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STUDENT PERCEPTIONS AND ENTREPRENEURIAL DRIVE: INSIGHTS FROM UITM'S ENTREPRENEURSHIP COURSES (ENT300)

Badrul Isa¹, Hasnida Abdullah², Hanis Marhaini Masri³, Ahmad Zoolhelmi Alias^{4*}, Abdul Hannan Anand Abdullah⁵, Mohd Azian Zaidi⁶

¹ Faculty of Education, Universiti Teknologi MARA, Selangor, Malaysia

 badru010@uitm.edu.my

 <https://orcid.org/0000-0002-7491-8223>

² Faculty of Business Management, Universiti Teknologi MARA, Perak Branch, Tapah Campus, Tapah Road, Perak, Malaysia

 Hasni215@uitm.edu.my

 <https://orcid.org/0009-0001-6572-6721>

³ Faculty of Business Management, Universiti Teknologi MARA, Perak Branch, Tapah Campus, Tapah Road, Perak, Malaysia

 hanismarhaini@uitm.edu.my

 <https://orcid.org/0009-0000-0521-4612>

⁴ Faculty of Accountancy, Universiti Teknologi MARA, Perak Branch, Tapah Campus, Tapah Road, Perak, Malaysia

 ahmad006@uitm.edu.my

 <https://orcid.org/0000-0002-0585-430X>

⁵ Persatuan Ekonomi Muslim Malaysia (PEMM), Kuala Lumpur, Malaysia

 seminda55@gmail.com

 <https://orcid.org/0009-0005-5957-4572>

⁶ Faculty of Build Environment, Universiti Teknologi MARA, Perak Branch, Seri Iskandar Campus, Seri Iskandar, Perak, Malaysia

 mohda763@uitm.edu.my

 <https://orcid.org/0000-0001-9538-4198>

*Corresponding Author

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Abstract:

Entrepreneurship is included in the curriculum at Universiti Teknologi MARA (UiTM), but students may experience the course differently depending on their learning experiences, level of confidence and exposure to practical business activities. This study examines students' perceptions of the ENT300 entrepreneurship course and their entrepreneurial intentions. It also considers the challenges students experienced and the aspects of the course that they found useful. A mixed-methods approach was used. Questionnaire data were obtained from 203 UiTM students, while qualitative data were collected through open-ended responses and interviews with 30 students involved in an entrepreneurship incubation programme. The quantitative analysis

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examined relationships between course perception, entrepreneurial self-efficacy, subjective norms and entrepreneurial intention. The qualitative responses were analysed thematically to identify common experiences and concerns reported by students. The quantitative results showed a moderate positive relationship between course perception and entrepreneurial intention ($r = .51, p < .001$). Regression analysis showed that course perception, entrepreneurial self-efficacy and subjective norms together explained 41.2% of the variance in entrepreneurial intention. Entrepreneurial self-efficacy was the strongest predictor ($\beta = .445, p < .001$). The qualitative findings provide further insight into these results. Students particularly valued business projects, teamwork, practical activities and exposure to real business situations. At the same time, they asked for more opportunities to work with actual businesses, updated case studies and more time for practical activities. The findings suggest that students generally value the ENT300 learning experience, but they also see room for greater practical exposure. The results should be interpreted as associations rather than causal effects because the study used a cross-sectional design. The findings may assist UiTM in reviewing the balance between classroom-based instruction and practical entrepreneurship activities.

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Keyword:

Entrepreneurial Careers, Entrepreneurship Education, Experiential Learning, Mixed-Methods, Student Perceptions



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Introduction

Entrepreneurship education has become part of university education in many countries, including Malaysia. Universities are expected to provide students with knowledge about business as well as opportunities to develop skills that may be useful in employment or in starting a business. In Malaysia, entrepreneurship education is also linked to wider efforts to encourage young people to participate in economic activities and develop entrepreneurial capabilities (Ab Rahman & Raman, 2024).

At Universiti Teknologi MARA (UiTM), entrepreneurship is incorporated into the curriculum through courses such as ENT300. The course exposes students to areas such as business planning, marketing, financial considerations, teamwork and other aspects of running a business. However, having an entrepreneurship course in the curriculum does not necessarily mean that students experience it in the same way. Their views may depend on how the course is delivered, the amount of practical work involved and their own previous exposure to business.

This issue is relevant because students are not only learning about entrepreneurship as a subject. For some, the course may influence whether they see entrepreneurship as a possible career option. Others may find that the course is useful mainly because of the skills they develop, even if they do not intend to start a business. Understanding these differences can therefore provide useful information for evaluating the course from the students' perspective.

Previous studies have reported positive links between entrepreneurship education and students' entrepreneurial intentions, although the strength of this relationship can vary. Nabi et al. (2017), for example, found that entrepreneurship education can influence entrepreneurial intentions, particularly when students develop confidence in their ability to undertake entrepreneurial activities. This is relevant to the Theory of Planned Behaviour, where perceived behavioural control is one of the factors associated with intention. In a similar way, experiential learning provides an explanation for why activities that allow students to apply knowledge may be important in entrepreneurship education (Kolb, 1984).

Studies in the Malaysian university context have also pointed to the value of practical exposure. Students may understand entrepreneurial concepts in the classroom but still have limited opportunities to see how those concepts operate in an actual business environment. The literature therefore raises an important question for UiTM: how do students themselves view the entrepreneurship learning experience, and what aspects of the course do they consider most useful or most difficult?

The present study addresses this question by examining students who have taken ENT300 at UiTM. The study focuses on three areas. First, it examines students' views of the course content, teaching methods and learning activities. Second, it identifies the main difficulties and limitations reported by students. Third, it examines the relationship between students' course perceptions, entrepreneurial self-efficacy and entrepreneurial intention.

A mixed-methods design was used to address these objectives. Questionnaire data provide an overall picture of students' perceptions and the relationships among the main variables, while the qualitative responses provide students with an opportunity to explain their experiences in their own words. Interviews with students involved in an entrepreneurship incubation programme provide an additional perspective on practical learning and entrepreneurial development.

The study is intended to contribute to the discussion on entrepreneurship education at UiTM by placing students' experiences at the centre of the analysis. Rather than assuming that entrepreneurship education produces the same outcome for every student, the study considers both the positive experiences reported by students and the limitations they identified.

Literature Review

Entrepreneurship Education in Higher Education

Entrepreneurship education is now commonly included in university programmes, particularly as institutions seek to prepare students for different forms of employment and self-employment. The purpose of such education is not limited to teaching students how to prepare a business plan. It can also expose them to opportunity recognition, decision-making, communication, problem solving and other skills associated with entrepreneurial activity.

Research has generally reported a positive relationship between entrepreneurship education and entrepreneurial outcomes, although the results are not always uniform. Fayolle and Gailly (2015) found that entrepreneurship education can influence students' attitudes and intentions, while Nabi et al. (2017), in their review of entrepreneurship education research, reported that education is generally associated with positive changes in entrepreneurial outcomes. However, the effect can depend on how entrepreneurship is taught and, on the experiences, students receive during the course.

This point is particularly relevant to university courses that combine lectures with activities such as business planning, presentations and group projects. Students may understand entrepreneurial concepts without necessarily feeling confident about applying them. Martin et al. (2013) reported that entrepreneurship education can contribute to the development of entrepreneurial human capital, including knowledge and skills. The learning experience therefore matters alongside the content itself.

Entrepreneurship education has also received attention in Malaysian public universities. Hashim and Othman (2017) evaluated Malaysian public university students' entrepreneurship education and entrepreneurial intention, while Mustafa et al. (2016) examined students' perspectives of entrepreneurship education. These studies show that students' perspectives matter when assessing entrepreneurship education. Students may have different opinions depending on the course structure, teaching methods, and possibilities at their school.

In UiTM, ENT300 introduces students to entrepreneurship, but they may not like every portion of the course. Some may appreciate theoretical information, while others value projects, teamwork, and business interactions. Examining these views can therefore provide information that may not be captured by measures of entrepreneurial intention alone.

Experiential Learning and Practical Exposure

The distinction between learning about entrepreneurship and learning through entrepreneurial activity is important. Kolb's (1984) Experiential Learning Theory provides one way of understanding this distinction. The theory describes learning as a process involving concrete experience, reflection, conceptualization and experimentation. In an entrepreneurship course, this can occur when students are asked to develop a business idea, prepare a business plan, present their ideas or undertake activities that require them to apply concepts introduced in class.

Experiential learning is relevant because entrepreneurship involves practical decisions that are difficult to understand entirely through lectures or written materials. Students need opportunities to consider customers, costs, competition, marketing and other business issues. Activities such as projects, simulations and contact with entrepreneurs can give students a chance to work through some of these issues.

The literature cited in the present study also points to the importance of practical exposure. Hashim and Othman (2017) reported students' interest in entrepreneurship education and entrepreneurial intention within Malaysian public universities. Mustafa et al. (2016) similarly examined students' views of entrepreneurship education. Together, these studies suggest that the way students experience entrepreneurship education deserves attention, particularly when courses are expected to prepare them for activities beyond the classroom.

For ENT300, practical learning is therefore more than an additional teaching activity. It is one of the ways students can test whether the concepts discussed in class make sense when applied to a business situation. This is also relevant to the present study because practical application was one of the areas that students discussed in the qualitative responses.

Entrepreneurial Intention and Self-Efficacy

Entrepreneurial intention is commonly used to examine students' willingness or plans to start a business. Linan and Chen (2009) developed an instrument for measuring entrepreneurial intention and related constructs across different cultural settings. Their work has been widely used in entrepreneurship research and provides a basis for examining students' intentions in a structured way.

The Theory of Planned Behaviour (Ajzen, 1991) provides a further explanation for entrepreneurial intention. According to the theory, intention is influenced by attitude towards the behaviour, subjective norms and perceived behavioural control. In an entrepreneurship context, students may be more inclined to consider starting a business when they have a favourable view of entrepreneurship, perceive support from important people around them and believe that they are capable of carrying out the required activities.

Self-efficacy is particularly relevant to the last of these factors. Bandura (1977) described self-efficacy in terms of an individual's belief in their ability to perform a particular task. In entrepreneurship, this relates to the extent to which students believe that they can perform activities such as identifying an opportunity, preparing a business plan, marketing a product or managing a business.

The relationship between entrepreneurship education and self-efficacy is important because students may gain knowledge without necessarily becoming more confident in using that knowledge. Practical activities can provide opportunities for students to try tasks, receive feedback and learn from their mistakes. From this perspective, experiential learning and self-efficacy are connected: practical experience gives students opportunities to judge their own capabilities.

Nabi et al. (2017) found that entrepreneurship education can influence entrepreneurial intentions, although the effects vary across studies and contexts. This suggests that simply offering an entrepreneurship course should not be assumed to produce the same outcome for every student. The quality of the learning experience, students' confidence and their social environment may all play a role.

Students' Perceptions of Entrepreneurship Courses

Students' perceptions provide another important part of evaluating entrepreneurship education. A course may satisfy its formal learning outcomes while students still identify weaknesses in its delivery, content or practical relevance. Conversely, students may value activities that are not fully reflected in conventional measures of course achievement.

The Malaysian studies by Mustafa et al. (2016) and Hashim and Othman (2017) are relevant in this respect because they consider students' views and entrepreneurial intentions within the university setting. Ismail et al. (2019) also examined factors associated with students' uptake

of entrepreneurship courses. These studies indicate that students' motivation and perceptions should be considered when examining entrepreneurship education.

At the same time, there is a need to distinguish between students who already have an interest in business and those who encounter entrepreneurship mainly through a compulsory or curriculum-based course. Their expectations of the course may be different. A student with a family business, for example, may approach business planning differently from a student who has never been exposed to business activities.

This distinction is relevant to UiTM because students come from different academic and personal backgrounds. Their responses to ENT300 may therefore reflect not only the course itself but also experiences that students bring with them.

Relationship Between Course Experience and Entrepreneurial Intention

The literature suggests that entrepreneurship education affects students' entrepreneurial intentions. The association is not automatic. A student may enjoy an entrepreneurship course without planning to establish a firm, while another may get interested after practical experience. Entrepreneurship education can affect entrepreneurial attitudes and intentions, according to Fayolle and Gailly (2015), although Nabi et al. (2017) showed that outcomes vary between researches. These findings indicate context and educational design matter.

The role of self-efficacy is also relevant. If students become more confident in their ability to perform entrepreneurial tasks, they may be more willing to consider entrepreneurship as a realistic career option. This provides a connection between educational experience and the psychological factors described in the Theory of Planned Behaviour.

For the present study, these relationships are examined through students' perceptions of ENT300, entrepreneurial self-efficacy, subjective norms and entrepreneurial intention. The quantitative analysis provides evidence of the relationships between these variables, while the qualitative component helps explain what students actually experienced during the course.

Research Gap

The literature reviewed above provides evidence that entrepreneurship education can influence students' knowledge, skills, self-efficacy and entrepreneurial intentions. It also shows that practical learning and students' perceptions of course delivery are relevant to understanding entrepreneurship education.

However, the literature itself does not explain how UiTM students experience ENT300 or which aspects of the course they consider most useful and most difficult. In particular, there is value in examining students' views alongside quantitative measures of entrepreneurial intention and self-efficacy.

The present study therefore brings these elements together. It examines students' perceptions of the ENT300 experience, identifies the challenges and improvements suggested by students, and investigates the relationship between course experience, entrepreneurial self-efficacy, subjective norms and entrepreneurial intention. The mixed-methods approach allows the

statistical results to be considered alongside students' own descriptions of their learning experiences.

Theoretical and Conceptual Framework

Understanding the impact of entrepreneurship education on students' entrepreneurial tendencies necessitates a strong theoretical framework that links educational experiences to behavioural outcomes. This study employs Ajzen's (1991) Theory of Planned Behavior (TPB) as its primary framework, complemented by Bandura's (1977) Self-Efficacy Theory and Kolb's (1984) Experiential Learning Theory. These ideas provide psychological and pedagogical insights into how entrepreneurship courses may influence students' motives, attitudes, and intentions to engage in entrepreneurial activities.

Ajzen's Theory of Planned Behaviour (1991) is often used in entrepreneurship research to explain the relationship between an individual's intention and subsequent behaviour. According to the Theory of Planned Activity, three key antecedents influence entrepreneurial intention, or the cognitive state before entrepreneurial action: attitude toward behaviour, subjective norms, and perceived behavioural control.

Attitude toward the behaviour refers to the extent to which an individual holds a favourable or unfavourable view of being an entrepreneur. Perceived personal and societal benefits of entrepreneurship frequently influence positive attitudes. Subjective norms are characterised as the perceived social pressure from significant persons, such as family, classmates, or instructors, to pursue or avoid entrepreneurial activities. Perceived behavioural control indicates an individual's opinion of the ease or difficulty of beginning a business and is conceptually related to self-confidence or capability views.

All three dimensions are greatly influenced by entrepreneurial education. Engaging and relevant course material helps promote a positive attitude toward business. Exposure to entrepreneurial role models and peer networks in the classroom can influence subjective norms. Furthermore, entrepreneurship programmes may enhance perceived behavioural control by giving students with the appropriate knowledge, skills, and confidence necessary for launching a venture (Ajzen, 1991).

Bandura's (1977) self-efficacy theory offers a psychological framework for understanding how perceptions about one's skills influence behaviour. In entrepreneurship, entrepreneurial self-efficacy signifies confidence in one's ability to effectively conduct entrepreneurial tasks (Zhao, Seibert, & Hills, 2005). This concept is typically incorporated into TPB models and serves as an important role in perceived behavioural control.

Entrepreneurship courses that use experiential learning strategies, such as business plan development, simulations, or real-world projects, are highly effective at increasing self-efficacy. These encounters offer students the opportunity for mastery, vicarious learning through observation, social persuasion via feedback, and emotional reinforcement. As a result, increased entrepreneurial self-efficacy improves students perceived behavioural control, which fuels their entrepreneurial ambitions.

This study is based on Kolb's (1984) Experiential Learning Theory (ELT), which emphasises the process of learning as a cycle that includes real experience, reflective observation, abstract conceptualization, and active experimentation. In entrepreneurial education, this is reflected in course designs that go beyond passive lectures and include interactive, problem-based, and real-world business experiences.

Courses that involve students in practical tasks, such as product creation, business idea pitching, or involvement with industry mentors, closely correlate with experiential learning theory (ELT). These instructional techniques promote a deeper understanding and absorption of entrepreneurial abilities. They significantly improve students' attitudes toward entrepreneurship and perceived behavioural control by allowing them to apply academic information in real-world circumstances.

This study uses a conceptual framework inspired by the Theory of Planned Behavior, self-efficacy theory, and Experiential Learning Theory to investigate the impact of entrepreneurship course experience on UiTM students' entrepreneurial ambitions. The Entrepreneurship Course Experience is described as students' overall evaluations of the course's content quality, pedagogical approaches (theoretical versus experiential), and practical application.

This experience has a direct impact on students' perspectives of entrepreneurship, shaping their beliefs about the importance and desirability of entrepreneurial careers. It also influences perceived behavioural control, particularly through the development of entrepreneurial self-efficacy, which serves as a mediating concept. Students who have positive course outcomes and feel more capable and prepared are more likely to see entrepreneurship as possible.

Furthermore, the course's social environment, which includes contacts with entrepreneurial instructors, classmates engaged in business ventures, and case studies showcasing actual entrepreneurs, indirectly shapes subjective norms. The interaction of these psychological and social factors effects students' entrepreneurial aspirations, which are defined as their motivation, readiness, and intention to start a business in the future.

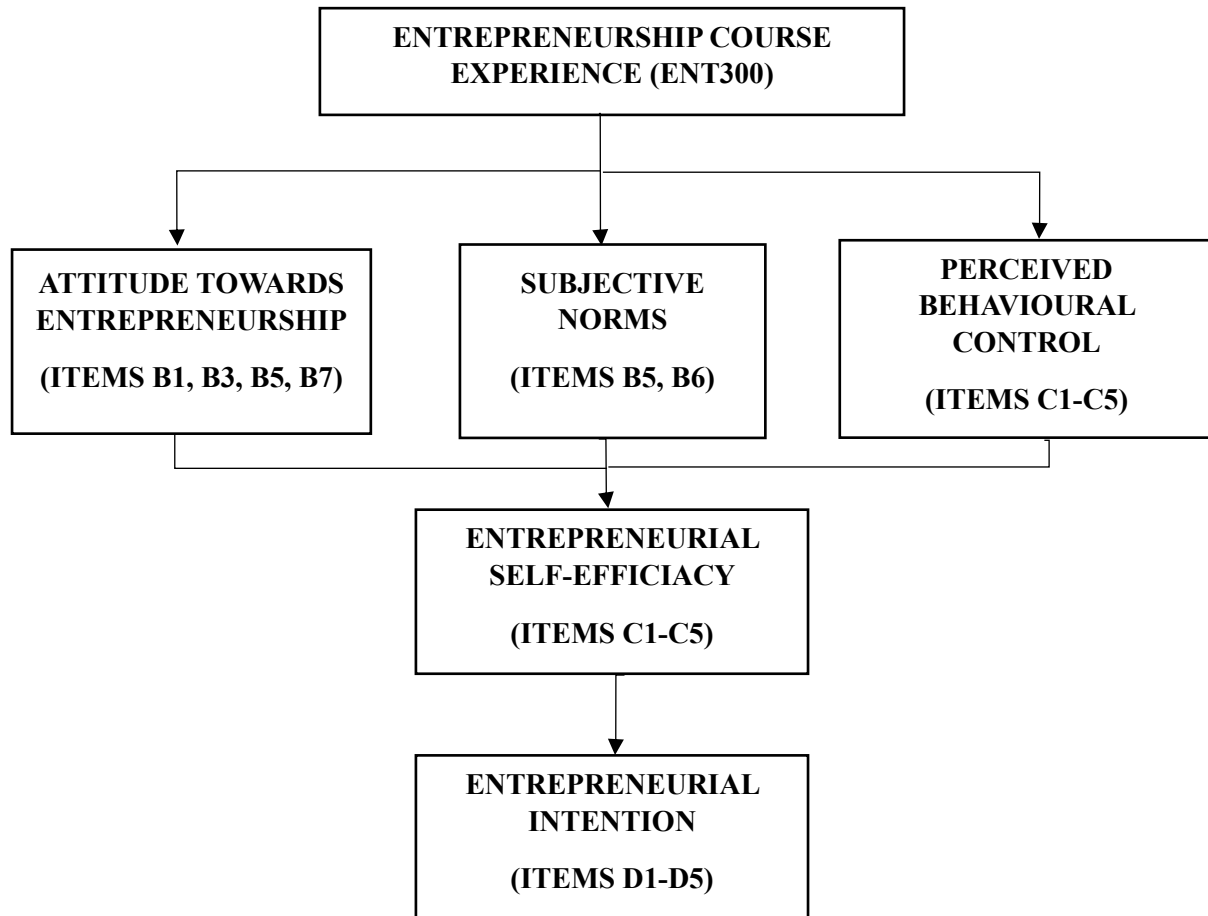


Figure 1: Theoretical Framework

Source: (Ajzen's (1991) Theory of Planned Behaviour (TPB), Bandura's (1977) Self-Efficacy Theory and Kolb's (1984) Experiential Learning Theory.)

This theoretical and conceptual framework describes how students' experiences in UiTM's entrepreneurship courses can influence their inclinations to pursue entrepreneurship. The study's foundation in the Theory of Planned Conduct and self-efficacy theory emphasises the psychological and social factors through which education influences behaviour. Furthermore, incorporating experiential learning emphasises the importance of course design in instilling positive attitudes and confidence. Understanding these correlations will allow UiTM to improve entrepreneurship teaching and better nurture students' entrepreneurial aspirations.

Research Design

To examine how UiTM's entrepreneurship curriculum shapes student career ambitions, this study adopted an explanatory sequential mixed-methods design. Combining quantitative survey trends with qualitative narrative depth allows for empirical cross-validation, offering a complete picture of both measured outcomes and lived student experiences (Creswell & Plano Clark, 2018).

Quantitative Phase: Questionnaire Survey

We used a structured online questionnaire that was based on instruments that have been used successfully in the literature on entrepreneurship to collect data (Ajzen, 1991; Fayolle & Gailly, 2015; Linan & Chen, 2009). Standard 5-point Likert scales were used to measure Attitude Toward Entrepreneurship, Subjective Norms, Perceived Behavioral Control, Self-Efficacy, and Entrepreneurial Intention. The survey questions were directly linked to core theoretical constructs. Table 1 shows how the structural relationships between all survey items and their underlying theoretical constructs work. It shows measurement scales and changes made to the original sources.

Table 1: Alignment of Survey Items with Theoretical Constructs

Theoretical Construct	Underlying Dimension	Survey Section & Item Code	Adapted Source
Attitude Toward Entrepreneurship (ATE)	Perceived desirability, relevance, and interest in entrepreneurial career options.	Section B: Items 1, 3, 5, 7	Linan & Chen (2009)
Subjective Norms (SN)	Perceived social encouragement from instructors, peers, and group work dynamics.	Section B: Items 5, 6	Fayolle & Gailly (2015)
Perceived Behavioural Control (PBC) / Entrepreneurial Self-Efficacy (ESE)	Confidence in executing core business tasks (opportunity identification, planning, risk management, resource acquisition, team leadership).	Section C: Items 1, 2, 3, 4, 5	Zhao et al. (2005); Linan & Chen (2009)
Entrepreneurial Intention (EI)	Motivation, cognitive readiness, and commitment to launch a business post-graduation.	Section D: Items 1, 2, 3, 4, 5	Linan & Chen (2009)

The target group was made up of 2,173 undergraduates from all campuses of UiTM Perak who were taking the ENT300 course (Seri Iskandar and Tapah). However, we managed to collect only 203 full responses (a 9.34 percent response rate). A power analysis done after the fact in G*Power 3.1 confirmed that $n=203$ had enough statistical power (>0.95 at $\alpha=.05$, $f^2=0.15$) for ANOVA and linear regression tests (Faul et al., 2007). We checked for non-response bias by using independent t-tests to compare early and late respondent groups across key demographic variables. There were no significant differences ($p>.05$), which means there was minimal bias.

Qualitative Phase: Interviews and Open-Ended Feedback

Along with the large amount of survey data, two types of qualitative data were gathered: open-ended survey questions ($n=203$) and semi-structured interviews ($n=30$). Purposive sampling was used to choose interviewees from students in the Perak Entrepreneurship Scholars' Advancement (PERKASA 2024) programme, which is a six-month joint incubation programme that gives students seed funding, mentorship, and pitch training. Interviewing people from this incubation cycle gave us deep insights from an "exemplary cohort" of people

who are actively starting micro-businesses. Braun and Clarke's (2006) six-phase thematic framework was used to transcribe and analyse qualitative data. Peers in the same academic field checked all the instruments for validity, and members checked each other's transcripts to make sure they were correct. All procedures complied with UiTM Research Ethics Committee guidelines, ensuring informed consent, participant anonymity, and data confidentiality.

Findings

Quantitative Findings from Questionnaire (n = 203)

The quantitative analysis examined the relationship between students' perceptions of the entrepreneurship course and their entrepreneurial intention. The results in Table 2 showed a moderate positive correlation between the two variables ($r = .51$, $p < .001$). In other words, students who reported more positive experiences with the entrepreneurship course also tended to report stronger intentions to pursue entrepreneurship. The result provides evidence of an association between students' course experiences and their entrepreneurial intentions, although it does not establish a direct causal relationship.

The analysis also examined whether students' perceptions differed according to gender. The independent-samples t-test showed no statistically significant differences between male and female students across the seven course dimensions examined. These included course content, teaching methods, skills development, exposure, motivation, teamwork and course materials. The p-values ranged from .062 to .913, indicating that the differences between the two groups were not statistically significant.

For course content, in Table 3, the result was $t(201) = 0.65$, $p = .519$. Similar results were obtained for teaching methods, $t(201) = 0.83$, $p = .409$; skills development, $t(201) = 0.25$, $p = .807$; exposure, $t(201) = -0.11$, $p = .913$; teamwork, $t(201) = 0.53$, $p = .599$; and course materials, $t(201) = 0.73$, $p = .467$. Motivation produced the closest result to statistical significance, $t(201) = 1.87$, $p = .062$, but it remained above the conventional .05 level. Overall, the results suggest that male and female students in this sample had broadly similar views of their entrepreneurship course experience.

The analysis based on faculty in Table 4 also did not show a statistically significant difference in students' perceptions of the course. However, a significant difference was found in entrepreneurial self-efficacy across CGPA groups, $F = 4.78$, $p = .009$. Students with higher CGPA reported higher levels of confidence in their ability to undertake entrepreneurial activities. The result suggests that academic performance was associated with entrepreneurial self-efficacy in this sample. However, the cross-sectional nature of the study means that the finding should be interpreted as an association rather than evidence that academic performance causes higher entrepreneurial confidence.

Table 2: Correlation Analysis between Course Experience and Entrepreneurial Intention

Variables	Pearson Correlation (r)	Significance (p)	Interpretation
Entrepreneurship Course Experience vs. Entrepreneurial Intention	0.51	< .001	Moderate positive correlation

Table 3: Gender-Based Comparison of Perceptions (Independent Samples t-test)

Course Dimension	t(201)	p-value	Significance
Course Content	0.65	0.519	Not Significant
Teaching Methods	0.83	0.409	Not Significant
Skills Development	0.25	0.807	Not Significant
Exposure	-0.11	0.913	Not Significant
Motivation	1.87	0.062	Not Significant
Teamwork	0.53	0.599	Not Significant
Course Materials	0.73	0.467	Not Significant

Table 4: Comparison Based on Faculty and CGPA (One-Way ANOVA)

Group	F-Statistic	p-value	Significance	Interpretation
Faculty	NS	NS	Not Significant	No differences across faculties
CGPA Group	4.78	0.009	Significant	Higher CGPA linked to greater entrepreneurial self-efficacy

A multiple linear regression was then conducted, as shown in Table 5 to examine whether course perception, entrepreneurial self-efficacy and subjective norms predicted entrepreneurial intention. The overall model was statistically significant, $F(3, 199) = 46.51$, $p < .001$, with an R^2 of .412 and an adjusted R^2 of .403. Thus, the three variables together accounted for 41.2% of the variance in entrepreneurial intention among the students in the sample.

$$\text{Entrepreneurial Intention} = \beta_0 + \beta_1(\text{Course Experience}) + \beta_2(\text{Self-Efficacy}) + \beta_3(\text{Subjective Norms}) + e$$

Entrepreneurial self-efficacy was the strongest predictor in the model ($\beta = .445$, $t = 7.103$, $p < .001$). Course perception also made a significant positive contribution ($\beta = .294$, $t = 4.390$, $p < .001$), while subjective norms had a smaller but still statistically significant contribution ($\beta = .158$, $t = 2.788$, $p = .006$). These results indicate that students' confidence in carrying out entrepreneurial activities was particularly important in explaining differences in entrepreneurial intention, alongside their perceptions of the course and the social influences surrounding them.

**Table 5: Multiple Linear Regression Model Predicting Entrepreneurial Intention
(n = 203)**

Predictor Variable	Unstandardized Coefficient (β)	Std Error (SE)	Std Coeff (β)	t-stat	p-value	95% Conf Inter (CI)
(Constant)	0.824	0.215	—	3.832	< .001	[0.400, 1.248]
Course Perception	0.281	0.064	.294	4.390	< .001	[0.155, 0.407]
Entrepreneurial Self-Efficacy	0.412	0.058	.445	7.103	< .001	[0.298, 0.526]
Subjective Norms	0.145	0.052	.158	2.788	.006	[0.042, 0.248]

Note. Dependent Variable: Entrepreneurial Intention.

$R = .642$, $R^2 = .412$, Adjusted $R^2 = .403$, $F(3, 199) = 46.51$, $p < .001$.

Qualitative Findings from Questionnaire (section E) (n = 203)

The final section of the questionnaire asked students to describe what they valued about the entrepreneurship course, the difficulties they experienced, possible improvements and the influence of the course on their career plans. The responses were analysed thematically using Braun and Clarke's (2006) approach. Four broad areas were identified as shown in Table 6: valuable aspects of the course, challenges and limitations, suggested improvements, and influence on career plans.

Table 6: Summary of Qualitative Analysis Section E of the Questionnaire

Theme	Subtheme	Description	Freq	Representative Quote
Most Valuable Aspects	Practical Application of Theoretical Knowledge	Students valued applying theory through projects and presentations.	12	"I enjoyed doing the business project because it made me understand how to start and run a business step by step."
	Skill Development	Improved communication, teamwork, and time management skills.	10	"This course improved my teamwork skills because we had to work closely on projects."
	Exposure to Real-World Business Scenarios	Exposure to entrepreneurs and real-life case studies increased engagement.	8	"Hearing from real entrepreneurs made the lessons more relatable and inspiring."
	Enhanced Entrepreneurial Mindset	Shift towards an entrepreneurial mindset, fostering	9	"I now think more like an entrepreneur, always

Theme	Subtheme	Description	Freq	Representative Quote
Challenges or Limitations	Limited Time Allocation	creativity and resilience. Course duration too short for in-depth learning.	7	<i>looking for opportunities around me."</i> <i>"We learned a lot, but the time was too short to really go deep."</i>
	Insufficient Practical Exposure	Desire for more real-world business exposure.	6	<i>"We learned the theory, but I wish we had more visits to real businesses."</i>
	Resource and Material Constraints	Some materials outdated and not market relevant.	5	<i>"Some of the examples were old and didn't match current market trends."</i>
	Group Work Coordination Issues	Uneven contributions in group projects created stress.	4	<i>"Some group members didn't contribute equally, which made it stressful for the rest."</i>
Suggested Improvements	Increased Practical and Experiential Learning Opportunities	Calls for more hands-on projects and experiential learning.	11	<i>"We should have a small real business project, not just on paper."</i>
	Extended Course Duration and Time Allocation	Requests to lengthen course for deeper understanding.	9	<i>"More weeks would help us understand and apply the lessons better."</i>
	Enhanced Learning Resources and Materials	Need for updated relevant resources and examples.	6	<i>"Please give us updated market data and case studies."</i>
	Improved Group Work Management	Suggestions for peer evaluation to ensure equal participation.	5	<i>"Maybe we can have peer evaluations, so everyone does their part."</i>
Influence on Career Plans	Increased Interest in Entrepreneurship as a Career Path	Greater inclination towards starting a business post-course.	10	<i>"Before this, I never thought about starting a business, but now I'm considering it after graduation."</i>
	Development of Transferable Skills for Future Careers	Skills applicable in any career path.	8	<i>"Even if I don't start a business, these skills will help in any job."</i>
	Greater Confidence in Business Initiatives	Increased confidence in planning and executing business ideas.	7	<i>"I feel more confident to plan and execute a business idea now."</i>

Theme	Subtheme	Description	Freq	Representative Quote
	Clarification of Career Goals	Helped refine and clarify career objectives.	6	<i>"It made me realize I want to work in a start-up before starting my own."</i>

Most Valuable Aspects of the Course

Students found various ENT300 features useful. Assignments, projects, and presentations were most often indicated as opportunities to apply knowledge. Twelve students mentioned practical applicability of the course. One student said, *"I enjoyed performing the business project since it made me learn how to establish and run a business step by step."* This shows that the business project helped the student grasp how business aspects are connected beyond class topics.

Skills development was another student priority. Ten students reported better teamwork, communication, and time management. One student said, *"This course boosted my teamwork skills because we had to work closely on projects."* The response is relevant since group activities required students to work together on course responsibilities. The learning experience included business information and abilities that students can utilise in other jobs.

Eight students said the course's real-world business issues were helpful. For practical understanding, students cited guest speakers and business scenarios. One participant said, *"Hearing from real entrepreneurs made the teachings more relatable and inspiring."* The response suggests that students liked hearing about business experiences outside of class.

Nine students revised their views about entrepreneurship. The course driven some students to focus more on business potential and think imaginatively about businesses. One participant said, *"I now think more like an entrepreneur, always looking for opportunities around me."* This response points to a change in perspective rather than simply an increase in knowledge. Students liked ENT300 for its business knowledge, skill practise, business experiences, and new viewpoint on entrepreneurship. However, the small number of replies for each theme shows that not all students shared these experiences. This distinction is important when interpreting the qualitative findings.

Challenges or Limitations in the Course

Some issues with the course were brought up by students, along with some strengths. Seven of the students said that the study had limited time. *"We learned a lot, but there was not enough time to really get into it,"* said one student. It looks like some students feels that the class was not long enough to fully cover the subject.

Six students said they did not have enough hands-on experience. *"We studied the theory, but I wish we had more visits to real businesses,"* said one student. This comment is important, along with positive answers about practical tasks. Some students liked the events in the class, but others wanted to see how businesses work outside of school.

Five students questioned course materials. Their opinion was that some examples were not relevant to the current market situation. For example, one student said, *"Some of the examples were old and did not follow current market trends."* Students said that learning about entrepreneurship was better with more modern examples and market facts.

Other problems included group work, but it was cited less often. Four students talked about unequal contributions to the group. *"Some group members did not participate equally, which made it stressful for the rest,"* said one participant. The response recognises the practical challenges of collaborative projects and emphasises that group-based learning might vary depending on member engagement.

Suggested Improvements for the Course

Students' suggestions matched their challenges. The most requested change was more hands-on learning. Eleven students want further business experience. One student remarked, *"We should have a modest genuine business initiative, not only on paper."* This recommendation suggests that several students wanted to go beyond writing business plans and experience business operations.

Nine of the students wanted to make the course longer or add more time for learning. One said, *"More weeks would help us learn and apply the lessons better."* The suggestion attempts to address the earlier complaint that the course term was too short to fully cover some topics.

Six of the students wanted better ways to learn. They requested current market data and case studies. One student quoted *"Please offer us updated market data and case studies."* This comment supports the earlier issue about some instances' relevancy.

Five students suggested changes to how group work is managed. One of the comments *"Maybe we can have peer evaluations, so everyone performs their part."* The suggestion appears to highlight individual contributions in collaborative assignments.

Influence on Career Plans

Students also talked about how the class changed the way they thought about careers. Ten of the students said they were interested in becoming entrepreneurs. *"Before today, I never thought of starting a business, but now I'm considering it after graduation,"* said one participant. Exposure to entrepreneurship in the course may have motivated some students to seek business ownership.

Eight students worked on skills that could be used in other situations instead of entrepreneurship itself. According to one student, *"Even if I don't establish a business, these abilities will help in any job."* This response suggests that some students viewed the value of entrepreneurship education more broadly, particularly in relation to skills that could be used in conventional employment.

Seven of the students felt more at ease coming up with and implementing business ideas. One said, *"I feel more confident to create and execute a company idea now."* This finding is relevant to the quantitative result in which entrepreneurial self-efficacy emerged as the strongest predictor of entrepreneurial intention.

Six of the students said that the session helped them find the job they want. According to one student, *"It helped me realise I want to work at a start-up before launching my own."* Rather than immediately deciding to become an entrepreneur, this student appeared to use the course to consider a possible sequence of career experiences before starting a business.

Based on their open-ended answers, it seems that students liked how useful ENT300 was but thought they needed more business experience. The results also show that the course affected people other than the students who were business minded. Some students changed their work goals because of the skills they learned in class, while others used the skills they learned for future jobs.

Qualitative Findings from Interviews (n=30)

The second qualitative phase involved semi-structured interviews with 30 students who participated in the PERKASA 2024 incubation programme. These students were selected purposively because they had participated in a six-month entrepreneurship incubation programme involving seed funding, mentoring and pitch training. The interview data were analysed thematically.

As shown in Table 7, eight themes were identified: positive learning experience, practical and hands-on learning, skills development, confidence to start a business, awareness of business risks and challenges, motivation for entrepreneurship, influence of peers and family, and suggestions for improvement.

Positive learning experiences were reported most frequently, with 15 interviewees describing ENT300 in favourable terms. Students used words such as "fun" and "interesting" when describing the course. One participant said, *"It's a fun experience since business-related study is something I really want to learn."* Another explained that ENT300 had taught them how to do their own business in the future. These responses indicate that the subject was viewed positively by students who already had an interest in business.

Practical and hands-on learning was mentioned by 14 participants. Business plans, sales activities and business projects were among the activities discussed. One student explained, *"We were asked to open a business as a project... very effective in helping students understand how business works."* The interview responses therefore provide further evidence that students valued activities where they could apply concepts rather than only discuss them.

Skills development was identified by 13 participants. Students mentioned business planning, marketing, financial management, client interaction and product management. One participant stated, *"I learned how to create a business plan, do basic marketing, and manage finances."* These responses indicate that students recognised specific skills they had gained through their entrepreneurship learning experience.

Confidence to start a business was mentioned by 12 interviewees. Some participants associated their confidence with previous exposure to business, particularly family businesses. One participant explained, *"I'm confident in starting one because I have a family business that I truly want to take over."* Another stated, *"I am very confident and not afraid of problems."* At the same time, not all participants expressed the same level of confidence. Some acknowledged that although their knowledge had improved, they still felt unprepared because of limited

resources or experience. This difference is important because it shows that completing the course did not result in the same level of confidence for every student.

Awareness of business risks and challenges was mentioned by 11 participants. Students referred to financial risk, competition and the possibility of failure. One participant stated, *"Yes, by learning all the factors that could affect one business."* Another explained, *"I decided not to start a business now because I realize it's not easy and needs big capital."* The latter response is particularly interesting because increased awareness did not necessarily lead to a stronger intention to become an entrepreneur. Instead, greater awareness of the difficulties involved led this student to reconsider the timing of starting a business.

Motivation for entrepreneurship was identified by 10 participants. Some students reported that ENT300 increased their interest in starting a business. One participant said, *"This course makes me feel like I can run my own business one day."* However, the interview responses were not uniformly positive. A smaller number of students reported that learning about the difficulties and risks of entrepreneurship reduced their motivation. This suggests that entrepreneurship education can influence students in different directions depending on how they interpret the experience.

The influence of peers and family was mentioned by eight participants. Students described learning from classmates through group activities, while some participants with family business backgrounds felt that they had a clearer pathway into entrepreneurship. One student stated, *"I have a family business that I really want to take over."* This response illustrates that entrepreneurial intention may be influenced by experiences outside the classroom as well as by the course itself.

Six participants offered suggestions for improving the course. One recommendation was to provide more opportunities to visit actual businesses: *"Include more field visits to actual businesses so students can see how operations work."* This suggestion is consistent with the concerns raised in the open-ended questionnaire responses, where students also requested greater exposure to real business environments.

Table 7: Thematic Analysis from Interviews (n = 30)

Theme	Frequency	Representative Quotes
Positive learning experience	15	<i>"It's a fun experience since business-related study is something I really want to learn."</i>
Practical & hands-on learning	14	<i>"We were asked to open a business as a project... very effective in helping students understand how business works."</i>
Skills development	13	<i>"I learned how to create a business plan, do basic marketing, and manage finances."</i>
Confidence to start a business	12	<i>"Very confident... I don't scare of challenges."</i>
Awareness of risks & challenges	11	<i>"Yes, by learning all the factors that could affect one business."</i>

Theme	Frequency	Representative Quotes
Motivation for entrepreneurship	10	<i>"This course makes me feel like I can run my own business one day."</i>
Influence of peers & family	8	<i>"I have a family business that I really want to take over."</i>
Suggestions for improvement	6	<i>"Include more field visits to actual businesses so students can see how operations work."</i>

Mixed-Methods Integration and Triangulation

As shown in Table 8, the quantitative and qualitative findings were considered together to obtain a fuller understanding of students' experiences with ENT300. The analysis combined the questionnaire results from 203 students, the open-ended questionnaire responses from the same group, and the interviews with 30 PERKASA participants.

The quantitative results show a clear statistical relationship between students' course perceptions and entrepreneurial intention ($r = .51$, $p < .001$). Course perception was also a significant predictor of entrepreneurial intention in the regression model, while entrepreneurial self-efficacy had the largest standardised coefficient ($\beta = .445$, $p < .001$). The qualitative responses help explain some of the experiences behind these relationships.

Students generally recognised the value of theoretical knowledge, particularly business planning and other structured course activities. At the same time, several students wanted more opportunities to observe or participate in actual business activities. In the open-ended questionnaire, 11 students specifically requested more practical and experiential learning, while six asked for greater exposure to real businesses. Interview participants similarly mentioned practical activities, sales projects and field visits.

The two sets of findings therefore point in the same general direction: students valued the theoretical foundation provided by ENT300, but some felt that more direct exposure to business operations would strengthen their learning. The qualitative evidence does not suggest that theoretical learning was ineffective. Rather, students appeared to want a stronger connection between what they learned in class and what happens in an actual business setting.

Table 8: Triangulated Findings

Quantitative Findings (Surveys, n=203)	Qualitative Findings (Surveys and Interviews)	Integrated Synthesis (Interpretation)
Moderate to strong correlation between course experience and entrepreneurial intention ($r = .51$, $p < .001$)	Students noted that theoretical frameworks (e.g., business planning) clarified business mechanics ("made me understand how to start step-by-step"). Repeated calls for "more real business visits" and "projects beyond paper plans."	Theoretical foundation builds cognitive interest, but a lack of real-world exposure creates an intention-action gap where confidence remains constrained to hypothetical scenarios.

Entrepreneurial Self-Efficacy is the strongest predictor of intention ($\beta = .445$, $p < .001$). ANOVA shows higher CGPA students possess higher self-efficacy ($F = 4.78$, $p = .009$).	Interviewees (PERKASA cohort) highlighted that real-world sales, pitching, and client outreach directly built their confidence to face failure. General students cited fear of capital/risk as a barrier.	Hands-on experiential learning directly powers self-efficacy; passive lectures build awareness, whereas active execution instils actual readiness.
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A similar pattern can be seen in the findings on entrepreneurial self-efficacy. The regression analysis identified self-efficacy as the strongest predictor of entrepreneurial intention ($\beta = .445$, $p < .001$). The interview findings provide some context for this result. Students who had practical experience, including business projects and other entrepreneurial activities, described developing confidence in areas such as marketing, financial management and dealing with customers. At the same time, some students still felt unprepared because they lacked sufficient experience or resources.

The CGPA analysis also showed a significant difference in entrepreneurial self-efficacy across academic-performance groups, $F = 4.78$, $p = .009$. This result should be interpreted cautiously. The data show that the groups differed in reported self-efficacy, but they do not establish why the difference occurred. The qualitative findings likewise point to several possible influences on confidence, including practical experience and family business background.

The findings concerning entrepreneurial intention were also not entirely uniform. The quantitative analysis found a positive relationship between course experience and entrepreneurial intention. However, the qualitative interviews showed that students did not all respond to entrepreneurship education in the same way. Some became more interested in starting a business, while another participant reported deciding not to start a business immediately after recognising the financial demands and risks involved. Thus, increased awareness of entrepreneurship may encourage some students to pursue it while helping others make a more cautious career decision.

Overall, the mixed methods results show that ENT300 helps students learn more about entrepreneurship and, for some, boosts their confidence and interest in jobs as entrepreneurs. However, the qualitative responses also show that students want more chances to directly experience business operations. The results show that it is helpful to combine academic learning with hands-on experience. However, it is important to note that people's plans to become entrepreneurs are affected by things other than the course itself. The study used cross-sectional data, so the results should be seen as relationships and statistical predictions rather than proof of a clear link between the two. For example, the fact that there is a link between course experience and wanting to start your own business does not prove that taking ENT300 made students want to start their own business. Previous experience with being an entrepreneur, coming from a family business, academic performance, and other personal or social factors may have also played a role.

Conclusion

This study examined how students experienced the ENT300 entrepreneurship course and how their course perceptions were related to entrepreneurial intentions. The findings show a positive relationship between students' perceptions of the course and their entrepreneurial intention ($r = .51, p < .001$). The regression results also showed that course perception, entrepreneurial self-efficacy and subjective norms together explained 41.2% of the variance in entrepreneurial intention. Among the three variables, entrepreneurial self-efficacy had the strongest contribution ($\beta = .445, p < .001$).

The qualitative findings add some detail to these results. Students valued the opportunity to apply what they learned through business projects, group activities and other practical tasks. They also mentioned improvements in communication, teamwork, business planning and other skills. Exposure to real business situations was viewed positively, although several students felt that they needed more opportunities to see how businesses operate outside the classroom.

The responses also show that students did not experience entrepreneurship education in exactly the same way. Some became more interested in starting a business, while others became more aware of the risks, financial requirements and difficulties involved. For some students, the course was useful even when they did not intend to become entrepreneurs because they considered the skills relevant to other forms of employment.

Taken together, the findings suggest that ENT300 provides students with useful exposure to entrepreneurship, but students see value in having more opportunities to apply their knowledge in practical settings. The results also indicate that confidence in performing entrepreneurial tasks is an important factor associated with entrepreneurial intention.

The findings should, however, be interpreted within the limits of the study design. The cross-sectional data show relationships between the variables but cannot establish that ENT300 caused students to develop stronger entrepreneurial intentions. Other factors, including previous business experience, family background and individual characteristics, may also have influenced the results.

Recommendations

Based on the findings, several improvements can be considered for the delivery of ENT300.

Increase Practical Business Activities and Provide Greater Exposure to Actual Businesses

Students repeatedly mentioned the value of practical learning and asked for more opportunities to apply entrepreneurship concepts. The course could therefore include more activities in which students work with actual products, customers or business situations. Where appropriate, students could be given a small-scale opportunity to test a business idea rather than preparing the idea only as a written assignment. Students also suggested visits to real businesses so that they could observe how business operations are carried out. Field visits, talks by local entrepreneurs or short engagement sessions with business owners could be incorporated into the course where resources and scheduling permit. These activities would give students examples of how the concepts discussed in class are used in practice.

Review The Time Available for Practical Activities, Update Examples and Case Studies

Seven students identified limited time as a challenge, while nine suggested that more time would help them understand and apply the course content. The faculty or course team could review the distribution of teaching time to determine whether some practical activities can be given more time without reducing the essential theoretical content. Students also commented that some examples did not reflect current market conditions. Course materials could therefore be reviewed periodically and supplemented with more recent Malaysian business cases, current market examples and examples from businesses that are familiar to students.

Strengthening The Management of Group Assignments and Provide Continued Support for Interested Students

Some students reported difficulties arising from unequal participation in group work. Clearer allocation of individual responsibilities and the use of peer assessment could be considered. Such measures may help students recognise their own contribution and make group participation more transparent. Number of students reported greater interest and confidence in starting a business after taking the course. Students who wish to continue developing their business ideas could be directed to existing entrepreneurship programmes, mentoring opportunities or incubation activities within the university. This would provide a possible next step for students who want to develop their ideas beyond the requirements of ENT300.

Overall, the recommendations focus on strengthening the connection between classroom learning and actual business experience. They do not require the course to abandon its theoretical foundation; rather, the findings suggest that students would benefit from having more opportunities to apply that knowledge.

Limitations

First, the study used a cross-sectional design. Data was collected at one point in time, so the results show relationships among course perception, self-efficacy, subjective norms and entrepreneurial intention but cannot establish causal effects. In particular, the positive relationship between course experience and entrepreneurial intention should not be interpreted as proof that ENT300 caused students to become more interested in entrepreneurship.

Second, the qualitative interview component involved 30 students from the PERKASA 2024 entrepreneurship incubation program. These students had already participated in a more intensive entrepreneurship-related activity and may therefore have had different experiences from students who only completed the ENT300 course. Their responses should consequently be viewed as an additional perspective rather than as representative of all ENT300 students.

Finally, some of the qualitative themes were based on relatively small numbers of responses. The frequencies reported in the thematic analysis indicate how often a particular issue appears in the responses, but they should not be treated as estimates of the views of the entire student population. Entrepreneurial intention does not necessarily lead to actual business creation. The present study examined students' reported intentions and perceptions rather than tracking whether they subsequently started businesses after graduation. Future research could address this issue through longitudinal follow-up of students after completing ENT300.

Despite these limitations, the mixed-methods design provides both quantitative evidence of relationships among the main variables and qualitative information about students' experiences. The findings therefore provide a useful basis for further examination of entrepreneurship education within UiTM.

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Appendix

Questionnaire

UiTM Students' Perspectives on Entrepreneurship Courses and Their Influence on Entrepreneurial Intentions –

Thank you for participating in this survey. Your responses are anonymous and will help improve entrepreneurship education at UiTM. Please answer all questions honestly.

Section A: Demographics

1. Age
2. Gender
3. Faculty/Program of Study
4. Year of Study
5. Have you taken an entrepreneurship course at UiTM

Section B: Perceptions of Entrepreneurship Courses

(1 = Strongly Disagree to 5 = Strongly Agree)

1. The entrepreneurship course content is relevant to real-world business situations.
2. The teaching methods used in the entrepreneurship course are engaging and interactive.
3. The entrepreneurship course has helped me develop practical entrepreneurial skills (e.g., business planning, opportunity recognition).
4. The course provides sufficient exposure to actual entrepreneurial experiences (e.g., case studies, internships).
5. The instructors motivate and inspire me to consider entrepreneurship as a career option.
6. Group projects and teamwork activities in the course enhance my entrepreneurial learning.
7. The course materials are up-to-date and reflect current entrepreneurial trends. ---

Section C: Entrepreneurial Self-Efficacy

(1 = Strongly Disagree to 5 = Strongly Agree)

1. I am confident in my ability to identify good business opportunities.
2. I feel capable of developing a business plan successfully.
3. I believe I can manage the risks involved in starting a business.
4. I am confident in my ability to gather resources needed to start a business.
5. I believe I can lead a team effectively in a business setting. ---

Section D: Entrepreneurial Intention

(1 = Strongly Disagree to 5 = Strongly Agree)

1. I intend to start my own business within five years after graduation.
2. I am seriously considering a career as an entrepreneur.
3. I believe entrepreneurship is a desirable career path for me.
4. I will make efforts to acquire skills necessary to start a business.
5. I am motivated to learn more about entrepreneurship beyond the course. ---

Section E: Open-Ended Questions

1. What aspects of the entrepreneurship course do you find most valuable?
2. What challenges or limitations have you experienced in the entrepreneurship course?
3. What improvements would you suggest to make the entrepreneurship course more effective?
4. How has the entrepreneurship course influenced your career plans? --- ####

Interview

UiTM students' perspectives on entrepreneurship courses and their influence on entrepreneurial intentions. These qualitative questions aim to elicit detailed, reflective responses that complement survey findings. ---

Section 1: Background and Course Experience

1. Can you tell me about your experience taking the entrepreneurship course at UiTM?
2. What aspects of the entrepreneurship course did you find most helpful or valuable?
3. Were there any parts of the course that you found challenging or less effective? Please explain.
4. How would you describe the teaching methods used in the course? Did they engage you well?
5. To what extent did the course include practical activities such as case studies, business simulations, or projects? How effective were these activities?

Section 2: Impact on Entrepreneurial Skills and Confidence

6. In what ways do you think the entrepreneurship course has helped you develop entrepreneurial skills?
7. How confident do you feel about your ability to start and manage a business after completing the course? Can you give examples?
8. Did the course help you understand the risks and challenges involved in entrepreneurship? How? **Section 3: Entrepreneurial Intention and Motivation**
9. Has taking the entrepreneurship course influenced your intention to start your own business? If yes, how? If no, why not?
10. What motivates you to consider or not consider entrepreneurship as a future career option?
11. How do your family, friends, or peers influence your attitude toward becoming an entrepreneur?

Section 3: Suggestions for Improvement

12. What improvements would you suggest to make entrepreneurship courses at UiTM more effective and inspiring?
13. Would you like to see more mentorship, internships, or industry collaborations integrated into the course? Why?
14. How do you think UiTM can better support students interested in entrepreneurship beyond the classroom?

Section 5: Additional Comments

15. Is there anything else you would like to share about your experience with entrepreneurship education at UiTM?