Determinants of female final year students pursuing as an entrepreneur

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BY

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DECLARATION

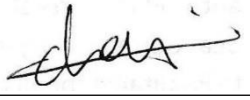
I hereby declare that:

(1) This undergraduate FYP is the end result of my 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 FYP 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) Sole contribution has been made by me in completing the FYP.

(4) The word count of this research report is 10191.

Name of student:	Student ID:	Signature:
Chan Hong Yee	21UKB04418	

Date: _____

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DEDICATION

This research project is lovingly dedicated to our caring families and friends for their sincere advice. They have given us the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support, this project would not have been made possible.

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EI	Entrepreneur intention
E	Education
ED	Entrepreneurial disposition
FS	Family support
FB	Family background
IEO	Individual entrepreneur orientation

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PREFACE

If the goal is to raise the proportion of female entrepreneurs, it is critical to comprehend the elements that will influence a woman to pursue entrepreneurship. These days, there are an increasing number of women starting their own businesses and holding prominent positions in organizations. As a result, women are becoming increasingly significant in every industry. When a nation is developing, it must consider the role of women in the workforce because more female entrepreneurs will increase opportunities for all citizens. Determining a person's true motivations for starting a business can be increased by understanding their entrepreneurial intentions.

A lack of female entrepreneurs in Malaysia is a topic of great interest. So, it is important to understand the factors that will push or pull women to start their own businesses in order to boost the number of female entrepreneurs. The demographic most likely to become entrepreneurs is female university students in their final year of study. Since most final-year students have a more defined strategy for their career choice, choosing them as the study's target respondent will be more accurate.

ABSTRACT

This research applied theory of planned behavior to determine the major dimensions which is education, entrepreneurial disposition, family support, family background and individual entrepreneur orientation that will affect the entrepreneurial intention of female final year student. The reasons that using theory of planned behavior is because there have some previous studies mentioned that this is the most appropriate theory used to determine intention.

Furthermore, this study based on primary data which collected from questionnaire which distributed to a sample of 210 female final year students in university. The person correlation analysis, multiple regression analysis and normality test is used to evaluate the collected data. Thus, the results show that education (E), entrepreneurial disposition (ED), family support (FS), individual entrepreneur orientation (IEO) support relationship between entrepreneurial intention of female final year students. However, the family background has not supported relationship between entrepreneurial intention of female final year students. These findings can provide valuable idea for Malaysia government when planning to increase numbers of female entrepreneur.

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CHAPTER 1 INTRODUCTION

1.0 Introduction

This research paper is to determine the factors that affect female final year students in Malaysia. This chapter will be covering research background, problem statement, research objective, question, and significance.

1.1 Background of research

The process of entrepreneurship involves three interconnected but separate phases. The first step is the creation of an entrepreneurial goal and dedication to working for oneself, the second stage is the investment of time and resources throughout the project gestation phase, and the final stage is the entrepreneurial behaviour and success of the outcome (Martinez-Caas, 2023). The researchers are able to examine the factors that will influence the entrepreneurial intention of female university final year students in this study. Entrepreneurial intention is defined as the determination to launch a new business and is used to quantify and better understand the entrepreneurial process (Martinez-Caas, 2022). According to Mohd Noor (2022), an entrepreneur is someone who represents an economic endeavour and who is willing to take any risk in order to execute his business.

Females have frequently been interested in and involved in entrepreneurial activities (Mohd Noor, 2022). More and more female has started working in business over the last few decades. According to Chipfunde, D. (2019), female entrepreneurs are essential to economic progress in the majority of nations, including Malaysia. Men have always outnumbered women in the entrepreneurial field, but as more and more female gain a sense of independence and start to pursue financial independence and a higher standard of living, or you could say more income. Because it transforms and empowers society through innovation,

job creation, reduction of poverty, tax payment, and prosperity formation across all economies, women's involvement in entrepreneurship is crucial (Chipfunde, D., 2019). Additionally, according to Chipfunde, D (2019), in 2010 more than 52% of all entrepreneurs in the world were female. The topic of female entrepreneur has been attracting more attention along with the growing number of female entrepreneurs. The participation of female in business is crucial since they contribute significantly to national growth and can boost the economy. The majority of female being underemployed will cause a lot of problems for the nation. As a result, female business owners require a lot of attention.

1.2 Research problem

Previous studies have noted a sharp decline in the success of female entrepreneurs. The government has plans to promote female entrepreneurs by giving them financial and equipment support as they launch their businesses. DanaNiTA is one of the government's strategies which aims to promote already-existing female entrepreneurs and increase the number of females to start their own businesses (Mara, 2023). The number of female business owners is still undesirable although government have applied few initiatives program. To further increase women's participation in business in 2018, the Malaysian government invested RM 2.3 billion in ten projects for female entrepreneurs (MCCG, 2019). The appendix 1.1 reveals that, after rising sharply from 2015 to 2016, the rate of female entrepreneurs is now marginally declining from 2018 to 2019.

Not only does the number of female entrepreneurs continue to decline, but appendix 1.2 also demonstrates that it is still insufficient when compared to other nations. There is still potential for development in Malaysia's female entrepreneurship since there are only 59.3% female entrepreneurs, and the country with the higher percentage in these statistics—69.9%—is the United States. Otherwise, appendix 1.3 displays data on female entrepreneurs in Asia; Malaysian female entrepreneurs rank lower than those from Vietnam, Thailand, and Indonesia on this chart. The few graphs from various sources also demonstrate that Malaysia's population is insufficient despite government initiatives.

In Malaysia, the performance of female entrepreneurs is also significantly declining. The lack of female entrepreneurs and the declining performance of women entrepreneurs in Malaysia raise the need for research to identify the factors that influence female final-year students to pursue entrepreneurship.

1.3 Research Objective & Research Questions

1.3.1 General objective

The objective of this research is to understand the factors that will affect the female to embark into entrepreneur.

1.3.2 Specific objective

1. To study whether the relationship between education and the entrepreneurial intention of female final year students in Malaysia.
2. To study whether the relationship between entrepreneurial disposition and the entrepreneurial intention of female final year students in Malaysia.
3. To study whether the relationship between family support and the entrepreneurial intention of female final year students in Malaysia.
4. To study whether the relationship between family background and the entrepreneurial intention of female final year students in Malaysia.
5. To study whether the relationship between individual entrepreneur orientation and the entrepreneurial intention of female final year students in Malaysia.

1.4 Research questions

1. Does the education affect the entrepreneurial intention of female final year students in Malaysia?
2. Does the entrepreneurial disposition affect the entrepreneurial intention of female final year students in Malaysia?
3. Does the family support affect the entrepreneurial intention of female final year students in Malaysia?

4. Does the family background affect the entrepreneurial intention of female final year students in Malaysia?
5. Does the individual entrepreneur orientation affect the entrepreneurial intention of female final year students in Malaysia?

1.5 Hypothesis of the study

H_1: There is a relationship between education and the entrepreneurial intentions of female final year student.

H_2 : There is a relationship between the entrepreneurial disposition and entrepreneurial intention of female final year students.

H_3 : There is a relationship between family support and the entrepreneurial intention of female final year students.

H_4: There is a relationship between family background and the entrepreneurial intention of female final year students.

H_5: There is a relationship between the individual entrepreneurial orientation and the entrepreneurial intention of female final year students.

1.6 Research Significance

This issue is receiving more attention as there are more and more women running businesses around the world, especially as Malaysia has less and less successful female entrepreneurs than other countries. Therefore, five elements that will have an impact on entrepreneurial intention have been studied in this study.

Understanding the elements that most influence entrepreneurial intention will be made easier by this study. The study fills in some of the gaps surrounding the connection between education, an entrepreneurial disposition, family support, family background, individual entrepreneur orientation, and entrepreneurial intentions to a certain extent. In order to evaluate attitudes towards

entrepreneurial behaviour over individual action, the analysis provides a fresh look at the antecedents of intention (Izaias, M, 2023). The Malaysian government can consider the findings from this study when developing plans to encourage female entrepreneurs. Through this research, practitioners will be better able to assess their own skills and spot fresh opportunities, increasing their likelihood of deciding to turn their ideas into profitable businesses. Through understanding the factors that would affect their intention in entrepreneurship, this study aimed to help close the considerable disparity in the number of female entrepreneurs compared to other countries.

1.7 Chapter layout

Chapter 1 is an outline of the research background in the relationship between the entrepreneurial intention of female final year students and the education, entrepreneurial disposition, family support, family background, and individual entrepreneur orientation. The chapter 1 will include the problem statement, research objectives, question, hypotheses, and the significance of study.

The chapter 2 outline is a significant part which let us to examine and search all the research journals, reports, articles, and other valuable information to proceed with the literature review. It has included the description of five independent variables and one dependent variable with a proposed conceptual framework that might affect the female final year students' entrepreneurial intentions in Malaysia.

The chapter 3 stated the research methodology, research design, data collection, research instrument, statistical analysis, sampling design and construct measurement.

Chapter 4 outline will be described in the target respondents and their data will be converted to figure and table. Last and foremost, the outline of chapter 5 will be the summary view of the researcher's findings, limitations and recommendations.

1.8 Conclusion

Overall, this chapter gives a broad overview and understanding of the context, goals, and implications of the research. The cornerstone of the research endeavour is described in this chapter. Based on the study backdrop, the audience has learned about entrepreneurial intention. In addition, the problem description mentions a few difficulties. The viewer can gain a greater knowledge of the research's goals, issues, and hypotheses through this chapter. Last but not least, the importance of the study lies in future research that will provide data for female entrepreneurs.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In chapter 2, the researcher will explain the literature review to discuss the dependent variables and independent variables, present the theoretical framework, and form hypothesis development. The dependent variable is entrepreneurial intention and followed by 5 independent variables. Moreover, the conceptual framework will be displayed below for showing better detail of the graphical diagram. After the extension of literature of every variable, the hypothesis is formulated.

2.1 Underlying theories

According to Joensuu-Salo, etc (2021), the theory of planned behaviour is the most applied theories in the entrepreneurial intention research. This theory is the extension of Ajzen's and Fishbein's theory of reasoned action and claim that the intentions conduct the behaviour, the greater the intentions, the more probably is the behaviour in question to happen. Tsordia, C., & Papadimitriou, D. (2015) contends that a person's attitude towards behaviour, subjective norm, and perceived behavioural control are the key elements that will influence their

intents.

Attitude towards behaviour is the concept of "the degree to which a person has a favourable or unfavourable evaluation or appraisal off the behaviour in question", in the case of entrepreneur (Tsordia, C., & Papadimitriou, D. 2015). Individual attitudes towards conduct are influenced by both internal and external elements, such as one's personality, risk-taking tendencies, and skill sets that are either already present or may be developed (Bhattavhatyya, 2020). Hee Song Ng (2019) asserts that entrepreneurship education, a pro-active personality, and entrepreneurial goals are all positively correlated with entrepreneurship mindset.

Subject norms denote to the become aware of social pressure to perform the action of being monitored (Tsordia, C., & Papadimitriou, D. 2015). The opinions of significant others, such as family members, close friends, and other relevant individuals, are considered subject norms. A person's goals to become an entrepreneur would suffer if they felt they didn't have support from others (Tsordia, C., & Papadimitriou, D. 2015).

According to Adu, etc (2020), perceptions of resources, opportunities, and other variables that support or interfere with behavioural performance influence perceived behaviour control. According to Tsordia, C., & Papadimitriou, D. (2015), the phrase can also refer to how easy or difficult it is to carry out an important behaviour. According to Bazkiaei, etc (2021), perceived behavioural control is a key antecedent of emotional intelligence; the stronger the impression of behavioural control, the stronger the intention to carry out the behaviour.

2.2 Review of Variables

2.2.1.1 Entrepreneurial intention

The entrepreneurial intention concept serves as the foundation for behavioural intention, who an individual intentionally directs to the person behaviour or the

action taken towards entrepreneurship activities, (Wu, X, etc, 2021). The entrepreneurial ambitions refer to the attitude that drives a person to start their own firm or become an entrepreneur (Wu, X, etc, 2021). Bhattavhatyya (2020) stated that a university student shows the interest in exhibiting entrepreneurial behaviours in his or her institution can serve as a proxy for the ambition to become an entrepreneur. According to Bhattacharyya, A., & Kumar, N. (2020), the demands of the enterprising spirit, personal values and associated beliefs, and risk propensity towards entrepreneur are the elements that will determine entrepreneurial ambitions.

2.2.1.2 Education

Entrepreneurship education is crucial for the growth of entrepreneurial skills and knowledge among students, as well as for encouraging an entrepreneurial identity and increasing the number of entrepreneurs (Hägg, Politis, & Alsos, 2022). Hägg, G., etc (2022) also noted the value of role models and how closely they are related to the greater focus on the experience-based approach that dominates the sector in entrepreneurship education. Students can get information through education, and knowledge has the power to increase students' originality and creativity (Anjum, T., etc, 2018). Participating in the entrepreneurship programme encourages pupils to consider their business concept, claims Bazkiaei, etc (2021). The importance of education in encouraging an entrepreneurial spirit among incoming college graduates cannot be overstated, education will impact their choice of employment (Bazkiaei, etc 2021). According to Sultan, etc (2022), entrepreneurial education is the intervention of educators in a student's life with the goal of influencing their entrepreneurial aptitude and traits.

2.2.1.3 Entrepreneurial disposition

According to Thobekani (2021), entrepreneurial disposition is a person's self-sense, which improve the possibility that they will engage in entrepreneurship. Abdulrahman (2017) mentioned personality traits or factors such as need for achievement, locus of control and self-confidence which they consider as an entrepreneurial disposition which will affect the entrepreneurial intention.

The fulfilment that comes from accomplishing a goal on one's own is known as the need for achievement (Popescu, etc., 2016). Additionally, persons who have a strong drive for achievement are more likely to want to solve problems on their own, perform better on difficult activities, and work hard to reach those goals (Che Embi, etc, 2019). Popescu, etc (2016) noted that if a person wants to accomplish their goals, they will favour projects that are moderately difficult and find less interest in tasks that are excessively easy.

The concept of locus of control refers to how people perceive their capacity to influence particular events or behaviours that have an impact on their life (Karabulut, 2016). According to Karabulut (2016), persons who are internally regulated are better at expressing their interests and managing themselves during significant life events. Entrepreneurs that are successful tend to have stronger internal controls because they are more likely to set goals and work towards them (Karabulut, 2016).

Self-confidence refers to an individual who expected that they have the ability and confidence to achieve their set goals (Che Embi, etc 2019). According to Che Embi, etc (2019), company owners must be self-assured and respect themselves in order to pursue their ideas and conduct their operations.

2.2.1.4 Family support

According to Tao Shen (2017), family support has a big role in entrepreneurship, especially beginning a business. Tao Shen (2017) also emphasized that economic support, long-term emotional and intellectual support is a part of family support. A person's emotional support from family members together with their endorsement and encouragement of their entrepreneurial endeavors (Tao Shen, 2017). According to Tao Shen (2017), economies support is the potential financing of new enterprises, and it is more likely to be present in higher risk businesses. Family members can also offer expertise support, such as guidance on how to launch a business to the younger generation (Tao Shen, 2017). The family's support may increase the individuals' confidence and desire to launch a business. According to Tao Shen (2017), the family can also be seen as a social

network that can offer resources that are crucial for starting a business.

2.2.1.5 Family background

Family background is another major aspect that affects whether a new enterprise succeeds or fails. Parents, in particular, provide an example for the younger generation by serving as a source of knowledge, inspiration, and motivation (Cieslik, J., & van Stel, A 2017). The older generation will encourage and guide the younger generation while also letting them create their own self-concept (Cieslik, J., & van Stel, A 2017). The students who come from families with businesses more upbeat about their resources and capacity to pursue an entrepreneurial career (Xu, Z, etc, 2023). Cieslik, J., & van Stel, A (2017) has added that, as opposed to the individual who weren't have a business-owning family background against to the direct exposure to the family' business is an efficient technique to obtain useful hands-on experience. According to Wang, D, etc (2018), involvement in the family company aids in developing the children's professional mentality, however the degree of influence depends on the level of involvement.

2.2.1.6 Individual entrepreneur orientation (IEO)

Individual entrepreneur orientation describes the one tendency to act in an entrepreneurial way (Marvi, etc, 2023). Marvi, etc (2023) have mentioned that the particular entrepreneurial orientation concentrates on the female herself, who is the source of innovation risk- taking, and proactive. IEO induces one behaviour for entrepreneurial actions and also a strategy-making practices used for executing new business firm decision-making practices, and various norms and rules used for decision-making.

In 2019, Che Embi and other scholars defined innovation as the creation of novel goods, attributes, manufacturing processes, strategies for breaking into untapped markets, approaches for creating fresh supply chains. Che Embi, etc (2019) have stated that entrepreneurs are constantly looking for fresh concepts and chances; as a result. According to several studies, innovation is the overwhelming urge to find technological advancements and thoroughly test new concepts (Al-Mamary,

& Alshallaqi, M. 2022).

Risk taking is defined as a person's predisposition to take risks or to avoid them when confronted with uncertain circumstances (Che Embi, etc, 2019). Che Embi, etc (2019) also said that there are numerous hazards that come with doing company, and that an entrepreneur should always prepare to deal with these risks and efficiently handle them. However, there is some degree of expertise to realise profits, their ability to take risks may be superior to that of managers who are viewed as risk lovers (Che Embi, etc, 2019).

Proactive means having the ability to plan for and adapt to new products and services, instead than just reacting to events as they happen in the future (Al-Mamary, & Alshallaqi, M. 2022). Individuals with proactive personalities see possibilities and seize them; they take initiative, act decisively, and persevere until a meaningful change is made (Mario, 2016). Mario (2016) also points out that passive people miss possibilities to make changes and don't take advantage of them. Proactivity also suggests a focus on foreseeing and averting issues before they arise (Mario, 2016). University students who exhibit proactive conduct are more likely to choose a choice over the convenience of a paid job (Mario, 2016).

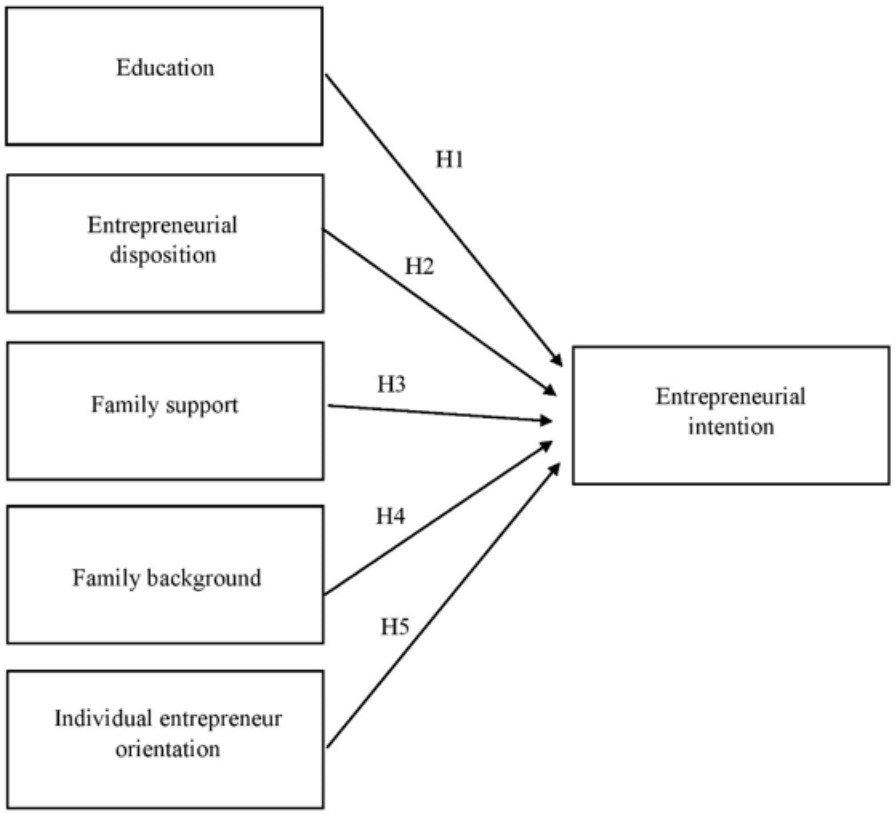
2.2.2 Definition of Intention

Behaviour psychology, which is mentioned in the Theory of Planned Behaviour (Garcez, A., etc., 2023), can use intention to predict human behaviour. An individual will be more preferring to carry out a specific behaviour if they intend to. According to Adekiya, A. A., and Ibrahim (2016), the purpose shows the motivational variables that drive conduct as well as how much effort a person puts into engaging in a behaviour.

2.3 Proposed conceptual framework.

Figure 2.1 is a conceptual framework that developed in this research. It shows five independent variables and one dependent variable.

Figure 2.1 A Model of Dimension of Entrepreneurial intention is driven by the theory of planned behaviour.



Source: Developed for the research

2.4 Hypotheses Development

2.4.1 The relationship between education and the entrepreneurial intentions of female final year students.

This study examines whether there is a connection between education and female final-year students' aspirations to pursue entrepreneurship. According to Adu et al. (2020), entrepreneurship education has been found to positively influence the attitudes and abilities that foster entrepreneurial aspirations. Anjum, T., et al. (2018) have discovered that entrepreneurship education can be assumed to be beneficial in improving people's entrepreneurial passion. Graduates with

entrepreneurship training are more likely to start their own business, according to Bazkiaei et al. (2021).

H_1: There is a relationship between education and the entrepreneurial intentions of female final year student.

2.4.2 The relationship between entrepreneurial disposition and the entrepreneurial intention of female final year students.

The purpose of this research study is to determine whether female final year students' entrepreneurial intentions and entrepreneurial dispositions are related. According to Ahu (2016), some researches have demonstrated a considerable impact of the need for success on the intents of entrepreneurs. According to Karabulut (2016), those with more aspirations for achievement will have a greater potential to start their own businesses. The results of entrepreneurial activities and internal locus of control have been positively correlated in earlier studies (Marvi et al., 2023). The study also discovered that women with internal locus of control engage in entrepreneurial activities more frequently by taking on innovative tasks (Marvi et al., 2023). Che Embi, etc. (2019) discovered that entrepreneurs have higher levels of confidence in themselves than other people do.

H_2 : There is a relationship between the entrepreneurial disposition and entrepreneurial intention of female final year students.

2.4.3 The relationship between family support and the entrepreneurial intention of female final year students.

This research is to find out the relationship between family support and the entrepreneurial intention of female final year students. Nur Raihan, etc (2021) have found that female entrepreneurs received support from family support will have them make enterprises successful. Onjewu, etc (2022) also writes that clarity and wholeheartedness of parents' support are a condition for the individual to success.

H_3 : There is a relationship between family support and the entrepreneurial intention of female final year students.

2.4.4 The relationship between family background and the entrepreneurial intention of female final year students.

This research is to study the relationship between the final year student's family background and their intention to start their own business. There is substantial evidence that those with a background of family businesses are more preferring to embark entrepreneurship than students without family business background (Cielik, 2017). According to prior studies (Cho, Y, etc., 2021) women which have business background from family are more inclined to launch a firm than women without one. Young people are starting to choose starting their own businesses over working for their family businesses in greater numbers (Cieslik, J., & van Stel, 2017).

H_4: There is a relationship between family background and the entrepreneurial intention of female final year students.

2.4.5 The relationship between Individual entrepreneurial orientation (IEO) and the entrepreneurial intention of female final year students.

This study aims to investigate the relationship between female final-year students' entrepreneurial intention and their personal entrepreneurial orientation. Evidence exists that demonstrates how much more innovative entrepreneurs are than non-entrepreneurs (Che Embi, etc. 2019). Che Embi, etc (2019) have found that there are some researchers use innovative as variable to define the entrepreneurial intentions. According to certain studies, the tendency for taking risks works as a bridge between the entrepreneurial objectives and behaviour (Popescu et al., 2016). According to Ng, H., and S. (2021), there is a significant link between having a proactive personality and having entrepreneurial goals.

H_5: There is a relationship between the individual entrepreneurial orientation and

the entrepreneurial intention of female final year students.

2.5 Conclusion

To summarize, this chapter help in the understanding and clarification of the research. By reviewing previous literature, the dependent variable and five independent variables are presented. Furthermore, the conceptual framework is made by the relevant theoretical models.

CHAPTER 3 METHODOLOGIES

3.0 Introduction

This chapter will discuss the research design, method of collection, design sampling, construct instrument and dimension, data processing, and the conclusion of this chapter.

3.1 Research design

Research design provide a platform for data collection and analysis. The research design mainly used a quantitative research, casual research, descriptive research. The structure technique is typically used in quantitative research methods.

3.1.1 Quantitative research

Due to its scientific nature, quantitative measurement is thought to be more precise, trustworthy, legitimate, and objective than a qualitative method (Marvi,2023). Quantitative research techniques, according to Morgan (2018), strive for objectivity by reducing the researcher's personal effect on the data collecting. Quantitative research always relies on subjective human judgements about what to study and how to study it (Morgan, 2018). As a result, this method

can be used to analyse the relationship between an independent variable and a dependent variable. After gathering the responses from the intended respondents and doing an analysis, a conclusion and advice are reached.

3.1.2 Casual Research

To find cause and effect linkages, often known as inferences, casual research is carried out. Temporal sequence, concurrent variation, and nonspurious association must all be present as proof of causation. The proper causal order of events is determined by temporal sequence, where the cause must come before the effect (Schindler, 2022). According to Schindler (2022), a nonspurious association is when there are no other plausible explanations, even if the other two conditions are met. This is because both the cause and the effect share a similar cause, meaning that both may be impacted by a third variable.

3.1.3 Descriptive research

The describes research is to describes characteristics of objects, people, groups, organizations, or environments. It utilised to answer queries about who, what, when, where, why, and how. Although descriptive research offers a thorough insight of the nature of the issue, it does not directly demonstrate causation. Defining the phenomena and its traits is the goal of descriptive research (Nassaji, H., 2015). This study is more interested in what occurred than in how or why it occurred.

3.2 Data collection methods

To accomplish the goal and test the hypothesis, we employed primary data, which facilities the search for further information regarding the entrepreneurial intention of female final year students in Malaysia. It is necessary for any study as accurate data collection affects the validity and outcomes of a research study. Consequently, the data collection method helps us to have a clearer view.

3.2.1 Primary data

The research gathers primary data to address the particular issue at hand. The questionnaire respondent can provide the main data. To promote participation, the researchers will give 250 sets of questionnaires to their target responders, female final-year students. Primary data collection may need more time, but the results will be more accurate and trend-following. To produce a greater response rate, the questionnaire's design will use the nominal and ordinal scales (Schindler, 2022).

3.3 Sampling design

This process involves defining the population, deciding sampling techniques, sample size, and the research instrument.

3.3.1 Target population

It is an entire individual category that we would like to generate study findings. The targets population for this study is the female final year students who are studying at universities in Malaysia.

3.3.2 Sampling element

The elements are gender, age, ethnicity, and ongoing education level of the female students who studying at universities in Malaysia.

3.3.3 Sampling technique

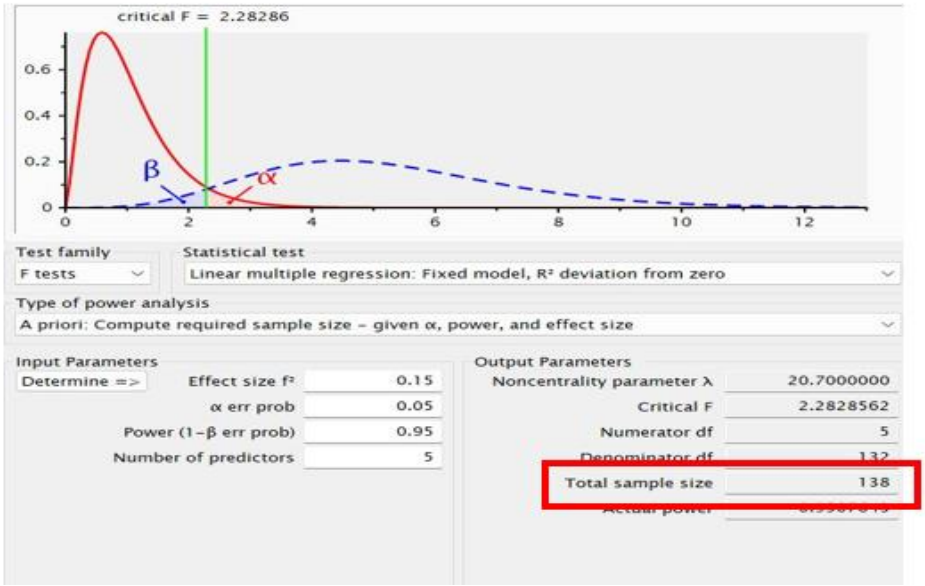
Non-probability sampling occurs when it is unknown what percentage of the population will be chosen. Using this sampling technique, the sample's components are chosen based on convenience or personal subjective judgement. When a sampling frame is not available, it is frequently utilised in qualitative investigations that use an in-depth interview data gathering approach. According

to Campbell, etc (2020), the rationale for sample selection, known as purposive sampling, must be in line with the study's main objectives from an ontological, epistemological, and axiological standpoint. According to Andrade (2021) a purposive sample is one whose characteristics are specified for a goal that is pertinent to the investigation. Any study's overarching logic should take the purposive sampling participant into account (Campbell, etc, 2020).

3.3.4 Sample size

Some programmes need a thorough understanding of statistics or software programming to compute sample size or conduct power analyses, yet some of this software is expensive to utilise in actual use. The researchers therefore calculate sample size and power using the G*Power to reduce the need for in-depth statistical and software programming knowledge. For calculating sample size and power, the G*Power programme is free and simple to use (Kang, H., 2021). Sample size and power calculations for several statistical techniques are supported by G*Power. To ensure the accuracy of the data, the survey will not be completed by the same individual each time. According to the G*Power software's output, 138 respondents are the absolute minimum that must be gathered; hence 210 sets of questionnaires are disseminated.

Figure 3.1: The result of sample size from G*Power



3.4 Research instrument

The applied research tool's goal is to address a specific business decision for a given company or organisation. To accomplish the research aims, the researcher employs a self-administered questionnaire, a pre-test, and construct measures. The self-administered questionnaire (SAQ) is a crucial instrument for gathering data for research projects since it may reach a wide range of the target population, deal with delicate subjects, and require fewer resources than other approaches (Marcano Belisario, etc., 2015). There are two ways to deliver the SAQ: in hard form, such as on paper, or in soft copy, such as Google link for survey completion by respondents. The questionnaire for this study will be made available online via a QR code or Google link so that respondents will have enough time to read it and reply. Additionally, by doing this, the questionnaire can be distributed to a larger population. Three weeks have been spent doing 210 questionnaires. It will take each respondent ten to fifteen minutes to finish the questionnaire. Three instructors gave their approval to the pretest before the actual questionnaire was sent out.

3.4.1 Questionnaire design

The purpose of the questionnaire is to gather the data necessary for the researcher to respond to the survey's objectives (Brace, I. 2018). As a result, the process of developing the survey's structure and questions in order to gather correct data might be referred to as questionnaire design.

When creating a survey question, the first choice a researcher must make is whether to make the question open or closed. Closed questions require respondents to choose an answer from a list of options, whereas open questions allow respondents to respond to the question in their own words (Krosnick, J., 2018). The closed-ended question will be used in this study since it can yield a more precise and focused response. Closed-ended questions have the benefit of

requiring less interviewer ability and being simpler for respondents to respond to (Schindler, 2022). In addition, English is the language utilised in the survey question. Since university students make up the majority of the research's target respondents, they can all understand the English language questionnaire.

A set of structured questionnaires has been prepared as part of the examination of this study. All of the data or information will be kept private and utilised for study in education. The questionnaire is divided into three pieces. The demographic profile is shown in Section A, measurements of independent factors are shown in Section B, and measurements of dependent variables are shown in Section C.

The social demographic background data of the respondents—including their gender, age, ethnicity, type of students, and current degree of education—is included in Section A.

Section B include the dependent variable which is the entrepreneurial intention of female final year students in Malaysia's University. The question is published by Tsordia, C, etc (2015).

In Section C, there are 5 constructs of all independent variables. The question is published by Bazkiaei, H. A, etc (2021), Ng, H. S, etc (2021), Ahu Tuğba Karabulut, (2016), Rahman, S, A, etc (2023), Tao Shen (2017), Wang, D, etc (2018), Joensuu-Salo, etc (2021). The independent variables are education, entrepreneurial disposition, family background, family support, individual entrepreneur orientation.

By completing section B and C, the target respondents must give the answer for the questions using the five-point Likert scale. It includes five choices for respondent, and each question will be a statement so the respondent can observe and think about the question then express their response with a number like 1 representing strongly disagree, 2 representing disagree, 3 representing neutral, 4 representing agree, and 5 representing strongly agree.

Table 3.1: Summary of Measures

Variable	Number of items	Measurement scale
Education	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Entrepreneurial Disposition	8	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Family support	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Family background	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Individual entrepreneur orientation	6	5-point Likert scale (1= Strongly disagree to 5= Strongly agree

Source: Developed for the research

3.4.2 Pre-test

During the pretesting phase, it is hoped to identify any confusing or biassed questions as well as any issues with respondents' comprehension of the questionnaire (Schindler, 2022). Pre-testing also refers to preliminary tabulation, which is the tabulation of pretest findings to see if the questionnaire would accomplish the study's goals (Schindler, 2022). The pre-test has been distributed to 3 lecturers from the Faculty of Accountancy and Management and Faculty of Creative Industries. The lecturers who are Ms Goh Poh Jin, Ms Emilia Arif, and Ms Asha M Vanugopal. They have given they comment after they fill up my survey. The comment is very useful for the researcher to improve the quality of

questionnaire.

3.5 Constructs measurement

3.5.1 Nominal scale

When the categories are not naturally ordered, nominal scales are used. Nominal data is information that has been categorised into distinct groups based on names, such as "Male" and "Female" (Bracre, I. 2018). An object is given a value on a nominal scale solely for identification or categorization purposes. Despite being seen as elementary, nominal scales are quite helpful and occasionally the sole option (Schindler, 2022).

3.5.2 Ordinal scale

Ordinal scale enables ordering of objects depending on how much of a certain concept they contain. Ordinal data, commonly referred to as "comparative scales," is typically encountered in questionnaires as ranking scales (Brace, I. 2018). In section B and C will be applied 5-point Likert Scale, thus each question is a statement the respondents can be express their opinion in number for example 1 mean strongly disagree, 2 mean disagree, 3 means neutral, 4 mean agree, and 5 mean strongly agree.

Table 3.2: Five Points Likert Scale

5-point Likert Scale
1=Strongly disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly agree

Source: Developed for the research

Table 3.3: Measurement used for each variable

	Variable	Measurement
Demographic profile	Gender	Nominal
	Age	Ordinal
	Ethnicity	Nominal
	Are you currently studying in private universities?	Nominal
	Ongoing education level	Nominal
	Intention to embark entrepreneur	Ordinal
Dependent variables	Entrepreneurial intention	Ordinal
Independent variables	Education	Ordinal
	Entrepreneurial disposition	Ordinal
	Family background	Ordinal
	Family support	Ordinal
	Individual entrepreneur orientation	Ordinal

Source: Developed for the research

3.5.3 Origin of construct

Table 3.4 Origin of construct

Dependent Variables	Statement	Adapted from
Entrepreneurial intention	1. My professional goal is to become an entrepreneur.	(Tsordia, C., & Papadimitriou, 2015)
	2. I will make every effort to start and run my own firm.	
	3. I am determined to create a business venture in the future.	
	4. I have very seriously thought about starting a firm.	
	5. I have thought of entrepreneurship as a career option.	

Independent Variables	Statement	Adapted from
Education	The education in university encourages me to develop creative ideas for being an entrepreneur.	(Bazkiaei, H. A., Khan, N. U., Irshad, A.-U.-R., & Ahmed, A., 2021)
	My university provides the necessary knowledge bout entrepreneurship.	
	My university develops my entrepreneurial skills and abilities.	
	Teaching in my college and university provides adequate instruction in market economic principles.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J., 2021)
	My college and university education provides good and adequate preparation for starting up and developing new firms.	

Independent Variables	Statement	Adapted from
Family support	My family members will approve my actions.	(Tao Shen, 2017)
	My family members will encourage me to start my business.	
	If necessary, my family members will loan me money to help me start my own business.	
	If necessary, my family members will provide me materials and equipment to help me start my own business.	
	My family members will give me advice to start my own business.	

Independent Variables	Statement	Adapted from
Entrepreneurial disposition	I desire and pursue success.	(Ahu Tuğba Karabulut, 2016)
	I will seek added responsibilities in jobs assigned to me.	
	I will try hard to improve on past work performance.	
	Diligence and hard work usually lead to success	
	If I do not succeed on a task, I tend to give up.	
	I do not really believe in luck.	
	I love being a champion for my ideas, even against others' opposition.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J. 2021)
	No matter what the odds, if I believe in something I will make it happen.	
	I usually find workable solutions to new challenges by using existing resources.	(Rahman, S. A., Alam, M. M. D., Khan, G. M., & Kennedy, R. E. 2023)

Independent Variables	Statement	Adapted from
Family background	My family used to take me to work with them.	(Wang, D., Wang, L., & Chen, L. 2018)
	My family used to take me to business meetings.	
	My family used to teach me about managing a business	
	My family used to discuss work/business with me.	
	My family used to encourage me to get to know their employees and partners.	

Independent variable	Statement	Adapted from
IEO (Individual entrepreneur orientation)	I am always looking for better ways to do things.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J. 2021)
	If I believe in an idea, no obstacle will prevent me from making it happen.	
	I initiate processes that create value and can take up challenges.	(Joensuu-Salo, S., Viljamaa, A., & Varamäki, E. 2021)
	I make decisions, thus dealing with uncertainty, ambiguity, and risk.	
	I use my imagination and abilities to identify opportunities for creating value.	

3.6 Data processing

Data processing is a process to analysis the data that collected from the respondents whether it is accurate and reliable to answer the research objective. Data processing normally will going through by examining the questionnaires, editing, and coding various data, data transcribing and data cleaning.

3.6.1 Questionnaire checking

The purpose of the questionnaire checking is to obtain data that is generally of higher quality. To avoid any potential errors, the questionnaire will be checked to see whether the questions contain any incorrect terminology, grammar, or information. The questionnaire must be checked to make sure that any flaws are fixed before it is disseminated.

3.6.2 Data editing

To improve the dependability, correctness, and consistency of the data acquired, the researcher edits the data. In the questionnaire checking stages, the researcher looks for errors and omissions. Once an issue is found, the researcher fixes the fault to make the questionnaire more accurate, consistent, or readable (Schindler, 2022).

3.6.3 Data coding

Data coding entails giving the participants' responses a number so that the researchers may enter the information into a database. There is advice to first write the data from the questionnaire down on a coding sheet before entering it into a computer (Sekaran, U., & Bougie, 2016). Coding mistakes might occur due to human error. All elements might need to be examined if the sample contains a lot of problems.

3.6.4 Data transcribing

Transcribing data also entails assembling it to make it easier for researchers to view the data. While data transcription might help researchers save time, it's even more crucial that they have a thorough understanding of the data. When considered in the context of the whole, the researchers' understanding of the data as a whole provides for a deeper comprehension of terminology or phrase (Lester, J., etc., 2020).

3.6.5 Data cleaning

Inconsistent data are corrected, outliers are identified, noise in the data is smoothed, and missing values are found using data cleaning (Alasadi, S. A., & Bhaya, W. S. 2017).

3.7 Data analysis

The act of statistically analysing the collected data to see if the generated hypotheses have been supported is known as data analysis (Sekaran, U, 2016). There are two parts of procedure will be done for the data. Phase one is screening of data which will check outlier test using mahalanobis distance. Otherwise, normality test also will be included in this phase, since we have multiple various analysis using mardia score output. For the phase two will be the relationship test which include descriptive test and inferential test.

3.7.1 Statistical package for social science

The researcher uses SPSS to manage the amount of data in the software and then conduct the data analysis for this research study.

3.7.2 Descriptive analysis

Analysing data that describes a person's attributes, such as gender, age, education level, and others, is known as descriptive analysis. Simple summaries of the sample and the measurements are provided by descriptive statistical analysis (Mishra, P., etc., 2019). Measures of central tendency and dispersion are used to characterise the quantitative data. The three primary types of measures in descriptive statistics are central tendency, dispersion or variation, and frequency. Descriptive statistics on the 210 sets of questionnaires can be used to determine the factors that would affect Malaysian female final-year students' intention to pursue entrepreneurship.

3.7.3.1 Outlier test

Values at the extreme ends of a dataset are called outliers (Bhandari, 2021). In the data analysis section, the researcher will test the outlier and eliminate it from the study. Certain outliers represent actual values derived from the population's inherent variation, mistakes in data entry, or other measurement mistakes might cause some outliers (Bhandari, 2022). Once the outliers have been identified, the data cleansing procedure will begin.

3.7.3.2 Normality test

The normality test is a crucial evaluation for continuous data when choosing central tendency measurements and statistical approaches to data analysis (Gupta, A., etc., 2019). Skewness is a metric for symmetry, or more accurately, for the normal distribution's lack of symmetry (Mishra, etc, 2019). Kurtosis is a distribution's peaked Ness metric.

If a distribution's skewness falls between -1 and +1, it is referred to be approximate normal. The variable view as normal if it falls in +3 to -3. The p-value should be greater than 0.05 indicates that the sample distribution is normal (Mardia, 1970). If the variable result not normal, the non-parametric test will be used for the further research, if normal the parametric test will be used.

3.7.4 Inferential analysis

Data that are subject to random variation, such as observational mistakes and sample variation, can be used in inferential analysis to make conclusions (Mishra, P., et al., 2019). The majority of inferential analysis's forecasts and population-level generalisations come from researching a smaller sample (Mishra, P., etc., 2019).

3.7.4.1 Pearson Correlation Analysis

The direction, intensity, and significance of the bivariate relationship between all the variables that were evaluated at an interval or ratio level are explained by the Pearson correlation matrix, according to Sekaran and Bougie (2016). In Pearson Correlation Analysis, "X" is identified as the independent variable and "Y" as the dependent variable. There is no correlation present when the value between the independent and dependent variables is zero. There could be a perfect positive correlation between two variables when plus or minus 1 is present.

Table 3.5 Value for Pearson Correlation Analysis

Correlation	Positive	Negative
None	+0.0 to +0.9	-0.09 to -0.0
Weak	+0.10 to +0.30	-0.30 to -0.10
Moderate	+0.30 to +0.50	-0.50 to -0.30
Strong	+0.50 to +0.90	-0.90 to -0.50
Perfect	+1	-1

Source: Jaadi, Z. (2019, October 15). *Everything you need to know about interpreting correlations*. Towards Data Science.

3.7.4.2 Multiple linear regression

Sekaran, U., and Bougie (2016) state that the goal of multiple regression analysis is to use several independent variables to explain variance in the dependent variable. Multiple linear regression analysis offers a way to unbiasedly assess the type and degree of the relationship between five independent factors and the entrepreneurial intention of female final-year students at Malaysia's university. In this part, the researcher will also supply the ANOVA and coefficient values.

The formula of the Multiple Regression Analysis

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_m X_m + \Sigma$$

Whereby,

y=dependent

variable

β_0 = Intercept

$\beta_1, \beta_2 \ldots, \beta_m$ = Regression Coefficient of the independent variables

$X_1, X_2 \ldots, X_m$ = Independent variables

Σ = Random error

3.8 Conclusion

All of the research methods that the researcher employs are covered in this chapter. 210 sets of data are being gathered by the researcher to fulfil the research's goals. The intended audience for this study is the female final-year students at Malaysia's university. Through non-probability sampling and purposeful sampling, the researcher gathers the data. Before actually distributing the questionnaire, the researcher did a pretest to guarantee its quality and spot any problems. Not least among other things, the data analysis method also stated in this chapter.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

The results of the responses gathered in the table and figure are discussed in this chapter. If not, the researcher will analyse the response rate, reliability, frequency, and correlation using SPSS, also known as the Statistical Package for Social Science Version 25.0. The regression hypothesis will be used to assess the hypothesis result and provide a summary of this chapter at the end of the chapter.

4.1 Sample profile

Table 4.1: Sample Profile

Items	Total questionnaire
Number of Questionnaire Distributed	210
Number of Questionnaires Collected Back (Valid)	176
Response rate	83.38%
Invalid respondent	34
Invalid Response Rate	16.19%
Number of Questionnaires Used for Statistical Analysis	176

Source: Developed for the research

A total of 210 questionnaires were distributed to the target respondents who are the female final year students and intend to embark into entrepreneurship. The table 4.1 shown the sample profile for the questionnaire survey. The researcher has distributed 210 questionnaires to target responder and received 176 questionnaire is consider valid thus the response rate is 83.38%. There are 34 questionnaires are considered not valid due to the responder no fulfil the research target, the invalid response rate is 16.19%. SPSS statistical software will be used to compute and analysis the data that have been collected.

4.2 Descriptive analysis

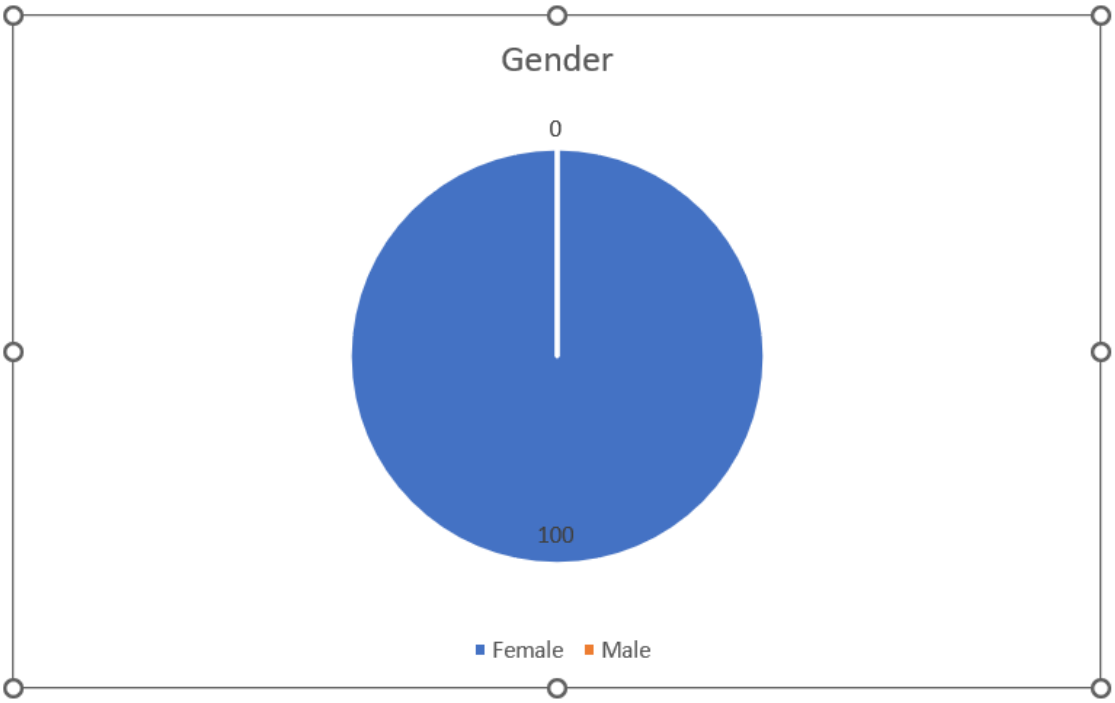
4.2.1 Gender

Table 4.2: Frequency of Gender

Category	Frequency	Percentage (%)
Male	0	0
Female	176	100.0
Total	176	100.0

Source: Developed for the research

Figure 4.1: Percentage of Respondents' Gender



Source: Developed for the research

The percentage of respondents' gender is shown in the figure 4, there has total 100% or 176 female respondents. The target respondent of this research is female final year student thus the gender of respondent mainly will be female. Therefore, the figure 4.1 show that the female respondents are greater than the male respondents.

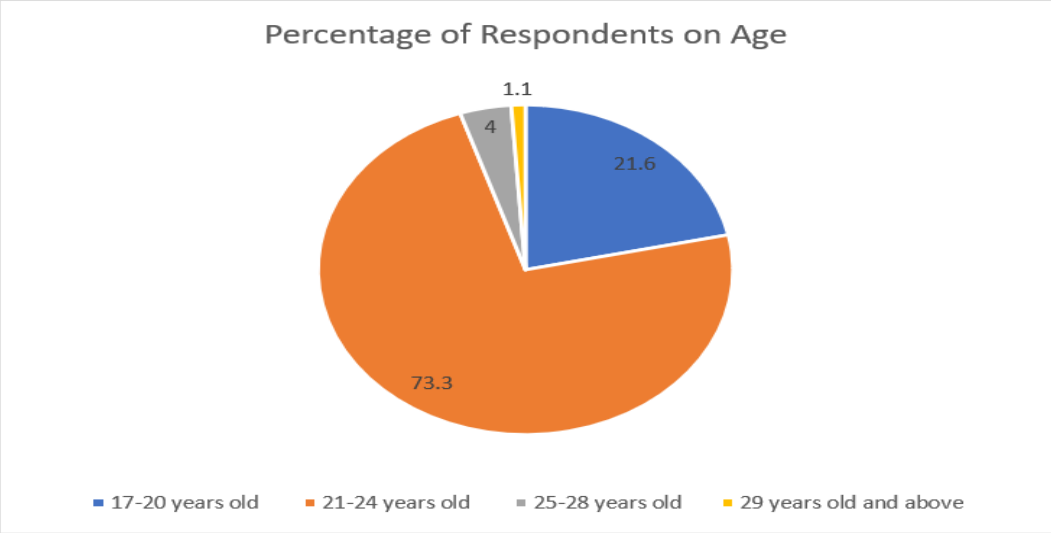
4.2.2 Age

Table 4.3: Frequency of Age range

Age group	Frequency	Percentage (%)
17-20 years old	38	21.6
21-24 years old	129	73.3
25-28 years old	7	4
29 years old and above	2	1.1
Total	176	100.0

Source: Developed for the research

Figure 4.2: Percentage of Respondents on Age



Source: Developed for the research

The figure 4.2 show the percentage of respondents on age, the mostly respondents in this research are from 21-24 years old, which have 73.3% or 129. Following by the 17-20 years old which have 21.6 % or 38, and 25-28 years old have 4% or 7. Finally, there are only 1.1% or 2 in 29 years old and above.

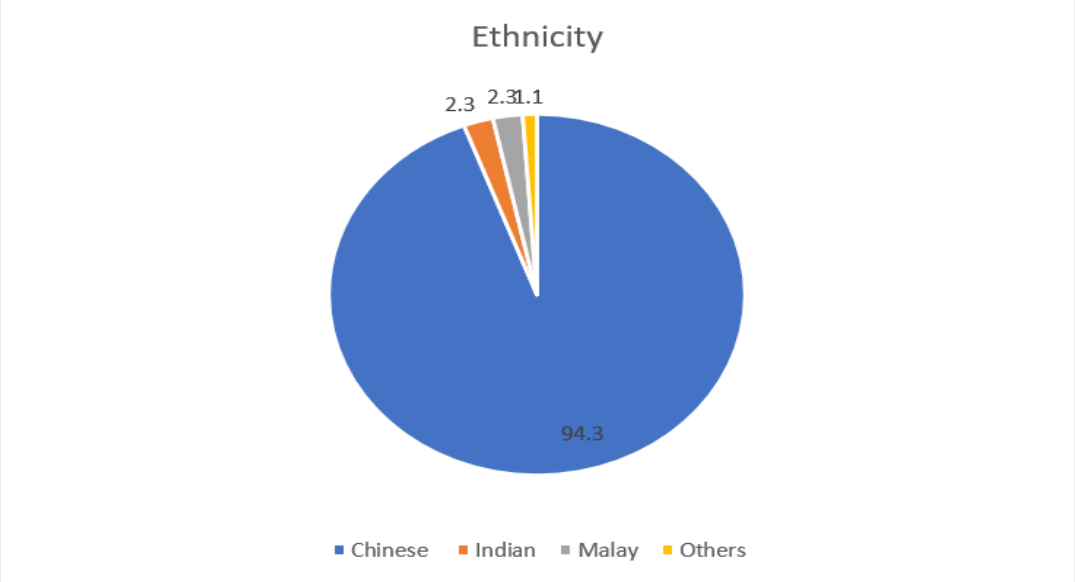
4.2.3 Ethnicity

Table 4.4: Frequency of Ethnicity

Ethnicity	Frequency	Percentage (%)
Chinese	166	94.3
Indian	4	2.3
Malay	4	2.3
Others	2	1.1
Total	176	100.0

Source: Developed for the research

Figure 4.3: Percentage of Respondents' Ethnicity

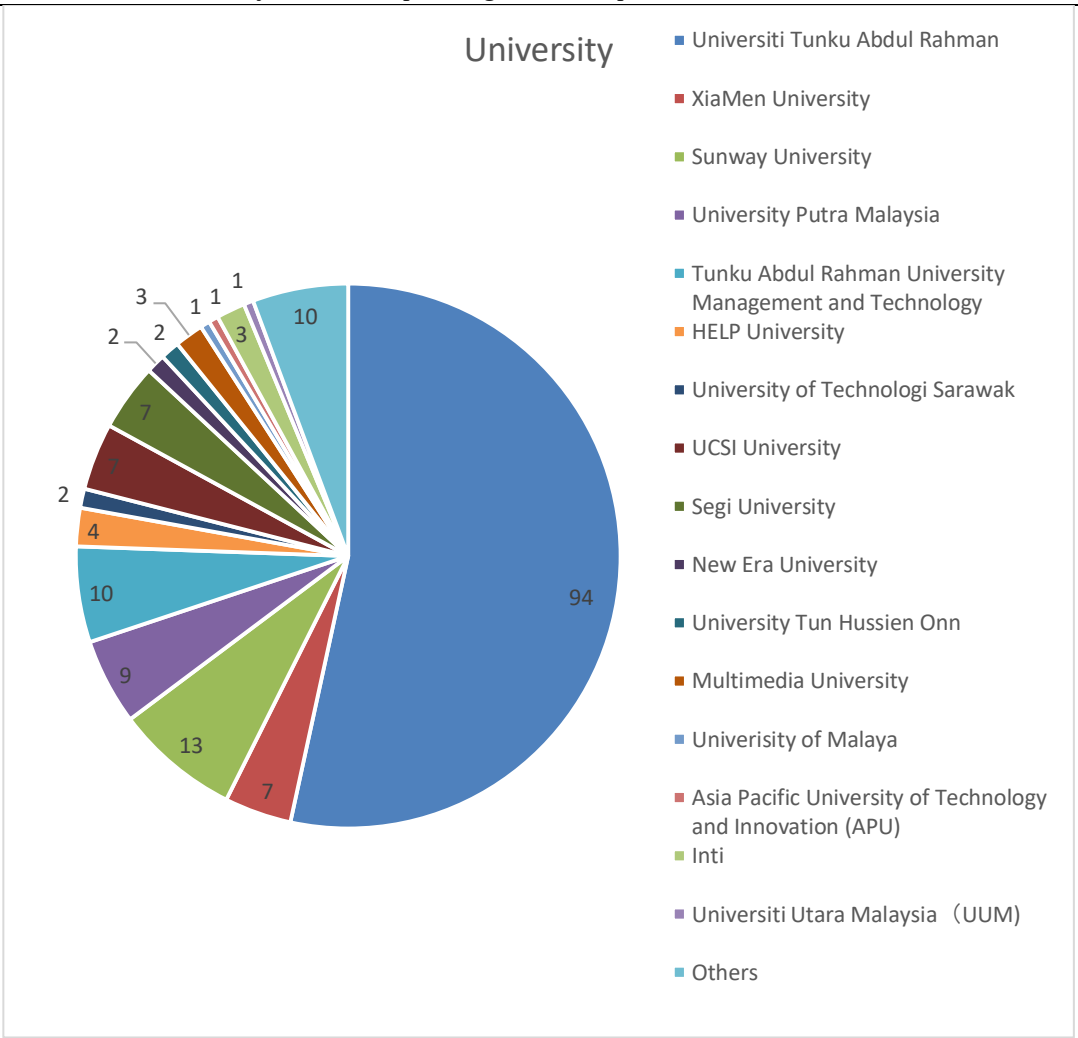


Source: Developed for the research

According to the table 4.4 and figure 4.3 show that Chinese respondents have 166 (94.3%). Furthermore, Indian respondents have 4 and contribute as 2.3%, it is same with the Malay respondents. Besides that, the other ethnicities have only 2 respondents and can contribute into 1.1%

4.2.4 Which university are you studying in?

Figure 4.4 Percentage of which university you are studying in?



Source: Developed by the researcher

The figure 4.4 show the university that the respondent is studying in. This question is an open-ended question. According to the figure show, the mainly respondents are studying in University Tunku Abdul Rahman (UTAR) as it has 94 respondents with 53%. Besides that, there are 13 or 7.4% of respondents are come from Sunway University and 9 or 5% of respondents from University Putra Malaysia. As the figure 4.4 show that 10 or 6% of respondents are from other universities such as University of Sarawak, University Malaysia Pahang, Wawasan Open University and others. Following with Xia Men University, UCSI University and Segi University also have 7 or 4% of respondents.

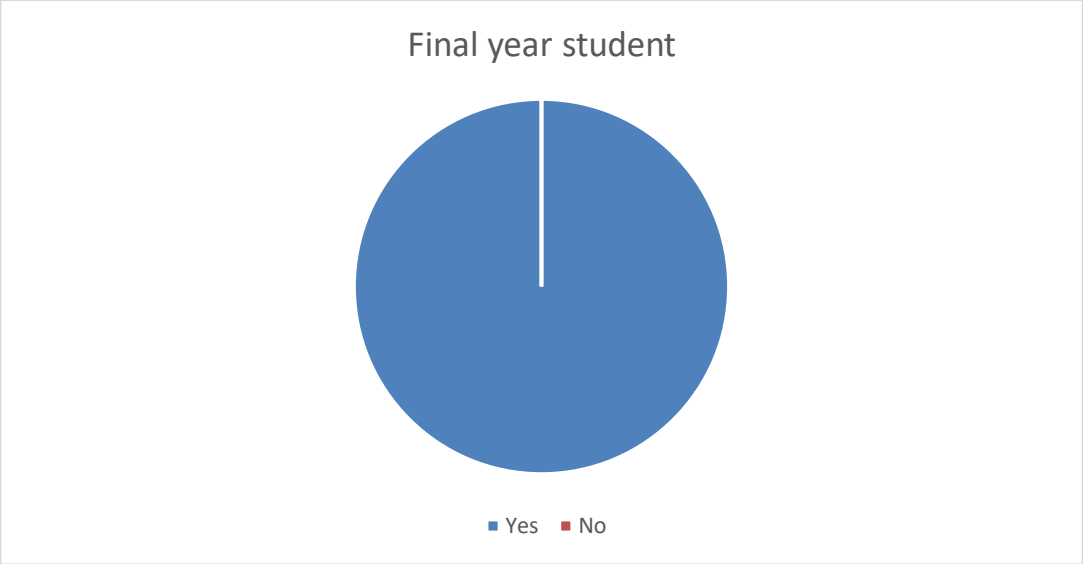
4.2.5 Are you a final year student?

Table 4.5 Frequency of final year student

Final year student	Frequency	Percentage
Yes	176	100
Total	176	100

Source: Developed for the research

Figure 4.5 Percentage of final year student



Based on Table 4.5 and Figure 4.5, all (100%) of the respondent is final year student because the research target of this study is female final year student thus only the data of final year student can be used to analyse.

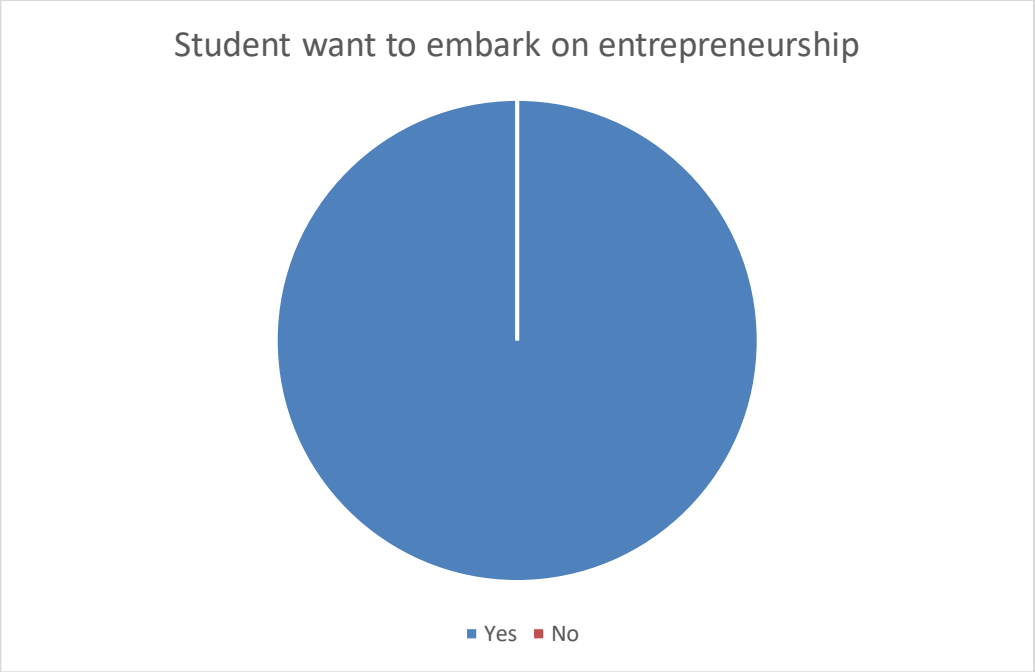
4.2.6 Are you planning to embark on entrepreneurship?

Table 4.6 Frequency of embark on entrepreneurship.

Embark on entrepreneurship	Frequency	Percentage (%)
Yes	176	100
Total	176	100

Source: Developed for the research

Figure 4.6 Percentage of student want to embark on entrepreneurship.



Source: Developed for the research

The table 4.6 and figure 4.6 show the percentage of student which want to embark on entrepreneurship. The female final year student which wants to embark on entrepreneurship is the target of this research study. Therefore, all of the respondents (100%) want to embark on entrepreneurship, the respondent which select do not have intention to start up business is consider as not valid respondent.

4.3 Scale measurement

4.3.1 Outlier test

The outlier test has been done by the researcher by using SPSS software. Any p-value less than 0.001 are considered as outlier data. After the outlier test done, the researcher found that there are 5 data are less than 0.001 are considered as outlier data thus it will be removed.

4.3.2 Normality test

Table 4.7 Output of skewness and kurtosis calculations

	b	z	p-value
skewness	5.46105	155.639932	2.54963
Kurtosis	55.05625	4.708759	2.492297

Source: Developed for the research

According to the table 4.7, the skewness is not between -1 to +1, which mean it is no normal variable. The kurtosis is also not between +3 to -3, thus there are also do not have normal variable. Furthermore, p-value of skewness and kurtosis is greater than 0.05, it represents normal.

4.4 Inferential analysis

4.4.1 Pearson correlation analysis

H_0: p=0

H_1: p≠0

Table 4.8 Pearson Correlation Coefficient Matrix

Variable	EI	E	ED	FS	FB	IEO
EI	1					
E	0.541 <0.001	1				
ED	0.610 <0.001	0.538 <0.001	1			
FS	0.561 <0.001	0.466 <0.001	0.550 <0.001	1		
FB	0.335 <0.001	0.412 <0.001	0.443 <0.001	0.562 <0.001	1	
IEO	0.662 <0.001	0.641 <0.001	0.731 <0.001	0.647 <0.001	0.445 <0.001	1

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

Source: Developed for the research

4.4.1.1 Implication of correlations

Hypothesis1: There is a relationship between education and entrepreneurial intention of female final year students.

Reject H_0 if p-value <0.01.

Table 4.8 shows that education have a strong linear correlation relationship with the entrepreneurial intention of female final year students, which is 0.541 and the p-value is < 0.001, thus, the null hypothesis is rejected.

Hypothesis 2: There is a relationship between entrepreneurial disposition and the entrepreneurial intention of female final year student.

Reject H_0 if p-value <0.01.

Tale 4.8 demonstrate that entrepreneurial disposition has a strong linear correlation relationship with entrepreneurial intention of female final year student which is 0.610 and the p-value is <0.001. It shows there is a linear relationship between both independent variable and dependent variable, therefore, the null hypothesis is rejected.

Hypothesis 3: There is a relationship between family support with the entrepreneurial intentions of female final year students.

Reject H_0 if p-value <0.01.

Table 4.8 show that family support has a strong linear correlation relationship with the entrepreneurial intention of female final year students, which recorded as 0.561 and the p-value is < 0.001, therefore, the null hypothesis is rejected.

Hypothesis 4: There is a relationship between family background with the entrepreneurial intention of female final year students.

Reject H_0 if p-value <0.01.

Based on table 4.8, there is a strong correlation relationship between family background and entrepreneurial intention, which is 0.335 and the p-value is <0.001, thus, the null hypothesis is rejected.

Hypothesis 5: There is a relationship between Individual entrepreneur orientation and entrepreneurial intention of female final year students.

Reject H_0 if p-value <0.01.

The table 4.8 have shown there is a strong linear relationship between individual entrepreneur orientation, which is 0.662 and p-value is small than 0.001, therefore, the null hypothesis is rejected.

4.4.2 Multiple regression analysis

Table 4.9 Multiple regression Analysis Model Summary

Model	R	R Square (R^2)	Adjusted R square	Standard error of the estimate
1	0.716	0.513	0.498	0.42298

Source: Developed for the research

Table 4.9 demonstrates that the value of the correlation coefficient (R) is 0.716 thus it shows a strong positive linear correlation and R square is 0. 513. Furthermore, the adjusted R square is 0.498 which can be contribute to 49.8% variation in the entrepreneurial intention of female final year student which influence by education, family support, family background, individual entrepreneur orientation and entrepreneurial disposition. Meanwhile, the standard error of the estimate is 0.4229 or 42.9%.

Table 4.10 Table of Anova

Model	Sum of square	df	Mean Square	F	Sig
Regression	31.052	5	6.210	34.712	<.001
Residual	29.521	165	0.179		
Total	60.573	170			

a. Predictors: (Constant), E, ED, FS, FB, IEO

b. Dependent Variable: EI

Source: Developed for the research

In table 4.10 show that F-value is 34.712 and the p-value is <0.001. It represents that the independent variables have a significant relationship to the dependent variables and have less than one in a thousand chance of being wrong. It indicates that the model is reliable to test the relationship between independent and dependent variables.

Table 4.11 Output of Multiple Regression Analysis Coefficient

Model	Unstandardized coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	0.482	0.282		1.710	0.089
E	0.156	0.067	0.170	2.341	0.020
ED	0.281	0.100	0.231	3.819	0.005
FS	0.203	0.071	0.223	2.856	0.005
FB	-0.054	0.042	-0.086	-1.276	0.204
IEO	0.305	0.104	0.279	2.927	0.004

Source: Developed for the research

The new multiple regression equation is form as following:

Y= 0.482 + 0.156 (E) + 0.281 (ED) + 0.203 (FS) + (-) 0.054 (FB) + 0.305 (IEO)

Y= Entrepreneurial intention

E= Education

ED=Entrepreneurial disposition

Where FS= Family support

FB=Family background

IEO=Individual entrepreneur orientation

H_0: βi = 0

H_1: βi ≠ 0

Table 4.11 show that entrepreneurial intention of female final year students is at 0.482 point where H_0 is 0.482. Therefore, the entrepreneurial intention of female final year students is expected to be at 0.482 points when the points of 5 independent variables are set in zero value.

4.4.2.1 Implication of correlations

Hypothesis 1: There is a relationship between education and the entrepreneurial intention of female final year student.

Reject H_0 if p-value < 0.05.

Table 4.11 shows that the entrepreneurial intention of female final year students is expected to increase by 0.156 points (β1 = 0.156) for every point increase in education, by keeping other variable constant. Since its p-value is 0.020 and is lower than 0.05, thus it indicates education have a significant relationship with the entrepreneurial intention of female final year students， therefore, the null hypothesis is rejected.

Hypothesis 2: There is a relationship between entrepreneurial disposition and the entrepreneurial intention of female final year student.

Reject H_0 if p-value <0.05.

Table 4.11 demonstrate that the entrepreneurial intention of female final year students is expected increase by 0.281 points (β2=0.281) for every point increase

in entrepreneurial disposition and keeping other variables constant. As the p - value is 0.005 and is lower than 0.05, it shows that entrepreneurial disposition has a significant relationship with the entrepreneurial intention, thus the null hypothesis is rejected.

Hypothesis 3: There is a relationship between family support and entrepreneurial intention of female final year students.

Reject H_0 if p- value < 0.05

Table 4.11 show that the entrepreneurial intention of female final year students is expected to increase by 0.203 points (β3= 0.203) following with every point increase in family support, while maintain other variable constant. Since the p-value is 0.005 and is lower than 0.05, it represents that there are significant relationships between family support and entrepreneurial intention of female final year student, therefore, the null hypothesis is rejected.

Hypothesis 4: There is not a relationship between family background and the entrepreneurial intention of female final year students.

Reject H_0 if p-value < 0.05.

Table 4.11 show that the entrepreneurial intention of female final year students is decrease by 0.054 (β4= 0.054) for every point increase in family background, by keeping other variable constant. Since its p-value 0.204 and is greater than 0.05, it indicates that the family background and entrepreneurial intention have not significant relationship. Thus, the null hypothesis does not reject.

Hypothesis 5: There is a relationship between individual entrepreneur orientation and the entrepreneurial intention of female final year student.

Reject H_0 if p-value < 0.05.

Table 4.11 demonstrate the entrepreneurial intention of female final year students

is expected increase by 0.305 points (β5= 0.305) for every point increase in individual entrepreneur orientation, while remain other variables constant. Since its p-value is 0.004 and is lower than 0.05 which means there have a significant relationship between individual entrepreneur orientation and entrepreneurial intention of female final year students, so null hypothesis is rejected.

4.5 Conclusion

The result of target respondent's demographic profile with table and figure have been stated in this chapter. After that, the outlier test has been carried out to determine the outlier data. Following with the normality test to determine whether the variable is normal distribution or not.

Moreover, the inferential analysis which include Pearson Correlation analysis and Multiple Regression analysis. Meanwhile, the education, entrepreneurial disposition, family support, individual entrepreneur orientation has a relationship with entrepreneurial intention of female final year students. In chapter the further discussion and conclusion will be outlined.

CHAPTER 5: DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.0 Introduction

Every statistical analysis of descriptive, normalcy, and inferential analysis from Chapter 4 was demonstrated in this chapter. The hypothesis's outcome, the study's limits, the researcher's suggestions for further research, and its ramifications will all be discussed.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

From the descriptive part in Chapter 4, there is a total of 176 (100%) female respondents out of 176 target respondents. Most of the respondents come from 21-24 years old range, have 129 (73.3%) of respondents, 17-20 years old have 38 (21.6%) of respondents, 25-28 years old have 7 (4%), 29 years old and above have only 2(1.1%) respondents. There are a total of 166 (94.3%) Chinese respondents, and Indian and Malay respondents have 4 (2.3%) in both of them. The other ethnic group has only 2 respondents.

There are 94 (53%) of the respondents come from the University of Tunku Abdul Rahman (UTAR), and the other respondents come from private and government universities such as INTI, University of Malaya, and TARTUMT. All of the valid respondents are final year students, and all of them also have an intention to embark into entrepreneurship with a total of 176 respondents.

5.1.2 Scale Measurement

5.1.2.1 Outlier test

The outlier test show that there are 5 data which is less than 0.001 is considered as outlier test and the data have been removed before doing the inferential analysis.

5.1.2.3 Normality test

The variable is not normal, according to the results of the normality test, since its skewness and kurtosis do not fall within the ranges of -1 to +1 and +3 to -3. But even if the p-value is higher than 0.05, it is also regarded as abnormal, hence the non-parametric test will be employed in further studies.

5.1.3 Inferential analysis

5.1.3.1 Pearson' s Correlation Analysis

Since there is a relationship between the independent and dependent variables, it is indicated by the result presented in Chapter 4. The association between individual entrepreneur orientation and entrepreneurial intention has the highest correlation value (0.662), while the relationship between family background and entrepreneurial intention has the lowest correlation (0.335). The education and entrepreneurial intention is 0.541, the family support and entrepreneurial intention is 0.561, entrepreneurial disposition and entrepreneurial intention is 0.610.

5.1.4 Multiple Linear Regression

The adjusted R square value is 0.498 (49.8%) of the entrepreneurial intention is influenced by five independent variables.

The result of multiple regression coefficients, family background show an insignificant relationship with entrepreneurial intention which implied that results in p-value is 0.204 is greater than 0.05. The education, entrepreneurial disposition, family support, and individual entrepreneur orientation show each value is 0.089, 0.020, 0.005, 0.005, 0.004 thus there are significant relationships with the dependent variable.

The Beta value shows the relevant of the independent variable with the dependent variable. The most relevant independent variable is 0.279 which is individual entrepreneur orientation, and the least relevant variable is education which is 0.170. Therefore, the mathematical form of the multiple regression equation should be:

$$Y= 0.482 + 0.156 (E) + 0.281 (ED) + 0.203 (FS) + (-) 0.054 (FB) + 0.305 (IEO)$$

5.2 Discussion of Major Findings

The major goal of this research is to measure the relationship between the five independent variables with the entrepreneurial intention of female final year students in Malaysia. The results of hypotheses testing are finalized as below in

Table 5.1:

Table 5.1: Summary of the results of hypothesis testing

Hypotheses	Standardized coefficients Beta	Significant level	Results
H1: There is a relationship between education and the entrepreneurial intention of female final year student.	0.170	0.020	Supported
H2: There is a relationship between entrepreneurial disposition and the entrepreneurial intention of female final year student.	0.231	0.005	Supported
H3: There is a relationship between family support and entrepreneurial intention of female final year students.	0.223	0.005	Supported
H4: There is not a relationship between family background and the entrepreneurial intention of female final year students.	-0.086	0.204	Not Supported
H5: There is a relationship between individual entrepreneur orientation and the entrepreneurial intention of female final year student.	0.279	0.004	Supported

Source: Developed for the research

Based on Table 5.1, all of the hypotheses expect for family support were supported with a significant value is less than 0.05. Family support value is 0.204 is greater than 0.05. Four out of five independent variables affect dependent variables in this research study.

5.2.1 There is a relationship between education and the entrepreneurial intention of female final year student.

Education refers to the university's programs and courses that teach students to help them embark on entrepreneurship in the future. The analysis's conclusion is that education positively affects final-year female students' intention to pursue entrepreneurship. The results indicate that there is a substantial correlation between education and the entrepreneurial purpose of female final-year students. The p-value for education is less than 0.05, and the coefficient value is 0.170. It gives evidence that the education will affect the female final-year students to embark on entrepreneurship. The result of this research is the same as the previous findings of Anjum, T., et al (2018) and Bazkiaei, etc (2021). They found that entrepreneurship education can be a very important tool to improve the student's passion for entrepreneurship and also can help students easier to launch their own.

5.2.2 There is a relationship between entrepreneurial disposition and the entrepreneurial intention of female final year students.

Entrepreneurial disposition refers to an individual personal sense, personal creative, and personal initiative which include locus of control, need for achievement, and self-confident. According to the analysis's results, there is a correlation between female final-year students' entrepreneurial purpose and disposition—the p-value is 0.005, which is less than 0.05, and the coefficient value is 0.231. It demonstrates how the final-year female students' intention to pursue entrepreneurship is influenced by their entrepreneurial inclination. This outcome is in line with earlier studies by Marvi et al. (2023) and Karabulut (2016). They found that the people who wanted to embark on entrepreneurship will have more aspirations for achievement and internal locus of control.

5.2.3 There is a relationship between family support and the entrepreneurial intention of female final year students.

Family support is the term used to describe the financial and emotional assistance that family members provide to those who want to launch their own enterprises. Based on the findings, there is a strong correlation between family support and the entrepreneurial goals of female final-year students, with a p-value of 0.005, which is less than 0.05, and a coefficient of 0.223. This is consistent with the findings of Onjewu et al. (2022) and Nur Raihan et al. (2021). They found that family support is a critical factor for people to embark on entrepreneurship. The researcher also proves that this variable will have a significant effect on the female final-year students' entrepreneurial intention.

5.2.4 There is no relationship between family background and the entrepreneurial intention of female final year students.

Family background refers to the jobs of parents, birth, childhood, and others. The results of the analysis show that there is no significant association between the entrepreneurial intention of female final-year students and family background, with the p-value of family background being 0.204, which is greater than 0.05, and the coefficient value being -0.086. This outcome differs from what Cielik (2017) and Cho, Y., et al. (2021) found. They found that people who have a business family background prefer to embark on entrepreneurship. However, the result of data collected by the researcher did not show this answer, this may be because the new generation lives in a different environment and thinks differently. The answer will be found in the further research.

5.2.5 There is a relationship between Individual entrepreneurial orientation (IEO) and the entrepreneurial intention of female final year students.

Individual entrepreneur orientation (IEO) refers to the tendency to act in an entrepreneurial act which includes innovation, risk-taking, and proactive. According to the findings, there is a substantial correlation between the entrepreneurial intention of female final-year students and their individual entrepreneur orientation, with the p-value of 0.004 being less than 0.05 and the

coefficient value of 0.279. This outcome is consistent with the research conducted

by Ahu (2016), Popescu et al. (2016), and Che Embi et al. (2019). They found that the person who is more innovative, more willing to take risks, and more proactive are more willing to embark on entrepreneurship. The researcher found that the female final-year students who want to embark into entrepreneurship also have same personality characteristics.

5.3 Implication of the study

The aim of this research is to determine the main factors that encourage female final-year students to pursue entrepreneurship and to provide a framework for the development of successful initiatives to increase the percentage of female entrepreneurs. The primary reason motivating female final-year students to start their own businesses is their individual entrepreneur orientation, according to the research findings. Women who possess these creative, proactive, and risk-taking personality traits are more inclined to become entrepreneurs. If not, be aware that entrepreneurship, family support, and education all have beneficial effects. The government of Malaysia can use this research as a framework to create a plan that will encourage female entrepreneurship. The Malaysian government needs to prioritise the needs of individual entrepreneurs.

5.4 Limitations of the study

This study still has certain shortcomings. Only the link between a dependent and an independent variable has been studied in this study; mediator and moderator variables have not been taken into account. Therefore, this study is still not complete, and still room for improvement for further research.

Furthermore, the researcher only uses quantitative, causal, and descriptive research for this study. The data which only collected from university students may not be accurate for the research analysis, it needs to be collected more data from people from different backgrounds, to make the study more complete.

In conclusion, there are not all of the stakeholders included in this research. The data collected may be biased due to only one group of stakeholders being the target respondents. The ethnicity of the respondent mainly is Chinese this may cause the study result biases.

5.5 Recommendation for future research

Here are some recommendations for future research that will be discussed to help the researcher gain a better understanding of other similar research. First of all, to advance knowledge of the factors that affect the entrepreneurial intention of female's independent variables such as education, individual entrepreneur orientation, family support, and entrepreneurial disposition should be included in future research. Moreover, other variables such as mediators and moderators also can be added in future research.

Furthermore, qualitative research is also recommended to engage in future research. The physical or online interviews with the target population will lead the qualitative research to more reliable and in-depth information. This way of data collection methods will make the answer more accurate and receive various answers. Qualitative research will make more precise data to be collected by researchers.

Lastly, future research is encouraged to include the viewpoint of the stakeholders who come from different educational backgrounds, for example, the student only has secondary education, students is studying for a master's or Ph.D. The data collected from different stakeholder groups can make the study more complete. The others ethnicity like Malay and Indian should be included in the further research.

5.6 Conclusion

The purpose of this study is to gain more insight into the factors that influence female final-year students who decide to pursue entrepreneurship. Examining the connection between five independent variables and entrepreneurial intention is the goal. Out of the five independent variables, four show a significant link with

the dependent variables, while the remaining variable is not significant. This chapter includes analyses that are descriptive, normality-based, and inferential. This chapter also includes recommendations and restrictions to aid in future efforts.

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Appendix

Appendix A: Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)
FACULTY OF ACCOUNTANCY AND MANAGEMENT (FAM)

Bachelor of International Business (HONOURS)

Academic Research Survey on factors affecting the final year student embarking in the entrepreneurship in female perspective.

Survey Questionnaire

Dear respondents,

I am Chan Hong Yee (Student Id: 2104418). I am a final year student from Universiti Tunku Abdul Rahman (UTAR), Faculty of Accountancy and Management (FAM), pursuing degree in Bachelor of International Business (HONS). Currently, I am conducting a study on "The factors that affect final year student embark into entrepreneurship in female perspective" for my final year project. The objective of this research is to determine the factors that affect final year student embark into entrepreneurship in female perspective.

The questionnaire consists of two sections, and it will take approximately 10 minutes to complete. Your personal data will only be used for research purposes. The information gathered from this questionnaire is strictly for academic purposes.

Your feedback will be kept PRIVATE AND CONFIDENTIAL. Your participation is much appreciated. Thank you for your participation and cooperation in this study.

Section A: Demographic Profile

Instruction: please reach each question carefully and specify your appropriate answer by

placing a TICK in the boxes given. Each question should have one answer.

1. Gender

□ Male

□ Female

2. Age

□ 17-20 years old

□ 21-24 years old

□ 25-28 years old

□ 29 years old and above

3. Ethnicity

□ Chinese

□ Malay

□ Indian

□ Other

4. Which university are you studying in?

_____

5. Are you a final year student?

□ Yes

□ No

6. Are you planning to embark on entrepreneurship?
   - Yes
   - No

Section B: The dimension of entrepreneurial intentions

Section B questions are 5 answer scale measurement questions. Please choose the best answer based on a scale of 1 to 5. (1) = Strongly disagree; (2) Disagree; (3) = Neutral; (4) = Agree; (5) = Strongly agree. This section is seeking the respondent's opinion on the dimension of entrepreneurial intentions.

The entrepreneurial intention concept is the basis of behavioural intention as the desire or tendency of a person who consciously directs his/her action or behaviour toward the entrepreneurship activities such as launching a new business. The dimension of entrepreneurial intentions include education, entrepreneurial disposition, family background, family support, individual entrepreneur orientation.

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

Entrepreneurial Intentions						
No.	Question	SD	D	N	A	SA
1.	My professional goal is to become an entrepreneur.	1	2	3	4	5
2.	I will make every effort to start and run my own firm.	1	2	3	4	5
3.	I am determined to create a business venture in the future.	1	2	3	4	5

4.	I have given a serious thought about starting a firm.	1	2	3	4	5
5.	I have thought of entrepreneurship as a career option	1	2	3	4	5

Education Entrepreneurship education is significant for developing entrepreneurial skills and knowledge among students.						
No.	Question	SD	D	N	A	SA
1.	The education in university encourages me to develop creative ideas for being an entrepreneur.	1	2	3	4	5
2.	My university provides the necessary knowledge about entrepreneurship.	1	2	3	4	5
3.	My university develops my entrepreneurial skills and abilities.	1	2	3	4	5
4.	Teaching in my college and university provides adequate instruction in market economic principles.	1	2	3	4	5
5.	My college and university education provides good and adequate preparation for starting up and developing new firms.	1	2	3	4	5

Entrepreneurial Disposition entrepreneurial disposition as an individual's sense of self as well as the propensity for personal creativity and personal initiative that increases the likelihood to engage in entrepreneurship.						
No.	Question	SD	D	N	A	SA
1.	I feel desire to pursue success.	1	2	3	4	5
2.	I will seek added responsibilities in jobs	1	2	3	4	5

	assigned to me.					
3.	I will try hard to improve in past work performance.	1	2	3	4	5
4.	Diligence and hard work usually lead to success.	1	2	3	4	5
5.	If I do not succeed on a task, I tend to give up.	1	2	3	4	5
6.	I do not really believe in luck	1	2	3	4	5
7.	I love being a champion for my ideas, even against others' opposition.	1	2	3	4	5
8.	No matter what the odds, if I believe in something I will make it happen.	1	2	3	4	5
9.	I usually find workable solutions to new challenges by using existing resources.	1	2	3	4	5

Family Support Family support is the support of families with a member with a disability, which may include a child, an adult, or even the parent in the family.						
No.	Question	SD	D	N	A	SA
1.	My family members will support and approve my actions.	1	2	3	4	5
2.	My family members will encourage me to start my business.	1	2	3	4	5
3.	If necessary, my family members will loan me money to help me start my own business.	1	2	3	4	5
4.	If necessary, my family members will provide me materials and equipment to help me start my own business.	1	2	3	4	5
5.	My family members will give me advice to start my own business.	1	2	3	4	5

Family Background The family environment influences all career options – employment, independent professional activity public service, academic career or the entrepreneurial route.						
No.	Question	SD	D	N	A	SA
1.	My family used to take me to work with them.	1	2	3	4	5
2.	My family used to take me to business meetings.	1	2	3	4	5
3.	My family used to teach me about managing a business.	1	2	3	4	5
4.	My family used to discuss work/business with me.	1	2	3	4	5
5.	My family used to encourage me to get to know their employees and partners.	1	2	3	4	5

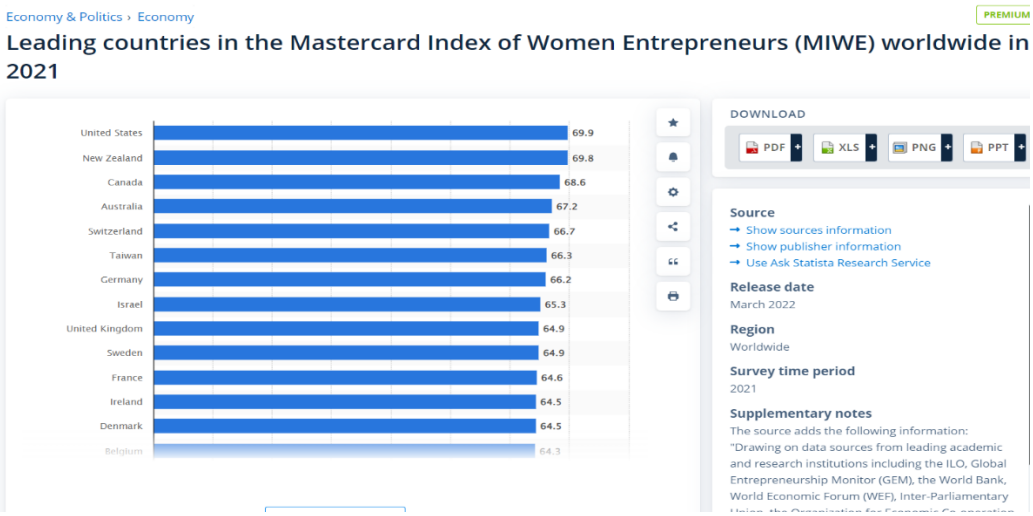
IEO (Individual entrepreneur orientation) IEO can be defined as a way to accept and deal with environmental challenges that provokes entrepreneurial behaviour and initiates flexibility.						
No.	Question	SD	D	N	A	SA
1.	I am always looking for better ways to do things.	1	2	3	4	5
2.	If I believe in an idea, no obstacle will prevent me from making it happen.	1	2	3	4	5
3.	I initiate processes that create value and can take up challenges	1	2	3	4	5
4.	I make decisions, thus dealing with uncertainty, ambiguity, and risk	1	2	3	4	5
5.	I use my imagination and abilities to identify opportunities for creating value.	1	2	3	4	5
6.	I work toward a vision of my future.	1	2	3	4	5

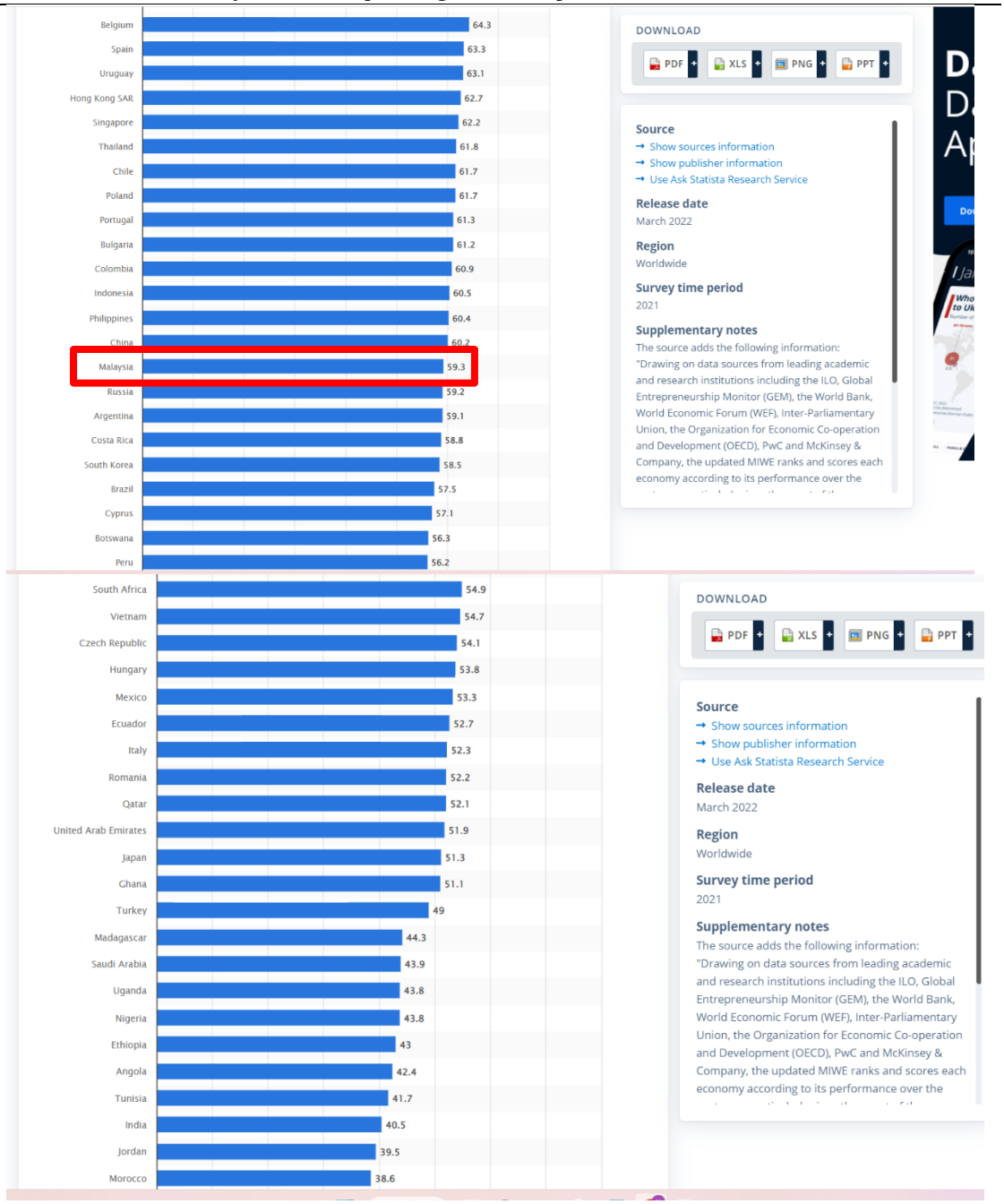
Thank you for your participation, hope you have a nice day.

Appendix

Appendix 1.1 Start-up procedures to register a business.

Appendix 1.2 The female entrepreneurs index worldwide.




Belgium 64.3
Spain 63.3
Uruguay 63.1
Hong Kong SAR 62.7
Singapore 62.2
Thailand 61.8
Chile 61.7
Poland 61.7
Portugal 61.3
Bulgaria 61.2
Colombia 60.9
Indonesia 60.5
Philippines 60.4
China 60.2
Malaysia 59.3
Russia 59.2
Argentina 59.1
Costa Rica 58.8
South Korea 58.5
Brazil 57.5
Cyprus 57.1
Botswana 56.3
Peru 56.2
South Africa 54.9
Vietnam 54.7
Czech Republic 54.1
Hungary 53.8
Mexico 53.3
Ecuador 52.7
Italy 52.3
Romania 52.2
Qatar 52.1
United Arab Emirates 51.9
Japan 51.3
Ghana 51.1
Turkey 49
Madagascar 44.3
Saudi Arabia 43.9
Uganda 43.8
Nigeria 43.8
Ethiopia 43
Angola 42.4
Tunisia 41.7
India 40.5
Jordan 39.5
Morocco 38.6
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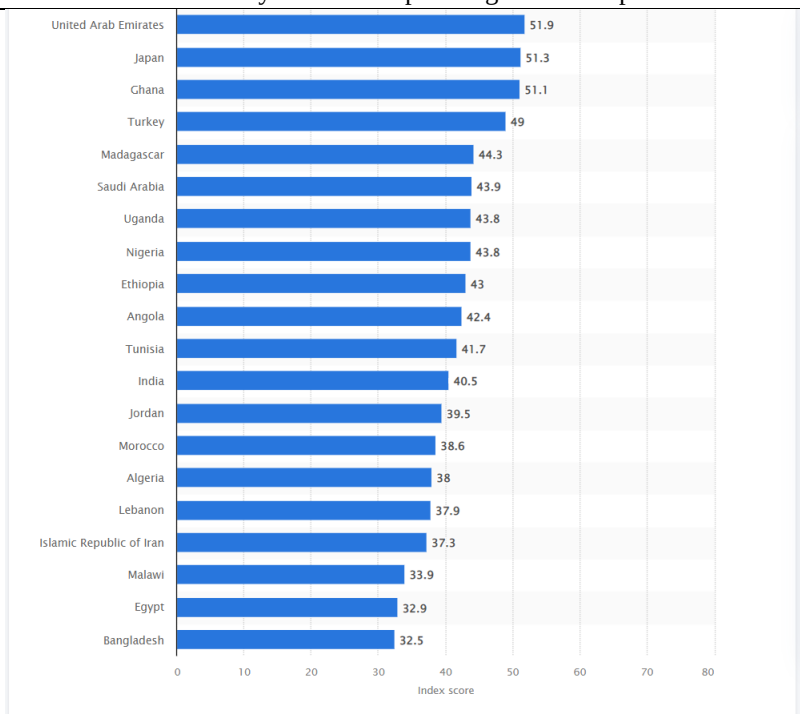
Release date
March 2022
Region
Worldwide
Survey time period
2021
Supplementary notes
The source adds the following information:
"Drawing on data sources from leading academic and research institutions including the ILO, Global Entrepreneurship Monitor (GEM), the World Bank, World Economic Forum (WEF), Inter-Parliamentary Union, the Organization for Economic Co-operation and Development (OECD), PwC and McKinsey & Company, the updated MIWE ranks and scores each economy according to its performance over the



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Release date
March 2022

Region
Worldwide

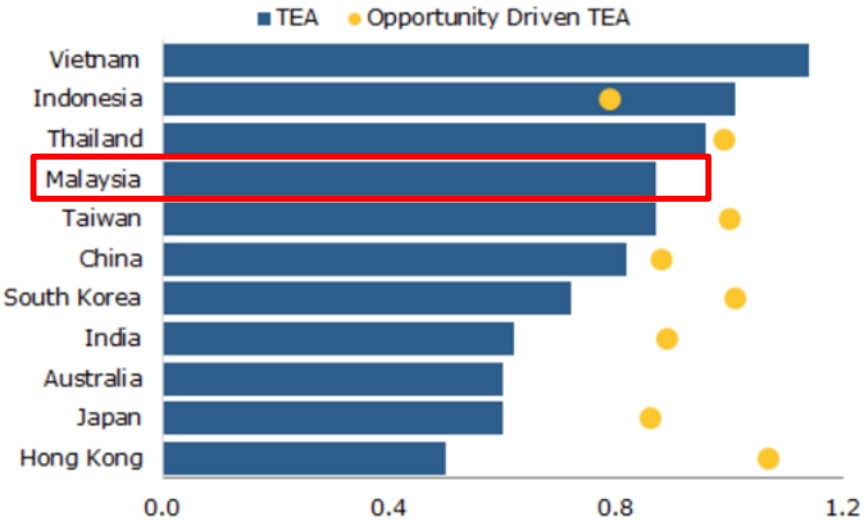
Survey time period
2021

Supplementary notes
The source adds the following information:
"Drawing on data sources from leading academic and research institutions including the ILO, Global Entrepreneurship Monitor (GEM), the World Bank, World Economic Forum (WEF), Inter-Parliamentary Union, the Organization for Economic Co-operation and Development (OECD), PwC and McKinsey & Company, the updated MIWE ranks and scores each economy according to its performance over the

Appendix 1.3 Female entrepreneurship in Asia

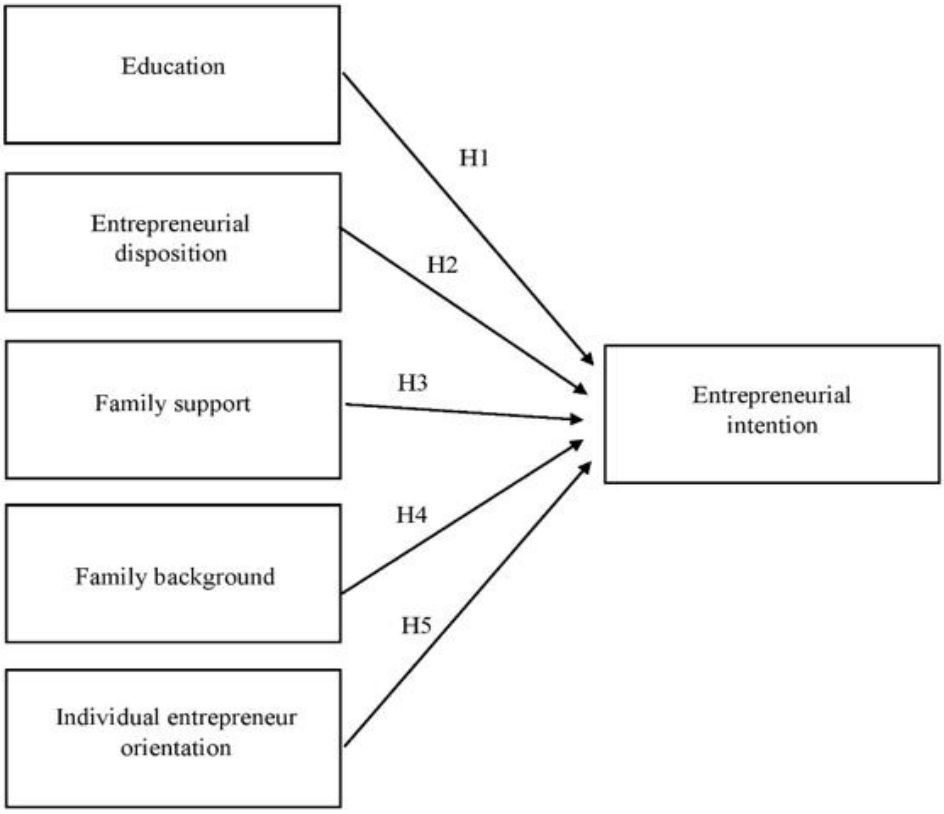
Figure 1

Female Entrepreneurship in Asia

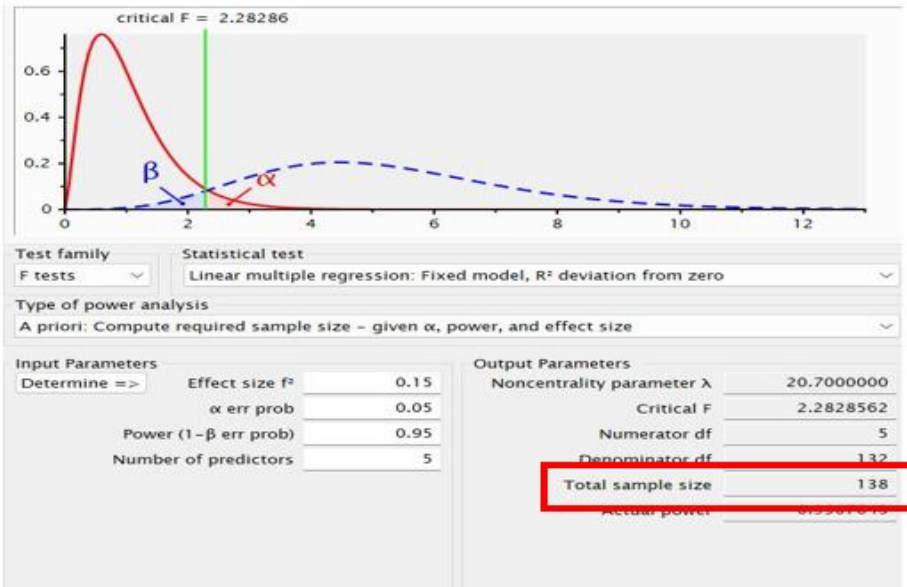


Source: Global Entrepreneurship Monitor

Appendix 2.1 A Model of Dimension of Entrepreneurial intention is driven by the theory of planned behaviour.



Appendix 3.1 The result of sample size from G*Power



Appendix 3.2 Summary of Measures

Variable	Number of items	Measurement scale
Education	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Entrepreneurial Disposition	8	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Family support	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Family background	5	5-point Likert scale (1= Strongly disagree to 5= Strongly agree
Individual entrepreneur orientation	6	5-point Likert scale (1= Strongly disagree to 5= Strongly agree

Appendix 3.3 Five Points Likert Scale

5-point Likert Scale
1=Strongly disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly agree

Table 3.4: Measurement used for each variable.

	Variable	Measurement
Demographic profile	Gender	Nominal
	Age	Ordinal
	Ethnicity	Nominal
	Are you currently studying in private universities?	Nominal
	Ongoing education level	Nominal
	Intention to embark entrepreneur	Ordinal
Dependent variables	Entrepreneurial intention	Ordinal
Independent variables	Education	Ordinal
	Entrepreneurial disposition	Ordinal
	Family background	Ordinal
	Family support	Ordinal
	Individual entrepreneur orientation	Ordinal

Appendix 3.5 Origin of construct

Dependent Variables	Statement	Adapted from
Entrepreneurial intention	1. My professional goal is to become an entrepreneur.	(Tsordia, C., & Papadimitriou, 2015)
	2. I will make every effort to start and run my own firm.	
	3. I am determined to create a business venture in the future.	
	4. I have very seriously thought about starting a firm.	
	5. I have thought of entrepreneurship as a career option.	

Independent Variables	Statement	Adapted from
Education	The education in university encourages me to develop creative ideas for being an entrepreneur.	(Bazkiaei, H. A., Khan, N. U., Irshad, A.-U.-R., & Ahmed, A., 2021)
	My university provides the necessary knowledge bout entrepreneurship.	
	My university develops my entrepreneurial skills and abilities.	
	Teaching in my college and university provides adequate instruction in market economic principles.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J., 2021)
	My college and university education provides good and adequate preparation for starting up and developing new firms.	

Independent Variables	Statement	Adapted from
Family support	My family members will approve my actions.	(Tao Shen, 2017)
	My family members will encourage me to start my business.	
	If necessary, my family members will loan me money to help me start my own business.	
	If necessary, my family members will provide me materials and equipment to help me start my own business.	
	My family members will give me advice to start my own business.	

Independent Variables	Statement	Adapted from
Entrepreneurial disposition	I desire and pursue success.	(Ahu Tuğba Karabulut, 2016)
	I will seek added responsibilities in jobs assigned to me.	
	I will try hard to improve on past work performance.	
	Diligence and hard work usually lead to success	
	If I do not succeed on a task, I tend to give up.	
	I do not really believe in luck.	
	I love being a champion for my ideas, even against others' opposition.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J. 2021)
	No matter what the odds, if I believe in something I will make it happen.	
	I usually find workable solutions to new challenges by using existing resources.	(Rahman, S. A., Alam, M. M. D., Khan, G. M., & Kennedy, R. E. 2023)

Independent Variables	Statement	Adapted from
Family background	My family used to take me to work with them.	(Wang, D., Wang, L., & Chen, L. 2018)
	My family used to take me to business meetings.	
	My family used to teach me about managing a business	
	My family used to discuss work/business with me.	
	My family used to encourage me to get to know their employees and partners.	

Independent variable	Statement	Adapted from
IEO (Individual entrepreneur orientation)	I am always looking for better ways to do things.	(Ng, H. S., Hung Kee, D. M., & Khan, M. J. 2021)
	If I believe in an idea, no obstacle will prevent me from making it happen.	
	I initiate processes that create value and can take up challenges.	(Joensuu-Salo, S., Viljamaa, A., & Varamäki, E. 2021)
	I make decisions, thus dealing with uncertainty, ambiguity, and risk.	
	I use my imagination and abilities to identify opportunities for creating value.	

Appendix 3.6 Pearson Correlation Coefficient Matrix

Correlation	Positive	Negative
None	+0.0 to +0.9	-0.09 to -0.0
Weak	+0.10 to +0.30	-0.30 to -0.10
Moderate	+0.30 to +0.50	-0.50 to -0.30
Strong	+0.50 to +0.90	-0.90 to -0.50
Perfect	+1	-1

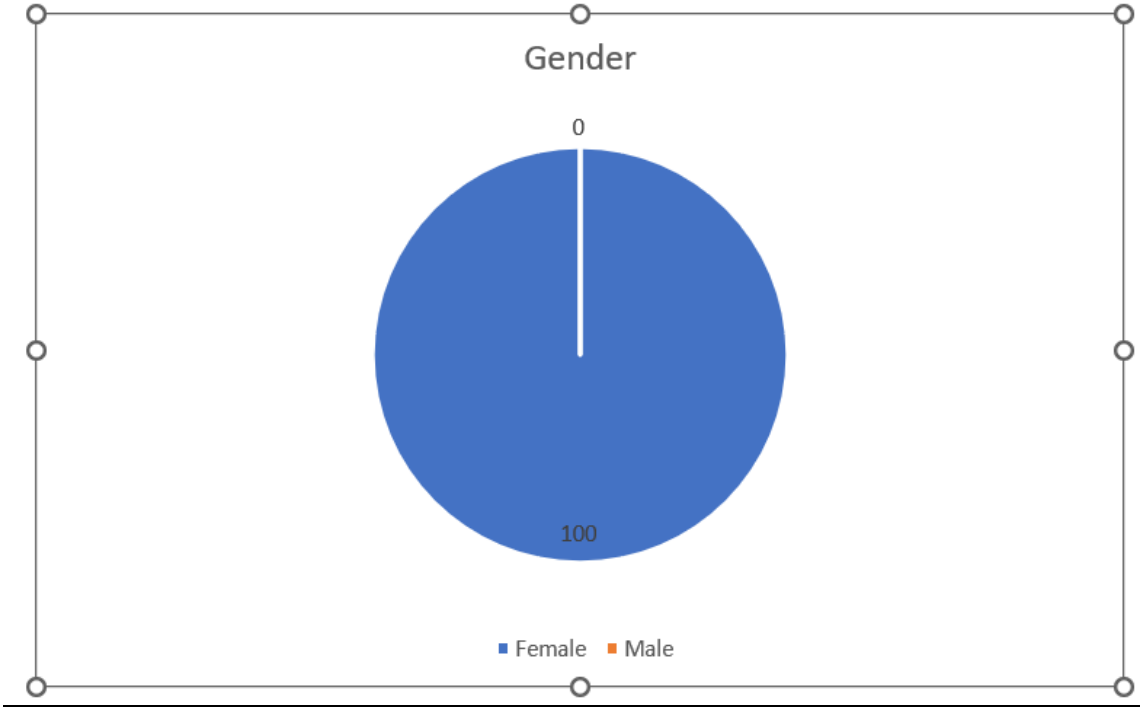
Appendix 4.1 Sample Profile

Items	Total questionnaire
Number of Questionnaire Distributed	210
Number of Questionnaires Collected Back (Valid)	176
Response rate	83.38%
Invalid respondent	34
Invalid Response Rate	16.19%
Number of Questionnaires Used for Statistical Analysis	176

Appendix 4.2 Frequency of Gender

Category	Frequency	Percentage (%)
Male	0	0
Female	176	100.0
Total	176	100.0

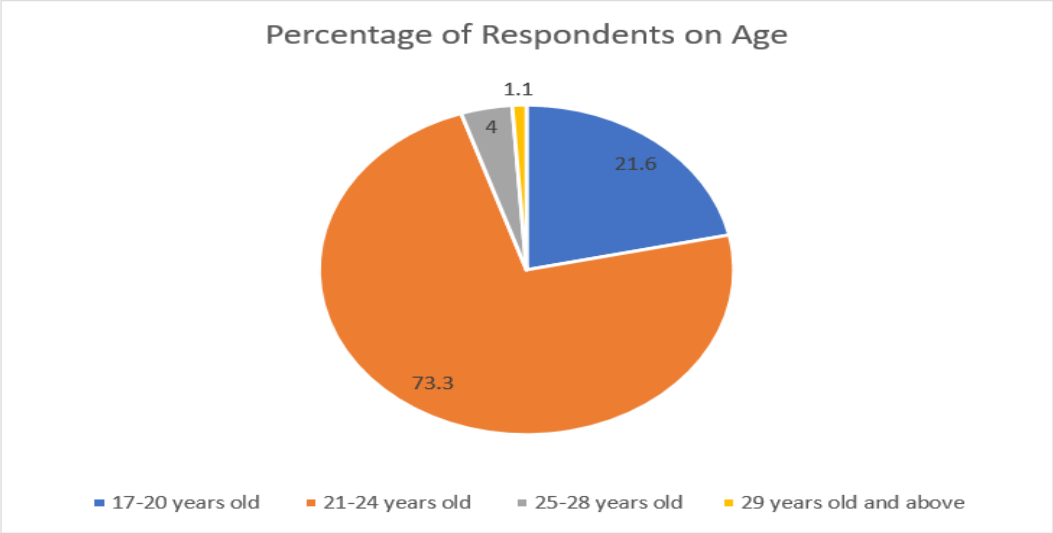
Appendix 4.3 Percentage of Respondents' Gender



Appendix 4.4 Frequency of Age range

Age group	Frequency	Percentage (%)
17-20 years old	38	21.6
21-24 years old	129	73.3
25-28 years old	7	4
29 years old and above	2	1.1
Total	176	100.0

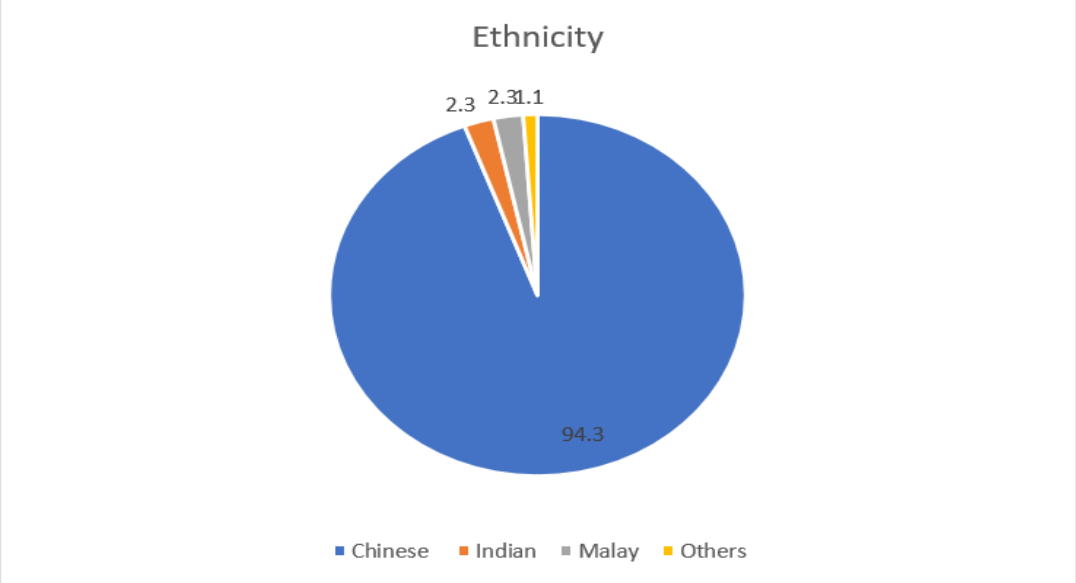
Appendix 4.5 Percentage of Respondents on Age



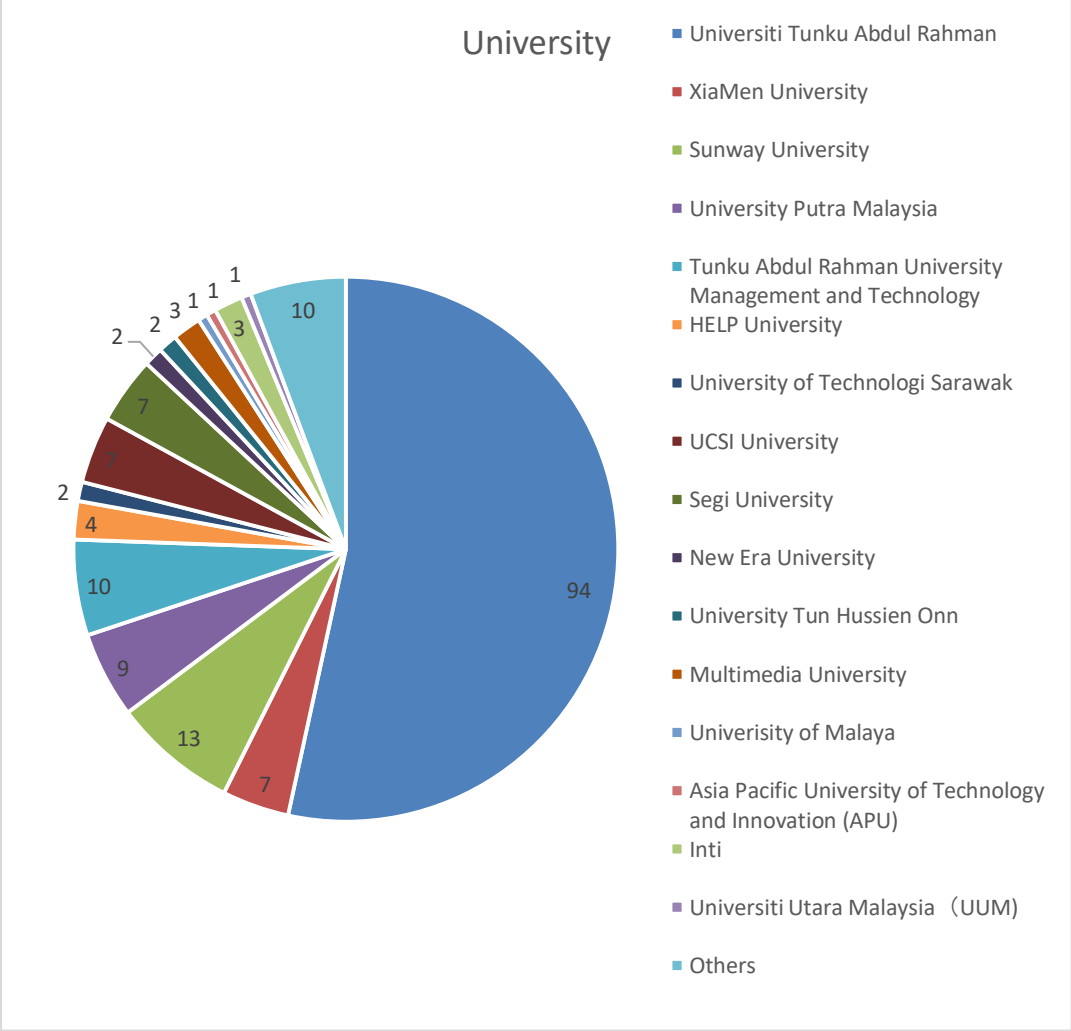
Appendix 4.6 Frequency of Ethnicity

Ethnicity	Frequency	Percentage (%)
Chinese	166	94.3
Indian	4	2.3
Malay	4	2.3
Others	2	1.1
Total	176	100.0

Appendix 4.7 Percentage of Respondents' Ethnicity



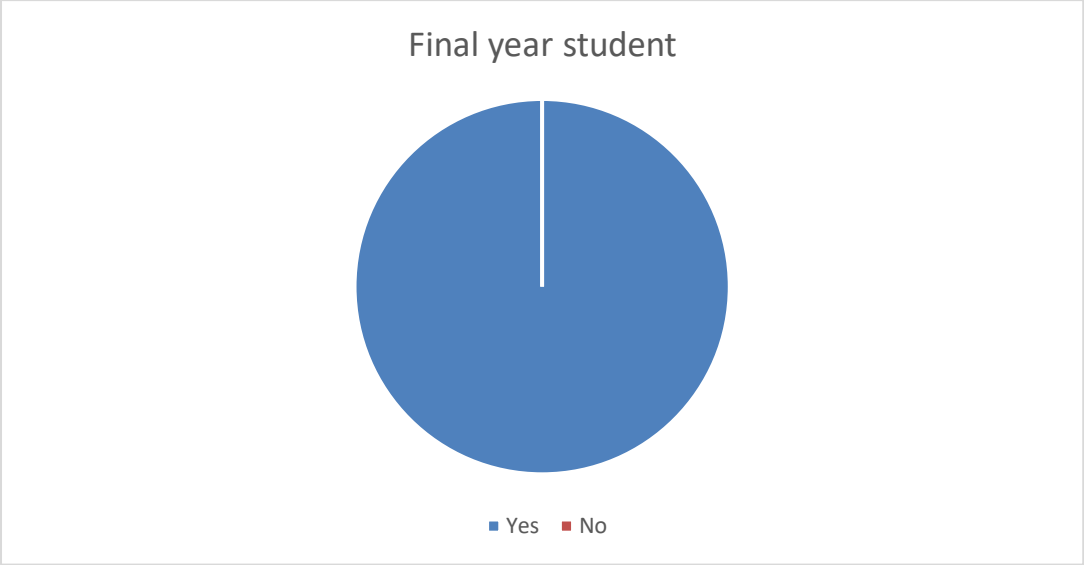
Appendix 4.8 Percentage of which university you are studying in?



Appendix 4.9 Frequency of final year student

Final year student	Frequency	Percentage
Yes	176	100
Total	176	100

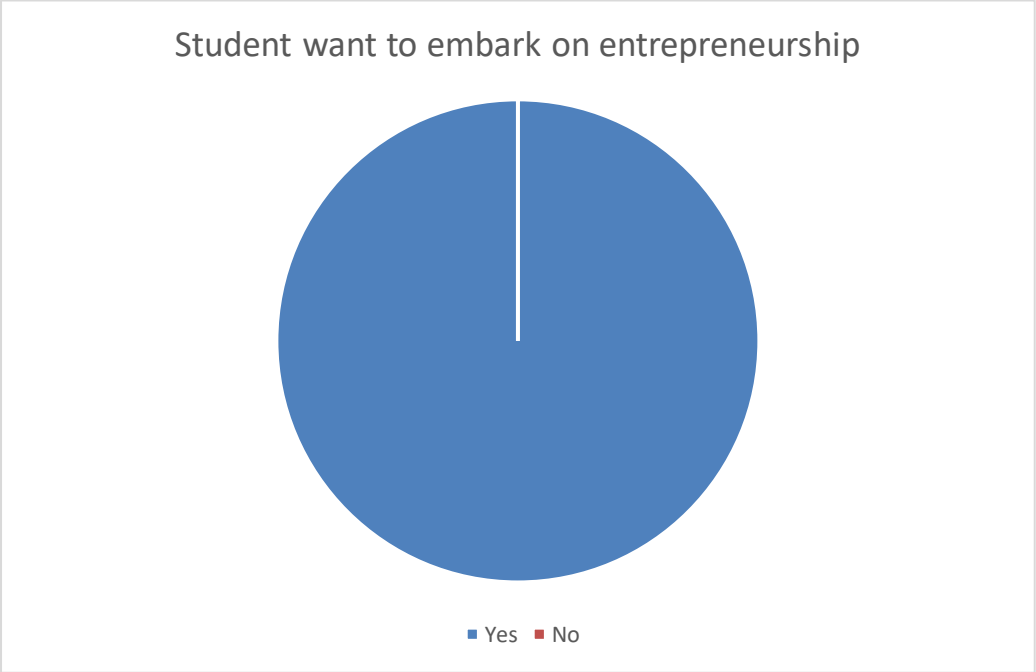
Appendix 4.10 Percentage of final year student



Appendix 4.11 Frequency of embark on entrepreneurship

Embark on entrepreneurship	Frequency	Percentage (%)
Yes	176	100
Total	176	100

Appendix 4.12 Percentage of student want to embark on entrepreneurship



Appendix 4.13 Output of skewness and kurtosis calculation

	b	z	p-value
skewness	5.46105	155.639932	2.54963
Kurtosis	55.05625	4.708759	2.492297

Appendix 4.14 Pearson Correlation Coefficient Matrix

Variable	EI	E	ED	FS	FB	IEO
EI	1					
E	0.541 <0.001	1				
ED	0.610 <0.001	0.538 <0.001	1			
FS	0.561 <0.001	0.466 <0.001	0.550 <0.001	1		
FB	0.335 <0.001	0.412 <0.001	0.443 <0.001	0.562 <0.001	1	
IEO	0.662 <0.001	0.641 <0.001	0.731 <0.001	0.647 <0.001	0.445 <0.001	1

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

Appendix 4.15 Multiple Regression Analysis Model Summary

Model	R	R Square (R^2)	Adjusted R square	Standard error of the estimate
1	0.716	0.513	0.498	0.42298

Appendix 4.16 Table of Anova

Model	Sum of square	df	Mean Square	F	Sig
Regression	31.052	5	6.210	34.712	<.001
Residual	29.521	165	0.179		
Total	60.573	170			

a. Predictors: (Constant), E, ED, FS, FB, IEO

b. Dependent Variable: EI

Appendix 4.17 Output of Multiple Regression Analysis Coefficient

Model	Unstandardized coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	0.482	0.282		1.710	0.089
E	0.156	0.067	0.170	2.341	0.020
ED	0.281	0.100	0.231	3.819	0.005
FS	0.203	0.071	0.223	2.856	0.005
FB	-0.054	0.042	-0.086	-1.276	0.204
IEO	0.305	0.104	0.279	2.927	0.004

Appendix 5.1 Summary of the results of hypothesis testing

Hypotheses	Standardized coefficients Beta	Significant level	Results
H1: There is a relationship between education and the entrepreneurial intention of female final year student.	0.170	0.020	Supported
H2: There is a relationship between entrepreneurial disposition and the entrepreneurial intention of female final year student.	0.231	0.005	Supported
H3: There is a relationship between family support and entrepreneurial intention of female final year students.	0.223	0.005	Supported
H4: There is not a relationship between family background and the entrepreneurial intention of female final year students.	-0.086	0.204	Not Supported
H5: There is a relationship between individual entrepreneur orientation and the entrepreneurial intention of female final year student.	0.279	0.004	Supported