

The Determinants of Entrepreneurial Intention Among University Students: A Comparative Study Between Malaysia and Indonesia

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500531>

Received: 11 May 2026; Accepted: 16 May 2026; Published: 06 June 2026

ABSTRACT

Entrepreneurship plays an important role in promoting economic growth, innovation, and graduate employability, particularly in developing economies. This study aims to examine the influence of entrepreneurial attitude, subjective norms, and perceived behavioural control on entrepreneurial intention among university students in Malaysia and Indonesia. Grounded in the Theory of Planned Behaviour, the study employed a quantitative cross-sectional survey design. Data were collected from 103 undergraduate students using a structured questionnaire and analysed using IBM SPSS through multiple regression analysis and independent samples t-tests. The results show that entrepreneurial attitude, subjective norms, and perceived behavioural control have positive and significant effects on entrepreneurial intention, with perceived behavioural control emerging as the strongest predictor. The comparative analysis further indicates that there are no statistically significant differences between Malaysian and Indonesian students in terms of entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention. The study concludes that students' entrepreneurial intention is mainly shaped by psychological and social factors rather than the national context. These findings support the applicability of the Theory of Planned Behaviour and suggest that higher education institutions should strengthen entrepreneurship education by enhancing students' positive attitudes, social support, and perceived entrepreneurial capabilities.

Keywords: Entrepreneurial attitude; Subjective norms; Perceived behavioural control; Entrepreneurial intention

INTRODUCTION

Entrepreneurship has been widely acknowledged as a critical driver of economic growth, innovation, and job creation, particularly in the context of developing and emerging economies. In recent years, increasing attention has been directed toward fostering entrepreneurship among university students, as they represent a vital source of future entrepreneurial talent (Ratten & Usmanij, 2021; Nabi et al., 2017). Consequently, higher education institutions are expected not only to provide academic knowledge but also to cultivate the psychological, cognitive, and behavioural attributes that support entrepreneurial development. Understanding the determinants of students' entrepreneurial intention has therefore become a central focus in contemporary entrepreneurship research.

Entrepreneurial intention refers to an individual's conscious and deliberate state of mind that precedes entrepreneurial behaviour and guides entrepreneurial decision-making (Liñán & Chen, 2009). Recent empirical studies consistently confirm that entrepreneurial intention remains one of the strongest predictors of entrepreneurial behaviour among students and early-career individuals (Newman et al., 2019; Zhang et al., 2015). Since entrepreneurship is generally considered a planned and intentional career choice, examining the factors that shape students' entrepreneurial intention is important for understanding how future entrepreneurs may be developed within higher education contexts.

The Theory of Planned Behaviour (TPB) remains one of the most influential theoretical frameworks for explaining entrepreneurial intention. According to TPB, intention is shaped by three key psychological antecedents: entrepreneurial attitude, subjective norms, and perceived behavioural control (Ajzen, 1991). Entrepreneurial attitude reflects an individual's evaluation of entrepreneurship as a desirable career option, subjective norms capture perceived social pressure from significant others, and perceived behavioural control represents an individual's perceived capability and confidence in performing entrepreneurial behaviours. Recent studies continue to validate the relevance of TPB in predicting entrepreneurial intention across diverse educational and cultural contexts (Al-Jubari et al., 2017; Vuorio et al., 2018; Liu et al., 2019).

Although substantial research has examined the effects of TPB components on entrepreneurial intention, further empirical investigation remains important in comparative and emerging economy contexts. Entrepreneurial intention may be shaped not only by individual psychological factors but also by cultural, educational, and social environments. University students are embedded within social contexts influenced by family expectations, peer norms, institutional support systems, and national entrepreneurship policies. Therefore, comparative studies across countries are useful because they provide valuable insights into whether entrepreneurial intention processes operate similarly across different educational, cultural, and national contexts (Autio et al., 2001; Moriano et al., 2012).

Malaysia and Indonesia represent relevant comparative settings due to their shared regional characteristics, emerging economic structures, and increasing emphasis on entrepreneurship education. At the same time, both countries also possess distinct cultural, institutional, and educational features that may influence students' entrepreneurial perceptions and intentions. Examining these two contexts allows for a deeper understanding of whether TPB-based relationships are context-specific or generalizable across similar developing economies.

Based on these considerations, the present study aims to examine the effects of entrepreneurial attitude, subjective norms, and perceived behavioural control on entrepreneurial intention among university students in Malaysia and Indonesia. By applying the TPB framework in a comparative Southeast Asian context, this study seeks to provide a more comprehensive understanding of the psychological and social factors that influence entrepreneurial intention. In addition, the study addresses the following research question: Are there significant differences between Malaysian and Indonesian university students in terms of entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention? The findings are expected to contribute to entrepreneurship literature and offer practical implications for higher education institutions in designing effective entrepreneurship education initiatives.

LITERATURE REVIEW

Theoretical Background

The Theory of Planned Behaviour (TPB) is among the most influential and widely applied theoretical frameworks for explaining intentional and goal-directed behaviour, including entrepreneurial behaviour. Originally proposed by Ajzen (1991), TPB posits that individual behaviour is primarily determined by behavioural intention, which reflects a person's readiness and motivation to perform a particular action. Behavioural intention is, in turn, shaped by three core psychological antecedents: attitude toward the behaviour, subjective norms, and perceived behavioural control. The theory assumes that individuals behave rationally by systematically processing available information and evaluating the potential consequences of their actions before engaging in a particular behaviour.

Within the field of entrepreneurship, TPB has been extensively employed to explain why individuals choose to pursue entrepreneurial careers. Entrepreneurial intention is widely regarded as a central construct in entrepreneurship research because it captures an individual's readiness and motivation to pursue entrepreneurial behaviour (Liñán & Fayolle, 2015). Entrepreneurship is widely regarded as a planned and intentional process, as the creation and development of a business require conscious decision-making, resource mobilization, and sustained effort over time (Krueger et al., 2000). Consequently, entrepreneurial intention is considered the most immediate and reliable predictor of entrepreneurial behaviour, particularly among students and early-career

individuals (Liñán & Fayolle, 2015; Newman et al., 2019). A growing body of empirical evidence continues to confirm the applicability of TPB in predicting entrepreneurial intention across diverse educational, cultural, and national contexts (Kautonen et al., 2015; Al-Jubari et al., 2017; Vuorio et al., 2018).

According to TPB, entrepreneurial attitude reflects an individual's overall evaluation of entrepreneurship as either a desirable or undesirable career option. Subjective norms refer to perceived social pressure from significant others, such as family members, peers, and educators, whereas perceived behavioural control represents an individual's perceived capability and confidence in performing entrepreneurial activities. Perceived behavioural control is closely associated with entrepreneurial self-efficacy and perceived feasibility, both of which play a crucial role in entrepreneurial decision-making (Ajzen, 2002; Newman et al., 2019). Collectively, these three components contribute to the formation of entrepreneurial intention, which subsequently serves as the proximal antecedent of entrepreneurial behaviour.

Given its robust theoretical foundation and extensive empirical support, TPB provides an appropriate and comprehensive framework for examining the antecedents of entrepreneurial intention in the present study. Recent meta-analytic evidence further confirms the robustness and cross-cultural validity of TPB in explaining entrepreneurial intention, thereby reinforcing its suitability for comparative research across different national contexts (Schlaegel & Koenig, 2014). By applying the TPB framework in the context of Malaysia and Indonesia, this study contributes to a clearer understanding of how entrepreneurial attitude, subjective norms, and perceived behavioural control shape entrepreneurial intention among university students.

Entrepreneurial Attitude and Entrepreneurial Intention

Entrepreneurial attitude refers to an individual's overall positive or negative evaluation of becoming an entrepreneur and reflects the extent to which entrepreneurship is perceived as attractive, desirable, and worthwhile. Within the framework of the Theory of Planned Behaviour, entrepreneurial attitude constitutes a key psychological antecedent influencing an individual's intention to engage in entrepreneurial behaviour. Individuals with positive entrepreneurial attitudes tend to associate entrepreneurship with benefits such as independence, autonomy, financial rewards, self-fulfilment, and personal achievement. Conversely, individuals with unfavourable attitudes are more likely to focus on the risks, uncertainty, and potential failure associated with entrepreneurial activities.

Extensive empirical evidence consistently identifies entrepreneurial attitude as one of the strongest predictors of entrepreneurial intention, particularly among university students. When individuals perceive entrepreneurship as a favourable and rewarding career path, they are more likely to develop strong entrepreneurial intentions. In the university context, entrepreneurial attitudes are shaped by several factors, including entrepreneurship education, exposure to entrepreneurial role models, institutional support, and individual value systems. Entrepreneurship education, in particular, plays a critical role in fostering positive entrepreneurial attitudes by enhancing opportunity recognition and reducing perceived barriers and risks associated with entrepreneurship.

Recent empirical studies continue to confirm the robustness of the relationship between entrepreneurial attitude and entrepreneurial intention, including among university students in Malaysia (Wiramihardja et al., 2022). Mahfud et al. (2020), for example, demonstrated that positive entrepreneurial attitudes significantly enhance students' entrepreneurial intentions through increased psychological capital. Similarly, meta-analytic evidence suggests that attitude toward entrepreneurship is an important predictor of entrepreneurial intention within the Theory of Planned Behaviour framework (Zaremohzzabieh et al., 2019). More recent studies further reinforce these findings across different cultural and educational contexts. Zhang et al. (2015) and Liu et al. (2019), for instance, reported that psychological and educational factors significantly influence entrepreneurial intention among university students.

Earlier foundational studies, such as those conducted by Liñán and Chen (2009) and Fayolle and Liñán (2014), established the importance of entrepreneurial attitude in shaping entrepreneurial intention. Contemporary research further suggests that this relationship remains stable and robust over time, including within emerging economies and cross-cultural settings. The consistency of findings across both earlier and recent studies indicates

that individuals' evaluations of entrepreneurship continue to play a central role in shaping entrepreneurial intention, regardless of contextual differences. Based on this theoretical and empirical evidence, the present study proposes the following hypothesis:

H1: Entrepreneurial attitude has a positive and significant effect on entrepreneurial intention.

Subjective Norms and Entrepreneurial Intention

Subjective norms refer to perceived social pressure from significant others—such as family members, friends, peers, and mentors—regarding whether they should engage in entrepreneurial activities. Within the Theory of Planned Behaviour, subjective norms represent the social dimension of decision-making and reflect the extent to which individuals believe that important reference groups approve or disapprove of entrepreneurial behaviour. These perceived social expectations may either reinforce or discourage entrepreneurial aspirations.

In societies characterized by collectivist cultural orientations, social approval and interpersonal relationships play a particularly important role in shaping career-related decisions. University students frequently consider the opinions and expectations of parents, family members, and close social networks when evaluating career alternatives. Supportive subjective norms may legitimize entrepreneurship as a socially acceptable and desirable career path, whereas negative or unsupportive norms may discourage entrepreneurial intentions, even when individuals hold favourable personal attitudes toward entrepreneurship.

Empirical evidence regarding the influence of subjective norms on entrepreneurial intention has produced mixed and context-dependent findings. Although some studies report a weaker influence of subjective norms in individualistic societies, recent research suggests that subjective norms exert a stronger and more significant effect in collectivist and emerging economy contexts, where social approval plays a central role in decision making. Hassan et al. (2021), for instance, found that family and peer support significantly influence entrepreneurial intention among Asian university students. Similarly, prior cross-cultural studies have shown that subjective norms, social influence, and normative pressure can shape entrepreneurial intention, although the strength of this relationship may vary across cultural and national contexts (Engle et al., 2010; Moriano et al., 2012). Research on sustainable entrepreneurial intention also indicates that social norms, attitudes, and perceived behavioural control play important roles in shaping students' sustainable entrepreneurial intention within a TPB-based framework (Yasir et al., 2021). Collectively, prior and recent empirical evidence indicates that subjective norms are particularly influential in contexts where family ties and social expectations are highly salient, such as Malaysia and Indonesia. Based on this theoretical reasoning and empirical support, the present study proposes the following hypothesis:

H2: Subjective norms have a positive and significant effect on entrepreneurial intention.

Perceived Behavioural Control and Entrepreneurial Intention

Perceived behavioural control refers to an individual's perception of their ability to perform entrepreneurial tasks and manage factors that may facilitate or hinder entrepreneurial behaviour. Within the Theory of Planned Behaviour, perceived behavioural control reflects individuals' confidence in their skills, knowledge, and resources to initiate and manage entrepreneurial activities. This construct is closely related to entrepreneurial self-efficacy and perceived feasibility, both of which play a central role in entrepreneurial decision-making processes.

Among the TPB components, perceived behavioural control has frequently been identified as one of the strongest predictors of entrepreneurial intention because it captures individuals' beliefs regarding their capacity to successfully engage in entrepreneurship. Individuals who perceive a high degree of control over entrepreneurial tasks are more likely to develop strong intentions to pursue entrepreneurial careers. In the context of university students, perceived behavioural control may be influenced by entrepreneurship education, prior work or business experience, exposure to entrepreneurial role models, and access to institutional resources and support systems.

A substantial body of empirical research supports the positive relationship between perceived behavioural control and entrepreneurial intention. Recent studies emphasize that students who believe they possess the necessary competencies and resources are more likely to develop entrepreneurial intentions. Hsu et al. (2019), for example, demonstrated that students who perceive a strong alignment between their abilities and entrepreneurial demands exhibit higher levels of entrepreneurial intention. Similarly, Mahmoud and Garba (2019) found that perceived behavioural control significantly enhances entrepreneurial intention among university students in emerging economies. More recent evidence further confirms the robustness of the relationship between perceived capability, entrepreneurial self-efficacy, perceived behavioural control, and entrepreneurial intention across educational and sustainability-oriented entrepreneurship contexts (Liu et al., 2019; Newman et al., 2019; Yasir et al., 2021).

Earlier foundational studies, such as those conducted by Zhao et al. (2005), established the importance of self-efficacy in the formation of entrepreneurial intention. Contemporary research extends these findings by demonstrating that perceived behavioural control remains a critical determinant of entrepreneurial intention within modern entrepreneurial ecosystems, particularly in higher education settings. Based on this strong theoretical foundation and consistent empirical support, the present study proposes the following hypothesis:

H3: Perceived behavioural control has a positive and significant effect on entrepreneurial intention.

METHODOLOGY

This study adopts a quantitative research design to examine the relationships among entrepreneurial attitude, subjective norms, perceived behavioural control and entrepreneurial intention among university students. A quantitative approach is considered appropriate because it enables the systematic measurement of latent constructs and the statistical testing of hypothesized relationships among variables. This design is widely used in entrepreneurship research to examine the psychological and behavioural determinants of entrepreneurial outcomes. Multiple regression analysis and independent samples t-tests were conducted using IBM SPSS to test the hypotheses and examine group differences, consistent with established multivariate analysis procedures (Hair et al., 2019).

The research framework is grounded in the Theory of Planned Behaviour (TPB), which has been extensively applied to explain intentional and goal-directed behaviours, including entrepreneurial behaviour. TPB provides a robust theoretical basis for examining how psychological antecedents influence entrepreneurial intention. Recent empirical studies continue to validate the applicability of TPB in entrepreneurship research, particularly in higher education and cross-cultural contexts (Schlaegel & Koenig, 2014; Vuorio et al., 2018).

The measurement items used in this study were adapted from established and validated instruments in prior research to ensure content validity and reliability. Items measuring entrepreneurial intention were adapted from Liñán and Chen (2009), while measures of entrepreneurial attitude, subjective norms, and perceived behavioural control were based on the TPB framework proposed by Ajzen (1991) and subsequently refined in prior entrepreneurial intention studies (Kautonen et al., 2015; Liñán & Chen, 2009).

A cross-sectional survey design was employed, in which data were collected at a single point in time using a structured questionnaire. This approach is suitable for capturing students' perceptions, attitudes, and intentions toward entrepreneurship, as well as for examining the relationships among the study variables within a specific temporal context. Cross-sectional designs are commonly used in entrepreneurial intention research because they are suitable for analysing psychological constructs and testing theory-based models at a specific point in time (Liñán & Chen, 2009; Kautonen et al., 2015).

To ensure clarity and comprehension among respondents from different national backgrounds, the questionnaire was administered in both English and Bahasa Indonesia. The original English version was translated into Bahasa Indonesia using a translation and back-translation procedure to minimize language bias and ensure semantic equivalence across versions (Brislin, 1980). This bilingual approach enhances the validity of the data collected

from Malaysian and Indonesian respondents and is consistent with best practices in cross-cultural research (Brislin, 1980).

Sample and Data Collection

This study involved undergraduate university students enrolled in higher education institutions in Malaysia and Indonesia. University students were selected as the unit of analysis because they are at a critical stage of career decision-making and represent a key group of potential future entrepreneurs. At this stage, students are actively forming career intentions and evaluating alternative career paths, including entrepreneurship.

Data were collected using a self-administered online questionnaire distributed through academic networks and social media platforms to reach undergraduate students from different universities. The online survey method was chosen to facilitate efficient data collection across national contexts while ensuring respondents' anonymity. Participation in the survey was voluntary, and respondents were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw at any time. All data collected were used solely for academic research purposes.

A total of 103 valid responses ($N = 103$) were obtained and included in the final analysis following the data-screening process. Given the number of predictors in the regression model, the sample size was considered acceptable for the purposes of this study, particularly in theory-testing research within the social sciences, where sample sizes exceeding 100 respondents are commonly regarded as acceptable.

RESULTS

Demographic Analysis

A total of 103 respondents participated in this study. The demographic profile of the respondents was analysed based on place of origin, gender, and year of study. The findings indicate that the respondents were relatively balanced in terms of nationality, with 55 respondents (53.4%) originating from Malaysia and 48 respondents (46.6%) from Indonesia. In terms of gender distribution, female respondents constituted the majority with 61 participants (59.2%), while male respondents accounted for 42 participants (40.8%). With respect to year of study, the majority of respondents were in their third year of study, representing 53 participants (51.5%). This was followed by second-year students with 31 respondents (30.1%), fourth-year students or above with 11 respondents (10.7%), and first-year students with 8 respondents (7.8%). Overall, the demographic findings suggest that the study sample primarily consisted of university students, with a slightly higher representation of female respondents and Malaysian participants. The demographic profile of the respondents is presented in Table 1.

Table 1 Summary of Respondents' Demographic Profile

Variable	Category	Frequency	Percentage (%)
Place of Origin	Malaysia	55	53.4
	Indonesia	48	46.6
Gender	Female	61	59.2
	Male	42	40.8
Year of Study	First Year	8	7.8
	Second Year	31	30.1
	Third Year	53	51.5
	Fourth Year and Above	11	10.7

Predictors of Entrepreneurial Intention

Regression Analysis: Determinants of Entrepreneurial Intention

A multiple regression analysis was conducted to examine the effects of entrepreneurial attitude, subjective norms, and perceived behavioural control on entrepreneurial intention among university students. The results of the regression analysis are presented in Table 2.

The regression model was statistically significant, $F = 41.699$, $p < .001$, indicating that the proposed model significantly predicted entrepreneurial intention. The model explained 55.8% of the variance in entrepreneurial intention ($R^2 = .558$), suggesting that entrepreneurial attitude, subjective norms, and perceived behavioural control collectively accounted for a substantial proportion of variation in students' entrepreneurial intention.

As shown in Table 2, entrepreneurial attitude had a positive and significant effect on entrepreneurial intention, $\beta = .266$, $t = 3.049$, $p = .003$. This finding indicates that students with more favourable attitudes toward entrepreneurship were more likely to report stronger entrepreneurial intention. Therefore, H1 was supported.

Subjective norms also had a positive and significant effect on entrepreneurial intention, $\beta = .247$, $t = 2.696$, $p = .008$. This result suggests that perceived social support from important referents, such as family, peers, lecturers, or the wider social environment, was associated with higher entrepreneurial intention among students. Thus, H2 was supported.

Perceived behavioural control was found to have the strongest positive effect on entrepreneurial intention, $\beta = .392$, $t = 4.981$, $p < .001$. This indicates that students who perceived themselves as capable of performing entrepreneurial activities and controlling entrepreneurial-related actions were more likely to develop stronger entrepreneurial intention. Hence, H3 was supported.

Overall, the regression results provide empirical support for the application of the Theory of Planned Behaviour in explaining entrepreneurial intention among university students. Specifically, entrepreneurial attitude, subjective norms, and perceived behavioural control were all significant predictors of entrepreneurial intention, with perceived behavioural control emerging as the most influential predictor in the model.

Table 2 Regression Results for the Determinants of Entrepreneurial Intention

Predictor	β	t	p
Entrepreneurial Attitude	.266	3.049	.003
Subjective Norms	.247	2.696	.008
Perceived Behavioural Control	.392	4.981	< .001

Model statistics: $R^2 = .558$; $F = 41.699$, $p < .001$.

Comparative Analysis Between Malaysian and Indonesian Students

An independent samples t-test was conducted to examine whether Malaysian and Indonesian university students differed significantly in terms of entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention. The results of the independent samples t-test are presented in Table 3.

The results indicated that there were no statistically significant differences between Malaysian and Indonesian students across all study variables. Specifically, no significant difference was found in entrepreneurial attitude, $t = -1.104$, $p = .272$; subjective norms, $t = -1.389$, $p = .168$; perceived behavioural control, $t = 1.603$, $p = .112$; and entrepreneurial intention, $t = -1.133$, $p = .260$.

Although slight differences were observed between the two groups, these differences were not statistically significant. Indonesian students reported slightly higher mean scores for entrepreneurial attitude, subjective norms, and entrepreneurial intention, whereas Malaysian students reported marginally higher perceived behavioural control. However, because all p-values exceeded the .05 significance level, these differences should not be interpreted as meaningful group differences.

Overall, the findings suggest that Malaysian and Indonesian university students reported broadly comparable levels of entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention. This indicates that students from both national contexts demonstrated similar entrepreneurial profiles in relation to the main constructs examined in this study.

Table 3 Independent Samples t-Test Comparing Malaysian and Indonesian Students

Variable	t	p	Interpretation
Entrepreneurial Attitude	-1.104	.272	Not significant
Subjective Norms	-1.389	.168	Not significant
Perceived Behavioural Control	1.603	.112	Not significant
Entrepreneurial Intention	-1.133	.260	Not significant

Summary of Hypothesis Testing

The results of the hypothesis testing are summarised in Table 4. The findings show that entrepreneurial attitude, subjective norms, and perceived behavioural control significantly predicted entrepreneurial intention. Therefore, H1, H2, and H3 were supported.

Table 4 Summary of Hypothesis Testing

Hypothesis	Relationship	Result
H1	Entrepreneurial Attitude → Entrepreneurial Intention	Supported
H2	Subjective Norms → Entrepreneurial Intention	Supported
H3	Perceived Behavioural Control → Entrepreneurial Intention	Supported

Overall, the findings provide empirical evidence that entrepreneurial intention among university students is shaped by attitudinal, normative, and perceived control factors. Among these, perceived behavioural control exerted the strongest influence, suggesting that students' perceived capability and confidence in undertaking entrepreneurial activities play a particularly important role in the formation of entrepreneurial intention.

DISCUSSION

Determinants of Entrepreneurial Intention

The findings provide strong empirical support for the Theory of Planned Behaviour (TPB) in explaining entrepreneurial intention among university students. Consistent with TPB, entrepreneurial attitude, subjective norms, and perceived behavioural control were all found to have significant positive effects on entrepreneurial intention.

The significant effect of entrepreneurial attitude suggests that students who perceive entrepreneurship as an attractive, valuable, and desirable career option are more likely to develop strong entrepreneurial intentions. This finding reinforces the central role of attitude within TPB and aligns with recent studies demonstrating that positive evaluations of entrepreneurship significantly enhance students' entrepreneurial intention (Mahfud et al., 2020; Zhang et al., 2015; Wiramihardja et al., 2022). Positive entrepreneurial attitudes may be shaped by

perceived benefits such as autonomy, self-fulfilment, and financial opportunities, which remain salient motivators for young adults.

Subjective norms were also found to significantly influence entrepreneurial intention, highlighting the importance of social influence in students' entrepreneurial decision-making processes. This result suggests that perceived support and approval from family members, peers, lecturers, and close social networks play a meaningful role in encouraging students to consider entrepreneurship as a viable career option. This finding is particularly relevant in collectivist contexts, where social expectations and interpersonal relationships strongly influence career choices. Recent studies in Asian and Southeast Asian contexts similarly report that subjective norms exert a significant influence on entrepreneurial intention among students (Hassan et al., 2021; Yasir et al., 2021).

Among the TPB components, perceived behavioural control emerged as the strongest predictor of entrepreneurial intention. This indicates that students who feel confident in their entrepreneurial skills, knowledge, and ability to influence entrepreneurial outcomes are more likely to develop entrepreneurial intentions. Perceived behavioural control is closely related to students' entrepreneurial self-efficacy and perceived feasibility of entrepreneurship. This finding is consistent with recent empirical evidence emphasizing that confidence in one's capabilities is critical for translating favourable attitudes into entrepreneurial intentions (Newman et al., 2019; Mahmoud & Garba, 2019). The result underscores the importance of entrepreneurship education, experiential learning, and practical exposure in strengthening students' perceived entrepreneurial competence.

Cross-Country Comparison Discussion Between Malaysian and Indonesian Students

The comparative analysis indicates that there were no statistically significant differences between Malaysian and Indonesian university students in terms of entrepreneurial attitude, subjective norms, perceived behavioural control and entrepreneurial intention. This finding suggests that students in both countries exhibit broadly similar entrepreneurial perceptions and motivations, despite differences in their national contexts.

One plausible explanation for this similarity may lie in the shared educational environments and regional characteristics of Malaysia and Indonesia. Both countries have increasingly emphasized entrepreneurship education within higher education institutions, thereby exposing students to comparable curricular content, entrepreneurial role models, and institutional support mechanisms. Moreover, both societies are commonly characterized by collectivist cultural orientations, in which family influence, peer support, and social approval play an important role in shaping career decisions. These similarities may reduce cross-national variation in the entrepreneurial psychological processes of university students.

This finding is consistent with recent cross-cultural research suggesting that entrepreneurial intention among university students is often driven more strongly by individual psychological factors than by national context, particularly when countries share comparable educational and cultural environments (Vuorio et al., 2018). Although earlier studies reported cross-country differences in entrepreneurial intention (Engle et al., 2010; Moriano et al., 2012), more recent evidence indicates that the globalization of education and the convergence of entrepreneurship curricula may contribute to increasingly similar entrepreneurial mindsets among students across countries.

Theoretical Implications

Overall, the findings support the applicability of the Theory of Planned Behaviour in explaining entrepreneurial intention among university students. The results suggest that entrepreneurial intention is shaped primarily by individual psychological factors, particularly perceived behavioural control, rather than by national context. This finding is especially relevant within similar educational and cultural environments such as Malaysia and Indonesia. The study contributes to entrepreneurship theory by confirming the usefulness of TPB in a comparative Southeast Asian context.

CONCLUSION

This study examined the influence of entrepreneurial attitude, subjective norms, and perceived behavioural control on entrepreneurial intention among university students in Malaysia and Indonesia. Grounded in the Theory of Planned Behaviour (TPB), the study aimed to provide a comprehensive understanding of the psychological and social factors that shape entrepreneurial intention within the university context.

The findings indicate that entrepreneurial attitude, subjective norms, and perceived behavioural control all have positive and significant effects on entrepreneurial intention. Students who perceive entrepreneurship as an attractive career option, receive social support from significant others, and feel confident in their entrepreneurial capabilities are more likely to develop strong entrepreneurial intentions.

Overall, the findings support the continued relevance of the Theory of Planned Behaviour in explaining entrepreneurial intention among university students. Entrepreneurial intention should therefore be understood as a psychological outcome shaped by students' attitudes, perceived social support, and confidence in their entrepreneurial capabilities.

Theoretical Implications

From a theoretical perspective, this study contributes to the entrepreneurship literature by reinforcing the validity and applicability of the Theory of Planned Behaviour in the context of entrepreneurial intention research. By empirically confirming the effects of entrepreneurial attitude, subjective norms, and perceived behavioural control on entrepreneurial intention, the study strengthens existing intention-based models of entrepreneurial behaviour.

This study also contributes to comparative entrepreneurship research by demonstrating that Malaysian and Indonesian students do not differ significantly in their entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention. This suggests that, within similar regional and educational contexts, entrepreneurial intention may be explained more strongly by psychological factors than by national differences.

Practical Implications

The findings of this study offer several important practical implications for universities, educators, and policymakers. First, entrepreneurship education programs should emphasize the development of positive entrepreneurial attitudes by highlighting the potential benefits of entrepreneurship, including autonomy, self-fulfilment, and societal impact. Integrating practical case studies and exposing students to experienced entrepreneurial role models may further enhance students' perceptions of entrepreneurship as a viable career option by strengthening entrepreneurial self-efficacy through observational learning (Bandura, 1997).

Second, universities should foster supportive social environments that strengthen subjective norms related to entrepreneurship. Initiatives such as entrepreneurship clubs, peer-based learning activities, networking events, and mentorship programs can encourage social approval and reinforce students' motivation to engage in entrepreneurial activities.

Third, enhancing perceived behavioural control is essential for strengthening entrepreneurial intention. Skill-based training, experiential learning opportunities, business simulations, and incubation or acceleration programs can help students build confidence in their entrepreneurial abilities and increase their readiness to pursue entrepreneurial careers.

ACKNOWLEDGEMENTS

This study forms part of the Initiative Geran Penyelidikan EP-2023-044 Grant under the Faculty of Economics and Management at UKM. The authors extend their sincere gratitude to all participating students for their valuable contributions to this research.

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