

DETERMINANTS OF UNIVERSITY STUDENTS' INTENTION  
TO BECOME AN ENTREPRENEUR

BY

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## LIST OF ABBREVIATIONS

DOSM	Department of Statistics Malaysia
EI	Entrepreneurial Intention
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
KEMAS	Kemajuan Masyarakat
JAKOA	Kemajuan Orang Asli
MARA	Majlis Amanah Rakyat
MaGIC	Malaysian Global Innovation and Creativity Centre
MEDAC	Ministry of Entrepreneur Development and Cooperatives
NEP2030	National Entrepreneurship Policy 2030
PROTÉGÉ	Professional Training and Education for Growing Entrepreneurs
SCT	Social Cognitive Theory
TEA	Total Early-stage Entrepreneurial Activity
TEKUN	Tabung Ekonomi Kumpulan Usaha Niaga
TPB	Theory of Planned Behavior
TUBE	Tunas Usahawan Belia Bumiputera

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## PREFACE

Entrepreneurship has become increasingly important these days as it helps to stimulate economic development. Thus, many countries have put in effort to develop more entrepreneurs. Malaysia, as a developing country, the government has also started to focus on entrepreneurship in recent years as contribution to economic growth. The government has established several programs, policies and incentives to boost entrepreneurship, especially among the younger population. Therefore, it is critical to find out the determinants that will influence entrepreneurial intention of university students as they are the pillar of nation's economic in the future.

Entrepreneurial intention refers to an individual's orientation to start up a new business as an entrepreneur. Their intention to engage in entrepreneurship will determine whether they will carry out the actual behavior. Hence, this research is necessary to be conducted in order to understand what are the factors that will determine entrepreneurial intention. This research seeks to examine the impact of attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy and entrepreneurship education towards entrepreneurial intention among university students in Malaysia.

## ABSTRACT

An individual's motivation to engage in business start-ups is determined by his or her own entrepreneurial intention. This research is carried out in order to find out the determinants that affects university students' entrepreneurial intention. The aim of this research is to investigate how attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy and entrepreneurship education influence entrepreneurial intention among Malaysia university students.

This research focuses on understanding entrepreneurial intention of university students and the overall background of why this research is to be conducted had been provided. The research questions are clearly stated and tested to ensure achieving the research objectives. Then, this research also included literature review to develop a clearer understanding of the dependent and independent variables. The steps, tools and methods that are being used in this research are also clearly mentioned in the research methodology.

This research uses online survey questionnaire to collect data of target respondents from different universities in Malaysia. A reliability test is conducted before dissemination of the actual questionnaire. We performed multiple regression analysis through SPSS to analyze the survey results. In the final chapter, we discussed the major findings of this research, identified the limitations of this study and had provided recommendations for further research in the future.

# **CHAPTER 1: RESEARCH OVERVIEW**

## **1.0 Introduction**

Chapter 1 introduces the background of the research topic and the problem statement. The objectives, research questions, and significance of conducting this study is also clearly stated. The research aims to investigate the determinants of Malaysian university students' intention to become entrepreneurs.

## **1.1 Research Background**

Entrepreneurship is explained as the ability of a person to discover or create advanced opportunities and make use of it in a way that benefits the general society that leads the organization and innovators to success (Omoruyi et al., 2017). In the National Entrepreneurship Policy 2030 (NEP 2030), the Ministry of Entrepreneur Development and Cooperatives (MEDAC) defined entrepreneurship in Malaysia context as a dynamic process that identifies, creates, evaluates and exploits business opportunities. It is said to be an economic engine that drives increasing GDP, investments, innovation, job offers and competitiveness. Entrepreneurship has become a global hot topic that is widely discussed and being emphasized as a major agenda in many countries to drive their economic development and to deal with tough employment market. It has drawn attention from the entire society and more studies have been conducted in this field over the years.

It has been proven that entrepreneurship is an important driver that contributes to a nation's economic growth. This is said because entrepreneurial activities exploit

new opportunities, create new products and services, develop, and expand markets, which all helps to increase national income (Kim-Soon et al., 2022). It is the significant generator of increasing productivity, innovation, quality of life and most crucially, creation of new jobs which benefit all segments of the society and push economic growth (Sharaf et al., 2018; Ioane et al., 2020). In Malaysia, most of the business establishments and entrepreneurs are small and medium-sized enterprises (SMEs), which occupied 97% of the total business startups (OECD, 2022). During 2022, its GDP growth had increased 11.6%, exceeding the national GDP growth of 8.6% (“Micro, small and medium”, n.d.)

Furthermore, entrepreneurship creates an optimistic employment effect by reducing unemployment rate (Jalil et al., 2021). It is because entrepreneurship creates new business and simultaneously stimulates related business or sectors as support to it. By this, world challenges such as unemployment, poverty and insecure jobs can be addressed (Abubakars & Garba, 2021). As an example, MEDAC claims that entrepreneurship activities have created nearly 9.9 million jobs, which is approximately 66% of the total number of Malaysia’s job opportunities. It offers economic opportunities to various segments in the society which include youth, women, and the less fortunate, which improve socioeconomic standards.

The benefits that entrepreneurship brings explained the circumstance of the largely increasing amount of research and attention in this area. In the Malaysia context, the government is also aware of the significance of entrepreneurship thus had increased the weightage of importance towards the entrepreneurship development agenda. They developed and implemented various supporting mechanisms and policies to encourage entrepreneurship in Malaysia. For instance, MEDAC has established the NEP 2030, with a vision to become a prosperous nation by 2030 through entrepreneurship and to make entrepreneurship a preferred career choice in Malaysia. This report had revealed the gap between Malaysia’s current and ideal entrepreneurship ecosystem. Malaysia ranked 58<sup>th</sup> over 137 countries in the global entrepreneurship index 2018. In viewing the entrepreneurial intention, the GEM report 2016 shows that Malaysia placed



second lowest out of 64 countries with only 4.9% of entrepreneurial intention, 4.7% of Total Early-stage Entrepreneurial Activity (TEA) rate, which marked lowest in the Asia and Oceania region. TEA refers to people in working-age who involved in entrepreneurship activities (Global Entrepreneurship Research Association, 2017). Also, Malaysia is rated as the country with the minimum innovation level. In 2022, the entrepreneurial intention rate had sharply increased to 43% which surpassed other developing countries by 33% and the TEA rate was 7.7% (Entrepreneurs data, 2023). This situation reflects the potential growth of entrepreneurship in Malaysia.

In 2018, the government had allocated RM13.7 billion on 153 entrepreneurship development programmes that were conducted by various agencies and ministries with the aim to stimulate entrepreneurship interest. These programmes had benefited 637,808 participants. The Malaysian Global Innovation and Creativity Centre (MaGIC) help in starting up a new business. The Professional Training and Education for Growing Entrepreneurs (PROTÉGÉ) aims to encourage young people to engage in entrepreneurship by building their entrepreneur capacity. Additionally, financial support institutions provide business grants and funding for entrepreneurs who intends to widen their business. For instance, the TEKUN program and Majlis Amanah Rakyat (MARA) provide entrepreneur development funds for the B40. Entrepreneurship programs that include seminars, training, workshops, courses, are also offered to help entrepreneurs to obtain necessary skills, knowledge and establish entrepreneurial mindset. the Small and Medium Enterprises Corporation (SME Corp Malaysia) and the Ministry of Rural Development have offered a wide range of entrepreneurship training programs, namely MARA Entrepreneurship Program, Jabatan Kemajuan Masyarakat (KEMAS) Entrepreneurship Program, Jabatan Kemajuan Orang Asli (JAKOA) Entrepreneurship Program, Tunas Usahawan Belia Bumiputera (TUBE) Programme, and more.

The younger population is the pillar of Malaysia's future economy. Considering this, the government also target their effort in encouraging young people,

particularly university students and fresh graduates, to tap into the field of entrepreneurship. From the academic perspective, the Malaysia Education Blueprint 2015-2025 (Higher Education) has stated that Malaysia aims to create holistic, balanced, and entrepreneurial graduates. Thus, entrepreneurship courses are included as a compulsory subject for all university students with the purpose to cultivate students' entrepreneurial mindset and motivates them to create jobs rather than merely seeking jobs (Ministry of Education Malaysia, 2015). The Ministry had established a framework that supports and stimulates students to become job creators and to encourage them to venture into business startups after they graduate from university. The framework is developed based on three stages of entrepreneurial development, which refers to enculturate, empower and equip. Enculturate is to foster and acculturate entrepreneurship values, empower is to provide learning opportunities, and equip is to help students to obtain skills of being job creators.

Furthermore, the government has provided a wide range of entrepreneurship development programmes to stimulate entrepreneurship participation among fresh graduates. For example, the Tabung Ekonomi Kumpulan Usaha Niaga (TEKUN) financing product includes Graduate Entrepreneur Development Programme offers opportunities for graduates to participate in entrepreneurship activities individually or partnering with maximum 2-3 graduates. Also, the Graduate Entrepreneurship Fund is a financial aid to help graduates to start a business. All these efforts are aimed to build entrepreneurial intentions among university students.

Entrepreneurship drives economic growth and provide more job opportunities. As a result, it is important to keep promoting and nurturing entrepreneurship development to ensure the country continues to prosper in the future, particularly among the young people as they are the forces that contribute to Malaysia's future economic improvement. As a result, it is significant to understand what the

determining predictors of entrepreneurial intention are as it plays a critical role in influencing whether to perform entrepreneurship behavior.

## **1.2 Research Problem**

In 2023, there are approximately 90,000 university graduates in Malaysia face unemployment issue (Lim & Leong, 2023). It is stated that many university students fail to secure an employment even upon their completion of study. According to Datuk Seri Dr Noraini Ahmad, the previous minister of Higher Education Malaysia, holding a degree does not indicate guaranteed employment nowadays (Rajaendram & Menon, 2022). Even fresh graduates from well-known universities struggle in getting a job. Hence, entrepreneurship is said to be a solution to this issue. Fostering entrepreneurship among university students has become an important agenda in Malaysia as it helps to reduce unemployment challenge (Nabil, 2021). Therefore, it motivates researchers to look into the determinants that affect university students' entrepreneurial intention in order to yield insight into the efforts made to encourage entrepreneurship as a desirable career choice and help to cope with unemployment challenges.

Moreover, the Malaysia government aspires to prosper the economy and become an advanced nation by 2030 through encouraging entrepreneurship (MEDAC, n.d.). Haron (2023) claimed that Malaysia's economic potential can be unlocked through empowering entrepreneurship. As mentioned earlier, Malaysia's entrepreneurial intention rate is 43% in 2022. However, the actual rate of entrepreneurship activity, which is those who turn their entrepreneurial intention into actual performance, is only 7.7%. Due to this, it is said that there is a need to continue boost entrepreneurship participation, especially among university students, because they are the future economic force that can drive Malaysia to achieve the vision of transforming into a developed nation through entrepreneurship. As stated in Kim-

Soon et al. (2022), entrepreneurship greatly influences a nation's economic development, thus studying students' entrepreneurial intention is important. This is being said so that the relevant parties make the right effort to nurture entrepreneurial intention that will eventually turn into actual behavior.

Based on the above scenarios, it is critical to promote entrepreneurship. It is said that entrepreneurial intention is significant in relation to subsequent entrepreneurship behavior (Al-Jubari et al., 2019). Therefore, this study is motivated to be carried out with the concern to understand the determinants that will affect entrepreneurial intention. By doing so, it allows all relevant parties to move in the right direction in cultivating the intention of university students to involve in an entrepreneurship career in the future. This not only helps resolve unemployment issues, but also contributes to Malaysia's future economic growth.

## **1.3 Research Objectives & Research Questions**

### **1.3.1 General Objectives**

In general, the objective of this study aims to investigate how attitudes, subjective norms, entrepreneurship education and entrepreneurial self-efficacy affect Malaysian university students to become entrepreneurs. It is to identify whether these determinants will have an effect in influencing university students' entrepreneurial intention which in turns motivate them to become entrepreneurs.

### **1.3.2 Specific Objectives**

1. To investigate whether attitude towards entrepreneurship influences entrepreneurial intention.
2. To investigate whether subjective norms influences entrepreneurial intention.
3. To investigate whether entrepreneurial self-efficacy influences entrepreneurial intention.
4. To investigate whether entrepreneurship education influences entrepreneurial intention.

### **1.3.3 Research Questions**

1. Does attitude towards entrepreneurship exert influence on entrepreneurial intention?
2. Does subjective norm exert influence on entrepreneurial intention?
3. Does entrepreneurial self-efficacy exert influence on entrepreneurial intention?
4. Does entrepreneurship education exert influence on entrepreneurial intention?

## **1.4 Research Significance**

This study allows to gain better understanding on the determinants that affect university students to intent to engage in entrepreneurship. This study is important for university students to identify whether they have the interest and capabilities to become an entrepreneur. This is said because it allows them to identify their strengths, weaknesses, characteristics, and attitudes towards an entrepreneurship, which they can refer to in deciding career pathway.

In addition, it fills in the knowledge gaps of previous research. It is because researchers often use entrepreneurship education as a mediator to measure the

association between education and intention in the entrepreneurship context. There is still a lack of studies using education as a direct independent variable to measure entrepreneurial intention in the Malaysian context. As an example, Shamsudin et al. (2017) have found out that uncertainty exists over how entrepreneurship education has an effect in enhancing entrepreneurial intention. Nabil (2021) also suggested that future studies should include entrepreneurship education as one of the independent variables in studying entrepreneurial intention. Therefore, this study has adopted the suggestion of previous researchers and included entrepreneurship education as one of the necessary independent variables.

Kim-soon et al. (2022) mentioned the importance of understanding the actual determining factors that affect students' intention to become an entrepreneur in developing effective programs and policies to promote entrepreneurship. This study provides useful results that enables government to effectively utilize their resources to develop plans, incentives and other policies to stimulate entrepreneurial intention. Besides that, it provides valuable insights for educational institutions in developing appropriate programs and courses to educate future entrepreneurs and trigger university students' intention in entrepreneurship. The programs should aim to cultivate an entrepreneurial mindset, helps to acquire necessary skills, and promotes entrepreneurship as a preferred career choice. By doing so, it does not only benefit the country through economic growth, but also help university students to cope with unemployment issues.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

Chapter 2 introduces TPB and SCT as the underpinning theories for this research and review of literature from reliable secondary data such as journals, articles, published books and papers. It is to prove and the conceptual framework and support the hypothesis developed for this study.

### **2.1 Underlying Theories**

#### **2.1.1 Theory of Planned Behavior (TPB)**

Icek Ajzen developed this theory in 1985. It is the extension based on his previous theory (Theory of Reasoned Action). According to Boahemaah et al. (2020), intention is considered the best determinant of human behavior. Planned behavior indicates the willingness of an individual to act out on the behavior and the amount of strength planned to apply to carry out a behavior. Ajzen's TPB model (Figure 2.1) revealed how an individual's behavior can be predicted based on their intention to perform. This study only adopted the variable of attitude and subjective norms from this model intention.

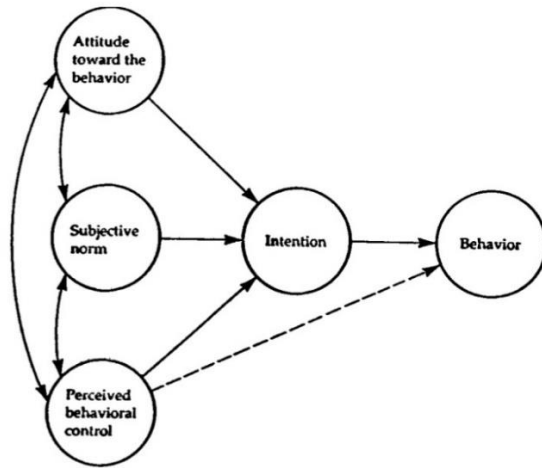


Figure 2.1: Theory of Planned Behavior

Adapted from: Ajzen, I (1991). *The Theory of Planned Behavior*. *Organizational behavior and human decision processes*, 50(2), 179-211.

Ajzen stated that attitude towards behavior (ATB), subjective norms (SN) and perceived behavioral control (PBC) are the motivational factors towards intention to perform a particular behavior. It indicates the level of effort that an individual plans to apply and how willing they are to try out an action or to get a behavior performed. In his study, he claims that it is people's belief that acts as a prevailing role in affecting their intentions and actions. The stronger the influence of these motivational factors, the greater the intention to conduct certain behavior. Thus, it increases the likelihood that the intention will turn into the actual performance. The prediction of intention varies across situations and behaviors. This means that not every factor will affect the intention of every behavior or situation. In some circumstances, it may be found that only one factor influences intentions, in others it may account for two factors, and so forth.

TPB has been widely applied within the entrepreneurial context to understand the intention. For example, Barba-Sánchez et al. (2022) have adopted the TPB model in their research about university students' entrepreneurial intention. Besides testing the effect of ATB, SN, PBC towards entrepreneurial intention, they have incorporated the mediating



effect amongst the variables. Furthermore, numerous researchers (Doanh & Bernat, 2019; Zanzabar & Jigjiddorj, 2020; Noor et al., 2021; Lihua, 2022; Sousa et al., 2022) have also adopted the TPB model in their studies of entrepreneurial intention. Hence, TPB is said to be a useful methodology to measure how all the proposed variables influence an individual's entrepreneurial intention, which allows to predict their actual behavior of whether to become an entrepreneur.

### **2.1.2 Social Cognitive Theory (SCT)**

Albert Bandura introduced this theory in 1986. It initially starts with the Social Learning Theory then evolved into social cognitive theory by introducing self-efficacy as a new construct.

According to Carter (2016), SCT is a widely used framework to study the influence of social learning towards career intentions. Social learning suggests that an individual can learn new behavior and information through a learning process. Therefore, SCT is adopted to study whether education will exert influence on students' entrepreneurial intention. Zhang et al. (2022) stated that SCT serves as a significant theoretical guide in studying entrepreneurs. Bandura (as cited in Li & Wu, 2019) had concluded that education plays a preparatory role in starting up a new business venture by transferring knowledge and helps to acquire relevant skills.

Moreover, many researchers find that there is an association between entrepreneurial education and self-efficacy. Education leads to increasing entrepreneurial intention by linking with an individual's sense of self-efficacy (Li & Wu, 2019). Ajzen (1991) stated that self-efficacy is most compatible with the concept of perceived behavioral control in TPB. It claims that whether a person will perform a behavior depends on their confidence in their own ability. "Self-efficacy refers to people's judgments

of their capabilities to organize and execute courses of action required to attain designated types of performance.” (Bandura, 1977).

A person’s self-efficacy level links to his or her intention to perform the particular behavior. It is said that self-efficacy represents individuals’ confidence in acquiring necessary skills to withstand temptation, deal with stress, and effectively utilize their resources to meet situational demands (Luszczynska & Schwarzer, 2015). In addition, it will also determine the amount of effort expended into performing the behavior, persistence, emotional reactions and thought patterns. Thus, the greater the level of self-efficacy, the more active the effort in performing a certain behavior (Bandura, 1977).

## **2.2 Review of Variables**

### **2.2.1 Entrepreneurial Intention (EI)**

A person’s intention is an important determinant to execution of behavior (Ajzen, 1991). As mentioned by Sharaf et al. (2018), entrepreneurship behavior is intentionally planned to perform. Thus, it is important to observe the intention to predict a person’s entrepreneurship behavior. Zanaabazar and Jigjjiddorj (2020) defined intention as a motivation to perform a behavior. The intention is what motivates people to achieve something (Bhasin & Gupta, 2017). Intention directs people’s attention, actions, and experience towards a specific path. The greater the intention, the higher the possibility leading to the actual performance (Mwiya et al., 2017; Zanaabazar & Jigjjiddorj, 2020).

According to Maydiantoro et al. (2021), entrepreneurial intention refers to thoughts that encourage a person to venture into a business. Besides that, the

authors further claimed that it is a psychological phenomenon to focus attention and act on something regarding entrepreneurship because it brings benefits to them. It implies whether a person is able to discover opportunities and expresses his or her desire to create business startups (Tan, 2021). Moreover, entrepreneurial intention can also be explained as potential entrepreneurs' subjective state of mind that have an effect on whether to participate in entrepreneurial activities (Zhang et al., 2022).

Jalil et al. (2021) claimed that entrepreneurial intention will affect whether he or she wants to become an entrepreneur. Though they may possess the potential to success as an entrepreneur, but it depends on their willingness to engage in entrepreneurship or not. Furthermore, EI described an individual's commitment to venture into new business (Kim-soon et al., 2022). It predicts a person's participation in entrepreneurship activities and explained their intention to start a business. Hence, it is said to be a key indicator of entrepreneurial success as it act as a dominant role in driving an individual's entrepreneurship behavior.

Referring to Santoso (2021), intention decides whether people will perform a given behavior. He suggested the classification of EI into pull and push factors. Pull factors refers to the necessities of a person, for instance, unemployment, financial reward motivation or household income consideration while push factors are associated with the dissatisfaction upon current employment situation that urge an individual to start his or her own business. Hence, all these factors contribute to the intention of a person to become an entrepreneur. Entrepreneurial intention is said to be one of the main impetuses that triggers entrepreneurial action (Abubakars & Garba, 2021). Not all entrepreneurial intention will eventually turn into an action, but there will be no action happen if without any intention (Tošović & Jovanović, 2021)

### **2.2.2 Attitude towards entrepreneurship**

Attitude refers to a person's favorable or unfavorable perception or evaluation towards a behavior (Ajzen, 1991). Santoso (2021) stated that attitude is the positive or negative behavioral belief to act out on a particular behavior. It is claimed that the likelihood of performing a certain behavior is higher when people view it positively.

According to Lihua's (2022) study, it was found that entrepreneurial attitudes directly influence students' intention on whether they want to be entrepreneurs. The study stated that students' attitude towards entrepreneurship is based on their desire for material possessions and social reputation. Their decision on whether to become an entrepreneur is due to longingness for social respect, recognition, financial rewards, and the realization of their own ideas. Jalil et al. (2021) have declared that a positive attitude towards entrepreneurship will increase entrepreneurial intention. It is said that intention can be developed through the presence of comprehensive education. Hence, they proposed that educational institutions should provide appropriate courses, training, and skills development programmes. They further claimed that positive attitude can be developed through the awareness of the positive outcome that a person will achieve by starting their own business.

However, there are other studies that show the other way around claiming that attitude does not have an impact towards entrepreneurial intention. For instance, the result from Sun et al. (2020) stated an individual's attitude is insignificant in influencing their entrepreneurial intention. They claim that this result differs from the conclusion of TPB which states that attitude will have positive impact on an individual's intention. They further claimed that attitude is not consistent with intention where people's attitude has less to say about their real intention to perform a

behavior. The insignificant relationship between attitude and entrepreneurial intention is also as found by Majeed et al. (2021).

A study carried out by Mensah et al. (2021) had revealed the significant relationship between attitude and students' intention to pursue an entrepreneurship career. The authors stated that attitude is significant in influencing entrepreneurial intention. Attitude can be improved by offering entrepreneurship programmes and measures for students to assist them in building up the right mindset towards entrepreneurship. This helps to nurture the right thought processes, experiences, beliefs and behaviors about entrepreneurship which will lead to a positive entrepreneurial attitude and develop their intention and interest to become an entrepreneur. Furthermore, Brito et al. (2022) has found out that attitude shows the strongest positive influence towards entrepreneurial intention. It stated that attitude will influence an individual's reaction and behavior. Thus, a favorable attitude will result in greater intention to undertake entrepreneurship career.

### **2.2.3 Subjective Norms**

Based on Ajzen's (1991) definition, subjective norms is how an individual perceive social pressure in determining whether to perform a behavior or not. It is also defined as the thoughts and views from other people that shape a person's perception towards a suggested behavior which will affect their decision to act on certain behavior (Jalil et al., 2021). In the entrepreneurship context, subjective norms can be referred to a person's perception of whether their decision to start a business would be approved by their close ones, for instance, family, relatives, friends and reference others (Doanh & Bernat, 2019). It is the impact of a third party in influencing an individual to behave and act (NOOR et al., 2021).

Jalil et al. (2021) had discovered the huge impact of subjective norms on students' entrepreneurial intention. It is said that if university students were supported by their close ones such as family, lecturers, colleagues, or anyone who they viewed as important to them, they would have stronger intentions and willingness to become an entrepreneur. These groups of people play an influential role in affecting their intention to engage in entrepreneurship.

Subjective norms have significant and positive impact towards university students' entrepreneurial intention, as indicated in the study of Mwiya et al. (2017). This indicates that students who perceive approval from peers and families tend to report a higher entrepreneurial intention. This research was conducted in Zambia, Africa and it is a collectivist society. Due to this, their society value connectedness so that the perception of whoever is important to the individual will exert a strong influence on their decision on whether to attempt entrepreneurial activity. Hence, the authors claimed that the influence of subjective norms can be shaped by a person's cultural environment, which in turn influences their entrepreneurial intention.

Furthermore, Mensah et al. (2021) also indicated positive influence of subjective norms on intentions among students. The authors claimed that the approval from reference groups (relatives, friends, family, and other important people) is important towards students' decision on whether to venture into new business. If the behavior is approved, it will drive their intention positively.

However, some researchers such as Kabir et al. (2017), Doanh & Bernat (2019) and Zovko et al. (2020) argued that entrepreneurial intention and subjective norms have insignificant relationship. Sharaf et al. (2018) and Praswati et al. (2022) also indicated that the intention to execute a particular behavior will not be influenced by subjective norms. It is said that the surrounding environment and the support from family members

and friends do not affect students' desire to become an entrepreneur thus leads to a conclusion that subjective norms have no influence on intention (Praswati et al., 2022). Shamsuddin et al. (2018) also stated that family members will have certain but less influence in affecting an individual's entrepreneurial intention.

According to Lihua (2022), subjective norms exert significant and positive effect on students' entrepreneurial intention. The author has provided two possible explanations for this result. First is due to the increased pressures and expectations from teachers and schools to respond to innovative entrepreneurial opportunities. By this, they will have developed a strong consciousness of subjective norms which leads to stronger entrepreneurial intention. The second explanation is the peer pressure derived from successful entrepreneurs among alumni which will serve as role models. Thus, with the support from friends and families and role model effects, it will lead to greater willingness and intention to become an entrepreneur.

#### **2.2.4 Entrepreneurial Self-Efficacy**

Bandura (1986) explained self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (as cited in Shortridge-Baggett, 2000; Lent et al., 1994). It is defined as a person's self-assessment regarding their capabilities in using the skills possessed to achieve certain goals (Liu et al., 2019). Moreover, it is further claimed that self-efficacy is a key factor in helping entrepreneurs to cope with difficulties and obstacles faced in the entrepreneurship process, thus having great influence on a person's entrepreneurial intention.

Jiatong et al. (2021) had claimed that entrepreneurial self-efficacy can help students to identify business opportunities more easily, shape their entrepreneurial mindset, and allows them to think creatively in turning innovative ideas into real products. The authors further stated that entrepreneurial self-efficacy can be increased through entrepreneurship education which enhances students' ability in dealing with entrepreneurship activities. However, Zovko et al. (2020) argued that self-efficacy is an insignificant predictor towards entrepreneurial intention among university students. This result is also supported by Doanh and Bernat (2019) and Song et al. (2021).

Furthermore, entrepreneurial self-efficacy demonstrates the level to which an individual is confident to succeed in new venture creation activities based on personal assessment of entrepreneurial skills and abilities (Samydevan et al., 2021). The study is conducted among Malaysian students and the result reveals that self-efficacy strongly influence entrepreneurial intention. Besides that, Mensah et al. (2021) also confirmed the significant linkage between a person's level of self-efficacy and their business startups intention.

Cai et al. (2022) also pointed out that entrepreneurial self-efficacy remained a crucial predictor of whether students intend to engage themselves in the entrepreneurship career. In contrast, a few researchers have claimed that self-efficacy has no direct influence towards entrepreneurial intention (Doanh & Bernat, 2019; Zovko et al., 2020; Song et al., 2021). It is suggested that self-efficacy can be cultivated through entrepreneurship education, which in turn motivates them to engage in entrepreneurship activities and career (Cai et al., 2022).



### **2.2.5 Entrepreneurship Education**

Entrepreneurship education include subjects or programs that equip students with necessary entrepreneurship skills and knowledge for them to pursue a future career in entrepreneurship (Jalil et al., 2021). The aim is to cultivate students' desire and enhance their motivation to engage in entrepreneurship. It is said that a structured education stimulates the capability and crucial characteristics of becoming an entrepreneur in an individual (Kabir et al., 2017). Thus, academic institutions play an important role in motivating students to view entrepreneurship as a desirable career (Johara et al., 2017).

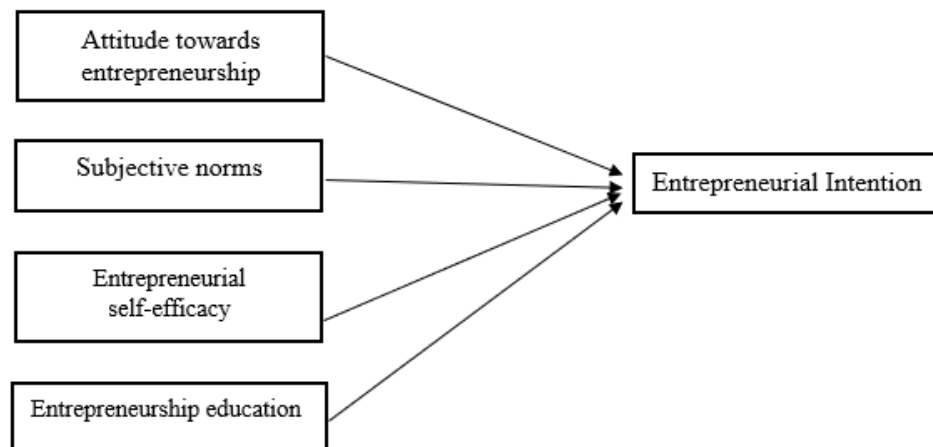
Several researchers have found out the importance of education in developing individuals' entrepreneurial intention (Sun et al.,2020; Abubakars & Garba, 2021; Sousa et al., 2022). According to Jalil et al. (2021), entrepreneurship education shows significant influence towards entrepreneurial intention. It is said that students are likely to include entrepreneurship as a favorable career option if they receive better entrepreneurship education. They had suggested that university management and educators should design entrepreneurship courses that nurture relevant knowledge and interests among students in order to improve their attitude towards entrepreneurship and self-efficacy, which generate greater intention to become entrepreneurs.

Many researchers have also proven that the entrepreneurship education is positively linked to the intention of becoming an entrepreneur (Jiatong et al., 2021; Zhang et al., 2022). In addition, learning environment and teaching methods are important in transferring entrepreneurship knowledge to students (Abubakars & Garba, 2021). The authors further claimed that students' intention to engage in entrepreneurship will increase if they enjoy the environment and teaching methods. On the contrary, Zovko et al. (2020) indicated that entrepreneurship education does not affect university students. Praswati et al. (2022) supported this statement by stating that education will not encourage students to participate in entrepreneurship.

Zhang et al. (2022) revealed that education has positive association with students' entrepreneurial intention through accumulated skills and knowledge. Thus, they proposed that education institutions should establish and implement an entrepreneurship education system that ranges from theoretical to practical in order to enhance students' confidence and intention to engage in entrepreneurship. Entrepreneurship education has a huge impact in cultivating more potential future entrepreneurs (Sun et al., 2020).

Additionally, Mensah et al. (2021) have proven that a significant relationship do exists between education and entrepreneurial intention. They stated that an adequate and relevant entrepreneurship curriculum and education will directly impact students' entrepreneurial intention. Thus, it is said that well-proper entrepreneurship courses and programs will stimulate students' interest in entrepreneurship.

### 2.3 Proposed Theoretical Conceptual Framework



Source: Developed for this research

This figure illustrates the theoretical framework developed for this study. This research focuses on investigating the respective relationship between of each identified independent variables, (attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education) with the dependent variable (entrepreneurial intention). The goal of conducting this study is to figure out the determining reasons that will have impact on university students' intention in becoming entrepreneurs. Hence, this research proposed that attitudes towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, and entrepreneurship education will influence university students to venture into entrepreneurship.

## **2.4 Hypotheses Development**

### **2.4.1 Relationship between attitude towards entrepreneurship and university students' intention to become an entrepreneur**

Many researchers have proven that attitude will positively and directly affect entrepreneurial intentions (Kabir et al., 2017; Maydiantoro et al., 2021; NOOR et al., 2021; Sousa et al., 2022). Usman and Yennita (2019) indicated that individuals who possess a positive attitude towards entrepreneurship are more motivated and confident in creating a business. The study result of Mwiya et al. (2017) shows that university students who possess a positive attitude will view entrepreneurship as an attractive career and are more likely to engage in this path. Moreover, researchers such as Doanh & Bernat (2019), Tošović and Jobanović (2020), Luc (2021) and Brito et al. (2022) have found out that attitude demonstrates the strongest effect towards entrepreneurial intention. Thus, it is said that high entrepreneurial intention results from a high positive attitude towards entrepreneurship (Maydiantoro et al., 2021).

The below hypothesis is derived from the literature review:

$H_1$  : There is a significant relationship between attitude towards entrepreneurship and entrepreneurial intention.

#### **2.4.2 Relationship between subjective norms and university students' intention to become an entrepreneur**

The positive impact of subjective norms towards a person's intention to become an entrepreneur has been proven (Omar, 2021; Santoso et al., 2021; Brito et al., 2022). It is said that family or people who are close to the individual will influence their attitude and increase their entrepreneurial intention (Zanazabar & Jigjjiddorj, 2020). Usman and Yennita (2019) stated that students are more willing and more prepared to start a new business if they gain a greater level of support from close ones. Moreover, subjective norms positively affect students' entrepreneurial intention, especially when they are exposed to the environment in which their family members or close people are entrepreneurs (Rakićević et al., 2022).

The below hypothesis is derived from the literature review:

$H_2$  : There is a significant relationship between subjective norms and entrepreneurial intention.

#### **2.4.3 Relationship between entrepreneurial self-efficacy and university students' intention to become an entrepreneur**

The result of Kabir et al.'s (2017) study showed that entrepreneurial self-efficacy is statistically significant and highly relevant to a person's intention to

pursue entrepreneurship. This statement is said to be aligned with many other studies indicating that entrepreneurial self-efficacy will positively affect the intention to involve in entrepreneurship (Samydevan et al., 2021; Kim-Soon et al., 2022; Gani et al., 2022). Additionally, it is claimed that self-efficacy has significant influence that contributes to a person's confidence in starting up a business (Praswati et al., 2022). People rely on their self-efficacy level to succeed in performing certain tasks (Kabir et al., 2017). Hence, higher self-efficacy level strengthens entrepreneurial intention (Maydiantoro et al., 2021).

The below hypothesis is derived from the literature review:

*H<sub>3</sub>*: There is a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention.

#### **2.4.4 Relationship between entrepreneurship education and university students' intention to become an entrepreneur**

Liu et al. (2019) had claimed that intensive entrepreneurship education can lead to stronger entrepreneurial intention. It is said that taught courses enable students to obtain necessary skills, knowledge and experience which strengthen their intention to engage in business startups. Shamsuddin et al. (2018) stated that entrepreneurial education is considered a vital predictor of entrepreneurial intention. Education provided will increase the likelihood of students selecting entrepreneurship as their career. Researchers like Sun et al. (2020) and Brobbey et al. (2022) also give substance to the positive effect of entrepreneurial education is notable towards entrepreneurial intention. It is said that entrepreneurship education is crucial in cultivating more potential entrepreneurs.

The below hypothesis is derived from the literature review:

*H*<sub>4</sub>: There is a significant relationship between entrepreneurship education and entrepreneurial intention.

## **CHAPTER 3: METHODOLOGY**

### **3.0 Introduction**

This chapter clearly stated the methodology that are being adopted in constructing the measurement, gathering and analysing the data. It aims to ensure that the research is conducted systematically in a proper procedure and methods to ease the data analysis.

### **3.1 Research Design**

The way how the research is designed guides researchers to obtain evidence effectively to address research questions logically (Labaree, 2009). Quantitative method is applied for this research. Quantitative research data deals with objective measurements and numerical data and generalizes it to explain a phenomenon (Babbie, 2010). This study is designed as a descriptive study. It is one of the quantitative methods that aims to provide accurate data of a population. It collects quantitative information and statistically analyze it to describe the characteristics of a population (Hassan, 2023). A survey questionnaire with 5 points Likert scale is designed for this study to collect quantitative data. It will then be distributed to target respondents for them to express the extent to which they consent to the provided statement. By doing so, the relationship between the response variable and predictors can be determined.

## **3.2 Sampling Design**

As compared to collecting data from the entire population, it helps to save costs and time by collecting from a smaller number of people. According to Taherdoost (2016), sampling is to select a subset from the target population. This subset is said to be able to represent the entire population and allows researchers to collect data faster. The results from collected data will then be used to make inferences about a larger population.

### **3.2.1 Target Population**

Target population refers to a particular group of respondents that researchers intend to conduct research and draw conclusions from (Barnsbee et al., 2018). The target population for this research will be any university students regardless of their field of study. This is because students who intend to become an entrepreneur is not limited to those who study business or entrepreneurship related courses. Therefore, this survey is open and ready to all university students.

### **3.2.2 Sampling Frame**

The sampling context of this research is Malaysia university students who are studying in the universities located in Kuala Lumpur and Selangor. An online survey questionnaire will be distributed to them to collect the data, which simplify the process of data collection and provides ease for researchers to organize and analyse the data.



### **3.2.3 Sampling Technique**

There are two types of sampling techniques that can be adopted in a research study namely non-probability sampling and probability sampling. This research uses non-probability sampling, which means that the choice of sample involves judgment and is not randomized (Showkat & Parveen, 2017). It includes convenience, snowball, quota and purposive sampling. Convenience sampling is applied in this study by choosing participants who the researchers can easily access and are readily available. This technique is said to be most favoured by students as it is more cost-effective and easier to conduct compared to other techniques (Taherdoost, 2016).

### **3.2.4 Sample Size**

Sample size indicates the unit of individuals used in the survey that can represent the large population (Zamboni, 2018). The minimum sample size for this research is 129, as calculated through G\*Power. However, the survey questionnaire will be distributed among 200 university students in order to ensure high response rate and to get more accurate data.

## **3.3 Data Collection Methods**

The techniques of data collection explain the types of data and how the data is collected from selected samples. It allows researchers to address the research questions. It is significant to verify the source of information provides reliability and quality to ensure validity of the result.

### **3.3.1 Primary Data**

Primary data refers to the first-hand original data that has not gone through any modification or analysis. In this research, an online survey questionnaire will be delivered to the target sample to collect primary data. It allows researchers to reach large numbers of respondents at the lowest cost.

### **3.3.2 Secondary data**

Secondary data is the information that has been gathered, analyzed, interpreted and published by others rather than the researcher who uses it (Hassan, 2022). The secondary data used to support this research are from journal articles, e-books and internet resources. The data are obtained from credible sources in order to get more accurate results and to use for academic purposes.

## **3.4 Research Instrument**

### **3.4.1 Questionnaire Design**

This research uses a self-administered questionnaire as a data collection mechanism. It is said to be an ideal tool in collecting data because it can enhance the data quality because it helps to get more accurate answers for the survey questions especially for sensitive information (Jong, 2016). Respondents are given sufficient time to respond hence avoiding them simply answering the questions. In addition, it allows wide coverage of the population in a cost-effective way by delivering the questionnaire electronically.

The questionnaire is divided into 2 sections. Section A focuses on the basic demographic information of the respondents. Section B is the variable questions consisting of one dependent variable (entrepreneurial intention) and four independent variables including attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, and entrepreneurship education. This section uses the ‘Likert Scale’ method that requires respondents to rate accordingly based on the extent to which they agree or disagree according to each given statement.

### 3.4.2 Pilot Test

No.	Constructs	Cronbach’s Alpha	No. of Items
1.	Entrepreneurial Intention	0.944	5
2.	Attitude Towards Entrepreneurship	0.946	6
3.	Subjective Norms	0.930	5
4.	Entrepreneurial Self-efficacy	0.961	6
5.	Entrepreneurship Education	0.911	5

Table 3.1: Pilot Test Results

Pilot study is conducted to ensure the measurement items for this study is reliable and feasible (In, 2017). It is usually done on a smaller scale as compared to the main study. This pilot test is carried out among 30 participants. Table 3.1 represents the result for the pilot test in this study. Based on the Cronbach’s Alpha rule of thumb, any value exceeding 0.70 is acceptable and internally consistent. Otherwise, any value below than 0.70 indicates low reliability.

### 3.5 Construct Measurement

No.	Measurement variables and items	Source
<b>Entrepreneurial Intention</b>		
1.	I have a strong intention to start a business someday.	(Özeltürkay et al., 2019; Tošović and Jovanović, 2021; Wang et al., 2021; Ng et al., 2022)
2.	I am determined to create a firm in the future.	(Özeltürkay et al., 2019; Doanh and Bernat, 2019; Barba-Sánchez et al., 2022)
3.	I'm ready to do anything to be an entrepreneur.	(Özeltürkay et al., 2019; Tošović and Jovanović, 2021)
4.	I believe I have the ability to grow my own business.	(Song et al., 2021)
5.	I prefer to be an entrepreneur rather than an employee in a company.	(Ng et al., 2022)
<b>Attitude Towards Entrepreneurship</b>		
6.	I have a positive attitude toward being an entrepreneur.	(Kabir et al., 2017)
7.	I want to gain recognition and respect as an entrepreneur.	(Song et al., 2021)
8.	Being an entrepreneur would entail great satisfaction for me.	(Doanh and Bernat, 2019; Tošović and Jovanović, 2021)

9.	A career as an entrepreneur is attractive for me.	(Doanh and Bernat, 2019; Özeltürkay et al., 2019)
10.	In my opinion, being an entrepreneur implies more advantages than disadvantages to me.	(Özeltürkay et al., 2019; Barba-Sánchez et al., 2022)
<b>Subjective Norms</b>		
11.	My parents are positively oriented towards my future career as an entrepreneur.	(Kabir et al., 2017)
12.	If I decided to create a firm, my closest friends would approve of that decision.	(Doanh and Bernat, 2019; Tošović and Jovanović, 2021)
13.	Environment around me is good at home as well as at my school to support me to become an entrepreneur.	(Praswati et al., 2022)
14.	Role models inspired and stimulate my interest in entrepreneurship.	(Pulka et al., 2015)
15.	People who are important to me think that I should pursue a career as an entrepreneur.	(Amofah &Saladrigues, 2022)
<b>Entrepreneurial Self-efficacy</b>		
16.	I have the entrepreneurial skills to start a business.	(Ng et al., 2022)
17.	I am confident to engage in new ventures and ideas.	(Kabir et al., 2017)

18.	I am convinced that I can successfully discover new business opportunities.	(Wang et al., 2021)
19.	I will be able to deal with any unexpected events that I am confronted with.	(Kabir et al., 2017)
20.	If I tried to start a company, I would have a high probability of succeeding.	(Zovko et al., 2020)
<b>Entrepreneurship Education</b>		
21.	Entrepreneurship should be taught in university.	(Kabir et al., 2017; Shamsuddin et al., 2018)
22.	Entrepreneurial courses would help students start businesses.	(Kabir et al., 2017)
23.	The university provides resources to assist students in entrepreneurship.	(Shamsuddin et al., 2018)
24.	Entrepreneurship course provides me the necessary skills to start a business.	(Song et al., 2021)
25.	Entrepreneurship course builds my confidence to become an entrepreneur.	(Song et al., 2021)

## **3.6 Data Processing**

### **3.6.1 Data Editing**

Data editing is a process to detect the possible missing or error in the responses provided by respondents. It aims to minimize the error and ensure the quality of the survey responses. It can be applied on any of the data sources and can be performed at any stages during the data collection or processing phase. Overall, it is to make sure that the data set is complete, consistent and accurate.

### **3.6.2 Data Coding**

Data coding is referred to assigning codes to data items like survey responses to better manage the data. Instead of using long alphabetical code, this study replaces it into numerical form. It enables researchers to convert the data in a way that ease the data processing.

### **3.6.3 Data Transcribing**

This process is to key the data collected into the computer system which ease the data analysis process. The transcribed data will then be processed through the Statistical Package for the Social Sciences (SPSS) for further analysis and interpretation.

## **3.7 Proposed Data Analysis Tools**

SPSS is a statistical software used by many researchers to analyze complex quantitative data (“Introduction to SPSS”, n.d.). This research will use SPSS version 29.0 to process the data for descriptive analysis, reliability test and inferential analysis.

### **3.7.1 Descriptive Analysis**

Descriptive analysis simplifies data in a format that makes it easy for audiences to understand the phenomenon (Loeb et al., 2017). The statistical tools being used for description include measures of variability (range, variance and standard deviation) and central tendency (mean, median and mode). It can help to summarize data into simple quantitative measures (such as percentage and mean) or graphical representations (Kaliyadan and Kulkarni, 2019). In this research, it will include the quantitative measure in table form (frequency distribution, percentage, valid percentage and cumulative percentage) and graphical tools (pie chart and bar chart) to present the data.

### **3.6.2 Reliability Test**

Reliability refers to the quality of measurement items results in minimum error possible (Ghazali, 2016). It is to ensure that the measurement instrument is stable and consistent This research uses the SPSS program to perform the reliability test. In addition, the result is interpreted through the Cronbach’s alpha, which is considered a useful measure in assessing reliability of scaled items (Goforth, 2015). The general rule of thumb states that any value that exceeds 0.7 is an acceptable alpha value (Tavakol and Dennick, 2011).



<b>Cronbach's Alpha</b>	<b>Internal Consistency/Reliability Test</b>
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Table 3.2: Cronbach's Alpha rule of thumb

Source: Yudhistir S.M.F. Jugessur (2022). *Reliability and Internal Consistency of data: Significance of Calculating Cronbach's Alpha Coefficient in Educational Research*. International Journal of Humanities and Social Science Invention (IJHSSI)

### **3.6.3 Inferential Analysis**

#### **3.6.3.1 Multiple Regression Analysis**

Multiple Regression Analysis analyses the linkage among multiple predictors and a single response variable. It is being claimed as a useful statistical technique in predicting the value of the dependent variable based on the independent variables which have a known value (Moore et al., 2006). This research aims to address the relationship between the four identified predictors (attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, and entrepreneurship education), and the dependent variable. The relationship is tested through multiple regression analysis and the SPSS software is being used as the tools to analyze the data.

The equation for multiple regression analysis is shown as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$\alpha$  (alpha) is the intercept, which is a constant term

X is the independent variable

$\beta$  (Beta coefficient) is the slope coefficient for each independent variable

## CHAPTER 4: DATA ANALYSIS

### 4.0 Introduction

This chapter presents the data collected from target respondents. Total of 204 respondents participated in this survey. The result will be analyzed using SPSS system. Respondents' demographic information will be presented in the form of graphic illustrations and tables. The result for inferential analysis will be presented in table form with explanation provided for better understanding.

### 4.1 Descriptive Analysis

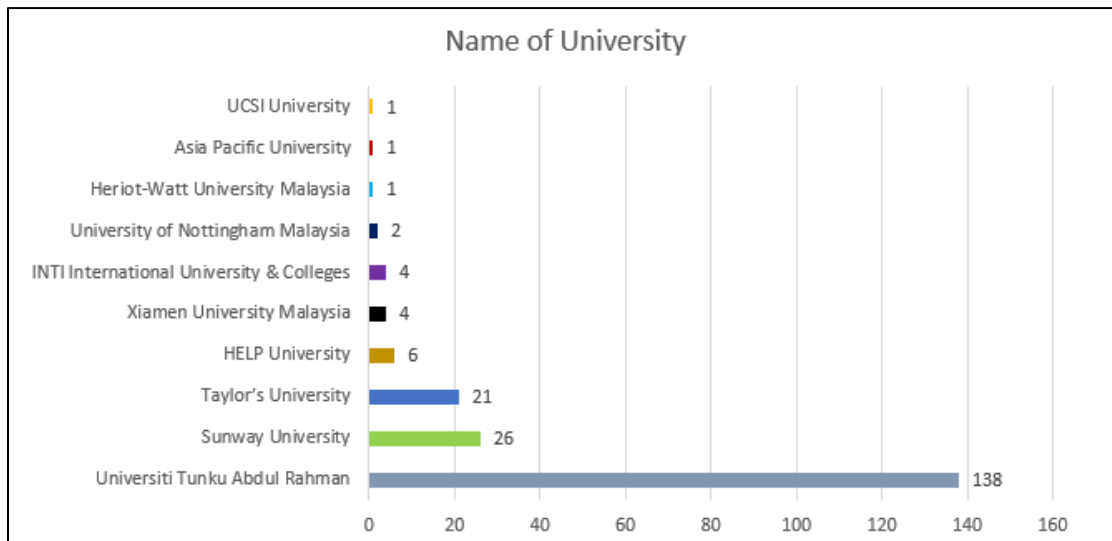


Figure 4.1 Name of University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Universiti Tunku Abdul Rahman	138	67.6	67.6	67.6
	Sunway University	26	12.7	12.7	12.7
	Taylor's University	21	10.3	10.3	10.3
	HELP University	6	2.9	2.9	2.9
	Xiamen University Malaysia	4	2.0	2.0	2.0
	INTI International University & Colleges	4	2.0	2.0	2.0
	University of Nottingham Malaysia	2	0.9	0.9	0.9
	Heriot-Watt University Malaysia	1	0.5	0.5	0.5
	Asia Pacific University	1	0.5	0.5	0.5
	UCSI University	1	0.5	0.5	0.5
	Total	204	100	100	100

Table 4.1 Name of University of respondents

Figure 4.1 and Table 4.1 summarize the tertiary education institution that the respondents are currently studying in. Out of 204 participants, majority of them are from Universiti Tunku Abdul Rahman (UTAR). There are 26 participants from Sunway University, 21 participants from Taylor's University, 6 participants from HELP University, 4 participants respectively from Xiamen University Malaysia and INTI International University & Colleges. In addition, there are 2 participants from University of Nottingham Malaysia, 1 participant each from Heriot-Watt University Malaysia, Asia Pacific University and UCSI University.

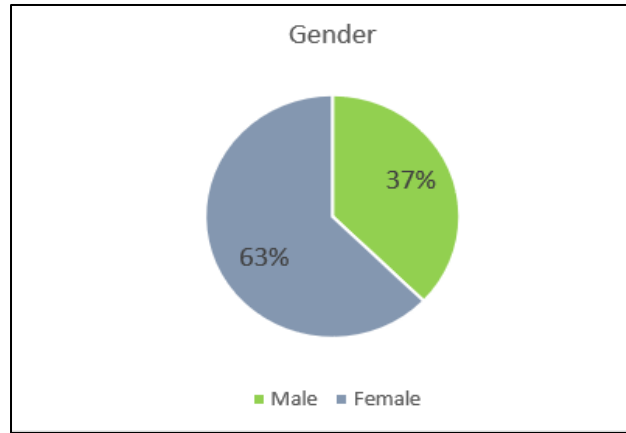


Figure 4.2 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	37	37	37
	Female	128	63	63	63
Total		204	100	100	

Table 4.2 Gender of respondents

The above figure and table represent the gender of participants in this survey. Out of a total of 204 participants, there are 128 females while there are 76 male participants, which is respectively 63% and 37%.

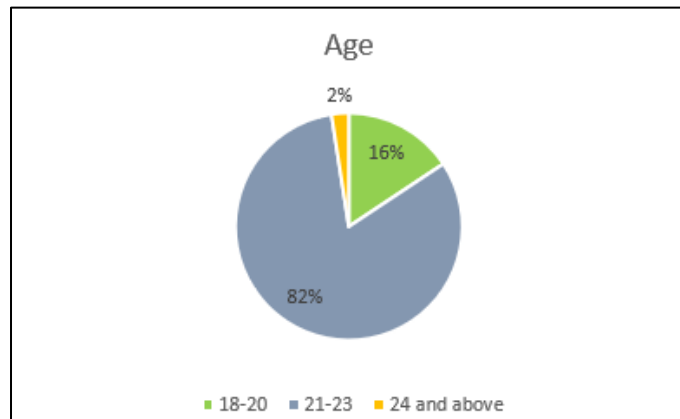


Figure 4.3 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	32	16	16	16
	21-23	167	82	82	82
	24 and above	5	2	2	2
	Total	204	100	100	

Table 4.3 Age of respondents

Figure 4.3 and Table 4.3 shows the respondents' age. It is clearly seen that respondents who are aged between the range of 21-23 occupied the majority, which is 82% of the total respondents. Then, respondents at the age of 18-20 occupied 16% while only 2 % aged 24 and above.

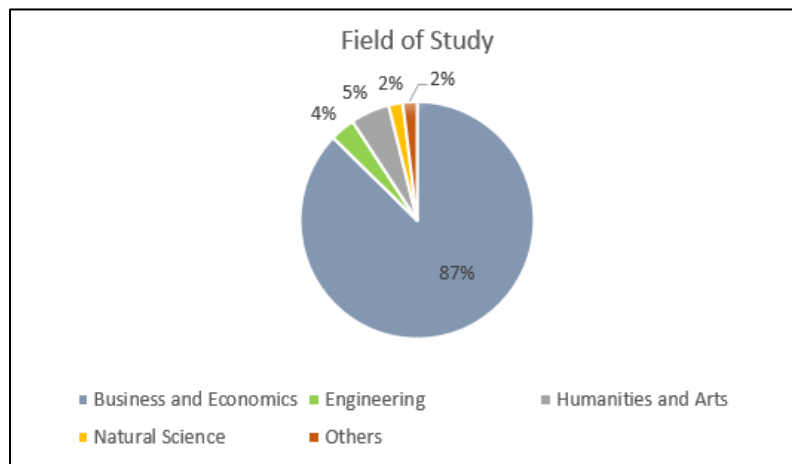


Figure 4.4 Field of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business and Economics	178	87	87	87
	Engineering	7	4	4	4
	Humanities and Arts	11	5	5	5
	Natural Science	4	2	2	2

	Others	4	2	2	2
	Total	204	100	100	

Table 4.4 Field of study of respondents

Figure 4.4 and table 4.4 represents the field that the participants are studying in. Most of the respondents of this survey are students that pursuing higher education in the field business and economics, which is 87% out of 100%. Then, 4% of the respondents are studying engineering-related courses, 5% of respondents are in the field of humanities and arts and 2% of respondents in the field of natural science. Moreover, there are 2% of respondents have chosen others, which is given that they are studying construction management, social science and the other two are logistics.

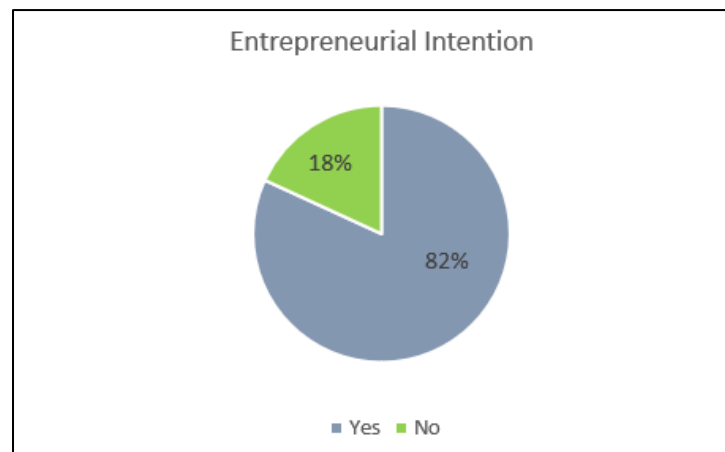


Figure 4.5 Entrepreneurial Intention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	167	82	82	82
	No	37	18	18	18
Total		204	100	100	

Table 4.5 Respondents' intention to be an entrepreneur.

In terms of entrepreneurial intention, 82% of respondents (167 out of a total of 204) indicated that they have an intention to start a business whereas 18% of respondents (37 out of a total of 204) did not show interest in creating their own business.

## 4.2 Reliability Test

Table 4.6: Internal Reliability Test

No.	Constructs	Cronbach's Alpha	No. of Items
1.	Entrepreneurial Intention	0.820	5
2.	Attitude Towards Entrepreneurship	0.924	5
3.	Subjective Norms	0.723	5
4.	Entrepreneurial Self-efficacy	0.885	5
5.	Entrepreneurship Education	0.895	5

Source: Developed for this research

The above table indicates the reliability test for this study. It uses the Cronbach's Alpha to measure how reliable the variables are. There is total 25 questions and each constructs include 5 items. The Cronbach's Alpha rule of thumb stated that value exceeding 0.7 is refer to consistent and reliable.

Table 4.6 shows that all construct measurements in this study is reliable as it exceeds 0.7. Subjective norms marked the lowest value with 0.723 among all construct measurements. In contrast, the construct of attitudes towards entrepreneurship shows the highest Cronbach's Alpha value with 0.924. Then, entrepreneurial intention, entrepreneurial self-efficacy and entrepreneurship education has alpha value of 0.820, 0.885 and 0.895 respectively.

## 4.3 Inferential Analysis

### 4.3.1 Multiple Regression Analysis

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 <sup>a</sup>	.602	.592	.26567

a. Predictors: (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-Efficacy, Entrepreneurship Education



From the table, the R square value shows 0.602. This data interprets that 60.2% of the dependent variable is influenced by the identified predictors. Meanwhile, the remaining 39.8% are not influenced by these independent variables. Thus, it can be concluded that there are still other factors affecting entrepreneurial intention.

Table 4.7: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.263	4	4.316	61.149	< 0.001 <sup>b</sup>
	Residual	11.434	162	.071		
	Total	28.697	166			

- a. Dependent variable: Entrepreneurial Intention
- b. Predictors: (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-Efficacy, Entrepreneurship Education

The ANOVA table clearly shows that the relevant p- value is < 0.001, smaller than the  $\alpha = 0.05$ . This reveals that the statistical evidence is adequate to prove that the multiple regression model is satisfactory at an alpha value of 0.05. The F test result is significant at the F- value = 61.149.

Table 4.8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.080	.263		4.114	< .001
	Attitude Towards Entrepreneurship	.531	.050	.614	10.628	< .001
	Subjective Norms	.074	.065	.071	1.140	.256
	Entrepreneurial Self-Efficacy	-.148	.058	-.142	5.914	.011
	Entrepreneurship Education	.282	.053	.312	5.338	< .001

- a. Dependent variable: Entrepreneurial Intention
- b. Predictors: (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-Efficacy, Entrepreneurship Education

The model of multiple regression equation is formed as below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Y = Entrepreneurial Intention

$\alpha$  = Constant value, the value of Y when X becomes zero

$\beta_1$  = Slope coefficient of Attitude towards entrepreneurship

X<sub>1</sub> = Attitude towards Entrepreneurship

$\beta_2$  = Slope coefficient of Subjective Norms

X<sub>2</sub> = Subjective Norms

$\beta_3$  = Slope coefficient of Entrepreneurial Self-efficacy

X<sub>3</sub> = Entrepreneurial Self-efficacy

$\beta_4$  = Slope coefficient of Entrepreneurship Education

X<sub>4</sub> = Entrepreneurship Education

Therefore, the equation of multiple regression is formed as:

$$Y = 1.080 + 0.531X_1 + 0.074X_2 + (-0.148) X_3 + 0.282 X_4$$

### 4.3.1.1 Test of Significant

According to the general rule of thumb,  $H_0$  is rejected under the circumstance when p-value is below the alpha value. In this context, researcher should reject  $H_0$  if p-value  $< \alpha = 0.05$ .

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

Table 4.8 have shown that the p-value for the variable attitude towards entrepreneurship is  $< 0.001$ , below the  $\alpha = 0.05$ , thus the alternative hypothesis is being accepted. Hence, it indicates that the attitude of university students towards entrepreneurship is a significant linkage towards their intention to pursue entrepreneurship.

H2: There is a significant relationship between subjective norms and entrepreneurial intention.

The table of coefficients stated that the p-value of subjective norms is 0.256, greater than  $\alpha = 0.05$ . This result can be concluded as subjective norms has no significant relationship with entrepreneurial intention.

H3: There is a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention.

Table 4.8 shows that the variable entrepreneurial self-efficacy has a p-value of 0.011, thus the alternative hypothesis is accepted. Through this, it can be inferred that university students' entrepreneurial self-efficacy level determines whether they intend to be entrepreneurs or not.

H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention.

The table above shows the p- value of entrepreneurship education is  $< 0.001$ . Thus, the null hypothesis is rejected. It can be concluded that entrepreneurship education plays a critical role influencing entrepreneurial intention.

# CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

## 5.0 Introduction

Chapter 5 provides a clearer glance of the result of data analysis in the chapter 4. In this chapter, it includes a more detailed interpretation with support from evidence from previous researchers. The limitation of this study is being identified and provided with recommendations for further research in this topic.

## 5.1 Summary of Statistical Analysis

Table 5.1 summarizes the results of the statistical analysis done in chapter 4 in a way that ease understanding of the research findings.

Table 5.1: Summary of the Result of Hypothesis Testing

Hypothesis	P- value	Determination
H1: There is a significant relationship between attitude towards entrepreneurship and entrepreneurial intention.	P < 0.001 P < 0.05	Supported
H2: There is a significant relationship between subjective norms and entrepreneurial intention.	P = 0.256 P > 0.05	Rejected
H3: There is a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention.	P = 0.011 P < 0.05	Supported
H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention.	P < 0.001 P < 0.05	Supported

## **5.2 Discussion of Major Findings**

### **5.1.1 Attitude towards entrepreneurship**

The data analysis that has been done in the previous chapter has shown that the p- value of H1 is lower than 0.001, which is lower than the  $\alpha$  value of 0.05. Thus, this has proven that university students' attitude towards entrepreneurship is fundamental in shaping their intention to engage in entrepreneurship. This result is same with Mwiya et al.'s (2017) study which had stated that people who have positive attitude towards entrepreneurship have higher intention to start a business as they view entrepreneurship as an attractive career. They claimed that being an entrepreneur brings more advantages than merely being a salaried employee in a company, which entails greater satisfaction for them thus resulting in stronger intention to choose entrepreneurship as their career. In addition, this result is also aligned with Jalil et al. (2021) whom stated that an individual positive attitude towards entrepreneurship can be cultivated when they are aware of the positive outcome of starting a business, which in turn increases their intention to become entrepreneurs.

### **5.1.2 Subjective Norms**

The statistical analysis has shown that the H2 has a p value greater than 0.05, which is 0.256. This data indicates that subjective norms does not have significant relation with entrepreneurial intention. It is consistent with several research done by other researchers, such as Ishak (2015), Kabir et al. (2017), Zovko et al. (2020) and Praswati et al. (2022). They argued that the support from family, friends, or any other person who is important to the individual, will not affect a person's desire to pursue entrepreneurship. Instead, a person

emphasizes on external factors such as personal experience, market situation, financial support and own abilities, to determine whether to start a business due to their concern towards dynamic changes in the general environment. It is said that the support received will only give an impact towards an individual's preparedness to venture into entrepreneurship but will not be the major determinant that shape their intention to become an entrepreneur.

### **5.1.3 Entrepreneurial Self-efficacy**

Depending on the statistical analysis results, H3 has reported a p- value of 0.011, which is below  $\alpha = 0.05$ . Hence, it can be concluded entrepreneurial self-efficacy is directly connected with entrepreneurial intention. This statement is compatible with some previous research that has been done (Kabir et al., 2017; Liu et al., 2019; Praswati et al., 2022; Ng et al., 2022). It is stated that a person's entrepreneurial intention is highly relevant to self-efficacy. Individuals who believe in their own abilities and skills to successfully manage their own business will demonstrate a higher level of entrepreneurial self-efficacy, thus enhancing their intention to become an entrepreneur.

### **5.1.4 Entrepreneurship Education**

From the data analysis result, the p- value of H4 is below  $\alpha = 0.05$ , at a value lower than 0.001. Therefore, the relationship between entrepreneurship education and entrepreneurial intention is positive. This result is aligned with Sun et al. (2020) who stated that education has a huge impact in cultivating more potential future entrepreneurs. In addition, researchers like Shamsuddin et al. (2018), Jalil et al. (2021) and Mensah et al. (2021). It is said that well-designed and adequate educational programs in entrepreneurship will

encourage and increase students' entrepreneurial intention. This is because education helps them to adopt the entrepreneurial mindset and necessary knowledge, which enhances their readiness and confidence to become entrepreneurs.

## **5.2 Implications of this research**

This study has both theoretical and practical implications. It contributes to the evidence to further support the existing academic papers in the study of entrepreneurial intention. This can help to strengthen the credibility of the result. For instance, this research has found out that attitudes towards entrepreneurship is a significant predictor of entrepreneurial intention, which is align with the result of Jalil et al. (2021), Omar (2021) and Lihua (2022). Also, entrepreneurial self-efficacy and entrepreneurship education are also significant predictors that have positive relationship with entrepreneurial intention, consistent with the results stated in Kabir et al. (2017) and Kim-Soon et al. (2022). Based on existing studies, there are only few have proven that subjective norms has insignificant relationship with entrepreneurial intention. Thus, this study can provide support to this result which aligned with Zovko et al. (2020) and Praswati et al. (2022).

For practical implications, the result of this study can benefit policymakers and relevant authorities as they can leverage the result of this study to form effective policies and programs to develop potential entrepreneurs by nurturing entrepreneurial intention. The results have shown that students' attitude towards entrepreneurship will influence their intention to become entrepreneurs. Hence, in order to increase entrepreneurial intention, it is suggested that the government should promote the importance and advantages of being an entrepreneur in order to develop university students' positive attitude towards entrepreneurship.



Moreover, the results indicated that university students' intention to pursue an entrepreneurship career can be positively affected through entrepreneurship education and self-efficacy. Thus, tertiary education institutions can exert their influence by strengthening entrepreneurship programs and courses for university students in order to instil an entrepreneurial mindset and equip them with relevant skills and knowledge to prepare them for an entrepreneurship career. By doing so, it can also help to enhance students' entrepreneurial self-efficacy as they gain more confidence in their abilities to establish their own business thus view entrepreneurship as a desirable career option. Overall, this research has provided insights on the determinants that will influence entrepreneurial intention among university students which allows relevant parties to take into consideration to cultivate university students' intention to be entrepreneurs.

### **5.3 Limitations and Recommendations**

Although this study is useful in some way, it does have limitations. First, the sample size is relatively inadequate to represent all Malaysian university students. There are only 204 respondents participated in the survey, which is said to be relatively small for the context of all Malaysian university students. In addition, there are more than 100 higher education institutions in Malaysia. However, in this study, the researchers only get to collect responses from 10 universities and are only from Kuala Lumpur or Selangor. There are many university students from other universities Hence, it is said that the sample size is not representative enough to generalize the result and draw conclusion on all Malaysian university students.

Another limitation is that the factors adopted in this research are limited. This is said because previous studies have identified several independent variables that may affect entrepreneurial intention, but this study only chose four among those. In addition, it is seen from the model summary (table 4.6) of the data results, the dependent variable (entrepreneurial intention) is 60.2% affected by the identified independent variables in

this context while the other 39.8% are explained by other determinants. It indicates that there are other factors that influence university students' entrepreneurial intention but are not factored in this study.

For further research, it is recommended that researchers should enlarge the sample size. It enables them to achieve wide coverage of target respondents. The data can be collected from students in different universities that are located in different geographical area of Malaysia which are not included in this research. It helps to improve the reliability and accuracy of the results. It also allows the researcher to do a more detailed analysis thus enhancing the generalizability of the result in order to draw conclusion about the target population, which is all Malaysian university students.

Besides that, it is also suggested that other possible determining factors that might influence entrepreneurial intention among university students should be identified in future studies. As stated in the previous chapter, there are 39.8% of entrepreneurial intention are affected by factors that are not investigated in this study. Hence, future researchers can find out more other predictors that may affect entrepreneurial intention. By this, it can obtain a wider coverage of the determinants influencing university students in becoming entrepreneurs. Therefore, all relevant authorities is able to gain a more comprehensive understanding in order to exert their effort in the right direction in enhancing entrepreneurial intention to encourage university students to choose entrepreneurship career in the future.

## **5.5 Conclusions**

This research is conducted with the aim to identify the determinants of university students' entrepreneurial intention. The results have shown that attitude towards entrepreneurship will significantly influence entrepreneurial intention among

university students. It indicates that students who possess a positive attitude towards entrepreneurship demonstrates higher intention to start their own business.

Unlike many of the previous research, this study has shown that subjective norms have no relationship with university students' entrepreneurial intention. It can be concluded that the opinions from students' family, friends, or other people who are important to them do not exert influence on their intention to become entrepreneurs.

In term of entrepreneurial self-efficacy, it was found out that there is a positive relationship with university students' entrepreneurial intention. It is said that their belief in own abilities and skills will influence their intention to engage in entrepreneurship.

This research has also found out that university students' entrepreneurial intention is significantly influenced by entrepreneurship education. This can be concluded that entrepreneurship education is fundamental in helping students to gain entrepreneurial skills and thinking which will influence their intention to become entrepreneurs.

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

**Bachelor of International Business (HONOURS)**  
**Academic Research Survey on**  
**determinants of university students' intention to become an entrepreneur.**

**Survey Questionnaire**

Dear valued respondents,

I am Phoebe Giam, an undergraduate student who is currently pursuing a Bachelor Degree in International Business (Hons) at Universiti Tunku Abdul Rahman (UTAR). I am currently conducting research to find out **the determinants of university students' intention to become an entrepreneur**. Your participation in answering this questionnaire would allow me to have more in-depth understanding on university students' entrepreneurial intention and will greatly assist me in completion of my study.

Your participation is completely voluntary. Your responses will be used for academic purposes only and it will be kept **confidential** and **anonymous**. You can withdraw from this questionnaire at any point of time without any consequences.

This survey is estimated to take approximately 5-10 minutes to complete. Should you have any queries, please feel free to contact me through my **email: phoebegiam@utar.my**. Thank you for your kind assistance. Your participation would be greatly appreciated.

**PHOEBE GIAM XIN ROU      21UKB04188**

## Section A: General Question

1. Name of your University (in FULL):
  
2. Gender:
  - Male
  - Female
  
3. Age:
  - 18-20
  - 21-23
  - 24 and above
  
4. Field of study:
  - Business and Economics
  - Engineering
  - Humanities and Arts
  - Natural Science
  - Others: \_\_\_\_\_
  
5. Do you have any intention to start a business?
  - Yes
  - No

## Section B: Variable Question

Based on your opinion, please indicate the most appropriate response according to the statements with the scale given below.

1. SD = Strongly Disagree
2. D = Disagree
3. N = Neutral
4. A = Agree
5. SA= Strongly Agree

## Entrepreneurial Intention

Entrepreneurial Intention refers to an individual's intention to start a business or to become an entrepreneur.

Below are the questions to assess the students' entrepreneurial intention. Please answer the following questions by indicating to what extent you agree or disagree with each statement. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I have a strong intention to start a business someday.					
I am determined to create a firm in the future.					
I am ready to do anything to be an entrepreneur.					
I believe I have the ability to grow my own business.					
I prefer to be an entrepreneur rather than an employee in a company.					

**Attitude towards entrepreneurship** refers to an individual's concept towards entrepreneurial behaviour or self-employment.

Below are the questions to assess the students' attitude towards entrepreneurship. Please answer the following questions by indicating to what extent you agree or disagree with each statement. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I have a positive attitude toward being an entrepreneur.					
I want to gain recognition and respect as an entrepreneur.					
Being an entrepreneur would entail great satisfaction for me.					
A career as an entrepreneur is attractive for me.					
In my opinion, being an entrepreneur implies more advantages than disadvantages to me.					

**Subjective Norms** refers to people’s perception towards social pressure in determining whether to perform a behaviour.

Below are the questions to access the influence of subjective norms towards entrepreneurial intention. Please answer the following questions by indicating to what extent you agree or disagree with each statement. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
My parents are positively oriented towards my future career as an entrepreneur.					
If I decided to create a firm, my closest friends would approve of that decision.					
Environment around me is good at home as well as at my school to support me to become an entrepreneur.					
Role models inspired and stimulate my interest in entrepreneurship.					
People who are important to me think that I should pursue a career as an entrepreneur.					

**Entrepreneurial Self-Efficacy** refers to the extent to which an individual is confident about his or her own entrepreneurial skills to achieve certain goals.

Below are the questions to access the influence of entrepreneurial self-efficacy towards entrepreneurial intention. Please answer the following questions by indicating to what extent you agree or disagree with each statement. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I have the entrepreneurial skills to start a business.					
I am confident to engage in new ventures and ideas.					
I am convinced that I can successfully discover new business opportunities.					



I will be able to deal with any unexpected events that I am confronted with.					
If I tried to start a company, I would have a high probability of succeeding.					

**Entrepreneurship Education** refers to formal teachings to develop entrepreneurial skills, promote entrepreneurship knowledge and awareness.

Below are the questions to assess the influence of entrepreneurial self-efficacy towards entrepreneurial intention. Please answer the following questions by indicating to what extent you agree or disagree with each statement. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
Entrepreneurship should be taught in university.					
Entrepreneurial courses would help students start businesses.					
The university provides resources to assist students in entrepreneurship.					
Entrepreneurship course provides me the necessary skills to start a business.					
Entrepreneurship course builds my confidence to become an entrepreneur.					