

ENTREPRENEURIAL EDUCATION AS A PATHWAY: LINKING ATTITUDE, SUBJECTIVE NORMS, AND RISK- TAKING TO ENTREPRENEURIAL INTENTION

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Abstract: Nowadays, it is acknowledged that entrepreneurship plays a significant role in fostering innovation, productivity, job creation, and social and economic advancement. The main purpose of presenting this study was to demonstrated how entrepreneurial education moderates the relationship between personal attitude, risk taking and subjective norms towards entrepreneurial intention among students who seat for their entrepreneurship course in Universiti Teknologi MARA (UiTM). Six (6) research hypothesis were constructed underpinned by the Theory of Planned Behaviour (TPB) and Entrepreneurial Event Model (EEM). Specifically, this quantitative analysis employed the descriptive statistic and the respondent's feedback was analyse using Partial Least Squares-Structural equation Modelling (PLS-SEM) of its self-completed questionnaires. The hypothesis result indicates personal attitude and risk taking are significantly influence the entrepreneurial intention. The results of this study show that TPB is applicable in the case of UiTM and that a specific strategy needs to be used to promote an entrepreneurial culture in educational institutions.

Keywords: Personal Attitude (ATT), Risk Taking (RT), Subjective Norms (SN), Entrepreneurial Intention (IE), Entrepreneurial Education (EE)

Introduction

The initiative to promote the incorporation of entrepreneurial elements in the graduate study curriculum is one of the aims of Malaysia's Public Higher Education Ministry in shaping a business mindset culture. The higher education institution specifically University Teknologi MARA (UiTM) since its early establishment has progressively emphasize on the elements of entrepreneurship in developing the program curriculum. The UiTM 2025 Strategic Plan provides a significant direction to inspire all the university and the stakeholders in reaching its full potential. Literally, the University vision also clearly demonstrated the vision-to establish UiTM as a Globally Renowned University of Science, Technology, Humanities and Entrepreneurship. Particularly this objective also was highlighted in Strategic Theme 2: Entrepreneurial and Well-Balanced Graduates which aimed 10% of UiTM's graduates will be able to compete locally and globally as a young entrepreneur. For this reason, UiTM's is progressively focusing on developing the students' skills and interest in conducive entrepreneurship ecosystem and experience. In education ecosystem Shah (2024) states the entrepreneurship skills expose the graduates with appropriate and marketable skills as well as help them to sustain in a competitive market. The graduates need to recognize on how the factors may significantly bring a beneficial impact towards their after-graduate period. In their attempts to impact economic development, scholars and decision-makers have shown interest in entrepreneurial activity. The entrepreneurs themselves, who are involved in this process, have received special attention. It is assumed that by deepening our knowledge of how entrepreneurs make decisions, we would be able to increase the number of people who use resources to start, build, and establish entrepreneurial companies, which will boost economic development (Anderson, (2023).

Thus, this study objectively discusses the contribution of factors and the mediation effect on student's entrepreneurship intention.

Literature Review

This study was derived from the Theory of Planned Behavior (TPB) (Ajzen, (1991) and the Entrepreneurial Event Model (EEM) by Shapero and Sokol (1982). Therefore, the independent constructs were developed from the Planned Behavior Theory consists of personal attitude, risk taking and 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.

Entrepreneurial Event Model (EEM)

EEM was developed by Shapero and Sokol (1982) as a reliable framework that is especially used to assess an individual's emotional intelligence. Constructs that operate on emotional intelligence (EI) make up EEM. In one situation, before launching a new enterprise or firm, EEM completes two criteria. It begins with, a person must have or have the notion of starting a business because they find it appealing and realistic. The second reason for launching a firm is a displacement event, which might have been neutral, negative, or favorable. Receiving an inheritance or investment funds from a shareholder are examples of positive events. This is how the individual emotional intelligence level strongly contributes to the decision process.

Personal Attitude

In general, people make judgments based on logical evaluations of the facts at their disposal, according to TPB, which traces the causal relationships between beliefs and real human behavior. According to Ajzen (1991) these three categories of theory beliefs—which are thought to be easily recalled—predict behavioral intention by influencing attitude toward the behavior, subjective norm, and perception of behavioral control, respectively.

Risk Taking

Messikh (2022) describe, numerous earlier research has found that taking risks as an entrepreneur is a crucial component that can result in potential company opportunities and enhance entrepreneurial outcomes like firm performance. While Wang & Poutziouris (2010) explain risk taking in business context from family perspective. Family business owner-managers are frequently entrepreneurs with specialized managerial and technical abilities. As a result of their position of authority, they can manage resources and projects in an entrepreneurial manner to establish and preserve a competitive edge. Therefore, they are more likely facing a low level of business risks compared to those who start their business on their own.

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, Jermstittiparsert 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)).

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.

Research Hypothesis

To achieve the study aimed this paper formulated the following objectives:

H1: Personal Attitude significantly has positively influenced the entrepreneurial intention

H2: Subjective Norms has positively influenced the entrepreneurial intention

H3: Risk taking has positively influenced the entrepreneurial intention

H4: Entrepreneurial education significantly mediates the relationship between Personal Attitude and entrepreneurial intention

H5: Entrepreneurial education significantly mediates the relationship between subjective norms and entrepreneurial intention

H6: Entrepreneurial education significantly mediates the relationship between risk taking and entrepreneurial intention

Research 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. Table 2 shows the results of measurement model. 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.

Demographic Profile -Population and sampling

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 during their previous semester and 75 students (22.2%) never sit for this course. Lastly for category of entrepreneurship course 247 student (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.

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 1 represent the result of reliability analysis for all constructs. The assessment of reliability and validity showed all 34 items achieved an excellence strength of association.

Table 1: Construct reliability and Validity (n=317)

Constructs	No. of Items	Cronbach's Alpha	Strength of Association	Composite Reliability (CR)	Average Variance Extracted (AVE)
ATT	6	0.915	Excellent	0.924	0.707
EE	6	0.951	Excellent	0.955	0.804
IE	8	0.974	Excellent	0.974	0.847
RT	4	0.934	Excellent	0.940	0.837
SN	5	0.744	Excellent	0.786	0.409

*Note: Personal Attitude (ATT), Entrepreneur Education (EE), Entrepreneurial Intention (IE), Risk Taking (RT), Subjective Norms (SN)

Discriminant Validity

Discriminant validity is tested by means of assessment for Fornell Larcker and the Heterotrait -Monotrait ratio (HTMT). Represent in Table 2 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 2: Validity Assessment of Fornell and Larcker (n=338)

Constructs	ATT	EE	IE	RT	SN
ATT	0.841				
EE	0.758	0.896			
IE	0.738	0.514	0.920		
RT	0.693	0.528	0.791	0.915	
SN	0.665	0.684	0.561	0.543	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 3).

Table 3: Heterotrait -Monotrait Ratio (HTMT)

Path	HTMT
EE <-> ATT	0.797
EI <-> ATT	0.784
EI <-> EE	0.522
RT <-> ATT	0.748
RT <-> EE	0.550
RT <-> EI	0.825
SN <-> ATT	0.763
SN <-> EE	0.753
SN <-> EI	0.633
SN <-> RT	0.613

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).

Hypotheses Testing and Discussion

Table 4 shown the path coefficient of item. The result shown the positive relationship of H1, H3, H4 and H5 at $p < 0.05$.

Hypo	Path	Beta Value	Sample Mean	Std Error	t-value	P-value
H1	ATT -> EI	-0.086	-0.085	0.044	1.964	0.050
H2	RT -> EI	0.007	0.008	0.013	0.563	0.574
H3	SN -> EI	-0.050	-0.049	0.021	2.376	0.018
H4	ATT -> EE -> EI	-0.086	-0.085	0.044	1.964	0.050
H5	SN -> EE -> EI	-0.050	-0.049	0.021	2.376	0.018
H6	RT -> EE -> EI	0.007	0.008	0.013	0.563	0.574

*Note: ** Significant at $p < 0.005$ ($p < 0.05$)

Assess the predictive relevance - Q^2

Based on the blindfolding procedure as presented by Hair et al. (2014), Q^2 evaluates the predictive validity of a model via PLS (table 5). Q^2 values larger than zero indicate that the exogenous constructs have predictive relevance for the endogenous construct. Cited from Hair et al., (2014) the Q^2 value larger than 0 indicates that exogenous constructs have predictive relevance over endogenous construct

Table 5: Predication Relevance of the Model

Latent	SSO	SSE	$Q^2 (= 1 - SSE/SSO)$
Personal Attitude (ATT)	2226.000	2226.000	0.000
Entrepreneur Education (EE)	2226.000	1130.172	0.492
Entrepreneurial Intention (IE)	2968.000	1224.519	0.587
Risk Taking (RT)	1484.000	1484.000	0.000
Subjective Norms (SN)	1855.000	1855.000	0.000

Note: Personal Attitude (ATT), Entrepreneur Education (EE), Entrepreneurial Intention (IE), Risk Taking (RT), Subjective Norms (SN)

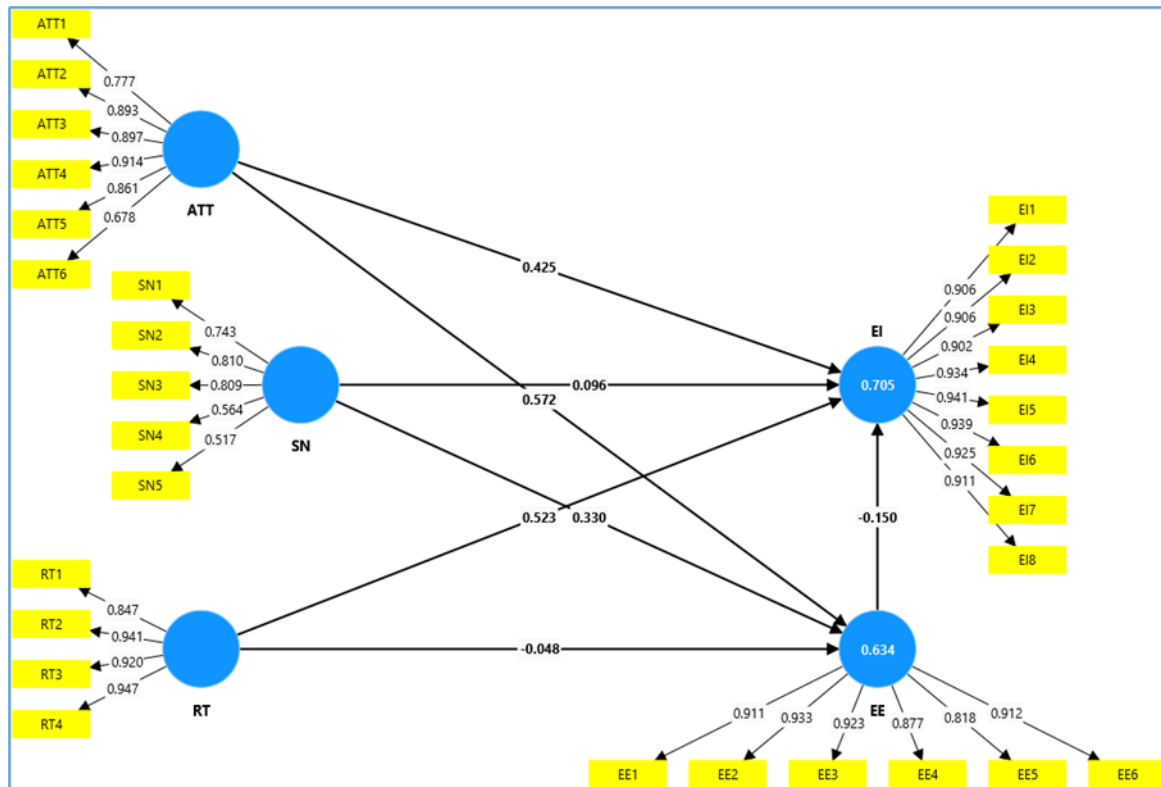


Figure 1: PLS-Path diagram

As demonstrated in Figure 1 R^2 value for endogenous latent is 0.705 suggesting that 70.5% of the variance for Entrepreneurial Intention (IE) can be explained by the Personal Attitude (ATT), Risk Taking (RT) and Subjective Norms (SN).

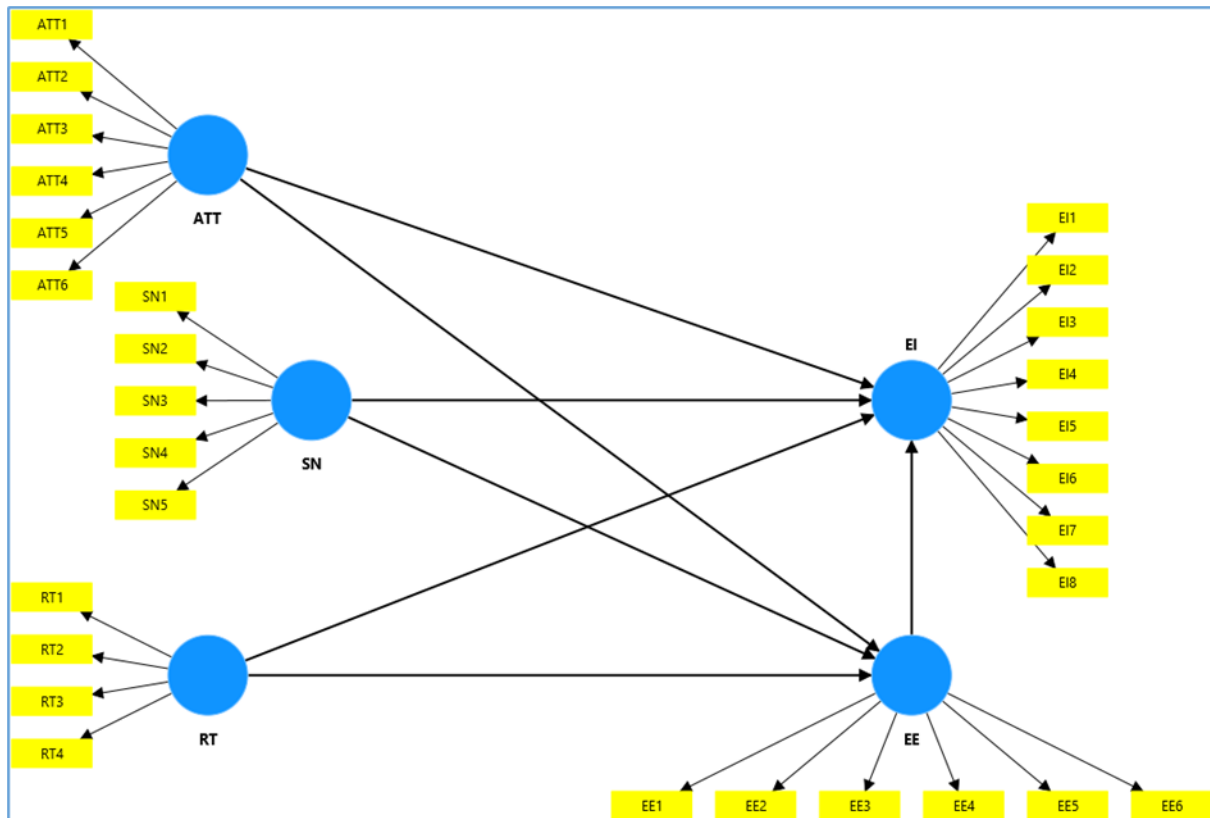


Figure 2: Blindfolding Model (DV)- Q^2

Figure. 2, shown Q^2 for institution performance (EE=0.492, IE=0.587), that mean the research model has good predictive relevance.

Table 6: Summary of Hypotheses Analysis

Hypotheses	Path	Hypotheses Findings
H1: Personal Attitude significantly has positively influenced the entrepreneurial intention	ATT -> EI	Supported
H2 : Subjective Norms has positively influenced the entrepreneurial intention	SN -> EE	Not supported
H3: Risk taking has positively influenced the entrepreneurial intention	RT -> EI	Supported
H4 : Entrepreneurial education significantly mediates the relationship between Personal Attitude and entrepreneurial intention	ATT -> EE -> EI	Supported
H5: Entrepreneurial education significantly mediates the relationship between subjective norms and entrepreneurial intention	SN -> EE -> EI	Supported
H6: Entrepreneurial education significantly mediates the relationship between risk taking and entrepreneurial intention	RT -> EE -> EI	Not supported

Conclusion

According to this study, in situations involving high risk, only two of the three antecedents operate via the same mechanism. The findings demonstrate that while subjective norms may persuade someone to think about doing a certain action, they must first evaluate their own attitudes and perceived behavioral control to decide whether or not to take action. Universities and other higher education institutions may be able to help their students develop the emotional intelligence necessary to launch new businesses by improving curriculum development to incorporate entrepreneurial skills, raising skill levels to market demands, and encouraging an entrepreneurially practical mindset. This tactic can assist people in pursuing the avenues that lead to the establishment of various businesses that support the creation of job opportunities, innovations, and long-term socioeconomic growth.

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