The current issue and full text archive of this journal is available on Emerald Insight at:
https://www.emerald.com/insight/2398-7812.htm

Asia Pacific Journal of Innovation and Entrepreneurship

What drives entrepreneurial intentions? Interplay between entrepreneurial education, financial support, role models and attitude towards entrepreneurship

Received 8 October 2023
Revised 25 March 2024
30 May 2024
Accepted 11 September 2024

Oussama Saoula
School of Business Management, Universiti Utara Malaysia, Sintok, Malaysia

Muhammad Farrukh Abid
Department of Management and Humanities, Universiti Teknologi PETRONAS, Seri Iskandar, Malaysia and Southampton Malaysia Business School, University of Southampton – Malaysia Campus, Iskandar Puteri, Malaysia

Munawar Javed Ahmad
Department of Business Administration, IQRA University, Karachi, Pakistan, and

Amjad Shamim
Department of Management and Humanities, Institute of Self-Sustainable Building, Universiti Teknologi PETRONAS, Seri Iskandar, Malaysia

Abstract

Purpose – This study aims to investigate the impact of entrepreneurial education (EE), financial support (FS) and role models (RMs) on one's attitude towards entrepreneurship (ATE) and on entrepreneurial intention (EI) based on the theory of planned behaviour.

Design/methodology/approach – In this study, quantitative research design, a deductive approach and purposive sampling have been used to collect data from 352 individuals from various Malaysian higher education institutions. The data were analysed using partial least squares structural equation modelling.

Findings – The findings have provided interesting insights into how EE, FS and RMs have a significant impact on one's ATE and their EI. Surprisingly, RMs did not emerge as a significant predictor of EI. However, it is worth noting that mediating relationships were of significance, indicating that one's ATE plays a substantial mediating role between EE, FS, RMs and EIs.

Originality/value – To the best of the authors' knowledge, this study is among the few that investigate the relationships between RMs, FS and EE in relation to enhancing EIs through the mediating role of one's ATE in Malaysia. Based on the findings of this study, stakeholders in Malaysia's education sector are being urged to develop policy guidelines for the designing and teaching of entrepreneurship education as well as to develop

© Oussama Saoula, Muhammad Farrukh Abid, Munawar Javed Ahmad and Amjad Shamim. Published in *Asia Pacific Journal of Innovation and Entrepreneurship*. Published by Emerald Publishing Limited. This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at http://creativecommons.org/licences/by/4.0/legalcode

Asia Pacific Journal of Innovation and Entrepreneurship
Emerald Publishing Limited
e-ISSN: 2398-7812
p-ISSN: 2071-1395
DOI 10.1108/APJIE-10-2023-0189

FS mechanisms for business start-ups. They are also being encouraged to expose students to entrepreneurial RMs to improve their ATE and their EIs.

Keywords Entrepreneurial intention, Attitude towards entrepreneurship, Entrepreneurial education, Financial support, Role model, Malaysia

Paper type Research paper

1. Introduction

Entrepreneurship, as a catalyst for economic activity, has gained significant popularity since its inception, which can be attributed to its profound impact on the economic development of regions or entire countries (Abd Razak *et al.*, 2018). Entrepreneurs are widely regarded as stewards who cultivate ideas and convert them into thriving enterprises (Al-Jubari *et al.*, 2019). The proliferation of diverse businesses is not only desirable but also indispensable, as it creates employment opportunities, fosters innovation and enhances efficiency across various sectors (Noor *et al.*, 2021). In essence, an entrepreneurial framework serves as a robust foundation for economic transformation by alleviating poverty through individuals' self-sustaining philosophies and contributing to the overall well-being of nations (Hasan *et al.*, 2017). Consequently, entrepreneurship stands out as a fundamental component of nearly every academic curriculum, shaping attitudes and behaviours and fostering positive intentions towards the launch of enterprises (Saoula *et al.*, 2023). Entrepreneurial intention (EI) refers to a mindset that propels individuals towards pursuing the execution and advancement of innovative business models (Fayolle and Gailly, 2008; Noor *et al.*, 2021).

Recent literature emphasises the pivotal role that education plays in shaping individuals' attitudes and behaviours towards initiating entrepreneurial ventures within their communities (Ahmad *et al.*, 2020). Education fosters awareness and cultivates a positive mindset, thereby enhancing individuals' competency to embark on entrepreneurial endeavours (Saoula *et al.*, 2023). Therefore, entrepreneurial education (EE) assumes a significant role in shaping individuals' attitudes and fostering positive intentions to venture into new businesses (Martin *et al.*, 2013). The surge in the emphasis on entrepreneurship is reflected by the proliferation of entrepreneurship programs in universities and colleges worldwide, accompanied by a notable increase in the investment in entrepreneurship-related initiatives (Anwar *et al.*, 2020).

Moreover, the literature underscores the importance of financial support (FS) as a crucial factor when initiating business ventures (Krichen and Chaabouni, 2022). During financial crises, job scarcity is exacerbated, which makes employment opportunities sparse (Sieger and Minola, 2017). Hence, individuals become increasingly inclined towards entrepreneurship as a means of livelihood. The development of favourable intentions to launch an enterprise heavily relies on access to FS (Feola *et al.*, 2021), thereby shaping individuals' attitudes and entrepreneurial aspirations. In addition, the influence of role models (RMs) significantly impacts one's career choices (Abbasianchavari and Moritz, 2021). An RM, who is someone that exemplifies the pursuit of objectives, plays a pivotal role in guiding individuals' career decisions (Nowiński and Haddoud, 2019). In this context, RMs have a considerable influence, particularly in fields such as entrepreneurship (Doran *et al.*, 2018). Furthermore, research indicates that intent is a potent predictor of voluntary behaviours, with entrepreneurial purpose being a proximate and immediate determinant of entrepreneurial behaviour (Noor *et al.*, 2021). Thus, comprehending and fostering the concept of entrepreneurship necessitates an understanding of entrepreneurial attitudes (Odewale *et al.*, 2019). That is why this study exclusively employs one's attitude towards entrepreneurship (ATE) as a mediator between entrepreneurial factors and EI.

Only a few Asian scholars have made substantial contributions to this particular field of research. Although there are a few studies that are similar from the Malaysian perspective, the techniques they have used are largely different from those used in the current research. For instance, Ooi and Richardson (2019) use demographic features and business experience to examine students' propensity towards entrepreneurship; Odewale *et al.* (2019) primarily use descriptive statistics to research students' readiness to implement entrepreneurship education; Abd Razak *et al.* (2018) investigate students' readiness to implement entrepreneurship education using vicarious experience, overall attitude and other demographic variables in the Malaysian context; Prabhu (2019) assesses subjects' ATE and their entrepreneurship intention using descriptive statistical analysis; Saoula *et al.* (2023) investigate how self-efficacy, family support and entrepreneurial motivation enhance EIs; finally, Noor *et al.* (2021) analyse the impact of a handful of success factors of entrepreneurship on students' inclinations to become entrepreneurs, namely, *locus* of control, need for achievement and risk-taking. However, regardless of these significant contributions to the strategic management literature, we concur that the impact of entrepreneurial drivers, such as FS, RMs and EE, with respect to enhancing individuals' entrepreneurial attitudes and intentions has not been sufficiently analysed, thus warranting further attention in the Malaysian context.

Given the foregoing discussion, this study endeavours to investigate the manner in which entrepreneurial drivers shape individuals' ATE and their EIs in Malaysia through the lens of the theory of planned behaviour (TPB). Malaysia, recognised as a growing economy within the ASEAN, places significant emphasis on its education sector (Saoula *et al.*, 2023). Furthermore, higher education institutions in the country are increasingly fostering a culture of independent enterprise among its youth. Motivated by this trend, many young individuals are becoming inclined towards launching their own ventures instead of adhering to conventional career paths such as employment. Therefore, it is imperative to scrutinise the proposed framework to identify its potential contributions to the strategic management literature, thereby fostering diverse perspectives and insights.

This study makes several noteworthy contributions to the literature. Firstly, it analyses how three key entrepreneurial factors – namely, RMs, EE and FS – bolster entrepreneurial attitudes and intentions. Although prior research has predominantly examined factors such as entrepreneurial motivation, family support and self-efficacy in relation to education and EIs (Saoula *et al.*, 2023), this study elaborates on these specific factors. Secondly, we explore the manner in which one's ATE serves a mediating function between their intentions and entrepreneurial factors. We posit that individuals' attitudes play a pivotal role in bridging the gap between various factors and intentions to embark on entrepreneurial ventures in the local context. Finally, this research provides actionable implications for institutions to leverage these factors when promoting entrepreneurial initiatives in Malaysia, thereby contributing to fostering an entrepreneurial ecosystem in the country.

2. Literature review

2.1 Entrepreneurial intention: theory of planned behaviour

EI refers to an individual's inclination towards pursuing entrepreneurship as a career path and their readiness to take action (Al-Jubari *et al.*, 2019; Ajzen, 1991). Intentions are considered to embody the motivating aspects that influence behaviour, and they reflect the level of effort individuals are willing to exert (Ajzen, 1991). Although it has been acknowledged that not all intentions translate into actual behaviours, there is consensus that having EIs is a crucial stage in the initiation of entrepreneurial behaviours and, therefore, should be regarded as a driver of actual entrepreneurial activity (Al-Jubari *et al.*, 2019;

Ajzen, 1991). Individuals who possess EIs to start their businesses are often prepared to face any challenges and risks that may arise. According to researchers such as Faghih *et al.* (2021), entrepreneurs can learn from failure, but major failures can potentially demotivate them due to their financial and psychological consequences as well as the concomitant negative societal perception. The TPB relies on three conceptual paradigms: attitudes, social-norm perception and perceived behavioural control. Social norms influence an individual's behaviour through the impact of their social environment, and their intention is linked to the level of effort they are willing to exert for their plans, endeavours and desires to take action (Ajzen, 1991, 2020). Perceived behavioural control refers to the ease or difficulty experienced when executing a particular behaviour (Ip *et al.*, 2021). EI is likely to evolve based on the attitudes and behaviours of specific individuals (Jena, 2020). Therefore, from the perspective of the TPB, entrepreneurship is considered a deliberate activity anticipated by EI. This study is relevant, as it aims to investigate the EIs of young people and the factors that influence them, such as EE, FS and RMs, based on their ATE.

2.2 Hypotheses development

2.2.1 Entrepreneurial education, attitude towards entrepreneurship and entrepreneurial intention. EE has garnered substantial attention from higher education institutions, including colleges and universities (Kariv *et al.*, 2019), and numerous scholars and researchers have highlighted its qualities (Saoula *et al.*, 2023). In recent years, there has been a focus on the critical need to evaluate the benefits of EE (Kariv *et al.*, 2019). Within business research, one effective method of assessing the benefits of EE involves examining its impact on individuals' intentions to start businesses. Surprisingly, in entrepreneurship research, the influence of EE on EI has not been extensively studied (Saoula *et al.*, 2023). Although research on EE remains limited, the existing literature indicates a positive influence of EE on the behavioural intentions of individuals seeking to start their own businesses (Liu *et al.*, 2019). For example, Liu *et al.* (2019) demonstrated that EE greatly affects individuals' attitudes and intentions towards entrepreneurship. Similarly, a study conducted in Norway found that graduates with entrepreneurship majors were more inclined to launch their own ventures than those with other majors. Conversely, Entrialgo and Iglesias (2018) reported an insignificant effect of EE on EI. However, they discovered a positive relationship between opting for entrepreneurship courses and students' intentions to start their own businesses. This study aimed to assess students' intentions to establish new start-ups, including any changes in their attitudes regarding their intentions to start businesses. To investigate this, the study used the TPB, as scholars have suggested that it is the most suitable theory for examining the impact of EE on EI (Saoula *et al.*, 2023; Lechuga Sancho *et al.*, 2020). Thus, based on the current literature, the author believes that EE plays a significant role in forming an individual's attitude and intention with regards to starting a new business. Accordingly, the following hypotheses were proposed:

H1. EE has a significant impact on one's ATE.

H2. EE has a significant impact on EI.

2.2.2 Role models, attitude towards entrepreneurship and entrepreneurial intentions. Entrepreneurship researchers have given considerable attention to exploring the relationship between RMs and entrepreneurial aspirations (Saoula *et al.*, 2023). It is widely acknowledged that one's inclination to embark on an entrepreneurial journey can be strengthened through the influence of RMs and the development of self-efficacy (van Hoorn and van den Eijkel, 2021). Recognising the immense influence that RMs have over individuals' career trajectories, the

importance of RMs in shaping vocational inclinations has been underscored in the literature. This is evident through the highlighting of a positive association between EIs and RMs (van den Eijkel *et al.*, 2021; Phan *et al.*, 2023). The domain of entrepreneurship encompasses individuals who undertake and navigate the complexities associated with launching businesses and entrepreneurs are primarily focused on establishing new ventures. In this context, RMs emerge as exemplifying examples that guide aspiring entrepreneurs towards their goals. Particularly, noteworthy in domains such as entrepreneurship, RMs serve as instrumental guides, offering valuable insights to individuals aspiring to pursue entrepreneurial paths. Extensive research underscores the importance of networks and peer groups in shaping the dynamics of entrepreneurial initiation (Capelleras *et al.*, 2019).

It is indeed vital for RMs to offer practical assistance to individuals in the real world (Rengiah and Sentosa, 2014), as they not only serve as sources of motivation but also act as mentors, providing crucial advice and support to new business owners. In practice, entrepreneurs often receive essential guidance and assistance from individuals within their local social circles, underscoring the importance of social networks for entrepreneurial success (Hoda *et al.*, 2021). Despite the apparent significance of the RM phenomenon in entrepreneurial contexts, empirical studies focusing on this specific aspect remain limited. In summary, this critical literature review emphasises the close connection between RMs and entrepreneurial behaviours, thus highlighting the profound influence that RMs have on both individual intentions and actual entrepreneurial endeavours. Consequently, to investigate the interplay between RMs, attitudes and intentions, the following hypotheses were proposed:

H3. RMs have a considerable impact on one's ATE.

H4. RMs have a substantial impact on EI.

2.2.3 Financial support, attitude towards entrepreneurship and entrepreneurial intentions. The economic circumstances of individuals play a vital role in driving entrepreneurship, with this role becoming even more pronounced during periods of economic crisis (Saoula *et al.*, 2023). During such crises, traditional business opportunities may be temporarily unavailable, creating a fertile ground for entrepreneurial ventures to emerge (Ip *et al.*, 2021). Furthermore, economic downturns often coincide with a rise in unemployment rates, prompting individuals to consider self-employment as an alternative (Saoula *et al.*, 2023). Economic crises can also impact family dynamics and experiences. In this regards, the research conducted by Joseph (2017) sheds light on the multifaceted effects of economic crises on entrepreneurial behaviour and family dynamics. Access to capital is undeniably a crucial factor in shaping EIs. Entrepreneurs who have sufficient access to capital – whether from personal savings, loans, angel investors or venture capital – are more likely to develop strong intentions to initiate and sustain their businesses (Hoda *et al.*, 2021). Such access mitigates the perceived financial risks associated with entrepreneurship and enhances their motivation to pursue entrepreneurial opportunities (Hoda *et al.*, 2021). A substantial body of research underscores the importance of FS for fostering entrepreneurial aspirations. Financial resources are often seen as pivotal catalysts for reducing the perceived barriers to entry for entrepreneurial endeavours. Previous empirical studies have consistently demonstrated a positive relationship between FS and the cultivation of EIs (Cusmano and Koreen, 2015).

In conclusion, the extant literature indicates that there is a strong and favourable association between FS and entrepreneurial behaviours. Moreover, access to financial resources is a powerful enabler of entrepreneurial goals. Nonetheless, thorough knowledge of how financial assistance influences entrepreneurial inclinations is required to better understand the complex interplay between human characteristics, environmental circumstances and one’s educational

background. Ongoing research in this domain has the potential to enhance our understanding of the dynamic interrelationships that exist between FS and future entrepreneurial attitude and EIs. Based on the literature review, the following hypotheses were formulated regarding the relationship between FS, ATE and EIs:

H5. FS has a serious impact on one's ATE.

H6. FS has a serious impact on EI.

2.2.4 Attitude towards entrepreneurship as a mediator. Attitude, as defined by Ajzen (1991) and Hussain *et al.* (2024), pertains to an individual's positive or negative evaluation of a specific behaviour. ATE refers to an individual's inclination towards becoming an entrepreneur, which precedes EI, and shaping one's intention to engage in specific behaviours (Lechuga Sancho *et al.*, 2020). Previous studies have established a significant association between one's ATE and their entrepreneurial behaviour, with individuals who exhibit a positive ATE showing a preference for self-employment (Lechuga Sancho *et al.*, 2020). According to Ajzen (1991), the relationship between attitude and behaviour is established indirectly, with attitudes influencing intentions and intentions, in turn, influencing behaviours. Numerous studies have reported that intention is the most reliable predictor of voluntary behaviours, with an individual's ATE being considered a proximal and immediate predictor of their EI (Nowiński and Haddoud, 2019). Therefore, understanding entrepreneurial cognition is crucial for comprehending and promoting entrepreneurship. Past empirical research has consistently demonstrated a significant relationship between one's ATE and their EI (Nowiński and Haddoud, 2019; Vamvaka *et al.*, 2020). Furthermore, Boldureanu *et al.* (2020) and Jena (2020) found that there is a positive relationship between a person's EE and their ATE.

Similarly, previous research has revealed that RMs are one of the major predictors that seriously affect one's ATE. For example, a study conducted by Nowiński and Haddoud (2019) revealed the existence of a favourable relationship between the RM and ATE variables. Furthermore, FS was found to be a strong predictor of individuals developing an entrepreneurial mentality, which leads to the formulation of entrepreneurial goals (Luc, 2018). As it has been established that EE, FS and RMs are the significant predictors of one's ATE and EI, this study used the ATE as a mediator between EE, FS, RMs and EI. Fayolle *et al.* (2014) were the first to highlight potential research areas in entrepreneurship and new views extending the line of discussion on the ATE. They argued that if EI models were combined with other methodological enhancements, such as mediating roles, entrepreneurial decision-making processes could be better understood. Hence, given the above discussion, this study investigated how the ATE plays a mediating role between EE, FS, RMs and EI. The following hypotheses were proposed based on the TPB:

H7. ATE has a substantial impact on EI.

H8. ATE mediates the relationship between EE and EI.

H9. ATE mediates the relationship between RMs and EI.

H10. ATE mediates the relationship between FS and EI.

3. Methodology

3.1 Study design and data collection procedure

This study followed a positivist research philosophy and a deductive approach. Using a quantitative research design, this study collected data from young individuals – particularly,

university students – as their targeted samples. The overall study population consisted of the students enrolled in Malaysian public and private educational institutions. This study used purposive sampling, as it is suitable sampling technique for identifying the appropriate participants from the available population. An initial exclusion criterion was established, which made it so that different individuals who had been enrolled in different programs were approached for data collection. The content and face validity were verified by two independent experts before the data collection process was initiated. Firstly, 530 questionnaires were distributed across different listed universities in Malaysia. Next, several reminders were given to the target audience through email, SMS and telephone to ensure an adequate response rate during a period of four weeks. From the 530 questionnaires, 384 were returned by the respondents. According to Hair *et al.* (2010), if more than 15% of the data are missing for a given respondent, they must be excluded from the study. From the 384 questionnaires received, more than 15% of the data were missing in 24 questionnaires, and, hence, these were excluded from this research. Finally, the data of the remaining 352 complete or acceptable questionnaires were analysed using partial least squares structural equation modelling (PLS-SEM).

3.2 Measures

The items used for the study variables were adapted from past studies. FS was measured using six items adapted from the work of (Hassan *et al.*, 2020b); EE was measured using five items (Hassan *et al.*, 2020a); EI was gauged using six items adapted from research conducted by (Hassan *et al.*, 2020a); ATE was gauged using five items (Lechuga Sancho *et al.*, 2020); last, RMs were assessed using six items adapted from the work of Keat *et al.* (2011).

4. Analysis and results

4.1 Common method variance

Once data collection was completed, the data were analysed. To ensure the validity of the collected data, a preliminary analysis was performed, which mainly involved conducting a common method variance test, as suggested by Podsakoff *et al.* (2012). According to Podsakoff and Organ (1986), Herman's single-factor approach necessitates subjecting all items of the study model to a factor analysis. The unrotated factor solution is then evaluated to determine the components that explain the variability of the variable. Importantly, the combined effect of all the factors must account for less than 50% of the variance in the construct. As illustrated in Table 1, no single factor accounted for a portion of the variance in either the exogenous or the endogenous constructs.

Table 1. Common method variance (CMV) test

Total variance explained						
Component	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	11.668	41.670	41.670	11.668	41.670	41.670
2	2.899	10.354	52.024	2.899	10.354	52.024
3	1.692	6.044	58.068	1.692	6.044	58.068
4	1.364	4.872	62.940	1.364	4.872	62.940
5	1.029	3.674	66.614	1.029	3.674	66.614

Source: Authors' own work

4.2 Demographics profile

After careful examination of the data, the demographic characteristics of the participants were assessed, which revealed that most of the respondents included in this study were female (62.5% of total sample) and were single (52.8% of the sample). As for their age, a majority of the respondents were 20–25 years old (58.5% of the sample), whereas 31% of them were 26–27 years old. This study was conducted in Malaysia, which is a multicultural country; thus, the ethnic backgrounds of the respondents were also taken into consideration. A majority of the respondents were Malay, accounting for 64% of the total sample. Of the rest, 24.4% were Chinese, whereas 11.4% were Indian. The detailed demographic results are presented in Table 2.

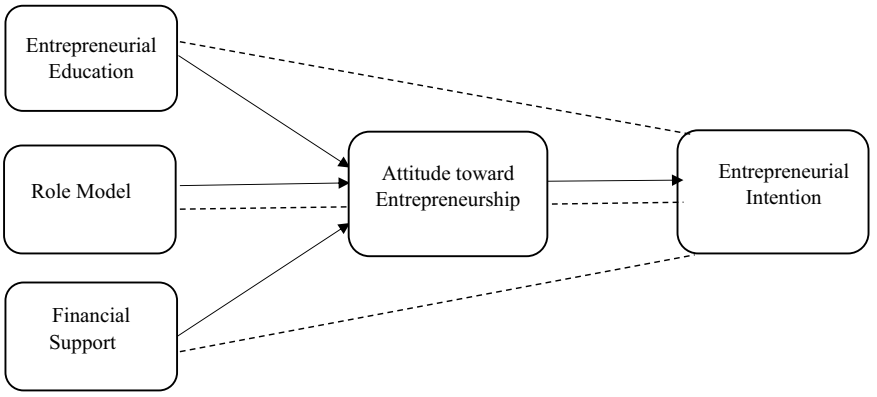
4.3 Measurement model analysis

The software SmartPLS was used for the assessment of the proposed research model (Figure 1). As suggested by researchers, the PLS-SEM consists of a two-step process. The

Table 2. Demographic statistics of respondents

Demographic variables	Category	Frequency	%
Gender	Female	220	62.5
	Male	132	37.5
Marital status	Married	166	47.2
	Single	186	52.8
Age	Below 20	21	6.0
	20–25	206	58.5
	26–30	109	31.0
	Above 30	16	4.5
Ethnic background	Malay	226	64.2
	Chines	86	24.4
	Indian	40	11.4

Source: Authors' own work



Source: Figure by authors

Figure 1. Research framework

first step involves the measurement model, whereas the second involves the structural model of the study. In the measurement model, internal consistency reliability, convergent validity, discriminant validity, composite reliability and average variance extracted (AVE) were assessed. Convergent validity is defined as the extent to which a particular set of variables converge while measuring a concept (Hair *et al.*, 2010). According to Hair *et al.* (2010), the simultaneous testing of composite reliability, AVE and factor loadings determines the convergent validity. In this study, item loadings of over 0.70 were obtained for all the items, indicating adequate convergent validity. All factor loadings for the items were in the range of the established criteria.

Composite reliability also confirmed the existence of convergent validity. The composite-reliability test indicates the extent to which a set of items consistently represent the latent construct (Hair *et al.*, 2010). In addition to the composite reliability, the AVE was calculated to further verify the convergent validity for the outer model. AVE values reflect a certain set of items in relation to the shared variance with measurement errors. In particular, the AVE measures the indicator variance in relation to the variance assigned to the measurement errors. Barclay *et al.* (1995) assert that if the AVE turns out to be 0.5, it indicates sufficient convergence of a group of items for measuring a construct. Here, the range of the AVE values was found to be 0.572–0.684. All the factor loadings, Cronbach's alpha, composite reliability and the AVE of the latent constructs are shown in Table 3. In addition, Figure 2 provides an overview of the measurement model.

To further validate the measurement model, it was essential to establish the outer model's discriminant and construct validity. Thus, the discriminant validity needed to be confirmed before the research hypotheses could be tested. The discriminant validity reflects that the items of a construct are different from those of other constructs, indicating that there is no overlapping among the items of the different constructs. In addition, Compeau *et al.* (1999) suggested that a measure's discriminant validity shares the variance among all individual constructs and is supposed to be greater than the variance shared between specific constructs. The discriminant validity of the measures used in this study was established following the criterion suggested by Fornell and Larcker (1981), and each constructs' AVE square roots were placed at the diagonal spots in the correlation matrix. Hair *et al.* (2010) defined content validity and construct validity as the extent to which the items proposed for a construct appropriately measure the intended construct. Moreover, the heterotrait–monotrait (HTMT) ratio is used to access the discriminant validity (Pittino *et al.*, 2018). The HTMT ratio is a recently created approach used to assess discriminant validity. The Fornell and Larcker (1981) criterion and the (partial) cross-loadings are generally not enough to detect a lack of discriminant validity, the values for which are provided in Table 4. Notably, as shown in Table 5, the HTMT ratio values were less than one. Hence, according to the HTMT criterion, all variables achieved discriminant validity. The corresponding results obtained in this study were less than one, which indicates that all the latent constructs achieved discriminant validity (Henseler *et al.*, 2015).

4.4 Structural model analysis and hypotheses testing

After the evaluation of the measurement model, the next step was to analyse the structural model. Understanding the relationship between the constructs and the predictive abilities of outer models assists in evaluating the inner model (Hair *et al.*, 2013). Therefore, the statistical significance of the path coefficients was assessed using the bootstrapping method, the results of which revealed that, in terms of the direct relationship, six (*H1–H7*) out of the seven hypotheses were accepted. This indicates that the relationship between the proposed relationships were statistically significant (shown in Table 5), i.e. "*H1* (beta = 0.379;

Table 3. Factor loading, Cronbach's alpha, composite reliability and AVE of the latent constructs

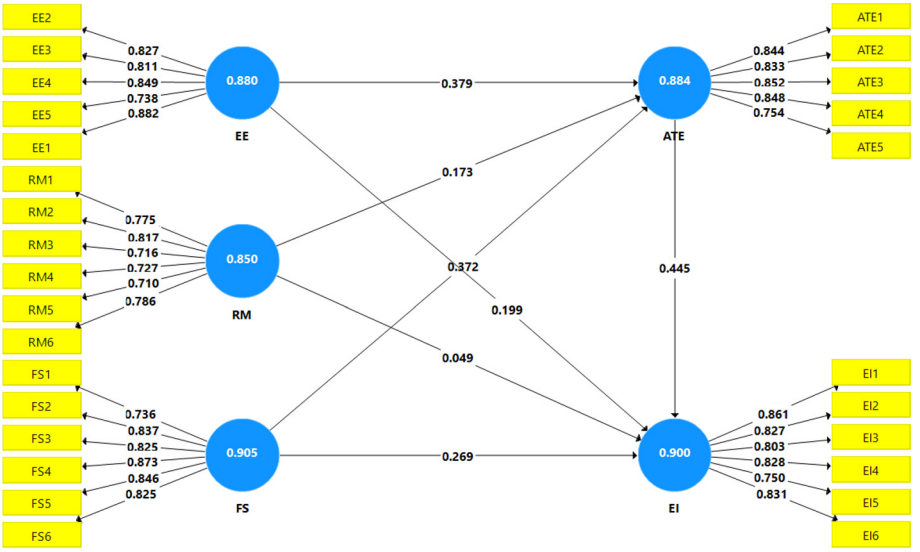
Variable name	Items	Loading	C-alpha	CR	AVE
Attitude towards entrepreneurship	ATE1	0.844	*0.884*	*0.915*	*0.684*
	ATE2	0.833			
	ATE3	0.852			
	ATE4	0.848			
	ATE5	0.754			
Entrepreneurial education	EE1	0.882	*0.880*	*0.913*	*0.677*
	EE2	0.827			
	EE3	0.811			
	EE4	0.849			
	EE5	0.738			
Entrepreneurial intention	EI1	0.861	*0.900*	*0.923*	*0.668*
	EI2	0.827			
	EI3	0.803			
	EI4	0.828			
	EI5	0.750			
	EI6	0.831			
Financial support	FS1	0.736	*0.905*	*0.927*	*0.680*
	FS2	0.837			
	FS3	0.825			
	FS4	0.873			
	FS5	0.846			
	FS6	0.825			
Role model	RM1	0.775	*0.850*	*0.889*	*0.572*
	RM2	0.817			
	RM3	0.716			
	RM4	0.727			
	RM5	0.710			
	RM6	0.786			

Notes: EE = entrepreneurial education; EI = entrepreneurial intention; ATE = attitude towards entrepreneurship; RM = role model; FS = financial support
Source: Authors' own work

t-values = 7.676; *p*-value = 0.000), *H2* (beta = 0.199; *t*-values = 4.369; *p*-value = 0.000), *H3* (beta = 0.173; *t*-values = 3.812; *p*-value = 0.000), *H5* (beta = 0.372; *t*-values = 7.400l; *p*-value = 0.000), *H6* (beta = 0.269; *t*-values = 5.082; *p*-value = 0.000), *H7* (beta = 0.445; *t*-values = 8.227; *p*-value = 0.000)". *H4* was not found to be statistically significant. The results of the direct relationships are presented in Table 6.

Furthermore, the indirect (mediation) results suggest that all three indirect relationships are accepted. The results revealed that the relationship between EE and EI (*B* = 0.168; *t*-values = 5.691; *p*-value = 0.000) and that between RMs and EI (*B* = 0.77; *t*-values = 3.179; *p*-value = 0.002) were significantly mediated by the ATE. Similarly, the relationship between FS and EI was also found to be considerably mediated by the ATE (*B* = 0.165; *t*-values = 5.680; *p*-value = 0.000). This indicates that *H8–H10* are statistically significant and accepted. Figure 3 provides an overview of the structural path, whereas Table 7 provides an indirect (mediation) result.

When attempting to evaluate a structural model, *R*-squared is an important criterion, as it helps analyse the structural model in PLS-SEM (Hair *et al.*, 2012). *R*-squared is also referred to as the coefficient of determination that explains how well a model can predict and explain



Source: Figure by authors using analytical software

Figure 2. Measurement model (algorithm)

Table 4. Discriminant validity (Fornell and Larcker, 1981)

Variable	ATE	EE	EI	FS	RM
ATE	0.827				
EE	0.641	0.823			
EI	0.760	0.650	0.817		
FS	0.629	0.563	0.673	0.825	
RM	0.385	0.308	0.350	0.257	0.756

Notes: EE = entrepreneurial education; EI = entrepreneurial intention; ATE = attitude towards entrepreneurship; RM = role model; FS = financial support
Source: Authors' own work

Table 5. Discriminant validity (HTMT)

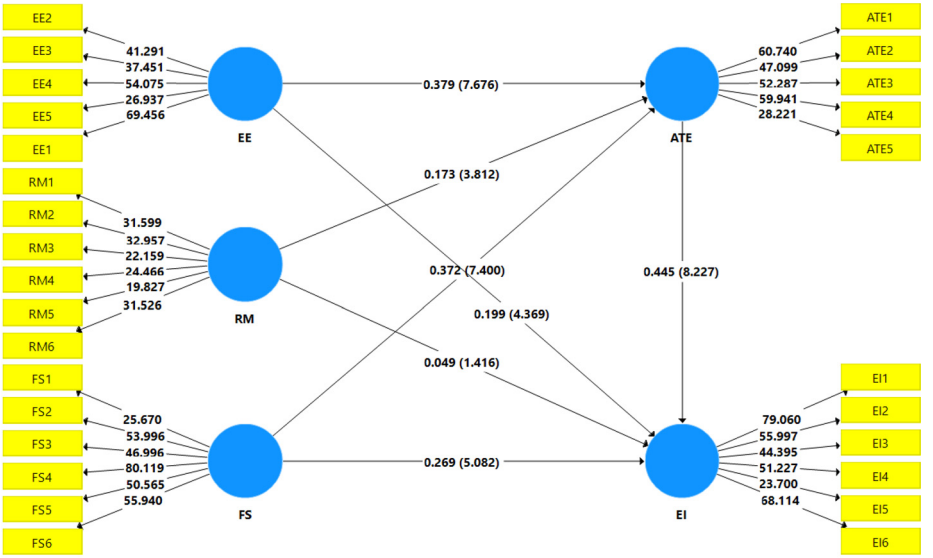
Variable	ATE	EE	EI	FS	RM
ATE					
EE	0.717				
EI	0.845	0.722			
FS	0.698	0.623	0.742		
RM	0.438	0.356	0.399	0.293	

Notes: EE = entrepreneurial education; EI = entrepreneurial intention; ATE = attitude towards entrepreneurship; RM = role model; FS = financial support
Source: Authors' own work

Table 6. Direct relationship results

Hypotheses	Path	Beta	STDEV	*t*-value	*p*-values	Decision
H1	EE → ATE	0.379	0.049	7.676	0.000	Accepted
H2	EE → EI	0.199	0.045	4.369	0.000	Accepted
H3	RM → ATE	0.173	0.045	3.812	0.000	Accepted
H4	RM → EI	0.049	0.034	1.416	0.157	Not accepted
H5	FS → ATE	0.372	0.050	7.400	0.000	Accepted
H6	FS → EI	0.269	0.053	5.082	0.000	Accepted
H7	ATE → EI	0.445	0.054	8.227	0.000	Accepted

Notes: EE = entrepreneurial education; EI = entrepreneurial intention; ATE = attitude towards entrepreneurship; RM = role model; FS = financial support
Source: Authors' own work



Source: Figure by authors using analytical software

Figure 3. Structural model

Table 7. Indirect results (mediation)

Hypotheses	Path	Beta	STDEV	*t*-value	*p*-values	Decision
H8	EE → ATE → EI	0.168	0.030	5.691	0.000	Accepted
H9	RM → ATE → EI	0.077	0.024	3.179	0.002	Accepted
H10	FS → ATE → EI	0.165	0.029	5.680	0.000	Accepted

Notes: EE = entrepreneurial education; EI = entrepreneurial intention; ATE = attitude towards entrepreneurship; RM = role model; FS = financial support
Source: Authors' own work

future outcomes. Its value indicates how much of the variation in the dependent variable can be explained by one or more independent variables (Elliott and Woodward, 2007). However, the acceptable *R* value depends on the context of the research. The minimum acceptable value suggested by Chin (2010) is 0.10, whereas an *R*-squared value of 0.67 is considered substantial, of 0.33 is considered mediocre and of 0.19 is considered weak. According to these criteria, the R^2 values of the latent construct of this study were substantial at 0.665 and 0.565, as can be seen in Table 8.

4.5 Predictive capability assessment

Furthermore, to ensure the predictive capacity of the model, the blindfolding procedure was employed, which explains the predictive relevance of the latent constructs. The blindfolding procedure was used to determine the *Q*-squared value, which is a measure of the predictive capacity of the model. According to Hair *et al.* (2013), the value of *Q*-squared must be greater than zero. In our case, the value of *Q*-squared is not zero, which indicates that there are no issues associated with predictive capacity in our model. The *Q*-squared values of the latent constructs of this study are 0.297 and 0.457, as can be seen in Table 9.

5. Discussion, implications and limitations

5.1 Discussion of findings

Despite the existence of a substantial body of literature on entrepreneurship (Abd Razak *et al.*, 2018), there is a lack of a comprehensive understanding of EI in the Malaysian context. Therefore, this study aimed to investigate the relationships between EE, FS, RMs, ATE and EIs. The statistical results indicate that the direct hypotheses (*H2*, *H4* and *H7*) are supported, demonstrating significant correlations between EE, FS, RMs, ATE and EI. EE was found to positively influence students' motivation and intentions to start their own businesses. Engagement in EE can enable students to acquire skills and abilities that are essential for the entrepreneurial path, which may explain these findings (Neck and Greene, 2011). This suggests that students' acquisition of entrepreneurial knowledge and their positive ATE serve as valuable assets with respect to achieving successful entrepreneurial outcomes. Furthermore, FS emerged as the second most influential predictor of EI. This underscores the importance of perceptions regarding FS, whether of one's family or of government

Table 8. *R*-square of the latent constructs

Latent constructs	*R*-square
ATE	0.543
EI	0.665

Source: Authors' own work

Table 9. *Q*-square of exogenous variables

Latent constructs	Q^2
EI	0.438
ATE	0.366

Source: Authors' own work

institutions such as banks, in relation to shaping EI. This finding aligns with previous research (Hassan *et al.*, 2020b), indicating that the provision of adequate resources can considerably influence an individual's entrepreneurial mindset.

The first sub-objective of this study was to examine the direct effects of EE, FS and RMs on the ATE. The findings revealed major outcomes for the direct relationships (*H1*, *H3* and *H5*), suggesting that EE positively influences one's ATE. This corroborates the findings of Jena (2020), which suggest that EE enhances students' ATE, consequently fostering their inclination towards entrepreneurial activities. Therefore, the ATE emerges as a crucial mechanism through which EE influences EI. Furthermore, it was found that FS also serves as a predictor for developing a suitable ATE. This aligns with the findings of Hassan *et al.* (2020b), indicating that entrepreneurial attitudes are influenced by the availability of FS, which includes resources for new entrepreneurs as well as for established business owners seeking to expand their operations. In addition, the results of this study revealed that RMs also influence an individual's ATE, thereby contributing to their EI. RMs seriously influence individuals' decisions to pursue entrepreneurial careers by providing them with essential business-related information, guidance and moral support. In this context, RMs are crucial, as they provide individuals with socialisation and training relevant to entrepreneurship (Nowiński and Haddoud, 2019).

The second sub-objective of this study was to examine how the ATE mediates between EE, FS, RMs and EIs. The results for the mediation hypotheses indicated that the ATE significantly mediated the relationships between EE, FS, RMs and EIs. This implies that obtaining comprehensive entrepreneurial knowledge due to one's ATE enhances their EI. It suggests that as EE courses expose students to a wide range of entrepreneurial information and improve their ability to recognise opportunities in their environment, they become more likely to develop intentions to engage in entrepreneurial behaviour. In other words, the ATE acts as a critical mediator, bridging the gap between exposure to EE, FS, RMs and the intention to pursue entrepreneurial endeavours. The results also suggest that FS in entrepreneurship enables potential entrepreneurs to develop a healthy ATE which, in turn, impacts their EI. This aligns with the findings of Hassan *et al.* (2020b), who argue that positive perceptions regarding FS encourage a positive EI through individuals ATE, prompting them to start their own businesses. Hence, the number of entrepreneurs is expected to rise with increased FS. However, the true impact of this study will only become evident in the long run. It is anticipated that sustained and robust support from various stakeholders, such as the government, the corporate sector, non-governmental groups and experienced entrepreneurs, will be crucial for the success of promoting entrepreneurship related activities in the region. Moreover, the relationship between RMs and EI was found to be significant due to the ATE. This suggests that RMs can influence individuals' intentions with regards to entrepreneurship solely through their ATE. In other words, RMs serve as influential figures who shape individuals' ATE, consequently impacting their intentions to pursue entrepreneurial activities.

5.2 Theoretical implications

This study contributes to the literature in the following ways: firstly, it theoretically proposed and empirically investigated a relationship between different entrepreneurial factors, such as EE, RMs and FS, in relation to enhancing ATE and EI. Past studies have focused on different factors – for instance, Saoula *et al.* (2023) proposed a combination of self-efficacy, family support and individual motivation that drives the acquiring of EE and fosters intentions towards entrepreneurship. We posit that building a favourable entrepreneurial attitude as well as positive intentions towards entrepreneurship relies on EE, RMs and FS. We conclude that

education plays an important role in developing the favourable attitudes as well as intentions needed to launch an enterprise. This study has also argued that FS is an important factor in the pursuit of entrepreneurial activity (Sieger and Minola, 2017). Individuals who are motivated and possess a positive attitude and intentions still face setbacks when launching an enterprise if they lack FS (Hassan *et al.*, 2020a). In addition, this study argued that most of the participants had been following an RM who was already successful in the market.

Secondly, this study empirically investigated the mediating role of an individual's ATE. Past studies have investigated the mediating role of EE (Saoula *et al.*, 2023), self-efficacy (Duong, 2021), learning orientation (Hoang *et al.*, 2020) and perceived social support (Hassan *et al.*, 2020). This study, based on the TPB, argued that the ATE variable plays a vital role with regards to various factors and the development of positive EIs. We posit that it is the attitude of an individual that drives the effect that different entrepreneurial factors have on shaping and developing favourable EIs. Therefore, the ATE plays a significant mediating role between the different driving factors and EIs.

5.3 Managerial implications

It was found that EE and FS improve EI among Malaysian students. It was also shown that one's ATE is a key mechanism through which EE, FS and RMs can alter their EI. This study confirmed the findings of previous research (Hassan *et al.*, 2020b; Boldureanu *et al.*, 2020), which had found that EE, FS and EI share positive associations. This suggests that a theoretical course could not only provide students with sufficient information and abilities related to business creation but also pique their entrepreneurial spirit. Furthermore, because entrepreneurship in Malaysia is motivated by necessity, students could apply their theoretical learning to help them survive the tough economic situations in which they may find themselves. To make sense of these findings, it is vital to consider that one of the largest obstacles facing present and future entrepreneurs in Malaysia is the access to financial resources to fund their entrepreneurial activity. Participants with a theoretical understanding of alternative funding sources will be more aware of the importance of acquiring funding from sources other than commercial banks and other financial organisations. They would understand the value of their social networks with respect to fundraising and, thus, may be able to obtain money through crowdsourcing to fund self-employment activities that could help them satisfy their fundamental needs. This suggests that, in Malaysia, and the larger context of this study, a theoretical course will enhance EI. Therefore, the claim made by Puni *et al.* (2018) that theory-oriented entrepreneurship courses would prevent the development of entrepreneurship, whereas practical or experiential entrepreneurship courses would promote it, is limited in terms of its applicability in the Malaysian context. This is because the empirical research we investigated could lead to the development of EI among higher education students.

Moreover, the mediating role of the ATE was assessed. The results of the mediation analysis demonstrated that the relationship between EE and EI was considerably mediated by the ATE. This suggests that if a person has an understanding of business and has more knowledge about business dynamics due to their business education or business background, they will be more inclined towards pursuing entrepreneurship and the relationship between their EE and EI will be stronger. Similarly, it was found that the relationship between an RM and EI was extensively mediated by the ATE, which suggests that Malaysian students' intentions related to entrepreneurship can be enhanced if they are inspired by their business RM; this relationship can be enhanced if their ATE is strengthened. Therefore, based on the preceding discussion, it is suggested that universities should introduce business RMs to their students through industrial or SME collaborations during the course of their education and

should work to enhance interaction among the business community, which could help students find their business RMs. This could also help them develop a positive attitude towards actual business start-ups. In addition, the results of this study revealed that the ATE significantly mediated the relationship between FS and EI, which is another significant finding of this study that suggests that the Malaysian Government should focus on developing some favourable financial policies that would help recent graduates finance their start-ups. This would substantially contribute to nurturing their ATE and, in turn, facilitating the formation of their EI.

5.4 Limitations and directions for future research

This study has certain limitations, such as the fact that it only focuses on the participants' family and personal aspects, which lead to the development of their EIs. There are many other micro and macro factors that can influence individuals' intentions to start new businesses. In this regards, future research should adapt mixed methods design by exploring different factors and investigating them across specific contexts. Therefore, the model proposed in this study can be extended to the launch or post-launch stage of any venture by introducing the behavioural aspects that would benefit investigating EIs. Secondly, future research could investigate the role of value co-creation in relation to developing favourable EIs among individuals (Hussain *et al.*, 2023; Shamim *et al.*, 2023). Thirdly, future studies could investigate the function of technology-embedded platforms in relation to developing users' trust and commitment to launching a successful platform in the market (Abid *et al.*, 2023; Saoula *et al.*, 2024). Fourthly, future research could create an integrative framework by developing a relationship between different entrepreneurial factors associated with value creation (Abid *et al.*, 2022) subsequently creating positive customer experiences and satisfaction (Shamim *et al.*, 2024). Fifthly, as the data were collected at a single point in time, future studies could collect data using a longitudinal approach to potentially obtain more robust findings. Finally, we only considered three factors and investigated their impact on individuals' attitude and intentions. Future studies could include culture as another factor because different cultures have different approaches to promoting entrepreneurship in the region.

References

Abbasianchavari, A. and Moritz, A. (2021), "The impact of role models on entrepreneurial intentions and behavior: a review of the literature", *Management Review Quarterly*, Vol. 71 No. 1, pp. 1-40.

Abd Razak, N.S.N., Buang, N.A. and Kosnin, H. (2018), "The influence of entrepreneurship education towards the entrepreneurial intention in 21st century learning", *The Journal of Social Sciences Research*, No. SPI6, pp. 502-507.

Abid, M.F., Shamim, A., Khan, Z. and Khan, I. (2022), "Value creation or value destruction: conceptualizing the experiential nature of value-in-use", *Journal of Consumer Behaviour*, Vol. 21 No. 3, pp. 583-601.

Abid, M.F., Siddique, J., Gulzar, A., Shamim, A., Dar, I.B. and Zafar, A. (2023), "Integrating the commitment-trust theory to gauge customers loyalty in riding services", *Journal of Promotion Management*, Vol. 29 No. 3, pp. 305-337.

Ahmad, N.H., Rahman, S.A., Rajendran, N.L.K.A. and Halim, H.A. (2020), "Sustainable entrepreneurship practices in Malaysian manufacturing SMEs: the role of individual, organisational and institutional factors", *World Review of Entrepreneurship, Management and Sustainable Development*, Vol. 16 No. 2, pp. 153-171.

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

Al-Jubari, I., Hassan, A. and Liñán, F. (2019), "Entrepreneurial intention among university students in Malaysia: integrating self-determination theory and the theory of planned behavior", *International Entrepreneurship and Management Journal*, Vol. 15 No. 4, pp. 1323-1342.

Anwar, I., Saleem, I., Islam, K. B., Thoudam, P. and Khan, R. (2020), "Entrepreneurial intention among female university students: examining the moderating role of entrepreneurial education", *Journal for International Business and Entrepreneurship Development*, Vol. 12 No. 4, pp. 217-234.

Barclay, D., Higgins, C. and Thompson, R. (1995), "The partial least squares (PLS) approach to casual modeling: personal computer adoption ANS use as an illustration".

Boldureanu, G., Ionescu, A.M., Bercu, A.-M., Bedrule-Grigoruță, M.V. and Boldureanu, D. (2020), "Entrepreneurship education through successful entrepreneurial models in higher education institutions", *Sustainability*, Vol. 12 No. 3, p. 1267.

Capelleras, J.-L., Contin-Pilart, I., Larraza-Kintana, M. and Martin-Sanchez, V. (2019), "Entrepreneurs' human capital and growth aspirations: the moderating role of regional entrepreneurial culture", *Small Business Economics*, Vol. 52 No. 1, pp. 3-25.

Chin, W.W. (2010), *How to Write up and Report PLS Analyses. Handbook of Partial Least Squares*, Springer, Cham.

Compeau, D., Higgins, C.A. and Huff, S. (1999), "Social cognitive theory and individual reactions to computing technology: a longitudinal study", *MIS Quarterly*, Vol. 23 No. 2, pp. 145-158.

Cusmano, L., and Koreen, M. (2015), *New Approaches to SME and Entrepreneurship Financing: Broadening the Range of Instruments*, OECD Centre for Entrepreneurship, SMEs and Local Development, Pariz, pp. 1-119.

Doran, J., Mccarthy, N. and O'connor, M. (2018), "The role of entrepreneurship in stimulating economic growth in developed and developing countries", *Cogent Economics and Finance*, Vol. 6 No. 1, p. 1442093.

Duong, C. (2021), "The moderating role of self-efficacy on the cognitive process of entrepreneurship: an empirical study in Vietnam", *Journal of Entrepreneurship, Management and Innovation*, Vol. 17 No. 1, pp. 147-174.

Elliott, A.C. and Woodward, W.A. (2007), *Statistical Analysis Quick Reference Guidebook: With SPSS Examples*, Sage, London.

Entrialgo, M. and Iglesias, V. (2018), "Are the intentions to entrepreneurship of men and women shaped differently? The impact of entrepreneurial role-model exposure and entrepreneurship education", *Entrepreneurship Research Journal*, Vol. 8 No. 1.

Faghih, N., Sarreshtehdari, L. and Bonyadi, E. (2021), "Entrepreneurial attitude entropy", *Journal of Global Entrepreneurship Research*, pp. 1-11.

Fayolle, A. and Gailly, B. (2008), "From craft to science: teaching models and learning processes in entrepreneurship education", *Journal of European industrial training*, Vol. 32 No. 7, pp. 569-593.

Fayolle, A., Liñán, F. and Moriano, J.A. (2014), "Beyond entrepreneurial intentions: values and motivations in entrepreneurship", *International Entrepreneurship and Management Journal*, Vol. 10 No. 4, pp. 679-689.

Feola, R., Parente, R., and Cucino, V. (2021), "The entrepreneurial university: how to develop the entrepreneurial orientation of academia", *Journal of the Knowledge Economy*, Vol. 12, pp. 1787-1808.

Fornell, C. and Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement error", *Journal of Marketing Research*, Vol. 18 No. 1, pp. 39-50.

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.

Hair, J.F., Anderson, R.E., Babin, B.J. and Black, W.C. (2010), *Multivariate Data Analysis: A Global Perspective*, Pearson, Upper Saddle River, NJ, Vol. 7.

Hair, J.F., Sarstedt, M., Ringle, C.M. and Mena, J.A. (2012), "An assessment of the use of partial least squares structural equation modeling in marketing research", *Journal of the Academy of Marketing Science*, Vol. 40 No. 3, pp. 414-433.

Hasan, S. M., Khan, E. A. and Nabi, M. N. U. (2017), "Entrepreneurial education at university level and entrepreneurship development", *Education+ Training*, Vol. 59 Nos 7/8, pp. 888-906.

Hassan, A., Saleem, I., Anwar, I. and Hussain, S. A. (2020), "Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education", *Education+ Training.*

Hassan, A., Saleem, I., Anwar, I. and Hussain, S.A. (2020a), "Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education", *Education+ Training.*

Hassan, H., Sade, A.B. and Rahman, M.S. (2020b), "Shaping entrepreneurial intention among youngsters in Malaysia", *Journal of Humanities and Applied Social Sciences*, Vol. 2 No. 3.

Henseler, J., Ringle, C.M. and Sarstedt, M. (2015), "A new criterion for assessing discriminant validity in variance-based structural equation modeling", *Journal of the Academy of Marketing Science*, Vol. 43 No. 1, pp. 115-135.

Hoang, G., Le, T. T. T., Tran, A. K. T. and Du, T. (2020), "Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation", *Education+ Training*, Vol. 63 No. 1, pp. 115-133.

Hoda, N., Ahmad, N., Gupta, S.L., Alam, M.M. and Ahmad, I. (2021), "Application of entrepreneurial intention model in comparative international entrepreneurship research: a cross-cultural study of India and Saudi Arabia", *Sustainability*, Vol. 13 No. 23, p. 13369.

Hussain, A., Abid, M.F., Shamim, A., Ting, D.H. and Toha, M.A. (2023), "Videogames-as-a-service: how does in-game value co-creation enhance premium gaming co-creation experience for players?", *Journal of Retailing and Consumer Services*, Vol. 70, p. 103128.

Hussain, K., Fayyaz, M.S., Shamim, A., Abbasi, A.Z., Malik, S.J. and Abid, M.F. (2024), "Attitude, repurchase intention and brand loyalty toward halal cosmetics", *Journal of Islamic Marketing*, Vol. 15 No. 2, pp. 293-313.

Ip, C.Y., Liang, C., Lai, H.J. and Chang, Y.J. (2021), "Determinants of social entrepreneurial intention: an alternative model based on social cognitive career theory", *Nonprofit Management and Leadership*, Vol. 31 No. 4, pp. 737-760.

Jena, R.K. (2020), "Measuring the impact of business management student's attitude towards entrepreneurship education on entrepreneurial intention: a case study", *Computers in Human Behavior*, Vol. 107, p. 106275.

Joseph, I. (2017), "Factors influencing international student entrepreneurial intention in Malaysia", *American Journal of Industrial and Business Management*, Vol. 7 No. 4, p. 424.

Kariv, D., Matlay, H. and Fayolle, A. (2019), "Introduction: entrepreneurial trends meet entrepreneurial education", *The Role and Impact of Entrepreneurship Education*, Edward Elgar Publishing, Cheltenham.

Keat, O.Y., Selvarajah, C. and Meyer, D. (2011), "Inclination towards entrepreneurship among university students: an empirical study of Malaysian university students", *International Journal of Business and Social Science*, Vol. 2.

Krichen, K. and Chaabouni, H. (2022), "Entrepreneurial intention of academic students in the time of COVID-19 pandemic", *Journal of Small Business and Enterprise Development*, Vol. 29 No. 1, pp. 106-126.

Lechuga Sancho, M.P., Martín-Navarro, A. and Ramos-Rodríguez, A.R. (2020), "Will they end up doing what they like? The moderating role of the attitude towards entrepreneurship in the formation of entrepreneurial intentions", *Studies in Higher Education*, Vol. 45 No. 2, pp. 416-433.

Liu, X., Lin, C., Zhao, G. and Zhao, D. (2019), "Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention", *Frontiers in Psychology*, Vol. 10, p. 450989.

Luc, P.T. (2018), "The relationship between perceived access to finance and social entrepreneurship intentions among university students in Vietnam", *The Journal of Asian Finance, Economics and Business*, Vol. 5 No. 1, pp. 63-72.

Martin, B. C., McNally, J. J. and Kay, M. J. (2013), "Examining the formation of human capital in entrepreneurship: a meta-analysis of entrepreneurship education outcomes", *Journal of Business Venturing*, Vol. 28 No. 2, pp. 211-224.

Neck, H. M. and Greene, P. G. (2011), "Entrepreneurship education: known worlds and new frontiers", *Journal of Small Business Management*, Vol. 49 No. 1, pp. 55-70.

Noor, N.H.M., Malek, E.N., Yaacob, M.A. and Omar, N. (2021), "Predicting the entrepreneurship intention of undergraduate university students in Malaysia: a comparison study", *Trends in Undergraduate Research*, Vol. 4 No. 1, pp. 1-9.

Nowiński, W. and Haddoud, M.Y. (2019), "The role of inspiring role models in enhancing entrepreneurial intention", *Journal of Business Research*, Vol. 96, pp. 183-193.

Odewale, G.T., ABD Hani, S.H., Migiro, S.O. and Adeyeye, P.O. (2019), "Entrepreneurship education and students'views on self-employment among international postgraduate students in Universiti Utara Malaysia", *Journal of Entrepreneurship Education*, Vol. 22, pp. 1-15.

Ooi, S.M. and Richardson, C. (2019), "The internationalisation of service-sector SMEs in an emerging market: insights from business training and consultancy firms in Malaysia", *Review of International Business and Strategy*, Vol. 29 No. 1.

Phan, T.T., Vanderstraeten, J., Slabbinck, H. and Handrito, R.P. (2023), "Unravelling the impact of personal values, role models and entrepreneurial knowledge on international entrepreneurial intention", The Formation of Student Entrepreneurial Intention and Behaviour-An International Perspective, p. 69.

Pittino, D., Martínez, A. B., Chirico, F. and Galván, R. S. (2018), "Psychological ownership, knowledge sharing and entrepreneurial orientation in family firms: The moderating role of governance heterogeneity", *Journal of Business Research*, Vol. 84, pp. 312-326.

Podsakoff, P.M., Mackenzie, S.B. and Podsakoff, N.P. (2012), "Sources of method bias in social science research and recommendations on how to control it", *Annual Review of Psychology*, Vol. 63 No. 1, pp. 539-569.

Podsakoff, P.M. and Organ, D.W. (1986), "Self-reports in organizational research: problems and prospects", *Journal of Management*, Vol. 12 No. 4, pp. 531-544.

Prabhu, J.J. (2019), "A study on entrepreneurship education and entrepreneurial attitude in Malaysia – the relationship between employment and unemployment analysis", *International Journal of Trend in Scientific Research and Development*, Vol. 3 No. 3, pp. 840-842.

Puni, A., Anlesinya, A. and Korsorku, P.D.A. (2018), "Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa", *African Journal of Economic and Management Studies*, Vol. 9 No. 4.

Rengiah, P. and Sentosa, I. (2014), "A conceptual development of entrepreneurship education and entrepreneurial intentions among Malaysian university students", *IOSR Journal of Business and Management*, Vol. 16 No. 11, pp. 68-74.

Saoula, O., Shamim, A., Ahmad, M.J. and Abid, M.F. (2023), "Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education", *Asia Pacific Journal of Innovation and Entrepreneurship*, Vol. 17 No. 1, pp. 20-45.

Saoula, O., Abid, M.F., Ahmad, M.J., Shamim, A., Patwary, A.K. and Yusr, M.M. (2024), "Forging customer satisfaction through commitment-trust factors in financial insurance services: moderating role of corporate image", *Journal of Islamic Marketing*, Vol. 15 No. 2, pp. 418-445.

Shamim, A., Abid, M.F. and Ahmad, F. (2024), "S–O–R based experiential framework for measuring in-store customer satisfaction in non-fuel retailing", *Journal of Retailing and Consumer Services*, Vol. 77, p. 103672.

Shamim, A., Ahn, J., Khan, I., Shah, M. and Abid, M.F. (2023), "Make every interaction count-assessing the role of customers' self-construal on value co-creation at service encounters", *The International Review of Retail, Distribution and Consumer Research*, Vol. 33 No. 2, pp. 178-201.

Sieger, P. and Minola, T. (2017), "The family's financial support as a 'poisoned gift': a family embeddedness perspective on entrepreneurial intentions", *Journal of Small Business Management*, Vol. 55, pp.179-204.

Vamvaka, V., Stoforos, C., Palaskas, T. and Botsaris, C. (2020), "Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences", *Journal of Innovation and Entrepreneurship*, Vol. 9, pp. 1-26

Van Den Eijkel, W., Van Hoorn, M., Fassio, C., Politis, D. and Brattström, A. (2021), "The influence of role models on the antecedents of entrepreneurial intentions: a study examining the motivational fit".

Van Hoorn, M.G.H. and Van Den Eijkel, W. (2021), "The influence of role models on the antecedents of entrepreneurial intentions: a study examining the motivational fit".

Further reading

Criaco, G., Sieger, P., Wennberg, K., Chirico, F. and Minola, T. (2017), "Parents' performance in entrepreneurship as a 'double-edged sword' for the intergenerational transmission of entrepreneurship", *Small Business Economics*, Vol. 49, pp. 841-864.

Appendix

Entrepreneurial intention source: (Hassan *et al.*, 2020a)

(1) I am ready to make anything to be an entrepreneur
(2) My professional goal is to become an entrepreneur
(3) I will make every effort to start and run my own firm
(4) I am determined to create a firm in the future
(5) I have very seriously thought of starting a firm
(6) I have got the firm intention to start a firm someday

Entrepreneurship education source: (Hassan *et al.*, 2020a)

(1) Knowledge about the entrepreneurial environment
(2) Greater recognition of the entrepreneur's figure
(3) The preference to be an entrepreneur
(4) The necessary abilities to be an entrepreneur
(5) The intention to be an entrepreneur

Role model source: (Keat *et al.*, 2011)

(1) Care what my closest friends think about my employment decision.

(2) Believe that closest friends think I should become self-employed.
(3) Care what lecturers think about my employment decision.
(4) Interested in business because my friends are in business.
(5) Friends are main source of business-related information.
(6) Lecturers are main source of business-related information.

Financial support source: (Hassan *et al*., 2020b)

- The reward of being an entrepreneur is priceless
- I will start my own business by using my personal savings
- It would be a good opportunity if there is financial support to start a new business
- Looking for financial support is similar to looking for an idea to start a business
- I am always looking for the opportunity of financial support to start my potential business
- There is always a possibility of me investing in a new business

Attitude toward Entrepreneurship source: (Lechuga Sancho *et al*., 2020)

- A career as entrepreneur is attractive for me.
- Being an entrepreneur implies more advantages than disadvantages to me.
- Among various options, I would rather become an entrepreneur.
- If I had the opportunity and resources, I would become an entrepreneur.
- Being an entrepreneur would entail great satisfactions for me.

Corresponding author
Muhammad Farrukh Abid can be contacted at: farrukhlodhi92@gmail.com

For instructions on how to order reprints of this article, please visit our website:
www.emeraldgrouppublishing.com/licensing/reprints.htm
Or contact us for further details: **permissions@emeraldinsight.com**