A STUDY OF ENTREPRENEURIAL INTENTION AMONG MALAYSIAN UNIVERSITY STUDENTS

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DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work, and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research report is ( )

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TABLE OF CONTENTS

CHAPTER 1 RESEARCH OVERVIEW

CHAPTER 2 LITERATURE REVIEW

CHAPTER 3 METHODOLOGY

CHAPTER 4 DATA ANALYSIS

CHAPTER 5 DISCUSSION AND CONCLUSION

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ANOVA   Analysis of Variance

SPSS   Statistical Package for Social Science

UTAR   Universiti Tunku Abdul Rahman

UPM   Universiti Putra Malaysia

IV   Independent Variable

DV   Dependent Variable

SD   Strongly Disagree

D   Disagree

N   Neutral

A   Agree

SA   Strongly Agree

LIST OF APPENDICES

Page

PREFACE

This research project is conduct as a part of fulfill the requirement for the course of Bachelor of International Business in Faculty of Accountant and Management, Universiti Tunku Abdul Rahaman. The intention of doing this research is to identify the entrepreneurial intention among Malaysian university students.

In general, entrepreneurial intention is defined as a state of mind that leads an individual's attention and action towards the endorsement of entrepreneurial behavior, building new business concept and undertaking in entrepreneurial career. It is important for students to know that entrepreneurship is an available career option for them and understand their interest and intention towards entrepreneurial career.

Hence, this study seeks to investigate and understand factors such as attitude towards behavior, subjective norms, perceived behavioral control and entrepreneur education that could possibly affect the behavioral intention of the students towards entrepreneurship.

ABSTRACT

This study focuses on university students' behavioral intention towards entrepreneurship. Research questions and four hypotheses are exploit and tested to achieve the research project objectives. Furthermore, the hypothesis that have been developed is measured accordingly and the results obtained are subsequently explained. This research also comprises of literature review to develop a clearer picture about each independent variable as well as dependent variable in terms of definition, characteristics and relationships.

Moreover, a sample size of 300 had been collected for this research by using random sampling method. The questionnaires were distributed by travel agency to the target respondent who have been purchase a cruise package before. Data gathered from the survey questionnaires are able to analyze by using Statistical Package Social Science (SPSS) version 22.0. The result will then be discussed in tables and charts. In addition, major findings of this research project were discussed in order to understand the relationship between attitudes toward behavior, subjective norms, perceived behavioral control, and entrepreneur education and entrepreneur intention of university students.

After conducting this research, the empirical results revealed attitude toward behavior and perceived behavioral control have a positive significance relationship on entrepreneur intention. On the other hand, subjective norms and entrepreneur education have a negative relationship on entrepreneur intention. Last but not least, this research project also include managerial implications to provide insightful and useful information. While the limitations confront in this research project will be addressed. Besides that, recommendation will also be developed to provide assistance for future researchers in dealing with these limitations.

CHAPTER ONE: RESEARCH OVERVIEW

1.0 Introduction

An overview of the research project will be presented in this chapter. The aim of this research is to study on entrepreneurial intention among Malaysian university students. This chapter has eight sections which are research background, problem statement, research objectives, research questions, hypotheses of the study, significance of the study, chapter layout and conclusion for this chapter. Chapter one begins with research background that outlines the broad field of the research, followed by problem statement and research objectives to identify the problems and the purpose of this research. Next section is the research questions which guides this study's arguments and inquiries. Subsequent section will be the hypotheses development where proposed conceptual framework will be formed after reviewing all the relevant literature. Moreover, significance of the study will be explained concisely on important and contribution of this research. The last section will be chapter layout and conclusion of the whole chapter.

1.1 Research Background

1.1.1 Entrepreneur Benefits

According to Brinda & Dileep (2011), businessman in overall development of national economy had realized that entrepreneurship are deliberated as the important benefit. According to Shane & Venkataraman (2000), nowadays the word entrepreneurship had led to the whole process of discovery, assessment and exploitation of entrepreneurial opportunities. Entrepreneurship has come to be a daily buzzword. Everyone in the nation is discussing about the entrepreneurship.

Entrepreneurship had bring a lots of benefits for individual, society and even economic. The first benefit is entrepreneurs will develop innovations and make economic growth. According to Audretsch, D. B (2002), entrepreneurs regularly generate new technologies, progress new products or process innovations, and develop new markets. There are many cases of radical innovations presented by entrepreneurs such as Steve Jobs (Apple), Larry Page and Sergey Brin (Google), Stelios Haji-Ioannou (easyJet), Pierre Omidyar (eBay), and Bill Gates (Microsoft). According to Valliere, D., and R. Peterson (2009), radical innovations over and over again help in economic growth. Associated with obligatory firms, new firms capitalize more in penetrating for new opportunities. Existing firms might be less probable to innovate for organizational inertia, because new goods would compete with their well-known range of products.

Secondly, entrepreneurs will growth competition among the market. By creating new businesses, entrepreneurs increase competition for existing businesses. Consumers get advantage from the resulting lower prices and better product range. Researchers have established a measure of market flexibility, which classifies the effects of new business establishment on existing firms (Koster, S., A. van Stel, and M. Folkeringa, 2012). A change in the level of recognized firms by number of employees designates an allocation of market share and higher market flexibility. This effect is predominantly strong when bearing in mind entrepreneurial activity five years past to the start-up, which facts to a considerable time lag in the effect of start-ups on market flexibility. In addition, new business development has an unintended competition and enhancing effect by aggressive recognized firms to develop their performance.

Thirdly, entrepreneurs have optimistic employment effects in the short and long term. Entrepreneurs encourage employment growth by generating new jobs when they enter the market. Research has shown that further than this direct effect there is a more difficult, S-shaped effect in excess of time (Fritsch, M., 2008). There is an uninterrupted employment effect from new

businesses that rises from the new jobs being formed. Succeeding this preliminary phase, there is typically an unproductivity phase or even a slump as new businesses advance market share from existing firms that are incapable to compete and as some new competitors fail. After this provisional phase of possible failure and dislocation of existing firms, the enlarged competitiveness of suppliers leads to optimistic gains in employment once again. About ten years after startup, the influence of new business development on employment has lastly faded away. According to Carree, M., and R. Thurik (2008), this sort of wave pattern has been initiate for the US and for a number of European countries, as well as for a sample of 23 organization for Economic Co-operation and Development countries.

1.1.2 Young or Old Entrepreneur

According to data research firm Duedil and small business network Enterprise Nation, they had stated that there are quite a number of young people start their own business. There were 145,104 companies established by young people in 2006. By 2013 it had increased to 247,049. Younger entrepreneurs are now less probable to co-find. Statistics show 66% of young people developed their firm with a partner in 2006. By 2013 that had dropped to 42%.

The terrible job market for youths is compelling many of them to think inversely about work. According to the Bureau of Labor Statistics the youth employment rate from 1950-2000 floated around 45%, but since then has progressively dropped. As of 2011, only 26% of youths were employed. Definitely the reasons for this drop are multilayered, from a stressed economy, to compete with older workers, to time struggles, to the fact that many youths just don't want work for others.

The media is playing an essential role in determining factor for young generations to be entrepreneurs. For examples, a shows "Shark Tank" are

featuring young entrepreneurs, and local and national media that sharing their good stories about successful young generations have changed the way of the youth view work. According to a Gallup poll, 8 out of 10 youth want to be their own boss, and 4 out of 10 want to start their own business.

From Generation Y, born between 1980 and 1995, they show up by creating an increased number of companies, both in the new economy and traditional sectors. They average developed about 8 companies, against 3.5 for their elders, and have a turnover of more than 43% that of the baby boomer generation. Among them, women are more successful than men. Given that a profit margin of 35%, they are most active in Poland, Spain and China, in sectors such as trade, professional services and fashion. It appears that investment volumes rise by 12% throughout the last 12 months, with a significant rising in investments abroad. Correspondingly, portfolio diversification shows up as a main trend for these entrepreneurs, although respondents distribute 20% of their investments in their own business and 17% in real estate (Global Entrepreneur Report, 2016). The report found that millennial have starting more business too about twice as many as boomers have.

There will be two reason for millennial are doing more business than boomers. The first reason is it is easier to create a business than before. Millennial can use Internet as a tool to create a business and no need to find a location to open up a store to do business. Secondly, millennial are more open to failure than boomers are. Nowadays, many young generations are risk taker and willing to try new things.

1.1.3 World Young Entrepreneur

According to Cheng & Chang (2004), in the past time, entrepreneur usually start up new business by using their very little capital, low value added and they need to take time to start up their business. Normally entrepreneur in the past time need to find capital that enough to start up a business. Moreover, entrepreneur also need to find a suitable location or places that is suitable to set up their business. Besides that, entrepreneur also need to cooperate with suppliers and find suitable employees to work for their business. However, technology have become more and more developed. Nowadays, entrepreneur can use technology to start their business by saving time and capital. Therefore, entrepreneur no need to find a location or places to set up their business and no need to worry about man power problem.

Nowadays, the whole world entrepreneur are using e-entrepreneurship to do their business cross boundaries. E-entrepreneurship is very important and useful for world young entrepreneur. There are many successful entrepreneurs in the worldwide. For instance, successful entrepreneurs at United States are Google.com; YouTube; amazon.com; Facebook; and eBay.com (Eduardo, 2006).

The internet can assist the firm to resolve the restriction on financial resources. Therefore, internet plays an important role in business development. Compared to traditional brick and mortal kind of business, entrepreneur can use online to start up their business easily and save the cost of set up a business. Recently, internal and external information and communication process have been supported by electronic technologies. Internet had helped business development become more effectiveness and efficiency (Kollmann, 2006).

From all the research showed that nowadays more and more worldwide young generations using Internet as a tool to creating their own business. For

examples, many young generation selling online product through Facebook, Lazada.com, Shopee.com and so on. Internet can help entrepreneur to solve the problem of cross boundaries, entrepreneur can even sell their products to other countries.

1.1.4 Malaysian Young Entrepreneur

According to H. Nor Hidayah, J. Norchahaya, and M. Marinah (2014), young generation represent a large segment, which is 43 percent of the total population in Malaysia. Involvement of youth in entrepreneurship has become a major discussion among policy makers, educators and students throughout most developing countries. Young generation had become one of the important assets for many countries in supporting the country's economy.

Malaysian government had provides primary capital to start a business enterprise in order to build interest in entrepreneurship among youth. There are also a project had been launched by government to restrain unemployment rate among graduates because many people in Malaysia taking part in entrepreneurship at the young age where this is a significant for career development. During economic crisis, young generation's efforts towards entrepreneurship were commend by the government and society. Contribution of Malaysian people in entrepreneurship sector is hastily increasing. Unexpectedly, there are large numbers of participation surrounded by those who aged less than 40 years old. This can be categorizing as young entrepreneurs. Young generation want to be entrepreneur because they found that become an entrepreneur can create values and turn their dream into reality.

H. Nor Hidayah, J. Norchahaya, and M. Marinah (2014) also mentioned have three important stages of young entrepreneurs. The first stage is youths aged

between 15 to 19 years old. This stage is called pre-entrepreneurs. The second stage is called budding entrepreneurs whose is young adults aged between 20 to 25 years old. The last stage is young entrepreneur who aged between 26 to 35 years old and it called emergent entrepreneurs. N. Othman and S. Ishak (2009) stated that nowadays youth must have a appropriate job to make sure their success in the future. Youth whose want to continue to live a more comfortable way, the most important things are the determination of proper careers. However, youth today to get a suitable job are very difficult and this is major challenge for youth. The reasons are existence of increasing competition and inadequate employment opportunities (A. A. Abdullah and N. N. Sulaiman, 2013). Recently, young generation are more often choose entrepreneur as a career because become an entrepreneur can bring them better income (T. T. Mavasa, 2014).

Based on Malaysia Economic Report (2013), it stated that "Ministry of Youth and Sports Malaysia and The Institute of Youth Development Research Malaysia (Institute Penyelidikan Pembangunan Belia Malaysia/IPPBM)" had conducted a plenty of programs related to young entrepreneurial. Government also has organized entrepreneurship programs to achieve objective of classify talents among entrepreneurs at the school level up to the university level. Government had developed various youth skills training and leadership to achieve the goals of youth development and government had allocated RM5.4 billion for this goals. A. Sheikh Ghazali (2014) had mentioned that Malaysia government budget plan had planned to focus on supporting entrepreneurship. Malaysian Global Innovation and Creative Centre (MaGIC) is a one-stop centre to improve entrepreneurship and support companies involved in creative multimedia. Moreover, Yayasan Innovasi Malaysia (YIM) has mainstreaming a new culture of innovation among SMEs, NGOs and communities. Hence, Datuk Seri Najib Tun Razak, our Prime Minister had launched Gathering of Rising Entrepreneurs Act Together (GREAT). GREAT is acts as a platform for hopeful entrepreneurs to interrelate with one another and to meet well-known entrepreneurs and prospective investors.

1.2 Problem Statement

In the past time, entrepreneurship is not a choice of career for Malaysian graduates. The reason is most of the graduates don't have interest on doing own business and this is not a popular career in the past time. However, the number of graduates choose to start up own business has been increased but it is still considering low in figure (Salleh, 2002).

In the year 2000, Malaysian government is promoting graduates to be involved in entrepreneurship under the "Knowledge Economy Master Plan". Entrepreneurship can create more new job opportunities, promote creativity and innovation and bring lots of incomes. One of the successful entrepreneurs is Jerry Yang and his partner whose graduated from Stanford University, the founder of Yahoo!. Another successful young Malaysian entrepreneur was Pua-Khein-Seng who is the creator of USB pen drive.

Due to technology change, it affect more young generation wanna try to start their own business. Undergraduates might have the ideas on start up own business. Nowadays, some undergraduates may have the ideas and they will choose to do online business because it is the easier to start up their business. What affect undergraduate prefer to become an entrepreneur?

Due to economic crisis, government will focus on encouraging people to do entrepreneurship. This can solve the problem of unemployment and economic growth. Therefore, government need to identify the independent variables that affect undergraduates to have entrepreneurial intentions. What are the independent variables that affect entrepreneurial intentions among Malaysian undergraduates? In the research later, we will find out which independent variables have a significant relationship with entrepreneurial intentions.

1.3 Research Objectives

1.3.1 General Objectives

The general objective of this research is to study on the influences of attitude, subjective norm, perceived behavioral control and entrepreneur education on entrepreneurial intentions among Malaysian university students.   It is to examine the understanding on whether these factors on attitude, subjective norm, perceived behavioral control and entrepreneur education will influence entrepreneurial intentions among Malaysian university students which will motivate them be entrepreneurs.

1.3.2 Specific Objectives

1. To examine the relationship between attitude towards behavior and entrepreneurial intention.
2. To examine the relationship between subjective norm and entrepreneurial intention.
3. To examine the relationship between perceived behavioral control and entrepreneurial intention.
4. To examine the relationship between entrepreneur education and entrepreneurial intention.

1.4 Research Questions

Following is the research questions of the study:

1. Is there any significant relationship between attitude towards behavior and entrepreneurial intention?
2. Is there any significant relationship between subjective norm and entrepreneurial intention?
3. Is there any significant relationship between perceived behavioral control and entrepreneurship intention?
4. Is there any significant relationship between entrepreneur education and entrepreneurial intention?

1.5 Hypothesis of the Study

Based on the research objectives and questions, these hypotheses are developed:

Hypothesis 1:

There is a significant relationship between attitude toward behavior and entrepreneurial intention

Hypothesis 2:

There is a significant relationship between subjective norm and entrepreneurial intention

Hypothesis 3:

There is a significant relationship between perceived behavioral control and entrepreneurial intention

Hypothesis 4:

There is a significant relationship between entrepreneur education and entrepreneurial intention

1.6 Significant of study

This research can be conducted the elements that will influence the behavior intention towards entrepreneurship. Therefore, this research may make as a reference for those who are going to become entrepreneur to identify are they really suitable to become an entrepreneur. Entrepreneur may become a new trend for the undergraduate students as their future career. However, by identify their strengths and weakness is one of the main things by making a better decision for their career life. For instance, attitudes and characteristic of themselves may influence the intention of them to become an entrepreneur.

The numbers of entrepreneurship will directly influence the economy of one country because they do help many in economic growth. Therefore, government should help in developing some entrepreneur project for those potential entrepreneurs to become a successful entrepreneur. However, government can also implement the entrepreneur subject for university students. This is also one the variables that we use to measure does entrepreneur education influence the behavior intention of someone.

Other than that, due to these few years, the chance of being an entrepreneur is keep on increase due to the influence by the technology nowadays. Therefore, the variables will influence the intention of being an entrepreneur also be influence. So, this research will shows are all the results that has been done in the previous research still can be use or it had been change. Therefore, there will be some of the variables which need to choose again in the future research.

1.7 Chapter Layout

Chapter 1: Introduction

The first chapter is the regarding the research introduction. There are some elements will be defined in this chapter which including research background, problem statement, research objectives, research questions, hypotheses of study, significance of study, chapter layout and also the conclusion of the Chapter one.

Chapter 2: Literature Review

The literature reviews is the evaluative report of information found in the literature which related to the same area of the study. It includes review of the literature, review of relevant theoretical models, proposed theoretical framework, and the development of hypotheses.

Chapter 3: Methodology

Methodology is to define the research method used to analyze in this research. In this chapter will discuss in the research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis.

Chapter 4: Data analysis

Chapter 4 is about to analyzing the data that had been collected by using the software of SPSS. The data had been analyzing will used to test the hypothesis and the results is supporting by the literature that had been review.

Chapter 5: Discussion, limitation and recommendation

The last chapter will conclude to the finding of the research. This chapter will give the conclusion to the statistical analysis. There will be summaries of all the results. Based on the result, will do a discussion which support by the journal. Besides that, the limitation of doing this research and provide some recommendation for the future study to have better research in this area. Lastly, the conclusion will be made to conclude the whole research.

1.8 Conclusion

In conclusion, this chapter has been sum up the general idea and provides a fundamental of this research. Therefore, this chapter is the guideline to identify the relationships between the factors that will influences the entrepreneur intention among the Malaysia University students. The five determinants of this research will be the entrepreneur knowledge and education, attitude towards entrepreneur behavior, subjective norms and perceived behavior control which has been introduce in the research background, problem statements, research objectives, research questions, hypothesis of the study and the significance of the study. Chapter one also plays the role as a guideline to complete the following chapters which has been shown in the chapter layout.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The following chapter would consists of literature reviews. Secondary data were evaluated and studied throughout to support the research as per conduct. For instance, some samples of secondary data includes, literature reviews, published and unpublished journals and articles, published texts, observation records, structured interviews and transcripts from focus groups. In this chapter, the research will study about the relationship or interrelated between the dependent variable and independent variables. The theoretical framework would be discuss along with the hypotheses be tested which would be interrelated with the dependent variable and independent variables.

2.1 Review of Literature

2.1.1 Entrepreneurial Intention

Based on previous researches, intention has always been the focus of curiosity by many intellectuals and researchers. Bird (1988) states that, intention is distinguish as a rational evaluation that is sane and instinctive subsequent of: (1) economic, (2) political, (3) personality, (4), personal history, (5) personal ability factors and (6) social. It is then further enlightened that an intention is the thinking that would leads an individual's

responsiveness, experience, and actions toward a goal and behaviour. Hence, based on the definition an intention is a unique and exclusive thinking of an individual, based on the contact of the six variables mentioned from earlier. As a result, Shapero (1982) concluded that entrepreneurial intention is fundamentally shaped when a person identifies when there is possible and chance that could be exploit.

Meanwhile, Fleming (1996) defined entrepreneurial intention as a 'want to be' someone sense. It is based on his research that intentions to be an entrepreneur and being an actual entrepreneur are two totally different perspectives. According to his research, two philosophies were made: (1) being an entrepreneur indicates a person has begun their own enterprise and (2) intention to be an entrepreneur means a person is still considering of 'wanting to be' an entrepreneur. This situation is acceptable in this research as (Gottfredson, 2002; Savickas, 2002) suggest that university students are actually in the middle of exploring available career options; and limit process will then take place from the effect of communication of the students with the surroundings as the after effect.

There are many literatures on why individuals embark on their own businesses. However according to Reynolds (1995), less knowledge in exploring the reason why individuals venture into new businesses or what factors support the starting point of the decision. According to E.H. Schein, (1983); Learned, (1992), both states that academics have come up with numerous explanations about why businesses are formed due to the intention and unwavering act of bold businessmen. These are the common motives that were projected by researchers included; resourceful earnings pursuers (Williamson, 1975); autonomy and creativity (E.H. Schein, 1978); return motivation (Drucker, 1953; McClleland, 1961; Penrose, 1959); individual traits and environmental causes (W.B. Gartner, 1985); and affluence making (Scheinberg, 1988).

Hence, it brings forth to a conclusion that entrepreneurial intentions are essentially significant to the understanding of the entrepreneurship development (N.F. Krueger, 1993). The valid justifications are that a person can come up with numerous motives as to why they wanted to be entrepreneurial and venture into new businesses (e.g. Drucker, 1953, Penrose, 1959, McClelland, 1961, Liechenstein, 1966, Williamson, 1975, Schein, 1978, Gartner, 1985, Scheinberg and MacMillan, 1988, Venkataraman, 1994) however, without the presence of intention, action could not be formed. Hence, entrepreneurial intentions are crucial to recognize the whole development of entrepreneurship as they function as the main original tool for engagements and actions that are linked to prospect seeking, organisational founding and self-employment (B.J. Bird, 1988; 1992; Boyd & Vozikis, 1994; Crant, 1996; N.F. Krueger, 1993). However, according to Ajzen, (1991) and Sheppard, Hartwick, & Warshaw, (1988), the decision to found a firm and to be self-employed can be regarded as rational action or planned behaviour, which seems reasonable, the relationship between intentions and actual behaviour should be equally strong.

Based on the literature reviews, many studies have conducted that in assessing students' entrepreneurial intention (Autio et al., 2001; Basu & Virick, 2008; L. Kolvereid, 1996b; Tkachev & Kolvereid, 1999; Yusof et al., 2009) in entrepreneurship academia. All these studies defined entrepreneurial intention as an individual's employment intention preference to be self-employed or to become an employee in an establishment. All these studies successfully measured the entrepreneurial intention through the prescribed definitions.

Based on the literature review, the following hypothesis is formed:

H0: There is no significant relationship between entrepreneurial intention towards entrepreneurship.

H1: There is a significant relationship between entrepreneurial intention towards entrepreneurship.

2.1.2 Attitudes towards Behavior

Fayolle et al.,(2006) state that the intention shows the meaning it is a cognitive representation of the willingness of people to show a certain behavior. Besides that, in the other way, intention foreruns behavior which some attitudes that have act can predict the future intention of a person (Von Graevenitz et al, 2010).

In year 2000, Krueger et al. state that the entrepreneurial action is very depends on the entrepreneurial intention. This is because intentions are reliable predictors of the action of entrepreneur. In the TPB model it also shows that the intention play a role like a mediator between behavior and attitudes.

Besides that, Raposo, M., & Paço, A. D. (2011) and Dohse & Walter (2009) state that attitudes can change during the process of having education and training than providing them technical knowledge about business. This is because when they are more known to overcome the barrier to entrepreneurship when they know whole process of business creation. The theoretical leans of planned behavior, since the attitude are the one of the factors that can change and influence by the educators and practitioners, entrepreneurship education programmers can be the one to influence someone attitudes. It was shows in Frazier and Niehm (2006), the subject that taken by the university students, especially entrepreneurship courses students' may influence the perception towards the entrepreneur career and the potential of success may get influence too.

Then, Krueger, N. F., & Carsrud, A. L. (1993) also mention that the attitudes of the entrepreneur are influence by the intention. For example, Douglas, E. J., & Shepherd, D. A. (2002) the attitudes of tolerance have the

high degree of work effort which is their behavior which means that they are able to spend their physical and mental effort in the workplace. Those have the tolerance attitudes; they have the high tolerance to wok and also have the high degree of putting work effort to while they doing their task. Therefore, they are willing to consume extra time and intensity of work effort. Bird and Jellinek (1988) state that entrepreneur are more enjoy their job and willing to expenditure most of the time, means longer time to their job even the big effort only have little or no promise in profit gain.

Besides that, Douglas and Shepherd had been make different view based on the tolerance may influence the attitudes of the entrepreneur which can be shown in two different years. In year 2000, they state that, for those individual who have higher tolerance with the risk and low aversion to the work effort may easily engage with the behavior of the entrepreneur. On the other hand, they also state that for those entrepreneurs who have the attitudes that can tolerate with the risk and have a strong enough positive relationship towards income, they are more likely to want to pursue an entrepreneurial endeavor which state in the year 2002.

According to Frazier and Niehm (2006), there is a study to indicate that those undergraduate students who have strong intention to become a entrepreneur are those who are very strong and confident in their self-efficacy and positive attitudes to make entrepreneurship as their priority in their career choices. Besides that, for those   who high in entrepreneurial intention, they are more willing to find out the opportunity seeking behavior, creative and also proactive attitudes.

Furthermore, Fitzsimmons, J.R., Douglas, E.J. (2005) in their research, they found out that there is a relationship between the culture values and entrepreneur behavior which will influence the attitudes and intention towards entrepreneur. Then the cultural impact will also influence the entrepreneurial

attitudes. They state that the Hofstede's five dimensions may also influence the attitudes of one person, especially individualism index and uncertainty avoidance index. For those countries who have high individualisms and high in uncertainty avoidance which they are more willing to take risk in their life. Therefore, for those countries which are high in these both index may lead to make decision in their career life which most of them maybe the business owner due to their have the attitude of ownership which have advantage when they become the business owner.

Other than that, the gender's attitudes will also bring significant relationship towards the entrepreneur intention. There is a study stated by Reynolds et al.(2004), there is an opposite results had been found in the research, it shows that female are less motivated to participate to start the business and much less likely to start high-growth and high-profit firms. Widiger, T. A., Simonsen, E., Krueger, R., Livesley, W. J., & Verheul, R. (2005) conclude that the female and male entrepreneur can be differing from their personal and business profile.

In 2000, Krueger state that when someone make a decision want to become an entrepreneur, it maybe consider as voluntary and conscious, it shows that the decision that person made is under a reasonable analysis on his mind. Besides that, it also shows that the intention of being entrepreneur would be a precious and determinant elements which show by the behavior of entrepreneur (Fayolle & Gailly,2004). In turn, the intentions which carry out by the behavior will depend on someone attitudes towards the behavior. When there is an intention of doing something, it shows that there is a favorable attitude towards the thing and shows there is an intention to do something. "Attitudes approach" is preferable used in a traditional way such as traits or demographic approaches (Krueger,2000). Therefore, attitudes of individuals will brings different view to measure the extend either in positive or negative way. However, attitudes of someone might be relatively stable but it will change due to the time and situation is changing too. According to Meghna Virick

(2008), when students they have self experience towards they had start their business previously, they have a more favorable attitudes towards their entrepreneur career and feel confidents due to their belief that they have the ability and will keep on repeat the behavior.

The personal traits of entrepreneur such as creativity and diligent has the highest requirement within all the characteristics which has been listed in the framing favorable views of the youth towards the entrepreneurship. Nonetheless, there will have some external factors which will influence the skills developments and potential of an entrepreneur such as lack of economic sources, no support from the economies policies, low rate of technological development and so on. All these factors are definitely will bring the significant towards the attitudes of the youth towards entrepreneurship program. This will lead to that all the barriers that are destroying the entrepreneurial spirit and drive of the youths be addresses properly (E.A. Dioneo Adetayo, 2006). Past review coincide that attitude towards the behavior one of the extensive variable when investigating entrepreneurial intention.

Based on the literature review, the following hypothesis is formed:

H0: There is no significant relationship between attitudes and behavior intention towards entrepreneurship intention

H1: There is significant relationship between attitudes and behavior intention towards entrepreneurship intention

2.1.3 Subjective Norms

Subjective norms referring to the perceived social pressure to behave or not to behave the behavior and state that the burden from family, friends, and society will affect the behavior of the person to become an entrepreneur (Ajzen 1991). Besides that, there is also another similar definition from Kruger et al (2000) , he shows that subjective norms referring to the respondents think what is viewpoint of the meaningful people in their lives about them becoming self-employed strong motivation to comply them. Both of these definitions bring the similar meaning the important people to the person to think that should they or should not perform the behavior.

Rivis and Sheeran (2003) show that the subjective norms can be define by beliefs about the development to which person that significant to them and want them to execute a behavior. In the year 2009, Eckhardt say that for those people who are important to them such as family, friends and colleagues will bring the social pressure to the person himself.

In the year 2008,Van Gelderen et al. also justify that the subjective norms is relevant to the entrepreneur intention which is similar to the Azjen. He shows that the opinion of particular of population which including friends, parents colleagues and other relevant figures has highly influential during the process of discovering their respective preferences in the terms of career. Besides that, for those who are single, the family members will be their closest person. The family support gives them the highest subjective norms and it may use them to decide if they intend to start a business. Furthermore, others appraise may also bring the significant subjective norms to the entrepreneur to start their field. It is just like the children to build their self-identities at the beginning through a socialization process. Other than that, Dyer (1992) also supported this justification and said that if the individual did not get any support from their family, it will lead them to become discouraged and finally they are not

going to start their field. In general, the more support one receives from significant others, the greater the possibility of an entrepreneurial intent. Next, Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000) also emphasize on the role models of the individuals will have the potential to influence the intention on predicting the new venture creation.

There are some different views from the subjective norms variables and it is basically mixed in different perceptions. Based in L.Kolvereid, 1996b; N.F.Krueger,1993, these two people have the views on the students nowadays is very naïve when they are looking for their career choice preferences. This is due to they do not have enough experience on searching their job. Therefore, the comment and support given by the people who are significant by them is very important because it may be influential in the process of choosing the career (Gelderen et al, 2006). Besides that, Grundstén (2004) also comment on this argument shows that he had found the relationship between social norms and entrepreneurship intention is significant.

In 2014, Krithika and Venkatachalam stated that children and youngsters will set their families their important role model. Children will refer to the wards from their family members due to they have experience on running business. So that, if the famaly it owns have their own business, they will work together to achieve the business goal together by passing them the experience they had learn before. Other that that, entreprenuer themselves will choose to become entrepreneur also due to their parents had guide them and success in running the family business. The result of this research also shows that there is a strong bond between subjective norms and the entreprenuer intention.

According to Souitaris (2008), he shows that the inspiration wad the program which will bring benefits towards the potential entrepreneur by increasing their subjective norms and entrepreneur intention towards being self-employment.

However, there also have some literatures of entrepreneur shows there is no significant relation between subjective norms towards the entrepreneur intention. In the literature of social capital, some of the researchers found the evidence of few components favorably influence the self interest and self efficacy. Besides that, based on the results of Linan, Francisco In (2008), there is no symbolic relationship between subjective norms and entrepreneurship but there is a relationship betwixt the personal attraction and entrepreneurship intention. In addition, according to Fayolle et al., (2005), subjective norms were not directly affected by entrepreneurship education. According to Jeger, M., Ham, M., & Leko, V. (2014) states that the subjective norms are not correspond with the intention of individuals to build their own business. One of the reasons shows that subjective norms do not significance is because of the variables already present in the charisma undertaking a particular behavior variable. This is a strong point to prove that the relationship between subjective norms and intention are weak. In 2008, Meghna Virick stated that for those students they have the experience on running the business, they belief that they are more confident in their ability and also they will less influence by the subjective norms during the process of becoming an entrepreneurship.

Other than significant and non significant relationship, there is also negative relationship between subjective norms and behavior intention. In 2001, Tan state that there is a unfavorable relationship between the perceived feasibility of entrepreneurship and failure that make them feel shame. Once the higher the degree of the shame associated by the failure, the lesser the feasible the opportunity is. Next, there is one meta-analysis from Armitage and Conner's (2001) state that the correlation between subjective norms and intention is obviously powerless than attitude-intention and perceived behavioral control-intention. Past review concurred that subjective norms is an important variable when examine entrepreneurial intention.

Based on the literature review, the following hypothesis is formed:

H0: There is no significant relationship between subjective norms towards entrepreneurship intention

H1: There is significant relationship between subjective norms towards entrepreneurship intention.

2.1.4 Perceived Behavioural Control

According to Ajzen (1991), perceived behavioural control refers to the individual's perception of the level to which performance of the behaviour is easy or difficult. When individuals distinguish they have more capital and self-confidence, perceived behavioral control will increase (Ajzen, 1985; Hartwick & Barki, 1994; Lee & Kozar, 2005).

According to Mueller (2011), an individual's perception about how easy or how hard it would be to carry out a certain behaviour is a perceived behavioural control. According to Bandura (1997), perceived behavioural control have the same measure as self-efficacy. The reason is it refers to capability of a person to move through some upcoming behavior. Perceived behavioural control are the mostly attribute variables that affect someone intention to become entrepreneur (Grassl et al., 2005).

According to Cruzet al. (2015), it stated that a person who choose to do own business rather than work for other people and a person who believe in himself or herself that he or she can manage to do their own business is called perceived behavioural control. Low job satisfaction could lead to the formation of intention. However, there are other factors, such as financial constraints outside of a person's control, which also influence entrepreneurial

intention. Perceived behavioral control is an external individual variable that could interact with high job satisfaction by a group of skilled workers to engage in an intention process. They could have high job satisfaction, which is negatively related to entrepreneurial intention (Hyytinen and Ilmakinas 2007; Lee et al. 2011) but they might believe it is easy to be an entrepreneur, which improves and changes the direction of their likelihood of developing entrepreneurial intention.

In the theory of planned behaviour, perceived behavioural control are one of the important part. Perceived behavioural control can use to predict the possibility of a successful behavioral attempt (Ajzen, 1985). The control beliefs lead the behavioral control and deal with the availability or absence of necessary means and opportunities (Veciana et al., 2005). These control beliefs may be based on previous experiences, information and on other variables which may rise or drop the perceived exertion of performing a required behaviour (Krueger and Brazeal, 1994; Shapero, 1975; Veciana et al., 2005).

Based on the literature review, the following hypothesis is formed:

H0: There is no significant relationship between perceived behavioral control towards entrepreneurship intention

H1: There is significant relationship between perceived behavioral control towards entrepreneurship intention.

2.1.5 Entrepreneurship Education

Entrepreneurship education was initially defined by Bechard and Toulouse (1998) as a programme to teach or educates someone about entrepreneurship and business development. There are very important for an university environment which facilitating the occurrence and the intensity of entrepreneurial behaviour.

According to Kuratko (2005b), it stated that an individual are not born to be entrepreneur and an individual is been educated on entrepreneurship then only they will become an entrepreneur. The changes in entrepreneurship start-ups can measure the result of entrepreneur education. (OECD, 2009).

According to Golla (2006), some entrepreneur are starting up their own business after 30 years old or after they have been working for others. Some entrepreneur didn't start own business right after graduates. Therefore, entrepreneur education is very important among student because it can influence student to start planning their business when they are still studying (Graevenitz et al., 2010).

According to Gerba, D.T. (2012), it mentioned that entrepreneur education is to let a person to increase their own knowledge about entrepreneurship. Nurseto (2010) stated that entrepreneur education is educate someone to become entrepreneur not educate someone to become merchant. Student will learned how to seek for opportunity and the risk of doing business in entrepreneur education. According to Kurniawan, R. (2013), entrepreneur education is study on values, behaviour, skills in world challenges to seek opportunity.

Based on the literature review, the following hypothesis is formed:

H0: There is no significant relationship between entrepreneur education towards entrepreneurship intention

H1: There is significant relationship between entrepreneur education towards entrepreneurship intention.

2.2 Review of Relevant Theoretical Models

Figure 2.1 Measuring Entrepreneurial Intentions and Behavior of universities students in Malaysia
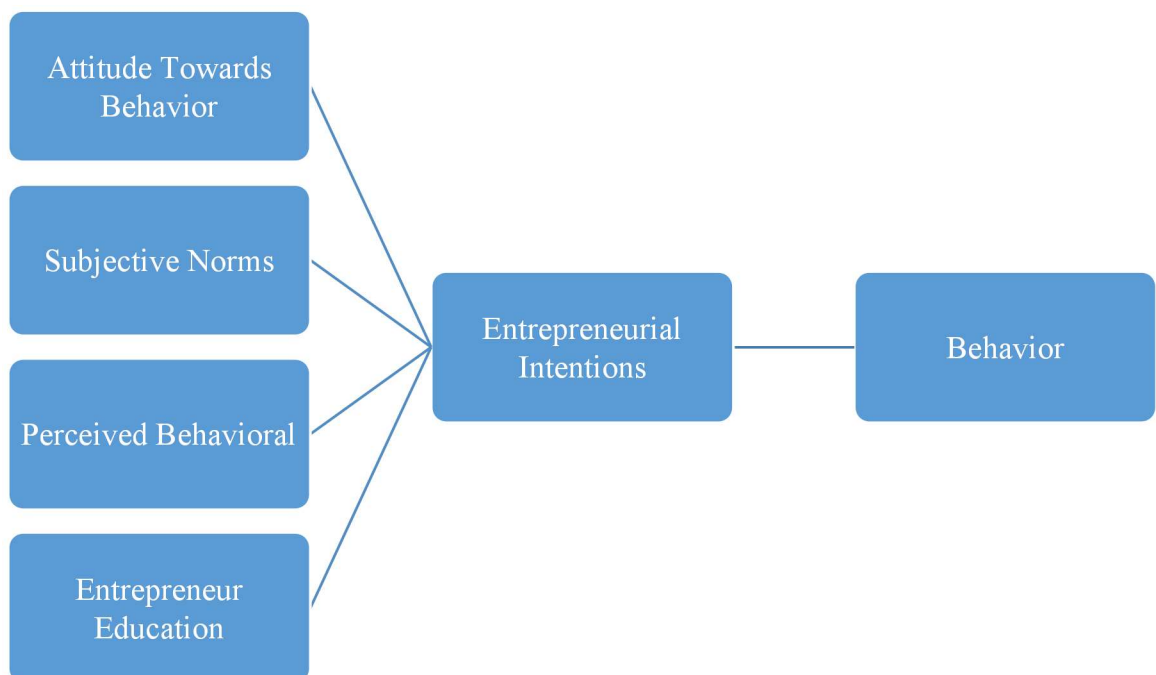
Source: Adopted from Khalifa A.H., Dhiaf M.M (2016). Measuring Entrepreneurial Intentions and Behavior of universities students in Malaysia. The Impact of Entrepreneurship education on Entrepreneurial Intention: The UAE Context. *Polish Journal of Management Studies*, Vol.14, No.1, pg 122.

Figure 2.1 show the theoretical framework that study about entrepreneurial intentions and behavior of universities students in Malaysia. In this research with the aim of study of the five variables that effect the behavioral intention toward entrepreneurial intentions. The result shows that all attributes have significant positive relationship towards entrepreneurial intentions.

According to Kuttim et al (2014) , entrepreneurial intention play a moderator role in these three cognitive antecedents which is attitudes, subjective norms and perceived behavioral control. Entrepreneurial education separate into three stages. The first stage is advancing the positive attitudes of the students on entrepreneur intention. Next, those students will know to make a clearer decision when students know more about the entrepreneurship without too rely on their social reference group. Lastly, the aim of the entrepreneur education is to help students to develop the skills and competences to seize opportunities to become an entrepreneur. Consequently, when students has the ability to control their entrepreneurial behavior they will become more confidents and this will turn into the strength of the entrepreneurial intention.

2.3 Proposed Theoretical/ Conceptual Framework

Figure 2.2 Study on entrepreneurial intention among Malaysian university students.
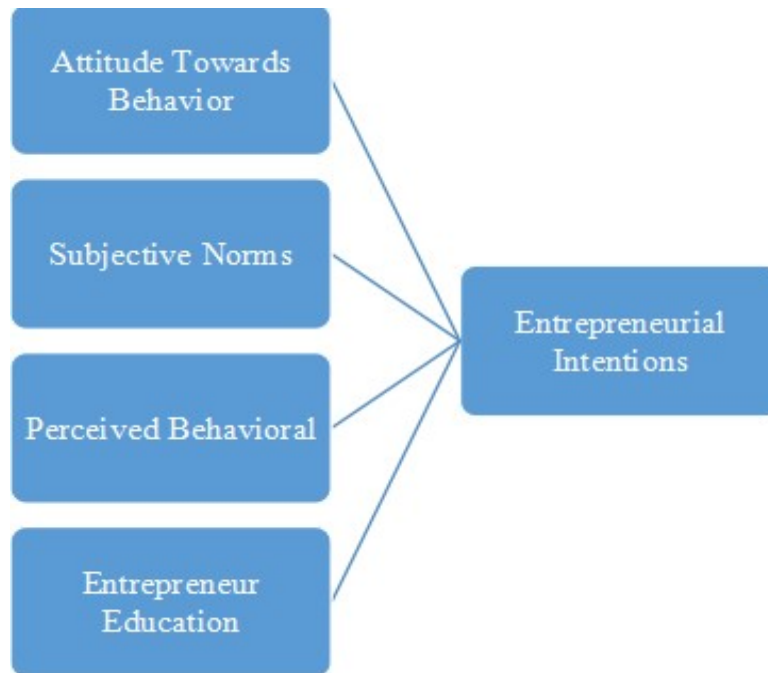
Source: Developed for the research

Based on the study of previous research, the four independent variables (Attitude towards behaviour, subjective norms, perceived behavioral control and entrepreneur education) are influence entrepreneurial intention and finally influence behaviour. The proposed framework shows that the four independent variables will influence entrepreneurial intentions.

This study proposed that attitude towards behaviour, subjective norms, perceived behavioral control and entrepreneur education have significant impact towards entrepreneurial intention.

2.4 Hypotheses Development

2.4.1 The Relationship between Entrepreneurial Intention

In addition, scholars also theorised about the relationship between entrepreneurial intention and personal commitment and how is translates to self-employment as a planned behaviour. According to Reynolds & Miller (1992), personal initiate of the aspiring entrepreneur to found a business has a major influence on shaping the entrepreneurial intention. On the other hand, Bagozzi et al., (1989) states that intention is the vital key of ensuing planned behaviour and Krueger & Carsrud (1993) definite intention as a sole main predictor of entrepreneurial behaviour.

Therefore, the result proposes that:

H1: There is a significant relationship between entrepreneurial intention towards entrepreneurship.

2.4.2 The Relationship between Attitudes towards Behavior Intention and Entrepreneurial Intention

Firstly, intention foreruns behavior which some attitudes that have act can predict the future intention of a person (Von Graevenitz et al, 2010). In year 2000, Krueger et al. state that the entrepreneurial action is very depends on the entrepreneurial intention. This is because intentions are reliable predictors of the action of entrepreneur. In the TPB model it also shows that the intention play a role like a mediator between behavior and attitudes.

However, Paco et.al. (2011) and Dohse & Walter (2009) state that the attitudes of one person can be change during the process of having the education and training. This is because when they are more known to overcome the barrier to entrepreneurship when they know whole process of business creation.

Then, Krueger (1993) also mention that the attitudes of the entrepreneur are influence by the intention. For example, Douglas, E. J., & Shepherd, D. A. (2002) the attitudes of tolerance have the high degree of work effort which is their behavior which means that they are able to spend their physical and mental effort in the workplace.

Furthermore, Fitzsimmons, J.R., Douglas, E.J. (2005) in their research, they found out that there is a relationship between the culture values and entrepreneur behavior which will influence the attitudes and intention towards entrepreneur.

Therefore, based on the literature review that have been study,

H1: There is a significant relationship between attitudes and behavior intention towards entrepreneurship intention

2.4.3 The Relationship between Subjective Norms and Entrepreneurial Intention

Subjective norms referring to the perceived social pressure to perform or not to perform the behavior and state that the pressure from family, friends, and society will affect the behavior of the person to become an entrepreneur (Ajzen 1991).

Rivis and Sheeran (2003) show that the subjective norms are determined by beliefs about the extent to which person that significant to them and want them to perform a behavior. In the year 2009, Eckhardt say that for those people who are important to them such as family, friends and colleagues will bring the social pressure to the person himself. Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000) also emphasize on the role models of the individuals will have the potential to influence the intention on predicting the new venture creation.

Based in L.Kolvereid, 1996b; N.F.Kruger,1993, these two people have the views on the students nowadays is very naïve when they are looking for their career choice preferences. This is due to they do not have enough experience on searching their job. Therefore, the comment and support given by the people who are significant by them is very important because it may be influential in the process of choosing the career (Gelderen et al, 2006). Besides that, Grundstén (2004) also comment on this argument shows that he had found the relationship between social norms and entrepreneurship intention is significant.

Therefore, based on the literature review that have been study,

H1: There is a significant relationship between subjective norms towards entrepreneurship intention.

2.4.4 The Relationship between Perceived Behavioral Control and Entrepreneurial Intention

Perceived behavioural control is a form of self-efficacy where people believe that a behavior is easy or difficult to do, Cruz et al. (2015). According to Tkachev & Kolvereid (1999), Lee et al. (2006) and Wu & Wu (2008), the research studies suggested that a positive attitude is necessary to predict entrepreneurial behavior; however, a number of studies have concluded that perceived behavioral control has significant relationship with entrepreneurial intentions. Actual behavioral control such as family cooperation, availability of finances, necessary business skills and time is a non-motivational predictor of entrepreneurial behavior and it is a good predictor of intentions to start one's own business; perceived behavioral control on the other hand has been found to have a positive and significant relationship with entrepreneurial inclination of the individuals (Wu & Wu 2008, Kolvereid 1996, & Souitaris et al. 2007).

The perceived behavioral is a distinguishing characteristics of entrepreneurs (Alfons and Cuevas, 2012). Ajzen (2002) mention perceived behavioral that are in high levels will suggests that individual believe that they have greater control over their behavior. Rantanen (2013) also explain that perceived behavioral is linked to the appraisal of one's capabilities to withstand the obligations associated with accomplishment of desired task. Marques et al. (2012) found a positive and significant relationship of perceived behavioral and entrepreneurial intentions.

Skilled workers who may express entrepreneurial intention have this propensity because they are motivated by independence. However, skilled workers who are highly motivated by financial success have a lower level of entrepreneurial intention. This is because workers who are already enjoying financial success are not likely to jeopardize it. According to our findings,

perceived behavioral control strengthens the relationship between high job satisfaction and entrepreneurial intention. It seems that skilled workers with high job satisfaction will more likely contribute productivity when they also present a high level of perceived behavioral control. As a result, perceived behavioral control affects the framework correlation between job satisfaction and entrepreneurial intention, and it changes the relationship from negative to positive (Etty Guerra de Queiroz, MSC; Doctoranda, 2010). Souitariset al. 2007 confirm the link between perceived behavioral control and entrepreneurial intention.

Chen and coauthors in 1998 provide evidence for the relationships between perceived behavioral and entrepreneurial intentions. Zhao et al. (2005) provide initial evidence that perceived behavioral mediates the relationships between formal learning, experience and risk propensity and entrepreneurial intentions. Therefore, perceived behavioral mediating effect in the relationship between entrepreneurial personal skills and entrepreneurial intentions is suggested in this study.

The Perceived Behavioral Control or Perceived Self Efficacy is the personal belief about the possibility to conduct the planned behavior, the faculty of thoughts, finance and resources to personally control and penalize the action. It represents and overlaps the perceived feasibility factors of SEET and is thus related to concept of self-efficacy.

According to Ajzen (1987), the individual's judgment of his or her competencies whether they have the possibility to execute the target behaviour. Many antecedent studies have known self-efficacy as the key component both directly and indirectly cause entrepreneurial intentions by influencing perceived behavioral control (N. F. Jr. Krueger, M. D, Reilly, and A. L. Carsrud, 2000). C. C. Chen, A. Crick, and P. G. Greene (1998) shows that the perceived behavioural control may affect the entrepreneurial intention

because of three reasons. Firstly, we can divide people into two groups by the way they response to the surrounding environment. The same entrepreneurial environment could be recognized differently between two groups. Some people in the group of high entrepreneurial self-efficacy who love challenge and have a high need of achievement can identify the unstable environment as "replete with opportunities". On the other hand, group of the individuals with low entrepreneurial self-efficacy may judge homogeneous conditions as risks and costs. Secondly, even if the people in the first group identify the reality is full of risks, uncertainties or dangers, they tend to feel more superior facing an obstacle than those in the second group. Lastly, individuals with high self-efficacy are more optimistic in forecasting the result of a behavior. The division into two groups with different viewpoints can be explained by the high belief of entrepreneurs in their ability to achieve the goal in harsh conditions and therefore more likely to have higher intention to launch a business venture (Mai N. K. and Nguyen H. A., 2016).

Therefore, based on the literature review that have been study,

H1: There is a significant relationship between perceived behavioral control towards entrepreneurship intention

2.4.5 The Relationship between Entrepreneur Education and Entrepreneurial Intention

According to Gerba D. T. (2012), business students who learn entrepreneurship as a subject in their course will have more entrepreneurial intentions than engineering students who don't have a course of entrepreneurship to study. Wedayanti, N. P. and Giantari, I. G. (2016) mentioned that entrepreneur education are one of the determinants in increasing the number of entrepreneur in a country.

As we show, this finding concurs with studies that consider formal education to have a positive effect on the entrepreneurial intention stage (Parker et. al. 2010). However, this study also agrees with propositions about the need to consider the transferability aspect of informal education (specific human capital) (Ucbasaran 2008), the occurrence of some trigger events (Shapero 1987; Bergmann and Sternberg 2007), or the need to consider informal education instead of formal education at different stages of the entrepreneurial process (Davidsson and Honig 2003).

According to Oosterbeek et al. (2010), the research showed that it is an insignificant relationship between entrepreneur education and entrepreneurial intentions and effect of the entrepreneur education on entrepreneurial intentions is significantly negative.

The result is supported by the study of Tae J.B., Shanshan Q., Chao M., & James O. F. (2014) that their research has yielded mixed results between entrepreneurship education and entrepreneurial intention. They claimed that they meta-analyzed 73 studies with a total sample size of 37,285 individuals and found a significant but a small correlation between entrepreneurship education and entrepreneurial intention

Peterman et al. (2003) stated that it is significant positive relationship between entrepreneur education and entrepreneurial intentions. However, Souitaris et al. (2007) and Olomi & Sinyamule (2009), their research shows that it is insignificant relationship between entrepreneur education and entrepreneurial intentions.

Therefore, based on the literature review that have been study,

H1: There is a significant relationship between entrepreneur education towards entrepreneurship intention

2.5 Conclusion

As a result, all the variables that have been formed and explained in Chapter Two are relevant with past studies. This chapter had covered the literature review on the entrepreneurial intention and the four independent variables which consists of attitude, subjective norms, perceived behavioral control and entrepreneurial education. Moreover, the framework as well as the hypotheses of the research has been discussed in this chapter.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter is the research methodology that describes on how the data is collected and analyzed in a systematic way. The aim of the chapter is to ensure that research procedure is conducted in an appropriate way for better understanding and evaluating the results of the research. This chapter has been classified into few sections which include research design, data collection methods, sampling design, research instrument, constructs measurement, data processing, data analysis, and conclusion.

3.1 Research Design

A research design is the document of the study. The research design can defined to the all the method that researcher select to join the variety components of the study in a coherent and logical way. Research is very important and essential in today's business world, the final goal of research is to get precise information to guarantee you will effectively address the research problem. In this research, quantitative research will be used in conducting the research. However, descriptive research study is being used in this research.

Quantitative method is used to determine the significant relationship between the independent variables and dependent variables which includes the appropriate statistical techniques to study social phenomenon. However, the design of

descriptive research is a study to illustrate the participants in a right way. Description of the research topic is concrete and summary from the journals, internet research and from respondents. Explanatory research means serving to explain something.

3.2 Data Collection Methods

The process of collection of data is to gather and analysis all the information on dependent and independent variables which to answer the research questions that have already state, test hypotheses, and evaluate outcomes. Next, quality evidence is the goal of data collection which will translate to rich data analysis and allows the building of a convincing and specific answer to questions that have been posed. The primary and secondary data is a very important data and the two main component of this study.

3.2.1 Primary Data

Dana Lynn Driscoll (2011) states that primary data is research that collected first hand rather than found in a journal, book, or database. According to an article of University of Rochester, primary data is the initial data on the research are based. They are first hand information or direct proof concerning a topic under consideration. They present materials in its original form, neither analyzed nor modified by other people.

In this research, the survey questionnaire which already well prepared will be delivered to target sample because to obtain the primary data. The researchers may able to interpret the information and solve the research problems once they collecting back the data from respondents. Moreover,

the research answer will be more definite so that the researchers can make modification and recommendations. The total of 300 sets of questionnaires hand out to 300 respondents of the study.

3.2.2 Secondary Data

Kynda R. Curtis (2007) states that secondary data is materials that already been amassed and analyzed. They are usually available in electronic or published form. Secondary data has often been collected, analyzed, and organized according to the specific objective. Secondary sources offer interpret or analysis on primary data and may define primary data and using them to support a specific theory. The secondary data that been used in this research are from e-books, journals, internet resources and textbooks. Before obtaining the data from these sources, the researchers will screen and filter the information to diminish the error and get more accurate results.

3.3 Sampling Design

The process of select a little number of items or parts of a particular population to give a summarization about the entire population is call sampling (Zikmund, 2013). However, it is impossible to investigate on the whole population because it needs to involve big amount of time and money (Saunders, Lewis and Thornhill, 2009), therefore it should be using a sample in order to obtain some part of population to study and research. The

population of this study will target on the youth and adults between ages 18 years old and above.

3.3.1 Target Population

Target population is the process to analyze the relevant information from a particular respondent where researcher is interested in according to the objectives of the research project. The specific population was the individual groups contain of male and female youth whose are university students. The respondents of this research will university students of University Tunku Adbul Rahman (UTAR) and University Putra Malaysia (UPM).

3.3.2 Sampling frame

Sampling frame is means that the sum of all eligible sampling units (Hair, Bush and Ortinau, 2002). The target consists of 300 university students. The questionnaires are given to the University Tunku Adbul Rahman (UTAR) and University Putra Malaysia (UPM).

3.3.3 Sampling Elements

The people who answer the questionnaire of this study were university students from University Tunku Adbul Rahman (UTAR) and University Putra Malaysia (UPM). The elements included are gender, age, race and income.

3.3.4 Sampling techniques

The sampling techniques involve any procedures by using a certain items of components or parts of the entire population to make a investigation to represent the entire population. (Zikmund, 2013). This study was by using a certain amount of the people to represent the entire population due to the problems of expensive and time constraint if the research are doing about the whole population.

There are two types of sampling technique which are probability sampling and non-probability sampling. The sample was obtained by using the probability techniques which means that only selecting the relative of the large unit from the population or from specific group of the population. (Teddlie, 2007). The sampling method that are using in the research is simple random sampling. The random sampling is a sample selection that the accessible population has the equal opportunity to be the sample. (Teddlie, 2007). The simple random samplings will be chosen because of saving the cost and it is more effective to complete the research.

3.3.5 Sampling Size

According to Roscoe (1975), he stated the rule of thumb in getting the sample size of quantitative research. He stated that sample size in range from 300 to 500 is the most appropriate for majority of the research papers. Therefore, in this research, a sample size of 300 respondents was selected to carrying out the research. Self-administered questionnaire as one of the research instrument will be used in the research. By using the self-administered questionnaire as the data collection technique, respondents will read the questionnaires and fill in their own answers without interfere of researcher (Hair et al., 2002). Respondents were advised to answer the questions with their own experience and perception.

3.4 Research Instrument

Questionnaire will be used as the research instrument in this research which is one of the technique of collecting data by distribute the same question which already prepare before. (Saunder,2012).

3.4.1 Questionnaire Design

The research was carried out by distribute the questionnaire to the respondents. This method is to encourage respondents to provide the accurate and credible information. Respondents will giving the sufficient time to answer the questionnaire to prevent they simply answer the question. According to Syed Aradbi (1998) , the answer collected from the respondents will directly shows that it is related to the objective that had been set earlier. Besides that, the question had been set is related to the topic of the research.

The questionnaires were used as one the effective and accurate way to collect the data. In ordinary term, there is a number of people which already set to be the target respondents to answer the questionnaire. This method of data collection to gain the basic statistic data and this is the often way using for the scientific research. Besides that, this questionnaire divided into four part of the questions which is part A, B, C and D.

The first part of the questionnaire is focused on the basic information profile of the respondents that had been selected. The respondents for this questionnaire are more focus on university students. Therefore, there are some question is focus on the background of their study such as name of the university, education level before enrolling in the University and field of study. Then the other will be the basic information such as race, religion, age, working experience, type of job and also experience on running own business.

Then the part B of the questionnaire will focus on the general information on the important level of respondents' future career. Will the important levels of those factors affecting respondents become entrepreneur in the future.
Next, Malaysian University students' behavioral intention towards entrepreneurship had been focused on the part C of the questionnaire. This part of questions allowed researches know well the impact of factors which will affect the behavior intention towards entrepreneurship. The method of using to diagnose the result is 'Linkert Scale'.

Lastly, the part D will focus on the factors that influence the university students' intention towards entrepreneurs in Malaysia. The factors which including the attitude towards behavior, subjective norms, perceived behavioral control and entrepreneur education. The behavior intention of Malaysia university students towards entrepreneur will be specially determine in this part. For all the part B,C and D were asked in an enclosing form following by use of the 'Likert Scale'.

3.4.2 Pilot Test

Pilot test is carry out before distribute the questionnaire to the target respondents. It used to carry out to ensure the accuracy and consistency of the question that had been asked in the questionnaire. Pilot test is means that a method of checking whether the survey will lead and provide accurate data. So, this pilot test will be distributed within the area of University Tunku Abdul Rahman (Sungai Long Campus) and 30 of them will be chosen.

Table 3.1: Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
Less than0.6	**Poor**
0.6 to 0.7	**Moderate**
0.7 to 0.8	**Good**
0.8 to 0.9	**Very good**
0.9	**Excellent**
More than 0.95	**Item should e inspected to ensure they measurement different aspect of the concept**

Source: Hair, Babin, Money and Samouel (2003)

Table below shows the result of pilot study on the number of questions and the score obtained for the variables through the questionnaires.

Table 3.2: Results Of Pilot Test

No	Constructs	Cronbach's Alpha	No of items
1	Behavior Intention	0.919	5
2	Attitudes towards behavior	0.900	5
3	Subjective Norms	0.702	5
4	Perceived Behavioral Control	0.618	5
5	Entrepreneur Education	0.870	5

Source: Developed for the Research

3.5 Construct Measurement

3.5.1 Origin of Constructs

Table 3.3 Origin of Construct

Constructs	Sources
(a) Behavioural Intention	• L. Kolvereid, 1996b • L. Kolvereid & Isaksen,2005 • N. F. Krueger et al., 2000 • Linan & Chen, 2006 • Tretten, 2005
(b) Attitudes towards entrepreneur	• Ajzen, 1991; • Gundry & Welch, 2001; • L.Kolvereid, 1996b; • L. Kolvereid & Isaksen,2005; • Tretten, 2005.
(c) Subjective norms	• L. Kolvereid, 1996b; • Tretten, 2005
(d) Perceived Behavioural Control	• Ajzen, 2002 • De Noble, Jung, & Ehrlich,1999 • Isaksen, 2006

	• L. Kolvereid, 1996b
	• Linan & Chen, 2006
	• Tkachev & Kolvereid, 1999
	• Tretten, 2005
(e) Entrepreneur Education	• Ajzen, 1991
	• L. Kolvereid, 1996b

Source: Developed for the Research

Table 3.4 Items of Construct

Constructs	Measuring items	Sources
Behavior Intention	• I will likely to pursue a career as a self-employed person. • My professional goal is to become self-employed. • I would prefer a career as a self-employed person than a career in an organization. • I often think about what it would be like to become self-employed. • I intend to become self-employed in the next five years.	• L. Kolvereid, 1996b • L. Kolvereid & Isaksen,2005 • N. F. Krueger et al., 2000; • Linan & Chen, 2006 • Tretten, 2005
Attitude Towards Behavior	• I prefer to become self-employed rather than to be an employee in a company/an organization. • Being self-employed implies more advantages than disadvantages to me.	• Ajzen, 1991; • Gundry & Welch, 2001;

	• If I had the opportunity and resources, I would like to become self-employed. • "Among various options, I would rather become self-employed" • It is exciting to be self-employed.	• L.Kolvereid, 1996b; • L. Kolvereid & Isaksen,2005; • Tretten, 2005.
Subjective norms	• My closest family influence my career choice. • My closest friends influence my career choice. • I care very much of what my closest family think about my career-choice. • I care very much of what my closest friends think about my career-choice. • Important people in my surrounding are self-employed.	• L. Kolvereid, 1996b; • Tretten, 2005
Perceived Behavioral Control	• It is mostly up to me whether or not I become self-employed after graduating from University. • If I wanted to, I could easily pursue a career as a self-employed person. • I have the ability to start my own business. • I'm prepared to start a viable business. • If I tried to start a business, I have a high probability of succeeding.	• Ajzen, 2002 • De Noble, Jung, & Ehrlich,1999 • Isaksen, 2006 • L. Kolvereid, 1996b • Linan & Chen, 2006 • Tkachev &

		Kolvereid, 1999 • Tretten, 2005
Entrepreneur Education	• I believe that entrepreneurship knowledge can help me become self-employed. • I would become a successful entrepreneur with my degree in entrepreneurship. • I am more confident to become self-employed after I studied entrepreneurship. • My entrepreneurship education taught me what I want to know to become self-employed. • The more I study entrepreneurship. The more confident I am to be self-employed.	• Ajzen, 1991 • L. Kolvereid, 1996b

Source: Developed for the Research

3.5.2 Scale of Measurement

In this set of questionnaire just using two types of measurement which is nominal measurement and also 'Likert Scale'.

Nominal measurement scale merely discriminate the categories that compose a given variable (Saunders et al., 2012). As a simple understanding, it shows that those variable can be classified into categories are measure by nominal scale. For instance of questionnaires which use nominal scale is such as "Type of university: Public or Private" and "Gender: Male or Female".

There were only two variables in the research which is dependent and independent variable. Behavioral intentions towards entrepreneurs were the

dependent variable while independent variable will be the factors that influence the behavior intention towards entrepreneur. Interval level was used to measure the variable while asking the questions. All the questions which closely relate to the factors of the behavior intention toward entrepreneur will be ask in the questionnaire. All the declaration of the respondents was measured by using 'Likert Scale'. 'Likert Scale' is developed by Renis Likert in the year 1932. It is using to compute the rating scale that used for measuring attitudes. 'Likert Scale' had been separate into five levels to classify the graded response on each statement. There are (1) Strongly Disagree, (2) Disagree, (3) Partially Agree, (4) Agree, and (5) Strongly Agree. The five of this number will use to show the level of agreement of the respondents toward the questions.

3.6 Data Processing

3.6.1 Questionnaire Checking

30 sets of questionnaires were dispersed to 30 respondents in order to reconfirm the reliability and validity as well as the quality of the questions by using a pilot test. In any case of any errors with the questions, adjustments could be done before the distribution of the questionnaire. Hence, any of the errors could be disclose immediately in the advance before distributing to the respondents.

3.6.2 Editing

Hair et al. (2003) state that, data editing is the method of cross checking raw data as to eliminate any mistakes or errors. Besides that, Zikmund et al. (2013) states that data editing is the process of which the data are check for its legibility, omissions, and consistency in classification. The editing process would eliminate errors such as interviewer errors before the data are keyed into the computer for analysis (Zikmund et al., 2013).

3.6.3 Coding

Zikmund et al., 2013) states that coding is the rules for recording, analyzing categorizing, and transferring data to data storage media. Coding process generally is done through using a computer or hand tabulation. Generally, these codes are label as numerical forms as numbers are easier for respondents to understand and for researchers to key in the data, as well as computers would work better with numbers than alphanumerical values (Hair et al., 2003). For example, coding will be included in Section C and D from the questionnaire in such forms; (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree.

3.6.4 Transcribing

According to Malhotra, (2012), transcribing can be defined as the key of data that had been coded in the questionnaire into the computer. The data that were collected from respondents would be transcribed into statistical package for the social sciences (SPSS) to analyse the data accordingly.

3.6.5 Data Cleaning

Data cleaning process is an essential part that needs to be included as it would affect the overall research results. Hence, data cleaning would include consistent checking in the data by using SPSS version 22.0 (Malhotra, 2012). The data would then be processed for checking by keying it into the computer even though the process has already been covered in the editing process (Malhotra, 2012).

3.7 Data Analysis

In this research, 300 sets of questionnaire have been dispersed to 300 respondents. Once the data were gained from the respondents, the data was analyzed by using the SPSS system. There are numerous roles that the SPSS system had performed for statistical data analysis. Data analysis such as descriptive statistics, multiple regressions, reliability test and others.

3.7.1 Descriptive Analysis

According to Zikmund et al., (2010), descriptive analysis is the conversion of raw data into simpler forms that would make it simpler to interpret and understand. Besides that Zikmund, (2013) states that, descriptive analysis could be divided into measures of spread and measures of variability, or central tendency. Following next, the measures of central tendency refers to the measure of mode, median and mean, while the variability refers to the standard deviation or variance, the minimum or maximum variables and kurtosis and skewness (Cooper and Schindler, 2008).

3.7.1.1 Frequency Distribution

According to Zikmund, (2013), frequency distribution is summary that sums up the number of frequency that a particular result from a variable of the research and organize them into a set of data. The process summarises the data and by making them more stable and neat. The main purpose of the process is to discover the frequency of responses work of each of the values of the variables (Hair et al, 2003).

Based on the research, the frequencies obtained are in nominal and ordinal variables forms. Nominal variables included "Gender: Male or Female", "Race: Malay, Chinese, Indian, Others" and "Religion: Muslim, Buddhist, Hinduism, Others". While ordinal variables included "Age: 18-20, 21-23 and Above 24" and education level. Hence, frequency distribution shows the variables description and name. The data are then interpreted in bar charts, pie charts or histograms (Sekaran, 2013).

3.7.1.2 Descriptive Statistics

Descriptive statistics is the summary and descriptive of the statistics simpler forms that would simplify it into easier forms to interpret and understand (Zikmund et al., 2010).Thus, descriptive statistics had been measured on the independent variables (attitude towards intention, subjective norm, perceived behavioural control and entrepreneurial education) and the dependent variable (entrepreneurial intention) of the research. The results are then shown in the form of mean and the ranking form which is in the form of one to five. The greater the mean, the greater and higher the agree level of respondents on the particular variable towards entrepreneurial intention and behavioural intention.

3.7.2 Scale Measurement

Scale measurement examines the validity and reliability of the data in a research. An example of scale measurement that had been used in the research is the reliability test.

3.7.2.1 Reliability Test

SPSS version 22 has been used to test the reliability level for the research. According to Sekaran & Bougie, (2010), reliability is formed to determine the analysis of Cronbach's alpha, which consists of the reliability coefficient which would, indicates the correlation relationship of the items with each

other. Table 3.5 shows the reliability of each measure as assessed by the coefficient alpha by using the SPSS as indicate in below.

Table 3.5 : Rule of Thumb for Cronbach's Alpha Coefficient Value

Alpha Coefficient Range	Strength of Association
<0.60	Poor
0.60 to <0.70	Moderate
0.70 to <0.80	Good
0.80 to <0.90	Very Good
0.90	Excellent

Adapted from: Zikmund, W. G.., Babin, B.J., Carr, J.C., & Griffin, M. (2010*). Business research methods* (8th ed.). New York: South-Western/Cengage Learning.

3.7.3 Inferential Analysis

3.7.3.1 Pearson Correlation Analysis

Zikmund et al. (2013) states that, the Pearson Correlation is the measurement between the linear dependency among two variables *X* and *Y,* by giving each of the variables a value between +1 and -1 inclusive, where 1 is the indicates a positive linear correlation, 0 indicates a no linear correlation, and -1 a negative linear correlation. This method is widely used in sciences. Pearson Correlation Coefficient (r) signifies the course and the magnitude of the linear relationship.

Table 3.6: Rules of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
0.91 to 1.00	Very Strong
0.71 to 0.90	High
0.41 to 0.70	Moderate
0.21 to 0.40	Small but Definite Relationship
0.00 to 0.20	Slight, Almost Negligible

Source: Hair, Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research Methods or Business*. West Sussex: John Wiley Sons.

3.7.3.2 Multiple Regression Analysis

According to Sekaran and Bougie (2010), multiple linear regression analysis is the analysis of relationship that would affects two or more independent variables on a single, interval-scaled dependent variable. In the research, the independent variables (attitude towards intention, subjective norm, perceived behavioural control and entrepreneurial education) are keyed into the similar regression equation. It is then used to predict if there is a substantial association among the independent variables and entrepreneurial intention.

For the research, the equation below shows the association between the independent variables that would influence the entrepreneurial intention among universities students:

Entrepreneurial intention = a + b1 (attitude towards intention) + b2 (subjective norm) +b3 (perceived behavioural control) + b4 (entrepreneurial education).

3.8 Conclusion

The entire chapter three explains the methodology of how the research was carried on. A comprehensive analytical illustration from the data collection would be then further discussed in the upcoming chapter four.

CHAPTER FOUR: DATA ANALYSIS

4.0 Introduction

In Chapter four, the data collected from the questionnaires will be analyzed in the following chapter. 350 sets of questionnaires were distributed with a total of 50 questionnaires being void due to the duplication of respondents' answers. Hence, the findings are based on the data collected form the 300 respondents. Statistical Package Society Science (SPSS) version 22.0 had been used for this research, in order to interpret the collected data. A few measurements would be discussed in the following chapter as well which would include descriptive analysis, inferential analysis and scale measurement.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

In this research, ten questions had been asked in Section A (refer Appendix) which consists of name of university, race, religion, gender, age, education level before enrolling in university, field of study, working experience, type of job, and experience in running own business.

4.1.1.1 Name of University

Table 4.1: Name of University

University	Frequency	Percentage (%)
University Tunku Abdul Rahman (UTAR)	150	50.0
University Putra Malaysia (UPM)	150	50.0
Total	300	100.0

Source: Develop for the research

Figure 4.1 Name of University
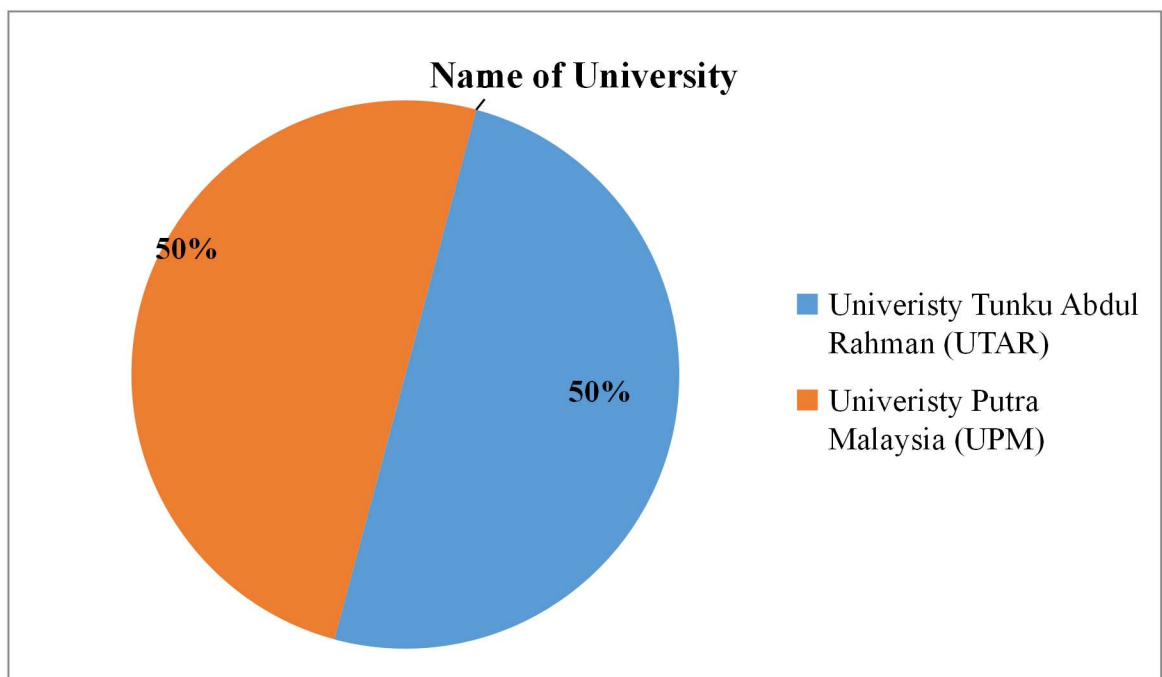
Source: Develop for the research

Table 4.1 and Figure 4.1 show the data collection of name of university. A total of 300 students responded with a total of 150 students from each of universities. In which 150 responded with 50% from UTAR and the other 150 responded with 50% from UPM.

4.1.1.2 Race

Table 4.2 Race

Race	Frequency	Percentage (%)
Malay	108	36.0
Chinese	126	42.0
Indian	30	10.0
Others	36	12.0
Total	300	100.0

Source: Develop for the research

Figure 4.2 Race
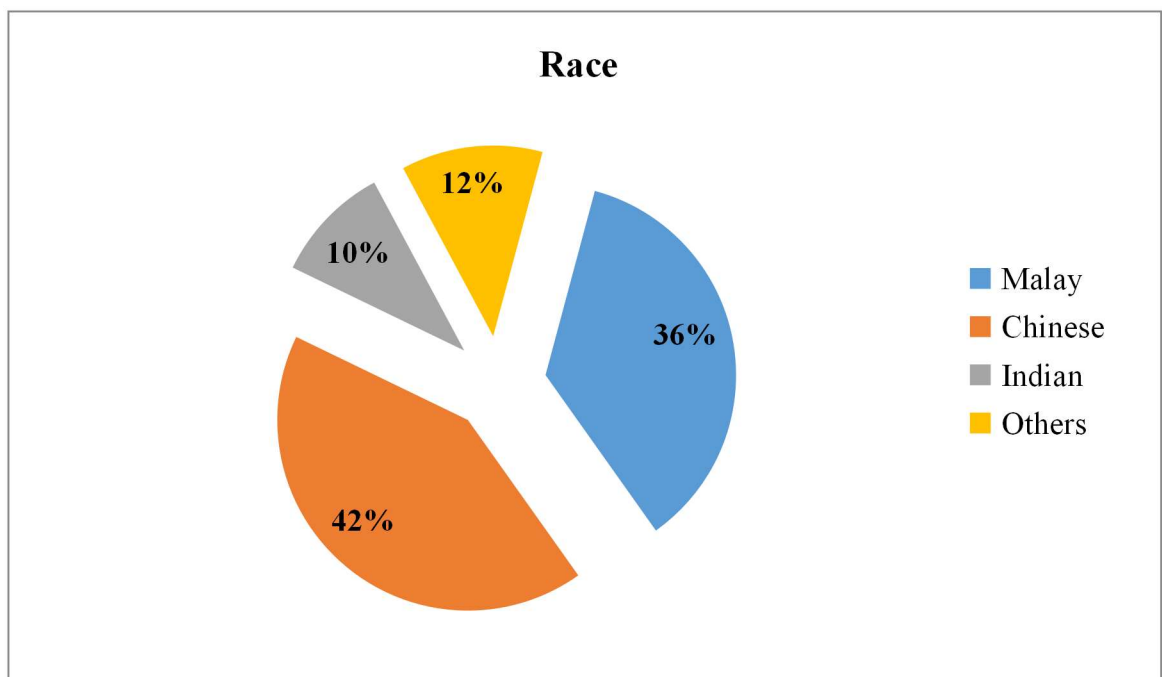
Source: Develop for the research

Based on Table 4.2 and Figure 4.2, it shows the type of race of the respondents. The data shows that 108 respondents are Malay which consists of 36%, 126 respondents with 42% which are Chinese, 30 respondents with 10% which are Indian and the remaining 36 respondents with 12% which are other race.

4.1.1.3 Religion

Table 4.3 Religion

Religion	Frequency	Percentage (%)
Muslim	108	36.0
Buddhist	126	42.0
Hinduism	30	10.0
Others	36	12.0
Total	300	100.0

Source: Develop for the research

Figure 4.3 Religion
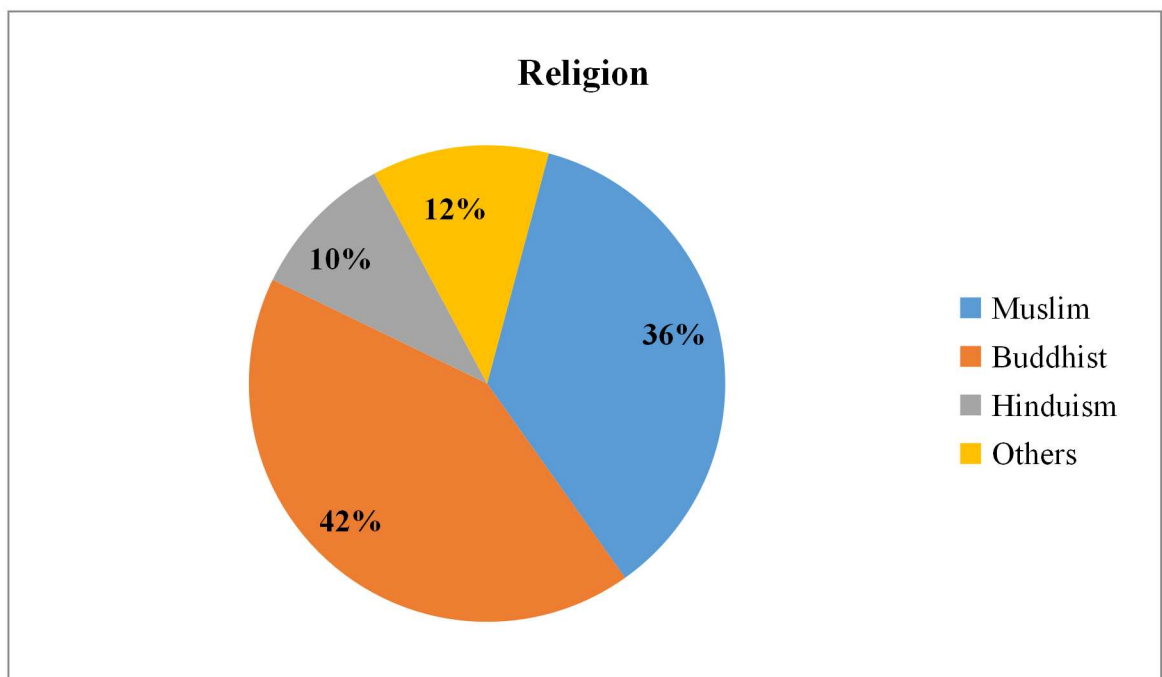
Source: Develop for the research

Based on Table 4.3 and Figure 4.3, it shows the religion of the respondents. A total of 108 respondents with 36% of the respondents are Muslims, a number of 126 respondents are Buddhists with 42%, while 30 respondents with 10% are Hindus and the remaining 36 respondents with 12% are from other religions.

4.1.1.4 Gender

Table 4.4 Gender

Gender	Frequency	Percentage (%)
Male	126	42.0
Female	174	58.0
Total	300	100.0

Source: Develop for the research

Figure 4.4 Gender
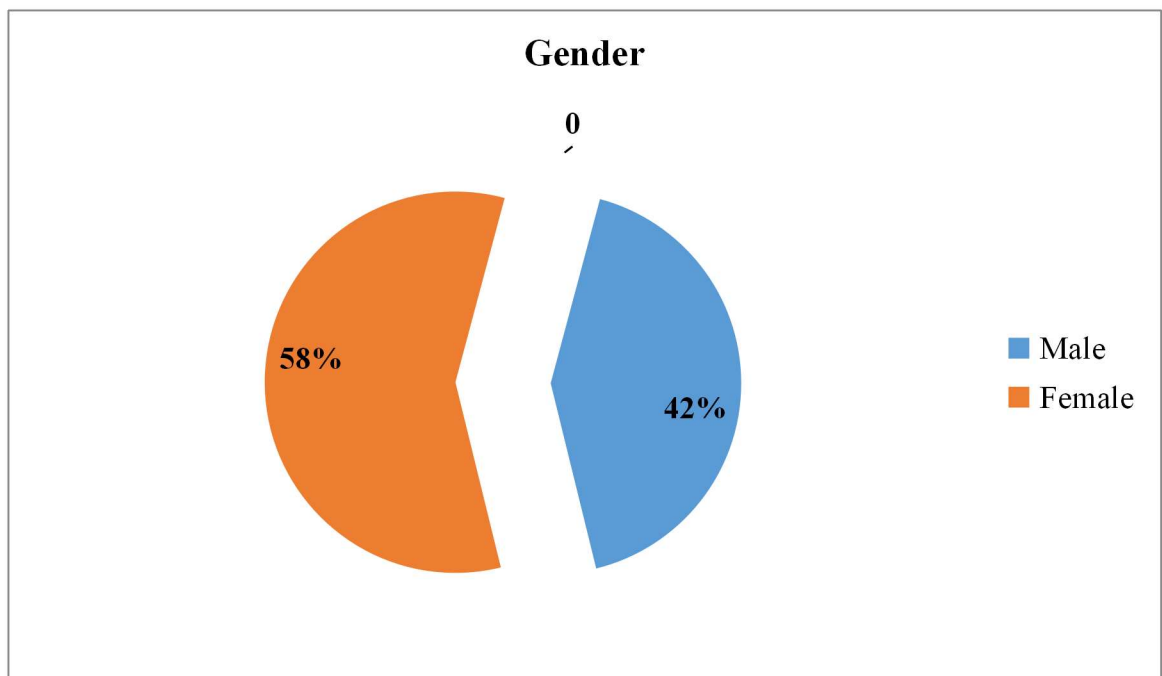
Source: Develop for the research

Based on Table 4.4 and Figure 4.4, it shows the gender of the respondents. A total of 300 responded with a majority of female with 58% which consists of 174 respondents, while the remaining minority with 126 male respondents with 42%.

4.1.1.5 Age

Table 4.5 Age

Age	Frequency	Percentage (%)
18 – 20	57	19.0
21 – 23	174	58.0
Above 24	69	23.0
Total	300	100.0

Source: Develop for the research

Figure 4.5 Age
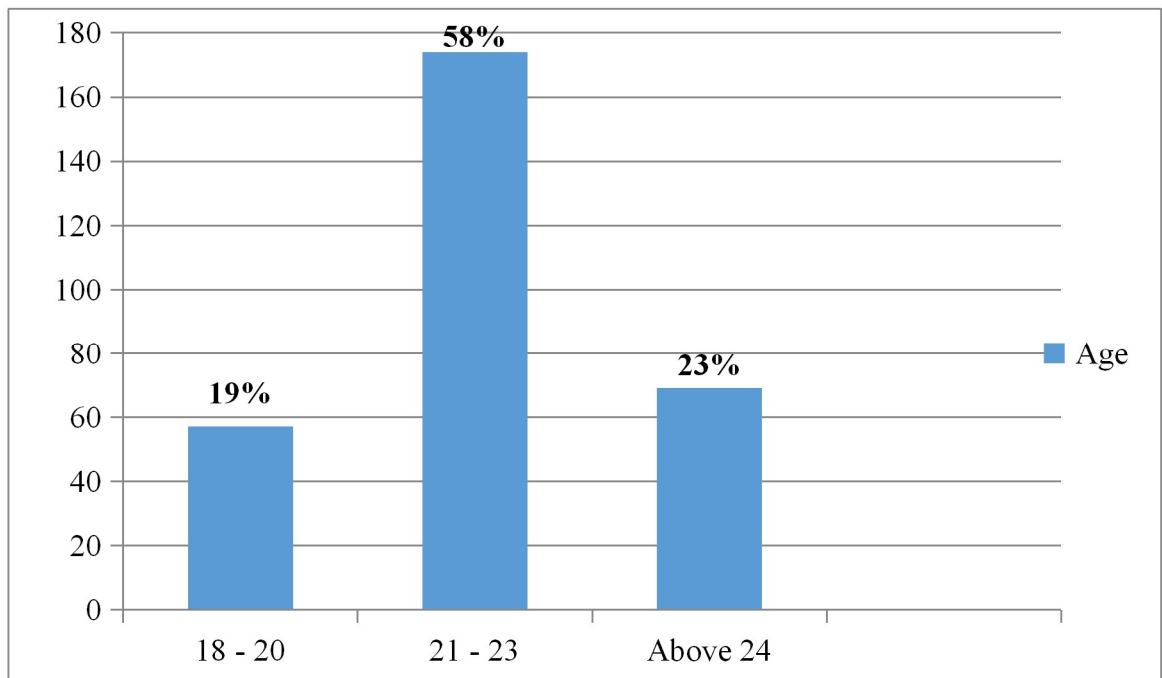
Source: Develop for the research

Table 4.5 and Figure 4.5 show the age group of respondents in percentage. Out of the total 300 respondents, 57 respondents (19%) are of 18-20 years old, 174 respondents (58%) are of 21-23 years old, while the remaining 69 respondents (23%) are above 24 years old.

4.1.1.6 Education Level before Enrolling in University

Table 4.6 Education Level before Enrolling in University

Education Level	Frequency	Percentage (%)
SPTM	168	56.0
SPM/MCE	24	8.0
A-Level	3	1.0
Diploma	63	21.0
Others	42	14.0
Total	300	100.0

Source: Develop for the research

Figure 4.6 Education Level before Enrolling in University
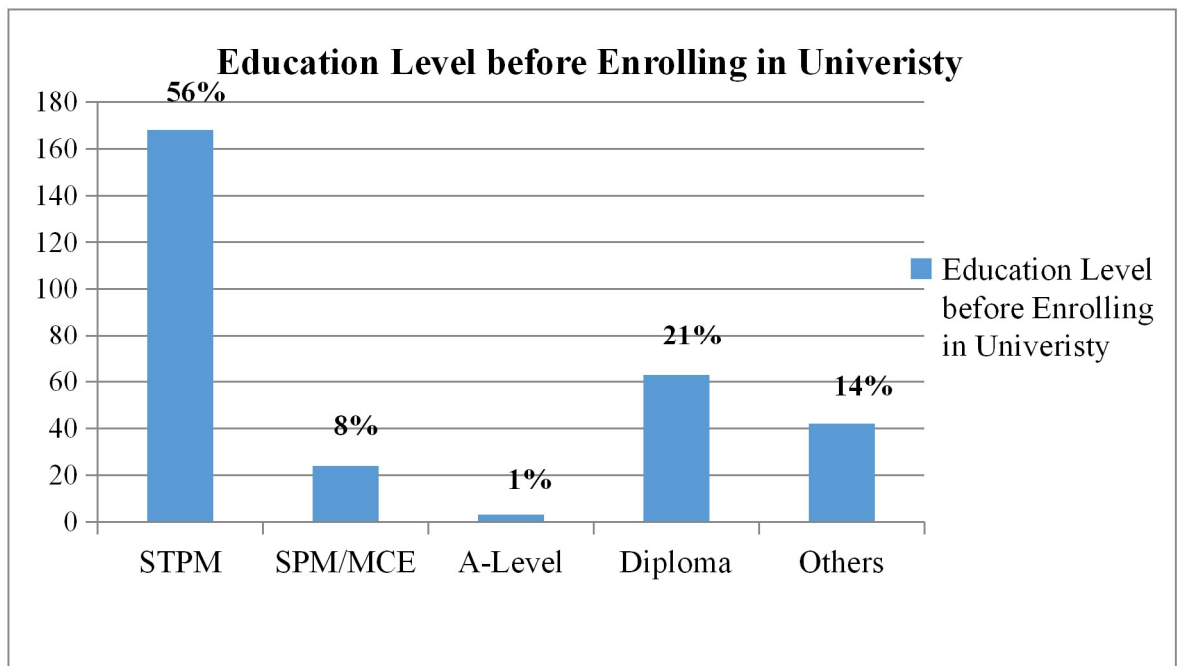
Source: Develop for the research

Table 4.6 and Figure 4.6 show the level of education of the respondents before enrolling in their universities. A majority of the respondents are from SPTM with a number of 168 respondents with 56%. While 24 respondents with 8% are form SPM/MCE level, 3 respondents with 1% from A-Level, 63 respondents with 21% from diploma and other education institutions with 42 respondents and of 14% of the total respondents.

4.1.1.7 Field of Study

Table 4.7 Field of Study

Field of Study	Frequency	Percentage (%)
Natural Science	12	4.0
Social Science	27	9.0
Political Science	54	18.0
Engineering	60	20.0
Humanities and Arts	48	16.0
Business and Economics	90	30.0
Law	9	3.0
Total	300	100.0

Source: Develop for the research

Figure 4.7 Field of Study
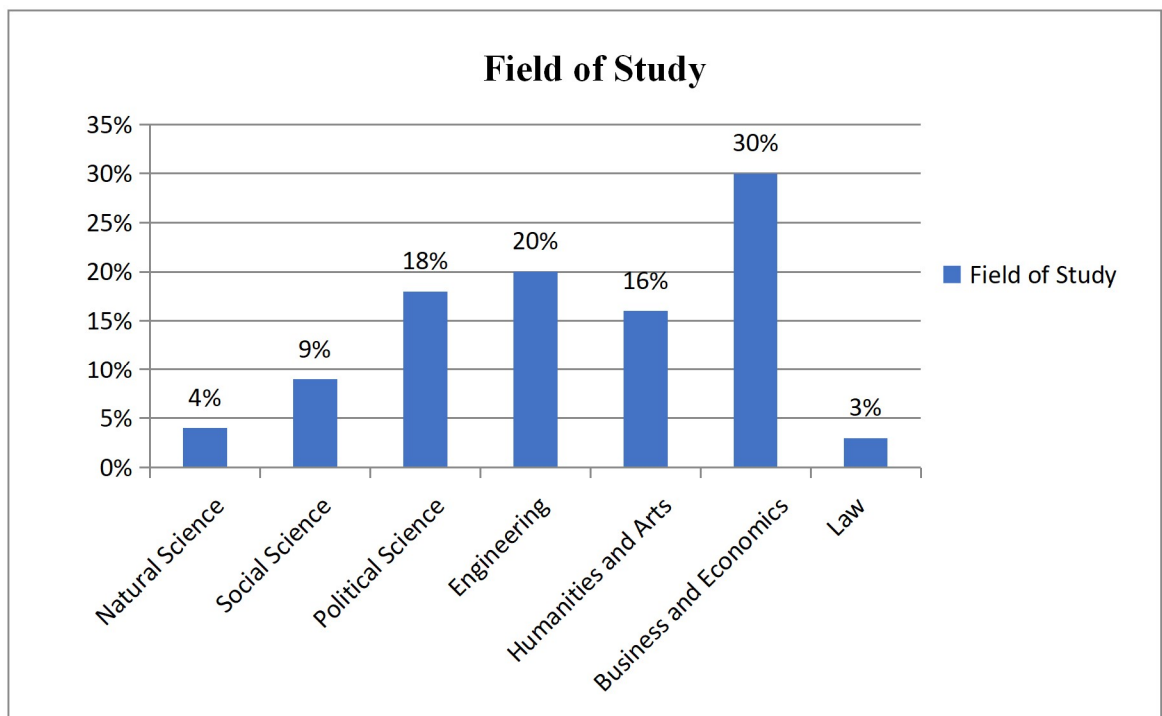
Source: Develop for the research

Table 4.7 and Figure 4.7 show the field of study of respondents. Out of the total respondents (N=300), 12 respondents (4%) majored in natural science, while 27 respondents (9%) are from social science, 54 respondents (18%) in political science, 60 respondents (20%) in engineering, 48 respondents (16%) in humanities and arts, 90 respondents (30%) in business and economics and lastly 9 respondents (3%) majored in the field of law.

4.1.1.8 Working Experience

Table 4.8 Working Experience

Working Experience	Frequency	Percentage (%)
Yes	234	78.0
No	66	22.0
Total	300	100.0

Source: Develop for the research

Figure 4.8 Working Experience
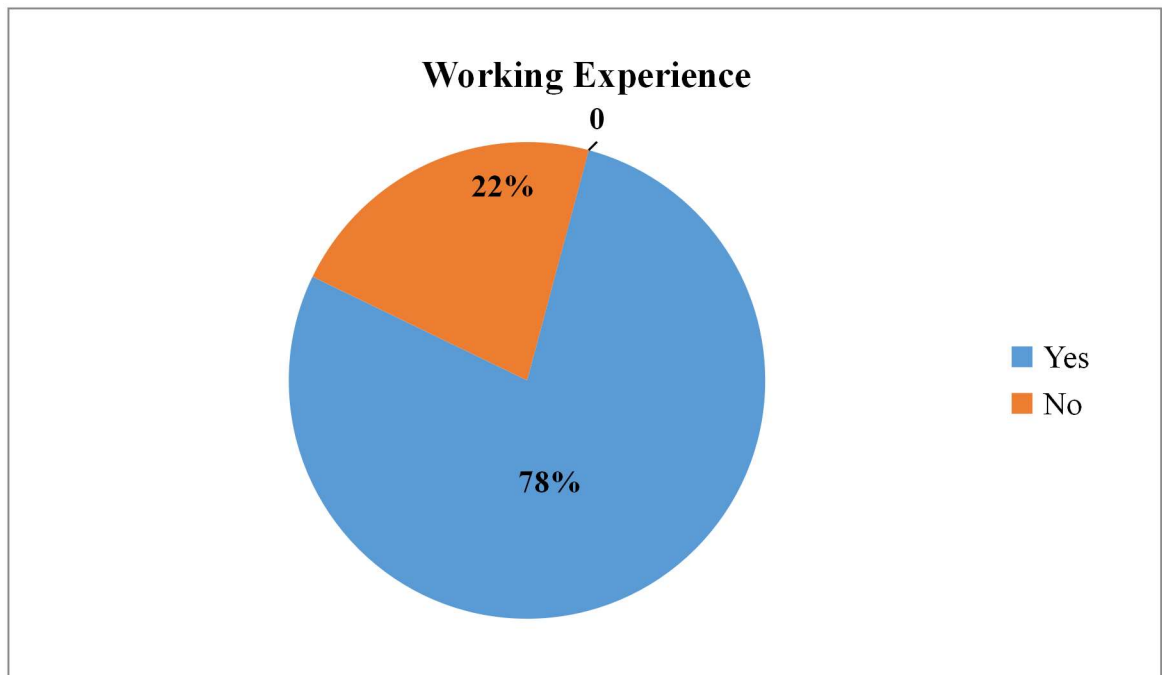
Source: Develop for the research

Table 4.8 and Figure 4.8 show the working experience of respondents. The majority of the respondents have experience in working with a number of 234 respondents with 78%. While a small minority of the respondents, 66 respondents with 22% do not have any working experience.

4.1.1.9 Type of Job

Table 4.9 Type of Job

Type of Job	Frequency	Percentage (%)
Full-time	94	40.0
Part-time	140	60.0
Total	234	100.0

Source: Develop for the research

Figure 4.9 Type of Job
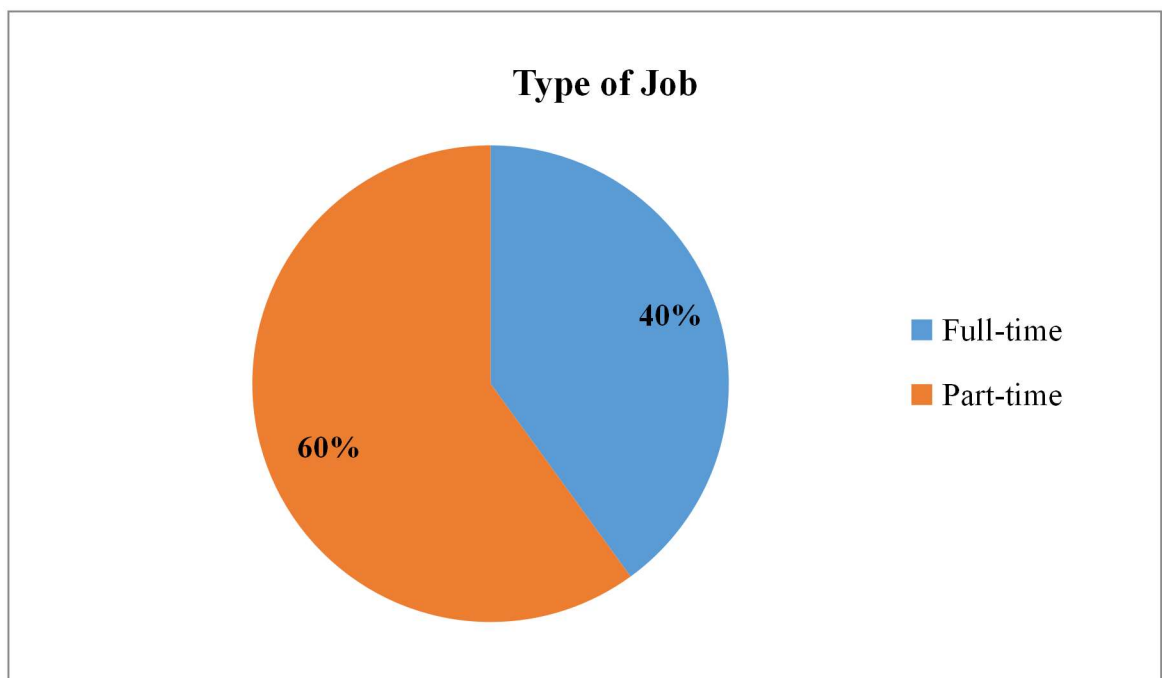
Source: Develop for the research

Table 4.9 and Figure 4.9 show the type of jobs that the respondents have experience in. Out of the total respondents (N=300), only 234 respondents have

experience in working. Out of the 234 respondents, 94 respondents with 40% have experience in working as a full-time employee. While the remaining 140 respondents with 60% of the total respondents, have experience as part-time employee.

4.1.1.10 Experience in Running Own Business

Table 4.10 Experience in Running Own Business

Experience in Running Own Business	Frequency	Percentage (%)
Yes	48	16.0
No	252	84.0
Total	300	100.0

Source: Develop for the research

Figure 4.10 Experience in Running Own Business
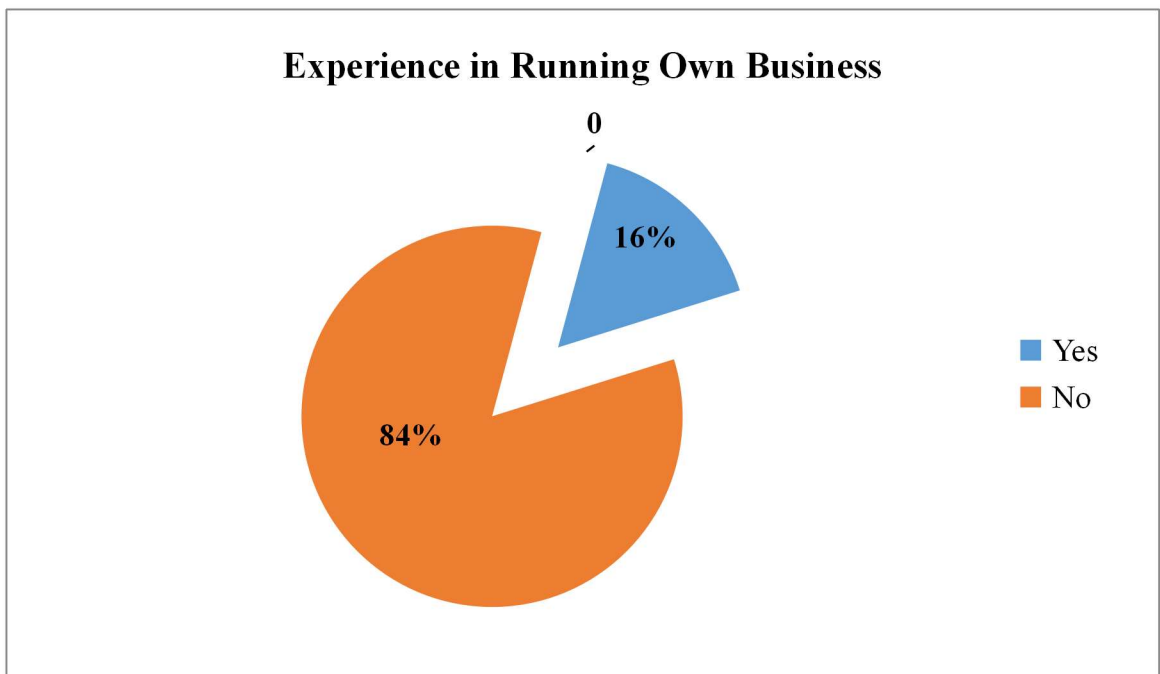
Source: Develop for the research

Table 4.10 and Figure 4.10 show the data collection of experience of respondents in running their own business. It show that the majority of the respondents which is 252 respondents with 84% do not have experience in running their own business, while the minority of the respondents with 48 respondents (16%) do have experience in running their own business.

4.1.2 Respondent General Information

In this research, five questions were asked regarding the general information of respondents, which is under Section B (refer to appendix) of the questionnaire. The section consists of information regarding the importance of job security, amount of work, responsibility, self-realization and economic opportunity.

4.1.2.1 Importance Level of Job Security in Future Career Path

Table 4.11 Job Security

Job Security	Frequency	Percentage (%)
Extremely Important	15	5.0
Important	231	77.0
Somewhat Important	30	10.0
Unimportant	24	8.0
Total	300	100.0

Source: Develop for the research

Figure 4.11 Job Security
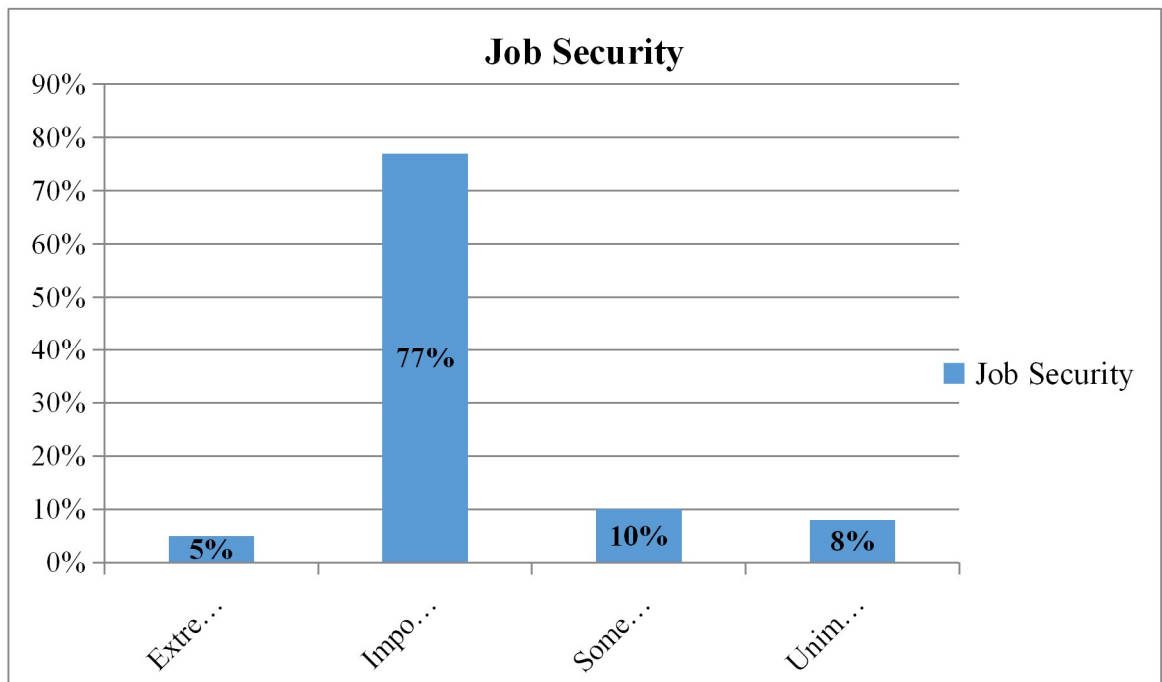
Source: Develop for the research

Based on Table 4.11 and Figure 4.11, it shows the level of importance of job security in choosing the respondents' future career path. Majority of the respondents with a percentage of 77% or 231 out of the total sample size feels that job security plays an important factor for them to consider in their future career path. While 10%, which is 30 out of 300 respondents feels it is somewhat important, meanwhile the other 8%, which is 24 respondents of the total sample size feels that it is an unimportant factor to consider. Lastly, with the least number of percentage with 5%, which consists of 15 respondents feels job security is an extremely important factor to consider in their future career path.

4.1.2.2 Importance Level of Amount of Work in Future Career Path

Table 4.12 Amount of Work

Amount of Work	Frequency	Percentage (%)
Extremely Important	39	13.0
Important	60	20.0
Somewhat Important	177	59.0
Unimportant	24	8.0
Total	300	100.0

Source: Develop for the research

Figure 4.12 Amount of Work
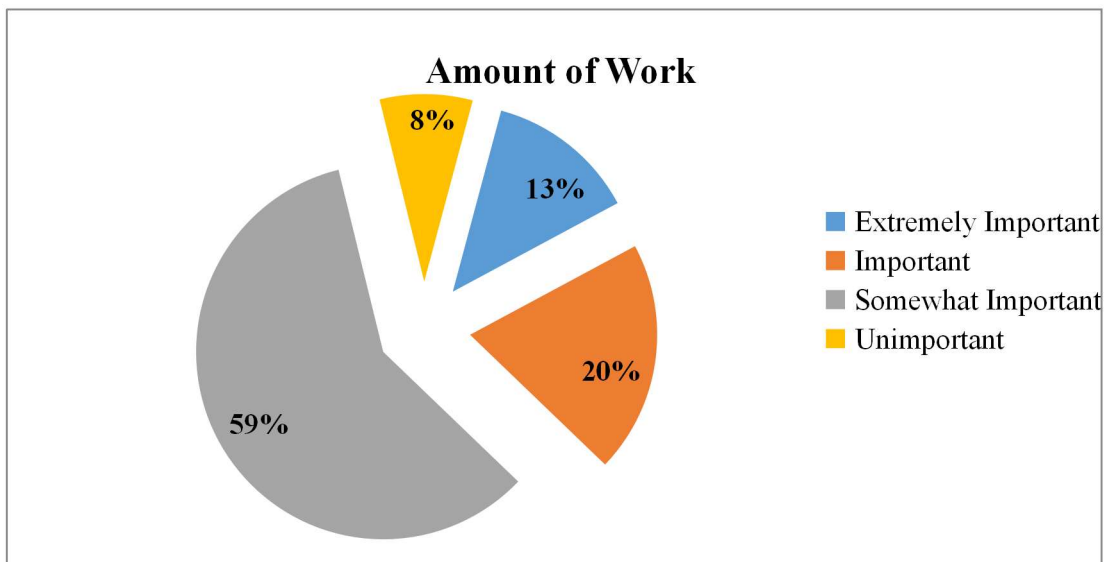
Source: Develop for the research

Table 4.12 and Figure 4.12 show the importance level of amount of work in the respondents' future career path. The highest percentage of votes is 59% which consists of 177 respondents out of the total sample size, chose that amount of work is a somewhat important factor in determining their future career path. While minority of the respondents feel that amount of work is unimportant for them, with only 8% or 24 out of 300 respondents. Meanwhile, a higher number of respondents feel that amount of work is important more than extremely important, with a percentage of 20% or 60 out of 300 respondents and 13% or 39 out of the total sample size respectively.

4.1.2.3 Importance Level of Responsibility in Future Career Path

Table 4.13 Responsibility

Responsibility	Frequency	Percentage (%)
Extremely Important	30	10.0
Important	180	60.0
Somewhat Important	72	24.0
Unimportant	18	6.0
Total	300	100.0

Source: Develop for the research

Figure 4.13 Responsibility
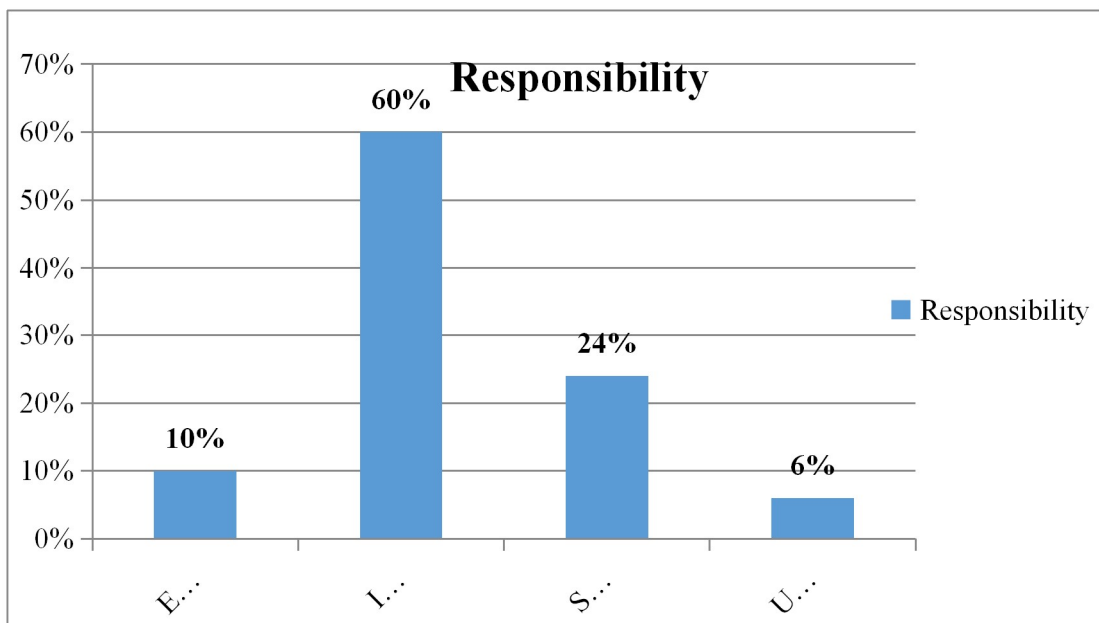
Source: Develop for the research

Table 4.13 and Figure 4.13 show the level of importance of responsibility in the future career path of respondents. It shows that majority of the respondents are think that responsibility of their work is an important factor with 60% or 180 out of 300 respondents. Following next would be somewhat important with 24% or 72 respondents of the total sample size. Placing next is extremely important with 10% or 30 respondents out of 300 and lastly with 6% or 18 out of 300 respondents feel job responsibility is an unimportant in their future career path.

4.1.2.4 Importance Level of Self-Actualization in Future Career Path

Table 4.14 Self-Actualization

Self-Actualization	Frequency	Percentage (%)
Extremely Important	39	13.0
Important	54	18.0
Somewhat Important	156	52.0
Unimportant	51	17.0
Total	300	100.0

Source: Develop for the research

Figure 4.14 Self-Actualization
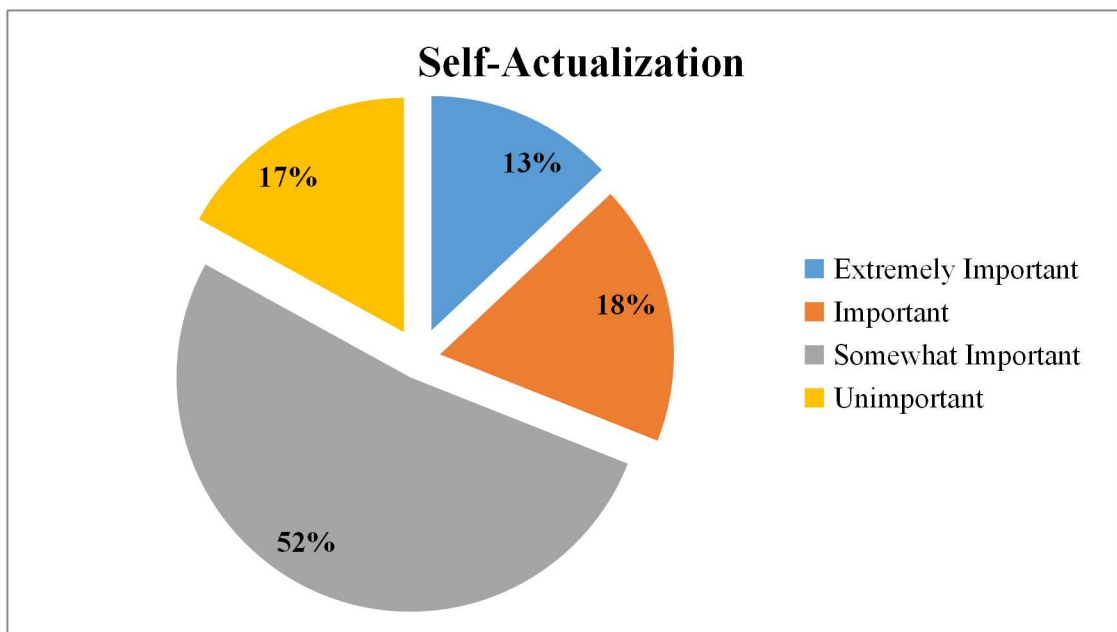
Source: Develop for the research

Table 4.14 and Figure 4.14 show the importance level of respondents towards self-actualization. Majority of respondents think self-actualization is somewhat important in their future career path with 52% or 156 out of 300 respondents. Meanwhile, 18% or 54 out of 300 respondents think self-actualization is important. Besides that, 17% or 51 out of total sample size and 13% or 39 respondents out of 300 thinks self-actualization is unimportant and extremely important respectively.

4.1.2.5 Importance Level of Economic Opportunity in Future Career Path

Table 4.15 Economic Opportunity

Economic Opportunity	Frequency	Percentage (%)
Extremely Important	216	72.0
Important	45	15.0
Somewhat Important	24	8.0
Unimportant	15	5.0
Total	300	100.0

Source: Develop for the research

Figure 4.15 Economic Opportunity
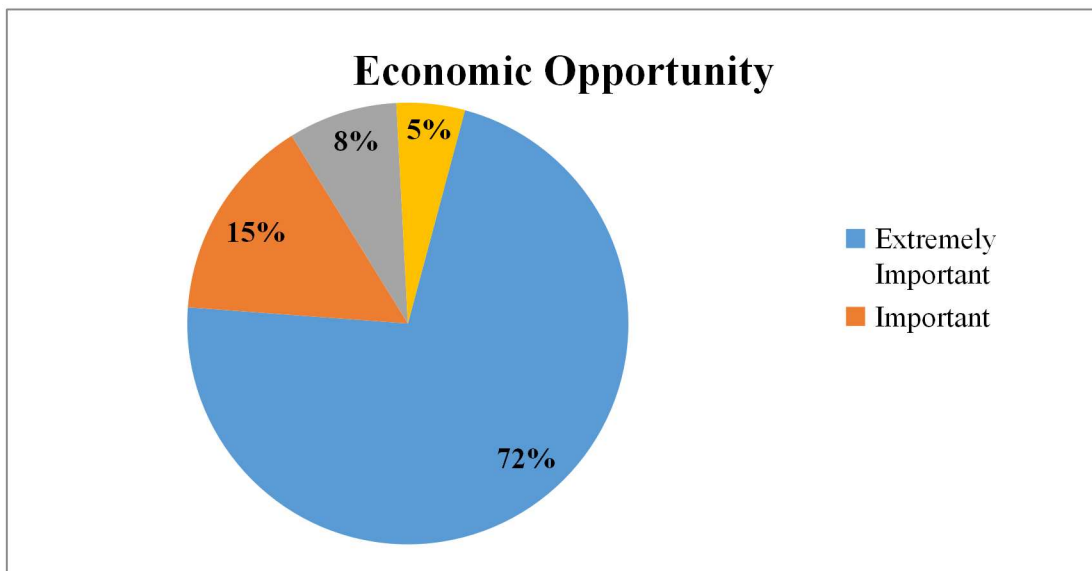
Source: Develop for the research

Based on Table 4.15 and Figure 4.15, both figures show the importance of economic opportunity in the future career path of respondents. The highest percentage of is 72% or 216 respondents out of total sample size, followed with 15% or 45 out of 300 respondents, 8% or 24 out of 300 respondents and 5% or 15 respondents out to 300, which is represented with extremely important, important, somewhat important and unimportant respectively.

4.1.3 Descriptive Statistics

Table 4.16 Descriptive Statistics on Variables

Variables	N	Mean	Standard Deviation	Ranking
Behavior Intention	300	17.5067	5.04726	2
Attitudes towards Intention	300	17.8700	4.91259	1
Subjective Norm	300	17.3733	3.36428	3
Perceived Behavioral Control	300	14.8300	2.76162	5
Entrepreneur Education	300	16.3533	5.53147	4
Valid N (Listwise)	300			

Source: Develop for the research

Table 4.16 shows the descriptive statistic for behavior intention, attitudes toward intention, subjective norm, perceived behavioral control and entrepreneur education. Attitudes toward intention have the highest mean of 17.8700. Followed by behavior intention with a mean of 17.5067, subjective norm has a mean of 17.3733 and entrepreneur education has a mean of 16.3533. Lastly, perceived behavioral control has the lowest mean of all with 14.8300. Hence, Table 4.16 indicates that majority of the respondents agreed that attitudes towards entrepreneur intention has the highest impact on behavioral intention towards entrepreneurship, whereas perceived behavioral control has the lowest impact on behavioral intention towards entrepreneurship.

On the other hand, Table 4.16 shows the standard deviation of the research as well. Standard deviation refers to the indication of how close the data is towards the mean. For this research, entrepreneur education has the highest value of standard deviation with 5.53147, followed with behavior intention with the value of standard deviation of 5.04727. Next is attitude towards intention with a standard deviation value of 4.91259, subjective norms with 3.36428 and lastly perceived behavioral control of a standard deviation value of 2.76162.

4.2 Scale Measurement

4.2.1 Internal Reliability Test

Cronbach's Alpha is one of the most common method uses in the reliability analysis to measure the reliability of the variables. In this analysis, there are total 30 items which is 5 items per each constructs to measure the internal consistency reliability by using the method of Cronbach's Alpha. The ranges of Cronbach's Alpha use is between 0 to 1 but when the value of 0.6 or less will be indicate as poor internal consistency reliability.

Table 4.17: Reliability Test

No	Constructs	Cronbach'sAplha	No of Item
1	Behavioral Intention	0.952	5
2	Attitudes Towards Behavior	0.953	5
3	Subjective Norms	0.751	5
4	Perceived Behavior Control	0.730	5
5	Entrepreneur Education	0.887	5

Source: Develop for the research

Table 4.17 shows that all the results that all constructs had exceed 0.7. The table above shows that the perceived behavior control has the lowest Cronbach's Alpha value among the 5 constructs which is 0.73. Then goes to the first constructs which is behavioral intention with alpha coefficient 0.952. Next, following by attitudes towards behavior has the alpha coefficient of 0.953 which is also the highest among 5 constructs. Then, subjective norms and entrepreneur education has the alpha coefficient 0.751 and 0.887 respectively.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Analysis

Table 4.18: Pearson Correlation Analysis

		Behavior intention	Attitudes towards behavior	Subjective norms	Perceived Behavioral Control	Entrepreneur Education
Behaviour Intention	Pearson correlation	1	0.937**	-.620**	.434**	-.143*
	Sig.(2-tailed)		.000	.000	.000	0.13
	N	300	300	300	300	300
Attitudes towards behavior	Pearson correlation	0.937**	1	-.624**	.299**	-.173*
	Sig.(2-tailed)	.000		.000	.000	.003
	N	300	300	300	300	300
Subjective norms	Pearson correlation	-.620**	-.624**	1	-.329**	.214**
	Sig.(2-tailed)	.000	.000		.000	0.00
	N	300	300	300	300	300
Perceived behavioral control	Pearson correlation	.434**	0.299**	-.329**	1	.232**
	Sig.(2-tailed)	.000	.000	.000		.000
	N	300	300	300	300	300
Entrepreneur Education	Pearson correlation	-.143*	-.173**	.214**	.232**	1
	Sig.(2-tailed)	0.13	.003	.000	.000	
	N	300	300	300	300	300

Table 4.18 show that the pearson correlation analysis result. The result shows that the highest inter correlation is the attitudes towards behavior which is 0.937. Then following by perceives behavioral control, which is 0.434. The next two independent variables have the negative relation with the dependent variable, which are subjective norms and entrepreneur education, the results of these two factors are -0.620 and -0.143 respectively.

4.3.2 Multiple Regression Analysis

Table 4.19 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851[a]	.724	.703	1.57052

a. Predictors: (Constant) attitudes towards behavior, subjective norms, perceived behavioral control, entrepreneur education

Table 4.19 show the R square of 0.724 for behavioral intention of 0.851. It mean that, 72.4% of variation in behavioral intention is been influence by the five independent variables (attitudes towards behavior, subjective norms, perceived behavioral control, entrepreneur education). The remaining of 27.60% is remaining uninfluenced.

Table 4.20 ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6889.360	4	1722.340	698.284	.000[b]
	Residual	727.627	295	2.467		
	Total	7616.987	299			

a. Dependent Variable: Behavior intention

b. Predictors: (Constant), Entrepreneur education, attitudes towards behavior, perceived behavioral control, subjective norms

The table 4.20 show the ANOVA which show the F = 698.284; p = 0.000<0.001, thus the fitness of the model is confirm. All of the five variables Source: Develop for the research explains well that how it influences behavioral intention toward luxury cruise service in Malaysia.

Table 4.21 Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	-2.500	1.098		-2.277	.023			
Attitudes towards behavior	.895	.024	.871	37.351	.000	.937	.909	.672
Subjective norms	-.018	.036	-.012	-.505	.000	-.620	-.029	-.009
Perceived behavioral control	.322	.037	.176	8.646	.000	.434	.450	.156
Entrepreneur education	-.028	.018	-.031	-1.557	.012	-.143	-.090	-.028

a. Dependent Variable: Behavior intention

Source: Develop for the research

Table 4.21 shows the coefficient of the four independent variables.

All of the four variables are significant out of four independent variable which is attitudes towards behavior, subjective norms and perceived behavioral control which have the significant value of 0.000. Even though entrepreneur education significant level in 0.012 but still in the significant level.

Based in the table, the following equation is formed:

Behavioral Intention

= -2.5 + (0.895 , Attitudes towards behavior) + (-0.18, Subjective norms) + (0.322, Perceived behavioral control) + (-0.028, Entrepreneur education)

4.3.3 Hypotheses Testing

<u>**Hypothesis 1**</u>

H0: There is no relationship between attitude toward behavior and entrepreneurial intention.

H1: There is a positive relationship between attitude toward behavior and entrepreneurial intention.

<u>**Hypothesis 2**</u>

H0: There is no relationship between subjective norm and entrepreneurial intention.

H1: There is a positive relationship between subjective norm and entrepreneurial intention.

<u>**Hypothesis 3**</u>

H0: There is no relationship between perceived behavioral control and entrepreneurial intention.

H1: There is a positive relationship between perceived behavioral control and entrepreneurial intention.

<u>**Hypothesis 4**</u>

H0: There is no relationship between entrepreneur education and entrepreneurial intention.

H1: There is a positive relationship between entrepreneur education and entrepreneurial intention.

4.3.4 Linear Regression Analysis

4.3.4.1 Attitude towards Behavior

Table 4.22 : Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937[a]	.877	.877	1.76962

a. Predictors: (Constant), Attitude Towards Behavior

Source: Developed for the research

Table 4.22 has shown that R Square is 0.877 for regression of entrepreneurial intention of 0.937. This indicates that 87.7% of variation in the entrepreneurial intention was influenced by the mediator (attitude towards behavior). The other 12.3% remain uninfluenced.

Table 4.23: ANOVA[a]

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6683.780	1	6683.780	2134.326	.000[b]
	Residual	933.206	298	3.132		
	Total	7616.987	299			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Attitude Towards Behavior

Source; Developed for the research

Table 4.23 shows ANOVA where F=2134.326; p= 0.000<0.001, thus, fitness for the model is confirmed. The overall regression model with one predictor of

attitude towards behavior has worked well in explaining the variation in entrepreneurial intention.

Table 4.24: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.308	.386		.798	.425
Attitude Towards Behavior	.962	.021	.937	46.199	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Developed for the research

Based on Table 4.24, the following linear equation is formed:

Entrepreneurial Intention = 0.308 + 0.962 (Attitude Towards Behavior)

There is significant relationship between attitude towards behavior and entrepreneurial intention. Based on the equation formed, regression coefficient of attitude towards behavior is 0.962 and this indicates that the level of entrepreneurial intention will increase 0.962 units when attitude towards behavior increased one unit while others remain constant. Meanwhile, the standardized beta coefficient is equal to 0.937.

4.3.4.2 Subjective Norms

Table 4.25 : Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620[a]	.385	.383	3.96600

a. Predictors: (Constant), Subjective Norms

Source: Developed for the research

Table 4.25 shows the R Square is 0.385 for regression of entrepreneurial intention of 0.620. This indicates that 38.5% of variation in the entrepreneurial intention was influenced by the mediator (subjective norms). The other 61.5% remain uninfluenced.

Table 4.26: ANOVA[a]

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2929.686	1	2929.686	186.258	.000[b]
	Residual	4687.300	298	15.729		
	Total	7616.987	299			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Subjective Norms

Source: Developed for the research

Table 4.26 shows the ANOVA where F= 186.258; p= 0.000<0.001, thus, fitness for the model is confirmed. The independent variables of subjective norms explain well that how it influences entrepreneurial intention.

Table 4.27: Coefficients[a]

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33.671	1.206		27.912	.000
Subjective Norms	-.930	.068	-.620	-13.648	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Developed for the research

Based on Table 4.27, the following linear equation is formed:

Entrepreneurial Intention = 33.671 + (- 0.930) (Subjective Norms)

There is significant negative relationship between subjective norms and entrepreneurial intention. Based on the equation formed, regression coefficient of subjective norms is 0.930 and this indicates that the level of entrepreneurial intention will decrease 0.930 units when subjective norms increased one unit while others remain constant. Meanwhile, the standardized beta coefficient is equal to 0.620.

4.3.4.3 Perceived Behavioral Control

Table 4.28: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434[a]	.188	.185	4.55589

a. Predictors: (Constant), Perceived Behavioral Control

Source: Developed for the research

Table 4.28 has shown that R Square is 0.188 for regression of entrepreneurial intention of 0.434. This indicates that 18.8% of variation in the entrepreneurial intention was influenced by the mediator (perceived behavioral control). The other 81.2% remain uninfluenced.

Table 4.29: ANOVA[a]

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1431.666	1	1431.666	68.976	.000[b]
	Residual	6185.321	298	20.756		
	Total	7616.987	299			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Perceived Behavioral Control

Source: Developed for the research

Table 4.29 shows the ANOVA where F= 68.976; p= 0.000<0.001, thus, fitness for the model is confirmed. The overall regression model with one predictor of perceived behavioral control has worked well in explaining the variation in entrepreneurial intention.

Table 4.30: Coefficients[a]

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.756	1.439		4.000	.000
Perceived Behavioral Control	.792	.095	.434	8.305	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Developed for the research

Based on Table 4.30, the following linear equation is formed:

Entrepreneurial Intention = 5.756 + 0.792 (Perceived Behavioral Control)

There is significant relationship between perceived behavioral control and entrepreneurial intention. Based on the equation formed, regression coefficient of perceived behavior control is 0.792 and this indicates that the level of entrepreneurial intention will increase 0.792 units when perceived behavioral control increased one unit while others remain constant. Meanwhile, the standardized beta coefficient is equal to 0.434.

4.3.4.4 Entrepreneur Education

Table 4.31: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143[a]	.020	.017	5.00368

a. Predictors: (Constant), Entrepreneur Education

Source: Developed for the research

Table 4.31 has shown that R Square is 0.020 for regression of entrepreneurial intention of 0.143. This indicates that 2% of variation in the entrepreneurial intention was influenced by the mediator (entrepreneur education). The other 98% remain uninfluenced.

Table 4.32: ANOVA[a]

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.016	1	156.016	6.231	.013[b]
	Residual	7460.970	298	25.037		
	Total	7616.987	299			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneur Education

Source: Developed for the research

Table 4.32 shows the ANOVA where F= 6.2311; p= 0.000<0.001, thus, fitness for the model is confirmed. The overall regression model with one predictor of entrepreneur education has worked well in explaining the variation in entrepreneurial intention.

Table 4.33: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.642	.903		21.753	.000
	Entrepreneur Education	-.131	.052	-.143	-2.496	.013

a. Dependent Variable: Entrepreneurial Intention

Source: Developed for the research

Based on Table 4.33, the following linear equation is formed:

Entrepreneurial Intention = 19.642 + (- 0.131) (Entrepreneur Education)

There is significant negative relationship between entrepreneur education and entrepreneurial intention. Based on the equation formed, regression coefficient of entrepreneur education is 0.131 and this indicates that the level of entrepreneurial intention will decrease 0.131 units when entrepreneur education increased one unit while others remain constant. Meanwhile, the standardized beta coefficient is equal to 0.143.

4.4 Conclusion

In this chapter, descriptive analysis has been used to analyze and summarize respondents' general information and demographic profiles. Besides that, the reliability of independents and dependent variable has been tested by using internal reliability test. Furthermore, inferential analysis has been measured by using pearson correlation analysis to test the association among all variables. Moreover, multiple regression analysis and linear regression also used to test the independent variables and mediator has significant impact to dependent variable or not.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND IMPLICATION

5.0 Introduction

Chapter five includes the summary of the results from the previous chapter, Chapter four, as well as the discussion on major findings, implications, limitations and recommendations for future research.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

Based on Section A of the questionnaire, which consists of the respondents' demographic profiles, a few elements had been discussed in the section which include name of university, race, religion, gender, age, education level before enrolling in university, field of study, working experience, type of job and experience in running own business. Based upon the results, there was an equal amount of respondents from each universities with 50% each for both respondents from UTAR and UPM. There is a majority of Chinese respondents, which consists of 42% from the sample size, in which the majority of the religion was Buddhist with 42% as well. As for gender, there is a majority of female respondents with 58% of the sample size. The age group of 21 – 23 stands the largest percentage of 58% out of the total sample

size. Besides that, most of the respondents are SPTM graduates before enrolling in university with 56% out of the sample size. The highest percentage of respondents majored in the field of study of business and economics with a total of 30%. Furthermore, most of the respondents are experience in working with a percentage of 78% of the sample size, hence out of the 78% of the respondents with working experience (N=234), 60% of the respondents are involved in part-time jobs. Lastly, Majority of the respondents do not have experience in running their own business with 84% from the total sample size.

As for Section B, which consists of general information of respondents, most respondents with 77% of the total sample size placed job security as an important factor in choosing their future career path. While 59% of responded with the amount of work is somewhat important in choosing their career path. Besides that, the responsibility of the job scope is also an important factor in choosing their career path as 60% of the respondents agreed on. Self-realization is somewhat important for majority of the respondents with 52%. Lastly, economic opportunity plays an extremely important factor for most respondents with 72% of the total sample size.

5.1.2 Scale Measurement

Scale measurement is measured by reliability test and Cronbach's Alpha is used to determine the internal consistency reliability and to measure the five constructs in the research. Among the five variables measured, the Cronbach's Alpha for attitude towards behaviour is 0.953 which scored the highest among the variables, followed with behavioural intention with 0.952, entrepreneur education 0.887, subjective norms 0.651 and perceived behaviour control 0.630.

5.1.3 Inferential Analysis

5.1.3.1 Pearson Correlation Analysis

Pearson Correlation defines that the strength of association between independent variables and dependent variable. The result shows that there is only two variables had the positive and significant relationships towards the behavior intention. However, there are two of variables have a negative significant relationship with the dependent variable. As the result comes out, it shows that the attitude towards behavior has the highest strength between behavior intention and the r-value is very high which 0.937 is. Then, following by perceived behavioral control (0.434), entrepreneur education (-0.143) and subjective norms (-0.620).

5.1.3.2 Multiple Regression Analysis

The result of regression that shows in the Table 4.13 shows that the R square is 0.904 for the regression value of intention behavior of 0.851. This result shows that the behavior intention is 72.4% affected by the independent variables. Based on the Table 4.14, the F value of this model is 698.284 with 0.000 significant values. Besides that, there is a linear equation form based on the Table 4.15:

Entrepreneur Intention
 = -2.5 + 0.895 (Attitudes towards behavior) + 0.18 (Subjective norms) + 0.322 (Perceived behavioral control) + 0.028 (Entrepreneur education)

5.1.3.3 Linear Regression Analysis

Linear regression analysis is to analyze each independent variable that influence the dependent variable separately. Attitudes towards behavior have the highest r square value compare to others independent variables which is 0.877 and the r value is 0.937. This result shows that attitudes towards is 87.7 % influence the behavior intention.

Behaviour Intentions = 0.308 + 0.962 (Attitude towards Behaviour)

Based on the equation formed, 0.962 is the regression coefficient of the attitudes towards behaviour and the standard beta coefficient is 0.937. Other than that, the significant value is 0.000 which is lesser than 0.05 and it prove the H1 is significant to the behavioural intention.

5.2 Discussion on major findings

Table 5.1 Summary of research objectives, hypothesis and results

Research Objectives	Hypothesis	Results	Achieved
To examine the relationship between attitude towards behaviour and entrepreneurial intention	There is a significant relationship between attitude towards behaviour and entrepreneurial intention	r=0.937 p=0.000	Yes
To examine the relationship between subjective norm and entrepreneurial intention	There is a significant relationship between subjective norm and entrepreneurial intention	r=0.620 p=0.00	Yes
To examine the relationship between perceived behavioral control and entrepreneurial intention	There is a significant relationship between perceived behavioral control and entrepreneurial intention	r=0.434 p=0.00	Yes
To examine the relationship between entrepreneur education and entrepreneurial intention	There is a significant relationship between entrepreneur education and entrepreneurial intention	r=0.143 p=0.013	Yes

Source: Develop for the research

5.2.1 Entrepreneurial Intention

Research Objective 1: To examine the relationship between entrepreneurial intention and behaviour intention towards entrepreneurship.

Research Question 1: Is there any significant relationship between entrepreneurial intention and behaviour intention towards entrepreneurship?

H1: There is a significant relationship between entrepreneurial intention and behaviour intention towards entrepreneurship.

Based on pearson correlation analysis, 90.4% of variation in entrepreneurial intention is been influence by the four independent variables (Attitude towards behaviour, subjective norms, perceived behavioural control, entrepreneur education). The result shows that the four independent variables have a very significant relationship toward entrepreneurial intention. Therefore, the hypothesis H1 is accepted as there is a significant relationship between entrepreneurial intention and behaviour intention towards entrepreneurship. Meanwhile, for the internal reliability test, the Cronbach's Alpha value for entrepreneurial intention is 0.952.

The result is supported by the study of 'The Theory of Planned Behaviour' (Ajzen, 1991). The finding states that any behaviour requires some planning, the act of creating a new business can be predicted according to the intention adopted by a given individual. Besides that, Ajzen (1991) mentioned that have three independent variables (attitude towards behaviour, subjective norms, perceived behavioral control) which antedate the formation of the intention and that in turn predict behaviour.

According to Dell (2008) and Mohammad Ismail et al (2009), their research shows that entrepreneurial intention is a valid predictor for entrepreneurial

behavior as entrepreneurial actions always fall into the category of intentional behavior.

Therefore, the objective to examine the relationship between entrepreneurial intention and behavior intention towards entrepreneurship is achieved. Lastly, the research question of "Is there any significant relationship between entrepreneurial intention and behavior intention towards entrepreneurship?" is also answered in the research.

5.2.2 Attitudes towards Behavior

Research Objective 2: To examine the relationship between attitude towards behavior and entrepreneurial intention.

Research Question 2: Is there any significant relationship between attitude towards behavior and entrepreneurial intention?

Hypothesis 2: There is a significant relationship between attitude toward behavior and entrepreneurial intention

Based on the Pearson correlation result, attitude towards behavior is 0.937. The multiple regression analysis state that the significant value is 0.000. So that, the hypothesis H1 is accepted due to they have a positive significant relationship towards the attitudes towards behavior and behavior intention towards entrepreneurship.

This result is consistent with the results from Krueger(1993), Frazier and Niehm (2006), Meghna Virick (2008) state that there is a significant relationship between attitudes towards behavior and entrepreneur intention. It

shows that students have the strong intention towards being self-employed. When students they having positive view towards the outcome of run business by themselves, the attitudes towards behavior will increase and it will lead to the stronger intention and take initiative on run the business. However, when come to the negative way, if they do not have intention on starting up a new business, they will brings out the negative attitudes towards behavior when they did not see any benefits they get from operating business as an entrepreneur.

5.2.3 Subjective norms

Research Objective 3: To examine the relationship between subjective norms and entrepreneurial intention.

Research Question 3: Is there any significant relationship between subjective norms and entrepreneurial intention?

Hypothesis 3: There is a significant relationship between subjective norms and entrepreneurial intention

Based on the Pearson correlation result, subjective norms have the result of -0.620 which means that when subjective norms are increasing, behavior intention towards entrepreneurship is decreasing.

The multiple regression analysis state that the significant value is 0.000. So that, the hypothesis H2 is accepted due to they have a negative significant relationship towards the subjective norms and behavior intention towards entrepreneurship.

In 2001, Tan state that there is a negative relationship between the perceived feasibility of entrepreneurship and failure that make them feel shame. Once the higher the degree of the shame associated by the failure, the lesser the feasible the opportunity is. Next, there is one meta-analysis from Armitage and Conner's (2001) state that the correlation between subjective norms and intention is obviously weaker than attitude-intention and perceived behavioral control-intention.

Other than that, in the negative relationship of subjective norms can also be view as when the subjective norms are getting higher, the entrepreneur intention will get lower. As from the section C of the questionnaire, most of the peoples nowadays are prefer to have higher job security. Therefore, it can be considered as they are shame on getting failure on their career and they are prefer on high job security. So that, the intention towards entrepreneurship will be decrease. Besides that, job security may also influence by family members, they prefer their children have a job which high in job security and they do prefer their child have a stable job, when family do not support , their intention towards entrepreneurship will be decrease.

5.2.4 Perceived Behavioural Control

Research Objective 4: To examine the relationship between perceived behavioural control and entrepreneurial intention.

Research Question 4: Is there any significant relationship between perceived behavioural control and entrepreneurial intention?

Hypothesis 4: There is a significant relationship between perceived behavioural control and entrepreneurial intention.

Based on pearson correlation analysis, perceived behavioral control is significantly correlated with entrepreneurial intention (r= 0.434). Multiple regression analysis state that perceived behavioral control influence the entrepreneurial intention positively (p=0.00). Therefore, the hypothesis H1 is accepted as there is a significant positive relationship between perceived behavioral control and entrepreneurial intention. Meanwhile, for the internal reliability test, the Cronbach's Alpha value for perceived behavioral control is 0.630.

The result is supported by the study 0f Viktoriia and Jan (2017) that perceived behavioural control has a significant positive relationship towards entrepreneurial intentions. They claimed that entrepreneurial intentions are affected by perceived behavioural control.

Rantanen (2013) also explain that perceived behavioral is linked to the appraisal of one's capabilities to withstand the obligations associated with accomplishment of desired task. Marques et al. (2012) found a positive and significant relationship of perceived behavioral and entrepreneurial intentions.

Therefore, the objective to examine the relationship between perceived behavioural control and entrepreneurial intention is achieved. Besides, the research question of "Is there any significant relationship between perceived behavioural control and entrepreneurial intention?" is also answered in the research.

5.2.5 Entrepreneur Education

Research Objective 5: To examine the relationship between entrepreneur education and entrepreneurial intention.

Research Question 5: Is there any significant relationship between entrepreneur education and entrepreneurial intention?

Hypothesis 5: There is a significant relationship between entrepreneur education and entrepreneurial intention.

Based on pearson correlation analysis, entrepreneur education is significantly correlated with entrepreneurial intention (r= 0.143). Multiple regression analysis state that entrepreneur education influence the entrepreneurial intention positively (p=0.013). Therefore, the hypothesis H1 is accepted as there is a significant negative relationship between entrepreneur education and entrepreneurial intention. Meanwhile, for the internal reliability test, the Cronbach's Alpha value for perceived behavioral control is 0.887.

The result is supported by the study of Tae J. B., Shanshan Q., Chao M., & James O. F. (2014) that their study has yielded mixed results with entrepreneurial intention and entrepreneurship education. Their research included a total sample size of 37,285 individuals from 73 studies and meta-analyzed all the studies. Finally, they get a result of significant but a small correlation with entrepreneurial intention and entrepreneur education.

Furthermore, Lorz, Müller, & Volery, (2011) also mentioned 39 studies showed a positive or mixed result and only two studies that are showed negative relationship between entrepreneurial intention and entrepreneur education. The two studies which indicated negative impact of entrepreneur education are finding from von Graevenitz (2010) and Oosterbeek (2010).

According to Oosterbeek et al. (2010), this research stated that the programme of entrepreneurship have significantly negative with entrepreneurial intentions. Besides that, the study from Von Graevenitz et al. (2010) also stated that entrepreneurial intentions among undergraduate had dropped.

Therefore, the objective to examine the relationship between entrepreneur education and entrepreneurial intention is achieved. Besides, the research question of "Is there any significant relationship between entrepreneur education and entrepreneurial intention?" is also answered in the research.

5.3 Implication of the Study

5.3.1 Managerial Implication

5.3.1.1 Entrepreneurial Intention

Based on the research, there are a number of factors that would affect the behavioral intention towards entrepreneurship among universities students. Firstly, is the factor of capital resource. Capital plays an important role in any startup businesses and as the funding of the business. Typically, this would be the biggest challenge for students as most students would not have the capital resources as a startup their businesses. Hence, this would affect the behavioral intention towards starting their own businesses or their entrepreneurial intention.

On the other hand, opportunity plays a critical role as well as the factor in affecting the students' entrepreneurial intentions. The opportunities to new ideas or economic stability would increase the students' likelihood of

behavioral intention towards entrepreneurship. If a student is strike with an idea of a new invention, the likelihood of he or she to venture into an entrepreneur business is much higher as it would provide much opportunities for them to grow and success. Besides that, the stability of the economic plays an important role too in providing opportunity, as the current state of economy would affect the buying power of consumers. If the economy is good, the likelihood of success in a new business would be higher as well.

Moreover, government policy plays an important role as well in affecting the entrepreneurial intentions among students. Some governments would encourage locals to venture into businesses such as SMEs, a reduction in loans and grants. This would provide a huge advantage in boosting the entrepreneurial intentions among new entrepreneurs. In some cases for instance, the taxes that are required to be paid by employees would be higher than the taxes paid by employers. Hence, it would be better off for these employees to be their own employer and pay a much lesser tax to the government in return. Besides that, according to Bagheri & Pihie (2011), government would give capitals and subsidiary foundations as well as eliminating barriers in any entrepreneurial line of business, in order to help and increase the creation of new entrepreneurs.

5.3.1.2 Attitudes towards Behavior

Attitudes towards behavior have a significant effect on behavioral intention towards entrepreneurship. It is important for any new entrepreneurs to have a good attitude or perceptions towards self-employment intention or entrepreneurship. If a person is a risk taker, then he or she would be more likely to be an entrepreneur and would have a more positive attitude towards entrepreneurships. As oppose, if a person is of a risk adverse, then he or she would not be of any entrepreneurial material. This is due to the risks that are

involved in venturing into a new business and entrepreneurship is all about taking risks and being out of the box rather than doing the same routine jobs daily that are more suited for risk adverse individuals.

Besides that, self-motivation and discipline plays an important role in forming a positive attitude towards entrepreneurial intention. If an individual has a strong self-initiative and self-motivation, hence he or she would have no problems or setbacks in starting their own businesses. As being your own boss or in this case, an entrepreneur, they would not receive any guidance from anyone as the entrepreneur themselves would have to learn everything from stretch, as their work does not have any job scope that they could learn from. Hence, self-initiative and self-discipline are important in forming a positive behavioral intention towards entrepreneurship.

Furthermore, the knowledge possessed by an individual would also affect the attitude of the individual towards entrepreneurial intention. Being an entrepreneur, the individual must possess some knowledge in the business world or at least from a background in running a business. Knowledge such product knowledge, accounting, financing, sales, human resource, skills in dealing with suppliers, clients, employees are important knowledge and skills that a successful entrepreneur should possess. Besides that, the willingness to learn from the individual should also is strong as no one is good in everything, and the individual should be willing to learn new knowledge and skills in order to success as an entrepreneur.

5.3.1.3 Subjective Norms

Based on the research, subjective norm has no significant relationship towards entrepreneurial intention. Some of the factors that would cause subjective norms to lower the students' entrepreneurial intention are due to past personal experience. Some individuals may have bad personal experience from families or friends that would lead them to have a bad impression or perception towards entrepreneurship. Experiences such as bankruptcy, debts and pressure from the business would cause the individuals to be more reserve and skeptical towards venturing into entrepreneurship.

Besides that, the support of friends and families plays a major role in affecting the entrepreneurial intention among individuals as well. Usually, families with no experience in business background would be more reserve and would not encourage their family members to venture into their own business. As these families are more risk adverse and have no business experience in the past, hence they are more preferably long term employees rather than employers. Moreover, parental involvement in their children' career choices would also affect the individual's career choices, such as if a parent is of a non-business background experience, they would most likely not support their children to venture into the business world. As a result, it would affect the career decision of the individual.

On the other hand, a society's perception towards entrepreneurship plays an important factor in affecting the entrepreneurial intention of an individual. Some society would be more inclined to accept new businesses and it would make it more difficult for an individual to venture into a new business. This is due to the norms and cultures of that society that the individuals are in. Some society would be more inclined to new creation of products or business as they would treat it as potential threat to older and existing businesses.

5.3.1.4 Perceived Behavioral Control

Based on the research, perceived behavioral control has a significant relationship towards entrepreneurial intention. To become an entrepreneur, it is very important to have self-perception on the level of easiness and difficulties to perform the behaviour. If people have the control over the circumstances, the person might have intention towards certain behaviour.

Besides, confidence in the ability to manage entrepreneurial also would affect individual's perception towards entrepreneurial intention. If a person have self-motivated to seeking opportunity to start up a business and it is means that a person have perceived behavioural control. An individual who holding self-motivation seminars will increase the confidence level to do own business.

Moreover, individual those choose to do their own business rather than work for others is a very important in perceived behavioral control that affects the individual's entrepreneurial intention. In order to foster interest in entrepreneurship, an individual need to more often reading books about entrepreneurship and keep on seeking knowledge or skills from others entrepreneur. Therefore, a person who have experience working for entrepreneur in various business sectors will help to increasing the entrepreneurial intention of an individual.

5.3.1.5 Entrepreneur Education

The research finding indicates that entrepreneur education has a less significant relationship towards entrepreneurial intention. This is because students will obtain more realistic perspectives on themselves from entrepreneur education programs. From entrepreneurship programme, student will get to know more about entrepreneur and the risk that they will need to face. This will make the student have a realistic view about entrepreneurship and it will affect student's intention to become entrepreneur become low. Therefore, a realistic perspective will caused the falling in the entrepreneurial intentions among universities students.

Moreover, students just study about the theory about entrepreneurship and they don't have an experience in becoming entrepreneur. From entrepreneur education program, students just can learned theory part of entrepreneurship. It might not effective enough to influence an individual's perception towards entrepreneurial intentions. Therefore, students might lost of interest in entrepreneurship.

However, the finding that the average effect of the program on students' intentions to become entrepreneurs is negative does not necessarily indicate that the program is ineffective.

5.4 Limitation of the Study

There are several limitations that have encountered during the progress of the research. This study was primarily limited by its small sample size. The total number of respondents in this study is 300 which are considered a relatively small sample size to represents all the Malaysian university students.

Another limitation is the sample size was only restricted to only to two Malaysian universities which are University Tunku Abdul Rahman (UTAR) and University Putra Malaysia (UPM). The reason for questionnaires just distributed to two Malaysian universities is due to time and resources constraints. Therefore, this research is unable to represent all the Malaysian university students.

Based on our research, there are two independents variables which are subjective norms and entrepreneur education that come out with the result of negative relationship towards entrepreneurial intentions. From the previous study, most of the study get positive relationship for subjective norms and entrepreneur education towards entrepreneurial intention as a result. However, in this research we found out a negative relationship between subjective norms and entrepreneur education towards entrepreneurial intentions. Therefore, it is a limitation to identify are these two independent variables have significant relationship towards entrepreneurial intentions. We need to find out a meta-analysis research to support our result finding that these two independent variables have negative relationship with entrepreneurial intentions.

5.5 Recommendations for Future Study

This study demonstrated the value of quantitative methods in examining the university student's behavior intention towards the entrepreneur intention of Malaysian. There are several recommendations to the future research after the limitation while doing the research. This will help to get a more fully details and complete information when doing the research in the future.

The sample size of this research are not big enough and this may lead to the results might not significant enough. However, this time there is only two universities been chose as our respondents and this may not represent the results of whole Malaysia. Therefore, they can enlarge their sample size up to 400 or 500 and distribute to all the university students in Malaysia.

The limitation time of doing research might influence the results. Therefore, when there is a time constraint doing the research, the preparation of the previous chapter must be enough so that it can be complete in the short time. This is because when before start to proceed chapter 3, the time of distribute and collect the questionnaire take the longest time to complete it. So when can complete the previous chapter in the short time, then can use more time on doing distribution on questionnaire. Besides, due to the reasons of time constraint, students should request for the helps from technology distribute the questionnaire by using online method. This is because they can distribute questionnaire to many people in the short time and reduce the resources to print out the questionnaire.

Lastly, due to the result that we get from our research have is a very rare situation. However, they are still support by the previous research. Therefore, other than multiple regression method to measure the results of these two variables which is subjective norms and entrepreneur intention, they can try to use other method to measure the results. Other than run the data by using different methods, they also

can use interview method with the university students nowadays and also those students who are having their own business. This is because the answer from them are more stick to the reality.

5.6 Conclusion

The research is conducted to understand the entrepreneurial intentions among Malaysian university students. The result meet the objectives of the research which is to identify the influences of attitude, subjective norm, perceived behavioral control and entrepreneur education on entrepreneurial intentions among Malaysian university students.

After the analysis of pearson correlation analysis, multiple regression analysis and reliability test, results have shown that four independent variables include attitude towards behaviour, subjective norms, perceived behavioral control and entrepreneur education have significant relationship with entrepreneurial intentions. In addition, linear regression analysis had shown that the relationship between attitude towards behaviour and perceived behavioral control towards entrepreneurial intentions is positive relationship. However, linear regression analysis also shown that the relationship between subjective norms and entrepreneur education towards entrepreneurial intention is negative relationship. Furthermore, few necessary improvement actions have been suggested in this chapter.

As a result, attitude towards behavior is the most important factor that influence entrepreneurial intentions among Malaysian university students in this research. Besides, this research has provided some limitations of the study and recommendations for future research. Thus, this research provides information for future researchers who may want to investigate on entrepreneurial intentions among Malaysian university students.

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UNIVERSITI YUNKU ABDUL RAHMAN

Faculty of Accountancy and Management

BACHELOR OF INTERNATIONAL BUSINESS (HONS)

FINAL YEAR PROJECT

TITLE OF RESEARCH

A Study on Influences of Entrepreneurial Intentions among Malaysian University Students

Survey Questionnaire

Dear Respondents,

We are undergraduate students currently pursuing a Bachelor Degree in International Business (Hons) at Universiti Tunku Abdul Rahman (UTAR). The purpose of this survey is to find out the **influences on behavioral intention among Malaysian university students towards entrepreneurship**. Your answers will be kept **PRIVATE** and **CONFIDENTIAL** and will be used solely for academic purpose only. The completion of this form will take you approximately 5 minutes. Your participation is very much appreciated.

CHAN CHI YAN   **14UKB07435**

LOW EE LING   **14UKB07456**

YU LAI YING   **14UKB07346**

Section A: Demographic Information

Please provide the following information by filling in the blanks or by placing a tick on one of the blank boxes provided.

1A. Name of your University

[   ] Universiti Tunku Abdul Rahman   [   ] Universiti Putra Malaysia

2A. Race

[   ] Malay   [   ] Chinese   [   ] Indian

[   ] Others (Please specify) _____

3A. Religion

[   ] Muslim   [   ] Buddhist

[   ] Hinduism   [   ] Others (Please specify) _____

4A Gender

[   ] Male   [   ] Female

5A. Age

[   ] 18 - 20   [   ] 21 - 23   [   ] Above 24

6A. Education level before enrolling in the University

[   ] STPM   [   ] SPM/MCE   [   ] A-Level

[   ] Diploma   [   ] Others _____

7A. What is your current field of study?

[   ] Natural Science

[   ] Social Science

[   ] Political Science

[   ] Engineering

[   ] Humanities and Arts

[   ] Business and Economics

[   ] Law

8A. Do you have any experience working as an employee before your current studies?

[   ] Yes (Go to question 8)

[   ] No (Go to question 9)

9A. Type of job

[   ] Full-time   [   ] Part-time

10A. Do you have any experience of running your own business before?

[   ] Yes

[   ] No

Section B: General Information on the Importance Level of Respondents' Future Career

Kindly tick the following items that you think is important for your future career path.

No	Items	Extremely Important	Important	Somewhat Important	Unimportant
1.	Job Security (Risk of unemployment)				
2.	Amount of work				
3.	Responsibility				
4.	Self-realization				
5.	Economic opportunity				

Section C: Malaysian University students' behavioural intention towards entrepreneurship

This section accesses the behavioural intention of university students towards entrepreneurship in Malaysia. The section would consist of 5 questions to access the students' behavioural intention towards entrepreneurship.

Please circle to indicate the extent to which you agree or disagree with the following statements.

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**

No	Questions	SD	D	N	A	SA
	Behavioural intention towards entrepreneurship					
1.	I will likely to pursue a career as a self-employed person.	1	2	3	4	5
2.	My professional goal is to become self-employed.	1	2	3	4	5
3.	I would prefer a career as a self-employed person than a career in an organization.	1	2	3	4	5
4.	I often think about what it would be like to become self-employed.	1	2	3	4	5
5.	I intend to become self-employed in the next five years	1	2	3	4	5

Section D : Factors that influence university students' intention towards entrepreneurship

This section accesses the Malaysian university students' behavioural intention towards entrepreneurship. The factors include attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneur education.

Please circle to indicate the extent to which you agree or disagree with the following statements.

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**

No	Questions	SD	D	N	A	SA
	Attitude Towards Behaviour					
1.	I prefer to become self-employed	1	2	3	4	5

No	Questions					
	rather than to be an employee in a company/an organization.					
2.	Being self-employed implies more advantages than disadvantages to me.	1	2	3	4	5
3.	If I had the opportunity and resources, I would like to become self-employed.	1	2	3	4	5
4.	"Among various options, I would rather become self-employed"	1	2	3	4	5
5.	It is exciting to be self-employed.	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	Subjective Norms					
6.	My closest family influence my career choice.	1	2	3	4	5
7.	My closest friends influence my career choice.	1	2	3	4	5
8.	I care very much of what my closest family think about my career-choice.	1	2	3	4	5
9.	I care very much of what my closest friends think about my career-choice.	1	2	3	4	5
10.	Important people in my surrounding are self-employed.	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	Perceived Behavioural Control					
11.	It is mostly up to me whether or not I become self-employed after graduating from University.	1	2	3	4	5
12.	If I wanted to, I could easily pursue a career as a self-employed person.	1	2	3	4	5

13.	I have the ability to start my own business.	1	2	3	4	5
14.	I'm prepared to start a viable business.	1	2	3	4	5
15.	If I tried to start a business, I have a high probability of succeeding.	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	Entrepreneur Education					
16.	I believe that entrepreneurship knowledge can help me become self-employed.	1	2	3	4	5
17.	I would become a successful entrepreneur with my degree in entrepreneurship.	1	2	3	4	5
18.	I am more confident to become self-employed after I studied entrepreneurship.	1	2	3	4	5
19.	My entrepreneurship education taught me what I want to know to become self-employed.	1	2	3	4	5
20.	The more I study entrepreneurship. The more confident I am to be self-employed.	1	2	3	4	5

-END-

Thank you very much for your participation in the research survey. Your reply will be treated with strictest confidence.

Appendix 3.2: SPSS Output: Pilot Test   **APPENDIX B**

Reliability Test

Scale: ALL VARIABLE

Reliability Statistics

Cronbach's Alpha	N of Items
.671	40

Entrepreneur Intention

Cronbach's Alpha	N of Items
.919	5

Attitudes towards Behavior

Cronbach's Alpha	N of Items
.900	5

Subjective Norms

Cronbach's Alpha	N of Items
.702	5

Perceived Behavior Control

Cronbach's Alpha	N of Items
.618	5

Entrepreneur Education

Cronbach's Alpha	N of Items
.870	5

Appendix 4.1: SPSS Output: Respondent Demographic Profile

Name of University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UTAR	150	50.0	50.0	50.0
	UPM	150	50.0	50.0	100.0
	Total	300	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	108	36.0	36.0	36.0
	Chinese	126	42.0	42.0	78.0
	Indian	30	10.0	10.0	88.0
	Others	36	12.0	12.0	100.0
	Total	300	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Muslim	108	36.0	36.0	36.0
	Buddhist	126	42.0	42.0	78.0
	Hinduism	30	10.0	10.0	88.0
	Others	36	12.0	12.0	100.0
	Total	300	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	126	42.0	42.0	42.0
	Female	174	58.0	58.0	100.0
	Total	300	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	57	19.0	19.0	19.0
	21-23	174	58.0	58.0	77.0
	Above 24	69	23.0	23.0	100.0
	Total	300	100.0	100.0	

Education Level before Enrolling in University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STPM	168	56.0	56.0	56.0
	SPM/MCE	24	8.0	8.0	64.0
	A-Level	3	1.0	1.0	65.0
	Diploma	63	21.0	21.0	86.0
	Others	42	14.0	14.0	100.0
	Total	300	100.0	100.0	

Field of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural Science	12	4.0	4.0	4.0
	Social Science	27	9.0	9.0	13.0
	Political Science	54	18.0	18.0	31.0
	Engineering	60	20.0	20.0	51.0
	Humanities and Arts	48	16.0	16.0	67.0
	Business and Economics	90	30.0	30.0	97.0
	Laws	9	3.0	3.0	100.0
	Total	300	100.0	100.0	

Field of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural Science	12	4.0	4.0	4.0
	Social Science	27	9.0	9.0	13.0
	Political Science	54	18.0	18.0	31.0
	Engineering	60	20.0	20.0	51.0
	Humanities and Arts	48	16.0	16.0	67.0
	Business and Economics	90	30.0	30.0	97.0
	Laws	9	3.0	3.0	100.0
	Total	300	100.0	100.0	

Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	234	78.0	78.0	78.0
	No	66	22.0	22.0	100.0
	Total	300	100.0	100.0	

Type of Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	94	40.0	40.0	40.0
	Part-time	140	60.0	60.0	100.0
	Total	234	100.0	100.0	

Experience in Running own Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	16.0	16.0	16.0
	No	252	84.0	84.0	100.0
	Total	300	100.0	100.0	

Appendix 4.2: SPSS Output: Respondent General Information

Job Security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Important	15	5.0	5.0	5.0
	Important	231	77.0	77.0	82.0
	Somewhat Important	30	10.0	10.0	92.0
	Unimportant	24	8.0	8.0	100.0
	Total	300	100.0	100.0	

Amount of Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Important	39	13.0	13.0	13.0
	Important	60	20.0	20.0	33.0
	Somewhat Important	177	59.0	59.0	92.0
	Unimportant	24	8.0	8.0	100.0
	Total	300	100.0	100.0	

Importance Level of Responsibility in Future Career Path

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Important	30	10.0	10.0	10.0
	Important	180	60.0	60.0	70.0
	Somewhat Important	72	24.0	24.0	94.0
	Unimportant	18	6.0	6.0	100.0
	Total	300	100.0	100.0	

Importance Level of Self-Actualization in Future Career Path

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Important	39	13.0	13.0	13.0
	Important	54	18.0	18.0	31.0
	Somewhat Important	156	52.0	52.0	83.0
	Unimportant	51	17.0	17.0	100.0
	Total	300	100.0	100.0	

Importance Level of Economic Opportunity in Future Career Path

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Important	216	72.0	72.0	72.0
	Important	45	15.0	15.0	87.0
	Somewhat Important	24	8.0	8.0	95.0
	Unimportant	15	5.0	5.0	100.0
	Total	300	100.0	100.0	

Appendix 4.3: SPSS Output: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneur intention	300	5.00	25.00	17.5067	5.04726
Attitudes towards Behavior	300	5.00	24.00	17.8700	4.91259
Subjective Norms	300	10.00	25.00	17.3733	3.36428
Perceived Behavior Controls	300	10.00	20.00	14.8300	2.76162
Entrepreneur Education	300	6.00	25.00	16.3533	5.53147
Valid N (listwise)	300				

Appendix 4.4: SPSS Output: Reliability Test

Reliability
Scale: ALL VARIABLE

Scale: ALL VARIABLE

Entrepreneur Intention

Cronbach's Alpha	N of Items
.952	5

Attitudes towards Behavior

Cronbach's Alpha	N of Items
.953	5

Subjective Norms

Cronbach's Alpha	N of Items
.751	5

Perceived Behavior Control

Cronbach's Alpha	N of Items
.730	5

Entrepreneur Education

Cronbach's Alpha	N of Items
.887	5

Appendix 4.5: SPSS Output: Pearson Correlation Analysis

		Behavior intention	Attitudes towards behavior	Subjective norms	Perceived Behavioral Control	Entrepreneur Education
Behaviour Intention	Pearson correlation	1	0.937**	-.620**	.434**	-.143*
	Sig.(2-tailed)		.000	.000	.000	0.13
	N	300	300	300	300	300
Attitudes towards behavior	Pearson correlation	0.937**		-.624**	.299**	-.173*
	Sig.(2-tailed)	.000		.000	.000	.003
	N	300	300	300	300	300
Subjective norms	Pearson correlation	-.620**	-.624**	1	-.329**	.214**
	Sig.(2-tailed)	.000	.000		.000	0.00
	N	300	300	300	300	300
Perceived behavioral control	Pearson correlation	.434**	0.299**	-.329**	1	.232**
	Sig.(2-tailed)	.000	.000	.000		.000
	N	300	300	300	300	300
Entrepreneur Education	Pearson correlation	-.143*	-.173**	.214**	.232**	1
	Sig.(2-tailed)	0.13	.003	.000	.000	
	N	300	300	300	300	300

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 4.6: SPSS Output: Liner Regression Analysis

Regression

Attitudes towards behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937a	.877	.877	1.76962

a. Predictors: (Constant), D_ATITUDESTOWARDSBEHAVIOR

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6683.780	1	6683.780	2134.326	.000b
	Residual	933.206	298	3.132		
	Total	7616.987	299			

a. Dependent Variable: ID_Behavior intention

b. Predictors: (Constant), D_ATITUDESTOWARDSBEHAVIOR

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.308	.386		.798	.425			
	D_ATITUDESTOWARDSBEHAVIOR	.962	.021	.937	46.199	.000	.937	.937	.937

a. Dependent Variable: ID_Behavior intention

Subjective norms

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620ᵃ	.385	.383	3.96600

a. Predictors: (Constant), D_SUBJECTIVENORMS

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2929.686	1	2929.686	186.258	.000ᵇ
	Residual	4687.300	298	15.729		
	Total	7616.987	299			

a. Dependent Variable: ID_Behavior intention

b. Predictors: (Constant), D_SUBJECTIVENORMS

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	33.671	1.206		27.912	.000			
	D_SUBJECTIVENORMS	-.930	.068	-.620	-13.648	.000	-.620	-.620	-.620

a. Dependent Variable: ID_Behavior intention

Perceived Behavioral Control

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434ª	.188	.185	4.55589

a. Predictors: (Constant), D_PECEIVED

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1431.666	1	1431.666	68.976	.000ᵇ
	Residual	6185.321	298	20.756		
	Total	7616.987	299			

a. Dependent Variable: ID_Behavior intention

b. Predictors: (Constant), D_PECEIVED

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	5.756	1.439		4.000	.000			
	D_PECEIVED	.792	.095	.434	8.305	.000	.434	.434	.434

a. Dependent Variable: ID_Behavior intention

Entrepreneur Education

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143[a]	.020	.017	5.00368

a. Predictors: (Constant), D_ENTREPRENEUREDUCATION

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.016	1	156.016	6.231	.013[b]
	Residual	7460.970	298	25.037		
	Total	7616.987	299			

a. Dependent Variable: ID_Behavior intention

b. Predictors: (Constant), D_ENTREPRENEUREDUCATION

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	19.642	.903		21.753	.000			
	D_ENTREPRENEUREDUCATION	-.131	.052	-.143	-2.496	.013	-.143	-.143	-.143

a. Dependent Variable: ID_Behavior intention