

FACTORS INFLUENCING ENTREPRENEURIAL
INTENTION AMONG MALAYSIAN UNDERGRADUATE
STUDENTS

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(HONOURS)

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BY

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A final year project submitted in partial fulfilment of the
requirement for the degree of

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(HONOURS)

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- (3) Sole contribution has been made by me in completing the FYP.
- (4) The word count of this research report is 12004 words

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DEDICATION

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List of Abbreviations

EA	Entrepreneurial Attitude
EE	Entrepreneur Education
PBC	Perceived Behavioral Control
SN	Subjective Norms
EI	Entrepreneurial Intention
TPB	Theory of Planned Behavior
SCCT	Social Cognitive Career Theory
ESE	Entrepreneurial Self- Efficacy
NEP2030	National Entrepreneurship Policy 2030
	Malaysia Social
SEMy2030	Entrepreneurship Blueprint 2030
12MP	12th Malaysia Plan
SPSS	Statistical Package for the Social Sciences
GDP	Gross Domestic Product
MSMEs	Micro, Small, and Medium Enterprises
RM	Ringgit Malaysia

	Malaysian National
DKN 2030	Entrepreneurship Policy
	2030
EL	Experiential Learning
PF	Personal Factors
PD	Professional Development

Abstract

This research paper aims at determining factors that affect entrepreneurial intention among Malaysian undergraduate students through theory of planned behavior as well as social cognitive career theory. This research seeks to find the correlation between entrepreneurial attitude, perceived behavioural control (PBC), subjective norms (SN), entrepreneurial education and students' intention to embark on entrepreneurship. The cross sectional survey design was used with 220 Malaysian undergraduate students in different universities across different faculties selected using consecutive sampling and who completed self-administered questionnaires. The analysis were performed by following data analysis procedures in SPSS. Based on the analysis of the results, there is a significantly positive relationship between all the study variables and the E-Intention Further, the hypotheses to assert that entrepreneurial attitude, PBC, SN and entrepreneurial education positively influence the entrepreneurial intention of the Malaysian undergraduate students were supported. As such, this study aims at identifying moderators that influence entrepreneurial intentions and the findings yields policy robust postscriptaries for education with regards to filtering young people for enterprise.

Keywords: Entrepreneurial Intention, Malaysian Undergraduate Students, Theory of Planned Behavior, Entrepreneur Education, Social Cognitive Career Theory

Chapter 1: Overview

1.0 Introduction

Five subtopics encompassing the background of study, problem statement, research aims, and research questions—are examined in Chapter 1: The subsequent paragraphs will explore these topics in greater detail. The significance of the research will be addressed in the section that will be composed at the conclusion of this chapter.

1.1 Background Study

Entrepreneurship is a key contributor to economic and social development through its challenge solving function and by generating employment. It has a directional structural change in the organization's economic dimension, efficiency and quality of life. The specific idea of the role of entrepreneurs lies in their solution to many topical problems in their business operations, including access to credit and environmental issues, bearing risks that contribute to the creation of human capital by learning from their mistakes. The orientation of business initiative, activities, and ventures as exhibited by the start-up initiatives, risk-taking, and innovation drives business development and economic change seen under different macroeconomic conditions related to per capita GDP, political risks, trade globalization, and policies supportive of enterprise creation and growth. Malaysian's integration of entrepreneurial intention into the country's education system is a clear approach of addressing youth employment that corresponds with the global trend of compulsory use of entrepreneurship to enhance sustainable development and innovation. (Hill, et al., 2024) (None A.V. Sharkova, 2023) (Owee Kowang et al., 2021)

The research title for this study will be set as “Factors Influencing Entrepreneurial Intention Among Malaysian Undergraduate Students.” The target scope will be among Malaysian Undergraduate Students who currently still pursue their education in higher institutions of Malaysia. Entrepreneurial intention usually refer to an someone's future goal of creating a high-growth business and participate in entrepreneurial activity (Lee et al., 2022). Entrepreneurial intention is can also mean an intentional attitude toward a start business or an existing firm wants to open business (Lee et al., 2022). The research will be conduct through questionnaire.

Generally the research objective is to find out factors influencing entrepreneurial intention among Malaysian Undergraduate Students

Raad Mayoof Hajiyat & Chee, (2024) in GEM 2021,2022 statistic shown out of all students using campus facilities intending to start business within the upcoming three years, only 4.9% of students show an entrepreneurial intention in Malaysia. This rate is lower than the current overall rate for Southeast Asia of 13.9%, and the world rate of 16.6%. (Raad Mayoof Hajiyat & Chee, 2024). To date, questions concerning entrepreneurial intention rate among graduate student is research remain unanswered, and the solutions for solving this problem must be sought in order to develop the necessary policies in support of the current state of affairs.

For instance, Malaysian National Entrepreneurship Policy (DKN 2030) aimed to deliver sustainable, equitable and improved local enterprises, but it is not limited to students of entrepreneurship. Nonetheless, your study of entrepreneurial intention fits into the policy's goals since the last aim is achieved through this particular element. In fact the Malaysian government is working in enhance the promotion of entrepreneurship and the growth of MSMEs is one of the strategic priorities of the country's economic development. In 2021, MSME's proportion is 97.4%, 1,230,000 MSME and its ratio of GDP is 37.4% and labor force 47.8% (Figures 1 &2).

For this reason, the government has brought into existence programs such as the National Entrepreneurship Policy 2030 (NEP2030), the Malaysia Social Entrepreneurship Blueprint 2030 (SEMy2030) to promote the business in the various development areas of the economy such as agriculture, halal industry, aerospace and the digital economy. In the 12th Malaysia Plan (12MP), however, effort is placed in the development of these firms in the above said sectors. Additionally, to support MSMEs, Budget 2023 allocated RM20 billion and Micro Borrowing facilities through Bank Simpanan Nasional for RM 1 billion. They are; Aerodyne based in Malaysia is internationally recognized as the world best player in drone services. (Suhaimi, 2023).

1.2 Problem Statement

It is crucial in creating job and development country economic as the Malaysian government focus on the need for graduate to develop their competitive skills in order to transfigure Malaysia into a high income nation by the year 2025 (Bazkiaei et al., 2021). In Malaysia for

example the government implemented several policies and action plans as part of its efforts to enhance entrepreneurship education. (Nor Hafiza Othman et al., 2023). Despite having The Malaysian National Entrepreneurship Policy (DKN 2030) initiated by the former prime minister or seventh Prime in 2019 to develop a strong entrepreneurial policy mainly target SMEs. It aims at strengthening the capacity of local businessmen and women especially those encapsulated under the B40 bracket and social entrepreneurship to do business in the international market. DKN 2030 is aimed at supporting an inclusive, balanced and sustainable socio-economic development plan for the country and in the process increase the number of qualified, viable and resilient entrepreneurs as envisioned by the Government's shared prosperity framework (Smecorp Malaysia, n.d.). However, in Malaysia have low entrepreneurial participation among graduates. There is still much that has to be done to boost the ratio of university graduates who set up their own companies because, today, only two per cent of the young graduates enter into the field of entrepreneurship every year. (Nor Hafiza Othman et al., 2023). This could be because as to the other determinants of intending entrepreneurs other than the education in entrepreneurship there is still a lot of confusion (Owee Kowang et al., 2021). Whereas, the issues of entrepreneurship in Malaysia also stated in Latest Labor Force Report prepared by the Department of Statistics Malaysia shows that unemployment rate rose to 3.8% in March last year. Department of Statistics has said the unemployment rate in March does not include the effect of the Covid-19 pandemic and the MCO which is expected to be seen in the April figure of unemployment. Also, from the 2019 Malaysia Graduate Tracer Study report done by the Ministry of Education, Malaysia, indicates that 60% of the graduates in Malaysia are still jobless after one year since their graduating (Owee Kowang et al., 2021). From the results of past study it can be inferred that Malaysian youth are thinking of self-employment as a remedy to unemployment and underemployment. The first research based on the TPB stands evidence that, in Universiti Malaysia Sabah Labuan International Campus, college student's perceived behavioral control, attitude, self-business efficiency, and need achievement has a significant impact on their decision to be an entrepreneur. But rather surprisingly, there is no important effect of subjective norms. The second study done in the form of a narrative literature review extends this focus in terms of how graduates' employability more generally has been affected through the COVID-19 pandemic, proposes that self-efficacy and soft skills are relevant determinants for Malaysian graduates employment which determines their entrepreneurship intention. In the third abstract,

more generalized, macroeconomic and socio-economic costs of youth marginal employment and brain drain and requirement of shift in youth employment policies towards the development of high skill jobs' demand side policies are discussed. All these research findings cumulatively imply that to influence the level of entrepreneurial intention among Malaysian Undergraduates, there is a need to tackle underemployment in terms of skills; improve Self-efficacy; and design courses that promote entrepreneurial and employability skills for the benefit of a world that is experiencing the COVID-19 pandemic and the dynamics of a changing job market. (Mohd Nasir Samsulbahri et al., 2024) (Beh & Wong, 2024) (Jason Leong Han Zhong, 2024). As what highlighted it clearly show this study need to examine the factors contribute to entrepreneurial intentions among Malaysian Undergraduate Students. This research has a goal is to try to identify these components in order to provide the interested parties with concrete data to allow them to create a more supportive and welcoming environment for entrepreneurs.

1.3 Research Questions

1.3.1 General Objective

The objective of this research is to study factors influencing entrepreneurial intention among Malaysian Undergraduate Students.

1.3.2 Specific objectives

1. To investigate how the Entrepreneurial Attitude in relation to entrepreneurial intentions among Malaysian Undergraduate Students.
2. To investigate how Perceived Behavioral Control in relation to entrepreneurial intentions among Malaysian Undergraduate Students.
3. To investigate how Subjective Norms in relation to entrepreneurial intentions among Malaysian Undergraduate Students.
4. To investigate how Entrepreneur Education in relation to entrepreneurial intention among Malaysian Undergraduate Students.

1.4 Scope of Study

Range of research is primarily concerned with find out the factors which shape the entrepreneurial intention of the Malaysian undergraduate students. The data collecting will be carried among students learning in various universities and colleges across Malaysia and from all fields of study. The perceived variables, therefore, are the entrepreneurial attitude, perceived behavioral control, subjective norms & entrepreneur education. these factors will have their relationship with entrepreneurial intentions. Data shall be collected using self-administered questionnaires that were developed to assess these relationships. Consequently, in the endeavor to capture the current state of affairs of Malaysian students' entrepreneurial intentions and how different factors influences or are influenced by such intentions, this study will seek to embrace all higher learning institutions in Malaysia.

1.5 Significance of Study

For several reasons, this study is rather significant. First, by identifying the major factors that influence entrepreneurial intentions of Malaysian undergraduates and examining the change of these factors, it provides meaningful reference for legislative body and educational sector. These may lead to the formulation of pointed policies and programmes aimed at aiding undergraduate students in their entrepreneurial pursuits to enhance a more favourable environment. Second, by revealing how factors such as entrepreneurial attitude, perceived behavioural control, subjective norms, entrepreneur education affect students' entrepreneurial intentions, the study assists in enhancing entrepreneurial education. This will enable teachers to use it in designing better courses and interventional approaches that will offer better results. Third, the study contributes to the formation of fairly support systems by considering such issues and opportunities, difference, and addressing the existing unfairness. Finally, the study aligns with Malaysia's vision towards becoming a developed nation by 2025 plus the idea of balancing economic development is served by enhancing awareness of entrepreneurial intentions with a hope of having many graduates holding entrepreneurship mastery. Overall, the findings attempt to provide the useful knowledge enhancing the Malaysia's entrepreneurship conditions.

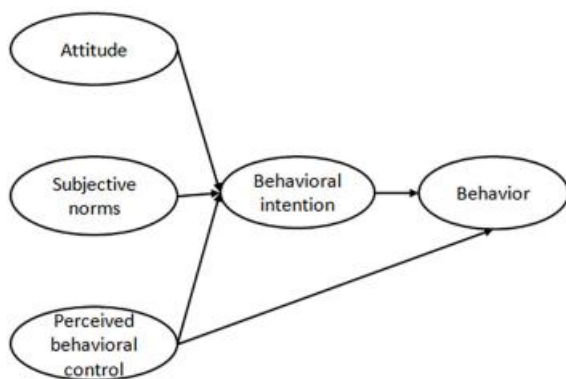
Chapter 2: Literature Review

This chapter will review journal articles that are relevant to my research. The literature review will be built on a conceptual framework consisting of 4 components independent variables and single dependent variable. Following that, present a visual of the conceptual framework as well as the hypothesis development. Entrepreneurial Intention will be the dependent variable, with three components of Theory Planned Behavior (TPB) entrepreneurial attitude, perceived behaviour control, subject norms add on entrepreneur education supported by Social Cognitive Theory to form the four main independent variable to study.

2.1 Applied Theory

2.1.1 Theory of Planned Behavior (TPB)

According to Lihua (2022) Ajzen came up with the TPB in 1985. It described that an individual's behaviour is directly affected to their purpose. How much control they think they have over their behaviour. Your mood, how much control you think you have over your behaviour, and your own personal standards all affect your plans to act. In study majority of the independent variables are came out from Theory Planned Behavior, In the case Attitude, Subjective Norms(SN) & Perceived Behavioral Control(PBC) are shown in appendix 2.1 as these three components are major components for TPB.



Appendix 2.1: Framework of the TPB introduced by Icek Ajzen

Adopted from Lihua, D. (2022). An Extended Model of the Theory of Planned Behavior: An Empirical Study of Entrepreneurial Intention and Entrepreneurial Behavior in College Students. *Frontiers in Psychology*, 12.

According to Al-Mamary and Alraja (2022), the TPB is popular as social psychology framework that aims to clarify how individual attitudes and behaviors relate to one another. The theory of planned behavior as submitted by Icek Ajzen in the year of 1985, was a development of the reasoned action theory put across by Martin Fishbein and Ajzen in 1967. Eid et al. (2023) observed that TPB gives an exhaustive explanation of behavioral intention. The idea accounted for the fact that ATT, SN, and PBC affect the intentions and actions of entrepreneurs. The TPB is a highly prominent and popular theoretical paradigm for the study of human behavior, according to another group of researchers (Nayak et al., 2024). This idea has long served as a foundation for studying EIs in a wide range of cultural and contextual settings. It has been selected as the framework for the current study. According to Daniella Delali Sedegah et al. (2024), one of the most applied theories in studies of students' entrepreneurial intention is TPB. Thus, TPB provides framework for understanding the relationships between attitudes, SNs, and PBC in the production of EIs; because of this, it can be considered a powerful approach in such fields of study. Furthermore, research indicated that students are more likely to develop entrepreneurial mindsets, supporting social networks, and a perception of their own personal potential when they are in PBC.

2.1.2 Social Cognitive Career Theory (SCCT)

History of SCCT is introduced in 1994 as it is developed from social cognitive theory (SCT) which was found in 1986 (Wang et al., 2022) (Innocent Otache et al., 2024). SCCT effective in to discover how an individual develops career interest formation process and how choices are made appropriately. According to this theory, personal and contextual factors might affect self-efficiency and outcome expectations of an individual as regard to a certain career by shaping their relevant learning experiences. To be honest SCCT is applied in various career contexts. It

has only recently been adopted to understand EI and behaviour (Cong Doanh Duong et al., 2023).

SCCT basically is an offshoot of the General Social Cognitive Theory espoused by Albert Bandura, emphasizing that behavior essentially flows from person–environment interaction—a principle that has been found to be extremely helpful as well as quite popular in many areas of psychosocial processes including learning attainment, health conducts, staff and organizational effectiveness, and stresses coping. According to the general social cognitive theory, SCCT includes three basic variables that could impact a person's choice of career or choice to pursue a career: self-efficacy, goals, and expectancies for the outcomes that will result from given behaviors. Of the three the career literature has however devoted most of its attention to self efficacy which is thought to mess up with the choice of objectives as well as exertion made in the achievement of those objectives. It originates from personal performance activities and results, through vicarious learning; besides, role models can be applied on templates. (Xuan & Liu Yankai, 2024).

More recent research helps substantiate the importance of self efficacy to the formation of entrepreneurial intention. Specifically, the study is Cong Doanh Duong and Vu Ngoc Xuan in 2023 reveals the relationship between EE and EI by considering its effect on ESE. From this study they establish that entrepreneurial self-efficacy partially mediates the relationship between entrepreneurial education and entrepreneurial intention. From it provides raw evidence confirming that self- efficacy mediates educational experiences and the formation of entrepreneurial intentions.

A short summary for theoretical is the Theory of Planned Behavior (TPB) outlines the relationship between entrepreneurial attitude , subjective norms & perceived behavioral control as predictors of entrepreneurial intention, which directly supports your framework. Furthermore, entrepreneurial education can be connected to the framework by referencing the Social Cognitive Career Theory (SCCT), which highlights how self-efficacy influenced by learning experiences and role models (common components of entrepreneurial education) enhances entrepreneurial intentions. Although self-efficacy does not appear in conceptual framework. But with that we can directly know what would happen without mediation of self-efficacy.

2.2 Review Variables

This part will look at all the variables used in this study.

2.2.1 Entrepreneurial Attitude

Attitude means "the positive or negative feelings that one has concerning a certain behavior" (Svotwa et al., 2022). Ashari et al. (2021) entrepreneurial attitude refers to "one's desire to become an entrepreneur, which is characterized by high expectations and beliefs of self-employment." Individuals' attitudes towards behavior, in turn will dictate the intention to whether or not to perform the behavior. Similarly, Mensah et al. (2021) define entrepreneurial attitude as the tendency of individual students to view or act positively or negatively toward entrepreneurship. The paper concluded that perceived attitude towards entrepreneurship and perceived intention towards start up businesses among students are positively associated with the intention to participate in entrepreneurship activities. This is an important attitude during college, a critical stage for instilling the right mindset toward entrepreneurship.

Eduardo et al. (2024) defined personal attitudes as "the degree of positive or negative evaluation an individual has about performing entrepreneurial activities, covering beliefs, opinions, and feelings related to entrepreneurship." A positive personal attitude means a favorable evaluation of starting new businesses, which is essential for developing entrepreneurial intention (EI).

Nayak, Nayak et al. (2024) described entrepreneurial attitude as a major concept that directly influences students' EI, with perceptions about entrepreneurial activities playing a vital part in shaping EI. According to Abdullahi et al. (2021), "an attitude toward behavior is a favorable or unfavorable evaluation of the performance of an action by an individual," based on perceptions of the likely outcomes of that action. This suggests that individuals form attitudes based on their beliefs about whether outcomes will be favorable or not. An attitude may also be described as an emotional feeling toward an object, thought, idea, ideology, brand, or commodity.

2.2.2 Perceived Behavioral Control

Ashari et al. (2021) explained someone's belief about the complexity or the simplicity of performing the activities related to entrepreneurial activity represents the perceived feasibility

of engaging in entrepreneurial activities, based on their ability to access the necessary resources, opportunities, and skills. Along the same lines, Mensah et al. (2021) described perceived behavioral control (PBC) in terms of the difficulties of performing a given behavior that indicate a human being's belief in their capacity to accomplish a given task. In entrepreneurship, PBC is viewed as a key predictor of the intention to behave entrepreneurially, as it involves overcoming challenges in developing new businesses.

Eduardo et al. (2024) explained that PBC includes perceptions of the ease versus difficulty of performing entrepreneurial activities, focusing on one's belief in their capability to start and manage a venture, given available resources and opportunities. This construct has significantly and positively influenced entrepreneurial intention by impacting how capable individuals feel about entrepreneurship.

According to Nayak, Nayak, et al. (2024), PBC is a reflection of confident level of someone in their capacity to pursue entrepreneurship. It therefore serves as a mediator between experiential learning (EL) and entrepreneurial intention as well as a means of bolstering the relationship between EE and intention. PBC is defined by Abdullahi et al. (2021) as people's belief in their ability to carry out specific behaviors based on their perception of the consequences of those actions. The ability provided by PBC, to predict that the person will indeed be able to control their behavior is useful when beginning a business.

2.2.3 Subjective Norms (SN)

Ashari et al. (2021) define subjective norms as the belief based on the perception of whether important people in one's life will agree or not for the entrepreneurial behavior. It involves the perception of what significant others think about them performing the behavior, such as startup a new business. Mensah et al., (2021) elaborate SN is the social pressure influence important personalities on an individual to behave the action. SN is related to the context of engineers and entrepreneurship, which normative beliefs an individual wants acting according to the motivation of such beliefs.

The paper also indicates that perceived subjective norms have a potential to greatly influence intention to become an entrepreneur primarily because students are likely to be under pressure

from their friends, family, peers among others when they come to college (Eduardo et al., 2024) discuss Subjective norms in this study indicate the social pressures perceived by individuals from their social circle regarding entrepreneurship. These norms reflect the influence of social expectations on the decision to pursue entrepreneurial activities. However, the study found that subjective norms is not significantly with entrepreneurial intention of students in both Brazilian mixed up with Spanish samples.

Nayak, Nayak, et al., (2024) describe Subjective norm (SN) in this paper is described the social factor that affect an individual's social pressure experienced to either undertake or refrain from a certain behavior, such as becoming an entrepreneur. It encompasses the perception that close associates such as the family and friend hold on to the decision of the someone becoming an entrepreneurship (Abdullahi et al., 2021) described subjective norm is the social elements which will influence a person. It involves the probability that the performance of a given action is accepted or disapproved by influential groups or individuals. SN assesses the social pressure on individuals whether or not to perform a given action. It combines the perception to which others think they should or should not participate in the behaviour.

2.2.4 Entrepreneur Education

Lopez et al. (2021) Entrepreneurial education are seen as important instrument for expanding knowledge not just about starting a new firm but also about enhancing individual entrepreneurial abilities such as identifying opportunities and building self-assurance. Mensah et al., (2021) describe entrepreneurship education is described as a critical component for developing entrepreneurial attitudes and intentions among students. It focuses on changing students' mindsets regarding innovation and risk-taking, enabling them to identify entrepreneurial opportunities and develop digital businesses, rather than just teaching them how to set up a business. The final objective is to create an aspiration to start a new business, or to innovate a current business. Danish Mehraj et al., (2023) In this paper Entrepreneurial education is process of increasing the capacity of action through teaching them the knowledge and skills to undertake entrepreneurship. Since it can be an agent of raising the skill level of people and boosting business operations.

Kayed et al., (2022) define entrepreneurial education as the process of training and enlightening students to develop their capacity to launch their own companies in the paper. It covers all

instructive or informative courses on entrepreneurial activities designed to raise students' understanding of and familiarity with the process of launching their own companies. Students' perceptions of entrepreneurship are influenced and their entrepreneurial abilities are strengthened by this education. Liu et al., (2022) view entrepreneurship education has the meaning as the activities related to entrepreneurship happens in universities area. It aims to cultivate innovative talents with basic literacy in entrepreneurship, enhancing students' entrepreneurial intentions by developing their knowledge, skills, and psychological qualities necessary for entrepreneurial activities

2.2.5 Entrepreneurial Intention as Dependent Variable

According to Fathima Nasreen et al. (2024), entrepreneurial intention involves the will to form a new firm or project with an ideal commercial aim. Departments can also refer to a well-thought-out concept that we want to establish as a great viable business, as well as a strong motivation towards running income-generating businesses.

Ashari et al. (2021), EI is the mental condition that motivate them to focus on and then act in accordance with self-employment concerns. This intention is influenced by many elements such as but not limited to a person or individual's attitude, which is interpret the view of entrepreneurship that are susceptible to subjective norms and perceived behavioral control. Those factors therefore combines so as to bring forth the intention of open new business.

According to Eduardo et al. (2024), EI is the mindset that drives people toward entrepreneurship and is influenced by three facets including self-perceived behavior control, subjective norms and personal attitude. Persons with high EI are have high probability to create their own business or be involved in other entrepreneurial activities. This would therefore mean that EI is a direct influence of entrepreneurial behavior.

Following Nayak, Nayak et al. (2024), students' perceived entrepreneurial intention is formed by their entrepreneurial mentality, subjective norms, and perceived behavioral control, and it is a notion that they will start firms in the future. Most of the findings confirm these variables significantly and positively influence students' entrepreneurial objectives.

Abdullahi et al. (2021), there is intention called the entrepreneurial intention, which indeed is a predictor of the real behavior. This theory postulates that with increased levels of ATB, SN, and PBC, the intention of an individual to behave entrepreneurially increases. Entrepreneurial intention is hence likely heightened by good attitude, supporting subjective standards, and strong perceived behavioral control.

2.3 Hypothesis Development

This section will be showing the development of hypothesis

2.3.1 Entrepreneurial Attitude

This research is to investigate entrepreneurial attitude in relation to entrepreneurial intentions among Malaysian Undergraduate Students. Margaça et al. (2021) show no difference for the attitude toward entrepreneurship in male and female Portuguese students & the attitude positively impacts the entrepreneurial intention. This study also confirms Theory Planned Behavior components personal attitude is positively affect Entrepreneurial Intention which is in accordance with the results from previous studies (Maheshwari, 2021). In contrast there is a research stated attitude factor had no positive effect on Entrepreneurial Intention (Bayona-Oré, 2023). The study found that ATB has a substantial effect on EI among university students in Nigeria. This suggests that a positive attitude towards entrepreneurship significantly promotes students' intentions to participating in entrepreneur event (Abdullahi et al., 2021).

Hossain et al. (2023) show significant positive relationships among the socio-psychological constructs such as Entrepreneurial Attitude (EA) with Entrepreneurial Intention (EI) among Bangladeshi Gen Z students. The previous study also highlighted that the personal attitude variable has significant influence over EI among Colombian university students. (Fabio

Blanco-Mesa et al., 2023). Entrepreneurial attitude actually significant affect them the students' intentions to engage in entrepreneurial events. It is confirms that positive attitude towards entrepreneurship can enhance students' intentions to pursue entrepreneurial career (Mensah et al., 2021). The support H1 by indicating that attitude positively impacts EI, as indicated by other studies. F (Al-Mamary and Alraja, 2022). It is highly marked positive relation for personal attitude and entrepreneurial intention. For each when the mean score of personal attitude is increased by one, the mean score of the Entrepreneurial Intention Scale rises by 0.422. Therefore, as personal attitude of a tricycle driver improves the higher his or her entrepreneurial intention.

The outcome is also statistically significant with $p < 0.001$ hence one can be very confident of this relationship. (Otchengco Jr. & Akiate, 2021). This study further verifies that ATB is the most potent direct determinant of EI among students, based on a statistical path trending from ATB to EI, on account of its strong positive magnitude of 0.703. This is in line with the literature whereby information sourcing for ATB purposes turns out to be one of the key factors that define entrepreneurial intention. (Bazan, 2022). Short conclusion based on above clearly show there is relationship Entrepreneurial Attitude & Entrepreneurial Intention.

H1: Entrepreneurial Attitude has a significant positive effect on entrepreneurial intention among Malaysian Undergraduate Students.

2.3.2 Perceived Behavioral Control (PBC)

This research is to investigate perceived behavioral control in relation the entrepreneurial intentions among Malaysian Undergraduate Students. Margaça et al. (2021) Specifically, PBC has much stronger influence on entrepreneurial intention than subjective norm in both male and female students and it did not differ significantly between male and female students among the Portuguese participants. Other than that according to Bazkiaei et al. (2021) findings confirmed that Perceived Behavioral Control positively affect to Entrepreneurial Intention.

This study also confirms Theory Planned Behavior components Perceived Behavioral Control has significant positive affect towards Entrepreneurial Intention which is in accordance with the results from previous studies. (Maheshwari, 2021).

There is a research stated PBC factor had positive effect on Entrepreneurial Intention (Bayona-Oré, 2023). Contrary to expectations, the study found that PBC does not have a substantial effect on EI. This means that perceived control over the entrepreneurial actions does not determine the intentions to become an entrepreneur among the students. (Abdullahi et al., 2021). Hossain et al. (2023) found significant positive relationships among the socio-psychological constructs such as Entrepreneurial Perceived Behavioural Control (EPBC) with Entrepreneurial Intention (EI) among Bangladeshi Gen Z students. In previous study the findings showed that the PBC variable play a significant role in EI among Colombian university students (Fabio Blanco-Mesa et al., 2023).

Perceived behavioral control is identified as significant predictors of entrepreneurial intention. Students' confidence in their startup skills and the opportunities available to them can influence their decision to involve in entrepreneurship. (Mensah et al., 2021). The results of this research support H3, as it was pointed out that PBC positively impacts EI, as was also identified in previous studies. Every time individuals face new settings, they could make wrong estimates about their capabilities that are necessary for performing particular behavior. The crucial issue is their perceived control of actions that impacts their intentions and behaviors. Opportunities and available resources are non-motivational factors that could limit the respective decisions.

It is difficult to form intentions to behave if people feel they cannot control the external variables. But when the belief in controlling the situation is high, the EI strengthens. This means that perceived PBC ranges from how easily or otherwise one can implement a certain behavior. Hypothesis two proposed that subjects who choose entrepreneurship with their belief in business management skills demonstrate strong behavior control (Al-Mamary and Alraja, 2022).

Perceived behavioral control also significantly positively correlates with entrepreneurial intention. For every one-point increase in the PBC mean score, the mean score of the Entrepreneurial Intention Scale increases by 0.208. The implication here is that the higher perceived behavioral control among tricycle drivers, the higher the entrepreneurial intention.

This relationship is also statistically significant, with a p-value less than 0.001. (Otchengco Jr. & Akiate, 2021).

Again, perceived behavioral control is also in fact the independent variable that showed a direct positive relationship with the dependent variable, which is the entrepreneurial intention. The significant evidence mentioned in the research findings has enlightened it by showing that it is evident that students who perceive in themselves an ability to undertake entrepreneurial activities using their own knowledge and skills are willing to demonstrate their entrepreneurial intentions. This is in harmony with the prior research relating to perceived behavioral control as a determinant of entrepreneurial intention, which increases the intention (Costa et al., 2022).

These findings confirm Hypothesis H2, which posits that PBC is important in providing a high positive impact on EI. Standing alone, the effect of PBC on EI is less than half of the effect size of ATB at 0.302. This means that, while PBC is important, it does not contribute to students' entrepreneurial intentions as much as ATB does. (Bazan, 2022). Short conclusion based on above clearly show there is relationship Perceived Behavioral Control & Entrepreneurial Intention.

H2: Perceived Behavioral Control has a significant positive effect on entrepreneurial intention among Malaysian Undergraduate Students.

2.3.3 Subjective Norms (SN)

This research is to investigate subjective norms in relation entrepreneurial intention among Malaysian Undergraduate Students. According the Margaça et al. (2021) subjective norms will affect entrepreneurial intentions, their impact is less significant compared to perceived behavioral control. Other than that according to Bazkiaei et al. (2021) findings confirmed that Subjective Norms positively linked with Perceived Behavioral Control. This study also confirms Theory Planned Behavior components Subjective Norms significant positively affect Entrepreneurial Intention which are consistent with the results from past studies (Maheshwari, 2021).

There is a research stated Subjective Norms factor had positively impact on Entrepreneurial Intention (Bayona-Oré, 2023). The research revealed that SN has a substantial and positive effect on EI. This indicates that the social environment and perceived social pressure can enhance students' entrepreneurial intentions (Abdullahi et al., 2021). According to Hossain et al. (2023) it was found significant positive relationships among the socio-psychological constructs such as Subjective Entrepreneurial Norms (SEN) with Influence of Psychological Factors on entrepreneurial Intention (EI) among Bangladeshi Gen Z students.

As in the previous study, the evidence depicted the fact that SN variable is insignificant among Colombian university students (Fabio Blanco-Mesa et al., 2023). Subjective norms which involve the social pressure from family, friends and other important individuals significantly impact students' entrepreneurial intentions. (Mensah et al., 2021). Research showed the subjective norms of the university student toward entrepreneurship are positively affect their entrepreneurial intention the beta equal to 0.218 p value equal to 0.013. That means hypothesis is acceptable. In between the variables the relationship is significantly positive impact among themselves (Lin et al., 2022).

Here another prove it is confirmed H2 by showing that SNs have a positive effect on EI, thus supporting prior research. Friends and relatives are quite helpful and act as a source of support for people intending to create a venture. With a supportive environment and favorable working conditions, the intention and desire to initiate entrepreneurial activities also increase. The encouragement of family and friends develops the EI in a way that influences positive business decisions. Social norms, which include those from close circles like family and colleagues, help act as guiding principles that may be highly influential in the transition from intention to behavior. This influence is stronger from people considered important, such as relatives and colleagues, which in turn has immense impacts on EI. (Al-Mamary and Alraja, 2022).

The subjective norm is another independent variable that has been found to significantly impact the development of entrepreneurial intention. It is established that when students perceive referent groups, such as friends, family, or teachers, approve of the thought of you wanting to start a business, you will be encouraged to carry out business ventures. This positive impact is in line with several other studies that suggest subjective norms significant in shaping entrepreneurial intentions. (Costa et al., 2022). Contrary to Hypothesis H3, the study finds that the direct path from subjective social normal(SSN) to entrepreneurial intention (EI) is

insignificant. In fact, impressions of approval and support for their new venture plans from friends and family do not affect the students' entrepreneurial intentions.

However, Results indicates that SSN has a direct influence on attitude toward the behavior and PBC and this had an indirect influence on EI meaning that though SSN may not be directly related to entrepreneurial intentions it is very relevant in determining the attitude and perceived control which is the key driver of a person's intention to become an entrepreneur (Bazan, 2022). Short conclusion based on above clearly show there is relationship Subjective Norms & Entrepreneurial Intention.

H3: Subjective Norms has a significant positive effect on entrepreneurial intention among Malaysian Undergraduate Students.

2.3.4 Entrepreneur Education

The research aim of this study is to find out the relationship between entrepreneur education and entrepreneurial intention among Malaysian Undergraduate Students. The work of Fathima Nasreen et al. (2024) reveal that there is a significant relationship between entrepreneur education & entrepreneurial intention. As identified by Kayed et al., (2022), the results show a positive relationship between the level of entrepreneurial education of students and their entrepreneurial intention even when psychological empowerment is not an explicit feature of the measurement tool used. Coefficients for this relationship were also statistically significant and the beta coefficient estimated as 0.402 with a p-value of 0.000. Earlier study also provide another prove that the entrepreneurship education variable having positive and significantly influence on the entrepreneurial intentions of the students studying management in the university (Astiana et al., 2022).

The findings of this research show that entrepreneurship has a positive correlation with students' entrepreneurial intentions.s. High-quality theoretical and applicative entrepreneurship courses can increase students' entrepreneurship concern (Mensah et al., 2021). However refer to Mukhtar et al., (2021) students' entrepreneurial intentions were not affected by entrepreneurship education only. Further previous studies show that entrepreneurial education

had a positive impact on the dimension of entrepreneurial intention (Jiatong et al., 2021). This paper also argues that the education on entrepreneurship results in the first factor of the entrepreneurial intention in the students (Hassan et al., 2021).

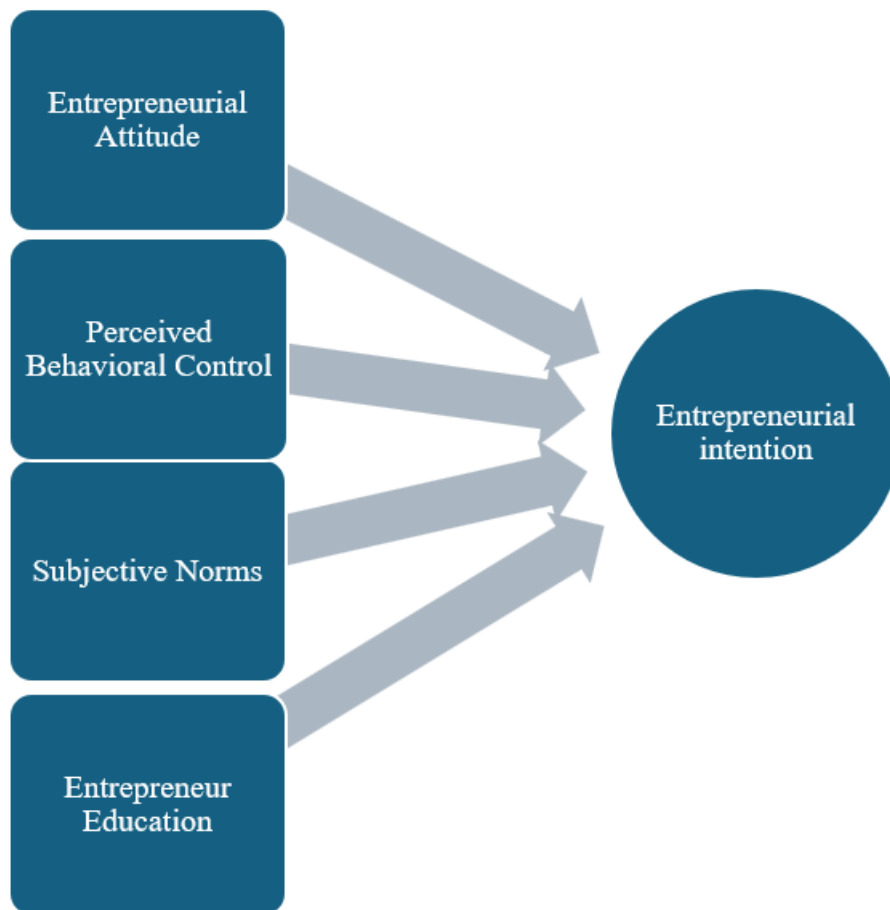
The following result shows that the direct impact of EE on EI is statistically meaningful since the p-value calculated from the analysis is 0.000; therefore, EE enhances students' intentions to become entrepreneurs positively. This implies that students are willing to take up entrepreneurship due to entrepreneurship education they have received about this profession. Therefore, resultant from the present study, the introduction of compulsory EE at UAE universities becomes an important step in offering the skills/competencies needed in the creation of entrepreneurial intentions. (Khalil et al., 2024). One of the findings showed that entrepreneurial education was a statistically significant predictor of entrepreneurial intention .

This accords with many of the current investigations that have established a positive correlation between the training in entrepreneurship and entrepreneurial aspiration. The study insists on understanding that “the same source of knowledge and skills about entrepreneurial orientation can promote the direct cultivation of PF, PD, and EI among the master’s learners,” (Trung Thanh Le et al., 2023). Entrepreneurship education has been identified to significantly relate positively to entrepreneurial intention. The study underlines that structured academic programs that stimulate creative thinking and enterprise opportunities result in a higher intent to become entrepreneurs. It shows how practical, rather than purely theoretical, entrepreneurship education has positively influenced entrepreneurial attitude among students (Costa et al., 2022).

This study affirms a very positive relationship between EE and EI. It means by supply high intensive the entrepreneurship education provided to students, the higher chance to develop their entrepreneurial intentions. This relationship is supported by human capital theory, which suggests that education and training enhance an individual's capabilities, thereby increasing their entrepreneurial intentions. (Zhang & Chen, 2024).Short conclusion based on above clearly show there is relationship Entrepreneur Education & Entrepreneurial Intention.

H4: Entrepreneur Education has a significant positive effect on entrepreneurial intention among Malaysian Undergraduate Students.

2.4 Conceptual Framework



Appendix 2.2: Conceptual Framework

2.5 Chapter summary

The meaning of the all variables in this chapter has been established together with relation with independent variable. Apart from defining the meaning of every variable, a hypothesis for every

independent variable (IV) and dependent variable (DV). Add on with hypothesis connect the link between IVs and DV had also built. Furthermore included is a conceptual framework to precisely project the interaction between the dependent variable, independent variables.

Chapter 3 :Research Methodology

3.0 Introduction

The chapter will be outline the methodology for measuring, collecting, and analyzing data. The goal is to conduct research in a systematic and efficient manner, facilitating data analysis.

3.1 Research Design

After reviewing many data organization strategies, Sardana et al. (2023) found quantitative and qualitative to be the most viable options. Qualitative research relies more on words and ideas, while quantitative research focuses on statistics and numbers. For clarification, quantitative methods include mathematics, questionnaires, and actual testing. Qualitative studies tend to rely more on observations, interviews, and previously published literature. It is recommended to use qualitative research when studying ideas such as experiences, perceptions, and thoughts (Sardana et al., 2023). Quantitative method will be applied in the study. Distribution questionnaire with include of likert scale of 1 to 5 for data collecting and analyse data with SPSS software. The research will be design in descriptive study as the aim of study describe how different factors affect entrepreneurial intentions. According to McCombes (2022), descriptive research needs to precisely describe a population, circumstance, or phenomenon in a systematic way. It cannot explain why something happens, but it can answer what, where, when, and how. A descriptive research design may use one or several methods to study single or multiple variables. Unlike experimental studies, the researcher simply observes and measures the variables without manipulating or changing any of them.

3.2 Design of Sampling

3.2.1 Population Target

It is important in establishing the protocol because it ensures proper matching of study participants to the research topic. The target population, also known as the universe, is the overall group possessing a disease or a particular trait that the researcher wishes to study (Capili,

2021). The target population in this research will be Malaysian who pursue higher education in undergraduate level regardless of any courses or field there is no limit. This is because the idea of becoming an entrepreneur is not necessarily limited to business students. While targeting Malaysian undergraduate students is to determine if statement of most of the entrepreneurial have at least bachelor degree is applied to Malaysian. The university years are foundational years for students because they make crucial choices about their future professional careers. Focusing on this population enables one to study the influence of education, peer effect, and exposure to entrepreneurial opportunity in molding entrepreneurial intentions. The transition period in university is so significant because, for the first time, many individuals open up to considering entrepreneurship as a career alternative.

3.2.2 Sampling Frame

It is the collection from samples which a sample could be defined as having been drawn, or operationalized as a target population. That is why the set of units will often invite people to participate in the study. (Casteel & Bridier, 2021). The sampling frame of this research is set Malaysian pursue higher education at undergraduate level in Malaysia private and public universities. The distribution will be going through online survey via google form.

3.2.3 Sampling Technique

In general there are probability and non-probability sampling techniques. Probability sampling allows all the members of a given population to be offered a likelihood of being included in the sample and your study results can be generalized. In contrast, with non-probability sampling, some individuals have no possibility of being chosen. The influence of sampling error cannot be judged, and there is a fair probability of getting non-representative samples, leading to results that are also not generalizable. Typically, probability sampling techniques take more time and cost more compared to non-probability methods. Non-probability sampling, however, is less expensive, more feasible, and useful for hypothesis development and exploratory research (Shantikumar & Barratt, 2018). The study will apply with probability samplings which

is stratified random sampling as 220 respondents separate into two for male and female students. Many professions employ stratified random sampling because it provides findings according to strata and can increase the accuracy of objective estimations for the extent (Liu & Pontius, 2021).

3.2.4 Sample Size

It is the most important features of every research study. Statistics define "population" as the gathering or collation of entities or incidents concerning the research. However, when the population cannot be researched as a whole due to their total number, a section is selected for study, and this section is called a representative sample. The representative sample means that the subgroup is what is called the sample. Every participator of the selected population should have an equal chance of being chosen. The sample size means the total figure of case observations or the participants in the research study (Gumpili & Das, 2022). In Figure 3.1, the sample size was computed using G*Power, with a minimum target of 129 respondents. However, 220 questionnaires will be disseminated for the study to make sure the data more reliable and convincing. Due to better response rate.

Figure 3.1 Sample Size Calculation Results using G*Power

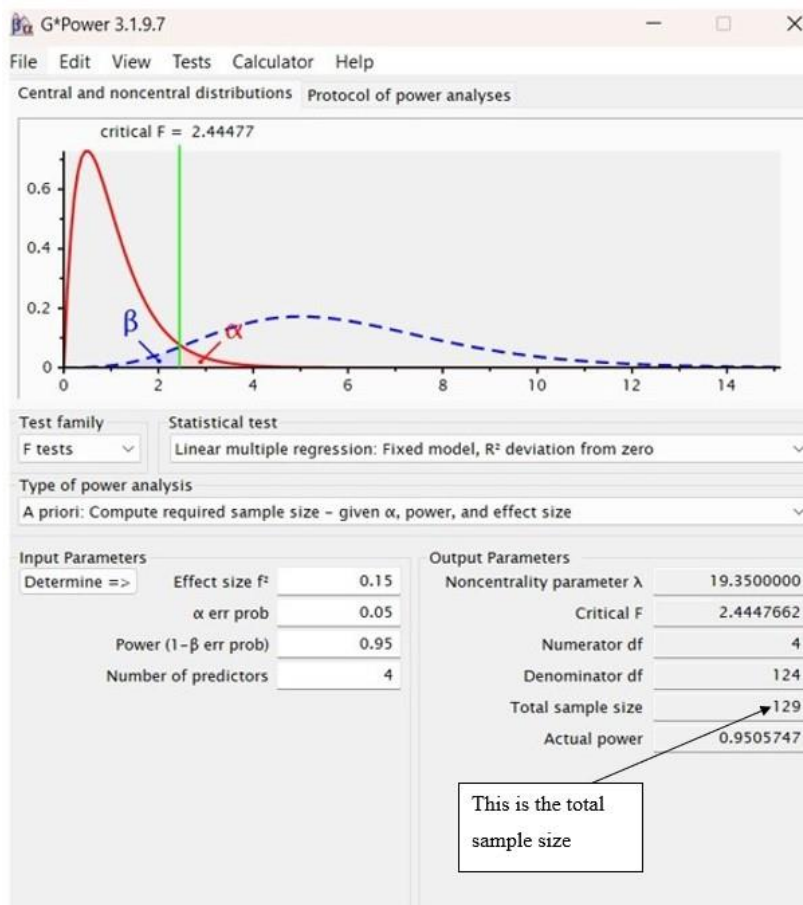


Figure 3.1: G*Power Sample Size calculation

3.3 Data Collection Methods

3.3.1 Primary Data

Primary data is that which is collected new data collected not refer others so it offers new research results. While in descriptive research and investigations, different methods such as observation, interviewing, questionnaires, and scheduling are applied to obtain primary data, experiments create primary data in experimental research (Vikas Anand Saharan et al., 2024). The research data will be collected with questionnaire via Google Form. This certainly help in time, energy as well as cost saving which convenience and suitable for bachelor degree student.

3.3.2 Secondary Data

It is collected and statistically processed by another individual is what is referred to as secondary data. Information of this nature is normally sourced from such published forms like books, newspapers, magazines, journals, websites, and many others. (Vikas Anand Saharan et al., 2024). The secondary data used by researcher will mainly on books, journal and web portals. But the source not necessary limit to these three.

3.4 Research Instrument

3.4.1 Design of Questionnaire

It is important to realise that there are not that many ‘new’ methodological opportunities which are available; enhanced survey software is an example of one of the few that is. One of the most intriguing of these possibilities lies in the reinvention of a practice even older than the online focus group, termed embedded probing with the Web Probing method, where the questions for cognitive probe are integrated in self-administered questionnaire that is given to the respondents. (Beatty et al., 2020). Which can reach more people with less cost and effort compared to physical distribution. There are three parts in the questionnaire: to deal with demographic, dependent variable and independent variables The demographic part is the only one that will use multiple choice, if there are any other questions, options will be provided. Others will be asked using the 5-point Likert scale

3.4.2 Pilot Test

No.	Construct Variables	Cronbach's Alpha	Number of Items
1	Entrepreneurial Attitude	0.724	5
2	Perceived Behavioral Control	0.802	5
3	Subjective Norms	0.834	5
4	Entrepreneur Education	0.816	5
5	Entrepreneurial Intention	0.919	5

Table 3.1: The test results of pilot study

Pilot study is small-scale research is designed to pilot and or identify the feasibility of large-scale studies in the future rather than to evaluate the effectiveness of an intervention, they are often underpowered for this reason (Rishniw & White, 2022). A study give stated and provides justification a minimum sample size of 30 respondents will be sufficient to assess the reliability of the questionnaire (Bujang et al., 2024). The pilot test carried in fat carried out among 30 respondents. Generally all the variables in the research are above 0.7. Follow the rule of Cronbach's alpha value it is shown the value above 0.7 is acceptable, internally consistent and reliable, meanwhile below 0.7 will not be accept and not reliable. The pilot test is carried out among 30 participants.

3.5 Construct Measurement

Measurement Variables & Question Items	Reference
Entrepreneurial Attitude 1: I would rather be my own boss than have a secure job. 2: I feel energetic working with innovative colleagues in a dynamic business climate. 3. I can make big money only if I can create my own business. 4: I have always worked hard to be among the best in my field. 5: I often sacrifice personal comfort to take advantage of business opportunities.	Mensah et al., (2021)

Perceived Behavioral Control 1: If I start my own business the chances of success would be very high 2: I have enough knowledge and skills to start a business 3: I am capable to develop or handle an entrepreneurial project 4: Entrepreneurs have a positive image within society 5: I am aware of the startup support	Mensah et al., (2021)
Subjective Norms 1. My closest family members think that I should pursue a career as an entrepreneur. 2. My closest friends think that I should pursue a career as an entrepreneur. 3. My colleagues or classmates think that I am suitable to be an entrepreneur. 4. I care about what my closest family members think as I decide on whether or not to pursue a career as an entrepreneur. 5. I care about what my colleague or classmates think as I decide on whether or not to pursue a career as an entrepreneur.	(Bazkiaei et al. ,2021)
Entrepreneur Education 1. Increased understanding of the entrepreneurs' character. 2. Increased understanding of the steps for starting a business. 3. More entrepreneurial and business educational programs on campus would help students start businesses. 4. Entrepreneurship should be taught in University. 5. Increased ability to build business networks	(Astiana et al., 2022). (Fathima Nasreen et al. ,2024)

Entrepreneurial Intention 1. I am ready to make anything to be an entrepreneur. 2. My professional goal is to become an Entrepreneur 3. I will make every effort to start and run my own firm. 4. I am determined to create a firm in the future. 5. I have very seriously thought of starting a firm.	(Bazkiaei et al. ,2021) (Fathima Nasreen et al. ,2024) (Hassan et al., 2021).
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Table 3.0: Construct Measurement

3.6 Data Processing

3.6.1 Data Editing

Teegavarapu (2024) That is the important process of going over and making changes to data when mistakes or inconsistencies are found. Data gaps caused by the identification of outliers and anomalies can be filled with missing values using manual or automated imputation techniques.

3.6.2 Data Coding

In a research project, data coding is very important. Data collection is when information is first captured. Data coding is when it is ready for analysis and interpretation. Data coding links what is collected from the world with what is understood by the researcher. This process uses techniques like standardisation, categorisation and labelling to ensure data is usable, consistent, reliable and meets the research objectives. Coding helps researchers find useful data by removing irrelevant information. It acts like a filter and magnifying glass for data. (Cybellium Ltd, 2023). For example, Likert scale is applied in the questionnaire in description for assigning numerical values, which facilitates computer analysis from 1 to 5 (Strongly Disagree

to Strongly Agree). Once finished data collecting the data will be convert from likert scale string value (words) into numerical value to be analyse in SPSS.

3.6.4 Data Transcribing

Data Transcribing, as evident from the Google Form, involves the transfer of responses from Excel into SPSS for analyses. The SPSS, according to Rahman & Muktadir (2021), is a software package designed to assist in the analysis of quantitative data obtained in research in social sciences.

3.6.5 Data Cleaning

Data cleaning is the process of fixing errors and inconsistencies in data sets to improve their quality. This affects analysis, interpretation, and conclusion-making from the data. Data cleaning is something every quantitative researcher should know. Data cleaning is an integral part of quality research (Cybellium Ltd, 2023).

3.7 Proposed Data Analysis Tool

Data from research studies will be analyzed using the SPSS software. Doenges Wilson, 2021 In the psychological field, data analysis is considered one of its core components of the science. While in the common programs used to analyze data in the social sciences, SPSS is among them

3.7.1 Descriptive Analysis

Descriptive analysis, according to Claus Grand Bang (2024), 'is the process of condensing, illustrating, and examining data in order to identify its key features and trends.' The step that is very important in analyzing data because one gets to develop understanding, identify problems, and get prepared for further analysis of data

3.7.2 Reliability Test

Reliability means testing items on a small scale before using them with real samples. A sample with similar characteristics to the real sample is often used to make the test more accurate. The

suggested a pilot test sample of 5 to 30 people (Sundram & Romli, 2023). The reason Cronbach Alpha is the most commonly used reliability index is because it's convenient. It only requires one sample's worth of data, whereas all the other forms of reliability require two samples. That word 'internal' is really important for internal consistency. Unlike all the other methods of reliability, it looks to internal references found on the same instrument. (Yu, 2022). Cronbach's alpha can be computed in SPSS and Excel. Software like JASP and can also run Cronbach's alpha reliability. (Roever, 2021). Cronbach's Alpha is one of the most common measures of internal consistency and reliability. For the purposes of this research, it will make use of SPSS. A Cronbach's alpha value on a questionnaire is considered 'acceptable' if it is > 0.7 ; the higher, the better. (Lahby et al., 2021).

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.90$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

. Table 3.1 Cronbach's Alpha

Adopted from: Saidi, S. S., & Siew, N. M. (2019). Investigating the Validity and Reliability of Survey Attitude towards Statistics Instrument among Rural Secondary School Students. *International Journal of Educational Methodology*, 5(4).

3.7.3 Inferential Analysis

3.7.3.1 Multiple Regression Analysis

It is used to analyze statistics that have the capability to explain or predict a continuous outcome based on one or several variables. Results will determine the strength of the regression model and the proportional contributions of each variable. All inferential statistical tests, however, depend on a number of basic underlying assumptions about the data (Bolin, 2022). The purpose of study is to examine the factors that contribute in their desire to become entrepreneur among the undergraduates in Malaysian universities.

The equation for multiple regression analysis is shown as below:

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

α also known as the alpha is a constant term.

X is the independent variable

In other words, the coefficient values represents: Beta coefficient is the regression coefficient for each predictor variable.

Chapter 4: Data Analysis

4.1.1 Descriptive Analysis

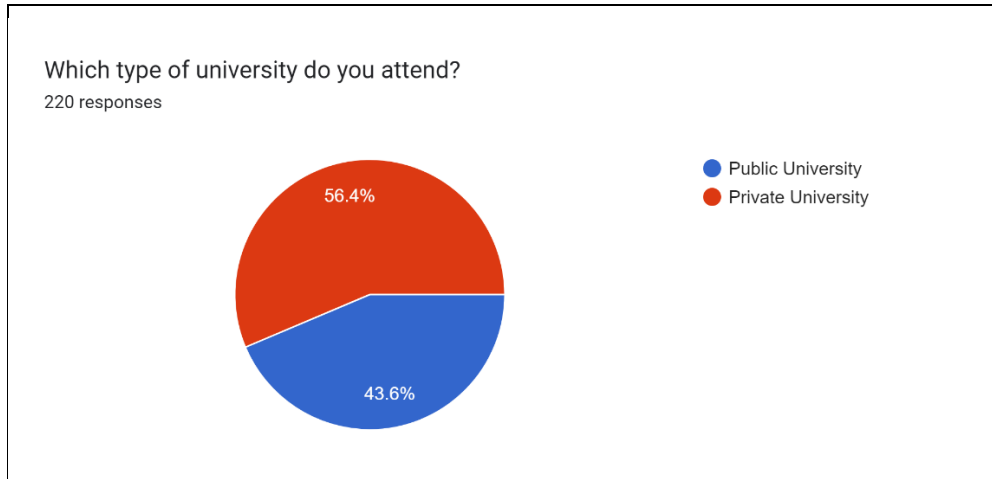


Figure 4.1.1: Type of university

Which type of university do you attend?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private University	124	56.4	56.4	56.4
	Public University	96	43.6	43.6	100.0
	Total	220	100.0	100.0	

Table 4.1.1: Type of university attended by respondents

Figure 4.1.1 & Table 4.1.1 summarize the number of Malaysian Undergraduate Students attend separately in both Private & Public University. In statistic 124 students (56.4%) filled up the form as they attended Private University students. On the other side 96 students (43.6%) filled up as they attended in Public University.

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

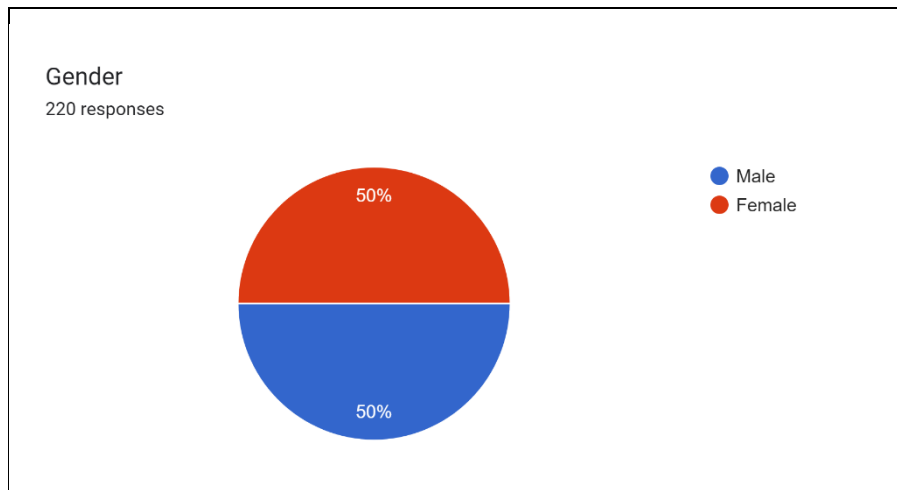


Figure 4.1.2: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	110	50.0	50.0	50.0
	Male	110	50.0	50.0	100.0
	Total	220	100.0	100.0	

Table: 4.1.2: Portion of Gender respondents

Figure 4.1.2 & Table 4.1.2 summarize the portion gender filled out Malaysian Undergraduate Students. Among 220 students both gender male & female are receiving equally same portion which 110 students (50%) for both.

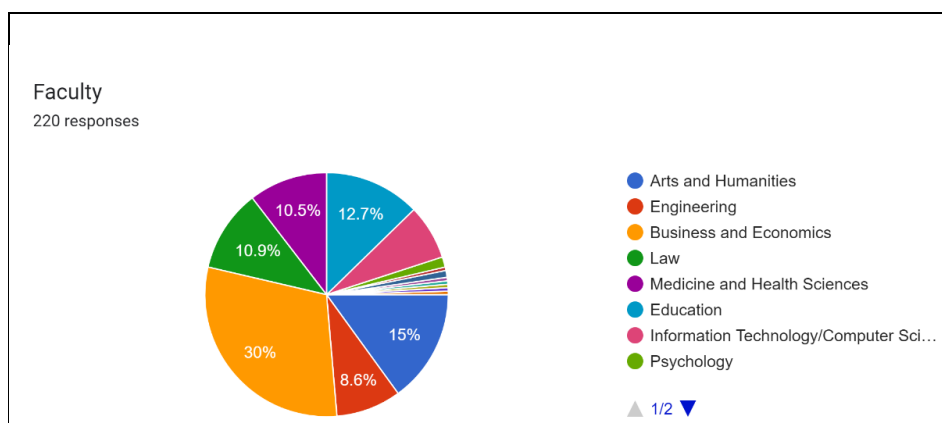


Figure 4.1.3: Graph of Faculty Representative

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts and Humanities	33	15.0	15.0	15.0
	Arts and Social Science	1	.5	.5	15.5
	Business and Economics	66	30.0	30.0	45.5
	Communication	2	.9	.9	46.4
	Education	28	12.7	12.7	59.1
	Engineering	19	8.6	8.6	67.7
	Food Science	1	.5	.5	68.2
	Hospitality & tourism	1	.5	.5	68.6
	Hospitality, Tourism And Events	1	.5	.5	69.1
	Humanities	1	.5	.5	69.5
	Information Technology/Computer Science	16	7.3	7.3	76.8
	Law	24	10.9	10.9	87.7
	Medicine and Health Sciences	23	10.5	10.5	98.2
	Psychology	3	1.4	1.4	99.5
	Psychology and Social Work	1	.5	.5	100.0
	Total	220	100.0	100.0	

Table 4.1.3: Table of Faculty Representative

Figure 4.1.3 & Table 4.1.3 summarize number of students in different faculty. Generally the faculty with highest has the highest representation in Arts and Humanities 33 students (15%) and Smaller faculties like Arts and Social Science, Communication, Food Science, Hospitality & Tourism, Hospitality, Tourism and Events, Humanities, Psychology and Social Work have only 1 individual for each (0.5%)

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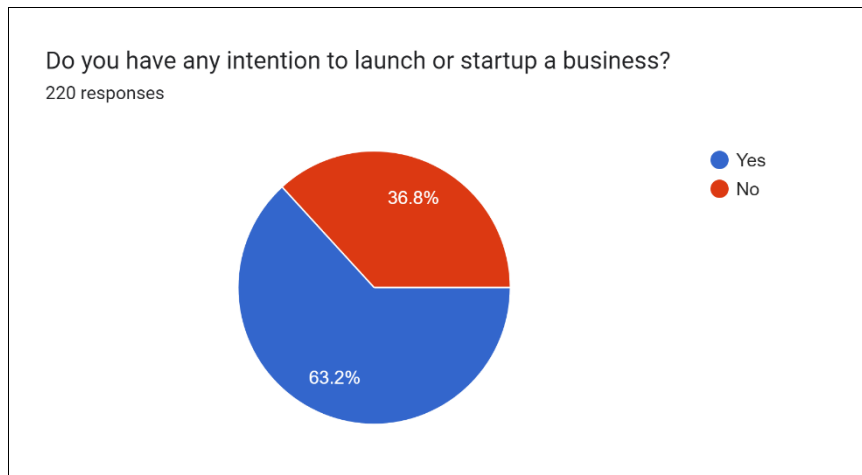


Figure 4.1.4: Graph of Intention to startup a business

Do you have any intention to launch or startup a business?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	36.8	36.8	36.8
	Yes	139	63.2	63.2	100.0
	Total	220	100.0	100.0	

Table 4.1.4: Table of Intention to startup a business

Figure 4.1.4 & Table 4.1.4 summarize into two categories 139 students have intention to launch or startup business among 220 students. Meanwhile the remaining 81 students have no intention to startup a business.

4.1.2 Reliability Test

No.	Construct Variables	Cronbach's Alpha	Number of Items
1	Entrepreneurial Attitude	0.917	5
2	Perceived Behavioral Control	0.892	5
3	Subjective Norms	0.803	5
4	Entrepreneur Education	0.878	5
5	Entrepreneurial Intention	0.959	5

Table 4.1.5 : Internal Reliability Test

The above table 4.1.5 showed the reliability of this research or study. It consisted of 25 questions for 5 variables each of them with carried on with 5 items. The Cronbach's Alpha of all the variables indicates there are reliable as the value more than 0.7 according to the Cronbach's Alpha's rule of thumb. Generally the Entrepreneurial Attitude has the highest Cronbach's Alpha value with 0.917 while the lowest is Subjective Norms with 0.803.

4.1.3 Inferential Statistics

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.908 ^a	.824	.821	2.86559	.824	252.487	4	215	<.001
a. Predictors: (Constant), E.Education, SubjectiveN, PBC, EntrepreneurialAttitude									

Table 4.1.6 : Model Summary

In table 4.1.5 the predictors are Entrepreneur Education (E. Education), Subjective Norms (SubjectiveN), Perceived Behavioral Control (PBC), Entrepreneurial Attitude (EntrepreneurialAttitude). The R square value shows 0.824 which is 82.4%. The interpretation of this means that only 17.6% of them in the range of respondents are not affected by independent variables or predictors.

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ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8293.304	4	2073.326	252.487	<.001 ^b
	Residual	1765.496	215	8.212		
	Total	10058.800	219			
a. Dependent Variable: E.Intention						
b. Predictors: (Constant), E.Education, SubjectiveN, PBC, EntrepreneurialAttitude						

Table 4.1.7 : ANOVA

The ANOVA table showed the p value is <0.001, less than $\alpha = 0.05$. 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 F-value = 252.487

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.041	.900		-2.268	.024
	EntrepreneurialAttitude	.723	.076	.631	9.523	<.001
	PBC	.344	.075	.287	4.559	<.001
	SubjectiveN	.209	.053	.156	3.980	<.001
	E.Education	-.168	.077	-.108	-2.177	.031
a. Dependent Variable: E.Intention						

Table 4.1.8: Coefficient^a

The model of multiple regression equation is formed below:

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

α = Constant value, the value of Y when X becomes zero

β_1 = Slope coefficient of Entrepreneurial Attitude

X_1 = Entrepreneurial Attitude

β_2 = Slope coefficient of Perceived Behavioral Control

X_2 = Perceived Behavioral Control

β_3 = Slope coefficient of Subjective Norms

X_3 = Subjective Norms

β_4 = Slope coefficient of Entrepreneur Education

X_4 = Entrepreneur Education

Therefore, the equation of this study will formed as :

$$Y = -2.041 + 0.723X_1 + 0.344X_2 + 0.209X_3 + (-0.168)X_4$$

4.1.4 Test of Significant

H1: There is a significant relationship between Entrepreneurial Attitude and Entrepreneurial Intention.

Table 4.1.7 shown p – value of Entrepreneurial Attitude variable is less than 0.001 at the same time below than $\alpha = 0.05$. This result can be concluded as Entrepreneurial Attitude of Malaysian Undergraduate Students is significant relation with Entrepreneurial Intention.

H2: There is a significant relationship between Perceived Behavioral Control and Entrepreneurial Intention.

Table 4.1.7 shown p – value of Perceived Behavioral Control variable is less than 0.001 at the same time below than $\alpha = 0.05$. This result can be concluded as Perceived Behavioral Control is significant relation with Entrepreneurial Intention among Malaysian Undergraduate Students.

H3: There is a significant relationship between Subjective Norms and Entrepreneurial Intention.

Table 4.1.7 shown p – value of Subjective Norms variable is less than 0.001 at the same time below than $\alpha = 0.05$. This result can be concluded Subjective Norms is significant relation with Entrepreneurial Intention among Malaysian Undergraduate Students.

H4: There is a significant relationship between Entrepreneur Education and Entrepreneurial Intention.

Table 4.1.7 shown p – value of Subjective Norms variable is 0.031 at the same time below than $\alpha = 0.05$. This result can be concluded Entrepreneur Education is significant relation with Entrepreneurial Intention among Malaysian Undergraduate Students.

Chapter 5: Discussion, Conclusion & Implications

5.0 Introduction

Chapter 5 also gives a clearer view of the result which has arisen from the tabular analysis. This chapter still belongs to research but it offers a rather detailed interpretation with relevant evidence from the researchers, who came before me. The practical limitation of the study that should also be noted is being proposed with recommendations for future research of this topic.

5.1 Summary of the Statistical Analysis

Table 5.1: Summary of the Result of Hypothesis Testing

Hypothesis	P - Value	Results
H1: There is a significant relationship between Entrepreneurial Attitude and Entrepreneurial Intention.	P<0.001 P<0.05	Supported
H2: There is a significant relationship between Perceived Behavioral Control and Entrepreneurial Intention.	P<0.001 P<0.05	Supported
H3: There is a significant relationship between Subjective Norms and Entrepreneurial Intention.	P<0.001 P<0.05	Supported
H4: There is a significant relationship between Entrepreneur Education	P = 0.031 P<0.05	Supported

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and Entrepreneurial Intention.		
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5.2 Discussion of Major Findings

5.2.1 Entrepreneurial Attitude

The results that have been generated from the data analysis done in the previous chapter have revealed that the p- value of H1 are < 0.001 lower than α value of 0.05. This has ensured that Malaysian Undergraduate Students' Entrepreneurial Attitude will play a role of basic in their level of intention to participate in entrepreneurial activity. The results aligned with several journals which is found in previous chapter on literature review [(Abdullahi et al., 2021), (Hossain et al. ,2023) ,(Fabio Blanco-Mesa et al., 2023) (Mensah et al., 2021), (Al-Mamary and Alraja, 2022), (Otchengco Jr. & Akiate, 2021) , (Bazan, 2022)]. (Al-Mamary and Alraja, 2022), highlighted attitudes have positive relationship with EI, in support of the previous findings. Self-employment perceptions reveal an actual realisation of a person's aspiration to start a business and work independently as well as an aspiration to work for a particular firm. Hence, the high positive attitude towards self-employment indicates that the individual has inclination to the aspect of self-employment than to work under employment. In this study, from the findings indicated that attitude has a positive effect on EI and even showed that a high proportion of students want to be entrepreneurs in the future. Therefore, given positive attitude towards entrepreneurial activity more students are prone to be self-employed rather than be employees.

5.2.2 Perceived Behavioral Control

The following analysis of the data was performed in the previous chapter, According to the above analysis, since p- value of H2 is less than α value of 0.05 or 5%, the research hypotheses are accepted. This has revealed that Malaysian Undergraduate Students' Perceived Behavioral Control will participate as antecedent in determining their intention to undertake entrepreneurship activities. This analysis in previous chapter aligned with several journal (Margaça et al. ,2021) , (Bazkiaei et al. ,2021) ,(Maheshwari, 2021), (Bayona-Oré, 2023), (Hossain et al. ,2023) ,(Fabio Blanco-Mesa et al., 2023), (Mensah et al., 2021), (Al-Mamary and Alraja, 2022), (Otchengco Jr. & Akiate, 2021), (Costa et al., 2022), (Bazan, 2022). For instance, (Costa et al., 2022) highlighted the significant relationship of Perceived Behavioral Control and entrepreneurial intention in higher education students. This means that if a student

gets the perception that he has knowledge and skills to develop entrepreneurship activities that can in one way or the other make it easier to create a new business this will have a positive impact on his/her entrepreneurial intention.

5.2.3 Subjective Norms

Data analysis that was conducted in the previous chapter has also indicated that based on H3, $p\text{-value} = < 0.001$, which is less than $\alpha 0.05$. This has shown that Malaysian Undergraduate Students' Subjective Norms will participate as antecedent in influencing their perceived behavioural control towards undertaking entrepreneurship activity. The analysis aligned with several journal found in previous chapter on literature review (Margaça et al. ,2021) (Maheshwari, 2021), (Bayona-Oré, 2023), (Abdullahi et al., 2021), (Hossain et al. , 2023) (Mensah et al., 2021), (Lin et al., 2022), (Al-Mamary and Alraja, 2022) (Costa et al., 2022). This result underscores the significance of the family in fostering the student's entrepreneurial intention which are cued to social factors (Bayona-Oré, 2023). The study suggests that higher education students who feel that the idea of establishing a new company will be likely to be approved by other people in the student's reference groups like friends, families, and other important people like teachers, will boost their intention of participating in business ventures (Costa et al., 2022).

5.2.4 Entrepreneur Education

The result of data analysis completed in this research prior chapter reveals that the $p\text{-value}$ of H4 0.031 is less than the α of 0.05. This has shown that Malaysian Undergraduate Students' Entrepreneur Education will participate as antecedent in influencing their inclination towards engagement in entrepreneurship activity. This analysis aligned with several journal found previous chapter on literature review. (Fathima Nasreen et al. ,2024), (Kayed et al., 2022) ,(Astiana et al., 2022), (Mensah et al., 2021), (Jiatong et al., 2021), (Trung Thanh Le et al., 2023), (Zhang & Chen, 2024). (Trung Thanh Le et al., 2023) highlighted young people can benefit much from training programmes that focus on business and venture creation. Hence it is important to introduce entrepreneurial education into academic curriculums especially at the

masters level for one's personal as well as career development, entrepreneurial intention and finally behavior. Moreover, those educational programs that are based on specific business practices can serve as a trigger, thereby, filling the identified gap between a personal growth process, an entrepreneurial attitude, and related practice.

5.3 Implications of this research

The result of this study has theoretical and practical implications. The research are further supported by other academic paper or journal articles in research of entrepreneurial intention. With the evidence the test results will be more reliable, credible and convincing. Let's take first example as Malaysian Undergraduate Students' Entrepreneurial Attitude will play a role of basic in their level of intention to participate in entrepreneurial activity. The results aligned with several journals which is found in previous chapter on literature review [(Abdullahi et al., 2021), (Hossain et al. ,2023) ,(Fabio Blanco-Mesa et al., 2023) (Mensah et al., 2021), (Al-Mamary and Alraja, 2022), (Otchengco Jr. & Akiate, 2021) , (Bazan, 2022)]. Second example that Malaysian Undergraduate Students' Perceived Behavioral Control will participate as antecedent in determining their intention to undertake entrepreneurship activities. This analysis in previous chapter aligned with several journal (Margaça et al. ,2021) , (Bazkiaei et al. ,2021) ,(Maheshwari, 2021), (Bayona-Oré, 2023), (Hossain et al. ,2023) ,(Fabio Blanco-Mesa et al., 2023), (Mensah et al., 2021), (Al-Mamary and Alraja, 2022), (Otchengco Jr. & Akiate, 2021), (Costa et al., 2022), (Bazan, 2022). Third example Malaysian Undergraduate Students' Subjective Norms will participate as antecedent in influencing their perceived behavioural control towards undertaking entrepreneurship activity. The analysis aligned with several journal found in previous chapter on literature review (Margaça et al. ,2021) (Maheshwari, 2021), (Bayona-Oré, 2023), (Abdullahi et al., 2021), (Hossain et al. , 2023) (Mensah et al., 2021), (Lin et al., 2022), (Al-Mamary and Alraja, 2022) (Costa et al., 2022). Fourth example Malaysian Undergraduate Students' Entrepreneur Education will participate as antecedent in influencing their inclination towards engagement in entrepreneurship activity. This analysis aligned with several journal found previous chapter on literature review. (Fathima Nasreen et al. ,2024), (Kayed et al., 2022) ,(Astiana et al., 2022), (Mensah et al., 2021), (Jiatong et al., 2021), (Trung Thanh Le et al., 2023), (Zhang & Chen, 2024).

Hence, the practical implications of this study essentially focus on the call for a strategies-in-context type of approach to enhance students' intentions towards entrepreneurship. Universities should foster positive entrepreneurship attitudes and should include motivation lectures, role-model information and a positive business experience namely through simulation and job-training. The strategy suggests developing perceived behavioural control by providing students with skills of business, entering the entrepreneurship competitions and getting acquainted with incubator programmes. Concrete relations is social influences that can be utilised by encouraging families, mentors and peers in offering encouragement and forming support groups through clubs and collaborative websites. Moreover, the entrepreneurial education should be improved by expanding the profound, applicative courses in all the levels of academic training and synchronizing them with the required industry requirements, as well as new market tendencies. Altogether these ideas can foster a supportive environment which will enable students to launch the business on their own.

5.4 Limitation and Recommendation

The following limitations should however be noted in this study. First limitation needs to be said because prior research has pointed to a number of independent variables that could influence entrepreneurial intention, but this investigation only selected four out of those. Furthermore, from the data result analysed in the model summary of table 4.1.5, 82.4% of the dependent variable (entrepreneurial intention) is accounted by the set of identified independent variables in this study while 17.6% is accounted by other factors. This suggests that meaning there are other factors that may have an impact on the entrepreneurial intention of university students, but which are not captured in the study.

Furthermore, the data collected in the current quantitative study utilizes self-reported data and thus has Social Desirability Bias, whereby respondents report their levels of entrepreneurial intentions to what is acceptable in society. Incongruent behavior is a possibility in terms of measuring objective entrepreneurial behaviors or measuring the extent of entrepreneurial intentions students have.

A further limitation of the present investigation is the error variance incorporated in the survey instruments utilised. Despite the fact that the instruments was intended to capture only entrepreneurial intentions, some of the possible reasons affecting the behavioral intentions

might not have been captured hence inadequate data. In addition, other outside factors like socio economic conditions, policies, geographical location, which may influence students' entrepreneurial intentions were not included in this study.

Taking into consideration those limitations, some crucial advice for further research can be outlined. First, to overcome this limitation one has to extend the sample size and make efforts to include more respondents from both public and private universities. Since the study used a sample of students from only one public university, in only one state in Malaysia, the findings might not allow generalization of the study results to the Malaysian undergraduate population.

Second, the use of both quantitative and qualitative data might also reduce the tendencies in this study of having biases originated from self-reported information. Although quantitative surveys are effective in sampling large populations they known to show population trends, interviewing or focus group would capture personal social and education factors influencing the intention to become an entrepreneur. This approach would be of great help to capture the essential details of students' motives and minimize the response exaggeration distortion. Qualitative data which can be merged with objective data on actual behavior of aspiring entrepreneurs could also support the results of the study and provide more Study's rich picture of students' entrepreneurial intentions.

Finally completing some changes in the survey instruments and controlling external factors will improve the generality of future research. Subsequent research, therefore, must aim to make the survey instruments comprehensible, neutral and encompass all potential mediating factors regarding the intentions of these entrepreneurs. To do an initial check on the instruments, piloting was done before the data was actually collected. However, including other variables, which are external to the students, like socio-economic status of students, their exposure to the entrepreneurial education and the governmental policies regarding the entrepreneurial education of students, would have given-way a much broader insight of the factors that come into play to determine students' intentions.

5.5 Conclusion

Accordingly, this research paper has insisted on the tasks of employing the entrepreneurial attitude, the perceived behavioural control, the subjective norm and the entrepreneur education as the variables of assessing the Malaysian undergraduate students' entrepreneurially intended levels. Thus, in line with the TPB and SCCT the present paper outlines a theoretical model of the factors influencing the development of the students' entrepreneurial intention. The conclusion of this research corroborates literature of the studies stipulating that attitude, subjective norms and perceived behavioural control of the behaviour are antecedents of behaviour intentions. Going from the conclusions it is therefore evident that confidence and preparedness does play a role in evoking an entrepreneurial attitude and that has a positive correlation with the entrepreneurial intention to call on students to embrace business. Fluidity of perceived behavioural control making the intention stands out for the students' confidence that has enabled the entrepreneurial function to start and manage a business; therefore, the skills and resources are vital in the formulation of the intention to apply for the entrepreneurial function. Another component was also identified and they found out that students and their families, friends, people within a community are the ones that greatly influence such decisions. This result provides support to the assertion that social context can increase the level of stated intention to launch an entrepreneurship venture. Thus, extending SCCT in the analysis supports the role of entrepreneurial education on the students' self-confidence in regards to entrepreneurship and their perception of outcome efficacy on the activity. Hence, it is apparent that, recommendations from the study are that educational interventions enhancing the knowledge and self-efficiency of the students on enterprise have a direct positive correlation with the business entry intentions. This research will be benefit to the policymakers, education sectors and all the other related stakeholders involve in the entrepreneurship development with practical value. Therefore, this research contributes towards identification of the important antecedents determinants of entrepreneurial intentions and therefore enhances the formulation of interventional as well as education interventions for purpose of fostering entrepreneurial start and development of the upcoming generation. The conducted research also revealed the need of administrations support in form of motivation and training of the budding businessmen who would wish to start their businesses and generate jobs for inhabitants of Malaysia and work their way to contribute to the economy of the country.

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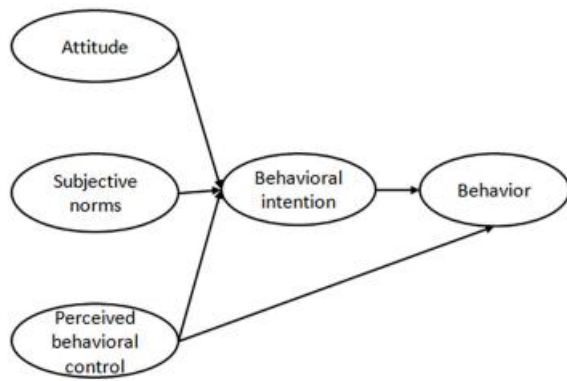
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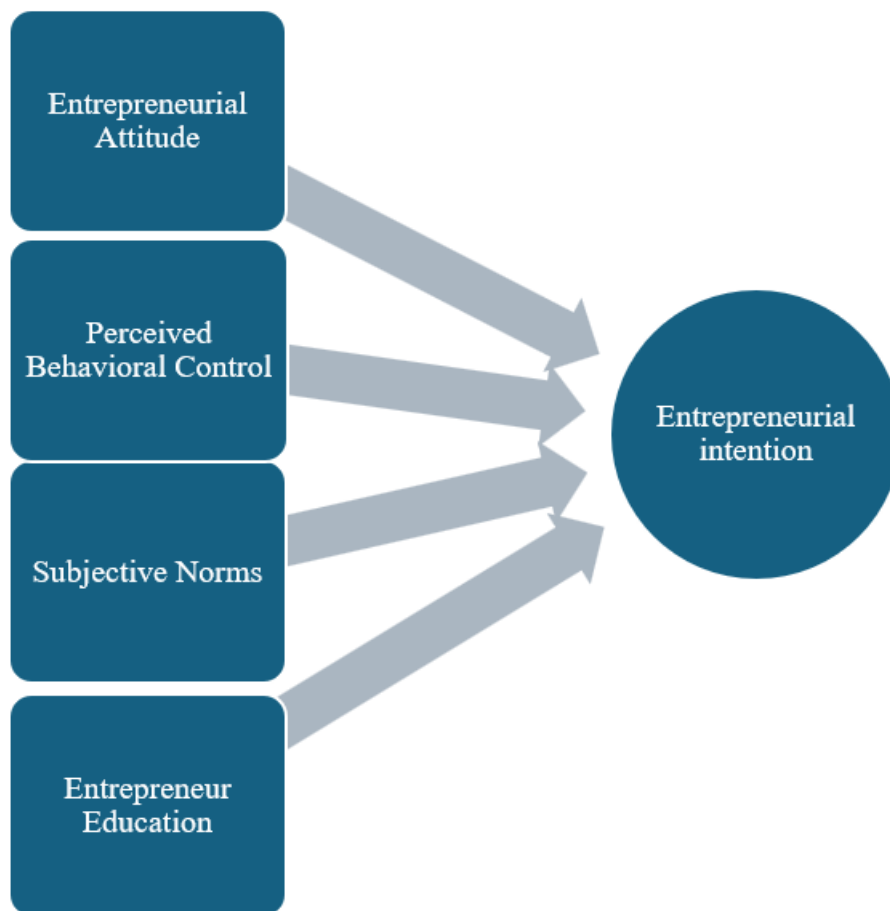
Appendices

Appendix 2.1: Framework of the TPB introduced by Icek Ajzen

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students



Appendix 2.2: Conceptual Framework



Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Appendix 3.1 Reliability Test Results for Pilot Test

➔ Reliability

[DataSet1]

Scale: **Entrepreneurial Attitude**

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.724	5

➔ Reliability

Scale: **Perceived Behavioral Control**

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.802	5

➔ Reliability

Scale: **Subjective Norms**

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.834	5

➔ Reliability

Scale: **Entrepreneur Education**

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.816	5

➔ Reliability

Scale: **Entrepreneurial Intention**

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.919	5

Appendix 3.2 Questionnaire Survey- Google Form

Investigating factors influencing entrepreneurial intention among Malaysian Undergraduate Students

Dear Respondents,

I am Chong Chean You a student from Bachelor of International Business (HONS) of Universiti Tunku Abdul Rahman (UTAR). I'm currently conducting this survey with an objective to investigating the Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Completing this questionnaire will take five to ten minutes since it has three sections.

The research is depend on your help in responding to this questionnaires since it will help me to complete the research and realise our goals.

Kindly be advised that this survey is solely for academic purposes; all the information gathered will be kept private and confidentially. Your help will be much valued. Please contact me should you have any questions.

Yours truly,
CHONG CHEAN YOU
Bachelor of International Business (HONS)
Universiti Tunku Abdul Rahman (UTAR)
Phone: 011-25218432
Email: ccheanyou@1utar.my

* Indicates required question

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

1. Once submitting or providing your personal data to UTAR, you had consented * and agreed for your personal data to be used in for academic research purposes. There is ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. Your personal data shall not be used for political and commercial purposes.

Mark only one oval.

- ☐ I hereby understood, consented and agreed per UTAR above notice.
- ☐ I disagree, my personal data will not be processed.

Section A: Demographic Profile

2. Which type of university do you attend? *

Mark only one oval.

- ☐ Public University
- ☐ Private University

3. Gender *

Mark only one oval.

- ☐ Male
- ☐ Female

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

4. Faculty *

Mark only one oval.

- ☐ Arts and Humanities
- ☐ Engineering
- ☐ Business and Economics
- ☐ Law
- ☐ Medicine and Health Sciences
- ☐ Education
- ☐ Information Technology/Computer Science
- ☐ Other: _____

5. Do you have any intention to launch or startup a business? *

Mark only one oval.

- ☐ Yes
- ☐ No

Section B: Independent Variables Questions

Entrepreneurial Attitude

Entrepreneurial attitude is regarded as a tendency of people to react or respond either favourably or negatively to entrepreneurship.

Indicate to what degree you agree or disagree with each of the following statements. [Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5]

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

6. 1. I would rather be my own boss than have a secure ^{*} job

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

7. 2. I feel energetic working with innovative colleagues ^{*} in a dynamic business climate

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

8. 3. I can make big money only if I can create my own ^{*} business

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

9. 4. I have always worked hard to be among the best in *
my field

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

10. 5. I often sacrifice personal comfort to take advantage *
of business opportunities

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

Perceived Behavioral Control

Perceived behavioral control is the view of people about the simplicity or difficulty of engaging in entrepreneurial activities.

Indicate to what degree you agree or disagree with each of the following statements. [Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5]

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

11. 1. If I start my own business the chances of success *
would be very high

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

12. 2. I have enough knowledge and skills to start a *
business

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

13. 3. I am capable to develop or handle an entrepreneurial *
project

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

14. 4. Entrepreneurs have a positive image within ^{*} society

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

15. 5. I am aware of the startup support ^{*}

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

Subjective Norms

Subjective norms is regarded as the impression of social pressure either on the individual to engage in a specific activity from family, friends, and significant figures.

Indicate to what degree you agree or disagree with each of the following statements. [Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5]

16. 1. My closest family members think that I should pursue a career as an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

17. 2. My closest friends think that I should pursue a career as an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

18. 3. My colleagues or classmates think that I am suitable to be an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

19. 4. I care about what my closest family members think as I decide on whether or not to pursue a career as an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

20. 5. I care about what my colleague or classmates think as I decide on whether or not to pursue a career as an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

Entrepreneur Education

Entrepreneurship education is a set of formal lessons that teach, train, and inform anyone who wants to help the economy grow by working on a project to raise awareness of entrepreneurship, start businesses, or grow small businesses.

Indicate to what degree you agree or disagree with each of the following statements. [Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5]

21. 1. Increased understanding of the entrepreneurs' character *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

22. 2. Increased understanding of the steps for starting a business *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

23. 3. More entrepreneurial and business educational programs on campus would help students start businesses *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

24. 4. Entrepreneurship should be taught in University *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

25. 5. Increased ability to build business networks *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

Section C: Dependent Variable Questions

Entrepreneurial Intention

Entrepreneurial intention is the willingness to take risks and act like a businessperson by seizing opportunities in order to create new products.

Indicate to what degree you agree or disagree with each of the following statements. [Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5]

26. 1. I am ready to make anything to be an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

27. 2. My professional goal is to become an entrepreneur. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

28. 3. I will make every effort to start and run my own firm. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

29. 4. I am determined to create a firm in the future. *

Mark only one oval.

- ☐ Strongly Disagree
☐ Disagree
☐ Neutral
☐ Agree
☐ Strongly Agree

30. 5. I have very seriously thought of starting a firm. *

Mark only one oval.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

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Google Forms

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Appendix 4.1 Reliability Test

➔ Reliability

[DataSet1]

Scale: Entrepreneurial Attitude

Case Processing Summary			
		N	%
Cases	Valid	220	100.0
	Excluded ^a	0	.0
	Total	220	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.917	5

➔ Reliability

Scale: Perceived Behavioral Control

Case Processing Summary			
		N	%
Cases	Valid	220	100.0
	Excluded ^a	0	.0
	Total	220	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.892	5

➔ Reliability

Scale: Subjective Norms

Case Processing Summary			
		N	%
Cases	Valid	220	100.0
	Excluded ^a	0	.0
	Total	220	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.803	5

➔ Reliability

➔ Reliability

Scale: Entrepreneur Education

Case Processing Summary			
		N	%
Cases	Valid	220	100.0
	Excluded ^a	0	.0
	Total	220	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.878	5

Scale: Entrepreneurial Intention

Case Processing Summary			
		N	%
Cases	Valid	220	100.0
	Excluded ^a	0	.0
	Total	220	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.959	5

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Appendix 4.2 Descriptive Statistic

➔ Frequencies

[DataSet1]

Statistics					
		Which type of university do you attend?	Gender	Faculty	Do you have any intention to launch or startup a business?
N	Valid	220	220	220	220
	Missing	0	0	0	0

Frequency Table

Which type of university do you attend?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private University	124	56.4	56.4	56.4
	Public University	96	43.6	43.6	100.0
	Total	220	100.0	100.0	

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	110	50.0	50.0	50.0
	Male	110	50.0	50.0	100.0
	Total	220	100.0	100.0	

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Faculty					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts and Humanities	33	15.0	15.0	15.0
	Arts and Social Science	1	.5	.5	15.5
	Business and Economics	66	30.0	30.0	45.5
	Communication	2	.9	.9	46.4
	Education	28	12.7	12.7	59.1
	Engineering	19	8.6	8.6	67.7
	Food Science	1	.5	.5	68.2
	Hospitality & tourism	1	.5	.5	68.6
	Hospitality, Tourism And Events	1	.5	.5	69.1
	Humanities	1	.5	.5	69.5
	Information Technology/Computer Science	16	7.3	7.3	76.8
	Law	24	10.9	10.9	87.7
	Medicine and Health Sciences	23	10.5	10.5	98.2
	Psychology	3	1.4	1.4	99.5
	Psychology and Social Work	1	.5	.5	100.0
	Total	220	100.0	100.0	

Do you have any intention to launch or startup a business?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	36.8	36.8	36.8
	Yes	139	63.2	63.2	100.0
	Total	220	100.0	100.0	

Factors Influencing Entrepreneurial Intention among Malaysian Undergraduate Students

Appendix 4.3 Inferential Statistic

Entrepreneurial Attitude ^b		
--	--	--

a. Dependent Variable: E.Intention

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.908 ^a	.824	.821	2.86559	.824	252.487	4	215	<.001

a. Predictors: (Constant), E.Education, SubjectiveN, PBC, EntrepreneurialAttitude

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8293.304	4	2073.326	252.487	<.001 ^b
	Residual	1765.496	215	8.212		
	Total	10058.800	219			

a. Dependent Variable: E.Intention

b. Predictors: (Constant), E.Education, SubjectiveN, PBC, EntrepreneurialAttitude

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.041	.900		-2.268	.024
	EntrepreneurialAttitude	.723	.076	.631	9.523	<.001
	PBC	.344	.075	.287	4.559	<.001
	SubjectiveN	.209	.053	.156	3.980	<.001
	E.Education	-.168	.077	-.108	-2.177	.031

a. Dependent Variable: E.Intention