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Determinants of Entrepreneurial Intention among University Students

Zainah Jalil, Norfahrin Abdul Rahim, Nor Aizan Mohamad,
Noorain Mohd Nordin, Wei-Loon Koe

Faculty Business and Management, Universiti Teknologi MARA, Cawangan Melaka, Malaysia

Abstract

Unemployment among the graduates has become a serious issue in Malaysia. Many programs and incentives are being developed by the government especially for the graduates to grab the opportunity to become an entrepreneur. Unfortunately, still it is less succeeded to attract their intention to choose entrepreneur as a career. Therefore, study on factors affecting the entrepreneurial intention (dependant variable), had been conducted. Four independent variables had been chosen; (1) attitude towards the behaviour, (2) perceived behavioral control, (3) subjective norms and (4) entrepreneurship education. The questionnaires were distributed to 175 students of Faculty of Business Administration at UiTM Cawangan Melaka Kampus Bandaraya Melaka and the data were collected using convenience sampling method. All of the obtained data were analyzed by using SPSS Version 23 for frequency/percentage analysis, correlation and multiple regression analysis. From the research, it was found that attitude towards the behaviour, subjective norms and entrepreneurship education has a significant positive relationship with entrepreneurship intention while perceived behavioral control had no significant relationship with entrepreneurial intention. Attitude towards the behaviour was found to be the most influential factor towards entrepreneurship intention. Therefore, the attitude of the student needs to be change to be more positive, the social environment like family and friends should be supportive and in terms of entrepreneurship education they should be given opportunity to explore on how to deal with complex decision making and also knowledgeable about entrepreneurial process.

Keywords: Entrepreneurial Intention, Attitude towards the Behaviour, Perceived Behavioral Control, Subjective Norms and Entrepreneurship Education

Introduction

Entrepreneurship is being proven become a very important to the country as it's activities will help in creating jobs for the society which subsequently may reduce the unemployment rate (Abdullah Azhar et al., 2010). Based on SME Annual report 2018/2019 (2020), it had been reported that SMEs in Malaysia had employed people about 66.2% from the total employment in 2018. It also play an important role as one of main contributors to economic growth of the country (Nafukho and Helen Muya, 2010; Herrington et al.; 2017)

Recently, unemployment has become a serious issues in Malaysia dueto the arising of it rate especially among the graduates. In 2017, nearly half a million people are unemployed and out of that, 200,000 or about two-fifth of the unemployment comes from youth (Toh, 2017), while in 2019 the Ministry of Education through Graduate Tracer study had reported that about 57,411 of 290,282 graduates remained jobless after looking for a job for six months. The number may keep on increasing especially when there is a movement towards Industrial Revolution (IR) 4.0 whereby the technology will replace most of human works. Thus, in the Ninth Malaysia Plan 2006-2010 until now the government has encouraged people especially the youth and graduates to make themselves choosing career as an entrepreneur as one of the alternatives to solve this problem. Many programs and incentives is being developed by the government to promote the youth especially the graduates to grab the opportunity to become an entrepreneur such as The Entrepreneur Development Programme, Young Entrepreneur Fund, Graduates Entrepreneur Fund, making compulsory for every student that studies in a national public university to take entrepreneurship subjects and many others program and incentive may being offer soon. The data also showed that in 2018 the graduate who choose to be self-employed is only 10.8% from total graduates and in 2019 slightly increased to 13.7%, indicated that although there are many programs and incentives is available for the youth and especially graduates, still it is less succeed to attract their intention to choose entrepreneur as their career. Furthermore, it is found that Malaysia has the lowest entrepreneurial intentions among 64 countries in the world which is only 4.9% of Malaysian want to be self-employed (Herrington et al., 2017).

The intention of an individual to become an entrepreneur is related to the desire and decision to take the opportunity or chance to open his/her own business. (Crant, 1996; Krueger, et al., 2000; Rasli et al., 2013). People attract to become an entrepreneur when the expectation of the entrepreneurship is pleasurable, risky, high income, the work is hard and have freedom in every aspect while handling the business (Venesaar, et. al., 2006). While Barringer and Ireland (2010) found that the intention to become an entrepreneur appear when there are chances to accomplish their personal goals and pursue their own ideas. Many research had been done to find out factors that may influence the youngsters having an intention to be an entrepreneur. Positive attitude towards entrepreneurship can be developed through training, skill development and education which this proces could give an impact on the business creation process and overcome the barriers to individual's decision to become entrepreneur (Kolvereid and Tkachev, 1999; Dohse and Walter, 2009; Paco et al., 2011).

Attitude is an individual's overall judgment and assessment of behaviour (Ajzen, 1991). It also can be defined as a readiness to react to certain objects in the environment as an appreciation of the object (Efendi and Makhfudli, 2009). According to Frazier and Niehm (2006) level of entrepreneur intention can be measure based on positive attitude towards being self-employed and the confidence that they have regarding the ability to create and handle new business. Attitude and intention towards entrepreneurship will change when students are more exposed on entrepreneurship education because it help them in developing confidence and self-efficacy (Tam, 2009; Byabashaija and Katono, 2011).

Perceived behavioral control is an individual's belief about his or her capabilities on showing certain behaviour (Brouwer et al., 2009) and it also a belief that a behaviour is easy or difficult

to do (Cruz et al., 2015). The decision to perform or not can be influenced by the behaviour and also confidence level which both can be controlled by the person himself/herself (Francis et al., 2004). When an individual has high beliefs and a high level of confidence, automatically he has high intention to perform the actual behaviour.

Subjective norm is the point of view of an individual about something that will influence other people's decision to perform certain behaviour or not (Wedayanti and Giantari, 2016). Subjective norms also can be defined as an individual depends on his or her perception about the thoughts of others on their performed behaviour (Brouwer et al., 2009; Vermeulen et al., 2011). Individuals tend to act and perform the behaviour that is being recommended and expected by their family, friends and immediate supervisor. There is a different opinion about the relevancy of subjective norms in predicting entrepreneurial intention. Kolvereid (1996a); Kolvereid & Tkachev (1999); Kolvereid & Isaksen (2006); Yordanova & Tarrazon (2010) found that subjective norms is significant with entrepreneurship intention but findings from Reitan (1997); Krueger et al (2000); Autio et al (2001); Liñán (2004); Liñán & Chen (2009), found that this variable is not significant which may be due to rapid changes in social environment, family, friends and peer groups that might not influence individuals in making a decision. Entrepreneurial intention may also be affected by family background (Kolvereid, 1996a). Normally people that come from a business family background will have high intention to become an entrepreneur or inherit the existing business.

Entrepreneurship education is referring to dynamic processes which positively influence student behaviour, norms, and attitudes toward entrepreneurial intention by creating a supportive environment and disseminating information about entrepreneurial traits and behaviours through different academic courses (Bikram, 2019). In Malaysia, in order to increase awareness about entrepreneurship at the young age, the government has done it through curriculum by implementing a subject that related with entrepreneurship or co-curriculum like encouraging them to become a member of entrepreneurship society or participating in any activity which is related to entrepreneurship. The other initiatives that government do to increase the number of young entrepreneurs through providing training programs in certain sectors and also providing funds to encourage people starting up their own business. The studies that had been done by Lee et al., (2005); Tam (2009); Ooi et al., (2011); Gelard and Saleh, (2011) stated that entrepreneurship education is important because it helps in creating successful entrepreneurs and it has been found that students had taken entrepreneurship subjects have high intention to become an entrepreneur (Mohammad Ismail et al, 2009).

Therefore, it is important to determine the factors that affect students' entrepreneurial intention so that from the findings of this study it may help the government and higher learning institutions or agencies to make a plan and improvement to attract youth or graduates to choose entrepreneurship as their professional career in the future.

Literature Review

Entrepreneurial Intention

Entrepreneurial intention of individuals is important because it can influence their decision whether to become an entrepreneur or not. It could encourage the individuals to take an opportunity to create their own businesses intentionally by creating new products (Rasli et al., 2013; Crant, 1996;

and Krueger, et al., 2000). According to Mohammad Ismail et al., 2009, if the individual do not have any intention to become an entrepreneur they will not choose it as their career even though they have a potential to be an entrepreneur. It had been reported by Katz & Gartner, 1988 that the existence of entrepreneurship intention occurred when several psychology processes called as “pre-organizational phenomena” controlled humans mind whereby this process, could be considered as crucial and interesting.

Entrepreneurial intention (EI) can be defined as a “self-acknowledged conviction” by any individual that he/she is willing to initiate new business enterprise, which he/she continuously plans to accomplish this in future (Ridha and Wahyu, 2017; Thompson, 2009). It is someone's desire to focus fully on doing something related to entrepreneurship with great joy because it will bring benefits to themselves (Santoso, 1993). It also involved the process of searching and being an indication that business formation efforts can be achieved (Katz and Gartner, 1988).

According to Ajzen (1991), intention is one of the important elements as a motivation factors that may influence individual behaviour which closely related with the real behaviour (Ajzen, 1991; Summer, 1998; Krueger et. al., 2000). In addition, Bagozzi, et al., (1989) had stated that intention is the single best predictor of actual behaviour. Therefore, entrepreneurial intention can be a strong indicator of entrepreneurial behaviour (Linan and Fayolle, 2015; Lee-Ross, 2017). However, some intellectuals have doubt on whether intentions predict actual entrepreneurial behaviour (Douglas and Shepherd, 2002). According to Bird (1988), entrepreneurship intention can be define when it influences by both personal traits and environment. People may have less intention to become entrepreneur when they lack of knowledge and have little financial (Shinnar, et al., 2012). According to Peterman and Kennedy (2003); Kolvereid and Isaksen (2006); Dell (2008); and Tam (2009), entrepreneurship intention can be increase through entrepreneurship education and training programs. However, some of the entrepreneurship intellectuals argue about the statement because the availability of clue to judge the formation of entrepreneurship intention is very poor because the factors are complicated and difficult to study.

Attitude Towards the Behaviour

Attitude is important because it determine the actions that individual will take and do in the future. Attitude can be defined an individual's overall judgment and assessment of behaviour (Ajzen, 1991) and also is a readiness to react to certain objects in the environment as an appreciation of the object (Efendi and Makhfudli, 2009). Ismail, (2015) had stated that understanding of the attitudes and entrepreneurial intention is crucial which both may impact and become a critical step in promoting greater entrepreneurial intention.

According to Frazier and Niehm, 2006 level of entrepreneur intention can be measure based on positive attitude towards being self-employed and the confidence that they have regarding the ability to create and handle new business. Kolvereid and Tkachev, 1999; Dohse and Walter 2009; Paco et al., 2011; Douglas and Shepard, 2002; Agolla et al., 2019, Tengku Azizuddin et. Al.; 2020, from their study had found that the attitude toward the behaviour has a significant and positive effect on entrepreneurial intentions and yet the positive attitudes towards entrepreneurship can be develop through training and skill development programs. Therefore, the education provided need to focus on changing personal attitude

rather than providing technical knowledge about business. Attitude and intention towards entrepreneurship will change when students are more exposed on entrepreneurship education because it help them develop confidence and self-efficacy (Tam, 2009; Byabashaija and Katono, 2011) besides giving impact on the business creation process and also overcome the barriers that could influence individual's decision to become entrepreneur (Dohse and Walter, 2009; Paco et al., 2011).

Perceived Behavioral Control

Perceived behavioural control is a degree to which a person believes that he or she is capable to control or showing certain behaviour (Ajzen, 1991; Brouwer et al., 2009). It can be control by the individual and whenever the individual has high beliefs and high level of confidence, he or she will make decision to pursue career as an entrepreneur and may has high probability to succeed when starting the business (Francis et al., 2004).

Obschonka et al (2010) stated that individuals become more confident that they could be successful when they have higher entrepreneurial control beliefs which are closely related to the concept of self-efficacy (Bandura, 1997) and locus of control (Rotter, 1990). Basu and Virick, 2008 had found that people have higher self-efficacy if they had experience being successful in the past and become more confidence to repeat that behaviour in the future compared to the people who do not have those experience. While Elfving et al (2009) stated that individuals will be more motivated and committed to start-up a trade when their self-efficacy is high.

Ruhle et al (2010); Paco et al (2011) Alexander & Honig (2016); Andi and Mei-Lan Lin, 2020 had found that perceived behavioral control has positive effect on students' entrepreneurial intentions. Meanwhile, Mahmood et al (2019) had found that the perceived behavioural control has indirect influence on the entrepreneurial intention.

Subjective Norms

Subjective (social) norm refers to the perceived social pressure to perform or not perform the behaviour (Ajzen, 1991). It is the point of view of an individual about something that will influence other people decision to perform certain behaviour or not (Wedayanti and Giantari, 2016). It can also be defined as the individual's perception on the suggested behaviour based on other people's views and thoughts which can influence their decision to perform certain behaviour (Brouwer et al., 2009; Vermeulen et al., 2011). Opinion or view from family, friends and society who he or she considered as important people will affect individual behaviour and decision to be an entrepreneur.

Kolvereid, 1996a; Kolvereid and Tkachev, 1999; Kolvereid and Isaksen, 2006; Yordanova and Tarrazon, 2010 found that subjective norms has a significant effect towards entrepreneurship intention. Furthermore, Hidayana et. al (2021) had reported that both subjective norm and locus of control are positively anticipated entrepreneurship intention. Entrepreneurial intention of individuals may also being influence by family background where normally people who has business family background will have high intention to become an entrepreneur or inherited the existed business (Kolvereid, 1996a). These findings indicate that subjective norm is important since it helps to reduce uncertainty and risks (Farooq et al.,

2018) and could deliver positive consequences for entrepreneurial behaviour (Ahmad et al., 2019; Noor and Malek, 2021).

In contrast, Reitan, 1997; Krueger et al., 2000; Autio et al., 2001; Linan, 2004; Linan and Chen, 2009, showed that this variable has no significant effect on entrepreneurial intention due to the rapid changes in social environment, family, friends and peer groups that might not influence individuals in making decision and they are more concern on external factors like prior knowledge and business experience, financial support and market condition before starting-up own business. However, it had been found that subjective norms effect will be significant if it is moderated by gender, where the relationship is quasi-moderation in a negative direction. This clearly showed that subjective norm also may be used as the moderator or mediating variable towards the intention (Reitan, 1997).

Entrepreneurship Education

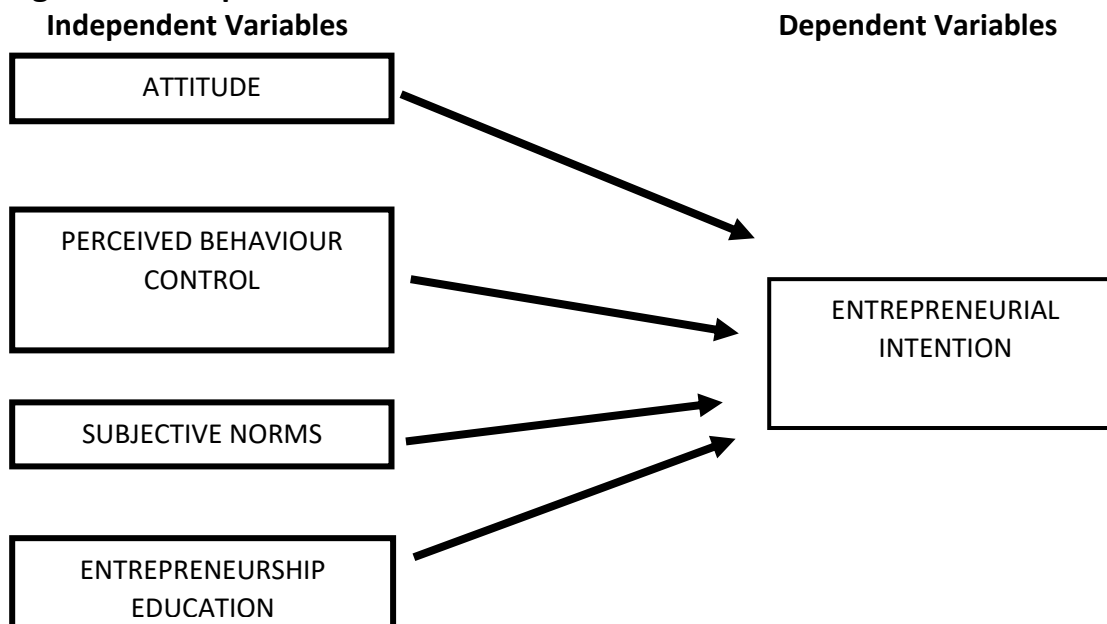
Entrepreneurship education refers to the courses or subjects that provide students with entrepreneurial knowledge and skills in pursuing an entrepreneurial career in the future (Nicole and, 2003). Entrepreneurship education also can be defined as a dynamic process which positively influence student behaviour, norms, and attitudes toward entrepreneurial intention by creating a supportive environment and disseminating information about entrepreneurial traits and behaviours through different academic courses (Bikram, 2019). While, Dogan (2015) stated that, entrepreneurship education promotes the, "feeling of independence and self-confidence to individuals, enables the recognition of alternative career options, broadens the individuals' horizons by enabling them to better perceive the opportunities and provides the knowledge that individuals will use in developing new business opportunities". Gerba (2012) had found that entrepreneurship education be able to increase entrepreneurship knowledge through providing students with entrepreneurial competencies and skills. From the lectures and courses, it will help and attract the students pursuing entrepreneurial career (Ekpoh and Edet, 2011; Ooi, Selvarajah and Meyer, 2011).

Many researchers had found that entrepreneurship education has a positive impact on students' intention to pursue their career as an entrepreneur and take actions like entrepreneurs (Izedonmi and Okafor, 2010; Ooi et al., 2011; Tun Hazira et.al.; 2020. The statement had been supported by Gelard and Saleh(2010) where entrepreneurship education can attract more students pursuing their career as an entrepreneur based on the business knowledge that they acquire. In fact, when students are more exposed to entrepreneurship education, it is capable to change entrepreneurship attitude and intention and help them to develop confidence and self-efficacy (Tam, 2009; Byabashaija and Katono, 2011). It is also found that entrepreneurship education and financial support encourage the entrepreneurial attitude of youngsters to venture into entrepreneurship (Hasliza et.al., 2020). Izquierdo and Buelens (2008) had stated that, through entrepreneurship education people will know on how to deal with complex decision making and also knowledgeable about entrepreneurial process which help entrepreneurs managing their business better (Ahmed et al., 2010; Zhou et al., 2012). In fact, lack of business knowledge will lead to risk which an individual may act and behave wrongly (Zhou et al., 2012). Furthermore, it is found that students will have negative attitude towards entrepreneurship and little interest towards the career when they do not participate in entrepreneurship education (Hamidi et al., 2008;

Miller et al., 2009; Zain et al., 2010; Ahmed et al., 2010). Furthermore, research done by ODIA and ODIA (2019) also had found that entrepreneurship education had not significantly affected entrepreneurial intention.

Conceptual Framework

Figure 1: Conceptual Framework



Based on the theoretical studies and previous research, the authors propose the relationship between independent and dependent variables, as presented in Figure 1.

Therefore, this study proposed the following hypothesis:

- H1: There is a significant relationship between attitude toward the behavior and entrepreneurial intention.
- H2: There is a significant relationship between perceived behavioral control and entrepreneurial intention
- H3: There is a significant relationship between subjective norm and entrepreneurial intention.
- H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention.

Research Methodology

The target population of this study is students from Faculty of Business Administration in UiTM Cawangan Melaka Kampus Bandaraya Melaka who had taken Principle of Entrepreneurship (ENT530) subject in the previous semester.

Convenience sampling under Non-probability sampling technique is being used, whereby 175 respondents from 336 of total population of students from different program in Faculty of Business Administration in UiTM Cawangan Melaka Kampus Bandaraya Melaka had participated in the survey. The sample size is being determined using the table of Krejcie and Morgan 1970 as well as Cohen, 1996.

The survey questionnaire used was based on validated and reliable measurement scales from

the literature. The questionnaire consists three sections: Section A consists of five demographic information. Section B consists 5 questions related to entrepreneurship intention and Section C consists of questions for all of four independent variables: Attitude towards the behaviour (5 questions), Perceived behavioural control (6 questions), Subjective norms (5 questions) and Entrepreneurship education (5 questions). All items were measured using a 5-point Likert scale with ranges; "1 = strongly disagree", "2 = Disagree", "3 = Neither agree or disagree", "4 = to "5 = Strongly Agree." A high score on an item indicated a high degree of agreement with the statement

Table 1 showed details on variables, no of items and sources of the questions.

Table 1: Sources of Questionnaire

| Variables | Items | Sources |
|--------------------------------|-------|--|
| Entrepreneurial intention | 5 | Leong (2008); Linan and Chen (2009) |
| Attitude towards the behaviour | 5 | Nishantha (2009); Sagiri and Appolloni (2009); Paço et al. (2011); Liñán and Chen (2009) |
| Perceived behavioural control | 6 | Paço et al. (2011); Liñán and Chen (2009); Dohse and Walter (2009) |
| Subjective norms | 5 | Leroy et al. (2009); Leong (2008); Gurbuz and Aykol (2008) |
| Entrepreneurship education | 5 | Lee et al. (2005); Ooi et al. (2011); Selvarajah and Meyer (2011) |

The collected data had been analysed using Statistical Package for the Social Science (SPSS) version 23 to obtain the result for frequency/percentage distribution analysis, reliability analysis, Pearson correlation analysis, multiple regression analysis and hypotheses testing . Reliability analysis used to determine the consistency and stability of the data; Pearson correlation analysis to determine the strength, direction, and significance of the bivariate relationships among all the variables, while multiple regression analysis and hypotheses testing used to explore the relationship between the independent variables and the dependent variable and also can identify which independent variable that give most impact on dependent variable.

Findings

Frequency/percentage Distribution Analysis

From the frequency distribution analysis, the result showed that most of the respondents are female which represent 70.9% from the total respondents. In terms of the course currently pursuing in the group, most of the respondents are from Bachelor of Business Administration (Hons) in Human Resource Management which represent 33.1%. For the question of whether family own business or not, the highest percentage which is 63.4%. of the respondents', family who do not own any businesses. All of the respondents in this study had taken Entrepreneurship course in UiTM previously whereby most of them had taken ENT530 which represent 48.6%. Finally regarding to background of the respondents whether they had

attended any entrepreneurship course outside of UiTM, 66.9% of the respondents never attended any entrepreneurship course outside UiTM.

Reliability Analysis

Table 2 showed the reliability test for the dependent variable which is entrepreneurship intention and the independent variables (attitude towards the behaviour, perceived behavioural control, subjective norms and entrepreneurship education). The Cronbach's Alpha value of attitude towards the behaviour is at range 0.874 (good). For perceived behavioural control, the value of Cronbach's Alpha is 0.904 (excellent). While for subjective norms and entrepreneurship education, the value of the Cronbach's Alpha is 0.836 and 0.897 respectively (good). The reliability value for Cronbach's Alpha is for entrepreneurship intention is at range 0.931 and it showed excellent reliability range.

Table 2: Reliability analysis of each variables

| Variables | No. of Items | Cronbach's Alpha | Status |
|-------------------------------|--------------|------------------|-----------|
| Attitude towards the behavior | 5 | 0.874 | Good |
| Perceived behavioral control | 6 | 0.904 | Excellent |
| Subjective norms | 5 | 0.836 | Good |
| Entrepreneurship education | 6 | 0.897 | Good |
| Entrepreneurship intention | 5 | 0.931 | Excellent |

Pearson Correlation Analysis

Table 3 showed the result of correlation analysis whereby the strength of correlation between pairs of variables was determined through correlation coefficient (r value) between each variable. Generally, all of the independent variables; attitude towards behaviour, perceived behaviour control, subjective norms and entrepreneurship education has a significant positive relationship with entrepreneurship intention because the p-value = 0.000 which is <0.01. The highest r value is between attitude towards the behaviour and entrepreneurship intention with r value=0.761 indicated that this variable has a strong positive correlation followed by entrepreneurship education (r value =0.569) and subjective norms (r value = 0.563), which both have moderate positive correlation. While, perceived behaviour control with r value = 0.455 showed low positive correlation.

Table 3: Correlation Coefficient Between Dependent variables and Independent variables

| Variables | Attitude towards the behaviour | Perceived behavioural control | Subjective norms | Entrepreneurship education | Entrepreneurial intention |
|------------------------------|--------------------------------|-------------------------------|---------------------------|----------------------------|---------------------------|
| Attitude towards behaviour | 1 175 | | | | |
| Perceived behavioral control | .571* * .000 175 | 1 175 | | | |
| Subjective norms | .614* * .000 175 | .673** .000 175 | 1 175 | | |
| Entrepreneurship education | .612* * .000 175 | .440** .000 175 | .550* * .000 175 | 1 175 | |
| Entrepreneurial intention | .761* * .000 175 | .455** .000 175 | .563* * .000 175 | .569** .000 175 | 1 175 |

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

Multiple Regression Analysis

Multiple regression analysis is used to assess the independent variables in the prediction of dependent variable using regression coefficients. All of the hypotheses are being test using this analysis. From this analysis, the researcher also can identify which independent variable that give most impact on dependent variable. Result in Table 4.7, showed that the model used is acceptable when the F Value is 65.170 and it is significant when the p value = 0.000 which is $p < 0.001$.

Table 4: Multiple Regression Analysis

| Dependent Variables: Entrepreneurial intention | | |
|--|--------------------------------------|------------|
| Independent Variables | Standardized Coefficient Beta | Sig |
| Attitude towards the behaviour | .622 | .000 |
| Perceived behavioral control | -.058 | .397 |
| Subjective norms | .147 | .045 |
| Entrepreneurship education | .133 | .038 |
| F Value | 65.170 | |
| Sig | .000 | |
| Adjusted R2 | .596 | |
| R2 | .605 | |

The R-square value of the study is $R^2 = 0.605$, meaning that all of the independent variables (attitude towards the behaviour, perceived behavioural control, subjective norms and entrepreneurship education) contribute 60.5% variation in entrepreneurial intention. The other 39.5% of the variation cannot be explained through this model which means that there are other factors that can be used to explain entrepreneurship intention.

The result also showed that the beta (β) value for independent variables; attitude towards the behaviour, subjective norms and entrepreneurship education have positive impact on entrepreneurial intention with $\beta = 0.622$, 0.147 and 0.133 respectively. The impact is significant whereby p value for all of the three variable towards entrepreneurial intention is less than p value ≤ 0.05 (attitudes towards behaviour ($p=0.000$), subjective norms ($p=0.045$) and entrepreneurship education ($p=0.038$)). Therefore, H1, H3 and H4 hypotheses is being accepted. This result also showed that attitude towards the behaviour has a greatest influence towards entrepreneurship intention. In contrast with perceived behavioural, (β) = -0.58 indicates that this variables has a negative impact on entrepreneurship intention insignificantly which make H2 being rejected.

Hypothesis Testing

The results of the hypothesis testing are presented in Table 5. The hypothesis is being tested to know whether it is being accepted or rejected based on the research that had been conducted. The result is known based on the multiple regression analysis.

Table 5: Hypotheses Testing Result

| Hypothesis | Result (Supported/Rejected) |
|---|--------------------------------|
| H1: There is significant relationship between attitude toward the behavior and entrepreneurial intention. | Accepted |
| H2: There is significant relationship between perceived behavioral control and entrepreneurial intention. | Rejected |
| H3: There is significant relationship between subjective norm and entrepreneurial intention. | Accepted |
| H4: There is significant relationship between entrepreneurship education and entrepreneurial intention. | Accepted |

Discussion

Result had showed that there is a significant positive relationship between attitude towards the behaviour and entrepreneurial intention (H1) indicates that high positive attitude on entrepreneurship will increase the entrepreneurial intention, Similar result also being obtained by many researches such as Vamvaka, et. al (2020) Bayero (2020) who also had found that entrepreneurial attitude is a strong predictors and have a strong influence towards entrepreneurial intention. Similar result also being found by (Kolvereid and Tkachev 1999; Shepherd, 2002; Dohse and Walter 2009; Paco et al., 2011; Douglas et.al.; 2002 and Agolla et al., 2019, Azizuddin et. al., 2020) whereby the attitude toward the behaviour has a significant and positive effect on entrepreneurial intentions.

H2 hypothesis is being rejected which means there is insignificant relationship between perceive behavioural and entrepreneurial intention. The result contradict with findings from previous research done by other researchers who found that this variables has a significant relationship with entrepreneurial intention (Ruhle et al., 2010; Paco et al.; 2011 Alexander & Honig 2016; Andi and Mei-Lan Lin, 2020). This could be due to the students who have low self-efficacy, whereby consistent with Wang et al. (2014)'s study that low self-efficacy of entrepreneurial decision-making will restrict their career exploration and the development of career decision-making skills. Obschonka et al., (2010) stated that individuals become more confident to be successful when they have higher entrepreneurial control beliefs which are closely related to the concept of self-efficacy (Bandura, 1997) and locus of control (Rotter, 1990). While Elfving et al. (2009) stated that individuals will be more motivated and committed to start-up a trade when their self-efficacy is high.

For H3 hypothesis, result showed that there is a significant positive relationship between subjective norms and entrepreneurial intention. Meaning that whenever the students have a strong support from This means that the students' entrepreneurship can be cultivated through strong support from their close ones such as family especially, colleague, lecturers, and

anyone who they assume as important person to them may increase their entrepreneurial intention. This finding support result that is being obtained by previous researcher such as Yordanova & Tarrazon, 2010; Farooq et al., 2018; Ahmad et al., 2019, who found that subjective norms has a significant effect towards entrepreneurship intention.

Finally, the H4 hypothesis is accepted which indicates that entrepreneurship education has a significant positive relationship with entrepreneurial intention which means the better entrepreneurship education which is received by the students (gain more knowledge on entrepreneurship), the higher entrepreneurial have more intention to become entrepreneur for their future career. Similar result also had been obtained by many researchers (Gailly, 2004; Lee et al., 2005; Matlay, 2008; Izedonmi & Okafor, 2010; Ooi et al., 2011; Hazira, Norashimah and Azira (2020).

Conclusion

Based on this research findings, for hypothesis 1 (H1) attitude towards the behaviour has a significant relationship with entrepreneurship intention. This study found that H1 is accepted because the p-value is =0.000 which is less than 0.01 ($p < 0.01$). It means that whenever people have high positive attitude on entrepreneurship, it will increase their entrepreneurial intention. Therefore, the education provided need to focus on changing personal attitude rather than providing technical knowledge about business whereby positive attitudes towards entrepreneurship can be develop and cultivate through training and skill development programs. Attitude and intention towards entrepreneurship may change when students are more exposed on entrepreneurship education because it help them develop confidence and self-efficacy (Tam, 2009; Byabashaija and Katono, 2011) People also will change their attitude towards entrepreneurship when they more aware on the positive outcome that they will get after starting-up a business and there is an opportunity and resources available.

Result also showed that hypotheses 2 (H2) is rejected because the p-value for perceived behavioral control variable is 0.397 ($p=0.397$), more than 0.05 ($p < 0.05$) indicates that there is negative relationship between perceived behavioral control and entrepreneurship intention and the relationship is insignificant. This situation could be due to the students/respondent have low self-efficacy whereby consistent with Wang et al. (2014) who had found that in his study that study that low self-efficacy of entrepreneurial decision-making will restrict their career exploration and the development of career decision-making skills. Elfving et al. (2009) stated that individuals will be more motivated and committed to start-up a trade when their self-efficacy is high Obschonka et al., (2010) stated that individuals become more confident to be successful when they have higher entrepreneurial control beliefs which are closely related to the concept of self-efficacy (Bandura, 1997) and locus of control (Rotter, 1990). Therefore, to increase perceived behavioural control, level of self efficacy and locus of control should be improve and develop through knowledge and experience that can be taught an obtain from the university other relevant entrepreneurship agencies (Wood and Bandura, 1989).

The hypothesis 3 (H3) is being accepted when the p-value of subjective norms is 0.045 ($p=0.045$) which is less than 0.05 ($p < 0.05$). The result indicates that subjective norms has a significant positive relationship with entrepreneurship intention. Therefore, it can be

conclude that social environment such as family, friends/colleague, educator and other people who the individuals perceived are important to them, play an important role and have a strong support in influencing their entrepreneurial intention besides external factors like prior knowledge and business experience, financial support and market condition which also important to them before starting-up own business.

Finally, hypothesis 4 (H4) is accepted whereby the result showed entrepreneurship education has a significant positive relationship with entrepreneurship intention. The p value is 0.038 ($p=0.038$) where it is less than 0.05 ($p<0.05$). Hence prove that entrepreneurship education has positive significant and entrepreneurship intention. Thus, educators and University management should strengthen the entrepreneurship course by to enable them recognize and exploit entrepreneurial opportunities. The education should be more focused and address on the entrepreneurship knowledge and interests of the students could help to improve their attitude and self-efficacy towards entrepreneurial intentions and also helping to apply concrete entrepreneurship learning model to ensure the students have a meaningful knowledge that would cultivate their interest and spirit towards entrepreneurship.

Therefore, in order to increase the entrepreneurial intention, the attitude of the student need to be change to be more positive, the social environment like family and friends should be supportive and in terms of entrepreneurship education they should be given opportunity to explore on how to deal with complex decision making and also knowledgeable about entrepreneurial process.

This research has both implications in term of policy and theoretical. The findings of this research supported the literature and the researcher can conclude that those determinants to entrepreneurship faced by universities student from developed country also apply to student from developing country. In order to increase the entrepreneurial intention, the attitude of the student need to be change to be more positive, the social environment like family and friends should be supportive and in terms of entrepreneurship education they should be given opportunity to explore on how to deal with complex decision making and also knowledgeable about entrepreneurial process. It is important for the governments, universities or other related organization and agencies to understand how to develop and nurture potential entrepreneurs by cultivating the students' interest on entrepreneurship even if they are still students. This study should also be extended in the future to include students from other universities in Asian countries so as to provide stronger evidence on the application of the findings in an evolving context. It would also be interesting to conduct an extensive in-depth research using a qualitative approach on the different variables such as perceived desirability, perceived feasibility, self realization-participation and propensity to act (Nguyen, 2018).

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Corresponding Author

Zainah Jalil

Universiti Teknologi Mara, Cawangan Melaka, Malaysia

Email: zainah@uitm.edu.my

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