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**UNDERSTANDING ENTREPRENEURIAL INTENTIONS
THROUGH THE THEORY OF PLANNED BEHAVIOR: A STUDY
AMONG BACHELOR OF SCIENCE (HONS.) FOOD SERVICE
MANAGEMENT WITH ENTREPRENEURSHIP (HM252)
STUDENTS**

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Abstract:

Entrepreneurship has emerged as a crucial element of national development strategies and higher education curricula worldwide. Recognizing this, Universiti Teknologi MARA (UiTM) introduced the HM252 program; Bachelor of Science (Hons.) Food Service Management with Entrepreneurship, to foster entrepreneurial mindsets among students. This study aims to examine the factors influencing Entrepreneurial Intention (EI) among HM252 students at UiTM Puncak Alam using the Theory of Planned Behavior (TPB) as the conceptual foundation. Specifically, the study investigates the impact of four independent variables namely Attitude, Subjective Norms, Perceived Behavioral Control, and Entrepreneurship Education on students' EI. A quantitative, correlational research design was

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adopted, employing a structured questionnaire distributed via Google Forms. The sample consisted of 129 HM252 students selected through convenience sampling. Data analysis was conducted using SPSS Version 28, applying multiple linear regression to determine the collective and relative contribution of each predictor to EI. Findings revealed that all four factors significantly influenced students' entrepreneurial intention, with Attitude emerging as the strongest predictor, followed by Perceived Behavioral Control and Subjective Norms, while Entrepreneurship Education showed a positive yet comparatively smaller effect. A key limitation of this study is the analytical scope, which did not fully examine potential interactions among predictors. Future research should expand the model and sampling coverage to strengthen generalizability and provide deeper insights. Overall, the study offers meaningful implications for educators and policymakers seeking to enhance entrepreneurial intention through targeted psychological and educational interventions in higher education.

Keywords:

Entrepreneurial Intention, Attitude, Subjective Norms, Perceived Behavioral Control, Entrepreneurship Education, Theory of Planned Behavior

Introduction

In recent years, entrepreneurship education has become a core element of higher education curricula worldwide, reflecting the widespread belief that it is crucial for stimulating innovation and driving economic growth (Casanovas & de Castro, 2022). Universities increasingly embed entrepreneurial learning to prepare students for dynamic career paths, with the goal of cultivating a mindset that supports venture creation and innovation (Schimperna, Nappo & Marsigalia, 2021). In line with national development priorities, Universiti Teknologi MARA (UiTM), through the Faculty of Hotel and Tourism Management, introduced the HM252 program: Bachelor of Science (Hons.) Food Service Management with Entrepreneurship. The program equips students with managerial competencies in hospitality and tourism, alongside entrepreneurial skills required to initiate and manage business ventures in related industries. Central to such programs is the development of entrepreneurial intention (EI), defined as an individual's conscious plan to establish a new business venture (Liñán & Fayolle, 2015). EI represents the initial and most influential step in the entrepreneurial process, predicting actual entrepreneurial behavior and new venture success (Johnmark & Munene, 2016). It is shaped by a range of psychological and contextual factors, including personal traits, education, and environmental perceptions (Obschonka, Hakkarainen, Lonka & Salmela-Aro, 2017). Focusing on EI as the dependent variable, this study examines four key predictors: attitude, subjective norms, perceived behavioral control, and entrepreneurship education.

Entrepreneurial attitude has been widely recognized as a critical determinant of EI. It includes characteristics such as self-confidence, risk-taking propensity, internal locus of control, achievement orientation, and proactive behavior (Gu, Hu, Wu & Lado, 2018; Saif & Ghania, 2020). These traits are reflected in individuals' emotions, cognitions, and behaviors and significantly influence their decision to pursue entrepreneurial careers (Ghosh, 2017). HM252 students, who are exposed to both theoretical and practical entrepreneurial components, develop attitudes that directly shape their intentions. A proactive personality further reinforces EI, as proactive individuals are characterized by initiative, perseverance, and resilience in navigating challenges and shaping their environments (Newman, Obschonka, Schwarz, Cohen & Nielsen, 2019; Chipeta & Surujlal, 2017; Fuller, Liu, Bajaba, Marler & Pratt, 2018).

Similarly, subjective norms defined as perceived social pressure from significant others such as family, friends, or educators play an essential role in shaping entrepreneurial decisions (Ryan & Deci, 2017). For students, social approval and connectedness often influence career pathways.

Perceived behavioral control (PBC) is another important predictor, referring to individuals' beliefs about their capability and access to resources necessary to start a business. It encompasses perceptions of ease or difficulty in performing entrepreneurial tasks as well as anticipated barriers (Deci, Olafsen & Ryan, 2017). For HM252 students, the practicality of the program may enhance or diminish confidence in pursuing entrepreneurial ventures.

Although the literature provides extensive insights into internal determinants of EI, fewer studies have considered the interaction between internal and external influences (Hsu, Burmeister-Lamp, Simmons, Fu, Hong & Pipes, 2019). Entrepreneurship education is acknowledged as a fundamental external factor that shapes mindset and motivation (Khalili, Tojari & Rezaei, 2014; Farhangmehr, Goncalves & Sarmiento, 2016; Jakubiak & Buchta, 2016). As a structured intervention, it directly strengthens entrepreneurial competencies, reinforces motivation, and enhances EI (Foss & Gibson, 2015; Guerrero, 2016). In summary, this study aims to examine how four dimensions namely entrepreneurial attitude, subjective norms, perceived behavioral control, and entrepreneurship education collectively influence the entrepreneurial intentions of HM252 students.

Literature Review

Cultivating the desire to become an entrepreneur is a complex and gradual process, as individuals do not always translate their entrepreneurial intentions into immediate action (Elfving, Brännback & Carsrud, 2017). Entrepreneurship education not only provides business knowledge but also immerses students in entrepreneurial activities throughout their academic journey. Since there is often a gap between having entrepreneurial intentions and transforming those intentions into actual behavior, it is essential to evaluate these intentions while students are still pursuing their studies.

Definition of Entrepreneurial Intention

Entrepreneurial intention (EI) refers to an individual's cognitive state that directs attention, experience, and action toward the goal of initiating and sustaining a business venture (Crespo, Belchior & Costa, 2018). It represents a conscious and deliberate mindset that reflects a person's motivation and readiness to pursue entrepreneurship. Thus, EI is not only a psychological construct but also a fundamental predictor of entrepreneurial behavior. It reflects how individuals view entrepreneurship as a viable career path, shaped by personal interests, social exposure, and the success of others within their environment. The development of entrepreneurial intention may be triggered by various factors, including the identification of opportunities for social innovation, the pursuit of financial independence, and the aspiration to build enterprises that promote social impact and democratic governance (Murtini, 2016). These intentions shape personal ambition and guide long-term entrepreneurial goals. Cultivating this mindset is crucial because it contributes to national development by supporting job creation, reducing unemployment, and promoting economic resilience. At institutions such as Universiti Teknologi MARA (UiTM), initiatives to foster entrepreneurial motivation among students align with broader national agendas for innovation and economic advancement.

Attitude and Entrepreneurial Intention

Attitude refers to an individual's feelings, beliefs, and evaluations of entrepreneurship, shaping their perception and affective response to starting and managing a business. A positive entrepreneurial attitude is a powerful motivator as it encourages individuals to pursue ventures that provide income and success (Olugbola, 2017). Perceived desirability, one component of attitude, reflects how attractive and personally meaningful entrepreneurship appears to the individual. When entrepreneurship is perceived as a desirable career choice, entrepreneurial intentions strengthen (Ładyga, 2015). Perceived feasibility—belief in one's ability to successfully operate a business—also increases entrepreneurial intention when individuals feel they possess the necessary skills and resources. Innovation and creativity, traits frequently associated with entrepreneurship, contribute to regional economic development when supported through academic–industry collaboration (Lopes & Lussuamo, 2021; Sanadgol & Dadfar, 2020). Openness to new ideas, problem-solving ability, and risk-taking tendencies further support entrepreneurial ambition. A positive attitude toward risk, combined with a belief that risk can be managed, reinforces entrepreneurial pursuit. In addition, self-efficacy—confidence in one's own capability—is fundamental to strengthening entrepreneurial confidence. When personal values align with entrepreneurial principles, they lead to stronger intentions to start a business. As stated by Mustafa, Hernandez, Mahon & Chee (2016), entrepreneurial intentions represent mental processes that guide planning and action in business creation.

H₁: Students' positive attitude towards entrepreneurship as a career choice positively influences entrepreneurial intention.

Subjective Norms and Entrepreneurial Intention

In examining the link between subjective norms and entrepreneurial intentions among HM252 students at UiTM Puncak Alam, it is important to consider the influence of individuals who shape students' career decisions. Entrepreneurial intention, as a cognitive state that guides behavior, becomes stronger when reinforced by social expectations and encouragement. Subjective norms—particularly the approval or opinions of family, peers, and lecturers—play an essential role in cultivating entrepreneurial intentions. Lecturers, as both educators and mentors, exert strong influence by shaping students' perceptions of entrepreneurship and reinforcing their confidence in pursuing it. Prior literature consistently supports the positive relationship between subjective norms and EI (Amjad, Rani & Sa'atar, 2020; Dao, Bui, Doan, Dao, Le & Le, 2021; Gielnik, Zacher & Wang, 2015; Maresch, Harms, Kailer & Wimmer-Wurm, 2016). Family, friends, and lecturers collectively shape students' perceptions of entrepreneurship, demonstrating a dynamic and interconnected influence on students' entrepreneurial aspirations.

H₂: Students' subjective norms are positively related to entrepreneurial intentions.

Perceived Behavioural Control and Entrepreneurial Intention

Although perceived behavioral control (PBC) and attitude may appear conceptually similar, they operate differently in predicting entrepreneurial intention. PBC is considered one of the strongest predictors of voluntary behaviors, including entrepreneurship (Schmutzler, Andonova & Diaz-serrano, 2019). Multiple studies have examined how PBC influences entrepreneurial intention (Tsai, Chang & Peng, 2016). Individuals with proactive personalities tend to influence and shape their environments, enabling them to succeed in entrepreneurial

contexts (Kumar & Shukla, 2022). According to Naz, Li, Zaman & Rafiq (2020), proactive personality is a relatively stable trait that reflects a person's emotional tendencies and behavioral patterns.

PBC centers on an individual's belief in their capability to act independently and make decisions. Strong entrepreneurial intentions are generally driven by internal motivation and personal goals, rather than external pressures. This is evident when individuals proactively pursue opportunities and take calculated steps toward their business ambitions. The connection between PBC and EI is reflected in the behavior of self-directed individuals. A proactive personality motivates people to shape their environments, ultimately improving performance (Miao, 2015; Horng, Tsai et al., 2016). Participation in entrepreneurship competitions, for instance, demonstrates active efforts to develop competencies. University-based programs also support EI by fostering a conducive learning environment. Students serve as an ideal population for examining the influence of PBC on entrepreneurial intention because proactive individuals are more likely to recognize and pursue opportunities (Laguía, Moriano & Gorgievski, 2019). Karali (2013) further demonstrated that PBC has a significant positive effect on students who enrolled in entrepreneurship programs.

H₃: Students' perceived behavioral control has a positive relationship with entrepreneurial intentions.

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education plays a crucial role in shaping students' entrepreneurial intentions by influencing their attitudes, competencies, and motivation to start a business. Higher education institutions that provide structured entrepreneurship programs expose students to both theoretical knowledge and practical learning in business management, marketing, finance, and strategic planning. Such experiences enable students to better understand the realities of entrepreneurship and prepare them for future business challenges. Entrepreneurship education fosters autonomous motivation by offering meaningful experiences and a supportive learning environment that encourage students to view entrepreneurship as both desirable and achievable (Alharbi, Almahdi & Mosbah, 2018). Moreover, entrepreneurship education enhances attributes such as achievement orientation, personal control, and self-confidence—all strong predictors of entrepreneurial intention (Robinson, 2016; Hägg & Kurczewska, 2016). Extensive literature shows that exposure to entrepreneurial training and education leads to higher levels of EI among students (Küttim, Kallaste, Venesaar & Kiis, 2014; Kim-Soon, 2016; Hussain & Norashidah, 2015; Lorz, 2011; Hattab, 2014; Ibrahim, 2015). Overall, findings indicate that entrepreneurship education has a clear positive effect on EI, emphasizing the importance of academic programs in nurturing entrepreneurial aspirations and capabilities.

H₄: Students' entrepreneurship education is positively related to entrepreneurial intentions.

Methodology

This study adopts a correlational research design to examine the relationships between attitude, subjective norms, perceived behavioral control, and entrepreneurship education in relation to entrepreneurial intention among HM252 students at UiTM Puncak Alam. The main objective is to accurately describe these variables and determine how they collectively influence entrepreneurial intention. Data were collected through a structured survey questionnaire designed to engage participants and obtain relevant responses efficiently. Given the advantages

of quantitative research—particularly its ability to support rapid data collection, statistical testing, and standardized measurement—this study employs a cross-sectional approach, with data gathered at a single point in time.

Population and Sampling

The population consists of 129 students enrolled in the HM252 program at UiTM Puncak Alam. The required sample size was identified using G*Power analysis, a widely recognized statistical method for calculating minimum participant numbers to ensure sufficient statistical power. Convenience sampling was employed to recruit respondents. Although this non-probability sampling method may limit the generalizability of the findings, it was considered the most practical and feasible approach for the context of this study. Sampling procedures were supported with power analysis conducted using R statistical software to reinforce robustness and adequacy of the selected sample size.

Instrumentation

A comprehensive questionnaire was utilized as the primary research instrument, consisting of six sections that measured the main constructs using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The survey was systematically structured and developed through Google Forms to support wide digital distribution and smooth data collection. Confidentiality was prioritized throughout the research; all participation was anonymous, and all responses were stored securely with access strictly limited to the research team. Data were collected from March to July 2024 via digital communication platforms such as WhatsApp and Telegram to maximize reach and response rates.

Pilot Study

Pilot study findings revealed high levels of internal reliability across all constructs. Cronbach's alpha values for the antecedent variables demonstrated excellent internal consistency, with coefficients of 0.950 for Attitude, 0.937 for Entrepreneurship Education, 0.935 for Perceived Behavioral Control, and 0.920 for Entrepreneurial Intention. Meanwhile, Subjective Norms reported a coefficient of 0.915. All independent and dependent variables exceeded the minimum acceptable reliability threshold of 0.90, and therefore no items were removed from the measurement scale.

Data Analysis

Data were analyzed using SPSS Version 28, with multiple linear regression adopted as the primary statistical technique. This method was selected to examine the simultaneous influence of attitude, subjective norms, perceived behavioral control, and entrepreneurship education on entrepreneurial intention. Multiple regression enables a more comprehensive assessment of how each independent variable contributes to the dependent variable while accounting for the effects of the other predictors in the model. The findings derived from multiple regression allow the researchers to determine the relative strength and significance of each predictor, offering clearer insights for both theoretical contribution and practical implications.

Results

Demographic Profiles of the Respondents

The demographic summary in Table 1 indicates that the majority of respondents in this study are female students, making up 89.1% of the sample. The predominant age group among participants is 23 years old, accounting for nearly 40% of the respondents. Regarding academic progress, most students are in their sixth semester, representing 37.2% of the sample.

Table 1: Summary of Key Demographic Characteristics of Respondents

Demographic Factor	Category	Frequency (N)	Percentage (%)
Gender	Female	115	89.1
Age	23 years old	51	39.5
Semester	Semester 6	48	37.2

Descriptive Mean Score: Entrepreneurial Intention

The dependent variable in this study is Entrepreneurial Intention. The mean scores for this construct, as shown in the table below, range from 3.67 to 4.02, indicating varying levels of agreement among respondents regarding the statements related to this factor. Detailed results for Entrepreneurial Intention are presented in Table 2.

Table 2: Mean Score for Entrepreneurial Intention

Items	N	Mean	Std. Deviation
My professional goal is to become an entrepreneur.	129	3.71	.903
I prefer to be an entrepreneur rather than to be an employee in the company.	129	3.67	.953
I have thought seriously about starting my own business after completing my study.	129	3.68	.952
I have a strong intention to start my own business someday.	129	3.88	.910
I will start my own business in the next five years.	129	3.69	.864
I want to be my own boss.	129	4.02	.834

Note: Like (1: strongly disagree, 2: disagree, 3: neither disagree or agree, 4: agree, 5: strongly agree)

Descriptive Mean Score: Attitudes

The first descriptive analysis of the independent variable examines the factor of Attitude. The mean scores, ranging from 3.75 to 4.09, indicate a range of responses among participants regarding the items associated with this factor. Table 3 presents a summary of the collected data, including the mean scores and standard deviations for each item within this category.

Table 3: Mean Score for Attitudes

Items	N	Mean	Std. Deviation
Being an entrepreneur can have more advantages.	129	4.06	.846
Career as an entrepreneur is interesting to me.	129	3.97	.847
If I have the opportunity and resources, I would like to start my business.	129	4.09	.888
Being an entrepreneur is the biggest success for me.	129	3.91	.833
Among the various career options available, I prefer to be an Entrepreneur.	129	3.75	.919

Note: Like (1: strongly disagree, 2: disagree, 3: neither disagree or agree, 4: agree, 5: strongly agree)

Descriptive Mean Score: Subjective Norms

The third descriptive analysis of the independent variable centers on the factor of Subjective Norms. The mean scores, which range from 3.67 to 3.93, reflect varying opinions among respondents regarding the elements associated with this factor.

Table 4: Mean Score for Subjective Norms

Items	N	Mean	Std. Deviation
My family really encouraged and supported me to become an entrepreneur.	129	3.93	.831
My friends are also my encouragement and supporters to become an entrepreneur.	129	3.85	.772
My peer group also encouraged and supported me to become an entrepreneur.	129	3.82	.775
My classmate is also a young entrepreneur.	129	3.67	.903
My friend is a role model and inspiration to me to pursue my passion to become an entrepreneur.			

	129	3.67	.913
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Note: Like (1: strongly disagree, 2: disagree, 3: neither disagree or agree, 4: agree, 5: strongly agree)

Descriptive Mean Score: Perceived Behavioral Control

The fourth descriptive analysis centers on the variable Perceived Behavioral Control in relation to entrepreneurial intentions. The mean scores, which range from 3.59 to 3.87, reflect varying perceptions among respondents regarding their ability to perform entrepreneurial behavior. These findings suggest that while some students feel confident in their entrepreneurial capabilities, others may have reservations. Table 5 outlines the detailed responses, presenting both the mean scores and standard deviations for each item associated with this factor.

Table 5: Mean Score for Perceived Behavioral Control

Items	N	Mean	Std. Deviation
Starting a business and making sure it runs smoothly.	129	3.87	.774
I am ready to start a business and compete more advanced.	129	3.69	.873
I am able to control and manage new business.	129	3.60	.879
I know about all the requirements needed to start a business.	129	3.61	.895
I know how to develop entrepreneurial projects.	129	3.59	.907
I am sure, if I want to start a business, the priority to achieve success is high.	129	3. 76	.818

Note: Like (1: strongly disagree, 2: disagree, 3: neither disagree or agree, 4: agree, 5: strongly agree)

Descriptive Mean Score: Entrepreneurship Education

The fifth descriptive analysis examines the influence of Entrepreneurship Education on entrepreneurial intentions. The results, with mean scores ranging from 4.05 to 4.15, indicate a generally positive perception among respondents regarding the role of entrepreneurial education in shaping their intentions. This suggests that most students acknowledge the importance of educational exposure in fostering entrepreneurial mindset and motivation. Detailed data for this factor, including average scores and standard deviations for each item, are presented in Table 6.

Table 6: Mean Score for Entrepreneurship Education

Items	N	Mean	Std. Deviation
The course I took really helped me pursue my interest as an entrepreneur.	129	4.05	.774
UiTM offers courses that develop entrepreneurial skills.	129	4.13	.666
UiTM provides extensive knowledge about entrepreneurship.	129	4.15	.674
The learning approach and curriculum provided by UiTM can improve my creative ideas to become an entrepreneur.	129	4.05	.706
UiTM's entrepreneurship program can interest me to become an entrepreneur.	129	4.09	.723

Note: Like (1: strongly disagree, 2: disagree, 3: neither disagree or agree, 4: agree, 5: strongly agree)

Multiple Regression Results for Predictors of Entrepreneurial Intention

The results of the multiple regression model in Table 7 indicate that the combination of Attitude, Subjective Norms, Perceived Behavioral Control, and Entrepreneurship Education significantly explains variance in Entrepreneurial Intention among HM252 students at UiTM Puncak Alam ($R^2 = .738$, Adj. $R^2 = .736$, $p < .001$). This demonstrates that 73.8% of the variance in entrepreneurial intention can be predicted from the four independent variables.

Among the four predictors, Attitude emerges as the strongest predictor of Entrepreneurial Intention ($\beta = .859$, $p < .001$). This indicates that students who demonstrate a more favourable perception and emotional orientation toward entrepreneurship are substantially more likely to develop strong intentions to become entrepreneurs. Perceived Behavioral Control is the next strongest predictor ($\beta = .789$, $p < .001$), suggesting that confidence in one's capability and control over entrepreneurial tasks plays a central role in shaping entrepreneurial aspirations.

Subjective Norms also significantly predict entrepreneurial intention ($\beta = .749$, $p < .001$), indicating that encouragement and approval from family, friends, and lecturers meaningfully influence students' career decision toward entrepreneurship. Finally, Entrepreneurship

Education significantly contributes to the model ($\beta = .622$, $p < .001$), demonstrating that exposure to entrepreneurial courses and practical learning experiences enhances students' motivation to pursue entrepreneurship.

Collectively, these findings confirm that all four variables positively contribute to entrepreneurial intention, and each hypothesis in the study is supported.

Table 7: Multiple Regression Output

Predictor	Std. Beta (β)	Sig.	Result
Attitude	.859	.000***	Significant
Subjective Norms	.749	.000***	Significant
Perceived Behavioral Control	.789	.000***	Significant
Entrepreneurship Education	.622	.000***	Significant
Model Summary			
R ²	.738		
Adjusted R ²	.736		
F	—	$p < .001$	
Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$			

Hypothesis Summary

Table 8 summarizes the results of the hypotheses tested in this study. All four hypotheses were supported, indicating that attitude, subjective norms, perceived behavioral control, and entrepreneurship education each have a significant positive influence on entrepreneurial intention among HM252 students at UiTM Puncak Alam. Attitude was found to be the strongest predictor, suggesting that students with favourable perceptions and beliefs toward entrepreneurship are more likely to develop strong entrepreneurial intentions. Subjective norms also played a meaningful role, showing that encouragement and support from family, peers, and lecturers contribute to the formation of entrepreneurial aspirations.

Perceived behavioral control significantly predicted entrepreneurial intention, indicating that students who believe they possess the necessary skills and capability to start a business are more inclined to pursue entrepreneurial careers. Entrepreneurship education further influenced entrepreneurial intention, demonstrating that exposure to entrepreneurship-related learning increases students' motivation to become entrepreneurs. Overall, these findings confirm that all four TPB components contribute positively to entrepreneurial intention in this study.

Table 8: Hypothesis Summary

Code	Hypothesis	Result
H ₁	Attitude positively affects entrepreneurial intention	Supported
H ₂	Subjective norms positively relate to entrepreneurial intention	Supported
H ₃	Perceived behavioral control positively relates to entrepreneurial intention	Supported
H ₄	Entrepreneurship education positively relates to entrepreneurial intention	Supported

Summary of Findings and Discussion

The findings of this study provide valuable insight into the entrepreneurial readiness and motivation of HM252 students at UiTM Puncak Alam. The demographic profile indicates that the majority of respondents are female and predominantly in their early twenties, reflecting the typical age distribution of final-year students preparing to enter the workforce. This group represents a crucial population for entrepreneurship research, as they are at a stage where they are actively considering future career options and evaluating entrepreneurship as a potential pathway.

The descriptive analysis of entrepreneurial intention demonstrates that most students show a generally positive aspiration toward becoming entrepreneurs. Many respondents expressed a desire to start a business and view entrepreneurship as a meaningful career choice. The preference to be self-reliant and “be their own boss” was also evident, suggesting that autonomy and self-determination are strong motivational factors among the students.

A similarly positive pattern was observed in attitudes toward entrepreneurship. Students tend to perceive entrepreneurship as an attractive and rewarding profession, which highlights their belief in its benefits and potential. This favourable perception aligns with the idea that positive attitudes are often the driving force behind entrepreneurial behaviour.

The analysis of subjective norms shows that students are influenced by the people around them when considering entrepreneurship. Encouragement and support from family members, peers, and lecturers contribute to shaping their interest in pursuing entrepreneurial ventures. This suggests that the social environment students are immersed in plays an important role in fostering their entrepreneurial direction.

Perceived behavioral control also emerged as an important factor. While most students believe they have the confidence and ability to start and manage a business, there are also signs that some students are still unsure about whether they possess all the critical abilities and resources needed to become entrepreneurs. This indicates that although the intention is present, practical familiarity and hands-on experience could further strengthen their self-belief and capability.

Entrepreneurship education appears to contribute meaningfully to the development of entrepreneurial interest among students. Respondents generally recognize the entrepreneurship-related courses and learning exposure provided by UiTM as beneficial in enhancing their knowledge, creativity, and motivation to pursue entrepreneurial careers. This reflects the effectiveness of entrepreneurship education in shaping the entrepreneurial mindset.

The multiple regression findings reinforce the descriptive patterns, showing that all four antecedents; attitude, subjective norms, perceived behavioral control, and entrepreneurship education significantly contribute to the formation of entrepreneurial intention. Attitude emerged as the most dominant predictor, suggesting that students are most driven by their positive personal evaluation of entrepreneurship. This means that when students view entrepreneurship as valuable and fulfilling, they are more likely to pursue it. Perceived behavioral control also plays a strong role, indicating that confidence in managing entrepreneurial activities enhances entrepreneurial motivation. Supportive social influences and exposure to entrepreneurship-focused education further complement these internal motivations.

In summary, the results demonstrate that students within the Food Service Management with Entrepreneurship program possess encouraging levels of entrepreneurial motivation supported by internal beliefs, social influences, and educational exposure. The overall findings reinforce the relevance of the Theory of Planned Behavior in predicting entrepreneurial intentions and highlight the importance of institutional initiatives in nurturing student entrepreneurship.

Limitation

A key limitation of this study lies in its analytical scope and methodological constraints. While the research successfully identified significant relationships between the independent variables and entrepreneurial intention, the analysis was conducted within a framework that did not fully address the potential interactions among predictors. In real-world contexts, multiple psychological and contextual factors often operate simultaneously to shape entrepreneurial outcomes, and their influence may overlap or reinforce one another. The current analytical approach does not account for the possibility that some predictors may share variance, indirectly influence each other, or collectively contribute to entrepreneurial intention in more complex ways.

Another limitation stems from the relatively small and program-specific sample size, which restricts the generalizability of the findings beyond the selected group of HM252 students. Although the results offer meaningful insights into the entrepreneurial motivations of this cohort, broader sampling across campuses, programs, and academic levels would provide a more comprehensive representation of entrepreneurial intention among students.

In addition, the study relied solely on self-reported survey data, which may be susceptible to social desirability bias, personal interpretation of items, and respondents' current emotional or motivational state. These factors can influence how participants perceive and evaluate statements related to entrepreneurship.

Given these limitations, future studies should adopt more comprehensive analytical techniques capable of examining the combined and interactive effects of multiple predictors on entrepreneurial intention. Expanding the sample size and incorporating additional data sources such as interviews, behavioral measures, or longitudinal tracking would further strengthen the findings and improve their applicability to wider student populations.

Conclusion

Overall, the study demonstrates that Attitude, Subjective Norms, Perceived Behavioral Control, and Entrepreneurship Education each play a meaningful role in shaping the entrepreneurial intention of HM252 students at UiTM Puncak Alam. Among these predictors, Attitude showed the strongest influence, followed by Perceived Behavioral Control and Subjective Norms, while Entrepreneurship Education though still significant, contributed to a lesser extent. These results highlight the importance of cultivating positive perceptions toward entrepreneurship, reinforcing a supportive social environment, and strengthening students' sense of capability in carrying out entrepreneurial activities. Furthermore, enhancing entrepreneurship-related coursework and experiential learning opportunities may further elevate students' preparedness and motivation to engage in entrepreneurial ventures. Collectively, these insights are valuable for educators and policymakers seeking to foster entrepreneurial mindsets and behaviours in higher education settings.

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