



UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ACCOUNTANCY AND MANAGEMENT
UNDERGRADUATE FINAL YEAR PROJECT
Research Proposal Mark Sheet

Final Year Project Title:

Determinants of Entrepreneurial Intention Among Female University Students

Name: Victoria Wee Yuet Fang

Student ID: 2207594

No	Criteria	Excellent (8 - 10 marks)	Good (5 - 7 marks)	Fair (3 - 4 marks)	Poor (0 - 2 marks)	Awarded
1	Title and Abstract	Clear, concise, and informative; abstract summarizes all key elements effectively.	Clear and informative; abstract summarizes most key elements.	Title and abstract are clear but may miss some key elements.	Title and abstract are somewhat unclear or incomplete.	
2	Introduction/ Research Overview	Clearly articulated, comprehensive understanding of the research topic, including background information and context.	Adequate overview of the research topic, with some gaps in understanding or context.	Limited overview of the research topic, lacking depth or context.	Minimal or unclear overview of the research topic.	
3	Problem Statement	A clear, specific, and well-defined research problem was identified, including its significance and relevance.	Clearly stated problem, but may lack specificity or clarity in its significance.	Problem statement is present but lacks clarity, specificity, or relevance.	The problem statement is unclear or missing.	
4	Objectives	Concise and measurable objectives that align with the research problem and address key aspects of the study.	Objectives are stated but may lack specificity or alignment with the research problem.	Objectives are vague or do not align with the research problem.	Objectives are missing or not relevant to the research problem.	
5	Literature Review	Comprehensive review of relevant literature, demonstrating a thorough understanding of existing research and its relevance to the proposed study.	Adequate literature review, covering key sources but may lack depth or critical analysis.	Limited literature review, missing key sources or failing to demonstrate relevance to the proposed study.	Minimal or no literature review provided.	
6	Proposed Research Methodology	Clearly articulated and appropriate research methodology, including data collection, analysis techniques, and ethical considerations.	The research methodology is stated but may lack detail or justification for its selection.	The research methodology is unclear or inappropriate for the research problem.	The research methodology is missing or severely inadequate.	
7	Significance of Study	Clearly articulated the significance of the proposed study, including potential contributions to the field and practical implications.	The significance of the study is mentioned, but its explanation may lack depth or clarity.	The significance of the study is not clearly explained or lacks relevance.	The significance of the study is not addressed.	
8	Organisation of the Proposal	Well-structured proposal with logical flow and clear headings/subheadings.	The proposal is organised but may lack coherence or consistency in structure.	Organization of the proposal is unclear or lacks logical flow.	The proposal is poorly organised and difficult to follow.	
9	Quality of the Report	Clear, concise writing with minimal grammar, spelling, and punctuation errors. A professional presentation with appropriate formatting.	The writing is generally clear but may contain some grammar, spelling, or punctuation errors. The presentation is acceptable but could be improved.	Writing is unclear or contains numerous grammar, spelling, or punctuation errors. The presentation is unprofessional.	Writing is illegible or incomprehensible with frequent grammar, spelling, or punctuation errors. Presentation is severely lacking.	
10	References	Extensive and relevant references, properly formatted.	Relevant references, mostly properly formatted.	References are relevant but formatting is inconsistent.	Few references, some may be irrelevant or improperly formatted.	
					Total	



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Final Year Project Assessment Form - Report

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2	Introduction	Comprehensive background and context; clearly stated research question/hypothesis.	Adequate background; some context missing; research question/hypothesis is stated.	Background and context are vague; research question/hypothesis is unclear.	Background and context are missing or inadequate; research question/hypothesis is absent.	
3	Literature Review	Extensive review, critical analysis, and synthesis of relevant literature.	Adequate review with some analysis of relevant literature.	Limited review with minimal analysis of relevant literature.	Inadequate or no review of relevant literature.	
4	Problem Statement & Objectives	A clear, specific, and well-defined research problem was identified, including its significance and relevance. Clearly defined, specific, and measurable objectives.	Clearly stated problem, but may lack specificity or clarity in its significance. Objectives are stated but may lack specificity or measurability.	Problem statement is present but lacks clarity, specificity, or relevance. Objectives are vague or not well-defined.	The problem statement is unclear or missing. Objectives are absent or unclear.	
5	Methodology	Detailed, appropriate methods with clear rationale and feasibility.	Methods are outlined but some details or rationale may be lacking.	Methods are mentioned but lack clarity or rationale.	Methods are unclear, inappropriate, or not stated.	
6	Results	Results are clearly presented, well-organized, and thoroughly analyzed.	Results are presented but may lack organization or depth of analysis.	Results are unclear or poorly organized, with limited analysis.	Results are absent, unclear, or inadequately analyzed.	
7	Discussion	Insightful interpretation of results, connects to literature, discusses reasons for the findings.	Interpretation of results is present but may lack depth, some connection to literature.	Limited interpretation of results, minimal connection to literature.	Interpretation of results is absent or unclear, no connection to literature	
8	Conclusion	Comprehensive conclusion with discussions on implications supported by findings. Suggests future research.	Conclusion is present with key points somewhat summarized. Discussions on implications somewhat supported by findings. Suggests future research.	Weak conclusion, does not effectively summarize findings or suggest future research. Implications irrelevant to findings.	Conclusion is absent or very weak.	
9	Writing Quality	Excellent writing, free from errors, clear and professional.	Writing is clear but contains some errors or lacks professionalism.	Writing is unclear in parts, contains errors, and lacks professionalism.	Writing is unclear, contains numerous errors, and is unprofessional.	
10	References	Extensive and relevant references, properly formatted.	References are relevant but formatting is inconsistent.	Few references, some may be irrelevant or improperly formatted.	References are absent, irrelevant, or improperly formatted.	
					Total	

DETERMINANTS OF ENTREPRENEURIAL INTENTION
AMONG FEMALE UNIVERSITY STUDENTS

BY

VICTORIA WEE YUET FANG

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

BACHELOR OF INTERNATIONAL BUSINESS (HONOURS)

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FACULTY OF ACCOUNTANCY AND MANAGEMENT
DEPARTMENT OF INTERNATIONAL BUSINESS

MAY 2026

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I hereby declare that:

- (1) This undergraduate FYP is the end result of my own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Sole contribution has been made by me in completing the FYP.
- (4) The word count of this research report is 9,891.

Name of Student:
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Date: 6 May 2026

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LIST OF ABBREVIATION

ATB	Attitude Towards Behaviour
DOSM	Department of Statistics Malaysia
GEM	Global Entrepreneurship Monitor
KUSKOP	Kementerian Pembangunan Usahawan dan Koperasi
LFPR	Labour Force Participation Rate
MCO	Movement Control Order
MOE	Ministry of Education
MSMEs	Micro, Small, Medium Enterprises
NEP	National Entrepreneurship Policy
PBC	Perceived Behavioural Control
PROTÉGÉ	Professional Training and Education for Growing Entrepreneurs
SCT	Social Cognitive Theory
SDG	Sustainable Development Goals
SLT	Social Learning Theory
SN	Subjective Norms
SMEs	Small, Medium Enterprises
SPSS	Statistical Package for the Social Sciences
TEA	Total early-stage Entrepreneurial Activity
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
TUBE	Tunas Usahawan Belia Bumiputera

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PREFACE

Entrepreneurship has become increasingly important for the contribution of the country's economic growth and job creation. In Malaysia, there has been a growing attention on encouraging more women and youth to take part in entrepreneurship as the government has made efforts to improve this situation. However, despite these efforts, not all university students are equally interested in starting a business. This makes it important to understand what influences their entrepreneurial intention, particularly female university students.

Entrepreneurial intention simply refers to a person's intention to start their own business. It is essential to understand this intention because it can influence whether a person will eventually take action. Therefore, this study aims to examine the factors that influence entrepreneurial intention among female university students in Malaysia, specifically attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, and perceived university support.

ABSTRACT

Entrepreneurial intention plays an important role in influencing one's decision to engage in entrepreneurial activities. This study aims to find out the determinants of entrepreneurial intention among female university students in Malaysia. Factors such as attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, and perceived university support were used as the determinants in this study.

Furthermore, an overview of the research background and issues related to female entrepreneurship were discussed, that highlights the importance of understanding entrepreneurial intentions among female university students. The literature review contains the relevant theories used to develop the conceptual framework, and past studies were reviewed to understand the dependent and independent variables, which were then used to develop the research hypotheses.

This study adopts a quantitative research method, as an online questionnaire (Google Form) was distributed to collect data from female university students in Malaysia. Then, the collected data were analysed using the Statistical Package for the Social Sciences (SPSS), including descriptive analysis, reliability testing, and multiple regression analysis. Finally, the last chapter presents the findings of this study, the limitations, and has proposed several recommendations for future research.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

Chapter 1 covers the research background and problem statement, followed by the objectives, questions, and significance. This study focuses on investigating the determinants of Malaysian female university students' intention to become entrepreneurs.

1.1 Research Background

Entrepreneurship is the creation and growth of new businesses driven by individuals who identify market opportunities and innovate while managing risks to generate value and profit (Chakuzira et al., 2024). According to the Global Entrepreneurship Monitor (GEM) (2025), many countries continue to report considerable Total early-stage Entrepreneurial Activity (TEA), suggesting that starting or running a business remains a common and relevant career path. The TEA for women showed significant improvement as it has risen from an average of 6.1% in 2001-2005 to 10.4% in the 2021-2023 period. This growth is linked to the result of programs designed to encourage women startup rates and business ownership, such as women business angel networks, as well as training and mentoring provided by NGOs that leads to the positive perceptions of women towards entrepreneurship (GEM, 2023).

In Malaysia, a steady growth of women-owned businesses can be observed. The Department of Statistics Malaysia (DOSM) (2024) revealed the total number of active businesses owned by women reached 219,015 (20.1%) in 2022. It is a notable rise from 187,265 in 2015. Most of these businesses are located in Selangor and concentrated in the service sector, which accounts for 93.6% of the total. Furthermore, in 2022, there were 185,582 women-owned small and medium enterprises (SMEs) that represents 17% of the total establishments in Malaysia. Although they are the minority, these SMEs generated a gross output of RM89.3 billion and a value-added of RM44.3 billion (Bernama, 2025).

Besides economic output, women entrepreneurs also make considerable contributions to employment (Yusof et al., 2025). DOSM stated that women-owned establishments were responsible for 833,311 person's employment in 2022 (MalayMail, 2025). This is particularly important in the context of female Labour Force Participation Rate (LFPR) in Malaysia that currently stood at 56.5% in 2025, which is a large gap compared to 83.3% for males (DOSM, 2025). To address this, the government has set a target to increase female LFPR to 60% by 2033, supported by initiatives aimed at encouraging more women to join and remain in the workforce. At the same time, there are also plans to improve youth participation in the labour market (DOSM, n.d.). One of the solutions is through promoting entrepreneurship (Rajaendram & Menon, 2022).

Malaysia's long-term plan for entrepreneurship is guided by the National Entrepreneurship Policy 2030 (NEP 2030) that aims to build a supportive and inclusive ecosystem. Its objectives include increasing capable and resilient entrepreneurs, helping MSMEs to improve and grow their businesses, encouraging entrepreneurship across all segments of society (including youth, women, and under-represented groups), and promoting entrepreneurship as a possible career path for Malaysians through improved entrepreneurship education, training, access to funding, and programs (SME Corp. Malaysia, 2020).

To implement this vision, agencies such as SME Corp. Malaysia and the ministry overseeing entrepreneurship (KUSKOP) have introduced various support programs over the years. For example, in 2023, SME Corp. Malaysia provided RM22.6 million in assistance to 1,065 women entrepreneurs to ensure they have equal access to business support (Fatimah, 2024). The Tunas Usahawan Belia Bumiputera (TUBE) program allocated RM12 million in 2025 to support young entrepreneurs with training, business start-up grants, and mentorship (Shahrizal, 2025). Other than that, university graduates are targeted through initiatives such as the Professional Training and Education for Growing Entrepreneurs (PROTÉGÉ) program. It provides entrepreneurial and marketplace training with guidance from industry experts to help them prepare for the job market or business ventures (MyGovernment, n.d.). These programs aim to develop participants' skills and confidence, creating better opportunities for those with limited experience or resources to pursue entrepreneurship.

Moreover, several universities have collaborated with government agencies to support student entrepreneurship that offer students with hands-on experience in starting a business, not just theoretical knowledge. For instance, Universiti Putra Malaysia (UPM) received RM100,000 from the Ministry of Education (MOE) to launch the PutraBiz@Vet Entrepreneurship Incubator program, focusing on developing agro-farming and veterinary entrepreneurs (Rahman, 2016.). Meanwhile, Universiti Malaysia Terengganu (UMT) introduced a business start-up fund, where selected students from entrepreneurship course who already have business strategy or potential products receive capital for startup and mentoring from lecturers (Universiti Malaysia Terengganu, 2023). These efforts demonstrate the government's commitment to foster entrepreneurship among diverse groups.

Overall, entrepreneurship remains a key driver of economic growth and job creation. Hence, it is important to foster and support entrepreneurial activities (GEM, 2025). Encouraging more women, including female university students, to engage in business is crucial because they represent a group with the potential to shape the country's future economic development.

1.2 Research Problem

According to DOSM (2025), 5.98 million university students graduate in 2024. However, they also reported a 3.2% unemployment of graduates. At the same time, 32.2% of employed graduates were working in positions that did not match their qualifications, meaning they are facing skill-related underemployment (MalayMail, 2025). This proves that a university degree does not guarantee a suitable job or employment (Rajaendram & Menon, 2022), particularly women who already face labour-market disadvantages (OECD, 2024; Tilo, 2025). In this context, entrepreneurship becomes a relevant option as it offers graduates the opportunity to utilize their skills instead of waiting to seek employment.

As mentioned previously, the Malaysian government offers many support for entrepreneurship. However, the entrepreneurial participation rate among university graduates remains low. It was

reported that only 2% of graduates become entrepreneurs each year, while more than half were unemployed for a year after completing their studies (Othman et al., 2023; Song et al., 2021). According to Othman et al. (2023), this persistent low participation suggests that the government's policies, entrepreneurship education, and support from universities have not yet achieved their intended effectiveness.

Further evidence of this can be seen in a recent study by Rahman et al. (2025) found that women entrepreneurs lack knowledge of financial management and resources. This would leave their businesses vulnerable to failure. Similarly, Abdulla et al. (2023)'s research on women entrepreneurs of 21st century highlighted the same issue as well as lack of experience and knowledge, work-life balance difficulties, gender discrimination, sociocultural factors, and lack of government support as barriers that make it harder for women to start or sustain businesses compared to men. Despite these challenges, women entrepreneurs continue to contribute significantly to the economy, and a rising trend on this career path is observed. Hence, it is interesting to find out whether it would be an attractive career choice among female university students and whether current entrepreneurship education and support provided by universities play an important role in shaping their intentions.

Given the situation above, it is necessary to strengthen efforts to encourage and support entrepreneurship among young women. Entrepreneurship not only acts as a potential solution for graduates' employment issues but also contributes to economic growth and gender-inclusive development in Malaysia. As mentioned in GEM report (2025), "lack of intention to start a business is highly unlikely to convert into an actual business." Thus, it is essential to examine the determinants that influence female university students' intention to be an entrepreneur.

1.3 Research Objectives and Research Questions

1.3.1 General Objective

The objective of this research is to investigate if entrepreneurial intention among Malaysian female university students is affected by several factors in which this study will be covering, including attitudes towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, and perceived university support.

1.3.2 Specific Research Objectives

- 1) To explore whether attitude towards entrepreneurship influences female university students' entrepreneurial intentions.
- 2) To determine whether subjective norms influence female university students' entrepreneurial intentions.
- 3) To find out whether entrepreneurial self-efficacy influences female university students' entrepreneurial intentions.
- 4) To investigate whether entrepreneurship education influences female university students' entrepreneurial intentions.
- 5) To examine whether perceived university support influences female university students' entrepreneurial intentions.

1.3.3 Research Questions

- 1) Does attitude toward entrepreneurship influence female university students' entrepreneurial intentions?
- 2) Does subjective norms influence female university students' entrepreneurial intentions?
- 3) Does entrepreneurial self-efficacy influence female university students' entrepreneurial intentions?
- 4) Does entrepreneurship education influence female university students' entrepreneurial intentions?
- 5) Does university support influence female university students' entrepreneurial intentions?

1.4 Research Significance

Firstly, this research contributes to knowledge by providing a more up-to-date study on female university students' intentions in starting their own businesses. Previous similar study that focuses on female university students by Chong et al. (2023) found that social circle support, entrepreneurial education, and attitudes significantly influenced entrepreneurial intentions, while need for achievement did not. However, their study was conducted during the pandemic movement control order (MCO), which may have affected students' intentions, and they suggested that future research could explore other variables. Studies with mixed gender also show that the pandemic can have both negative and positive effects on entrepreneurial intentions. For example, Cardella et al. (2024) found that Covid-19 negatively influenced students' entrepreneurial intentions, while Husin et al. (2024) reported generally high entrepreneurial intentions and noted that gender differences exist in it. These findings highlight the need for an updated, female-focused study in a post-pandemic context on what factors influences their entrepreneurial intentions today.

In addition, this study may offer valuable insights for female university students themselves. By identifying which factors matter most for their entrepreneurial intention, it helps them to understand their own potential for entrepreneurship. This can guide them to focus on building certain strengths. For instance, boosting confidence level, seeking supportive peers or mentors, and taking up courses or training programs. This kind of insight is especially useful in Malaysia's context where female labour-force participation is lower than men, and graduates struggle with employment.

For universities, this study may guide on how to structure entrepreneurship courses and support programs for female students. For example, if results show that entrepreneurship education significantly raises intention, universities may strengthen or expand such courses. Moreover, the findings could provide insight for the government to develop better initiatives and programs to encourage and strengthen entrepreneurship and support inclusive economic growth. This would align with the Sustainable Development Goals, especially SDG 5: Gender Equality, SDG 8: Decent Work and Economic Growth, and SDG 10: Reducing Inequality.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

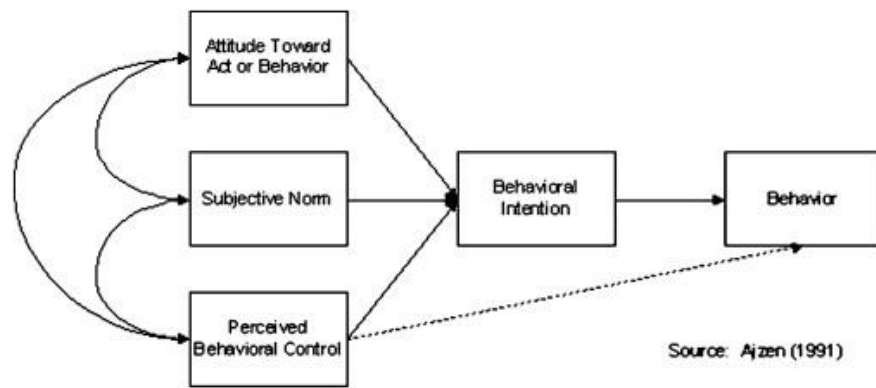
Chapter 2 presents the Theory of Planned Behaviour (TPB) and Social Cognitive Theory (SCT) as the main theories guiding this study. Relevant literatures from reliable secondary sources were reviewed, including journals, articles, books, and academic papers to support the conceptual framework and hypotheses of this research.

2.1 Underlying Theories

2.1.1 Theory of Planned Behaviour (TPB)

TPB was introduced by Icek Ajzen in 1985 as an extension of his earlier Theory of Reasoned Action (TRA). It explains and predicts a person's intention to engage in specific behaviour (Sabah, 2016; Al-Ghani et al., 2022). In TPB, intention is defined as the readiness of a person to perform a behaviour (Amofah & Saladrigues, 2020). According to the framework (Figure 2.1), intention can be predicted based on attitude towards behaviour (ATB), subjective norms (SN), and perceived behavioral control (PBC) (Ajzen, 1991). This study adopts all variables except PBC.

Figure 2.1: Framework of Theory of Planned Behaviour



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

Attitude toward behaviour refers to how positively or negatively a person evaluates performing that behaviour. Subjective norms describe the social pressure a person feels from important people in their life to either perform or avoid the behaviour. Perceived behavioural control refers to how easy or difficult a person believes it will be to carry out the behaviour. Ajzen notes that these three elements motivate individuals and influence how strongly they intend to perform a behaviour. When these factors are more favourable, a person is generally more likely to form stronger intentions, which can eventually lead to actual action (Amofah & Saladrignes, 2020). The influence of these factors may vary depending on behaviour and situation, as not all factors always affect intention. It is said that sometimes only one factor matters, while in other cases, two or more factors may play a role (Hacettepe University, 2014).

As entrepreneurial activity is an intentionally planned behaviour (Sabah, 2016), TPB has been widely used to study entrepreneurial intentions (Zanabazar & Jigjiddorj, 2020; Duan, 2022; Bayone-Oré, 2023; Teoh et al., 2024; Muda et al., 2025). Hence, this study similarly applies TPB in the conceptual framework.

2.1.2 Social Cognitive Theory (SCT)

This theory was introduced by Albert Bandura in 1986 as an extension to Social Learning Theory (SLT). It said that learning occurs within a social context through interactions between an individual, their environment, and their behaviour (Tantono, 2022). According to the theory, people learn in three ways: being taught directly, observing others, and trying an action themselves and learning from the outcome (Leaper, 2011).

When it is applied to entrepreneurship, SCT states that obtaining entrepreneurial knowledge and skills through education, observation, or practice can build a person's belief in their own ability. This is known as self-efficacy. It is considered a core component of SCT, reflecting whether individuals believe they are capable of successfully performing a task (Nwosu et al., 2022). Generally, higher entrepreneurial self-efficacy boosts confidence in one's ability to handle business tasks and has been linked to strong entrepreneurial intention among students (Elnadi & Gheith, 2021).

Moreover, studies have shown that entrepreneurship education can enhance students' entrepreneurial self-efficacy. For example, a study by Wu et al. (2022) conducted on college students found that those who received entrepreneurship education reported significantly higher self-efficacy compared to those who did not, and that self-efficacy helped mediate the impact on education and entrepreneurial intention. Guided by these findings, this study focuses on entrepreneurship education and entrepreneurial self-efficacy as factors that directly influence female university students' intention to become entrepreneurs.

2.2 Review of Variables

2.2.1 Entrepreneurial Intention

Entrepreneurial intention is recognized as a voluntary and conscious process that happens before entrepreneurial behaviour (Singh & Onahring, 2019). Amofah and Saladrignes (2020) defined entrepreneurial intention as an individual's conscious decision and determination to start a business in the future. It is a mindset oriented towards entrepreneurship rather than seeking regular employment (Swarupa & Goyal, 2020). Many researchers agree that intention is the strongest predictor of actual behaviour (Amofah & Saladrignes, 2020), as it represents the motivational force that directs an individual's attention and effort toward a certain goal (Zanabazar & Jigjiddorj, 2020; Tripopsakul, 2025). When intention is high, the likelihood of performing the behaviour also increases (Mwiya et al., 2017).

Entrepreneurial intention is especially important in the context of university students, who are considered potential future entrepreneurs but may not yet possess the resources or opportunities to start a business (Hou et al., 2019). Among this group, intention provides an early indicator of their entrepreneurial potential before business creation takes place.

Past studies have shown that entrepreneurial intention among university students is shaped by a variety of factors. Individual characteristics such as self-confidence, risk-taking tolerance, and an internal locus of control increase the likelihood of strong entrepreneurial intention (Xanthopoulou & Sahinidis, 2024; Sze et al., 2021). Educational and institutional influences also played a role. Participation in entrepreneurship courses, programs, and extracurricular activities are often linked to stronger entrepreneurial intention (Malathi & Venugopal, 2025; Singh & Onahring, 2019; Sansone et al., 2021). For example, involvement in entrepreneurial co-curricular activities exposes students to networking opportunities, idea-sharing, collaboration in diverse teams, and entrepreneurship events. These allow students to experience similar

environments faced by entrepreneurs (Sansone et al., 2021), which contributes to the development of entrepreneurial intentions.

Entrepreneurial intention is consistently identified as the key predictor of entrepreneurial behaviour in existing research, hence it serves as an appropriate dependent variable for this study. According to Johara (2017), Sun et al. (2020), and Gallegos et al. (2024), many studies concluded females have lower entrepreneurial intentions than men. Thus, focusing on entrepreneurial intention enables us to understand the readiness, motivation, and future entrepreneurial potential of female university students.

2.2.2 Attitude Towards Entrepreneurship

Attitude towards entrepreneurship refers to how positively or negatively a person evaluates the idea of starting a business. This includes whether they see it as enjoyable, beneficial, challenging, or risky. For students, this reflects their personal perception of entrepreneurship as a desirable or undesirable career choice. A positive attitude is considered an important determinant of entrepreneurial intention, as individuals who view starting a business as rewarding and meaningful are more likely to consider pursuing it (Amofah & Saladrigues, 2022).

Several studies focusing on female university students have found that positive attitude towards entrepreneurship increases entrepreneurial intention. Gallegos et al. (2024) and Wang and Liu (2024) reported that female students with a favourable perception of entrepreneurship are more likely to consider starting a business. They suggested that confident and brave females are likely to have positive attitude towards entrepreneurship. A study in India by Melese et al. (2025) obtained similar results, noted that female students are optimistic about opportunities in the entrepreneurial ecosystem, which contributes to their intention to become entrepreneurs. A Malaysian study with

majority of female participants (88%) also confirmed a significant positive relationship between attitude and entrepreneurial intention (Kok et al., 2025).

According to Duan (2022), positive attitudes are often reinforced by perceived benefits of entrepreneurship. The study highlights that students are more likely to develop favourable attitudes when they believe entrepreneurship can offer financial gains, increased social status, personal satisfaction, and meaningful career development. Furthermore, entrepreneurship education also plays a role by improving students' attitude and equipping students with the necessary knowledge, skills, confidence, and interest in pursuing entrepreneurship (Jalil et al., 2021).

However, a favourable attitude does not always lead to entrepreneurial intention. Muda et al. (2025), whose sample consisted of 76% female students, found that although students expressed positive attitude toward entrepreneurship, they are not interested in becoming entrepreneurs. Baistaman et al. (2025) emphasized that while attitude is a strong predictor, having a supportive social environment is also crucial. In order for Malaysia's younger generation to succeed in entrepreneurship, support from universities, the community, and government policies are needed.

Overall, attitude towards entrepreneurship remains a key factor in understanding entrepreneurial intention among female university students. Examining their attitudes provides insights into whether they view entrepreneurship as an attractive career choice.

2.2.3 Subjective Norms

Subjective norms is defined as the social pressure or influence a person perceives from important people around them about whether they should perform a particular behaviour. These influences often come from family, friends, and the society (Kabir et al., 2017). In the entrepreneurship context, subjective norms refers to whether a person believe that their close circle would approve of their decision to start a business, and

these perceived opinions can shape their decision to pursue entrepreneurship (Doanh & Bernat, 2019).

Several studies suggest that subjective norms play a role in shaping entrepreneurial intention among university students regardless the gender. Muda et al. (2025) found that subjective norms significantly and positively influence entrepreneurial intention among students, emphasizing that encouragement from family and friends can motivate individuals to pursue entrepreneurship. Such influence tends to be particularly relevant for female students, who are often more sensitive to whether their decisions will be accepted by their family and social circle (Chong et al., 2023). Additionally, in collectivist societies like Malaysia, the opinions of others can hold considerable weight in business start-up decisions. This cultural emphasis on connectedness means that approval from influential people can strengthen female students' confidence and intention to become an entrepreneur (Mwiya et al., 2017).

However, some research revealed that subjective norms do not always have a significant effect on entrepreneurial intention. For example, Zovko et al. (2020), whose sample consisted of 80% female students, found students to rely more on personal judgement rather than seeking approval from others when considering entrepreneurship. Praswati et al. (2022) similarly concluded that encouragement from family members, peers, or the surrounding environment does not necessarily increase one's interest to engage in entrepreneurship, indicating that subjective norms may not always be a key factor in forming entrepreneurial intentions as some may prioritize autonomy or internal motivation over social expectations.

Overall, the evidence shows that subjective norms can influence students' entrepreneurial intention especially in cultures where social approval is valued. In this study, subjective norms is one of the independent variables used to test whether social approval plays a role in influencing entrepreneurial intention among female university students.

2.2.4 Entrepreneurial Self-efficacy

Bandura (1986)'s definition of self-efficacy is an individual's judgement of how capable they are in executing the actions required to achieve a certain goal. It does not refer to the actual skills someone has, but how a person evaluates their own capabilities. Entrepreneurial self-efficacy refers to a person's confidence in their ability to start and manage a business, including their belief in having the necessary skills to perform entrepreneurial tasks successfully (Liu et al., 2019).

Research have suggested that higher levels of entrepreneurial self-efficacy among females are associated with stronger entrepreneurial intention. Mensah et al. (2021) and Cai et al. (2022) found that students with higher self-efficacy are more likely to consider starting a business, as confidence in their abilities motivates them to engage in entrepreneurial activities. Jiatong et al. (2021) similarly highlighted that students with higher self-efficacy are better at identifying opportunities, thinking creatively, and developing an entrepreneurial mindset. However, Camelo-Ordaz et al. (2016) claimed females often perceive themselves as less capable in recognizing entrepreneurial opportunities and experience stronger fear of failure than males, which may limit their entrepreneurial behaviour. Despite this, there are studies that shows the opposite such as Ekpe and Mat (2012), Messikh (2021), and Alzamel et al. (2022) all reported a significant positive relationship between self-efficacy and entrepreneurial intentions among female university students.

On the other hand, some mixed-gender studies consisted of majority female students suggest that self-efficacy does not always have a direct effect on entrepreneurial intention. Zovko et al. (2020) and Song et al. (2021) found students' self-efficacy showed insignificant impact on their intention to become entrepreneurs. Tantono (2022) added entrepreneurship education may play a supportive role by enhancing self-efficacy through exposure to entrepreneurial knowledge and skill development, in which it can strengthen students' confidence to pursue entrepreneurship.

In short, entrepreneurial self-efficacy remains an important factor in understanding students' entrepreneurial intentions. While several studies have reported a positive and significant relationship, its influence may be weaker for students who lack confidence. Therefore, this study includes entrepreneurial self-efficacy as one of the independent variables to find out whether female university students' belief in their entrepreneurial capabilities affects their intention to become an entrepreneur.

2.2.5 Entrepreneurship Education

Entrepreneurship education refers to the courses and programs that equip students with the knowledge, skills, and mindset needed for an entrepreneurial career. It helps shape students' attitudes and behaviours by creating a supportive learning environment and teaching important entrepreneurial traits, such as independence, confidence, and opportunity recognition (Jalil et al., 2021). The main purpose of entrepreneurship education is not only to teach how to start a business, but also to shift students' mindset toward innovation and risk-taking (Mensah et al., 2021). Therefore, academic institutions play a crucial role in encouraging students to view entrepreneurship as a promising and possible career path.

Entrepreneurship education is known to be a significant predictor of entrepreneurial intention among female students. Studies by Zakaria et al. (2024), Melese et al. (2025), and Bhatti et al. (2021) reported that entrepreneurship education positively and significantly influences female students' entrepreneurial intentions. It is because it develops the necessary knowledge and skills that boosts self-confidence, creativity, and ability to tolerate ambiguity. These are especially important for females who may face additional challenges in entrepreneurial settings. Abubakar and Garba (2021) added that teaching methods also matter. When the learning environment is enjoyable and supportive, students are more likely to develop interest in entrepreneurship. Zakaria et al. (2024) and Melese et al. (2025) further noted that entrepreneurship education contributes to shaping female students' attitudes and subjective norms, reinforcing their readiness to participate in entrepreneurial activities.

Despite many positive findings, some studies show that entrepreneurship education does not always lead to entrepreneurial intention. In a study with 80% female participants, Zovko et al. (2020) found that entrepreneurship education did not significantly influence students' intentions. Praswati et al (2022) obtained similar result reported that entrepreneurship education received in class did not increase students' desire to pursue entrepreneurship. Sun et al. (2020) also explained as students have greater exposure to the realities of entrepreneurship including the risks and potential failures, it may actually the lower intention for some students. This means that entrepreneurial education must balance risk awareness and confidence building.

Research also suggests that the impact of entrepreneurship education is generally gender neutral (Ramadani et al., 2022). Zhang et al. (2022) concluded that when male and female students receive the same education, it tends to affect their entrepreneurial intentions similarly. Nonetheless, they stress the importance of addressing the specific needs of female students by incorporating content related to female entrepreneurship, including challenges faced by women and strategies to overcome them.

In short, entrepreneurial education generally has a positive influence on students' entrepreneurial intention, though its effectiveness may depend on course design, teaching methods, and students' perception of risk. This study includes entrepreneurship education as an independent variable to see whether the education provided at university influence female students' intentions to pursue entrepreneurship.

2.2.6 Perceived University Support

Perceived university support refers to the extent to which students believe that their university provides support for their personal and career development in relation to entrepreneurship (Setyawan et al., 2025). It has three components, namely educational, concept development, and business development support. Educational support refers to

the teaching and development of general knowledge and skills related to entrepreneurship. Concept development support involves creating awareness of business ideas and motivating students to start new ventures. Business development support is the assistance provided in turning business ideas into reality, which is especially important given that financial constraints are one of the main challenges faced by student entrepreneurs (Abhayarathne, 2021). Together, these supports have been found to strengthen students' intention to start a business (Sampene et al., 2022).

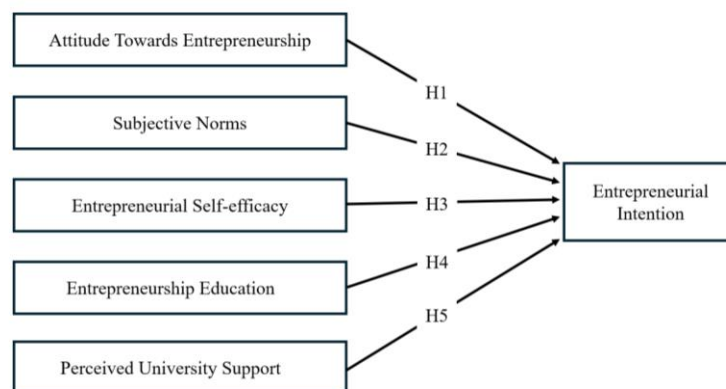
The importance of perceived university support in developing students' entrepreneurial intentions has been highlighted in several studies. Sampene et al. (2022) stated that university support enhances students' confidence in their ability to carry out entrepreneurial activities and increases their intention to start a business. Although their study examined perceived university support as a moderator between entrepreneurship education and entrepreneurial intention, the findings suggest that higher levels of support are associated with stronger entrepreneurial intention. Similarly, Liu et al. (2022) found that perceived university support has a positive indirect relationship with entrepreneurship intention through subjective norms and self-efficacy, while Setyawan et al. (2025) reported that university support positively influences attitude towards entrepreneurship and strengthen subjective norms by improving social acceptance of entrepreneurship as a career choice.

University support is particularly relevant for female university students. According to Paunović and Musial (2024), females have lower entrepreneurial intention partly due to concerns about financial risk, indicating females are generally risk-averse towards entrepreneurship. At the same time, female students demonstrate strong interest in entrepreneurship education (Paunović & Musial, 2024), and training is crucial for fostering their entrepreneurial spirit (Contreras-Barraza et al., 2021). This suggests that support provided by universities can help female students overcome common barriers, such as low confidence, perceived risks, and lack of resources (Paunović & Musial, 2024).

Universities are considered as an important environment for idea generation and developing entrepreneurial ambitions among students by offering entrepreneurship training, business incubators, and financial support networks (Farroñán et al., 2023). While perceived university support has acted as a moderator or through mediating variables in older studies, it has shown consistent positive associations. Hence, it is appropriate to use it as a direct factor influencing entrepreneurial intention. Therefore, this study includes perceived university support as an independent variable to investigate whether female university students' perceptions of university support directly affect their entrepreneurial intentions.

2.3 Proposed Conceptual Framework

Figure 2.3: Framework developed for this research



This research investigates the relationship between the five independent variables including attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, and perceived university support and the dependent variable, entrepreneurial intention. The purpose of this study is to identify the key factors affecting female university students' intentions to become entrepreneurs. Therefore, this study proposes that these variables influence female university students' intentions to pursue entrepreneurship.

2.4 Hypothesis Development

2.4.1 Relationship between Attitude towards Entrepreneurship and Female University Students' Entrepreneurial Intentions

Many studies focusing on female university students have demonstrated that attitude towards entrepreneurship has a positive and direct influence on entrepreneurial intention (Wang & Liu, 2024; Zakaria et al., 2024; Melese et al., 2025). Wang and Liu (2024) found that female students with positive attitude towards entrepreneurship tend to be more confident and braver when facing difficulties. The study by Zakaria et al. (2024) reported that female students who value independence and self-discovery are more motivated to pursue entrepreneurship as a career choice. In addition, Mishra et al. (2024) highlighted that when female students perceive entrepreneurship as a viable and rewarding career option, they are more likely to develop favorable attitudes towards entrepreneurial activities. These positive perceptions strengthen their intention to engage in entrepreneurship. Therefore, it can be said that female university students who has positive attitudes towards entrepreneurship are more likely to exhibit entrepreneurial intentions (Wang & Liu, 2024).

Based on the above discussion, the following hypothesis is proposed:

H₁: There is a significant relationship between female university students' attitude towards entrepreneurship and entrepreneurial intention.

2.4.2 Relationship between Subjective Norms and Female University Students' Entrepreneurial Intentions

Subjective norms have been shown to have strong influence on entrepreneurial intentions among female university students (Drakpa et al., 2022). Studies conducted in Malaysia by Jamlee and Ridzuan (2021) and Chong et al. (2023) reported a positive association between subjective norms and entrepreneurial intention. Jamlee and Ridzuan (2021) explained that opinions from family, friends, and other important

individuals can influence students' career preferences. This is more particular in collectivist societies where social approval is highly valued (Mwiya et al., 2017). Family and friends often serve as long-term sources of moral and emotional support and are typically regarded as important group of people by students (Chong et al., 2021). When female students receive encouragement and support towards entrepreneurship from these significant people, they are more likely to view it as a desirable career option. Thus, it strengthens their entrepreneurial intentions (Zanabazar & Jigjiddorj, 2020).

Based on the above discussion, the following hypothesis is proposed:

H₂: There is a significant relationship between subjective norms and female university students' entrepreneurial intention.

2.4.3 Relationship between Entrepreneurial Self-efficacy and Female University Students' Entrepreneurial Intentions

Past studies have proven entrepreneurial self-efficacy has a strong and positive influence on entrepreneurial intention among female university students. Messikh (2021) found that when female students feel more confident in their ability to perform and manage entrepreneurial tasks, they are more likely to develop intentions to be an entrepreneur. This finding is consistent with Ekpe and Mat (2012), who also mentioned self-efficacy is a crucial characteristic for female students who intends to pursue entrepreneurship. Similarly, Kim-Soon et al. (2022) stated that higher level of self-efficacy during the early stages of career development relates to stronger intention towards entrepreneurship.

Based on the above discussion, the following hypothesis is proposed:

H₃: There is a significant relationship between female university students' entrepreneurial self-efficacy and entrepreneurial intention.

2.4.4 Relationship between Entrepreneurship Education and Female University Students' Entrepreneurial Intentions

Several research have highlighted the importance of entrepreneurship education in shaping entrepreneurial intentions among female university students. The study by Bhatti et al. (2021) stated that entrepreneur intentions can be developed through effective entrepreneurial education. Their findings suggested that education enhances female students' innovative skills, motivation, and tolerance for ambiguity, which in turn positively influence entrepreneurial intention. Similarly, Zakaria et al. (2024) found that entrepreneurship education strengthens female students' confidence, capabilities, and business skills, so it increases their desire to start their own business. This indicates that education exposure helps improve entrepreneurial attitudes, builds confidence, and reinforces the influence of perceived social norms (Tripopsakul, 2025). Furthermore, Abubakar and Garba (2021) emphasized entrepreneurship education is more effective in developing capable entrepreneurs when it is conducted with the right teaching methods.

Based on the above discussion, the following hypothesis is proposed:

H₄: There is a significant relationship between entrepreneurship education and female university students' entrepreneurial intention.

2.4.5 Relationship Between Female University Students' Perceived University Support and Entrepreneurial Intentions

Perceived university support is expected to play an important role in shaping entrepreneurial intentions among female university students. According to Sampene et al. (2022), university support provide assistance that enhances students' confidence and preparedness to establish businesses after graduation. Paunović and Musial (2024) found that female students are generally risk-averse toward entrepreneurship, particularly due to high perceived financial risks, which contributes to lower entrepreneurial intentions. However, the same study also reported that female students demonstrate higher level of interest in entrepreneurship education compared to males,

suggesting that university support may help address barriers faced by female students. Liu et al. (2022) further explained that students are more likely to engage in entrepreneurial learning activities when university initiatives are relevant to their interest. When students perceive strong university support, it is associated with more positive attitude towards entrepreneurship, higher subjective norms, and self-efficacy, which collectively contribute to higher entrepreneurial intention (Setyawan et al., 2025; Liu et al., 2022). Therefore, perceived university support is expected to influence entrepreneurial intention among female university students.

Based on the above discussion, the following hypothesis is proposed:

H₅: There is a significant relationship between female university students' perceived university support and entrepreneurial intentions.

CHAPTER 3: METHODOLOGY

3.0 Introduction

Chapter 3 outlines the methodology used in this study, covering the development of measurement tools (questionnaires), data collection (how the responses were gathered), and data analysis (using SPSS). It explains the research process to ensure the study is conducted in an orderly manner.

3.1 Research Design

A quantitative research method is adopted in this study, which uses objective measurements and numerical data to explain a phenomenon (Babbie, 2010). This study is designed as descriptive research that aims to describe the characteristics and behaviours of a population using statistical analysis (Hassan, 2024). A survey questionnaire is used as the main data collection method, as surveys are commonly used in descriptive research (Business Research Methodology, n.d.). The questionnaire uses a five-point Likert scale to collect quantitative data, where respondents are required to show their level of agreement with each statement. The collected data is then analyzed statistically to examine the relationship between the identified five independent variables and the dependent variable.

3.2 Sampling Design

Sampling is the process of selecting a smaller group from the target population to represent the entire population (Taherdoost, 2016). Studying this small group allow researchers to collect information more quickly and efficiently. Sampling is advantageous because it saves time and reduces costs compared to collecting data from every individual, while still allowing researchers to draw conclusions about the larger population (Kabir, 2016).

3.2.1 Target Population

A target population is the specific group of people that researchers aim to study and use to draw conclusions (Kabir, 2016). In this study, the target population consists of all female university students in Malaysia because entrepreneurship is not restricted to those studying business. Thus, the survey is open to all female university students.

3.2.2 Sampling Frame

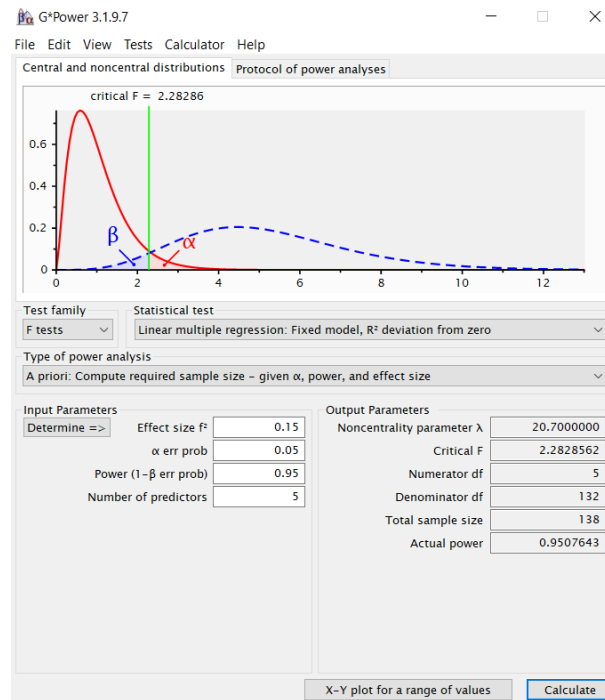
The sampling frame focuses on female students enrolled in universities located in Klang Valley. Klang Valley is selected because the large number of universities located there allow access to a diverse group of female university students. An online survey questionnaire will be distributed to these students, which makes the data collection process easier and allows the researcher to organize and analyse the data efficiently.

3.2.3 Sampling Technique

A non-probability sampling technique was used in this study, where participants are chosen based on the researcher's judgement rather than randomly. This means not everyone in the population has an equal chance of being chosen (Kabir, 2016). Non-probability sampling includes convenience, quota, judgemental, and snowball sampling. In this study, convenience sampling is used. Participants who were selected are easily accessible and available to the researcher. This method is commonly preferred by students doing research because it is inexpensive and simpler to implement compared to other sampling techniques (Taherdoost, 2016).

3.2.4 Sample Size

Figure 3.2.4: Sample Size Calculation Results Using G*Power



Sample size is the number of individuals included in the survey that represents the larger population. Based on G*Power calculations, the minimum sample required for this study is 138. To ensure more accurate results, a larger sample size is adopted. Previous research such as by Chong et al. (2023) on entrepreneurial intention among female Malaysian university students used a sample size 240 respondents. Therefore, this study targets to collect data from at least 250 female university students.

3.3 Data Collection Methods

3.3.1 Primary Data

Primary data refers to the data that is collected for the first time and is original (Mazhar, 2021). In this study, primary data was collected through an online survey using Google Form. A QR code for the questionnaire was also created for easier and quicker

distribution to the target sample. The participants were approached in person by the researcher to ensure that all respondents met the required criteria of this study. With that, the researcher was able to confirm that they were female and currently enrolled in a university before the questionnaire was handed to them.

3.3.2 Secondary Data

Secondary data is the information that has already been collected and analysed by other researchers (Mazhar, 2021). In this study, secondary data are obtained from journals, e-books, and reputable online sources to ensure the accuracy and reliability of the information for academic use.

3.4 Research Instrument

3.4.1 Questionnaire Design

This study uses a self-administered questionnaire as the data collection method. A self-administered questionnaire is created, distributed, and to be completed by respondents on their own and at their own pace without intervention from the researcher.

The questionnaire consists of two sections. Section A collects general demographic details of the respondents. Section B contains questions related to the study variables, including one dependent variable (entrepreneurial intention) and five independent variables (attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, and perceived university support). Responses in the variables section are measured using a 5-point Likert scale for respondents to mark their level of agreement to each statement.

3.4.2 Pilot Test

Table 3.4.2: Pilot Test Results

Constructs	Cronbach's Alpha	Number of Items
Entrepreneurial Intention	0.930	5
Attitude Towards Entrepreneurship	0.902	5
Subjective Norms	0.933	4
Entrepreneurial Self-efficacy	0.904	5
Entrepreneurship Education	0.935	5
Perceived University Support	0.838	5

A pilot study is conducted on a smaller scale to assess the feasibility and suitability of the questionnaire before the main study to improve the overall quality of the research (Anupama et al., 2024). The pilot test involved 30 participants, and the reliability of the questionnaire was evaluated using Cronbach's alpha. As shown in the table above, all constructs achieved Cronbach's alpha values above 0.70. It indicates good internal consistency and reliability of the research instrument. This result was obtained after the fifth question from Subjective Norms was removed because it showed low consistency with other items, and its removal increased the overall Cronbach's Alpha from 0.888 to 0.933.

3.5 Construct Measurements

No.	Measurement variables and items	Source
1	Entrepreneurial Intention I intend to become an entrepreneur.	(Sampene et al., 2022)
2	The idea of starting my own business one day is appealing.	(Mensah et al., 2021)

3	I am prepared to do anything in order to be an entrepreneur.	(Bazkiaei et al., 2021; Barba-Sánchez et al., 2022)
4	I believe I have the ability to grow my own business	(Song et al., 2021)
5	I prefer to be an entrepreneur rather than an employee in a company.	(Mensah et al., 2021)
Attitude Towards Entrepreneurship		
6	I have a positive attitude toward being an entrepreneur.	(Kabir et al., 2017)
7	Being an entrepreneur will give me great satisfaction.	(Kabir et al., 2017; Setyawan et al., 2025)
8	In my opinion, being an entrepreneur has more advantages than disadvantages	(Zovko et al., 2020; Barba-Sánchez et al., 2022)
9	If I had the opportunity and resources, I would like to start a business.	(Zovko et al., 2020; Sampene et al., 2022; Setyawan et al., 2025)
10	Among various options, I would choose to be an entrepreneur.	(Zovko et al., 2020; Bazkiaei et al., 2021; Barba-Sánchez et al., 2022)
Subjective Norms		
11	I believe that my closest family thinks that I should pursue a career as an entrepreneur.	(Mensah et al., 2021; Setyawan et al., 2025)

12	I believe that my close friends think that I should pursue a career as an entrepreneur.	(Mensah et al., 2021; Setyawan et al., 2025)
13	Environment around me is good at home and my school supports me to be an entrepreneur.	(Praswati et al., 2022)
14	I believe that important people in my life think that I should pursue a career as an entrepreneur.	(Mensah et al., 2021; Setyawan et al., 2025)
15	I care about what my closest family members and friends think as I decide on whether or not to pursue a career as an entrepreneur. (Removed from final questionnaire)	(Bazkiaei et al., 2021)
Entrepreneurial Self-efficacy		
16	I will be able to deal with any unexpected events that I am confronted with.	(Kabir et al., 2017)
17	I am confident that when confronted with problems I can usually find several solutions.	(Kabir et al., 2017)
18	I can see new market opportunities for new products and services.	(Doanh & Bernat, 2019)
19	I am confident to engage in new ventures and ideas.	(Kabir et al., 2017)
20	If I tried to start a company, I would have a high probability of succeeding.	(Zovko et al., 2020)
Entrepreneurship Education		
21	Entrepreneurship courses should be taught in universities.	(Kabir et al., 2017)

22	Entrepreneurship courses would help students start businesses.	(Kabir et al., 2017)
23	Entrepreneurship courses provide me the necessary skills to start a business.	(Song et al., 2021)
24	Entrepreneurship courses enhance my skills to deal with risks and uncertainties.	(Mensah et al., 2021)
25	Entrepreneurship courses build my confidence to become an entrepreneur.	(Song et al., 2021)
Perceived University Support		
26	My university provides entrepreneurial education (knowledge and skills) that can help initiate a new venture.	(Sampene et al., 2022)
27	My university supports opportunity recognition and business idea development.	(Sampene et al., 2022)
28	My university supports early stages of business development and innovative ideas.	(Sampene et al., 2022)
29	My university provides financial means for students to start a new business.	(Setyawan et al., 2025)
30	My university creates awareness of entrepreneurship as a possible career choice.	(Sampene et al., 2022; Setyawan et al., 2025)

3.6 Data Processing

3.6.1 Data Editing

This process involves the researcher reviewing survey responses to identify missing information or errors. The purpose of it is to reduce mistakes and improve data quality. It can be carried out at any stage of the data collection or processing to ensure that the dataset is accurate, consistent, and complete.

3.6.2 Data Coding

Data coding is the process of assigning codes to survey responses to organize and manage data more effectively. In this study, responses are converted into numerical codes instead of long text labels. This makes the data easier to process and analyse. For example, in a 5-point Likert scale, “Strongly Disagree” is being coded as 1 and “Strongly Agree” as 5.

3.6.3 Data Transcribing

The process of inputting the collected data into a computer system to make analysis easier is known as data transcribing. For instance, responses collected through Google Forms are stored in Google Sheets, which can then be exported for further processing. The transcribed data is then analysed using the Statistical Package for the Social Sciences (SPSS), which allow for detailed analysis and interpretation.

3.7 Proposed Data Analysis Tool

The data collected in this study is analysed using SPSS. It is a widely used software for statistical analysis. SPSS is suitable for this research because it is designed to manage large sets of data with multiple variables and it is a popular choice for researchers in social sciences and other fields (Rahman & Muktadir, 2021).

3.7.1 Descriptive Analysis

Descriptive analysis will be used to summarize and present the characteristics of the sample in a clear and understandable way (Kotronoulas et al., 2023). This type of analysis provides a clear summary of the data without making any inferences about the population (Kaliyadan & Kulkarni, 2019). The statistical tools used include measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation). In this study, the data will be presented in tables (frequency distribution, percentages, valid percentages, cumulative percentages), as well as graphs (bar charts and pie charts) to provide a clear simple visual summary.

3.7.2 Reliability Test

Table 3.7.2: Reliability Levels and Cronbach's Alpha Ranges

Internal Consistency / Reliability Level	Cronbach's Alpha Range
Excellent	$\alpha > 0.90$
Good	$0.70 \leq \alpha < 0.90$
Acceptable	$0.60 \leq \alpha < 0.70$
Poor	$0.50 \leq \alpha < 0.60$
Unacceptable	$\alpha < 0.50$

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

Reliability refers to the consistency of a measurement tool in producing stable and accurate results. In this study, the reliability test will be conducted in SPSS. The results will be assessed using Cronbach's alpha, which measures the internal consistency of scale-based items (Goforth, 2015). As long as the Cronbach's alpha value is greater than 0.7, it is considered acceptable (Tavakol & Dennick, 2011).

3.7.3 Inferential Analysis

3.7.3.1 Multiple Regression Analysis

Multiple regression analysis is used to predict the value of one variable based on two or more other variables. The variable being predicted is the dependent variable, while the variables used for prediction are known as independent variables (Laerd Statistics, n.d.). In this study, multiple regression analysis is applied to investigate the relationship between the five predictors (attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy, entrepreneurship education, perceived university support) with the dependent variable (entrepreneurial intention). The multiple regression analysis will be conducted using SPSS.

The multiple regression equation is:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$$

Y is the dependent variable

α is the intercept, which is a constant value

β is the slope coefficient for each independent variable

X is the independent variable

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter presents the data collected from a total of 295 respondents that were analyzed using the SPSS software. Tables and figures are used to present the results for a clear overview of the respondents' demographic profile. Additionally, the results of the inferential analysis are also presented in tables along with its explanations.

4.1 Descriptive Analysis

Figure 4.1.1: Name of University Attended by Respondents

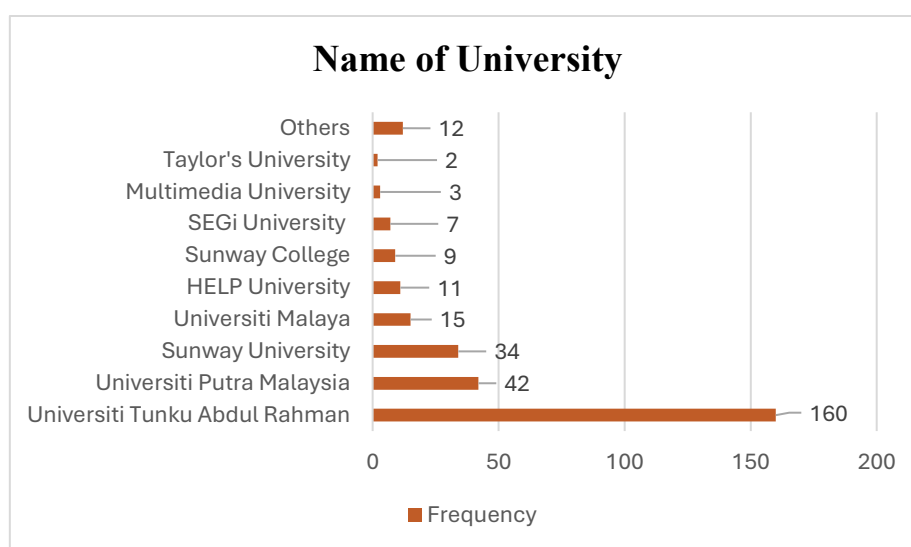


Table 4.1.1: Name of University Attended by Respondents

	Name of University	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Universiti Tunku Abdul Rahman	160	54.2	54.2	54.2

Universiti Putra Malaysia	42	14.2	14.2	68.4
Sunway University	34	11.5	11.5	79.9
Universiti Malaya	15	5.1	5.1	85
HELP University	11	3.7	3.7	88.7
Sunway College	9	3.1	3.1	91.8
SEGi University	7	2.4	2.4	94.2
Multimedia University	3	1.0	1.0	95.2
Taylor's University	2	0.7	0.7	95.9
Others	12	4.1	4.1	100
Total	295	100	100	

Figure 4.1.1 and Table 4.1.1 summarize the universities attended by the respondents of this study. The top three universities are Universiti Tunku Abdul Rahman (UTAR), Universiti Putra Malaysia (UPM), and Sunway University, accounting for 54.2%, 14.2%, and 11.5% of respondents respectively. This is followed by Universiti Malaya (5.1%) and HELP University (3.7%). The remaining are from several other universities, each contributing less than 10 respondents.

Figure 4.1.2: Age of Respondents

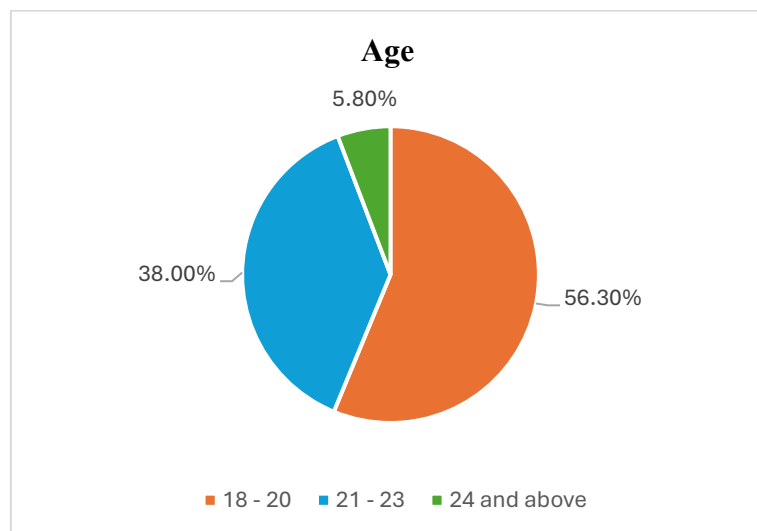


Table 4.1.2: Age of Respondents

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 20	166	56.3	56.3	56.3
	21 – 23	112	38.0	38.0	94.2
	24 and above	17	5.8	5.8	100
	Total	295	100	100	

The age range of respondents in this study are presented in Figure 4.1.2 and Table 4.1.2. Most of them are 18 to 20 years old, accounting for 56.3%. This is followed by those aged 21 to 23 years old, which make up 38% of respondents. Lastly, the smallest group with only 5.8% are respondents aged 24 and above.

Figure 4.1.3: Respondents' Field of Study

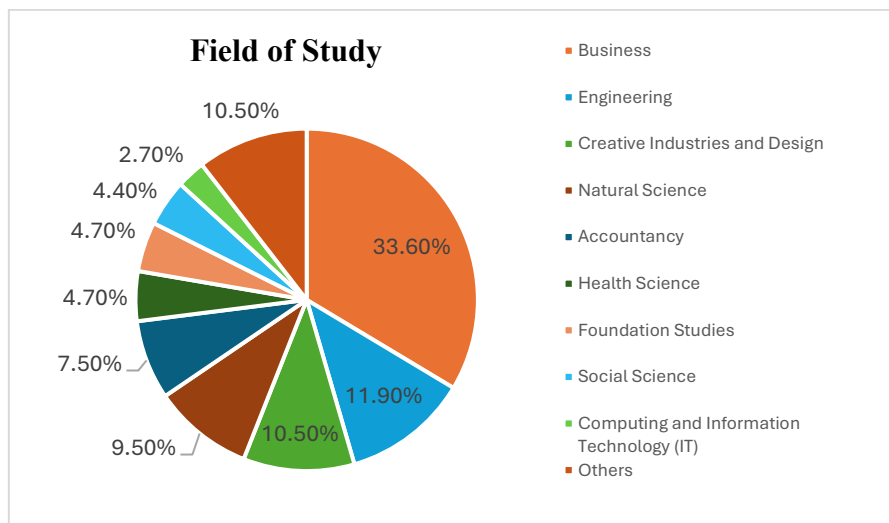


Table 4.1.3: Respondents' Field of Study

	Field of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	99	33.6	33.6	33.6
	Engineering	35	11.9	11.9	45.5

Creative Industries and Design	31	10.5	10.5	56.0
Natural Science	28	9.5	9.5	65.5
Accountancy	22	7.5	7.5	73
Health Science	14	4.7	4.7	77.7
Foundation Studies	14	4.7	4.7	82.4
Social Science	13	4.4	4.4	86.8
Computing and Information Technology (IT)	8	2.7	2.7	89.5
Others	31	10.5	10.5	100
Total	295	100	100	

Figure 4.1.3 and Table 4.1.3 provide an overview of the field of study the respondents are currently pursuing. The largest group is from the business field, consisting of 33.6% of respondents. This is followed by engineering (11.9%) and creative industries and design (10.5%). There are also respondents from natural science (9.5%), accountancy (7.5%), health science and foundation studies (4.7%), social science (4.4%), as well as computing and IT (2.7%). The remaining 10.5% is from other fields that only have a small number of respondents, with approximately one to five students per field.

Figure 4.1.4: Entrepreneurial Intention

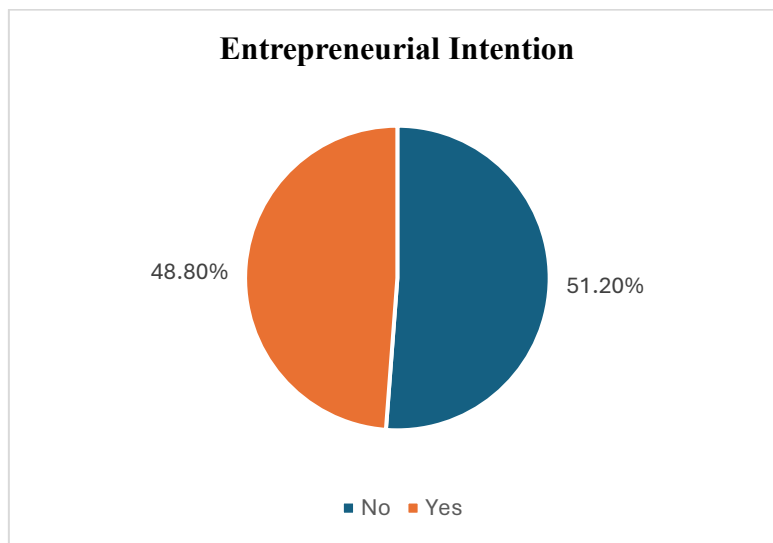


Table 4.1.4: Entrepreneurial Intention

	Entrepreneurial Intention	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	151	51.2	51.2	51.2
	Yes	144	48.8	48.8	100
	Total	295	100	100	

Figure 4.1.4 and Table 4.1.4 illustrate the entrepreneurial intention among female university students. Based on the responses, slightly more than half of the respondents showed that they do not have intentions to become an entrepreneur, while only 48.8% indicated that they do have the intention.

4.2 Reliability Test

Table 4.2: Internal Reliability Test

No.	Constructs	Cronbach's Alpha	Number of Items
1	Entrepreneurial Intention	0.891	5
2	Attitude Towards Entrepreneurship	0.861	5
3	Subjective Norms	0.868	4
4	Entrepreneurial Self-efficacy	0.866	5
5	Entrepreneurship Education	0.926	5
6	Perceived University Support	0.879	5

The reliability test results of this study as shown in Table 4.2 was obtained from SPSS. The internal consistency of the questions was evaluated using Cronbach's Alpha. Each construct consists of five items, except for subjective norms, which only contain four after one item was removed due to low corrected item-total correlations in the pilot test.

The dependent variable (entrepreneurial intention) has a Cronbach's Alpha value of 0.891. Among the independent variables, entrepreneurship education achieved the highest value at 0.926, while attitude towards entrepreneurship has the lowest value at 0.861. Entrepreneurial self-efficacy obtained a value of 0.866, subjective norms at 0.868, and perceived university support at 0.879.

As a general rule, when Cronbach's Alpha value is above 0.7, it is considered acceptable and indicates good internal consistency. Since all construct achieved values above 0.8, the measurement items are consistent and reliable for this study.

4.3 Inferential Analysis

4.3.1 Multiple Regression Analysis

Table 4.3.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	.685	.680	.50088

a. Predictors (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-efficacy, Entrepreneurship Education, Perceived University Support

b. Dependent Variable: Entrepreneurial Intention

The model summary shows the R Square value is 0.685. This indicates that 68.5% of the dependent variable is influenced by the independent variables in this study, while the remaining 31.5% is influenced by other factors that are not included in this study.

Table 4.3.1: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158.013	5	31.603	125.966	.000 ^b
	Residual	72.505	289	0.251		
	Total	230.518	294			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-efficacy, Entrepreneurship Education, Perceived University Support

The ANOVA test shows that the F value is 125.966 and a p-value of 0.000. Since the p-value is lower than the significance level (α) of 0.05, the result is statistically significant. According Geddam (2023) and Drummond and Vowler (2012), a large F value means that the variation explained by the independent variables is greater than

the unexplained variation. Overall, this suggests that the independent variables as a whole, have a significant relationship with entrepreneurial intention.

Table 4.3.1: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.265	.182		-1.460	.145
	Attitude Towards Entrepreneurship	.636	.061	.548	10.466	.000
	Subjective Norms	.232	.043	.236	5.394	.000
	Entrepreneurial Self-efficacy	.187	.057	.158	3.269	.001
	Entrepreneurship Education	-.032	.052	-.028	-.619	.537
	Perceived University Support	.011	.054	.009	.211	.833

a. Dependent Variable: Entrepreneurial Intention

b. Predictors (Constant), Attitude Towards Entrepreneurship, Subjective Norms, Entrepreneurial Self-efficacy, Entrepreneurship Education, Perceived University Support

The multiple regression equation is shown below:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$$

Y = Entrepreneurial Intention

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

β_1 = Slope coefficient of Attitude Towards Entrepreneurship

X1 = Attitude Towards Entrepreneurship

β_2 = Slope coefficient of Subjective Norms

X_2 = Subjective Norms

β_3 = Slope coefficient of Entrepreneurial Self-efficacy

X_3 = Entrepreneurial Self-efficacy

β_4 = Slope coefficient of Entrepreneurship Education

X_4 = Entrepreneurship Education

β_5 = Slope coefficient of Perceived University Support

X_5 = Perceived University Support

Therefore, the multiple regression equation is as follows:

$$Y = -0.265 + 0.636X_1 + 0.232X_2 + 0.187X_3 + (-0.032) X_4 + 0.011X_5$$

4.3.1.1 Test of Significant

As a general rule, the null hypothesis (H_0) is rejected when the p-value is less than $\alpha = 0.05$, and the alternative hypothesis is supported.

H_1 : There is a significant relationship between female university students' attitude towards entrepreneurship and entrepreneurial intention.

The table above shows the p-value for attitude towards entrepreneurship is 0.000, which is lower than $\alpha = 0.05$. This indicates that female university students' attitude towards entrepreneurship has a significant relationship with entrepreneurial intention. Therefore, H_1 is supported.

H_2 : There is a significant relationship between subjective norms and female university students' entrepreneurial intention.

The p-value for subjective norms is 0.000, lower than $\alpha = 0.05$. This indicates a significant result. Hence, subjective norms have a significant relationship with female university students' entrepreneurial intention, and H₂ is supported.

H₃: There is a significant relationship between female university students' entrepreneurial self-efficacy and entrepreneurial intention.

The coefficient table presented that entrepreneurial self-efficacy has a p-value of 0.001, which is also lower than $\alpha = 0.05$. This shows that entrepreneurial self-efficacy has a significant relationship with entrepreneurial intention. Thus, H₃ is supported.

H₄: There is a significant relationship between entrepreneurship education and female university students' entrepreneurial intention.

The p-value for entrepreneurship education is 0.537, greater than $\alpha = 0.05$. As a result, H₄ is not supported, meaning entrepreneurial education has no significant relationship with female university student' entrepreneurial intention.

H₅: There is a significant relationship between female university students' perceived university support and entrepreneurial intentions.

Perceived university support shows a p-value of 0.833, which is also higher than $\alpha = 0.05$. Therefore, this variable does not significantly influence entrepreneurial intention among female university students. H₅ is not supported.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

Chapter 5 discusses the research findings with supporting evidence from past research. Then, several limitations of this study will also be presented along with recommendations for future researchers interested in studying this topic.

5.1 Discussions of Major Findings

Table 5.1: Summary of Hypothesis Results

Hypothesis	t	P-value
H ₁ : There is a significant relationship between female university students' attitude towards entrepreneurship and entrepreneurial intention.	10.466	P = 0.000 P < 0.05 Supported
H ₂ : There is a significant relationship between subjective norms and female university students' entrepreneurial intention.	5.394	P = 0.000 P < 0.05 Supported
H ₃ : There is a significant relationship between female university students' entrepreneurial self-efficacy and entrepreneurial intention.	3.269	P = 0.001 P < 0.05 Supported
H ₄ : There is a significant relationship between entrepreneurship education and female university students' entrepreneurial intention.	-.619	P = 0.537 P > 0.05 Not Supported

H ₅ : There is a significant relationship between female university students perceived university support and entrepreneurial intentions.	.211	P = 0.833 P > 0.05 Not Supported
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5.1.1 Attitude Towards Entrepreneurship

Based on the results obtained from statistical analysis in the previous chapter, the p-value for attitude towards entrepreneurship is 0.000, lower than $\alpha = 0.05$. Thus, H₁ is supported. It indicates a significant relationship with entrepreneurial intention among female university students. This suggests that students with a more positive attitude towards entrepreneurship are more likely to have the intention to start a business. The finding is consistent with Wang and Liu (2024) that explained female students with positive attitude tend to be more confident and willing to face challenges, which increases their entrepreneurial intention. Additionally, Mishra et al. (2024) noted that female students who view entrepreneurship as a feasible and rewarding career option helps strengthen their positive attitude. This is aligned with the study by Zakaria et al. (2024) who states that favorable attitude towards entrepreneurship can be shaped by perceived financial benefits from being an entrepreneur, along with the desire for independence and self-discovery. Overall, this result confirms that attitude is a significant factor influencing female university students' entrepreneurial intention.

5.1.2 Subjective Norms

It can be seen from the analysis that the p-value for subjective norms is 0.000, which is below $\alpha = 0.05$. Hence, H₂ is supported. This result shows that support and opinions from important people, such as family and friends, can influence female university students' intention to be an entrepreneur in the future. Similar findings were reported by Muda et al. (2024) and Chong et al. (2023) that concluded encouragement and emotional support from close social circles can motivate them to pursue entrepreneurship. This may be because support from others can boost their confidence

and reduce uncertainty when considering an entrepreneurial career path. This is further supported by findings from Mwiya et al. (2017) who stated that individuals from collectivist societies tend to value the opinions of others.

5.1.3 Entrepreneurial Self-efficacy

The statistical analysis result revealed that the p-value for entrepreneurial self-efficacy is 0.001, below $\alpha = 0.05$. This indicates that H_3 is accepted, showing that relationship between entrepreneurial self-efficacy and entrepreneurial intention is significant among female university students. Past studies such as by Alzamel et al. (2020) and Messikh (2021) obtained the same result. Messikh (2021) explained that female university students who believe they are capable of starting and managing a business tend to show stronger intention to become entrepreneurs due to confidence and a sense of independence. Therefore, this motivates them to pursue entrepreneurial activities.

5.1.4 Entrepreneurship Education

From the analysis, the p-value for entrepreneurship education is 0.537, which is well above $\alpha = 0.05$. Therefore, H_4 is not supported. This finding is aligned with Zovko et al. (2020) and Praswati et al. (2022), who found no significant relationship between entrepreneurship education and entrepreneurial intention. One possible explanation for this result can be observed from the demographic profile of the respondents in this study. Majority of respondents are from non-business fields, as well as aged between 18 to 20 years old. This means their exposure to entrepreneurship-related knowledge may be limited and resulting in lower consideration of it as a potential career option.

Even among business students, not all may have the intention to become entrepreneurs. Sun et al. (2020) noted in their study that as students gain more knowledge about entrepreneurship, they may become more aware of the challenges and risks involved,

which can reduce their intention. Dias (2025) also explained the impact of entrepreneurship education depends on how the courses are delivered. Elective courses tend to increase entrepreneurial intention because students choose them based on their own interest, while compulsory courses have a weaker impact as some students take them without genuine interest. This may explain why even students who are exposed to entrepreneurship education, like those in business-related fields, do not necessarily develop strong entrepreneurial intentions. Therefore, entrepreneurship education alone is not sufficient to influence entrepreneurial intention without considering factors like personal interest and individual perceptions.

5.1.5 Perceived University Support

The p-value for perceived university support is 0.833, which exceeded $\alpha = 0.05$ threshold. Hence, H_5 is not supported. This result shows that perceived university support does not have a significant relationship with female university students' entrepreneurial intention. Liu et al. (2022) explains the effectiveness of support depends on whether students are aware of it and whether it aligns with their level of interest, background, and readiness to become entrepreneurs.

The demographic profile may help explain this outcome. This is relevant because study results by Sampene et al. (2022) and Setyawan et al. (2025) showed perceived university support significantly influences entrepreneurial intention. However, both studies contain majority of students from business field and in their final year of study. On the contrary, this study contains more respondents from opposite side of the demographic spectrum, as a large proportion of respondents are from non-business fields and are relatively young (18-20 years old), this may mean they have limited exposure to entrepreneurship and have not yet developed strong awareness or interest in entrepreneurial activities and related university support. As a result, students may place more emphasis on personal and social factors when forming their entrepreneurial intention. This aligns with the findings of this study, where attitude towards entrepreneurship, subjective norms, and self-efficacy were found to have significant

relationship with entrepreneurial intention. Therefore, the finding suggests that female university students may not rely heavily on university support as a direct influencing factor, but are more influenced by their own perceptions, confidence, and encouragement from close social circles when deciding whether to pursue entrepreneurship.

5.2 Implications of the Study

This study provides theoretical and practical implications based on the findings on the determinants of entrepreneurial intention among female university students. Overall, the study findings show personal and social factors, such as attitude towards entrepreneurship, subjective norms, and entrepreneurial self-efficacy influences entrepreneurial intention more than institutional factors like entrepreneurship education and perceived university support. This means that female university students are more influenced by their own perceptions, confidence, and the opinions of important people around them when deciding whether to be an entrepreneur. Therefore, from a theoretical perspective, this study adds to existing knowledge by providing evidence that entrepreneurship education and perceived university support do not always significantly influence entrepreneurial intention despite being supported in many previous studies because their impact depends on students' interest, exposure, and readiness.

From a practical perspective, the findings suggest that universities should improve the way entrepreneurship education is delivered. Since entrepreneurship education was found to have no significant influence, relying on lecture-based teaching may not be very effective. Instead, universities can introduce more interactive learning approaches such as guided small-scale business activities. For example, students can work in groups to create and manage a simple short-term project, such as selling items within campus for a limited period. These activities allow students to experience entrepreneurship in a controlled and low-risk environment.

At the same time, such activities can also help strengthen the personal and social factors identified in this study. The guided small-scale project may help improve students' attitude

towards entrepreneurship as they are able to experience entrepreneurship in a more manageable and positive way, including the possibility of gaining small profits as rewards. In addition, group work requires interaction among peers, where encouragement and responsibilities are shared among each other can strengthen subjective norms while support and feedback from lecturers (facilitators) can reinforce motivation. Furthermore, successfully completing a simple business project can improve students' confidence in their own abilities, which enhances entrepreneurial self-efficacy. Since these three factors were found to have significant influence on entrepreneurial intention, entrepreneurship education should consider students' attitude, peer influence, and confidence to make learning more effective. However, it is also important to note that entrepreneurial education must balance risk awareness and confidence building.

Moreover, universities should improve on how they communicate their support initiatives. The study found that perceived university support was not significant, suggesting that students may not be fully aware of the support available to them, even if such initiatives exist. Therefore, universities can ensure they are introduced to students, such as during orientation days or open days so that most students are exposed to the available entrepreneurship support at an early stage. This is important because entrepreneurship is open to all students, not exclusively for business students.

As for the government, besides providing funds for startups, entrepreneurship awareness can be strengthened by promoting the importance and benefits of entrepreneurship. For instance, by sharing up-to-date official information like national entrepreneurship trends, success rates, and examples of successful Malaysian entrepreneurs. This information can be obtained from government sources and reports and can be introduced in secondary education through teachers during business lessons, clubs and societies, or even extended to other subjects that involve reading or discussion activities. This would help students develop early awareness, interest, and learn that entrepreneurship is an achievable career path before entering tertiary education. Overall, this study highlights the key factors influencing female university students' entrepreneurial intention, which can assist relevant parties in improving support and strategies to further develop students' entrepreneurial intentions.

5.3 Limitations of the Study

There are several limitations in this research. Firstly, this study only focused on a few selected variables. Based on the statistical analysis done in the previous chapter, only 68.5% of entrepreneurial intention is affected by the independent variables in this study. That means there are still other possible factors that may affect entrepreneurial intention but were not explored in this research. Therefore, the findings of this study provide a partial understanding rather than a complete picture of all the possible influences.

Secondly, the data collected for this study only came from a few selected universities in Klang Valley. Additionally, a large number of responses were from one university. Hence, the uneven distribution may affect how well the findings represent the population of female university students because students from different universities may have different perspectives towards entrepreneurship.

Thirdly, most of the respondents in this study were between 18 to 20 years old and from non-business fields. These students were less exposed to entrepreneurship in terms of education and awareness of university support. As a result, the responses recorded in the survey appear to be more neutral or uncertain, which may have influence on the overall findings of this study.

It is important to note that while these limitations are acknowledged, they do not reduce the significance of the findings but instead provide useful directions for other research in the future.

5.4 Recommendations for Future Research

Based on the limitations identified in this study, several recommendations are proposed in this section for future research to further improve the understanding of this topic. First and foremost, future research can consider exploring additional factors that may influence entrepreneurial intentions. As this study shows that 31.5% of the dependent variable can be explained by other factors, future researchers are encouraged to further investigate what these factors could be in order to provide a more complete understanding.

Another recommendation for future research that can be considered is to collect data from a broader range of universities and locations. This is because including more universities and having a more balanced number of respondents from each institution may help provide results that better represents the population of female university students.

Moreover, it is suggested to consider focusing on female final-year students, who may already have clear career goals and more exposure to entrepreneurship compared to younger students. This could provide better insights into their entrepreneurial intentions because they are starting to think about their future careers more seriously. In addition, fresh graduates could also be a target population for research due to the fact that entrepreneurship may serve as an alternative career path for them, as Othman et al. (2023) stated only 2% of graduates become entrepreneurs each year, while 60% of them remained unemployed for a year.

5.5 Conclusion

This study was conducted to identify the determinants of entrepreneurial intention among female university students. The findings presented attitude towards entrepreneurship, subjective norms, and entrepreneurial self-efficacy have a significant relationship with entrepreneurial intention.

The results obtained for attitude towards entrepreneurship indicate that female university students who view entrepreneurship as a feasible and a rewarding career show stronger entrepreneurial intention. Therefore, personal perception is important in shaping students' decisions to become entrepreneurs.

For subjective norms, it was found that support and encouragement from family, friends, and other close social circle members of the student influences their entrepreneurial intentions. Hence, it remains as a key factor in the career decision-making process of female university students.

Furthermore, it was found that entrepreneurial self-efficacy has a significant relationship with entrepreneurial intention. This shows female university students who believe in their ability to start and manage a business are more likely to develop entrepreneurial intention and consider entrepreneurship as a career option.

In contrast to the findings of the aforementioned variables, this study identified the two variables that do not have a significant relationship with entrepreneurial intention are entrepreneurship education and perceived university support. It can be concluded that these factors alone do not influence students' intention, especially when they have limited exposure or awareness. Instead, personal and social factors appear to play a more important role in shaping entrepreneurial intention in this study.

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UNIVERSITY TUNKU ABDUL RAHMAN (UTAR)

FACULTY OF ACCOUNTANCY AND MANAGEMENT (FAM)

Bachelor of International Business (Hons)

Academic Research Survey on

Determinants of Entrepreneurial Intention Among Female University Students.

Survey Questionnaire

Dear participants,

I am Victoria Wee, an undergraduate student at Universiti Tunku Abdul Rahman (UTAR) pursuing a Bachelor's Degree in International Business (Hons). This survey is part of my final year project, which examines the **determinants of entrepreneurial intention among female university students**. Your participation will provide valuable insights to support the completion of this research.

All information collected from this questionnaire will be used solely for academic research purposes. Your responses will remain confidential and anonymous, accessible only to those directly involved in this study.

The survey is expected to take approximately 5 – 10 minutes to complete. If you have any questions, please reach out to me at victoriavii@utar.my

Thank you for your kind assistance. I truly appreciate your time and contribution.

Section A: Demographics

1. Full name of your university:

2. Gender:
 - Male
 - Female

3. Age:
 - 18 – 20
 - 21 – 23
 - 24 and above

4. Field of study:
 - Business
 - Economics
 - Engineering
 - Creative Industries and Design
 - Natural Science
 - Others: _____

5. Do you have any intention to start your own business?
 - Yes
 - No

Section B: Variable Questions

For each statement, please choose the option that best matches your opinion using the following scale:

1. SD = Strongly Disagree
2. D = Disagree

3. N = Neutral
4. A = Agree
5. SA = Strongly Agree

Entrepreneurial Intention

Entrepreneurial Intention refers to a person’s intention to become an entrepreneur or start a business.

The questions listed below aim to measure female university students’ entrepreneurial intention. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I intend to become an entrepreneur.					
The idea of starting my own business one day is appealing.					
I am prepared to do anything in order to be an entrepreneur.					
I believe I have the ability to grow my own business.					
I prefer to be an entrepreneur rather than an employee in a company.					

Attitude Towards Entrepreneurship

Attitude towards entrepreneurship refers to how an individual perceives or feels about entrepreneurship and self-employment.

The questions listed below aim to measure female university students’ attitude towards entrepreneurship. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I have a positive attitude toward being an entrepreneur.					
Being an entrepreneur will give me great satisfaction.					
In my opinion, being an entrepreneur has more advantages than disadvantages.					

If I had the opportunity and resources, I would like to start a business.					
Among various options, I would choose to be an entrepreneur.					

Subjective Norms

Subjective norms refer to the influence of perceived social pressure on an individual's decision to engage in a behaviour.

The questions listed below aim to measure the influence of subjective norms towards female university students' entrepreneurial intention. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I believe that my closest family thinks that I should pursue a career as an entrepreneur.					
I believe that my close friends think that I should pursue a career as an entrepreneur.					
Environment around me is good at home and my school supports me to be an entrepreneur.					
I believe that important people in my life think that I should pursue a career as an entrepreneur.					

Entrepreneurial Self-efficacy

Entrepreneurial self-efficacy is the level of confidence a person has in their own entrepreneurial skills to achieve certain goals.

The questions listed below aim to measure the influence of entrepreneurial self-efficacy towards female university students' entrepreneurial intention. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
I will be able to deal with any unexpected events that I am confronted with.					
I am confident that when confronted with problems I can usually find several solutions.					

I can see new market opportunities for new products and services.					
I am confident to engage in new ventures and ideas.					
If I tried to start a company, I would have a high probability of succeeding.					

Entrepreneurship Education

Entrepreneurship education refers to formal learning that helps develop entrepreneurial knowledge and skills.

The questions listed below aim to measure the influence of entrepreneurship education towards female university students' entrepreneurial intention. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
Entrepreneurship courses should be taught in universities.					
Entrepreneurship courses would help students start businesses.					
Entrepreneurship courses provide me the necessary skills to start a business.					
Entrepreneurship courses enhance my skills to deal with risks and uncertainties.					
Entrepreneurship courses build my confidence to become an entrepreneur.					

Perceived University Support

Perceived university support refers to students' perception of the assistance provided by the university to support entrepreneurship development.

The questions listed below aim to measure female university students' perceived university support towards entrepreneurship. Please indicate your level of agreement with each statement below using the scale provided. (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Questions	SD	D	N	A	SA
My university provides entrepreneurial education (knowledge and skills) that can help initiate a new venture.					

My university supports opportunity recognition and business idea development.					
My university supports early stages of business development and innovative ideas.					
My university provides financial means for students to start a new business.					
My university creates awareness of entrepreneurship as a possible career choice.					