



Entrepreneurial Emotions on Start-Up Process Behavior among University Students

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Abstract

Entrepreneurial emotions are able to motivate students in the process of starting a business or undertaking entrepreneurial activities. Different emotions are involved in the entrepreneurship process that affect their engagement in start-up. Hence, this study aims to determine the positive and negative effects of entrepreneurial emotions towards start-up process behavior among university students. A total of 472 final year students in Malaysian public universities were involved in the study. To analyze the data obtained, the researchers performed confirmatory factor analyses and structural equation modeling using AMOS software. The results showed that both positive and negative entrepreneurial emotions had a significant effect on the business start-up process behavior among the students. Positive emotions of these students towards the business start-up process motivated them to engage in entrepreneurial activities, while negative emotions were found to give the opposite result. Therefore, the findings are useful for entrepreneurship lecturers to ensure more interactive teaching techniques to attract students to become job creators.

Keywords: Entrepreneurship education, Positive emotion, Negative emotion, Start-up process, Behavior

1. Introduction

Entrepreneurship is globally recognized as a shift to achieve economic development and job creation (Hanohov & Baldacchino, 2017). This shows that entrepreneurship is vital for a country to continue to thrive and develop, and to contribute social and individual progress. As for a developing country such as Malaysia, the government has emphasized the development of entrepreneurial skills at all levels of education and training institutions to aid in shaping an entrepreneurial society. This is in line with the National Entrepreneurship Policy, which aims to make Malaysia an entrepreneurial country by 2030 (Ministry of Entrepreneur Development, 2019). Thus, in the Eleventh Malaysia Plan, the New Economic Model (NEM) was implemented and supervised by the National Transformation Policy to ensure that the nation's education system is continuously planned and improved in order to produce a commendable workforce in the future who are committed and qualified based on the merit-based program.

According to Bakker and Shepherd (2017), entrepreneurial process begins when an individual recognizes the business opportunities that occur in the environment and exploits those opportunities. This means, entrepreneurship exists when a person acts on identified opportunities to create new goods or develop existing products. Indirectly, this behavior reflects that a start-up process happens when an individual or a team makes an action to start a business or a company (Reynolds, 2016).

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However, in carrying out entrepreneurial activity, it will involve a range of emotions throughout the entrepreneurial process, particularly at the early stages of business. This is in line with an inductive study conducted by Cacciotti et al. (2016), where the authors reported that individuals experienced anxiety at various points along the entrepreneurial process. The situation shows that when making assessments and decisions in any entrepreneurial activity, each individual will take their feelings into account. This is supported by Fredrickson (2013) who asserted that an appraisal of the environment would lead to emotions that tend to positive or negative emotions.

Besides, this situation can be interrelated with the exposure students to entrepreneurship education. This is due to the unexciting nature of entrepreneurial learning that makes students reluctant to do any entrepreneurial activities (Baradaran et al., 2019; Kollman et al., 2017). In other words, entrepreneurial learning that is unattractive and does not stimulate students will influence them to disengage in business activities. Moreover, unemployment rate increased in 2016 by 3.4%, which shows an increase of 0.3% compared to the previous year (Department of Statistics Malaysia, 2017). The increase is consistent with the rapid rise in today's number of students and higher learning institutions. Indirectly, competition for getting a job is increasing, as is the competition among graduates.

Furthermore, an individual's decision to get involved in starting a business is important because it is risky and surrounded by ambiguity. In circumstances of uncertainty, individuals typically experience anxiety and nervousness, tend to prevent their involvement, or delay themselves from engaging in entrepreneurship (Cardon et al., 2012; Othman et al., 2019). This means that individual emotions influence decision-making process and behavior in carrying out entrepreneurial activities. In that regards, Nabi et al. (2017) suggested that the study of emotions in entrepreneurship was still untapped and needed to be done in the future. Therefore, this study was conducted to determine the positive and negative effects of entrepreneurial emotions on start-up process behavior among university students.

2. Literature Review and Hypotheses Development

2.1. Entrepreneurial Emotions

Entrepreneurial emotion studies are gaining attention of scholars across the country in the recent years. This is clarified by Cardon et al. (2012) that asserts that most emotion studies are carried out in the field of psychology, but less focus is placed in the field of entrepreneurship. This was acknowledged by Hayton and Chalakova (2012), who pointed out that research nowadays begins to examine how a person "feels" compared to what they "think." That is, emotions play an important role in making assessment, and subsequently decision-making, in entrepreneurship. However, it seems that researchers cannot put forth a common definition for emotions that fits all disciplines, and entrepreneurship is one of those disciplines that is not spared as well (Welpe et al., 2012).

Most definitions for emotions have been pioneered by philosophers and scholars within the field of psychology (Joseph & Newman, 2010). Then, Welpe et al. (2012) defined emotions from entrepreneurial perspective as "the current psychological situations of the person." According to Kollman et al. (2017) and Lackues (2014), emotions are essential in any entrepreneurial activities that involve observation and action in carrying out an entrepreneurial activity. In fact, anticipation emotion is considered vital because it affects an individual in decision-making (Baron, 2008). This is in line with Zampetakis et al. (2016) who mentioned that emotions precede the assessment of the possibility of carrying out a task

and an entrepreneurial activity. In other words, when feelings or emotions are not regulated, they can affect the process of decision-making, particularly involvement in doing business.

Furthermore, emotions play an important role in entrepreneurial process, especially in the early stages of business start-ups (Cacciotti et al., 2016; Othman et al., 2019). In the context of this study, entrepreneurial emotions can be categorized into two constructs, namely the positive and negative entrepreneurial emotions. Positive emotions involve a pleasant reaction to an action including joy, hope, satisfaction, excitement, and happiness (Foo, 2011). A study by Chen et al. (2019) showed that positive emotions such as well-being play an important role in stimulating motivation to enhance an individual's abilities. Consequently, they become more effective and competitive in seeking more opportunities to start a new business or expand existing business.

In the contrary, negative emotions consist of anger, disgust, hatred, sadness, fear, stress, guilt, shame, and feelings of inadequacy (Foo, 2011; Welpe et al., 2012). Zampetakis et al. (2016) and Welpe et al. (2012) stated that negative emotions can reduce self-efficacy to act on entrepreneurial opportunities. This was described by Welpe et al. (2012) who found that business creation is closely related to risk-taking, uncertainty, and fear as strong factors that could prevent a person from entering the field of entrepreneurship. Moreover, they asserted that the situations or business conditions are unpredictable, demanding students or prospective entrepreneurs to face any contingencies in the business. This was in line with the views of Baron (2008), who suggested that emotions are expected to have considerable cognitive effects on assessing a situation that cannot be predicted and determined.

2.2. Start-up Process Behavior

According to Miltenberger (2001), behavior either can influence or be influenced systematically by events that occur within an individual's environment. He explains that such behavior can be exhibited either overtly or covertly, and forms of behavior often shift depending on their encounter with the ever-changing surroundings. Several researchers stated that behavior can be exhibited through actions or deeds performed in various entrepreneurial activities to start a business (Bird et al., 2012; Kalufya et al., 2015). This notion is coherent with the findings of Gartner et al. (2006), which show that entrepreneurial action exists prior establishing a business, whether it involves individuals acting alone or collectively with others to begin a business venture.

Meanwhile, start-up process was defined as entrepreneurial activities performed before the business was created (Reynolds, 2016). The activities include surveying suitable locations, obtaining capital, writing business plans, obtaining financing, and so on (Kuckertz et al., 2017; Othman & Othman, 2015). Furthermore, in starting a business, the product to be offered is still unbeknown to the market. Therefore, various activities or actions need to be looked into prior operating the business. Several researchers such as Blank (2013) and Shepherd et al. (2015) have explained the importance of preparing a business plan in the process of starting a business. Blank (2013) expounds that by writing a business plan, entrepreneurs are able to predict what might happen, before they execute their ideas.

Moreover, the studies conducted by Gartner et al. (2006) and Reynolds (2016) suggest that individual involvement can be seen through effort, time, or money spent before starting a business. Apparently, the more entrepreneurial activities undertaken by a person are, the higher the chances of the person succeeding at becoming an entrepreneur will be. This happens because they allocate more time and effort in conducting business activities. It is confirmed by some researchers that the achievement of success by entrepreneurs entirely depends on their behavior that drives their enthusiasm as an impetus towards action (Kushwaha & Sharma, 2017;

Othman et al., 2020). That is, there will be no entrepreneurship without the action taken. Therefore, in the context of this study, the start-up process behavior is referred to as the actions of students in carrying out entrepreneurial activities towards start-up process.

2.3. Positive and Negative Entrepreneurial Emotions Towards Start-up Process Behavior

Emotions are formed as a result of external stimuli that shape the individual experience (Komulainen et al., 2014). Such experiences can eventually shape the personality of the individual, especially in responding to a behavior. In other words, if the experience is meaningful, it can stimulate positive emotions. On the other hand, when an individual goes through a less meaningful experience, it will stimulate negative emotions. Indirectly, the exposure of entrepreneurship education to students at tertiary level is beneficial in increasing their confidence and optimism in choosing entrepreneurship as a career. This is in line with the suggestions of Gilbert and Wilson (2007) and Nabi et al. (2017) that the study of emotions is important in the future. Gilbert and Wilson (2007) explain that the anticipated entrepreneurial emotions can reflect a person's – particularly students' – evaluation of whether or not they can go through starting up a business.

In addition, a study conducted by Mortan et al. (2014) shows that individuals who are able to organize and use their emotions effectively are more likely to trust their ability to become entrepreneurs. Indirectly, they will be more effective and competitive in discovering more opportunities to venture into new business or improvise existing goods. Besides, positive emotions influence the activation of tendencies in performing an assessment, too (Othman et al., 2020) and seem to correlate with their decision on whether or not to work independently (Nikolaev et al., 2018). That is, having positive emotions will help the effectiveness of an individual both in their career and in their life. Therefore, despite challenging situations, students who have potentials as entrepreneurs utilize their emotions in good conditions – providing a competitive advantage that leads to greater entrepreneurial success. Accordingly, the following hypothesis is proposed:

H1: The positive emotion has a significant effect on the start-up process behavior.

Furthermore, Kollman et al. (2017) conducted a study by examining the role of negative emotions as a mediator in determining student involvement in business start-ups. They described that emotions such as the fear of failure can affect their assessment of entrepreneurship. Indirectly, individuals who feel scared or embarrassed in carrying out entrepreneurial activities deem the situation as difficult and not in their control. This is supported by Zampetakis et al. (2016), who predicted that feelings have an impact on the actions to be taken today and in the future. Therefore, it influences their decisions whether to do entrepreneurial activities or otherwise in the process of starting a business. Thus, each individual will take their emotions into consideration when making judgments and decisions. Accordingly, the following hypothesis is proposed:

H2: The negative emotion has a significant effect on the business start-up process behavior.

Further, to strengthen the study, the affect-as-information theory was used to explain the role of positive and negative entrepreneurial emotions in making judgments on the basis of an action to be performed (Clore & Storbeck, 2006). That is, any information obtained was evaluated based on their emotions. This was clarified by Pekrun (2014) who stated that emotions are external stimuli that affect the individual psychologically and physiologically by either giving a positive or even a negative reaction. Potential entrepreneurs need to know how to manage their emotions, and their biases can severely influence their ability to identify and

respond to business opportunities (Othman et al., 2019; Welpel et al. 2012). Therefore, any action that a person takes in an entrepreneurial activity cannot be isolated from the element of emotion, as it will provide information to himself, be it is positive or negative. Figure 1 shows the research model for this study that has been developed by the researchers.

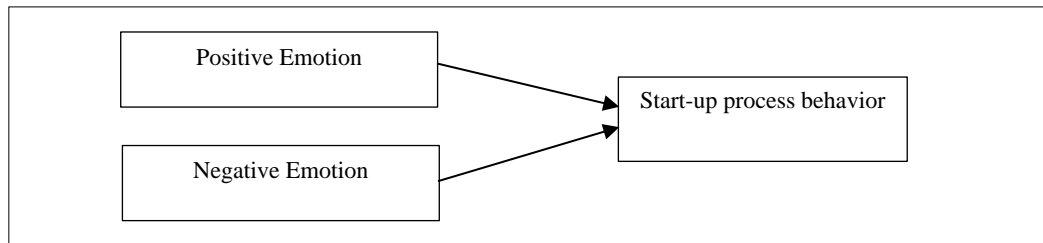


Fig. 1. Research Model

3. Methodology

3.1. Sample and Procedure

The study involved 472 Malaysian public universities' senior students as participants. The researchers chose a simple stratified random sampling technique to select the study sample. The rationale of choosing the senior students was that they were the largest student population in public universities, and they had career plans for future (i.e., after their graduation). Furthermore, the highest number of unemployment is among graduates who pursue their first degree in the tertiary level.

The total population of this study was 89,349 senior students of the first degree in public universities (Ministry of Higher Education 2017). Based on the table of sample size determination by Krejcie and Morgan (1970), the suitable sample size for a population of over 100,000 people is 384 people, while Israel (1992) explains that at a significant level of 0.05, the sampling error is five percent, the level of reliability is 95 percent, and the minimum sample size is 398 people. Thus, a total of 518 questionnaires were distributed to ensure that the data obtained was sufficient in the event of damage to the data, e.g., respondents did not return the questionnaire or did not answer the questionnaire completely.

Overall, all questionnaires given to the respondents were successfully collected. Nevertheless, there were seven incomplete questionnaires, and 39 questionnaires had outliers after the data was examined. This shows that the return rate of the questionnaire in this study was 472 data sets (91.12%), and it met the target because it exceeded 80 percent as suggested by Cohen et al. (2007). Therefore, in the data analysis phase, 472 questionnaires were used as the study sample.

The majority of the respondents involved in this study were female (60.3 percent, 285 students), while the remaining 187 students (39.6%) were male students. In terms of students' majors, most of the respondents were studying social sciences and art (192 students, 40.7%), science (153 students, 32.4%), and technical and engineering (127 people, 26.9%). In addition, the majority of the respondents had business experiences (340 students, 72.0%), while 132 students (28.0%) were the opposite. Additionally, all respondents had enrolled in the entrepreneurship courses offered by their university.

3.2. Measures

Positive entrepreneurial emotions are referred to as pleasant feelings for students to respond or do an entrepreneurial activity to start a business. These were measured in this study by five items adapted from Foo (2011) and Zampetakis et al. (2016). The respondents were asked

about their agreements (1 = strongly disagree, 7 = strongly agree) about positive emotions of happiness, excitement, proudness, satisfaction, and enjoyment to start a business.

Negative entrepreneurial emotions refer to feelings that make it difficult for students to respond or do an entrepreneurial activity to start a business. There were five items adapted from the study by Foo (2011) and Zampetakis et al. (2016) to measure these feelings. The respondents were asked about their agreement with negative emotions of fear, shame, anger, worry, and sadness to start a business (1 = strongly disagree, 7 = strongly agree).

The start-up process behavior is referred to as an action in carrying out entrepreneurial activities towards starting a business. Ten items were constructed to measure the respondents' agreements (1 = strongly disagree, 7 = strongly agree), adapted from Kuckertz et al. (2017) and Reynolds (2016).

3.3. Common Method Variance

According to Podsakoff et al. (2003), it is important to check for the common method variance (CMV) when data is collected from a single source. Among the tests that can be performed to measure CMV is the Harman's single factor test. The results of this test showed the variance value of the first factor was 33.67%. Therefore, there was no CMV issue in this study since the value was less than 50%, as recommended by Podsakoff et al. (2003).

4. Analysis

The data obtained from the questionnaire was coded using the IBM SPSS Version 22 software. Next, to answer the research hypotheses, the multivariate technique analysis was used in conducting Structural Equation Modeling (SEM) analysis using AMOS Version 23 software. Multivariate analysis is an extension of the univariate and bivariate statistics used to analyze various predictors and criteria variables simultaneously (Tabachnick & Fidell, 2007). The researchers made several assumptions prior conducting multivariate analysis, namely missing values, outliers, normally distributed data, multicollinearity, and singularity between predictor variables. Next, the researchers tested the measurement model and the structural model. Model measurements were carried out through Confirmatory Factor Analysis (CFA) to assess unidimensionality, validity, and reliability. CFA analysis should have been done before modeling the cause and effect relationship between the constructs in the structural model (Awang et al., 2018).

4.1. Validity and Reliability

In this study, construct validity was assessed through the Fitness Indexes of the measurement model, while the convergent validity was assessed by computing the Average Variance Extracted (AVE), and discriminant validity was assessed by developing the Discriminant Validity Index Summary. In addition, the reliability was assessed through Composite Reliability (CR) and Cronbach's Alpha.

Table 1 displays the results of validity and reliability tests to determine the measurement model. All items had a loading factor above 0.70, indicating that all items were acceptable as suggested by Hair et al. (2010) standard. Next, the convergence validity was measured by the value of average variance extracted (AVE). The AVE value was achieved for each construct when the obtained value exceeded 0.50 (Awang et al., 2018; Hair et al., 2010). Meanwhile, the composite reliability (CR) was measured by examining the CR value where all the values obtained exceeded 0.60.

Table 1. Validity and Reliability

Construct	Item	Factor loading	AVE	CR	Cronbach's alpha	Critical ratio
Positive Emotion	B1	0.904	0.788	0.949	0.948	12.047
	B2	0.902				12.156
	B3	0.884				12.700
	B4	0.853				13.383
	B5	0.894				12.350
Negative Emotion	C1	0.890	0.781	0.947	0.948	13.502
	C2	0.905				12.731
	C3	0.896				12.175
	C4	0.878				11.649
	C5	0.845				12.423
Start-Up Process Behavior	D1	0.867	0.756	0.969	0.968	14.051
	D2	0.800				14.588
	D3	0.807				14.547
	D4	0.873				13.977
	D5	0.891				13.696
	D6	0.906				13.386
	D7	0.897				13.585
	D8	0.871				13.995
	D9	0.898				13.559
	D10	0.877				13.922

Besides that, the researchers checked the fitness indexes in the measurement model based on three categories: absolute fit, incremental fit, and parsimonious fit. Hair et al. (2010) recommend that each of these categories should have at least one index. For the first category (i.e., the absolute fit), the value of the RMSEA index obtained was 0.71, which was less than 0.80, showing that the acceptable index value was achieved. For incremental fit, the researchers used two indicators, namely the comparative fit index (CFI) and the Tucker-Lewis index (TLI). For CFI and TLI, the obtained indices were 0.958 and 0.952, respectively, which were more than 0.9. Finally, the parsimony fit category was represented by chi square / degrees of freedom (Chisq / df). The index value obtained was 3.784, which was smaller than value of 5.0. Overall, the acceptable fitness index levels describing the construct validity for this model were achieved. Figure 2 shows the AMOS output for measurement model through CFA analysis.

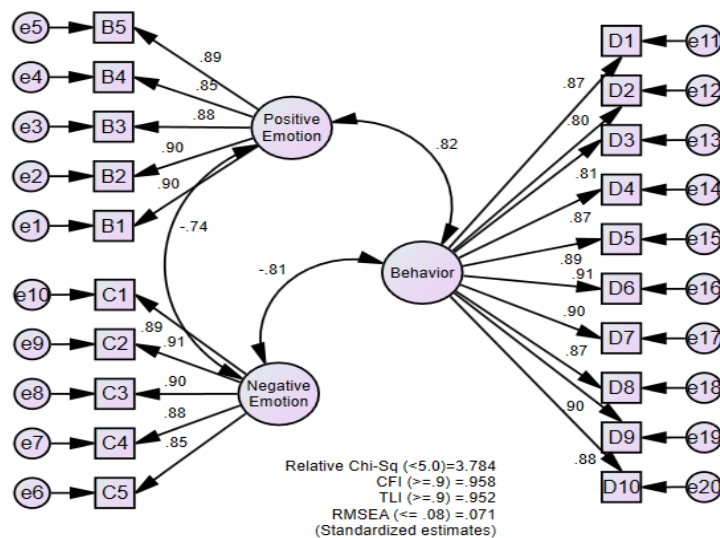


Fig. 2. AMOS Output for Measurement Model

Then, the discriminant validity was done to prove that all constructs were discriminatory against each other (Table 2). In this study, the discriminant validity was seen through diagonal values higher than the values in the rows and the columns, as suggested by Fornall and Larcker (1981). This means that the square roots of the AVE for each variable were higher than the variance shared with other variables. Thus, the acceptable discriminant validity index levels were achieved for all constructs.

Table 2. Discriminant Validity

	Positive Entrepreneurial Emotion	Negative Entrepreneurial Emotion	Start-up Process Behavior
Positive Entrepreneurial Emotion	0.887		
Negative Entrepreneurial Emotion	0.740	0.884	
Start-up Process Behavior	0.821	0.811	0.869

5. Results

This section describes the findings of the study to answer the two developed research hypotheses. The researchers used AMOS software to run a covariance-based structural equation modeling (SEM) to test the hypotheses. The AMOS output of structural model is given in Figure 3. Overall, the acceptable fitness index levels were achieved for the structural model, including absolute fit < 0.08 (RMSEA=0.07), incremental fit > 0.90 (CFI=0.958 and TLI=0.952), and parsimony fit (Chisq / df= 3.784). Next, direct effect testing was performed to answer the research hypothesis.

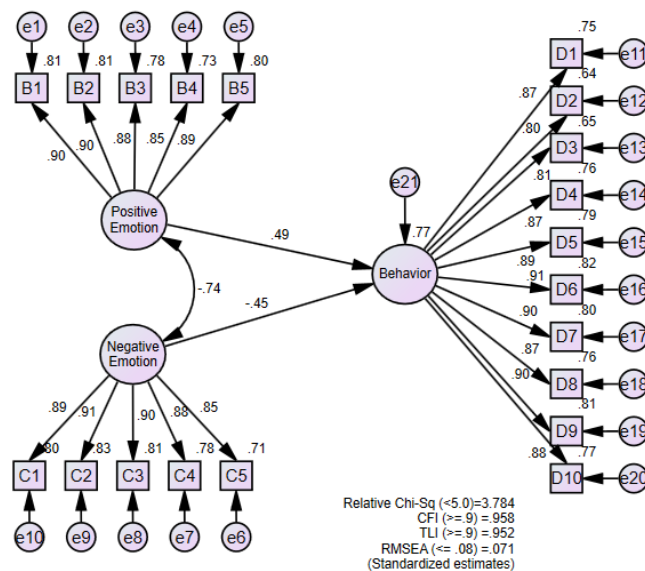


Fig. 3. AMOS Output for Structural Model

H1: The positive emotion has a significant effect on the start-up process behavior.

Table 3. The Regression Path Coefficient and Standard Path Coefficient

	B	S.E.	C.R.	p-value	Result
Behaviors <--- Positive_Emotion	0.495	0.040	11.646	0.000	Supported

Table 3 shows that there was a significant and positive effect between positive emotions and start-up process behavior among students ($\beta = 0.495$, $p = 0.000$). It explains that when positive entrepreneurial emotion increases by one standard deviation, the start-up process behavior increases by 0.495 standard deviations. This interpolates that highly positive emotions towards entrepreneurship could urge a student to take necessary actions in starting a business. Therefore, the hypothesis is supported.

H2: The negative emotion has a significant effect on the start-up process behavior.

Table 4. The Regression Path Coefficient and Standard Path Coefficient

	B	S.E.	C.R.	p-value	Result
Behavior <--- Negative_Emotion	-0.448	0.042	-10.474	0.000	Supported

Table 4 shows that negative emotions have a significant and negative effect on the start-up process behavior among students ($\beta = 0.448$, $p = 0.000$). When negative emotion rises by one standard deviation, the start-up process behavior descends by 0.448 standard deviations. This means that the higher the negative emotions in starting a business, the lower the student behaves towards starting a business. Therefore, the research hypothesis is supported.

6. Discussion

The first finding indicated that positive entrepreneurial emotions had a significant and positive effect on the start-up process behavior among students. This explains that the positive emotions of students influence them to do entrepreneurial activities that lead to business start-ups. They become more excited and happier to carry out entrepreneurial activities. This finding is similar to several other studies, including Cheng et al. (2019), Othman et al. (2020), and Zampetakis et al. (2016), which state that the positive emotions of happiness and satisfaction influenced students' decision-making, as they were more likely to engage in entrepreneurial programs or activities in order to start a business. Therefore, with positive emotions, students will be more passionately involved and will devote more time and effort to seize possible opportunities to set up a business.

The next finding showed that negative entrepreneurial emotions had a significant and negative effect on the start-up process behavior among students. This reflects that the higher the negative emotions of students towards entrepreneurship, the lower their involvements in the business start-up process. This is aligned with the study by Cheng et al. (2009), which suggests that students felt sad and hopeless when they could not come up with any potential idea, and this caused them not to engage in entrepreneurial activities. Indirectly, they would be constrained to participate in entrepreneurial activities. In addition, it is found that individuals who cannot control their emotions properly will find it harder to run a business (Cacciotti et al., 2016; Kollman et al., 2017). Thus, negative emotions can reduce a person's self-efficacy to act in the business start-up process.

Besides, this study indicated that positive and negative entrepreneurial emotions contributed to students' actions in engaging with business. This is in line with the theory of affect-as-information, which describes the roles of positive and negative emotions in transmitting information prior to deciding the appropriate action to be taken. Schwarz and Clore (2003) acknowledged this notion and added that emotions provide additional information to conclude a reaction of a specific event or stimuli. This can be compared to the findings of Cacciotti et al. (2016), which stated that emotions affect entrepreneurial process whereby entrepreneurs experience anxiety at various points throughout the process. This situation will affect individuals, particularly in weighing their decisions on whether to become

entrepreneurs or not. Therefore, emotions play an important role in influencing perception in assessing the received stimuli.

Furthermore, Mortan et al. (2014) state that individuals who can organize and use their emotions effectively will be more likely to believe that they can be entrepreneurs. This illustrates that they can use their emotions in challenging and uncertain situations in the business start-up process. They will be more optimistic and believe that what they want to achieve is within their control. Starting with an individual's perception of something, this is able to influence one's beliefs to determine the choice of behavior to be displayed outwardly (Othman & Othman, 2015). Indirectly, individuals who excel in entrepreneurship tend to act towards starting a business. Therefore, students' emotions are influenced by their ability to recognize and respond to entrepreneurial opportunities, and then take action towards the business start-up process in carrying out entrepreneurial activities.

This study has several limitations that could be addressed in future studies. Firstly, since this study used only a quantitative approach, the researchers suggest that a qualitative approach should be explored by investigating entrepreneurial emotions towards start-up process behavior. This will help with better understanding the positive and negative emotions towards entrepreneurship. Future researchers will be able to observe the ways and manners of participants who answer the questions through interviews. Additionally, this study involved only public university students. Therefore, in order to get better research outcomes, it is suggested that future researchers can expand the scope of the research to private universities as well. This is because the differences between the types of universities can also produce useful findings.

7. Conclusion

Emotions inside a human influence not only the process of entrepreneurship, but also the individuals who do businesses. With positive perceptions of their own abilities, they will be more inclined to engage in entrepreneurial activities towards the establishment of a business. In other words, positive and negative entrepreneurial emotions influence individual's psychological development such as self-confidence, self-conception, etc., regarding the actions to be taken. Additionally, this study shows that students with propensity to become entrepreneurs should take initiatives early and before venturing a business. This is because they are allocating more time and efforts to finding potential business start-up opportunities. Therefore, the actions taken can reflect their degree of commitment and energy in doing business.

In addition, this study contributes to the knowledge in entrepreneurship research. Within this study, the researchers examined the role of positive and negative entrepreneurial emotions independently and tested both emotional directions simultaneously as the research model was being developed. In fact, both emotions are still less explored in the context of entrepreneurship and are now attracting greater interests from other researchers in the field as well. The results of the study have shown the significance of positive emotions and negative emotions on the business start-up process behavior among students in higher education institutions. This can be related to individuals who can use anticipated emotions efficiently, who are more likely to believe that they can become entrepreneurs. Therefore, this study is relevant to university students' needs to equip them to become job creators in lieu of job seekers.

Indirectly, this study also indicates that anticipated entrepreneurial emotions also need to be emphasized to improve the quality of human capital among students in tertiary education. In this regard, the study of entrepreneurial emotions needs to be given attention so that the

exposure to entrepreneurship education at universities might increase their capability to be involved in entrepreneurial activities, further fulfilling the goals of the National Entrepreneurship Policy in making Malaysia an entrepreneurial country by 2030. Therefore, today's tertiary education is not just a repository of knowledge; it should also develop students' potentials to select entrepreneurship as a career choice.

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