



The Mediating Effects of Entrepreneurial Education Towards Antecedents of Entrepreneurial Intention Among Undergraduate Students

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Abstract. The dramatic rose numbers of graduated students from higher education institutions cause unemployment issues among youth in Malaysia. Therefore, the entrepreneur indicated as one of the overcome determinants to against this issue. This study intended to identify the factors that influence entrepreneurial intention among undergraduate students among University Malaysia Kelantan since University Malaysia Kelantan is an entrepreneurial university. A total of 370 undergraduate students selected randomly, and all responses were collected by an online questionnaire. Furthermore, all data were proceeded by SmartPLS software. The finding showed that attitude, entrepreneurial education, and perceived behavioural control directly affect entrepreneurial intention, whereas subjective norms and attitudes have positively significant towards entrepreneurial educations. However, entrepreneurial education does not mediate effect in this study. Therefore, this study provides several benefits for higher institutions, public, and government organizations.

Keywords: Attitude · Entrepreneurial intention · Entrepreneurial education · Perceived behavioural control · Subjective norms

1 Introduction

Entrepreneurship can be step stone to create new business ventures and organizations (Tran and Von Korfflesch 2016) whereas entrepreneurship was determinants factors for economic country growth (Ogunlana 2018; Kritikos and Pijenburg 2015; Ekhayemhe and Oguzie 2018). Ogunlana (2018) and Kritikos and Pijenburg (2015) added entrepreneurial activity able to create job opportunity, innovativeness, and reduce unemployment rates. Data provided by Anonthony Dass (2018) indicated GDP on Malaysia increase 6% respectively, in the coming three years. However, the unemployment rate showed 3.4 percent does not decrease in 2017 and the unemployment rate among youth indicated 13.2%. This statistic reflects that the unemployment rate among

youth is the primary concern, although GDP in Malaysia is still growing. A study from Nurul et al. (2015) and Mohamed Hessian (2018) reviewed that the growing number of graduated students from higher education institutions become determinants for youth to become unemployment. Therefore, various higher education institutions include University Malaysia Kelantan (UMK) compress entrepreneurship as vital subjects since Nurul et al. (2015) pointed that it can be a foundation for fresh graduates to build the business as a career foundation.

Taha et al. (2017) and Aljamal (2018) stated that entrepreneurship intention could be determinants for entrepreneurial behavior as creating new business. The research framework for this study is theoretical threefold by TPB theory that created by Ajzen (1991) whereas three variables (attitude, subjective norms, and perceived behavioral control) as independent variables while entrepreneurial intentions as the dependent variable as suggested by the study from Kabir et al. (2017).

However, the researcher added entrepreneurial education as a mediating variable in this study since UMK provided entrepreneurship as the primary study field. Since the researcher justify that entrepreneurial study might influence a positive attitude among individuals to become an entrepreneur or become an opportunity for becoming an entrepreneur, as well as it might influence the mindset for third parties to become persuasive for individuals. Therefore, this study capable of providing knowledge about entrepreneurial intention by identifying the influential factors and the mediating effect of entrepreneurial study among undergraduate students at UMK.

2 Literature Review

This section appended the identified research theory that used in previous researches known as the Theory of Planned Behaviour (TPB) and researchers justified this theory for suitability in this study. This section explains the relationship between entrepreneurial intention and four independent variables, namely attitude, subjective norms, perceived behavioural control, and entrepreneurial education applied in this study as well as the mediating effect of entrepreneurial education.

2.1 Entrepreneurial Intention

Intention defined as the best determinant for individuals willing to perform a specific behavior (Ajzen 1991; Kabir et al. 2017). Past studies reviewed that intention can be an essential measurement to identify individuals willing to perform specific behavior in various fields (Mohamad et al. 2015). Therefore, there are specific explanations for intention towards entrepreneurial study.

Joseph (2017) defined entrepreneurial intention as conventional thinking for an individual to build a business based on experience, supported action, and individual attention from external factors. However, Nanthani and Dwivedi (2019) argued that affective emotional such as hope, wish, and desire can affect individuals to choose entrepreneurship as a job career. In summation, the entrepreneurship intention in this study defined as the self-acknowledged belief among individuals to create a new business for future coming (Botha et al. 2019).

2.2 Attitude

Ajzen (1991) defined attitude as the indicator for an individual to perceive specific behavior neither in positive or negative forms. While Kabir et al. (2017) and Said, Zainal, Mohd Said, Zainuddin, and Abdullah (2020) stated that attitudes related to personal intention and direct affect behavioral intention. Kabir et al. (2017) added that individuals' attitudes could design their intention to become an entrepreneur. In other explanations, individual intent to start a business based on perceiving from individuals towards entrepreneurship activities as a positive event (Taha et al. 2017).

Gitaka (2018) found that attitude is positively related to entrepreneurial intention among students, whereas Gintonga (2017) indicated that attitude positively and significantly towards entrepreneurship intention among United States International University (USIU)'s students in Africa. Moreover, attitudes from Muslim undergraduate students who were studying entrepreneurship in USIU were positively related to entrepreneurial intention.

Therefore, the hypothesis between attitude and entrepreneurial intention defined as:

H1: Attitude has a positive influence on entrepreneurial intention among UMK undergraduates' students.

2.3 Subjective Norms

Ajzen (1991) and Kabir et al. (2017) appended subjective norms as a social influence among individuals that influence intention and directly towards entrepreneurial behavior. Ibrahim and Afifi (2018) and Said et al. (2020) appended the third parties' perception become consideration factors for an individual to perform a particular behavior. Therefore, da Cruz et al. (2015) explained that subjective norms in entrepreneurial study defined as the degree of belief for individuals to join entrepreneurial activities due to the persuades from peoples' advice.

Moreover, friends, family members, and social group members defined as third parties and their support can be triggers for individuals' entrepreneurial intentions. The finding from Benachecnchou et al. (2017) appended that motivation from third parties become supportive factors for an individual to start up a business. Cavazos-Arroyo et al. (2017) and Usman (2016) also indicated that individuals' have a positive intention to become an entrepreneur when he or she gained positive persuade from third parties. In summary, the hypothesis formed as below:

H2: Subjective norms have a positive influence on entrepreneurial intention among undergraduate students UMK.

2.4 Perceived Behavioural Control

An individual to perceive and perform particular behavior due to their capability and the degree of difficulty which is known as perceived behavioral control (Ajzen 1991). However, perceived behavioral control can be explained in entrepreneurial terms is the mindset for an individual can operate a business (Rengiah and Sentosa 2016). While Kabir et al. (2017) appended perceived behavioral control is a vital determinant

for entrepreneurial intention due to its related to the ability of individuals to become entrepreneurs for performing some tasks and activities related to entrepreneurship.

Dinc and Budic (2016) and Gitaka (2018) appended that perceived behavioral control is positive and significant towards entrepreneurship intention based on their findings. Hence, Gintngo (2017) and Tsai et al. (2014) pointed perceived behavioral control is the most influential factor to influence entrepreneurial intention.

In summation, the hypothesis defined as below:

H3: Perceived Behavioural control has a positive influence on entrepreneurial intention among undergraduate students UMK.

2.5 Entrepreneurial Education

Recently, entrepreneurship courses and programs not only provided from education institutions, and it is also provided by Government organizations to input the importance of entrepreneurship (Walter and Block 2016). Walter and Block (2016) added that entrepreneurship programs and courses capable of increasing the favourability of individuals towards entrepreneurship besides it could be an excellent opportunity for the individual to develop their own business based on their knowledge learned. Furthermore, third parties people, especially parents capable of gaining information regarding entrepreneurship details from Government organizations' programs and become media to persuade their children to become entrepreneurs (Walter and Block 2016).

Therefore, the hypotheses between attitude, perceived behavioral control, subjective norms, and entrepreneurial educations formed as below:

H4: Attitude has a positive influence on entrepreneurial education among undergraduate students UMK.

H5: Subjective Norms has a positive influence on entrepreneurial education among undergraduate student UMK.

H6: Perceived Behavioural control has a positive influence on entrepreneurial education among undergraduate students UMK.

Zhang et al. (2018) found that students will high possibility want to become an entrepreneur if they expose with entrepreneurial learning activities. Hence, Ferreras-Garcia et al. (2019) indicated that individuals' entrepreneurial mentality could be formed through the entrepreneurial education learning process. Moreover, Furthermore, Kabir et al. (2017) proved that there is a relationship between entrepreneurial education and entrepreneurial intention.

Hence, the hypothesis between entrepreneurial education and entrepreneurial intention in this study stated as below:

H7: Entrepreneurial education has a positive influence on entrepreneurial intention among undergraduate students UMK.

2.6 Mediating Variable: Entrepreneurial Education

There is limited research regarding entrepreneurial education become mediating variables based on the reading from the researchers. However, this study will be indicated entrepreneurial education as a mediator to identify indirect effects among variables.

Assume that entrepreneurial education provided in higher education institutions capable of creating a positive attitude towards entrepreneurial activities among youth. Furthermore, the knowledge earned from entrepreneurial education can be supportive for youth to develop a business. Moreover, positive persuasion from third parties regarding entrepreneurial towards youth after third parties interact with entrepreneurial education. These are the main benefits that can be carried out by entrepreneurial education, as stated by Walter and Block (2016).

In summation, the researcher justifies that attitude, subjective norms, and perceived behavioral control will be mediate by entrepreneurial education towards entrepreneurial intention among undergraduate student UM. Therefore, this study state three mediating hypotheses as below:

H8: The effect of attitude and entrepreneurial intention will be mediated by entrepreneurial education among undergraduate students UMK.

H9: The effect of subjective norms and entrepreneurial intention will be mediated by entrepreneurial education among undergraduate students.

H10: The effect of perceived behavioral control and entrepreneurial intention will be mediated by entrepreneurial education among undergraduate students UMK.

3 Methodology

This study conducted based on quantitative research design and 370 responses were collected from undergraduate students at UMK in Kelantan, Malaysia by online questionnaire. The main reason for choosing sample for this study is UMK is a university that mainly focus on entrepreneurship development with the motto “entrepreneurship is our thrust”. Furthermore, students in UMK understand the theory of entrepreneurship since they learned about starting a new business. Furthermore, target respondents from this study were selected by probability, simple random sampling method. The online questionnaire was created by using Google Form in order to collect responses. All items in this study were designed in straightforward manners to reduce confusion among target respondents. Therefore, the online questionnaire consists of three parts, whereas Part A to identify demographic profiles from target respondents, and Part B is to identify the feedback of target respondents towards entrepreneurial intention. Part C is to identify the feedback of target respondents towards attitude, subjective norms, perceived behavioral control, and entrepreneurial education. A 5-point Likert-scale was applied in Part B and C whereas Part A consists nominal scale.

All collected responses proceeded and analyzed by SPSS 22.0 version and SmartPLS 3.0 software. SPSS software came out frequency analysis to summarize demographic profile. In contrast, SmartPLS software developed model analysis, Fornell-Larcker criteria analysis, path coefficient analysis, and mediating analysis based on Preacher and Hayes (2004) method.

The main aim for measurement model analysis and Fornell-Larcker criteria analysis to examine all items and constructs in this study were reliable, valid, and least multicollinearity issues respectively. Furthermore, path coefficient analysis is to examine the effect of attitude, subjective norms, perceived behavioral control, and entrepreneurial education towards entrepreneurial intention. The mediating analysis based on Preacher

and Hayes (2004) method was suggested by the on Hair et al. (2016) based on SmartPLS software due to the critics for Baron and Kenny. The method indicated that if one of the direct effect hypotheses is not significant, which result in no mediating effect.

4 Finding

4.1 Frequency Analysis

(See Table 1).

Table 1. Respondent's demographic characteristics

Demographic	Frequencies	Percentage
Gender		
Male	156	42.2
Female	214	57.8
Age		
18–20	58	15.7
21–23	286	77.3
24–26	24	6.5
27–29	2	0.5
Status		
Married	368	99.5
Single	2	0.5
Ethnicity		
Malay	111	30
Indian	117	46.2
Chinese	69	18.6
Others	19	5.1

(Developed for Research)

Based on Table 2 above, 214 (57.8%) out of 370 respondents are female and the remaining 156 (42.2%) are male. In terms of ethnicity, Chinese monopolize in this study by 171 respondents (46.2%), followed by Malay with 111 respondents (30.0%). Meanwhile, the majority of respondents are in the age group of 21 to 23 years old (286 respondents or 77.3%). Besides, the majority of respondents are single status with a total number of 368 respondents or 99.5%.

4.2 Measurement Model Analysis

Based on the result of the measurement model analysis, all items and constructs in this study were reliable and valid. Based on Hair et al. (2016), appended loading values need

Table 2. The measurement model analysis result

Constructs	Items	Loadings		Comments	AVE	CR
		Before	After			
Attitude	AT_1	0.726	0.761	–	0.816	0.527
	AT_2	0.681	0.675	–		
	AT_3	0.738	0.762	–		
	AT_4	0.710	0.701	–		
	AT_5	0.651	–	Deleted		
Perceived behavioural control	PBC_1	0.831	0.831	–	0.909	0.666
	PBC_2	0.807	0.807	–		
	PBC_3	0.786	0.786	–		
	PBC_4	0.823	0.823	–		
	PBC_5	0.832	0.832	–		
Subjective norms	SN_1	0.796	0.796	–	0.891	0.622
	SN_2	0.800	0.800	–		
	SN_3	0.816	0.816	–		
	SN_4	0.749	0.749	–		
	SN_5	0.778	0.778	–		
Entrepreneurial education	EE_1	0.750	0.750	–	0.842	0.517
	EE_2	0.682	0.682	–		
	EE_3	0.730	0.730	–		
	EE_4	0.751	0.751	–		
	EE_5	0.679	0.679	–		
Entrepreneurial intention	EI_1	0.799	0.799	–	0.889	0.534
	EI_2	0.626	0.626	–		
	EI_3	0.710	0.710	–		
	EI_4	0.756	0.756	–		
	EI_5	0.721	0.721	–		
	EI_6	0.733	0.733	–		
	EI_7	0.757	0.757	–		

to be more than 0.708, but the loading value between 0.4 to 0.7 still acceptable if the constructs fulfill the criteria for CR and AVE value. While the average variance extracted (AVE) value must be more than 0.5 as well as the composite reliability (CR) value must be more than 0.8 as suggested by Hair et al. (2016).

4.3 Discriminant Validity

The Fornell and Larcker criteria as a measurement, as suggested by Fornell and Larcker (1978), is to identify the multicollinearity issues among constructs in this study. The result shows there are fewer multicollinearity issues among constructs, whereby the square root of AVE (diagonal) is more significant than correlations (off-diagonal) for all constructs in the Table 3 below.

Table 3. The Fornell-Larcker criterion

	AT	EE	EI	PBC	SN
AT	0.726				
EE	0.443	0.719			
EI	0.675	0.451	0.731		
PBC	0.641	0.392	0.703	0.816	
SN	0.557	0.425	0.594	0.691	0.788

Note: AT: Attitude; EE: Entrepreneurial Education; EI: Entrepreneurial Intention; PBC: Perceived Behavioural Control; SN: Subjective Norms

4.4 Path Coefficient Analysis

The main aim of the path coefficient to examine the degree of independent variables towards the dependent variable as well as a significant impact. In this study, the

Table 4. The path coefficient result

	Hypotheses	Direct effect	T-value	P-value	Comment
ATT > EI	H1	0.327	4.798	0.000	Accepted
SN > EI	H2	0.092	1.638	0.051	Rejected
PBC > EI	H3	0.394	6.327	0.000	Accepted
ATT > EE	H4	0.208	2.446	0.007	Accepted
SN > EE	H5	0.245	2.550	0.006	Accepted
PBC > EE	H6	0.032	0.336	0.368	Rejected
EE > EI	H7	0.115	1.872	0.031	Accepted

Note: AT: Attitude; EE: Entrepreneurial Education; EI: Entrepreneurial Intention; PBC: Perceived Behavioural Control; SN: Subjective Norms

researchers proposed directional hypotheses for H1 to H7 indicated that the t-value must be more than 1.657, and the p-value must less than 0.05 to accept the hypotheses as suggested by Hair et al. (2016). Based on Table 4, two hypotheses (H2 and H6) were rejected since the criteria been unfulfilled.

4.5 Mediating Testing

The mediating analysis in this study based on Preacher and Hayes (2004) method was suggested by the on Hair et al. (2016). Since the researchers proposed non-directional hypotheses for H8 to H10 to examine the mediating effect of entrepreneurial education, hence, the t-value must be more than 1.960, and the p-value must less than 0.05 to accept the hypotheses as suggested by Hair et al. (2016). Therefore, all hypotheses for testing the mediating effect were rejected (See Table 5).

Table 5. The mediating testing result

	Hypotheses	Direct effect	T-value	P-value	Comment
ATT > EE > EI	H8	0.032	1.568	0.117	Rejected
PBC > EE > EI	H9	0.004	0.284	0.776	Rejected
SN > EE > EI	H10	0.028	1.191	0.234	Rejected

*Note: AT: Attitude; EE: Entrepreneurial Education; EI: Entrepreneurial Intention
PBC: Perceived Behavioural Control; SN: Subjective Norms*

5 Discussion

The main objective of this study is to identify the relationship between attitude, subjective norms, perceived behavioral control, and entrepreneurial education towards entrepreneurial intention. Based on the finding in this study, the attitude was a significant moderate positive correlation towards entrepreneurial intention. The researcher justifies that UMK undergraduate students who have an attitude to be self-employed have a positive relationship with entrepreneurial intention, as supported by the study from Gitaka (2018). Furthermore, perceived behavioral control was a significant moderate positive correlation towards entrepreneurial intention in this study. It can justify that UMK undergraduate students have a firm belief in their ability to achieve goals or targets in critical conditions may likely have higher intentions in entrepreneurship, as stated by Mai et al. (2016). Lastly, entrepreneurial education is a significant moderate positive relationship with entrepreneurial intention. The researcher justifies that entrepreneurship-based learning activities are more probably to influence entrepreneurial intention as supported by the study from Joseph (2017).

In this study, an attitude has positively and significantly towards entrepreneurial education based on the result. The researchers appended entrepreneurship-based learning activities are more probably to influence the perception of becoming entrepreneurs, as

stated by the study from Gitaka (2018) and Joseph (2017). Furthermore, subjective norms have positively and significantly towards entrepreneurial education. Walter and Block (2016) appended third parties' people, especially parents capable of gaining the information regarding entrepreneurship details from Government organizations' programs and become media to persuade their children to become entrepreneurs.

Entrepreneurial education in this study does not mediate the effect of attitude, subjective norms, and perceived behavioral control towards entrepreneurial intention among undergraduate students at UMK. Therefore, the researcher justifies that the ineffective entrepreneurial education from higher institutions does not create interest for private and third parties' people about entrepreneurial activities, as supported by Oyugi (2015) stated that entrepreneurial education does not provide self-efficiency for people.

6 Conclusion

This study confirmed that the model of TPB combined with entrepreneurial education is appropriate to study entrepreneurial intention. Therefore, this study provided future research opportunities by using the same model to carry out a similar study in other universities as well as private universities to increase the statistical relevance of the study and more reliable results. Furthermore, researchers suggested that future research can be developed based on specific entrepreneurial scope categories such as bakery, clothing or shoe store, restaurants, and others. Every student might have different perceptions based on entrepreneurial scope categories for their career development.

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