Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

SUBJECTIVE NORMS AND ENTREPRENEURIAL INTENTION: ENTREPRENEURIAL EDUCATION AS A MEDIATOR

Farahiyah Akmal Mat Nawi[1]
Julaina Baistaman[2]
Wan Masnieza Wan Mustapha[3]
Hatinah Abu Bakar[4]

[1]Faculty of Business and Management Universiti Teknologi MARA (UiTM) Selangor Branch, Malaysia, (E-mail: farahiyahakmal@uitm.edu.my)
[2]Faculty of Business and Management Universiti Teknologi MARA (UiTM) Kelantan Branch, Malaysia, (Email: julaina@uitm.edu.my)
[3]Faculty of Business and Management Universiti Teknologi MARA (UiTM) Kelantan Branch, Malaysia, (Email: masnieza@uitm.edu.my)
[4]Faculty of Business and Management Universiti Teknologi MARA (UiTM) Kelantan Branch, Malaysia, (E-mail: hatin463@uitm.edu.my)

Article history
Received date : 13-3-2025
Revised date : 14-3-2025
Accepted date : 27-4-2025
Published date : 15-5-2025

To cite this document:
Mat Nawi, F. A., Baistaman, J., Wan Mustapha, W. M., & Abu Bakar, H. (2025). Subjective norms and entrepreneurial intention: Entrepreneurial education as a mediator. *International Journal of Accounting, Finance and Business (IJAFB),* 10 (60), 323 – 332.

Abstract: *Entrepreneurial intention has been widely recognized as a critical predictor of actual entrepreneurial behavior. However, the mechanisms through which subjective norms influence entrepreneurial intention remain less understood, particularly the role of entrepreneurial education. This study aims to examine the mediating effect of entrepreneurial education on the relationship between subjective norms and entrepreneurial intention among Universiti Teknologi MARA (UiTM) students. Using a quantitative approach, data were collected through a structured questionnaire distributed to undergraduate students enrolled in entrepreneurship programs. Structural equation modelling (SEM) was employed to test the hypothesized relationships. The findings reveal that subjective norms have a significant direct effect on entrepreneurial intention, while entrepreneurial education significantly mediates this relationship. The results highlight the importance of designing entrepreneurship education programs that leverage social support to strengthen entrepreneurial intentions. Universities and policymakers are encouraged to integrate social influence elements into entrepreneurial education to better nurture the next generation of entrepreneurs.*

Keywords: *Entrepreneurial Intention, Subjective Norms, Entrepreneurial Education, Mediation Analysis, Theory Planned Behaviour*

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

Introduction

Entrepreneurial intention has been widely recognized as the strongest predictor of entrepreneurial behavior, which is critical for driving economic development, innovation, and employment creation (Liñán & Chen, 2009; Krueger et al., 2000). According to the Theory of Planned Behavior (TPB) proposed by Ajzen (1991), entrepreneurial intention is influenced by three key factors: attitude toward entrepreneurship, perceived behavioral control, and subjective norms. Among these, subjective norms — the perceived social pressure from important referent groups such as family, friends, and mentors — have been shown to significantly affect an individual's motivation to pursue entrepreneurship (Ajzen, 1991; Liñán, 2008). However, subjective norms alone may not sufficiently explain the formation of entrepreneurial intention without the presence of proper educational support that enhances entrepreneurial knowledge and skills (Nowiński et al., 2017).

Entrepreneurial education has gained considerable attention as a mechanism for translating social encouragement into tangible entrepreneurial action. It equips individuals with critical competencies, reduces fear of failure, and fosters entrepreneurial self-efficacy (Fayolle & Gailly, 2015; Shahab et al., 2019). Several scholars argue that entrepreneurial education can act as a mediator by strengthening the relationship between subjective norms and entrepreneurial intention, providing individuals with the tools needed to act upon social expectations (Nguyen & Doanh, 2023; Entrialgo & Iglesias, 2016). Despite growing evidence, the mediating role of entrepreneurial education, particularly in non-Western contexts, remains underexplored and requires further empirical investigation.

Research Framework

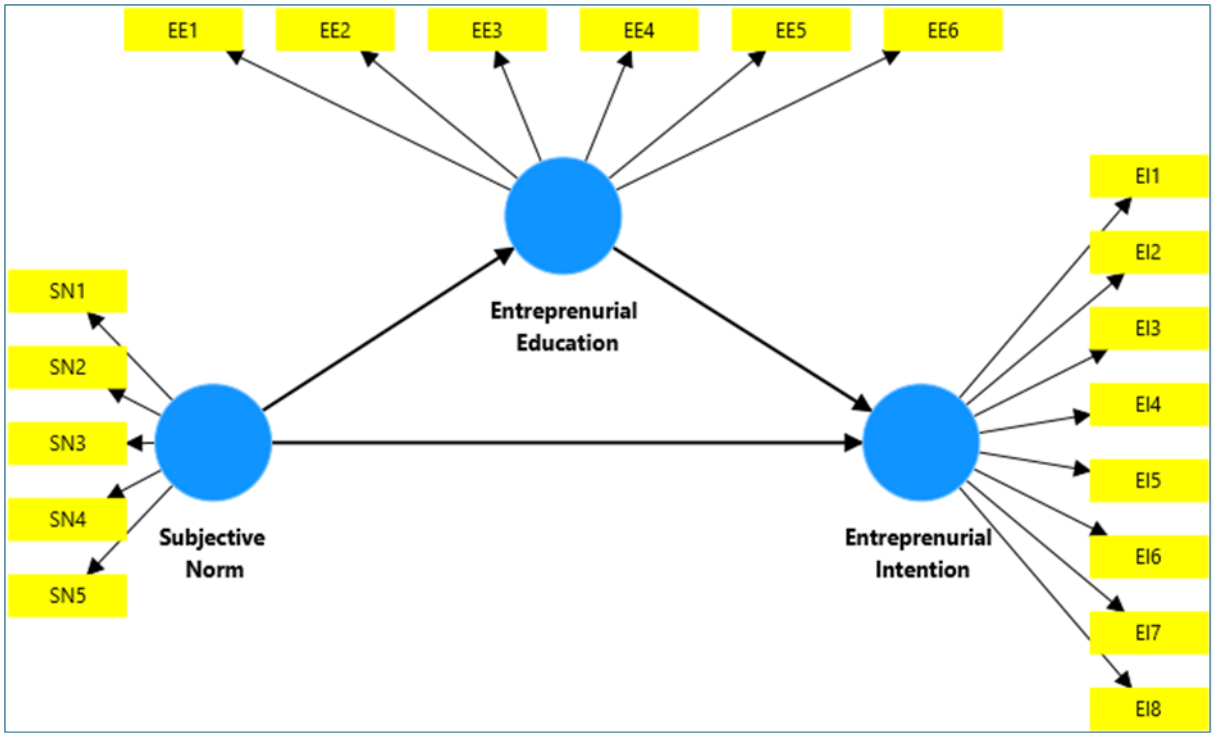

Figure 1: Research Framework

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

Literature Review

This study was derived from the Theory of Planned Behavior (TPB) (Ajzen, (1991). Therefore, the independent constructs were developed from the Planned Behavior Theory consists of subjective norms to assess its contribution on entrepreneurial intention. The Theory of Planned Behaviour (TPB) is an extension of the Theory of Reasoned Action (TRA), which is considered one of the most fundamental conceptual frameworks explaining human behaviour (Chen & Slade (2024). Additionally, TPB is a psychological theory that describes how beliefs affect people's behavior and aids in predicting their intentions to engage in an activity at a specific time and place. Next a mediator- entrepreneurship education was tested to recognize how it mediates the process. The entrepreneurial intention highlights the person conscious state of mind which influence their attention, experience, and action toward starting a new business venture. Eventually, it becomes a vital role in fostering entrepreneurial activities among graduates.

Theory of Planned Behaviour (TPB)

Literally, human behavior and action are directed by certain situation. According to the theory of planned behavior, one's positive attitude toward a certain conduct, belief that important others will support the behavior, and sense of control over those actions will all influence actual behavior. These elements are all subjective statements rather than absolute truths. As a result, perceived control may not always be equal to objective or actual control, and subjective norms may not necessarily represent what other people believe about a given conduct (Jose & Sia (2022). Empirically, behavior is often only weakly predicted by attitudes alone or by exogenous factors that are either situational or the individual. Ajzen (1991) introduces three attitude antecedents of intention are identified by the theory of planned behavior. Perceived social norms and one's own attitude toward the behavior's results are two factors that indicate how desirable it is to carry out the behavior. Perceptions that the behavior is under one's personal control are reflected in the third, perceived behavioral control. Perceptions of situational competence (self-efficacy) of these attitudes are linked to perceived behavioral control, which reflects the perceived feasibility of carrying out the behavior. The TPB states that when a person feels good about a behavior and believes that significant others agree with them, they are more likely to carry it out. This situation explains how people carry their behavior from the expected result.

Subjective Norms

According to Ajzen (1991) the term "subjective norm" describes the social pressures people experience when carrying out specific actions, namely the pressure from significant others or groups to agree or disagree with the behavior. Additionally, an individual's intention to perform the behavior under consideration should be stronger the more favorable the attitude and subjective norm are with regard to a behavior, and the greater the perceived behavioral control (Ajzen (1991)." It is anticipated that different activities and circumstances will have different relative weights assigned to attitude, subjective norm, and perceived behavioral control in predicting intention. Furthermore, Jermsittiparsert etc. (2023) explained people are anticipated to foster a favorable atmosphere of effort if they think that these benefits would lead to an improvement in their performance. For this reason we would anticipate that subjective norms would pique the interest of prospective entrepreneurs in the context of high-risk decisions with serious or significant negative outcomes should the decision to pursue entrepreneurship fail. However, the relationship between subjective norms and entrepreneurial intentions would be mediated by the individuals' personal attitudes (Anderson (2023).

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

Entrepreneurial Intention

Ambad & Rafiki (2025) believed the intention to become an entrepreneur is a general reason why people decide to get engage with a business. It is crucial to remember, nevertheless, that if we did not examine entrepreneurial goals at every stage of people's careers, our knowledge of them would be severely constrained. It is true that researching university students' aspirations to start their own businesses has a big impact on policies pertaining to higher education and the development of entrepreneurship pipelines (Anderson (2023).

Entrepreneurial Education

Without a question, the relevance of entrepreneurship has persuaded academics and policymakers alike after decades of teaching it at educational institutions across the globe (SMEs) need more and more on human resources to thrive as economies become more globalized and organizational environments become more complicated. Employees, including owners and entrepreneurs, have the greatest influence on a company's commercial results, development, and survival because of their expertise, aptitude, drive, devotion, and resourcefulness in the use and administration of material, monetary, and informational resources (Messikh, 2022). Better educated entrepreneurs are more likely to exhibit greater capacity for information acquisition, assimilation, and transformation, which helps them generate entrepreneurial ideas and comprehend the strategic operations of businesses. Next, Lyu (2023) demonstrates the entrepreneurship knowledge is one of the of key components of university entrepreneurial ecosystems and the ways in which different entrepreneurship activities within these ecosystems may influence students' venture development is enhanced by the factors around.

Methodology

A set of questionnaires was distributed to the 371-target sample. Then the SmartPLS 4 was used to generate the models- measurement and structural model. For the measurement model the convergent validity was assessed. Average Variance Extracted 9 (AVE) is a method used to estimate the convergent validity. The AVE must exceed the value of 0.5 to achieve the acceptable level. Next Composite Reliability (CR) must be 0.7 or above is deemed to be acceptable. By implementing the SmartPLS the response gathered were analysed for assessing the reliability of measurement. The recorded Cronbach Alpha for all variables employing multi-items estimated range exceed than 0.9 which suggests that the questionnaires were reliable for further analysis as cited in Kline (2011). Next is the assessment of structural model which it provides the relationship between latent variables in the research model. The following criteria facilitate this assessment: Coefficient of determination (R^2), cross-validated redundancy (Q^2), and path coefficients (Hair et al., 2014). Table 4 shown the path coefficient of items.

From overall sample, there are 260 number of female respondents with a percentage of 76.9% as compared to only 78 male respondents with 23.1%. From overall population based on age the highest frequency of respondents are 21-23 years old with a total 179 (53%) followed by 18-20 years old with 148 (43.8%), lastly 24-26 years old with 11 (3.3%). The highest respondent's education level members were from diploma's group with 237 respondents (70.1%) followed by degree level with 101 respondents represent by 29.9%. Next majority of respondents were from UiTM Cawangan Terengganu (158 students-46.7%), next UiTM Cawangan Pahang (120 students-35.5%) and UiTM Cawangan Kelantan (60 students-17.8%). Then for respondent's family background, 238 students (70.4%) of them are from family with entrepreneurship background while 100 students (29.6%) do not have any business background previously. Meanwhile previously 263 students (77.8%) have taken the entrepreneurship course

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

during their previous semester and 75 students (22.2%) never sit for this course. Lastly for category of entrepreneurship course 247 stud ent (73.7%) were from ENT300, 59 students (17.5%) were from ENT530 course (Business Course) and 30 students (8.9%) were ENT600 (Non-Business Course) students.

Table 1: Demographic Profile of the Study

Demographic Profile	Categories	Percentage
Gender	Female	76.9
	Male	23.1
Age	18-20 years old	43.8
	21-23 years old	53
	24-26 years old	3.3
Education Level	Diploma	70.1
	Degree	29.9
UiTM Campus	Kelantan	17.8
	Terengganu	46.7
	Pahang	35.5
Family with business background	Yes	70.4
	No	29.6
Entrepreneurship course	ENT300	73.7
	ENT530	17.5
	ENT600	8.9

Result and Discussion

Measurement Model

The measurement model was constructed before assessing the structural model. For the first phase of the measurement model of latent concentrated on evaluating the convergent validity which main loading should be 0.7 and above, Average Variance Extracted (AVE) must exceed than 0.5 to gain acceptable convergent validity and Composite Reliability (CR) must be 0.7 or above is deemed to be acceptable (Hair et al. (2014).

Construct reliability and Validity

Table 2 represent the result of reliability analysis for all constructs. The assessment of reliability and validity showed all 20 items achieved an excellence strength of association.

Table 2: Construct reliability and Validity

Constructs	No. of Items	Cronbach's Alpha	Strength of Association	Composite Reliability (CR)	Average Variance Extracted (AVE)
SN	5	0.744	Excellent	0.823	0.489
EE	6	0.951	Excellent	0.961	0.804
EI	8	0.974	Excellent	0.978	0.847

**Note: Subjective Norm (SN), Entrepreneur Education (EE), Entrepreneurial Intention (EI)*

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

Discriminant Validity

Discriminant validity is tested by means of assessment for Fornell Larcker and the Heterotrait -Monotrait ratio (HTMT). Represent in Table 3 the square root of AVEs is greater in all cases than the off-diagonal elements in their corresponding row and column, so that the required discriminant validity by Fornell-locker has been achieved. This is because the square root of the AVE when compared against the correlations of the other constructs, the AVE extracted is greater than its correlations with all the other constructs then discriminant validity has been established.

Table 3: Discriminant Validity (Fornell and Larcker, 1991)

Constructs	EE	IE	SN
EE	0.896		
IE	0.514	0.920	
SN	0.684	0.561	0.700

Next the HTMT assessment was conducted to assess the discriminant validity. If the HTMT value is greater than 1.0, then there is a problem with discriminant validity. The value must be lower than required threshold value of HTMT (Garson, 2016). Therefore, for this HTMT assessment for all constructs do not exceed the threshold. So, there is no discriminant validity issue for this dataset (Table 4).

Table 4: Heterotrait -Monotrait Ratio (HTMT)

Path	HTMT
EI <-> EE	0.522
SN <-> EE	0.753
SN <-> EI	0.633

Assessment of structural model

The structural model provides the relationship between latent variables in the research model. The following criteria facilitate this assessment: Coefficient of determination (R^2), cross-validated redundancy (Q^2), and path coefficients (Hair et al., 2014).

Table 5: Reliability Analysis for Each Constructs

Constructs	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Entreprenurial _Intention	0.974	0.975	0.978
Entreprenurial_ Education	0.951	0.952	0.961
Subjective_ Norm	0.744	0.786	0.823

Hypotheses Testing and Discussion

Table 6 shown the path coefficient of item. The result shown the positive relationship of H1, H3, H4 and H5 at $p<0.05$.

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

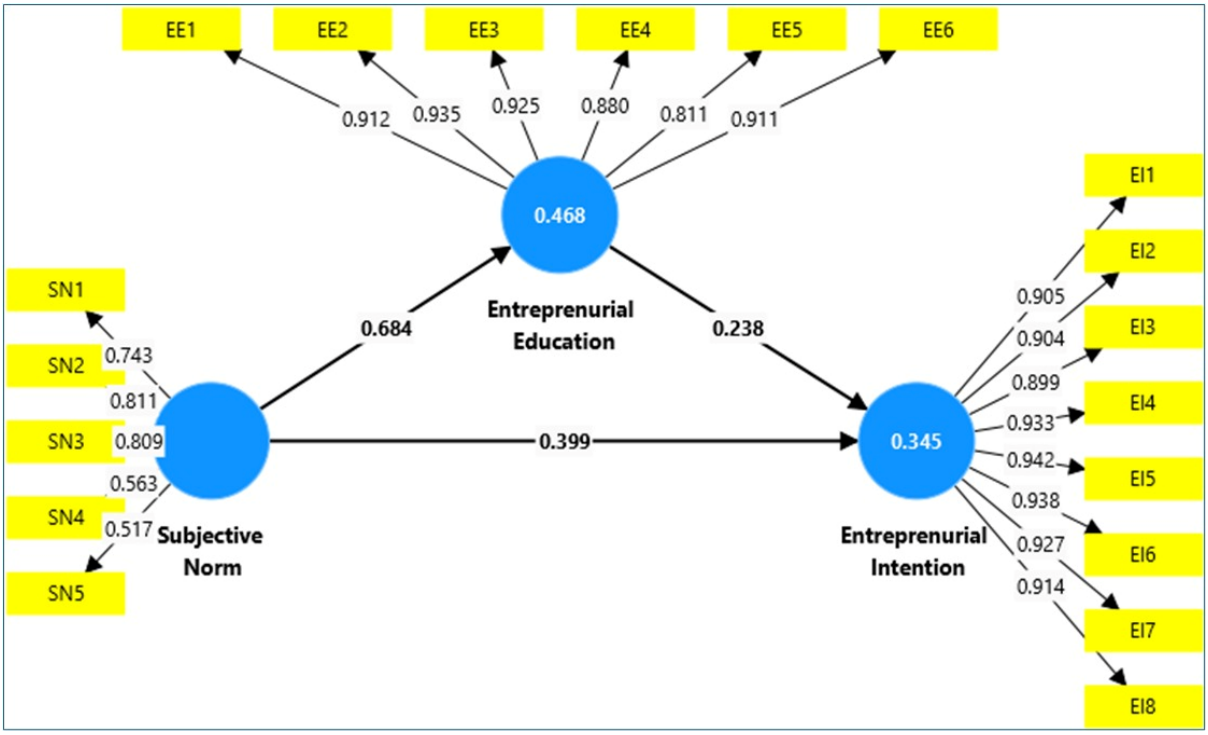

Figure 2: PLS SEM result

As demonstrated in Figure 2, R^2 value for endogenous latent is 0.345 suggesting that 34.5% of the variance for Entrepreneurial Intention (IE) can be explained by the Subjective Norm (SN), and Entrepreneurial Education.

Table 6 shown the path coefficient of item. The result shown the positive relationship of H1a, H1b, H1c and H2 are significant at p value <0.05.

Table 6: Total Direct Effect

Hypotheses	Path	Beta Value	t-value	P-value	Decision
H1a	SN--> EE	0.684	12.902	0.000	Accepted
H1b	EE → EI	0.238	2.986	0.003	Accepted
H1c	SN → EI	0.399	4.967	0.000	Accepted

Table 7: Mediation Type

Effect Type	Value	Significance
Direct Effect	0.399	Significant (p = 0.000)
Indirect Effect (Mediation)	0.163	Significant (based on paths)
Mediation Type		**Partial mediation**

The results of the mediation analysis indicate that entrepreneurial education partially mediates the relationship between subjective norms and entrepreneurial intention. As shown in Table [x], the path coefficient from subjective norms to entrepreneurial education was positive and significant ($\beta = 0.684$, $p < 0.001$), as was the path from entrepreneurial education to entrepreneurial intention ($\beta = 0.238$, $p = 0.003$). The direct effect of subjective norms on entrepreneurial intention remained significant ($\beta = 0.399$, $p < 0.001$) even after accounting for

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

the mediating variable. The calculated indirect effect, obtained by multiplying the two relevant path coefficients, was 0.163, indicating a significant mediation effect. Since both the direct and indirect effects are statistically significant, the findings support a model of partial mediation, suggesting that entrepreneurial education enhances but does not fully account for the effect of subjective norms on entrepreneurial intention.

Table 8: Summary of Hypotheses Analysis

Hypotheses	Path	Hypotheses Findings
H1a: Subjective Norm significantly has positively influenced the entrepreneurial education	SN -> EI	Supported
H1b: Entrepreneurial Education has positively influenced the Entrepreneurial Intention	SN ->EE	Supported
H1c: Subjective Norm significantly has positively influenced the entrepreneurial education	EE -> EI	Supported
H2: Entrepreneurial education significantly mediates the relationship between Personal Attitude and entrepreneurial intention	SN -> EE -> EI	**Supported – Partial Mediation**

The findings of this study demonstrate that entrepreneurial education plays a significant but partial mediating role between subjective norms and entrepreneurial intention. This suggests that when individuals perceive stronger social support or pressure to engage in entrepreneurial activities, their intention to pursue entrepreneurship is influenced both directly and indirectly through the entrepreneurial education they receive. Entrepreneurial education appears to strengthen the pathway by equipping individuals with the necessary knowledge, skills, and confidence to act on the social expectations surrounding entrepreneurship. However, the persistence of a significant direct effect indicates that subjective norms alone also independently motivate entrepreneurial intention, irrespective of educational experiences. These results align with previous studies (e.g., Nowiński et al., 2017; Entrialgo & Iglesias, 2016) that highlight the complementary role of entrepreneurial education in translating social influence into entrepreneurial action. Overall, the findings emphasize the dual importance of fostering supportive social environments and enhancing educational interventions to nurture entrepreneurial intentions effectively.

Conclusion

This study concludes that entrepreneurial education partially mediates the relationship between subjective norms and entrepreneurial intention among university students. The results confirm that social influences alone significantly shape entrepreneurial intentions, but their impact is further enhanced through exposure to entrepreneurial education. This highlights the critical role of educational interventions in transforming social encouragement into concrete entrepreneurial aspirations. While subjective norms exert a direct influence, entrepreneurial education serves as a catalyst that strengthens individuals' confidence and capabilities to pursue entrepreneurial careers.

Based on these findings, it is recommended that universities and policymakers design more structured, practical, and experiential entrepreneurship programs that not only teach business skills but also leverage students' social environments. Educational initiatives should incorporate mentorship, networking opportunities, and community support to amplify the positive effects of subjective norms. Furthermore, promoting a supportive entrepreneurial culture within

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

educational institutions could further bridge the gap between social expectations and entrepreneurial actions, ultimately fostering a new generation of successful entrepreneurs.

Acknowledgement
This research is funded by Geran Dalaman Dana Universiti Teknologi MARA Cawangan Kelantan 2022 File No:600-TNCPI 5/3/DDN (03) (007/2022).

References

Ajzen, I. (1991), "The theory of planned behavior", Organizational Behavior and Human Decision Processes, Vol. 50 No. 2, pp. 179-211.

Ambad, S.N.A. and Rafiki, A. (2025), "The roles of vocational interest and entrepreneurial event model in agropreneurship intention", *Journal of Entrepreneurship in Emerging Economies*, Vol. 17 No. 2, pp. 394-417. https://doi-org.uitm.idm.oclc.org/10.1108/JEEE-12-2023-0516

Anderson, J.R. (2023), "The role of subjective norms in developing entrepreneurial intentions in university students", *Journal of Strategy and Management*, Vol. 16 No. 4, pp. 643-653. https://doi-org.uitm.idm.oclc.org/10.1108/JSMA-10-2022-0190

Chen, X.X.& Slade, E. (2024) Theory of Planned Behaviour: A review. In S. Papagiannidis (Ed), TheoryHub Book. Available at https://open.ncl.ac.uk / ISBN:9781739604400

Entrialgo, M., & Iglesias, V. (2016). The moderating role of entrepreneurship education on the antecedents of entrepreneurial intention. *International entrepreneurship and management journal*, *12*, 1209-1232.

Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management, 53*(1), 75–93.

Hair, J.F., Ringle, C.M. and Sarstedt, M. (2013), "Partial least squares structural equation modeling: rigorous applications, better results and higher acceptance", Long Range Planning, Vol. 46 Nos 1/2, pp. 1-12

Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing, 15*(5-6), 411–432.

Liñán, F. (2008). Skill and value perceptions: How do they affect entrepreneurial intentions? *International Entrepreneurship and Management Journal, 4*(3), 257–272.

Liñán, F., & Chen, Y.-W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice, 33*(3), 593–617.

Lyu, J., Shepherd, D. and Lee, K. (2023), "The Effectiveness of University Entrepreneurship Activities on Student Start-up Behavior", Corbett, A.C., Marino, L.D. and Alsos, G.A. (Ed.) The Age of Entrepreneurship Education Research: Evolution and Future (Advances in Entrepreneurship, Firm Emergence and Growth, Vol. 23), Emerald Publishing Limited, Leeds, pp. 161-204. https://doi-org.uitm.idm.oclc.org/10.1108/S1074-754020230000023009

Jermsittiparsert, K., Wongsuwan, N. and Akkaya, B. (2023), "Subjective Norms and Behavioural Intention of E-Banking Adoption: Mediating Role of Perceived Usefulness", Akkaya, B. and Tabak, A. (Ed.) *Two Faces of Digital Transformation*, Emerald Publishing Limited, Leeds, pp. 177-193. https://doi-org.uitm.idm.oclc.org/10.1108/978-1-83753-096-020231013

Volume: 10 Issues: 60 Special Issue [April, 2025] pp. 323 - 332
International Journal of Accounting, Finance and Business (IJAFB)
eISSN: 0128-1844
Journal website: www.academicinspired.com/ijafb
DOI: 10.55573/IJAFB.106027

Messikh, A. (2022). Does Entrepreneurial Risk-Taking Affect the Business Performance of Micro- Enterprises? Evidence from Skikda in Algeria. Naše Gospodarstvo/Our Economy, 68(2), 65-77. DOI: 10.2478/ ngoe-2022-0012

Nguyen, T. T. H., & Doanh, D. C. (2023). Subjective norms and entrepreneurial intention: A moderated serial mediation model. *Journal of Entrepreneurship, Management and Innovation (JEMI), 19*(1), 89–118.

Nowiński, W., Haddoud, M. Y., Lančarič, D., Egerová, D., & Czeglédi, C. (2017). The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. *Studies in Higher Education*, *44*(2), 361-379.

Shahab, Y., Chengang, Y., Arbizu, A. D., & Haider, M. J. (2019). Entrepreneurial self-efficacy and intention: Do entrepreneurial creativity and education matter? *International Journal of Entrepreneurial Behavior & Research, 25*(2), 259–280.