreneurial intentions among undergraduate students, based on the Theory of Planned Behavior (TPB) and additional factors like education support, self-efficacy, family support, and motivation, the following themes and potential findings can be suggested.

The findings derived from the data collected through interviews revealed several key themes related to students' entrepreneurial intentions. These themes are illustrated and supported with direct quotes extracted from the participants' interview transcripts, highlighting their experiences, perceptions, and reflections. The thematic analysis of interviews with ten undergraduate participants revealed three main categories that influence entrepreneurial intentions: Personal and Psychological Factors, Social and Environmental Influences, and Educational and Institutional Support. Each category consists of several themes derived from recurring patterns in the participants' responses.

### Category 1: Personal and Psychological Factors

#### Attitude Toward Entrepreneurship

Participants expressed overwhelmingly positive attitudes toward entrepreneurship. Many viewed it as an opportunity for independence, creativity, and personal fulfillment. For example, P3 stated, "I feel excited about the idea of becoming an entrepreneur. I think it's a great way to be my own boss and bring my ideas to life." Similarly, P7 noted, "The thought of starting something new and creating my own path motivates me. I see entrepreneurship as a way to grow both personally and professionally."

#### Self-Efficacy

Participants demonstrated strong confidence in their ability to pursue entrepreneurial activities. Several students attributed this confidence to their exposure to entrepreneurship education and prior business-related experiences. As P2 remarked, "I've learned a lot and feel prepared to face the challenges ahead." P9 added, "Thanks to what I've learned, I believe I can manage a business and make it successful."

#### Entrepreneurial Motivation

Students showed intrinsic motivation driven by a desire to create something meaningful and achieve autonomy. P5 shared, "I want to build something of my own and contribute positively to society." Others also acknowledged the challenges but remained optimistic. P10 reflected, "Yes, it's risky. But the idea of making a difference and building a business that reflects my values is very appealing."

### Category 2: Social and Environmental Influences

#### Subjective Norms

The influence of family, friends, and peers played a notable role in shaping students' views on entrepreneurship. Most participants indicated that their close networks were supportive, although some encountered mixed opinions. For instance, P4 explained, "My family is very encouraging. My father even offered to invest if I'm serious about starting a business." Conversely, P6 noted, "Not everyone thinks it's a good idea, but I'm lucky to have friends who push me to try."

#### Family Support

Family support emerged as a significant enabling factor. Several participants shared how their families had provided emotional, material, and financial backing. P1 highlighted, "My family bought me baking tools when

I wanted to start selling cakes. They really supported me all the way.” Likewise, P8 said, “My dad has always inspired me to explore entrepreneurship. He shares advice and connects me with others in business.”

### Category 3: Educational and Institutional Support

#### Entrepreneurship Education

Participants valued their university’s entrepreneurship courses and described them as practical, engaging, and realistic. P3 stated, “We had to create a company and actually sell products. It was like running a real business.” Meanwhile, P6 added, “The lectures and business simulations gave us real-world skills—like planning, marketing, and leadership.”

#### Perceived Behavioral Control

Most students expressed a sense of preparedness and confidence due to the combination of classroom learning and personal exposure. P7 remarked, “The knowledge I’ve gained about finance, strategy, and operations really made me feel ready to run my own business.” P10 reinforced this by saying, “All those hands-on activities gave me the confidence to take the next step.”

The findings indicate that entrepreneurship education significantly influences students' entrepreneurial intentions by providing practical experiences and enhancing self-efficacy. The support from family and intrinsic motivation also plays crucial roles in shaping these intentions. These results align with existing literature on the importance of experiential learning and psychological factors in fostering entrepreneurial aspirations.

## DISCUSSION

This study explored the factors that influence undergraduate students’ intentions to become entrepreneurs, with a particular focus on the role of entrepreneurship education. The results support existing research while also offering nuanced insights drawn from students lived experiences. The purpose of this study was to explore how entrepreneurship education influences undergraduate students' intentions to become entrepreneurs and to identify additional personal and contextual factors that contribute to this intention. The findings align with the Theory of Planned Behavior (Ajzen, 1991), particularly in the areas of attitude toward entrepreneurship, subjective norms, and perceived behavioral control, while also incorporating broader themes such as self-efficacy, motivation, family support, and educational experiences.

The findings of this study align with a growing body of international literature that emphasizes the significance of entrepreneurship education in shaping students’ entrepreneurial intentions. Barba-Sánchez et al. (2022) reported that entrepreneurship education positively influences students’ intentions across European contexts by enhancing self-efficacy and perceived behavioural control—two core constructs reflected in this study as well. Similarly, Yu et al. (2021) highlighted the importance of entrepreneurial training in developing students’ resilience and intention to engage in business, particularly in the rapidly evolving Chinese digital economy. In India, Biswas and Verma (2021) found that motivational factors and self-efficacy, strengthened through entrepreneurship education, are strong predictors of entrepreneurial intent among university students.

Moreover, a study by Troise et al. (2023) involving students in Italy and the UK demonstrated that personal traits such as innovativeness and proactiveness, when reinforced by structured entrepreneurship education, significantly increased entrepreneurial intention. This echoes our finding that psychological readiness is a critical enabler. In Sub-Saharan Africa, research by Buli and Yesuf (2020) revealed that institutional support and practical learning modules were key components in increasing entrepreneurial interest among Ethiopian students, particularly when educational programs included mentorship and access to entrepreneurial ecosystems.

Collectively, these international studies reinforce the themes found in our research particularly the importance of experiential learning, family and peer support, and tailored educational content. However, contextual differences such as economic conditions, access to funding, and cultural acceptance of risk also play a

mediating role (Nabi et al., 2017). As such, while global trends support the effectiveness of entrepreneurship education, programs must be localized to align with students' socio-cultural and institutional environments. These comparisons highlight the need for Malaysian universities to continuously benchmark their entrepreneurship programs against international best practices to remain relevant and impactful. Similarly, Sahban et al. (2020) and Bazkiaei et al. (2020) found that contextual and cultural elements in Southeast Asia and the Middle East shape how students respond to entrepreneurial training. These global comparisons reinforce the significance of entrepreneurship education but also stress the importance of local adaptation to enhance its effectiveness.

### **Personal and Psychological Factors**

Participants in this study expressed strong positive attitudes toward entrepreneurship, seeing it as a path to independence, creativity, and personal growth. This reinforces findings from previous research, which show that positive entrepreneurial attitudes are a critical predictor of entrepreneurial intention (Krueger et al., 2000; Biswas & Verma, 2021). Additionally, high levels of self-efficacy among students, enhanced through exposure to real-world business scenarios during their studies, supported the notion that belief in one's capability plays a central role in entrepreneurial decision-making (Bandura, 1997; Nasip et al., 2017).

### **Social and Environmental Influences**

The study also revealed that family and peer support significantly influenced participants' perceptions and motivation to pursue entrepreneurship. Supportive families not only encouraged entrepreneurial ambition but also provided financial and emotional backing, echoing previous studies that emphasize the role of familial influence on entrepreneurial behavior (Ali et al., 2019; Ahamed & Rokhman, 2015). On the other hand, mixed perceptions from peers highlighted the role of subjective norms in either encouraging or discouraging entrepreneurial pursuit.

### **Educational and Institutional Support**

A central finding of this study is the positive impact of entrepreneurship education. Students reported that practical, hands-on experiences—such as running simulated businesses, participating in entrepreneurship bootcamps, and engaging with industry experts—were instrumental in shaping their entrepreneurial mindset. This supports research by Nabi et al. (2017) and Ahmad & Seet (2009), who argue that experiential learning significantly enhances students' perceived behavioral control and entrepreneurial confidence. Entrepreneurship education in this context was not only a source of knowledge but also a catalyst for action, empowering students with the tools, resources, and mindset needed to take their ideas forward. However, students also noted that real-world challenges—such as fear of failure and financial risks—remained obstacles, suggesting that education alone may not be sufficient without supportive ecosystems beyond the classroom.

The study's findings corroborate previous research that highlights the importance of self-efficacy and family support in entrepreneurial development. However, this study adds new insights into the specific ways entrepreneurship education mediates these influences, emphasizing the value of practical, hands-on experiences in educational settings. In summary, the discussion reveals that entrepreneurship education, combined with individual psychological readiness and strong family support, plays a key role in developing entrepreneurial intention among students. These findings have implications for how universities design entrepreneurship curricula and how government and institutional policies can better support aspiring young entrepreneurs.

### **Limitation**

This study involved a small sample of 10 undergraduate students from a single Malaysian public university. While this sample size is acceptable for qualitative research and allows for in-depth exploration of participants' lived experiences, it inherently limits the generalizability of the findings. The use of purposive sampling, where participants were selected based on their enrollment in entrepreneurship courses, may also introduce selection bias, as these individuals may already have stronger interest or exposure to entrepreneurship than the



general student population. Furthermore, the limited institutional scope, focusing on one university, restricts the study's ability to capture a wider range of perspectives across different academic disciplines, institutional settings, or cultural contexts within Malaysia. As such, the findings should be interpreted with caution and seen as indicative rather than representative of the broader undergraduate population.

## **CONCLUSION AND RECOMENDATION**

This study has identified key factors influencing undergraduate students' intentions to become entrepreneurs and highlighted the mediating role of entrepreneurship education. Practical experiences, high self-efficacy, strong entrepreneurial motivation, and robust family support are essential elements that shape entrepreneurial intentions. Beside that to improve entrepreneurship education, universities should adopt a multifaceted approach that incorporates practical learning experiences, mentorship programs, supportive environments that encourage family involvement, and specialized courses tailored to build specific entrepreneurial skills.

First and foremost, universities need to increase opportunities for practical, hands-on learning experiences. Traditional classroom education, while important, often fails to capture the complexities and challenges of the entrepreneurial world. Experiential learning can bridge this gap by immersing students in real-world business environments. For instance, internships and cooperative education (co-ops) allow students to gain firsthand experience working with startups and established companies, thereby understanding the day-to-day operations and strategic decision-making processes.

Additionally, universities can create simulated business environments and startup incubators on campus. These initiatives provide students with a safe space to experiment, innovate, and learn from their failures without the financial risks associated with real-world entrepreneurship. Competitions such as business plan contests, hackathons, and pitch events further stimulate creativity and innovation, pushing students to develop and present viable business ideas in competitive settings.

Secondly, providing mentorship programs with experienced entrepreneurs is crucial for effective entrepreneurship education. Mentorship can offer invaluable insights and guidance that textbooks cannot provide. Universities should establish robust mentorship networks where students are paired with seasoned entrepreneurs who can offer advice, share experiences, and provide industry insights. Engaging successful alumni in these mentorship roles can enhance the program, leveraging their success stories and experiences to inspire current students. Additionally, regular guest lectures and workshops conducted by successful entrepreneurs can bridge the gap between theoretical knowledge and practical application, offering diverse perspectives and real-world advice.

Furthermore, fostering a supportive environment that encourages family involvement in entrepreneurial activities can significantly enhance the educational experience. Families often play a pivotal role in an entrepreneur's journey, offering emotional and financial support. Universities can organize family-oriented events, such as entrepreneurship boot camps and business showcases, to involve students' families in their entrepreneurial pursuits. Offering specialized courses designed for students from family business backgrounds can address the unique challenges and dynamics of family-owned enterprises. Workshops focused on effective communication and support strategies can help families better understand and support their entrepreneurial members, fostering a collaborative and nurturing environment.

Finally, offering specialized courses to build specific entrepreneurial skills is essential in preparing students for the diverse challenges of entrepreneurship. In the digital age, understanding digital marketing is crucial for any entrepreneur. Courses on social media marketing, search engine optimization (SEO), content marketing, and online advertising can equip students with the skills needed to effectively promote their businesses. Sound financial management is another critical area. Specialized courses on budgeting, financial planning, investment strategies, and understanding financial statements can help students develop strong financial acumen.

Additionally, courses focusing on the latest technological trends, innovation management, and product development can keep students ahead in a rapidly evolving business landscape. Understanding the legal and ethical aspects of running a business is also vital. Courses on business law, intellectual property, and ethics can

prepare students to navigate legal challenges and make ethically sound decisions.

In conclusion, improving entrepreneurship education requires a comprehensive approach that blends practical experiences, mentorship, family involvement, and specialized coursework. By adopting these strategies, universities can better prepare students to thrive as entrepreneurs, equipped with the necessary skills, knowledge, and support to succeed in the competitive business world. While this study provides valuable insights into the influence of entrepreneurship education on undergraduate students' entrepreneurial intentions, it is not without limitations.

Future research could build upon these findings by exploring the long-term impact of entrepreneurship education on actual career outcomes. Specifically, longitudinal studies could track graduates over time to determine whether their intentions during university translated into entrepreneurial ventures, employment in entrepreneurial roles, or other forms of innovative engagement in the workforce.

In addition, subsequent studies may benefit from expanding the sample size and incorporating participants from multiple institutions or diverse academic backgrounds to enhance generalizability. It would also be valuable to investigate additional contextual and psychological factors—such as access to funding, mentorship opportunities, cultural attitudes toward failure, and digital entrepreneurship exposure—that may influence or mediate entrepreneurial intentions. Moreover, integrating comparative research between countries or regions could offer cross-cultural perspectives on how different educational ecosystems and societal norms impact entrepreneurial development. Finally, mixed-methods approaches could complement the rich qualitative insights of this study with quantitative measures to strengthen the overall understanding of the complex dynamics that shape entrepreneurial pathways.

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