THE EFFECTIVENESS OF ENTREPRENEURIAL EDUCATION TO INFLUENCE THE BUSINESS START-UP INTENTION AMONG NON-BUMIPUTERA STUDENTS IN MALAYSIA

LEE JIE MIN

Report submitted in fulfilment of the requirements for the
Bachelor of Degree of Technopreneurship with Honours (BTEC)

Faculty of Technology Management and Technopreneurship (FPTT)

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LEE JIE MIN

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APPROVAL

I hereby declared that I have read this thesis and this research is sufficient in terms of scope and quality. This project is submitted to Universiti Teknikal Malaysia Melaka (UTeM) as a requirement for completion and fulfilment of Bachelor of Degree of Technopreneurship with Honours (BTEC).

Signature: .....

Name of Supervisor: Mrs. Hartini binti Azman

Date: 1/2/2023

Signature: .....

Name of Panel: Dr. Nurul Zarirah Binti Nizam

Date: 1/2/2023

DECLARATION

I hereby declare that this project paper has been prepared by my own self except the summaries and citation that I have been clarify the resources

Signature:

Name: Lee Jie Min

Date: 17.01.2023

DEDICATION

To dearest parents, siblings, family, lecturers, and friends.

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ABSTRACT

Malaysia's government has made entrepreneurship courses mandatory for all public university students to influence the intention of cultivating entrepreneurs among the graduates. The target population focused on non-Bumiputera public university students because 60% of companies registered in Malaysia are owned by non-Bumiputera entrepreneurs. The purpose of this research is to discover the effectiveness of entrepreneurial education in influencing non-Bumiputera students' business start-up intention. The primary data for this research was collected by distributing 384 questionnaires survey to respondents via Google Forms and analyzed by using Statistical Package for Social Science (SPSS). The result from Pearson's Correlation and Multiple Regression analysis showed that there are three independent variables which are attitudes towards entrepreneurship, self-efficacy, and perceived behavioral control are significantly related to the business start-up intention. Meanwhile, education support has no significant relationship with business start-up intention among non-Bumiputera public university students in Malaysia. This research brings benefits to the government to improve entrepreneurial education and enhance the business start-up intention among public university students in Malaysia.

Keywords: *Entrepreneurial Education, Business Start-Up Intention Among Non-Bumiputera university students.*

ABSTRAK

Kerajaan Malaysia mewajibkan kursus keusahawanan kepada semua pelajar universiti awam untuk mempengaruhi hasrat membudayakan usahawan dalam kalangan graduan. Sasaran populasi tertumpu kepada pelajar universiti awam bukan Bumiputera kerana 60% syarikat yang berdaftar di Malaysia adalah dimiliki oleh usahawan bukan Bumiputera. Tujuan penyelidikan ini adalah untuk mengetahui keberkesanan pendidikan keusahawanan dalam mempengaruhi niat memulakan perniagaan pelajar bukan Bumiputera. Data primer untuk penyelidikan ini dikumpul dengan mengedarkan 384 soal selidik kepada responden melalui Borang Google dan dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS). Hasil daripada analisis Korelasi dan Regresi Berganda Pearson menunjukkan bahawa terdapat tiga pembolehubah tidak bersandar iaitu sikap terhadap keusahawanan, efikasi kendiri, dan kawalan tingkah laku yang dirasakan mempunyai hubungan yang signifikan dengan niat memulakan perniagaan. Sementara itu, sokongan pendidikan tidak mempunyai hubungan yang signifikan dengan niat memulakan perniagaan dalam kalangan pelajar universiti awam bukan Bumiputera di Malaysia. Penyelidikan ini membawa manfaat kepada kerajaan untuk meningkatkan pendidikan keusahawanan dan meningkatkan hasrat memulakan perniagaan dalam kalangan pelajar universiti awam di Malaysia.

Kata Kunci: *Pendidikan Keusahawanan, Niat Memulakan Perniagaan dalam Kalangan pelajar universiti Bukan Bumiputera.*

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AT	-	Attitudes towards entrepreneurship
ES	-	Education Support
SE	-	Self-Efficacy
PBC	-	Perceived Behavioural Control
BSI	-	Business Start-Up Intention
IV	-	Independent Variable
DV	-	Dependent Variable

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In this chapter, the research's background will be exposed and explored. It will begin with an explanation and analysis of how a focus on entrepreneurship in education encourages and better prepares to start their own businesses during study or after they graduate. This research will focus on the entrepreneurial intention of non-Bumiputera students in Malaysia. Furthermore, this chapter also consists of the problem statement, research question, research objectives, the scope of research, limitation of study, and the significant of study for this research.

1.2 Background of Study

Entrepreneurship education is defined as a set of formalized courses that engage, educate, and train individuals involved in a business start-up (Saraiva, 2020). Entrepreneurial education has been identified as important in educating students to know and build entrepreneurial intention and attitudes (Huq, 2017). Further, as provided by Lián (2004), entrepreneurial education is "a comprehensive education and training activity focused on developing the participants' entrepreneurial intention or some of the factors

that influence the intention," such as participants' knowledge, the attractiveness of the entrepreneurial activity, and its feasibility. The government of Malaysia recognizes the value of entrepreneurship education in fostering corporate expansion and economic success, hence it has made the study of entrepreneurship mandatory for all students, especially those enrolled in higher education institutions (Rahim, 2015). By providing an entrepreneurial program within a university is focused on enhancing the student's passion to become a successful entrepreneur. Hussain (2015) says that the effect of entrepreneurship education on entrepreneurial intent is small and is currently being experimentally researched.

Previous studies have identified a core set of competencies essential to achieving entrepreneurial success. According to the behavioral intention hypothesis, one's skills are a form of capability that can influence the person's actions. Skillsets that enable entrepreneurs to thrive in uncertain circumstances and produce positive outcomes. Consequently, this generates a great deal of entrepreneurial intent, which is correlated with a high level of entrepreneurial competence (Shariff, 2017). However, little is known about to what extent entrepreneurial skills influence the business start-up intention among university students especially non Bumiputera students.

The primary factor in determining whether someone will really start a business is found to be exposure to formal training in entrepreneurship. Business-startup aspirations are consistent with an entrepreneurial mindset. The term "entrepreneurial intention" is used to describe a person's intent to explore starting a business or other venture as a means of earning a living (Shook, 2010). Previous study shows that there are many internal and external elements have been discovered in the literature that can impact an individual's

decision to start a new business. These derive from the individual's psychological traits and are connected to their external environment; together, they have a substantial bearing on the person's career trajectory. The entrepreneurial intention has emerged as a strong and growing area of study in the field of entrepreneurship research. It is an efficient method of inspiring individuals a motivation to do something productive and to engage in new ventures (Saima Saleem, 2021). Several studies have shown that an individual's openness to pursuing entrepreneurial opportunities is a significant factor in determining whether or not they will actually do so (Nurdan & Nancy, 2016).

Entrepreneurs' success and failure have been connected to an entrepreneurial mindset (Belousova, 2020). Kouakou (2019) argues that teaching students to think like entrepreneurs is the first step in piquing their interests. Therefore, students may get the knowledge, skills, and attitudes necessary to identify and capitalize on untapped business possibilities through exposure to and instruction in entrepreneurial education. Entrepreneurship education aims at developing creative talents that may be utilized in practices, education, and environment that promote innovation (Chinonye, 2014). In order to effectively teach entrepreneurship to university students, instructors should give them opportunities to work in the corporate sector and give them practical experience. To better prepare students for the workforce of the future, schools are adopting an entrepreneurial education plan (Cui, 2021).

1.3 Problem Statement

The number of university graduates in Malaysia in 2020 was 5.36 million, up 4.4% from 2019. This is according to data from the government's statistics department (5.13 million persons). There are currently 4.35 million working graduates and 202.4 thousand unemployed graduates.. The number of unemployed graduates in 2020 was increase 0.5% to 4.4% (202.4 thousand persons) compare with the unemployment graduates in 2019 which is 3.9% (165.2 thousand persons). The rise in graduates' unemployment rate had a significant impact on our country's economy. At the same time, most of the young generation is trying to complete their studies to gain a better position in the world of work. However, due to the current economic situation, it is a good time to be an entrepreneur (Izatti, 2020). The unemployment crisis, which is especially acute among Malaysian university graduates due to global competition and corporate cutbacks, may be alleviated, at least in part, by the encouragement of entrepreneurship (Nur Suhaida, 2020).

Unemployment among recent graduates is an issue for several reasons, but a significant one is their lack of marketable skills (Othman et al, 2021). Competence means measuring people's ability to compete and perform their job efficiently. It requires many knowledge and skills to complete a task effectively. Students who receive an education focused on entrepreneurship are more likely to generate their own innovative ideas and pursue self-employment as a profession (Gieurea, 2020). Students' access to entrepreneurship education is crucial to the promotion of their entrepreneurial development and the enhancement of their competency skills since it can boost their entrepreneurial knowledge and abilities, motivate them to participate in entrepreneurial activities, and ultimately lead to their selection of entrepreneurial jobs. (Kuratko and

Morris, 2017). This prepares them for the job market and helps them recognise business opportunities in their communities. In order to boost the Malaysian economy and lower the unemployment rate, students and recent graduates must take up entrepreneurial activities.

According to The Edge Market Malaysia (2020), Covid-19 has posed serious difficulties for the contemporary labour market, leading to less available jobs and increased competition for those that do exist. Despite a large supply of workers, the demand for labour is disrupted (Abd Rahman, 2020). Therefore, graduates required to upgrade their skills and knowledge to thinking new business idea that could generate more job opportunities instead of keeping seek employments from the public or private sector after graduation. But it is not an easy task to changing the graduates' mindset. However, a few years entrepreneurial education in a tertiary school may not influence graduates' mindset to start-up own businesses. It is the aim of the current research to determine whether the entrepreneurial education will influence the business start-up intention among university students.

Furthermore, the Covid-19 pandemic has turned into a global crisis that has impacted the economy and society (Ruiz-Rosa, 2020). Since entrepreneurial activity is crucial to economic growth (Engle, 2010), technical innovation (Dana, 2004), and the development of new business prospects, it may play a significant role during the economic crisis, as suggested by Maritz (2020). (Ahmed, 2010). This research has the potential to highlight the value of entrepreneurship classes for aspiring business owners in higher education. It has use in fields where original thought is valued, in learning, and in stimulating settings. This is because past studies have shown that university-level

entrepreneurship education is an efficient means of teaching because it provides students with both theoretical and practical exposure to the business world. The government is putting a lot of emphasis on entrepreneurship education these days, so that graduates more preferred to pick entrepreneurship as a career path after completing their education rather than relying on getting employed as a worker.

Malaysians come from a wide variety of backgrounds, and the country is home to people of many different races, religions, and cultures. Malaysia is home to three distinct cultural communities: Malays, Chinese, and Indians. Ethnic Malays are categorized as Bumiputera meanwhile non-Bumiputera consists of the Chinese and Indian population in Malaysia. In addition, most of the previous studies shows that the researcher did not categorize the sample into a specific category such as they included students in the research project. For example, previous study shows that their target respondents on the business start-up intentions is all students in Malaysia. Through this, this study will focus on the specific category which are non-Bumiputera students because according to the information that provided, there are 60% of companies registered with the Suruhanjaya Syarikat Malaysia (SSM) are owned by non-Bumiputera entrepreneurs (Akmal Hakim, 2019). Therefore, the goal of this research is to determine whether or not non-Bumiputera Malaysian university students had a greater propensity to consider launching a business if they received a more entrepreneurial education.

Even though there is a lot of evidence showing that entrepreneurship education helps people become more entrepreneurial, there hasn't been much research done on what motivates business students to get ready to be entrepreneurs (Mahajar, 2012). Therefore, entrepreneurial skills are vital qualities that aid firm owners in integrating processes

towards a common goal (Lackeus, 2013). The government encourages the cultivation of entrepreneurial skills across the educational spectrum as a means of fostering an entrepreneurial culture (Othman, 2022). Entrepreneurship is seen as a quick fix for the unemployment crisis, particularly among graduates.

1.4 Research Questions

The research questions proposed in this study are as below:

1. What are the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera university students in Malaysia?
2. What is the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera university students in Malaysia?
3. Does the entrepreneurial education is effective to influence the business start-up intention among non-Bumiputera university students in Malaysia?

1.5 Research Objectives

The research objectives developed in this study are as follow:

1. To identify the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera students in Malaysia.
2. To analyze the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera university students in Malaysia.
3. To examine the effectiveness of entrepreneurial education in influence the business start-up intention among non-Bumiputera university students in Malaysia.

1.6 Scope of Research

This research focusses on effectiveness of entrepreneurial education to influence business start-up intention among non-Bumiputera university students in Malaysia. This research is involved all public university students in Malaysia. Questionnaire will distribute via Google Form to our target respondents which are non-Bumiputera students in all public universities in Malaysia for data collection.

The Department of Statistics Malaysia Official Portal (2021) reports that in 2020, the unemployment rate for university graduates in Malaysia would be 4.4%, up from 3.9% in 2019. This study's overarching goal is to understand how non-Bumiputera students at Malaysia's public universities who are not from the ruling race react to entrepreneurship courses. Non-Bumiputera students enrolled in Malaysian universities for their first four years of college were the subjects of this research. In addition, the result of this research will provide strong involvement to all public universities Malaysia instead to provide students a well-structured academic program in entrepreneurial education field.

1.7 Limitation of Study

The limitations of this study were primarily due to human factors. Due to the vast size of the questionnaire and human error, precision in addressing the questionnaire is lost. Because the respondents for this study were picked at random, their levels of authenticity differed. As a result, the respondent's conclusions were limited in their findings.

1.8 Significant of Study

The fact that most universities in Malaysia offer at least one entrepreneurship course demonstrates that today's universities can be excellent resources for encouraging and preparing young people to launch their own firms. This research will bring benefits to the university and authorities who are conducting the Entrepreneurship Education Courses. It is crucial to identify the importance of entrepreneurial skills to influence the entrepreneurial intention of students. This is because it is a great way to encourage and increase students interesting to study the course Entrepreneurship in the future.

Furthermore, the study will give a more in-depth examination of the major aspect that will influence the student's entrepreneurial intention. The study's success will lead organizations in the right direction for designing and improving Entrepreneurship Education Courses. Through this, the research will provide strong involvement to all public universities in Malaysia to provide students a well-structured academic program.

Furthermore, students would typically be in an adaptation phase to the entrepreneurial environment in universities, therefore the aim through entrepreneurship may shift from first-year students to fourth-year students. Undergraduate students' levels of entrepreneurial purpose will be studied to gauge the efficacy of entrepreneurship classes in altering public perceptions of the profession. Thus, students may realize that, with adequate knowledge, skills, and experience gained through education, they may act as an entrepreneur and create and sustain their own firms in the future.

In conclusion, this research can provide information to the government to make some improvements in entrepreneurial education to enhance in increasing entrepreneurial intention among university students in Malaysia. This can reduce the unemployment rate in Malaysia and create numerous business opportunities for graduates. Therefore, its

mains an important role help in boosting Malaysia's development, especially in the economic sector.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter will discuss about the preliminary results of previous related research as well as academic resources. This chapter's context includes definitions of entrepreneurial education and influence business start-up intention in the beginning. The purpose of this research study is to know the impact of entrepreneurial education to influence non-Bumiputera students' behavior in business start-up.

2.2 Entrepreneurship Education

Individuals and corporations alike in developing economies are increasingly concerned about fostering an entrepreneurial spirit. Aspirations for business success are a key factor in the success of entrepreneurs. Research and training in the area of entrepreneurship are relatively new but quickly growing sub-disciplines. Several research projects have aimed to improve entrepreneurship education, which has helped the topic expand and gain momentum and broadened our understanding of it.

Education about entrepreneurship is not only a rising subject of research and interest in the business and education sectors, but it is also a significant cultural movement.

This is because entrepreneurship is one of the most important cultural movements of our day (Lekoko, Rankhumise & Ras, 2012). The goals of entrepreneurship education are very evident whether seen in the perspective of beginning new enterprises, developing current ones, or establishing new entrepreneurial groupings. In order to engage in entrepreneurial behaviours like possessing entrepreneurial knowledge, the appeal of the activity, or the viability of the activity, participation in entrepreneurship education is required. According to Li (2014), entrepreneurship education encompasses all of the educational and training activities that are geared toward doing so.

Entrepreneurial education creates something innovative that is usually not the outcome of pure fantasy or chance discovery. By inventing something new, entrepreneurs recognize such chances and incentivize improving their position. Skills like opportunity identification, risk assessment, and resource mobilisation can all be honed through a formal entrepreneurship education programme. Business planning, capital formation, marketing, and cash flow analysis are just few of the areas covered in classrooms dedicated to aspiring entrepreneurs. Entrepreneurs, then, are those who initiate, form, and run new ventures with a view toward profit.

For a variety of reasons, education appears to be a key means of promoting entrepreneurship (Paco & Ferreira, 2013). Entrepreneurial education increases people's awareness of different job choices and their ability to recognize opportunities. Entrepreneurial education also offers individuals with knowledge that can be used to develop new business opportunities.

From the previous research, it shows that entrepreneurial education is rapidly becoming an advantage for Malaysia university students which will have an influence on entrepreneurial intention. Entrepreneurial education, a systematic curriculum that equips

students with the expertise to comprehend consumer insights and market demands and find company chances, plays a vital part in entrepreneurial goals.

2.3 Influence Business Start-Up Intention

Previous studies have shown that the development and construction of new firms begins with an entrepreneur's ambition to become an entrepreneur. A person's "intentions" are their expectations of themselves with regards to their actions (Ajzen, 1991). As a result, plans for action are to be anticipated once the intention has been developed. A person's level of dedication to an activity may be inferred by the amount of thought and planning they put into their intentions to engage in that conduct.

As a definition of entrepreneurial intention, "intention to start a business" refers to the willingness to take the necessary steps to bring a business idea to life (Krueger Jr, Reilly, & Carsrud, 2000). Entrepreneurial intent is defined as "the search for knowledge that can be used to help achieve the goal of venture creation" (Kalyoncuolu, 2017). Entrepreneurial intention has developed as an important subject of research in entrepreneurship. It is an excellent approach of instilling in people a desire to be productive and to embark on new endeavors.

In general, the bigger the urge to engage in entrepreneurial behavior, the greater the intention (Ajzen,1991). There are many studies have found that intentions can predict actual behaviors. Entrepreneurial behavior is described as acting in a way that demonstrates a commitment to the physical establishment of a business endeavor (Bhave, 1994). As a result, it has been assumed that entrepreneurial ideals will be translated into entrepreneurial behavior. According to previous research, support for entrepreneurial

behavior has become critical in developing nations due to its expanding importance in generating employment opportunities and increasing economic growth.

2.4 Theory Framework

2.4.1 Triad and The Theory of Reasoned Action (TRA)/ Theory of Planned Behavior (TPB)

Ajzen's (1991) Theory of Reasoned Action (TRA) and its extension, the Theory of Planned Behavior (TPB), both serve as cognitive frameworks that aid in the contextualization of human behavior. The initial articulation of what is now known as the Theory of Reasoned Action (TRA) postulated that an individual's desire to perform an action was the most important factor in determining whether or not the individual actually performed the action. That an individual's actual behavior is the best predictor of whether or not they will act on an intention is a central principle of the Theory of Reasoned Action. Viewpoint and personal standards are two factors that can be used to predict future behavior in the TRA. Furthermore, the Theory of Reasoned Action (TRA) clarifies the reciprocal relationship between one's ideas and their subsequent behaviors.

Since its inception (Ajzen, 1991), the Theory of Planned Behavior (TPB) has been used extensively to integrate attitudes, subjective norms, and forecast intents into the prediction and explanation of a wide range of behaviors. That is, a person is more likely to intend to engage in a behavior if they have a positive attitude toward it, believe it is important to their friends, family, or society, and have a history of actually performing the behavior in question. Contrarily, the importance of self-determination in both intention formation and action performance was emphasized. Thus, the Theory of Planned Behavior was revised by the author to add the concept of perceived behavioral control (TPB).

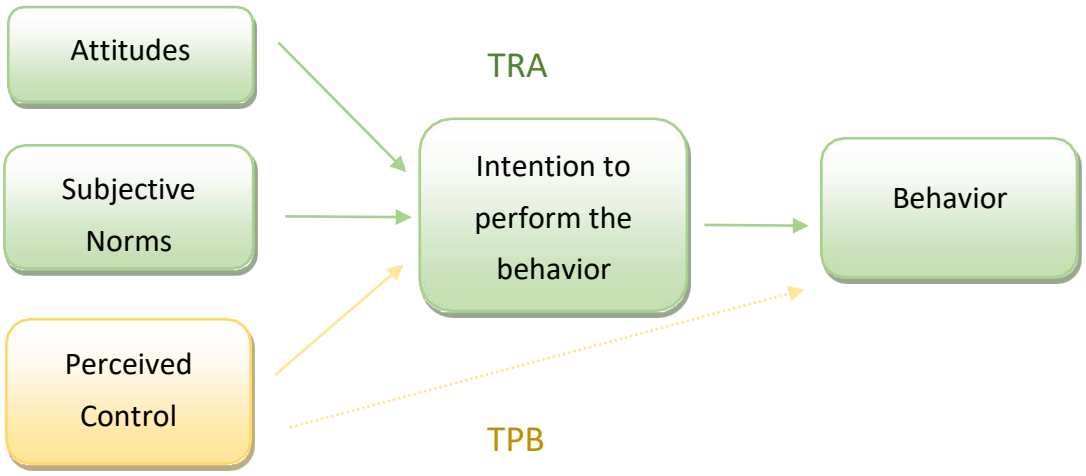

Figure 2.4: Framework of Theory of Reasoned Action (TRA) and Theory Planned Behavior (TPB)

2.5 Proposed Conceptual Framework

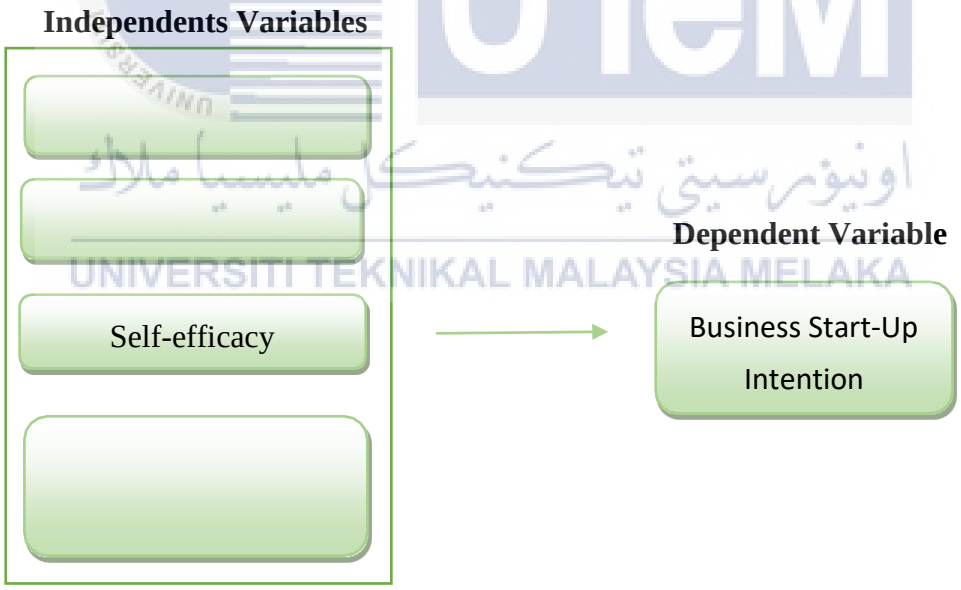

Figure 2.5: Proposed Conceptual Framework.

The proposed conceptual framework for this research explored the independent variables that can influence the business start-up intention among non-Bumiputera university students. This proposed conceptual framework shows the relationship between

independent variables and the dependent variables. The independent variables that can influence the business start-up intention included attitudes, education support, self-efficacy, and perceived behavioral control.

2.5.1 Attitudes

Author	Definition	Theme
Hackman, 2014	Attitude is composed of beliefs, knowledge, and values, as well as a determination of whether a behavior's effects are favorable or negative, and it is a significant predictor of behavioral intention.	Attitudes
Setiawan, 2022	Regardless of whether the object attitude is advantageous or not, it will elicit an attitude in the responder, and this attitude will serve as the driving force behind the behaviors of interest.	Attitudes

Table 2.5.1: Definition of attitudes

Most previous research relied on the empirically supported Theory of Planned Behavior (TPB) developed by Ajzen. As was established in prior studies, an individual's entrepreneurial mentality and abilities were related to their plans to start their own business (Aladejebi, 2018).

According to Hackman (2014), attitude is composed of beliefs, knowledge, and values, as well as a determination of whether a behavior's effects are favorable or negative, and it is a significant predictor of behavioral intention. Attitudes toward entrepreneurial behavior are influenced by one's views that engaging in the behaviors will result in various

outcomes, as well as one's judgments of those outcomes (Fenech, 2019). The extent to which an individual has a favorable or unfavorable impression of being an entrepreneur is a major factor in determining his or her level of stress and subsequent conduct (Karimi, 2012).

According to previous studies, entrepreneurial attitude is one of the antecedents to accomplishing entrepreneurial intention. A person's entrepreneurial mindset and skill were discovered to be related to the individual's entrepreneurial aspirations (Firmansyah, 2016). The attitude toward the behavior entrepreneurship is a key factor in the impression of attractiveness, which influences entrepreneurial intention. Attitude is a reaction to the object's attitude, whether or not the object's attitude is advantageous, and it serves as a motivating factor for the pursuit of a goal in the form of behaviour (Setiawan, 2022).

H1: Attitudes have significant relationship with business start-up intention among non-Bumiputera university students.

2.5.2 Education Support

Author	Definition	Theme
Cui, 2019	Students' perspectives on life at work and in the classroom can be significantly altered through exposure to entrepreneurial education.	Education Support
Kassa, 2022	Education helps to identify their personal talents and gives them with a broad understanding of new business opportunities.	Education Support

Table 2.5.2: Definition of education support

Research methodologies draw the conclusion that further evidence is needed, but the TPB theoretical model verifies the evident connection between entrepreneurship education and entrepreneurial intention, which is modified by entrepreneurial assistance (Akter, 2022). The mindsets of trainees in the classroom and on the job are directly influenced by their exposure to entrepreneurial education (Cui, 2019). According to (Kassa, 2022), education support one of the environmental elements determining entrepreneurial intention is educational support for developing the necessary knowledge and abilities for entrepreneurship. Entrepreneurs who have obtained training in the field are more likely to pursue their dreams of starting their own firm, and they are more likely to do so with a positive mental outlook, a strong work ethic, and a sense of purpose. Then, education helps to identify their personal talents and gives them with a broad understanding of new business opportunities.

Knowledge gained and skills educated and developed over the course of the program are designed to increase students' passion and attitude toward becoming entrepreneurs from inside. Entrepreneurship education is crucial because it encourages entrepreneurship (Barba-Sánchez & Atienza -Shaquille, 2012). This is expected given that the main objective of entrepreneurship education is to generate an attitude toward entrepreneurship as well as to enhance thinking abilities, supporting students in recognizing, screening, and evaluating opportunity, which is a critical component of entrepreneurship (Busenitz, 2014).

Several studies have confirmed the importance of educational support as a significant predictor of entrepreneurial intent. Educational programs are likely to pique a person's interest in starting a business. For example, entrepreneurial educational support has been a well-organized system for providing students with the necessary degree of entrepreneurship knowledge (Vodă, 2019).

H2: Education support have significant relationship with business start-up intention among non-Bumiputera university students.

2.5.3 Self-Efficacy

Author	Definition	Theme
Setiawan, 2022	The phrase "self-efficacy" refers to a person's belief in their own abilities and ability to manage difficult conditions..	Self-Efficacy
Sahin, 2019	Perceived self-efficacy is defined as a "personal competence and control in a particular scenario."	Self-Efficacy
Morris, 2013	Confidence in one's own abilities to finish a task or reach a certain level of performance and the ability to maintain that confidence through time.	Self-Efficacy

Table 2.5.3: Definition of self-efficacy

Previous studies have shown that the TPB model's concept of self-efficacy is congruent with the idea of perceived behavioral control. The ability to believe in one's own ability to launch a new venture is known as entrepreneurial self-efficacy (ESE) (Sánch ez, 2010). It's proof that a person has faith in his own ability to find original solutions to societal problems (Hockerts, 2017). As Zhao (2005) discovered, an increase in self-efficacy has a positive effect on entrepreneurial ambitions, acting as a mediator between educational support and those intentions.

Self-efficacy is the notion that one possesses the abilities and resources required to take control of one's life and deal effectively with difficult situations (Setiawan, 2022). Self-efficacy is defined by Bandura (1997) as "the belief that one can take the measures required to achieve one's targeted performance results." When someone has high self-efficacy, they know they can influence their own behavior and the outcomes of their

interactions with others. One's sense of self-efficacy is affected by both positive and negative feedback regarding their abilities and performances (Redmond, 2010).

According to Sahin (2019), perceived self-efficacy is defined as "personal competence and control in a particular scenario." Furthermore, past study has determined that entrepreneurial self-efficacy is the degree to which a person believes he or she is capable of successfully executing the numerous roles and obligations connected with entrepreneurship. If someone succeeds in achieving their goals, their self-efficacy will rise but if they fail, it will fall. This will improve as a result of exposure to entrepreneurship education. Education has been demonstrated to influence an individual's level of entrepreneurial self-efficacy in numerous studies. Furthermore, different educational programs and pedagogical characteristics have varying effects on students' entrepreneurial self-efficacy due to their own individual criteria for business success.

H3: Self-efficacy have significant relationship with business start-up intention among non-Bumiputera university students.

2.5.4 Perceived Behavioral Control

Author	Definition	Theme
Baciu, 2020	A person's subjective evaluation of his or her own entrepreneurial aptitude, resources, and prospects of success constitutes perceived behavioral control.	Perceived Behavioral Control
Amofah, 2022	The concept of perceived behavioral control looks into how much power an individual feels they have over their own actions.	Perceived Behavioral Control

Table 2.5.4: Definition of perceived behavioral control

TPB's final component was perceived behavioral control. This feature was handled in three ways to help learners identify their own skills. Perceived behavioural control is a person's subjective evaluation of his or her own entrepreneurial ability, resources, and prospects of success (Baciu, 2020). Entrepreneurial activity is a sort of planned behaviour based on the goal that contains time lags and is typically unusual, hence it is commonly believed that a person's intention is a primary predictor in deciding their conduct while making decisions (Santos, 2019). Perceived behavior control analyzes the perceived feasibility of executing behavior and its relationship to self-efficacy perception (Krueger, 2000). The entrepreneurial perceived behavior control can be thought of as a motivating desire that precedes real entrepreneurial conduct. Since entrepreneurial goals both influence and are shaped by perceived behavior control, the two interact to mutually impact action. Self-efficacy is closely related to the concept of perceived behavioral control, which examines the feasibility of the behavior (Amofah, 2022).H4: Perceived

behavioral control has significant relationship with business start-up intention among non-Bumiputera university students.

2.6 Hypothesis

H1: Attitudes have significant relationship with business start-up intention among non-Bumiputera university students.

H2: Education support have significant relationship with business start-up intention among non-Bumiputera university students.

H3: Self-efficacy have significant relationship with business start-up intention among non-Bumiputera university students.

H4: Perceived behavioral control has significant relationship with business start-up intention among non-Bumiputera university students.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology was addressed in this chapter, which was linked to the overall process and methods used by the researcher to collect and obtain appropriate data for this analysis. The objective of research is to find answers to questions using scientific processes. The primary goal of study is to unearth the truth that has been hidden and has not yet been discovered. This chapter covered the following topics: research design, methodological choice, research philosophies, research approaches, data collection method, research strategy, questionnaire design, sampling design, pilot study, time horizon, data analysis, reliability, and validity.

3.2 Research Design

Hakim (2002) states that design is preoccupied with the feasibility of objectives within the restrictions of geography, time, budget, and researcher availability. The research plan incorporates the investigator's conceptual framework. A well-organized design that demonstrates how the study's main components contribute to answering

research questions helps keep students from feeling overwhelmed (Asenahabi, 2019). In order to ensure that the results of a quantitative study are accurate, unbiased, and as broadly applicable as possible, it is necessary to have a well-thought-out research design (Dannels, 2018). In order to provide such a structured environment, a research design is developed. The research strategy chosen is an important step in the research design process because it determines how significant data for the study will be collected. It's important to remember that there are a lot of moving parts in the research design process. The term "research design" is used to describe the overarching approach taken to bridge the gap between theoretical questions and practical research questions amenable to empirical investigation. It's a probe that spells out in great detail how to go about doing research. This method consists of a series of steps that must be taken before any data collection or analysis can begin in order to ensure that the study's goals are met in a reliable and legitimate fashion. Finding cost-effective solutions to research problems through the collection and analysis of relevant data is the primary objective of research design (Creswell, 2014). This study will employ descriptive and correlational methods to provide a comprehensive assessment of the dynamics at play in the entrepreneurial mindset of non-Bumiputera college students in Malaysia.

3.2.1 Descriptive Research Design

When an explanation of the situation or topic at hand is all that's needed, a researcher can turn to a descriptive design. The method is a design procedure that gathers information, analyses it, and displays the results based on theoretical premises. By doing so, a researcher can explain the research's justifications and methods to others. Nelson (2017) argues that a descriptive approach helps readers grasp the

study's significance. Descriptive research is utilized in all research investigations to characterize people and other important factors surrounding the research.

3.2.2 Correlational research design

Researchers can use correlational research, a non-experimental research method, to better understand the connection between two variables that are already known to be highly correlated with one another. There must be representation from both groups for this study to be successful. There are no presumptions made while using statistical analysis techniques to detect a correlation between two variables. According to Seeram (2019), researchers can use the results of correlational studies to develop predictions by determining which variables are interacting and what kind of interaction is taking place.

3.3 Methodological Choice

Methodological choices are classified into three categories: qualitative, quantitative, and mixed method research design. The researcher must select the most appropriate design for the sort of research work.

According to Bairagi (2019), qualitative research is concerned primarily with the quality or types of factors evaluated for the research. It is considered in the analysis that the world is unstable and that changes in the parameters may occur over time. Human behavior research is an example of qualitative research. Everyone reacts differently to a circumstance, making it difficult to draw forecast generalizations. This form of research is more difficult and necessitates additional assistance. Less emphasis is placed on generalization and more attention is placed on the individual. This is

because an individual's behavior might change depending on factors such as gender, job, skill set, expertise, socioeconomic status, and religion. The goal of the task is to find outcomes in terms of qualitative parameters.

As stated by Kothari (2007), quantitative research designs yield numerical or categorical data. Empirical observations and quantitative measurements yielded the data. Much time and thought must go into these procedures. They never answer questions with more than one word. Quantitative research involves collecting and analysing numerical data on variables of interest. Since the quantitative research approach can statistically and quantitatively describe the relationship being studied, it is utilised to probe the connection between the variables being studied.

In order to better understand research challenges, mixed methods researchers collect data using both quantitative and qualitative approaches, then evaluate the data using both sets of tools (Cresswell, 2015).The researchers is required to understand quantitative and qualitative research method completely when they decided to use mixed methods research.

In this research, quantitative method is chosen as the methodological choice. Quantitative research involves statistical values that can be measured. Quantitative research is a statistical report of various questions and the number of people involved, with no qualitative parameters. The response to this question is self-controlled by using a multiple-choice question that has been distributed to the respondent. Then, the outcomes are presented briefly in judgment form, together with statistical data.

3.4 Research Philosophies

Diverse research philosophies offer unique points of view on the scientific research process because they represent different collections of underlying beliefs that influence the design and conduct of a research investigation. To put it simply, a research philosophy is an individual's worldview about the nature of the universe, the individual's place in the world, and the spectrum of possible interactions between the various parts of the world and the researcher. (Tamminen 2020). According to the research "onion", this study is intended to be conducted quantitatively, the positivist paradigm approach is being explored to validate the theory deduced (Saunders, 2015).

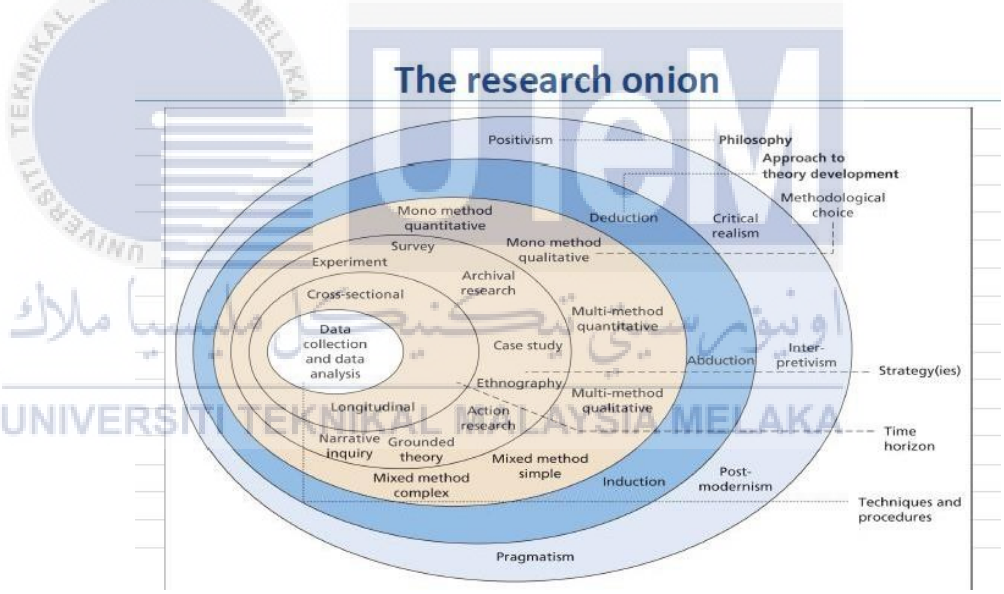

Figure 3.4: The Research Onion

3.5 Research Approaches

Saunders (2015) argues that positivism is the philosophical stance taken by natural scientists and comprises using empirical evidence to formulate normative statements about society. Positivism is a philosophy that emphasizes the worth of what is "posited" or "given." This emphasizes the positivist insistence on using strictly scientific, empiricist procedures that yield unadulterated data and facts free of human bias or interpretation. To construct law-like generalizations like those created by scientists, the researcher should know the causal linkages in the data. Then, you may use these rules of nature in your business to better understand and foretell how things will go down. This makes sense because positivists like to collect evidence that can be measured and analyzed quantitatively. They argue that they are independent of the data collection procedure because there is little that can be done to change the content of the data obtained.

3.6 Data Collection

Researchers must engage in a process known as "data collection" in order to answer research questions, test hypotheses, and evaluate findings. The two broad categories that describe the various ways in which information is obtained are primary data collection techniques and secondary data collection methods.

3.6.1 Primary Data

Primary data are information that has not been filtered or processed and will be utilized to further a research project. Primary data are the actual results of the study. It is not uncommon for primary data analysis to demand more time and effort than

secondary research. Quantitative and qualitative primary data collecting techniques exist. In this research, the primary data collection method used is quantitative research methods based on multiple formats of mathematical calculations. Quantitative data can be collected and analysed in a variety of ways, such as through the use of closed-ended questionnaires, correlation and regression techniques, and statistical measures such as the mean, mode, and median. The primary data for this study will be collected through a Google Forms distribution questionnaire. This is useful in determining the effectiveness of entrepreneurial education to influence the business start-up intention among non-Bumiputera university students.

3.6.2 Secondary Data

When doing a systematic study, secondary research is the norm, as the researcher uses only preexisting data. This method of research comprises arranging, collecting, and evaluating samples of data to arrive at reliable conclusions. There is a plethora of information on the research area in business studies available from a wide variety of sources, regardless of the nature of the study topic. As a result, increasing the validity and trustworthiness of research requires employing an appropriate set of criteria to choose secondary data for use in the study. In this research, secondary data collected from reliable sources such as websites, journals, articles, conference proceedings, books, magazines, and even government reports and official statistics.

3.7 Research Strategy

A research strategy is a thorough plan of action that guides the researcher's thoughts and actions so that high-quality, timely results and reports may be produced. Focus is maintained, frustration is lessened, quality is enhanced, and time and

materials are conserved. In this research, questionnaire is used as the data collection tool to analyze the impact of entrepreneurial education to influence the business start-up intention among non-Bumiputera university students.

According to the research framework, the questionnaire is divided into four sections to collect information from respondents. These sections include demography (gender, age, ethnic group, religion, education level and area of study), independent variables (the factors that can influence the business start-up intention among non-Bumiputera university students), and the dependent variable (business start-up intention). The formulated questions or statements would primarily be closed ended.

Rensis Likert who was a psychologist in the early 20th Century Five-Point has developed the Five-Point Likert scale. The survey's dependent and independent variables are analysed using a five-point Likert scale. The Five-Point Likert scale is distinct since it offers a ranked evaluation. The Five-Point Likert scale would begin with the negative dimension, denoted by 1, strongly disagree, and progress to the positive dimension, denoted by 5, strongly agree.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Figure 3.7: Five-Point Likert Scale

3.8 Questionnaire Design

For research purposes, a questionnaire can be defined as a list of questions or items designed to elicit information on the beliefs, behaviours, and perspectives of respondents. Research questionnaires, often called surveys, consist of a set of questions asked of a representative cross-section of a community. Because research is based on survey results, it's important that the questionnaire fairly represents the variables being studied. Therefore, it is important that questionnaires be practical in terms of their usefulness and ease of administration.

The questionnaire of this research consists of three sections. Section A will focus on the demographic background data of the respondents such as the gender, age, ethnic group, education level and area of study. This section will be used to provide detailed information about target respondents. Then, Section B will focus on the independent variables of the research. The variables of independents variables include attitudes, education support, self-efficacy, and perceived behavioral control. The results of this section will be used to examine the effectiveness of entrepreneurial education to influence the business start-up intention among non-Bumiputera university students. The third section, Section C will focus on the dependents variables which is the business start-up intention. In this section, it will focus on how far the entrepreneurial education can influence the business intention of the non-Bumiputera university students. The results of this section are used to determine and measure the relationship between the independents variables and the dependents variables.

The questionnaire of this research is created by using Google Form. It is completely distributed online, and it can reach the target respondents easily at any time.

Online questionnaire delivery saves time and money when compared to more conventional methods of survey dissemination. Each question in Sections B and C is accompanied by a five-point Likert Scale, with responses of 1 through 5 indicating a strong disapproval, disapproval, neutrality, agreement, and strong agreement, respectively, with the statement being posed.

3.9 Sampling Design

A sample design is a methodical plan for drawing a representative cross-section of a larger population. The term "sampling technique" describes the steps used by the researcher in selecting a representative sample. Sample design, as defined by Kabir (2016), includes the procedures to be carried out in selecting a subset of the target population and the estimate strategy to be used in calculating sample statistics. Parameters of the population are estimated in this way.

3.9.1 Population and Sampling Frame

The population that targeted for this research is the non-Bumiputera students in all public universities Malaysia. This is because the population of Malaysia consists of a multi-racial society. The largest group of Malaysians consists of three main races includes Malays, Chinese and Indians. Bumiputera is Malay for "child of the land," and it refers to ethnic Malays meanwhile non-Bumiputera consists of the Chinese and Indian population in Malaysia. There are 60% of almost one million companies registered under the Suruhanjaya Syarikat Malaysia (SSM) are owned by non-Bumiputera entrepreneurs (Akmal Hakim, 2019). Through this, the target population will focus on the specific category which are non-Bumiputera public universities students.

The sampling frame of this study is aimed at non-Bumiputera university students who study in public university Malaysia. Non-Bumiputera students in all Malaysian public universities were chosen as the target respondent because the government has made entrepreneurship courses mandatory for all public university students. According to the most recent data from the Department of Statistics Malaysia Official Portal (2020), the unemployment rate for graduates in Malaysia in 2020 is 4.4%, a significant increase from the 3.9% rate in 2019.

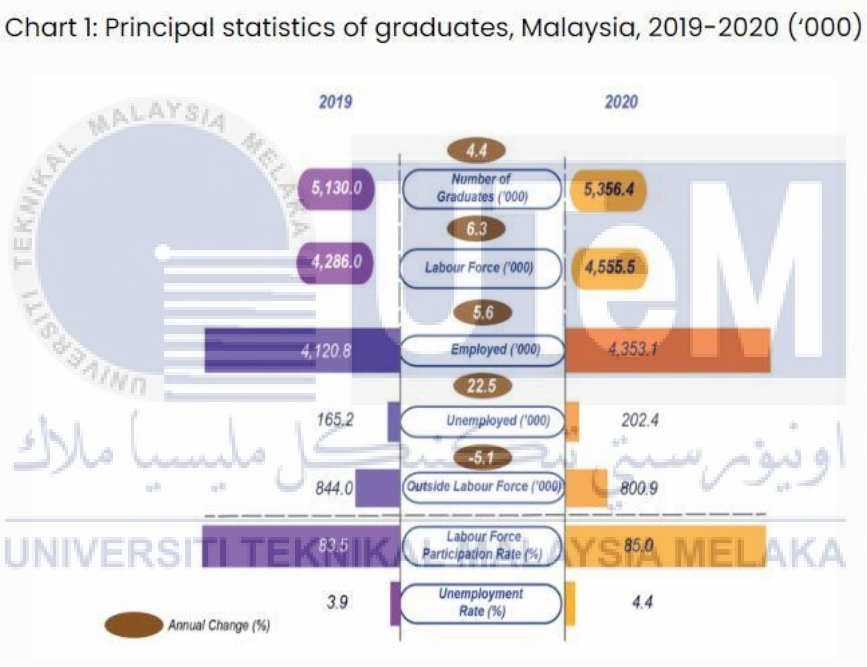

Figure 3.9.1: Statistic of Graduates, Malaysia, 2019-2020('000)

Sources: DOSM 2020

3.9.2 Sampling Strategy

There are two types of sampling methods: probability sampling and non-probability sampling. This strategy is a plan to ensure that the samples used in research are representative of the population from which the samples were drawn. The representativeness of a sample is an important attribute in quantitative studies.

Selection of elements in a probability sample is made at random. Perhaps it's more crucial to ensure that probability sampling is truly representative of the whole. Each member of the population has an equal and independent probability of being selected in this sampling approach. It can be broken down into four primary approaches: Four distinct methods are distinguished: 1) random, 2) stratified random, 3) clustering, and 4) systematic.

The elements in a non-probability sample are selected in a way that is not completely at random. As opposed to probability sampling, this approach is less likely to yield accurate results. Nonetheless, researchers can and do employ samples that aren't necessarily drawn from the population at large. Here are the three most common methods: There are three reasons: (a) convenience, (b) quota, and (c) purpose. Non-probability sampling is a less challenging technique, and the results mostly depend on the researcher's knowledge. Thus, non-probability sampling will be used in this research.

3.9.3 Sample Size

Lakens (2022) suggests considering how useful the data will be for inferential purposes such as estimating an effect size or testing a hypothesis when justifying a sample size. It is common practice to simply declare the number of observations when submitting a grant to a funder or a proposal to an ethical review board, despite the fact that such justification is sometimes required by journal submission standards. As a result, determining the usefulness of a study is difficult. In order to prevent such problems from arising after the fact, for example in the case of a non-significant hypothesis test, researchers should carefully justify their sample size before to collecting data.

According to the latest data provided by Department of Statistic Malaysia (DOSM), the total number of students in public universities Malaysia is 584,576 students in 2020. The number of students in public universities Malaysia had increased in 2020 compared to 567,625 students in 2019. Previous research has made suggestions for the minimal sample size needed to perform various analyses. According to authors such as Krejcie and Morgan, the required sample size for a population of over 1,000,000 people is 384 respondents required to complete this research. There are 384 non-Bumiputera students in all public universities in Malaysia will be select as target respondent to complete the research. This is because the government has made entrepreneurship courses compulsory for all public universities students.

2019

Number of academic staff and student in public university

	Academic Staff	Student
Universiti Islam Antarabangsa Malaysia (UIAM)	2,176	29,369
Universiti Kebangsaaan Malaysia (UKM)	2,005	33,983
Universiti Malaya (UM)	2,102	32,915
Universiti Malaysia Kelantan (UMK)	514	9,727
Universiti Malaysia Pahang (UMP)	783	12,987
Universiti Malaysia Perlis (UNIMAP)	1,095	12,741
Universiti Malaysia Sabah (UMS)	1,082	17,623
Universiti Malaysia Sarawak (UNIMAS)	838	15,276
Universiti Malaysia Terengganu (UMT)	699	10,133
Universiti Pendidikan Sultan Idris (UPSI)	875	24,562
Universiti Pertahanan Nasional Malaysia (UPNM)	389	4,983
Universiti Putra Malaysia (UPM)	1,889	28,696
Universiti Sains Islam Malaysia (USIM)	768	12,472
Universiti Sains Malaysia (USM)	2,077	30,395
Universiti Sultan Zainal Abidin (UniSZA)	711	12,353
Universiti Teknikal Malaysia Melaka (UTeM)	882	14,442
Universiti Teknologi Malaysia (UTM)	1,724	33,632
Universiti Teknologi Mara (UiTM)	8,625	181,501
Universiti Tun Hussein Onn Malaysia (UTHM)	1,095	18,031
Universiti Utara Malaysia (UUM)	1,297	31,804

2020

Number of academic staff and student in public university

	Academic Staff	Student
Universiti Islam Antarabangsa Malaysia (UIAM)	1,979	29,254
Universiti Kebangsaan Malaysia (UKM)	2,094	30,844
Universiti Malaya (UM)	2,045	35,885
Universiti Malaysia Kelantan (UMK)	521	11,058
Universiti Malaysia Pahang (UMP)	764	13,607
Universiti Malaysia Perlis (UNIMAP)	1,109	13,176
Universiti Malaysia Sabah (UMS)	1,042	17,498
Universiti Malaysia Sarawak (UNIMAS)	830	16,551
Universiti Malaysia Terengganu (UMT)	668	10,323
Universiti Pendidikan Sultan Idris (UPSI)	872	26,554
Universiti Pertahanan Nasional Malaysia (UPNM)	382	4,972
Universiti Putra Malaysia (UPM)	1,837	28,587
Universiti Sains Islam Malaysia (USIM)	785	13,608
Universiti Sains Malaysia (USM)	2,064	31,674
Universiti Sultan Zainal Abidin (UniSZA)	711	12,901
Universiti Teknikal Malaysia Melaka (UTeM)	866	14,937
Universiti Teknologi Malaysia (UTM)	1,697	32,900
Universiti Teknologi MARA (UiTM)	8,904	188,701
Universiti Tun Hussein Onn Malaysia (UTHM)	1,092	18,581
Universiti Utara Malaysia (UUM)	1,246	32,965

Figure 3.9.3.1: Number of Academic Staff and Student in Public University Malaysia, 2019 & 2020

Sources: DOSM

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figure 3.9.3.2: Sample Size for Different Size of Given Population

3.10 Pilot Study

Often referred to as a "feasibility" study, Simkus (2022) defines a pilot study as an exploratory study conducted on a smaller scale before conducting extensive quantitative research to determine the viability of a potential larger-scale enterprise. Research relies heavily on preliminary studies known as "pilots." They are useful for assessing a study's feasibility, practicability, resources, time, and cost before primary research has even begun. A pilot study can help a researcher see problems with the task's design, as well as any ambiguities or confusion in the information participants receive. According to Connelly (2008), the pilot test sample is 10% of the actual sample size from a large population. As a result, depending on the actual sample size of 384, the research would issue 38 questionnaires to the respondents. The test's reliability is then evaluated using Cronbach's Alpha. The Alpha coefficient must be between 0.8 and 1.0 for the results to be considered highly reliable (Malhotra, 2006).

3.11 Time Horizon

The Time Horizon is the estimated length of time needed to finish the project. According to this study onion, there are two distinct time frames: cross-sectional and longitudinal. The term "cross-sectional time horizon" describes a period of time that has been set aside for data collection. Longitudinal data collection takes place throughout a wide range of events, from a person's birth to their death, and from one season to the next.

3.12 Data Analysis

The goal of data analysis is to uncover actionable insights inside data by means of cleaning, transformation, and modelling. Information can be gleaned from data and used to influence decisions in data analysis. Statistical analysis in this study will be performed with the help of SPSS (Statistical Package for the Social Sciences). Summary tables, graphs, and charts will be created from the compiled data, and secondary sources will be consulted to supplement the original data obtained from the surveys. The data's validity and trustworthiness are tested using descriptive statistics, the Pearson correlation coefficient, and regression analysis.

3.12.1 Descriptive Analysis

Descriptive analysis is a method of data analysis used to provide meaningful context for the data by explaining, demonstrating, or summarizing the data in a way that allows for the discovery of patterns that meet all of the data's requirements. One of the most important steps in analyzing statistical data. It helps researchers draw conclusions about the data distribution, spot errors and outliers, and identify patterns among variables in preparation for further statistical analysis. Descriptive analysis is directly related to the variables measured, which emphasize primarily two elements, namely central tendency, and dispersion. There are three techniques for measuring central tendency: mean, mode, and median, whereas dispersion refers to how the value of the data is distributed around this central tendency. The most well-known examples of dispersion are standard deviation and variance. This data analysis method is to achieve the first research objective which is identify the impacts of entrepreneurial

education to influence business start-up intention among non-Bumiputera students in Malaysia.

3.12.2 Pearson's Correlation Coefficient

Pearson's correlation analysis is a statistical method for determining the degree of correlation between independent and dependent variables. Pearson's correlation coefficient is a statistical test that measures the degree to which two continuous variables are statistically related. Covariance-based approaches are widely recognized as the most accurate ways to measure associations between key variables It reveals information about the magnitude and direction of the correlation between the two variables. Thus, the purpose of this data analysis method is to achieve the second research objective, which is to examine the relationship between the effects of entrepreneurial education and business start-up intention among Malaysian non-Bumiputera university students.

3.12.3 Regression Analysis

When trying to ascertain whether or not a set of variables affects a problem, regression analysis is a tried-and-true method. Regression analysis enables researchers to determine which variables are most important, which can be ignored, and how these variables interact with one another with confidence. In statistics, regression analysis refers to a group of techniques used to estimate the strength of associations between a collection of independent variables and a single, measurable outcome. It can be used to examine the stability of a correlation and make predictions about its future course.

Multiple regression analysis is used in this research. Multiple regression is the analysis of independent variables (attitudes, education support, self-efficacy, and perceived behavioral control) on dependent variables (business start-up intention) in this study. In summary, regression analysis may evaluate the importance of independent variables in influencing the dependent variable.

3.13 Reliability

According to the Saunders (2019), it must be able to produce reliable result or conclusions throughout time for reliable research Reliability refers to how consistently a given measurement technique yields the same results. If the same result can be reliably produced using the same procedures under the same conditions, then the measurement can be considered dependable. Reliability, in this context, refers to a measurement system's ability to reliably produce the same results across time.

3.14 Validity

Validity, as defined by Lütfi and Ahmet (2020), refers to whether or not a certain instrument is capable of assessing the specific trait or quality for which it was designed. The analysis of the data gathered by the measuring instruments is what ultimately decides whether or not the results are valid. The use of certified measurement equipment ensures the accuracy of the results of the analyses.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter will conduct the result of the research which includes the Pilot Test, Descriptive Statistic Analysis, Pearson's Correlation Coefficient, and Multiple Regression Analysis. This research is aimed to identify the impacts and the relationship of entrepreneurial education to influence business start-up intention among non-Bumiputera public university students in Malaysia. Then, this research will examine the effectiveness of entrepreneurial education in influencing the business start-up intention among non-Bumiputera university students in Malaysia. In this research, the primary data was collected using a quantitative method. The data was collected by using Google Forms, which will send the link to the questionnaire to the target respondent. The questionnaire was given to the target respondents who are non-Bumiputera public university students in Malaysia. The data will be analyzed by using the Statistical Package for Social Sciences (SPSS) statistical tool to examine the reliability and validity of this research.

4.2 Pilot Test Result

Pilot test is like a dress rehearsal for the main research study which lets the researcher try out the research method with a small group of target respondent before starting the actual research. The purpose of the pilot test is to ensure that there would have no struggles for respondents when they are answering the questions and during the data recording process, the researchers' sampling error is reduced. This step can make sure the data reliability and validity of the research questions. The pilot test sample is 10% of the actual sample size (S=384) which is 38 respondents. Through this, the pilot test sample was conducted with 38 respondents which are non-Bumiputera public university students in Malaysia.

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

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

Table 4.2.1: Case Processing Summary

Source: SPSS Output

There are 38 data collected in the pilot test of this research. The table 4.2.1 above showed that the 38 data collected from respondents has been processed successfully. According to the case processing summary, it showed that there have zero missing data in the pilot test.

Variable	Cronbach's Alpha	N of items	Strength of Association
Independent Variables			
Attitudes Towards Entrepreneurship	0.710	5	Acceptable
Education Support	0.749	6	Acceptable
Self-Efficacy	0.843	5	Good
Perceived Behavioural Control	0.841	5	Good
Dependent Variables			
Business Start-up Intention	0.804	6	Good

Table 4.2.2: Reliability Statistic of Variables

Source: SPSS Output

The table 4.2.2 above showed that all the variables Cronbach's Alpha is 0.7 and above. Therefore, all variables are acceptable reliability or higher indicate acceptable internal consistency. The Cronbach's Alpha for attitudes towards entrepreneurship is 0.710 measured by 5 items. Then, the Cronbach's Alpha for education support is 0.749 measured by 6 items. The Cronbach's Alpha for self-efficacy and perceived behavioral control is 0.843 and 0.841 respectively which measured by 5 items for both variables. Lastly, the Cronbach's Alpha for business start-up intention is 0.804 measured by 6 items. Since all the variables have good reliability value within the items of each variable, it showed that the survey instrument was reliable and acceptable.

Cronbach's Alpha	N of Items
0.944	27

Table 4.2.3: Reliability Statistic of Overall Pilot Test

Source: SPSS Output

According to the table 4.2.3, the Cronbach's Alpha coefficients of overall variables are 0.944 which measured by 27 number of items. The Cronbach's Alpha is more than 0.7 which is 0.944, it means that this pilot test is reliable. Hence, it can be indicated that the items have appropriate instrument internal consistency.

4.3 Reliability Test

Cronbach's Alpha is used to figure out the internal consistency. It shows the relationship between the related variables in a group of data. It is taken into consideration as a measurement of the reliability of the scale. Generally, the Cronbach's alpha must score more than 0.7 to show that it is an acceptable reliability coefficient.

Variable	Cronbach's Alpha	N of items	Strength of Association
Independent Variables			
Attitudes Towards Entrepreneurship	0.828	5	Good
Education Support	0.743	6	Acceptable
Self-Efficacy	0.798	5	Acceptable
Perceived Behavioural Control	0.828	5	Good
Dependent Variables			
Business Start-up Intention	0.867	6	Good

Table 4.3.1: Reliability Statistics of All Variables

Source: SPSS Output

Based on the table 4.3.1 above, all the variables Cronbach's Alpha is greater than 0.7 and above. Therefore, it showed that all variables are acceptable reliability or higher indicate acceptable internal consistency. It can conclude that all the variables have relatively internal consistency. The Cronbach's Alpha for attitudes towards entrepreneurship and perceived behavioral control is 0.828 and it show a good strength of association. While the Cronbach's Alpha for education support is 0.743 and self-efficacy is 0.798 show the strength of association is acceptable. Furthermore, the Cronbach's Alpha for business start-up intention is 0.867 measured by 6 items. It was demonstrated

that the questionnaire survey was reliable and acceptable since all variables contained items with high reliability.

Cronbach's Alpha	N of Items
0.904	27

Table 4.3.2: Reliability Statistic of Overall Variables

Source: SPSS Output

According to the table 4.3.2 above, the Cronbach's Alpha coefficients of overall variables are 0.904 which measured by 27 items. The Cronbach's Alpha is more than 0.7 which is 0.904, it can be indicated that the items have appropriate instrument internal consistency.

4.4 Respondents Rate

	Total	Per cent (%)
Number of Questionnaires Distributed	384	100
Response Received	384	100

Table 4.4.1: Respondents Rate

Source: Google Form

The questionnaire is distributed in Google Form, and it distributed to 384 target respondents which are non-Bumiputera public university students in Malaysia through online and social media platform. The response received is 384 which means that all the questionnaires given to the respondents are fully response.

4.5 Descriptive Statistics Analysis

4.5.1 Respondent Profile

Descriptive statistics analysis is used to describe the collected data in the questionnaire. It can summarize the collected data and provide a brief overview of the data. At the beginning of the questionnaire briefly explain to the respondents the introduction and the purpose of the research. Then, the first Section of the questionnaire collects the demographic background data of the respondents. The descriptive statistics analysis will categorize the data collected from 384 respondents in the part of demographics and separate the data according to the group of demographics.

4.5.1.1 Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	24.0	24.0	24.0
	Female	292	76.0	76.0	100.0
	Total	384	100.0	100.0	

Table 4.5.1.1: Frequency and Percentage of Gender

Source: SPSS Output

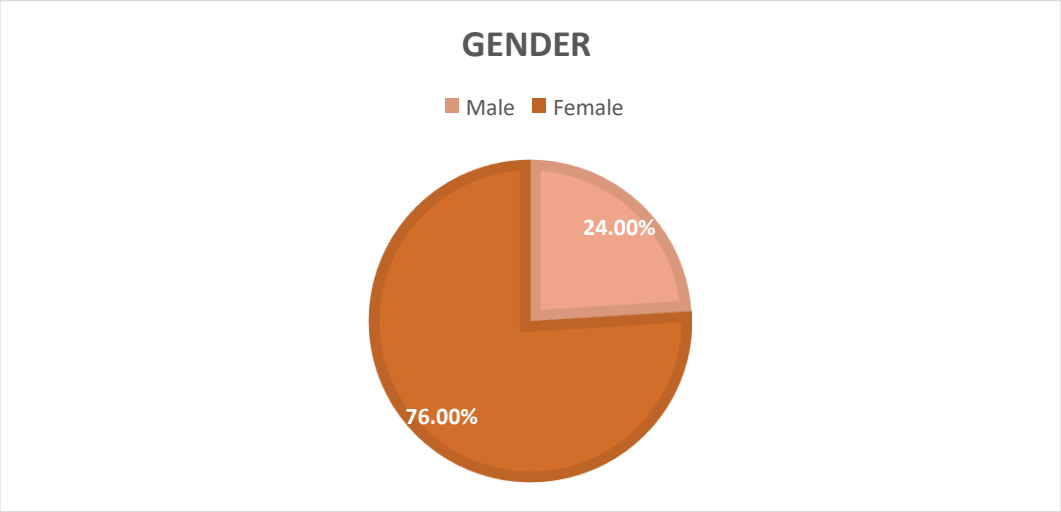

Figure 4.5.1.1: Gender

The table 4.5.1.1 and Figure 4.5.1.1 above showed that there are a total 384 respondents have response the questionnaire. There are of 92 (24.00%) male respondents and 292 (76.00%) female respondents involved in this survey. The results of the percentage shows that the numbers of female respondents are much higher than male respondents in this research.

4.5.1.2 Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	41	10.7	10.7	10.7
	21-23	324	84.4	84.4	95.1
	24-26	18	4.7	4.7	99.7
	27 and above	1	.3	.3	100.0
	Total	384	100.0	100.0	

Table 4.5.1.2: Frequency and Percentage of Age

Source: SPSS Output

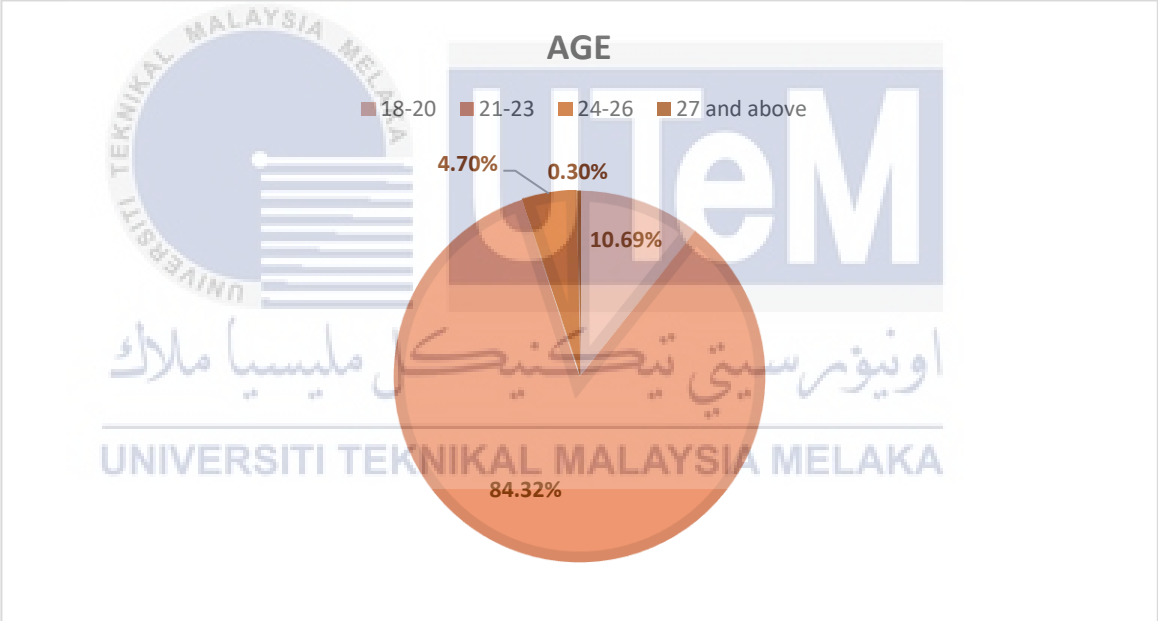

Figure 4.5.1.2: Age

Table 4.5.1.2 and figure 4.5.1.2 above have shown the frequency and percentage of the respondent's age group who participate in this questionnaire. The majority of the respondents participating in this questionnaire are from the age group 21-23 years old with 324 respondents (84.40%), followed by the age group 18-20 years old with 41 respondents which represents 10.70% of the study. Then, the respondents from the age group 24-26 years old recorded 18 respondents (4.7%) in this survey. The minority of the respondents in this study are from the age groups, 27 and above which recorded 1 respondent (0.3%).

4.5.1.3 Ethnic

Ethnic					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	356	92.7	92.7	92.7
	Indian	28	7.3	7.3	100.0
	Total	384	100.0	100.0	

Table 4.5.1.3: Frequency and Percentage of Ethnic

Source: SPSS Output

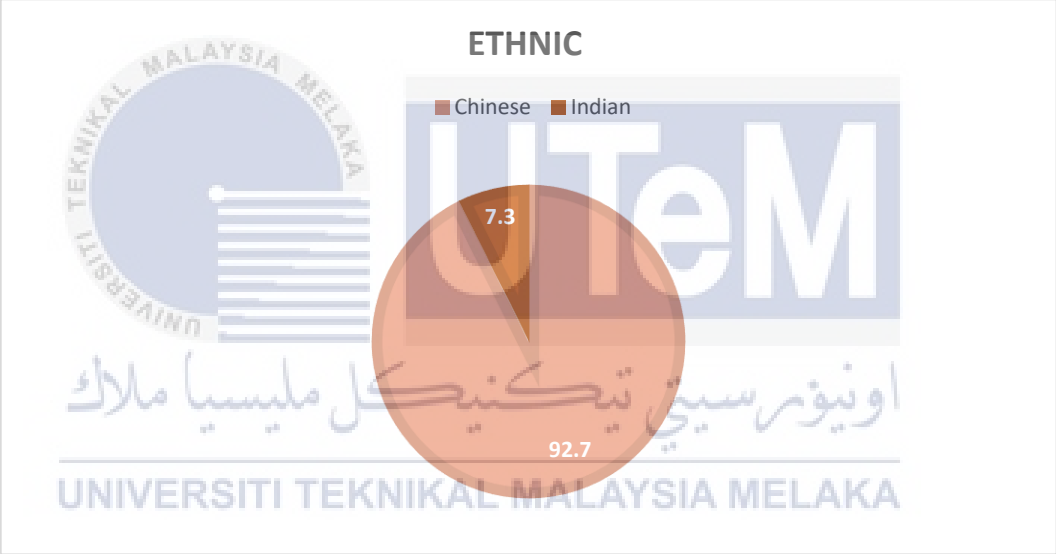

Figure 4.5.1.3: Ethnic

This research was focused on non-Bumiputera public university students and there are different ethnicities for non-Bumiputera residents in Malaysia. Table 4.5.1.3 and figure 4.5.1.3, it shows that 384 different ethnic respondents have responded to this questionnaire. Most of the respondents are Chinese 356 respondents recorded 92.70% of 384 respondents. Then, the Indian respondents in this survey are 28, representing 7.30% of this questionnaire.

4.5.1.4 Highest Education Level

Highest Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	5	1.3	1.3	1.3
	Bachelor's degree	325	84.6	84.6	85.9
	Diploma	54	14.1	14.1	100.0
	Total	384	100.0	100.0	

Table 4.5.1.4: Frequency and Percentage Highest Education Level

(Source: SPSS Output)

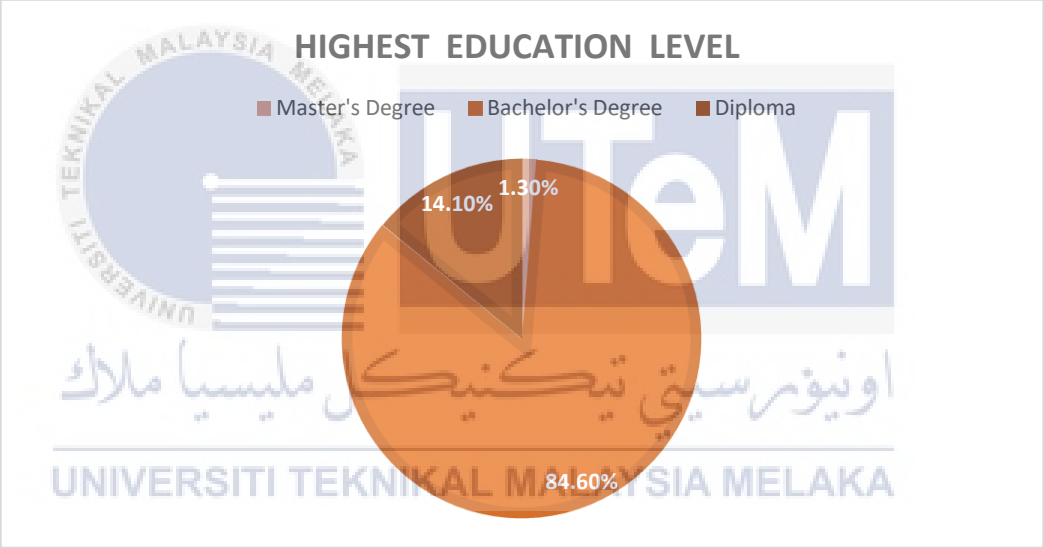

Figure 4.5.1.4: Highest Education Level

Table 4.5.1.4 and figure 4.5.1.4 shows that there are 3 types of education level for respondents who participate in this questionnaire. Most of the respondent's highest education level is a bachelor's degree which is 325 respondents and it recorded 84.60% of 384 respondents. Then, followed by the diploma 54 respondents with 14.10%. The

minority level of education is a master's degree, recorded 5 respondents and it represents 1.30% of this study.

4.5.1.5 Location of University

Location					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Northern Region (Perlis, Kedah, Penang, Perak)	44	11.5	11.5	11.5
	East Coast Region (Kelantan, Terengganu, Pahang)	38	9.9	9.9	21.4
	Central Region (Selangor, federal territories of Kuala Lumpur and Putrajaya)	122	31.8	31.8	53.1
	Southern Region (Negeri Sembilan, Malacca, Johor)	180	46.9	46.9	100.0
	Total	384	100.0	100.0	

Table 4.5.1.5: Frequency and Percentage of Location

Source: SPSS Output

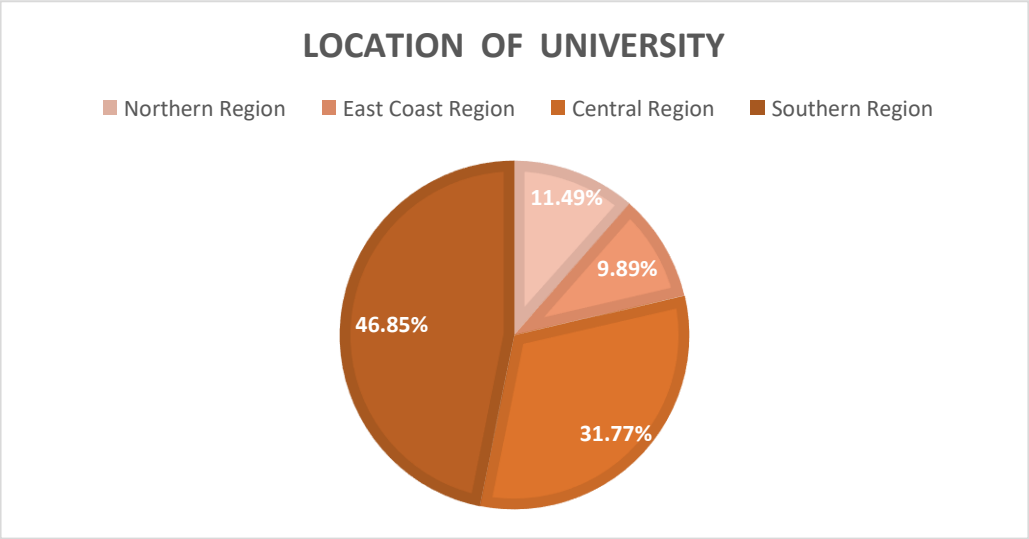

Figure: 4.5.1.5: Location of University

Table 4.5.1.5 and figure 4.5.1.5 shown that the location of university of respondents who involved in the questionnaires. Most of the respondents was study at Southern region (Negeri Sembilan, Malacca, Johor) university with 180 respondents and it represents 46.90% in this study. Then, it followed by the respondent's study at Central region (Selangor, federal territories of Kuala Lumpur and Putrajaya) with frequency 122 respondents (31.80%) of this study. The respondent's study at Northern region (Perlis, Kedah, Penang, Perak) and East Coast Region (Kelantan, Terengganu, Pahang) recorded 44 respondents and 38 respondents respectively and it both represents 11.50% and 9.90% in this study.

4.5.1.6 Field of Education

Field of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Architecture, Engineering and Construction	114	29.7	29.7	29.7
	Mathematic, Technology and Science	157	40.9	40.9	70.6
	Education and Social Science	113	29.4	29.4	100.0
	Total	384	100.0	100.0	

Table 4.5.1.6: Frequency and Percentage of Field of Education

Source: SPSS Output

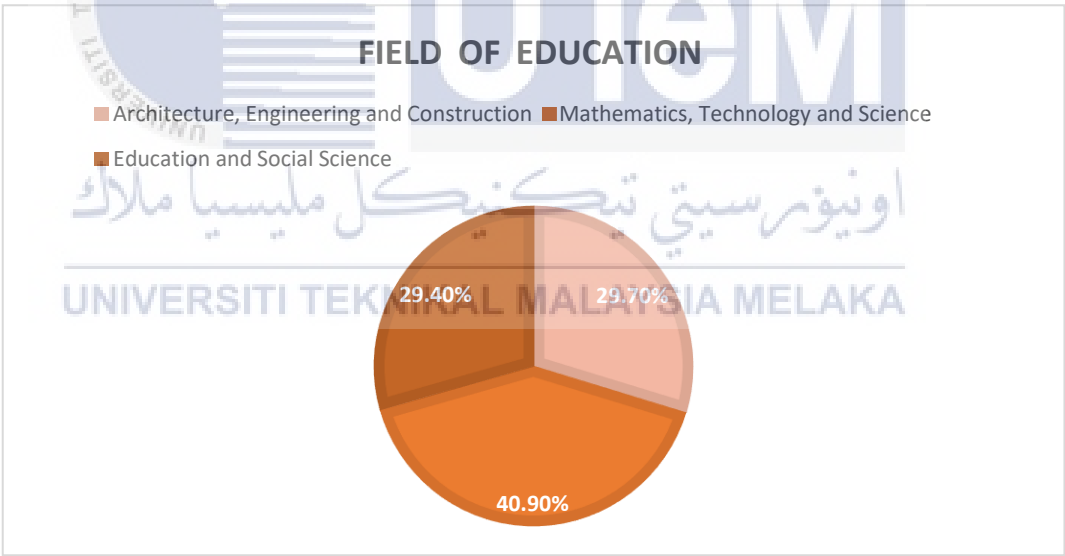

Figure 4.5.1.6: Field of Education

From the table 4.5.1.6 and the figure 4.5.1.6 above, it shows that the field of education of respondents who participate in this questionnaire. Most of the respondents was study in the mathematics, technology, and science field with 157 respondents and it recorded 40.90% in this study. Then, followed by the respondents who study in

architecture, engineering and construction field and education and social science field both recorded 114 respondents (29.70%) and 113 respondents (29.40%) respectively in this study.

4.5.2 Attitudes Towards Entrepreneurship

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
AT 1	Entrepreneurship is an attractive career path for me.	384	1	5	4.03	0.636
AT 2	I am motivated by entrepreneurship course to start up own business in the future.	384	1	5	4.26	0.760
AT 3	I prefer to start up a business rather than work for others.	384	2	5	4.16	0.740
AT 4	It would entail great satisfactions for me to being an entrepreneur.	384	2	5	4.06	0.627
AT 5	Being an entrepreneur implies to me more advantages than disadvantages.	384	2	5	4.13	0.667
Overall		**384**	**2.00**	**5.00**	**4.13**	**0.529**
Valid N (listwise)		384				

Table 4.5.2: Descriptive Statistics of Attitudes Towards Entrepreneurship

Source: SPSS Output

Based on the table 4.5.2 above shown that descriptive statistics of attitudes towards entrepreneurship among 384 respondents. The overall mean value for the attitudes towards entrepreneurship is 4.13 and the standard deviation 0.529. For the variable AT2, “I am motivated by entrepreneurship course to start up own business in the future” are the most important issue, with a mean agreement of 4.26 and a standard deviation of 0.760. Then, for the statement highly disagree by the respondents is the first variable AT1, “Entrepreneurship is an attractive career path for me” with the mean of 4.03 and a standard deviation of 0.636.

4.5.3 Education Support

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
ES 1	Entrepreneurial education is a good platform to provides the knowledge needed to start-up a new business.	384	1	5	3.66	0.955
ES 2	Entrepreneurial education can motivate me to start-up a new business with the knowledge learned.	384	1	5	3.71	0.954
ES 3	Entrepreneurial education provides information and build the required network to start a new business.	384	1	5	3.86	0.920
ES 4	Entrepreneurial education knowledge assists me in exploring new ideas, identifying market trends, and reducing the risk in start a new business.	384	1	5	3.84	0.889
ES 5	Entrepreneurial education is a good resource for me to gain the professional knowledge in start-up a new business.	384	1	5	3.72	0.846

ES 6	I can obtain specific skills and experience to start up a business via enrolling in the entrepreneurship course.	384	1	5	3.80	0.825
Overall		**384**	**1.00**	**5.00**	**3.77**	**0.595**
Valid N (listwise)		384				

Table 4.5.3: Descriptive Statistics of Education Support

Source: SPSS Output

Table 4.5.3 above shown that descriptive statistics of education support among 384 respondents. The overall mean value of education support which is 3.77 and the standard deviation of 0.595. The most of respondents is agree with the variable ES3 "Entrepreneurial education provides information and build the required network to start a new business" which recorded the mean 3.86 and the standard deviation 0.920. Then, the variables that recorded the lowest mean is ES1 "Entrepreneurial education is a good platform to provides the knowledge needed to start-up a new business" which represents mean 3.66 and standard deviation 0.955. It means that the variable is the most disagreed by the respondents.

4.5.4 Self-Efficacy

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
SE1	I am confident to start-up a business and being a good entrepreneur.	384	2	5	4.01	0.602
SE2	I can manage the start-up business effectively with the necessary skills learned from entrepreneurial education.	384	2	5	4.22	0.689
SE3	I am confident with my knowledge and ability to start up business and manage the operations of the business well.	384	2	5	4.16	0.731
SE4	I have professional knowledge and skills to manage a start-up business.	384	2	5	4.03	0.599
SE5	I know my responsibilities in a start-up business, and I am confident I can achieve the goals.	384	2	5	4.13	0.659
Overall		**384**	**2.00**	**5.00**	**4.11**	**0.489**
Valid N (listwise)		384				

Table 4.5.4: Descriptive Statistics of Self-Efficacy

Source: SPSS Output

Table 4.5.4 above shown that descriptive statistics of self-efficacy among 384 respondents. The overall mean value of self-efficacy which is 4.11 and the standard deviation of 0.489. The most of respondents is agree with the variable SE2 which is "I can manage the start-up business effectively with the necessary skills learned from entrepreneurial education." It recorded the mean 4.22 and the standard deviation 0.689. Then, the variables that recorded the lowest mean is SE1 "I am confident to start-up a

business and being a good entrepreneur.” which represents mean 4.01 and standard deviation 0.602. It means that it is the variable that most disagreed by the respondents.

4.5.5 Perceived Behavioural Control

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
PBC 1	I believe that I have the ability of financial to start up a business.	384	1	5	4.02	0.600
PBC 2	Start up a business and keep it working successfully would be easy for me.	384	1	5	4.20	0.761
PBC 3	I know the necessary practical details that required to start up a business.	384	2	5	4.14	0.696
PBC 4	I would have a great chance of success if I tried to start up a new business.	384	1	5	4.06	0.618
PBC 5	I can get the business resources and manage the business start-up process.	384	1	5	4.13	0.677
Overall		**384**	**1.40**	**5.00**	**4.11**	**0.518**
Valid N (listwise)		384				

Table 4.5.5: Descriptive Statistics of Perceived Behavioural Control

Source: SPSS Output

Based on the table 4.5.5 above shown that descriptive statistics of perceived behavioural control among 384 respondents. The overall mean value for the perceived

behavioural control is 4.11 and the standard deviation 0.518. For the variable PBC1, "I believe that I have the ability of financial to start up a business" are the most important variable with a mean agreement of 4.02 and a standard deviation of 0.600. Then, for the variables that highly disagree by the respondents is the second variable PBC2, "Start up a business and keep it working successfully would be easy for me" with the mean of 4.20 and a standard deviation of 0.761.

4.5.6 Business Start-Up Intention

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
BSI 1	I am interesting to start-up a new business after graduate.	384	1	5	4.01	0.602
BSI 2	I prefer to be an entrepreneur rather than relying on getting employed as a worker.	384	2	5	4.22	0.702
BSI 3	I have prepared myself with the professional knowledge and skills to start-up a new business.	384	1	5	4.17	0.752
BSI 4	I like to challenge myself to start-up a new business.	384	1	5	4.02	0.654
BSI 5	I believe that start-up a new business is a great way to earn new experiences and money.	384	2	5	4.12	0.662
BSI 6	I believe that I will be able to obtain experiences in entrepreneurship to start up a business.	384	2	5	4.07	0.640
Overall		384	1.67	5.00	4.10	0.519
Valid N (listwise)		384				

Table 4.5.6: Descriptive Statistics of Business Start-Up Intention

Source: SPSS Output

Based on the table 4.5.6 above it shown that descriptive statistics of independent variables which is business start-up intention among 384 respondents. The overall mean and standard deviation are 4.10 and 0.519 respectively. The variable that gets the highest agreement from respondent is the BSI2 “I prefer to be an entrepreneur rather than relying on getting employed as a worker” which recorded mean 4.22 and the standard deviation 0.702. Then, the variables gets the lowest agreement from respondent is BSI 1 “I am interesting to start-up a new business after graduate” which the mean is recorded 4.01 and the standard deviation is 0.602.

4.6 Inferential Statistics

In research, inferential statistics draw prediction and conclusion from the data that cannot be drawn from descriptive statistics. Inferential statistics estimate population sizes and test hypotheses to develop population-based conclusions. It can also be used to figure out how likely it is that the difference between groups is real or just a resemblance in this research.

4.6.1 Pearson Correlation Coefficient Analysis

Pearson's correlation analysis is a statistical way to measure how strongly the independent and dependent variables are related to each other. Pearson's correlation coefficient is a test statistic that measures the statistical relationship between two continuous variables.

Table 4.6.1: The Scale of Pearson's Correlation Coefficient

Scale of Correlation Coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

Correlations						
		AT	ES	SE	PBC	BSI
AT	Pearson Correlation	1	-.015	.750**	.641**	**.742****
	Sig. (2-tailed)		.773	.000	.000	.000
	N	384	384	384	384	384
ES	Pearson Correlation	-.015	1	.039	.040	**.036**
	Sig. (2-tailed)	.773		.449	.431	.480
	N	384	384	384	384	384
SE	Pearson Correlation	.750**	.039	1	.845**	**.832****
	Sig. (2-tailed)	.000	.449		.000	.000
	N	384	384	384	384	384
PBC	Pearson Correlation	.641**	.040	.845**	1	**.778****
	Sig. (2-tailed)	.000	.431	.000		.000
	N	384	384	384	384	384
BSI	Pearson Correlation	.742**	.036	.832**	.778**	1
	Sig. (2-tailed)	.000	.480	.000	.000	
	N	384	384	384	384	384
**. Correlation is significant at the 0.01 level (2-tailed).						

Table 4.6.1.1: Pearson Correlation Coefficient Analysis

Source: SPSS Output

Remarks:

AT: Attitudes towards entrepreneurship

ES: Education Support

SE: Self-Efficacy

PBC: Perceived Behavioural Control

BSI: Business Start-Up Intention

Table 4.6.1.1 above indicated that the correlation value between the independent variables (Attitudes towards entrepreneurship, Education Support, Self-Efficacy and Perceived Behavioural Control) and dependent variables (Business Start-Up Intention). The significant value less than or equal to 0.05 it shows that the relationship between variables is significant and clear. Firstly, the correlation value between self-efficacy and business start-up intention recorded the very high correlation relationship which is 0.832 between the independent variable and dependent variable. Then, it followed by the correlation value between perceived behavioural control and business start-up intention recorded 0.778. Furthermore, the correlation between attitudes towards entrepreneurship and business start-up intention is 0.742. It shows that it also has a high positive relationship between the independent variable and dependent variable. Lastly, the correlation value between education support and business start-up intention is 0.036 which represent very low correlation and shows that a weak positive correlation between the independent variable and dependent variable.

Independent Variables	Pearson's Correlation	Association Strength
Attitudes Towards Entrepreneurship	0.742	**High Correlation**
Education Support	0.036	**Very Low Correlation**
Self-Efficacy	0.832	**Very High Correlation**
Perceived Behavioural Control	0.778	**High Correlation**

Table 4.6.1.2: Strength of Pearson's Correlation Coefficient

Source: Developed from research

4.6.2 Multiple Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862[a]	.743	.740	.26487
a. Predictors: (Constant), Attitudes Towards Entrepreneurship, Education Support, Self-Efficacy, Perceived Behavioural Control				

Table 4.6.2.1: Model Summary

Source: SPSS Output

Based on the table 4.6.2.1 above, the result from the model summary shows that the correlation coefficient (R) value is 0.862, which shows that there is strong relationship between independent variables (Attitudes Towards Entrepreneurship, Education Support, Self-Efficacy, Perceived Behavioural Control) and dependent variables (Business Start-Up Intention) in this research. Furthermore, the value of R square recorded that it had 74.30% of the variance affected the business start-up intention by the attitudes towards entrepreneurship, education support, self-efficacy, and perceived behavioural control in this research. Then, the remaining 25.70% was influenced by the variables that are not considered into the research.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.800	4	19.200	273.682	.000[b]
	Residual	26.589	379	.070		
	Total	103.389	383			
a. Dependent Variable: Business Start-Up Intention						
b. Predictors: (Constant), Attitudes Towards Entrepreneurship, Education Support, Self-Efficacy and Perceived Behavioural Control						

Table 4.6.2.2: ANOVA

Source: SPSS Output

Analysis of variance (ANOVA) is a statistical method for figuring out how different the means of more than two samples are. It is a test of a hypothesis based on parameters. Table 4.6.2.2 above shows that the result of multiple regression as ANOVA, the overall results shows that the F-test value is 273.682 with a significant level of 0.000. Since the p-value is smaller than 0.05 ($p < 0.05$), it means that there is a significant relationship between attitudes towards entrepreneurship, education support, self-efficacy, perceived behavioural control and business start-up intention.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.113	.146		.775	.439
	Attitudes Towards Entrepreneurship	.260	.039	.265	6.702	.000
	Education Support	.012	.023	.014	.520	.603
	Self-Efficacy	.444	.060	.418	7.395	.000
	Perceived Behavioural Control	.255	.049	.254	5.223	.000
a. Dependent Variable: BSI						

Table 4.6.2.3: Coefficients[a]

Source: SPSS Output

Based on the following multiple regression equation, the relationship between the independent variables and dependent variable can be determine. The equation of multiple regression analysis is as following:

$$Y = a + bX_1 + cX_2 + dX_3 + eX_4$$

$$Y = 0.113 \text{ (Constant)} + 0.26 \text{ (AT) } X_1 + 0.01(ES)X_2 + 0.44(SE)X_3 + 0.26(PBC)X_4$$

Based on the equation above, there is a positive relationship between attitudes towards entrepreneurship (AT), education support (ES), self-efficacy (SE), and perceived behavioral control (PBC) on the business start-up intention.

According to table 4.6.2.3, there are four independent variables which are attitudes towards entrepreneurship, education support, self-efficacy, and perceived behavioural control. Each of the independent variables provides a contribution that used to determine the business start-up intention among non-Bumiputera public university students.

First, the strongest variable is Self-Efficacy, β =0.444, t (384) =7.395, p<0.05 (0.000). This is because the value of unstandardized coefficients beta, β of self-efficacy is the highest among the independent variables. It shown that there is a positive relationship between the self-efficacy and business start-up intention among non-Bumiputera public university students in Malaysia.

Then, the second strongest variable is attitudes towards entrepreneurship, β =0.260, t (384) =6.702, p<0.05 (0.000). Through this, it has the second highest influence of positive relationship between the attitudes towards entrepreneurship and business start-up intention among non-Bumiputera public university students in Malaysia.

Furthermore, it followed by the third strongest variable which is perceived behavioural control, β =0.255, t (384) =5.223, p<0.05 (0.000). Therefore, it is the third highest influence the positive relationship with the business start-up intention among non-Bumiputera university students in Malaysia.

Lastly, the lowest variable is education support which recorded β =0.012, t (384) =0.520, p>0.05 (0.603). A p-value higher than 0.05 (> 0.05) is not statistically significant. Thus, the independents variables education support has no relationship with the business start-up intention among non-Bumiputera university students in Malaysia.

In conclusion, there are three independent variables has different level and value of influence towards the dependent variables which includes attitudes towards entrepreneurship, self-efficacy, and perceived behavioral control. Each of them has developed different contribution and provide a significant prediction towards business start-up intention among non-Bumiputera university students in Malaysia. Then, the independent variables education support provides a not statistically significant prediction towards the business start-up intention among non-Bumiputera students in Malaysia. Thus, it shows that there has no relationship with the business start-up intention among non-Bumiputera students in Malaysia.

4.6.3 Hypothesis Testing

H1: There is a significant relationship between attitudes towards entrepreneurship and business start-up intention among non-Bumiputera university students.

The result of regression for shows that attitudes towards entrepreneurship (AT) have significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of attitudes towards entrepreneurship is 0.000 which is less than 0.05 significant level. Thus, the hypothesis H1 is accepted.

H2: There is no significant relationship between education support and business start-up intention among non-Bumiputera university students.

The result of regression for shows education support (ES) have no significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of education support is 0.603 which is greater than 0.05 significant level. Thus, the hypothesis H2 is rejected.

H3: There is significant relationship between self-efficacy and business start-up intention among non-Bumiputera university students.

The result of regression for shows self-efficacy (SE) have significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of self-efficacy is 0.000, which is smaller than 0.05 significant level. Thus, the hypothesis H3 is accepted.

H4: There is significant relationship between perceived behavioral control (PBC) and business start-up intention among non-Bumiputera university students.

The result of regression for shows perceived behavioural control (PBC) have significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of perceived behavioural control is 0.000, which is smaller than 0.05 significant level. Thus, the hypothesis H4 is accepted.

4.7 Summary

In this chapter, there are four types of analysis used to analyse the 384 collected data which are Reliability test, Descriptive statistics analysis, Pearson's correlation coefficient analysis, and Multiple regression analysis. The data is collected via Google Form and the data was analysed by using the IBM software SPSS 26.0 version. After analysed the collected data, the researcher can identify the relationship between the independent variables and dependent variables. Then, the hypothesis has been tested in this chapter. Lastly, the further discussion and investigation will be done in the next chapter which is Chapter 5.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

In this chapter, all the data analyzed will be concludes and summarized based on the research objectives in this study. Then, the issues of research objectives, literature review, and research methods will briefly discuss. This chapter will discuss the limitation, recommendation, and the conclusion of this study according to the results of the study.

5.1 Discussion

This research was conducted with 384 respondents from non-Bumiputera students from public universities in Malaysia to complete the questionnaire via a google form. Before that, a pilot test was held to examine the viability of a method that will be used in a large-scale study. The pilot test conducted 38 respondents and the Cronbach's Alpha of the pilot test is 0.944. It shows that the instrument was reliable and acceptable. Then, an actual survey was carried out to reach the target respondents which are non-Bumiputera students from public universities in Malaysia. The Cronbach's Alpha of the actual survey for overall variables is 0.904. Since the Cronbach's Alpha is greater than 0.70, it means that there has appropriate instrument internal consistency.

5.2 Discussion on Research Objective

In this section, the discussion was based on the research objective of this research. There are three research objectives of this research which are to identify the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera students in Malaysia, to analyze the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera university students in Malaysia and to examine the effectiveness of entrepreneurial education in influence the business start-up intention among non-Bumiputera university students in Malaysia.

RO1: To identify the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera students in Malaysia.

According to the theoretical framework Theory of Reasoned Action (TRA) Theory of Planned Behavior (TPB), the conceptual proposed framework was developed. The conceptual proposed framework in this research used to identify the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera students in Malaysia. In this research, the independent variables that can influence the business start-up intention among non-Bumiputera students in Malaysia included attitudes, education support, self-efficacy, and perceived behavioral control. According to the previous research, the independents variables from the conceptual proposed framework are reasonable and supported by the Theory of Reasoned Action (TRA) Theory of Planned Behavior (TPB). Both the TRA and the TPB are based on the concept that an individual's attitude toward, and social norm perception of a behaviors are the most important factors in shaping their intention to engage in that activity (Montano, et al. 2015). Table 4.3.1 showed that all variables is acceptable because the Cronbach's Alpha is greater than 0.70

which means that all the variables is reliable. The Cronbach's Alpha for attitudes towards entrepreneurship and perceived behavioral control is 0.828 respectively and it showed a good strength of association. Then, the Cronbach's Alpha for education support is 0.743 and the Cronbach's Alpha for self-efficacy is 0.798. Moreover, the Cronbach's Alpha for business start-up intention is 0.867. The overall Cronbach's Alpha coefficients is 0.904 and it means that all the variables in this research have appropriate instrument internal consistency. Through this, the research objective (RO1) to identify the impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera students in Malaysia was achieved in this research.

RO2: To analyze the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera university students in Malaysia.

According to the table 4.6.2.3, it showed the relationship between independent variables (attitudes towards entrepreneurship, education support, self-efficacy, perceived behavioral control) and dependent variables (business start-up intention). When the p-value is smaller than 0.05 ($p < 0.05$), it means that there is a significant relationship between independent variables and dependent variables which means that the variables is accepted. Meanwhile, when the p value is greater than 0.05 ($p > 0.05$), it means that the variables rejected. There are three independent variables (attitudes towards entrepreneurship, self-efficacy, perceived behavioral control) have significant relationship with dependent variables (business start-up intention). Then, there are one independent variable (education support) have no significant relationship with dependent variables (business start-up intention).

H1: There is a significant relationship between attitudes towards entrepreneurship and business start-up intention among non-Bumiputera university students.

H1 showed that attitudes towards entrepreneurship (AT) have a significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of attitudes towards entrepreneurship is 0.000 which is less than a 0.05 significant level. One's perceptions of the potential outcomes of engaging in entrepreneurial behavior and assessments of those outcomes have an impact on one's attitudes toward those behaviors (Fenech, 2019). According to previous research (Mahfud, Tuatul, et al, 2020), attitudes toward entrepreneurship have

directly affected the business start-up intention. It is the responsibility of educational institutions to foster in their students an environment conducive to the growth of an entrepreneurial spirit. Then, the student's attitudes toward entrepreneurship will be affected by the positive influence and increase their business start-up intention in the future. This result is supported by the research of Fayolle and Gailly (2015), who discovered that entrepreneurship education programs, do have a real effect on entrepreneurial attitudes and business start-up intentions.

H2: There is no significant relationship between education support and business start-up intention among non-Bumiputera university students.

H2 showed that education support (ES) has no significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of education support is 0.603 which is greater than 0.05 significant level. According to Ndofirepi, T. M. (2020), other observable signs of the influence of entrepreneurship education are slow to materialize, making it impossible to evaluate their significance during and soon after students finish the course. In other words, the impact that students have is not readily apparent until after they have graduated. This is because students lack experience in business start-ups, thus the business start-up intentions will decrease. Most of them have no ability or financial support to start up a new business after graduation even though they have been educated with entrepreneur knowledge. Education support will affect an individual's willingness to take risks and may mutually affect their decision to start their own business. This result is supported by Widayat, et al (2017) that entrepreneurship education could or might not have a serious influence, it is depending on the students' background and character.

H3: There is a significant relationship between self-efficacy and business start-up intention among non-Bumiputera university students.

H3 showed that self-efficacy (SE) has a significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of self-efficacy is 0.000, which is smaller than the 0.05 significant level. The ability of a person to handle the essential activities and personal competencies to manage conditions is characterized as self-efficacy (Setiawan, 2022). Entrepreneurial self-efficacy means that people believe in their ability and capability to complete their responsibilities. Self-efficacy will rise when they achieved their goal successfully and specified performance (Sahin 2019). Through this, self-efficacy will bring significant effects to influence the business start-up intention. This result is supported by previous study Zhao et al. (2005), people with greater levels of self-efficacy are more likely to choose to establish their own businesses, and entrepreneurial self-efficacy may play a significant role in mediating the TPB components to influence the intention to start a business.

H4: There is a significant relationship between perceived behavioral control (PBC) and business start-up intention among non-Bumiputera university students.

H4 showed that perceived behavioral control (PBC) has significant relationship with business start-up intention (BSI) among non-Bumiputera university students. This is because the significant value of perceived behavioral control is 0.000, which is smaller than 0.05 significant level. Perceived behavior control influences entrepreneurial behavior in two different ways: it shapes entrepreneurial goals while also interacting with them to jointly influence behavior. Perceived behavioral control investigates the perceived

feasibility of completing the behavior and is closely related to self-efficacy perception (Amofah, 2022). Perceived behavioral control can influence the conduct directly and individual's intention to perform a behavior. Therefore, the idea that emerging entrepreneurship serves as a natural proxy for behavior may be offered as an explanation for the impact of perceived controllability on nascent entrepreneurship (Vamvaka, Vasiliki, et al, 2020). This result is supported by previous study Doanh, et al. (2019), those who are confident in their abilities are more likely to make it a goal of theirs to accomplish something specific.

In conclusion, research objective 2 to analyze the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera university students in Malaysia is achieved in this research has been achieved.

RO3: To examine the effectiveness of entrepreneurial education in influence the business start-up intention among non-Bumiputera university students in Malaysia.

According to the table 4.6.2.1, the correlation coefficient (R) value from the model summary is 0.862, indicating that there is a strong relationship between the independent variables (Attitudes Towards Entrepreneurship, Education Support, Self-Efficacy, Perceived Behavioral Control) and the dependent variables (Business Start-Up Intention) in this study. Furthermore, the value of R square indicated that it had 74.30% of the variation influenced the company start-up intention in this study by attitudes toward entrepreneurship, education support, self-efficacy, and perceived behavioral control. The remaining 25.70% was influenced by variables that were not examined in the study.

According to table 4.6.2.3, self-efficacy is the strongest variable because the value of unstandardized coefficients beta, β of self-efficacy is the highest among the independent variables which recorded, β =0.444, p<0.05 (0.000). Self-efficacy refers to a person's belief in his or her own ability to process information, form memories, and act in ways that lead to positive outcomes in their interactions with the world (Lüthje & Franke 2003). Self-efficacy in the context of entrepreneurship is defined as a person's belief in his or her ability to carry out a variety of entrepreneurial responsibilities over a company's life cycle (Izquierdo & Buelens, 2011). The liking for behaviors is a significant influencing aspect of self-efficacy. University students prefer entrepreneurial occupations in which they anticipate having a high degree of personal control, as well as unique career pathways based on their perceptions of their entrepreneurial competencies according to self-efficacy.

Then, the second strongest variable is attitudes towards entrepreneurship, in which the value of unstandardized coefficients beta is recorded β =0.260, p<0.05 (0.000). Attitudes Towards Entrepreneurship can be defined as a learned propensity to respond favorably or unfavorably to a certain thing over time. As a result of the individual's interactions with their environment, these characteristics are more malleable than stable personality traits and can shift over time and in different contexts (Rengiah, P. 2013). Universities play an important role and have a major bearing on whether students' business start-up intentions will influence by entrepreneurial education. So, it's up to their responsibility to identify initiatives that will help students grow personally and academically.

Moreover, the third strongest variable is perceived behavioral control which the value of unstandardized coefficients beta is recorded β =0.255, p<0.05 (0.000). Perceived behavioral control is the perception of how easy it is to be an entrepreneur, and thus refers to a person's subjective assessment of one's own entrepreneurial abilities, resources, and chances of success (Baciu, 2020). Previous study (Mohammed, et al., 2017), have demonstrated that taking perceived behavioural control into consideration helps enhance behaviour prediction. Although conceptually perceived control is predicted to limit the intention-behaviour relationship, most researchers have focused on the combined effects of intention and control perceptions.

Lastly, some studies have stated that a person's level of educational support is a major factor in determining their motivation, choices, and ultimate success. However, the lowest variable is education support which recorded β =0.012, p>0.05 (0.603). A p-value higher than 0.05 (> 0.05) is not statistically significant. Researchers Oosterbeek et al. (2010) investigated how entrepreneurship courses influenced the ambitions of college

students. The findings showed that this type of educational program had a minimal, and sometimes even a negative, impact on students' aspirations to start their own businesses.

According to the findings, three independent variables had a significant relationship with the dependent variable (Business Start-Up Intention) which are attitudes toward entrepreneurship, self-efficacy, and perceived behavioral control. Meanwhile, the p-values for the independent variable of education are more than 0.05. (0.603). As a result, there is no significant relationship between educational support and business start-up intention.

5.3 Implication of Research

This research provides new insights to measure the business start-up intention among non-Bumiputera public university students in Malaysia. In this research, there are four independent variables (attitudes, education support, self-efficacy, and perceived behavioral control) were identified. This research showed how these independent variables affect the business start-up intention among non-Bumiputera public university students in Malaysia. In this research, the data analysis was implemented by the researcher to achieve the research objective which is to determine the impacts of attitudes, education support, self-efficacy, and perceived behavioral control to influence the business start-up intention among non-Bumiputera university students in Malaysia.

The data collected was analyzed by using data analysis Software Statistical Package for Social Sciences (SPSS) to measure the relationship between the independent variables and dependent variables. The analysis of Pearson's correlation, multiple regression analysis, and hypothesis test on the relationship of the attitudes, education support, self-efficacy, and perceived behavioral control to influence the business start-up intention among non-Bumiputera public university students in Malaysia. The results of this research will provide a clear of view and guidelines for authorities such as educational institutions and the government to affect the business start-up intention among university students. Recognizing the importance of entrepreneurial abilities and the potential to influence students' entrepreneurial goals is crucial. This is because it is an effective strategy for encouraging graduates to create new enterprises after graduation rather than continuing to apply for jobs offered by public and commercial entities.

Furthermore, educational institutions and the government plays important roles to enhance the business start-up intention among non-Bumiputera public university students in Malaysia. According to the impacts that can influence the business start-up intention, educational institutions and the government should act in planning and encouraging students to start up their own businesses after graduation. This is because it will increase job and business opportunities. Thus, the unemployment rate in Malaysia will decrease in the future and our country's economic development will be growth. For example, government and educational institutions can collaborate which other institutions and create programs to encourage non-Bumiputera public university students to start up their own businesses after graduation. Then, the government should provide a platform to solve the problem that might graduates face in start-up their businesses such as financial problems to start-up a new business.

5.4 Limitation of study

There are some limitations in this research that need to be considered. Firstly, this study was only focused on non-Bumiputera public university students in Malaysia. As a result, the research findings cannot be extrapolated to represent all Malaysian university students. This is because even though the target respondents in this study is conducted to all non-Bumiputera public university students in Malaysia, the 384-sample size may not be large enough to reflect all non-Bumiputera public university students in Malaysia. Then, this research is focused on non-Bumiputera public university students in Malaysia. The respondent's conclusions were limited in the findings. If the population of this study is expanded to include non-Bumiputera private university students in Malaysia, the outcome of the research may be affected.

Furthermore, there was a time constraint during the process of this research. The time spent to collect the data and information to complete this research is longer than expected. In addition, another drawback of this research appears to be, namely, the reliability of the results. Limited time prevented this study from including all of Malaysia. This sample of respondents was thought to provide reliable replies.

5.5 Recommendation for Future Research

In this section, there are some recommendations for future research in a similar field of study depending on the restrictions described in the previous section. Firstly, it strongly suggested that future research can be focused on certain states in Malaysia such as Northern Region, Southern Region, East Coast Region, Central Region, or Sabah and Sarawak. In this research, the target respondents are all non-Bumiputera public university students in Malaysia. The range of the target respondents is wide, and the data collected is unable to represent all the non-Bumiputera students in Malaysia. This could make the result of the research more accurate, and the researcher can understand the respondents' point of view about business start-up intention.

Moreover, the future study can be expanded to all non-Bumiputera university students in Malaysia such as private university students in Malaysia. In this research, the target respondents only focused on non-Bumiputera public university students in Malaysia, and the business start-up intention among private and public university students might be different that affected by the teaching method of education institutions. Through this, future research can expand the range of target respondents to private university students to get more detail and precise data about the effectiveness of entrepreneurial education to influence business start-up intention.

5.6 Conclusion

In conclusion, this research is conducted four impacts of entrepreneurial education to influence business start-up intention among non-Bumiputera public university students in Malaysia which are attitudes, education support, self-efficacy, and perceived behavioral control. Then, the result of this research has shown the relationship between the impacts of entrepreneurial education and business start-up intention among non-Bumiputera public university students in Malaysia.

According to the result of this research, the impact of entrepreneurial education which are attitudes, self-efficacy and perceived behavioral control have a significant relationship with business start-up intention among non-Bumiputera public university students in Malaysia. Meanwhile, education support has no significant relationship with business start-up intention among non-Bumiputera public university students in Malaysia. The research result shows that the most influencing the business start-up intention among non-Bumiputera public university students in Malaysia is self-efficacy. Furthermore, this research has addressed the implication of research, limitations of the study, and recommendations for future research.

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APPENDIX A

(Gantt Chart)

1. GANTT CHART - PSM I

CARTA GANTT
PSM I (BPTU 4072)

Task	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Seminar for briefing FYP 1																
Submission Proposed Supervisor Form																
Read Journals and Articles																
First Meeting with Supervisor																
Topic Discussion																
Program "How To Search A Topic"																
Topic and Title Confirmation																
Read Journals and Articles																
Forming Theoretical, Research Framework and Objectives																
Chapter 1: Introduction																
Amendment on Chapter 1																
Chapter 2: Literature Review																
Chapter 3: Methodology Research																
Physical Meeting with Supervisor																
Revised of FYP 1 with Supervisor																
Submission for amendment FYP 1																
Preparing Presentation Slide																
FYP 1 Presentation																
Revised of FYP 1 with Supervisor																
Submission FYP																

2. GANTT CHART – PSM II

CARTA GANTT
PSM II (BPTU 4084)

Task	Sembreak (07-10'22)	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Create questionnaire																	
Do correction for questionnaire																	
Proceed to collect data for pilot test																	
Done collect data for pilot test																	
Analyze pilot test data by using SPSS																	
Briefing about PSM II																	
Collect questionnaire data from respondent																	
Chapter 4: Data Analysis																	
Amendment for Chapter 4																	
Chapter 5: Discussion, Conclusion and Recommendation																	
Amendment for Chapter 5																	
FYP Report Checking																	
Prepare presentation slides																	
Final checking & revise FYP report																	
Submission Final Report FYP																	

APPENDIX B

(Questionnaire)

THE EFFECTIVENESS OF ENTREPRENEURIAL EDUCATION TO INFLUENCE THE BUSINESS START-UP INTENTION AMONG NON-BUMIPUTERA STUDENTS IN MALAYSIA

Dear Respected Respondents,

I am Lee Jie Min, an undergraduate student studying in Universiti Teknikal Malaysia Melaka (UTeM). This research project aims to fulfill the requirement of the course bachelor's degree in the Faculty of Technology Management & Technopreneurship, Universiti Teknikal Malaysia Melaka. I'm researching to understand the effectiveness of entrepreneurial education to influence the business start-up intention among non-Bumiputera students in Malaysia.

The survey questionnaires are provided with instructions on how the participants should respond. Kindly read the instructions carefully, and please make the appropriate selection to represent your answer. This questionnaire contains three sections, and it would take approximately 5-10 minutes to complete.

Please be informed that your responses will be used solely for academic purposes, and all obtained information, including your identity, will be kept highly confidential.

If you have any questions, please contact us at the phone number and email address listed below.

Thank you very much for your participation!

Sincerely,

Lee Jie Min

Bachelor of Technopreneurship (Hons),

Fakulti Pengurusan Teknologi dan Teknousahawanan

Universiti Teknikal Malaysia Melaka.

Email: b061910385@student.utem.edu.my

Name of Supervisor: Mrs. Hartini binti Azman

Email of Supervisor: hartini@utem.edu.my

Section A – Demographic Information of Respondent – non-Bumiputera public university students in Malaysia

This section lists several personal information about participants. Please tick (/) the appropriate answer in the provided space.

1. Gender

Male	
Female	

2. Age

18-20	
21-23	
24-26	
27 and above	

3. Ethnic

Chinese	
Indian	
Others	

4. Highest Education Level

PhD	
Master's degree	
Bachelor Degree	
Diploma	

Others:_____	

5. Location of University

Northern Region (Perlis, Kedah, Penang, Perak)	
East Coast Region (Kelantan, Terengganu, Pahang)	
Central Region (Selangor, federal territories of Kuala Lumpur and Putrajaya)	
Southern Region (Negeri Sembilan, Malacca, Johor)	

6. Field of Education

Architecture, Engineering and Construction	
Mathematic, Technology and Science	
Education and Social Science	
Others:_____	

Section B – The effectiveness of entrepreneurial education to influence the business start-up intention among non-Bumiputera students in Malaysia

This section reflects your views on the effectiveness of entrepreneurial education to influence the business start-up intention among non-Bumiputera students in Malaysia. Please provide as much information as you can honestly and objectively. Use the scales provided to express your agreement or disagreement with each statement.

Please tick (✔) your answer in the appropriate blank to demonstrate your agreement with each statement using the following 5-point interval scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Part A – Attitudes Towards Entrepreneurship

Attitude is composed of beliefs, knowledge, and values, as well as a determination of whether a behavior's effects are favorable or negative, and it is a significant predictor of behavioral intention.

NO.	ITEM	1	2	3	4	5
1.	Entrepreneurship is an attractive career path for me.					
2.	I am motivated by entrepreneurship course to start up own business in the future.					
3.	I prefer to start up a business rather than work for others.					
4.	It would entail great satisfactions for me to being an entrepreneur.					
5.	Being an entrepreneur implies to me more advantages than disadvantages.					

Part B - Education Support

Entrepreneurial education helps to identify their personal talents and gives them with a broad understanding of new business opportunities.

NO.	ITEM	1	2	3	4	5
1.	Entrepreneurial education is a good platform to provides the knowledge needed to start-up a new business.					
2.	Entrepreneurial education can motivate me to start-up a new business with the knowledge learned.					
3.	Entrepreneurial education provides information and build the required network to start a new business.					
4.	Entrepreneurial education knowledge assists me in exploring new ideas, identifying market trends, and reducing the risk in start a new business.					
5.	Entrepreneurial education is a good resource for me to gain the professional knowledge in start-up a new business.					
6.	I can obtain specific skills and experience to start up a business via enrolling in the entrepreneurship course.					

Part C - Self-Efficacy

Self-efficacy is the belief that one has power over one's own motivation, conduct, and social environment. Encouragement and discouragement about an individual's performance or ability to perform affect self-efficacy.

NO.	ITEM	1	2	3	4	5
1.	I am confident to start-up a business and being a good entrepreneur.					
2.	I can manage the start up business effectively with the necessary skills learned from entrepreneurial education.					
3.	I am confident with my knowledge and ability to start up business and manage the operations of the business well.					
4.	I have professional knowledge and skills to manage a start up business.					
5.	I know my responsibilities in a start up business, and I am confident I can achieve the goals.					

Part D - Perceived Behavioral Control

Perceived behavioral control is the perception of the ease or difficulty of becoming an entrepreneur and hence refers to a person's subjective assessment of his or her own entrepreneurial ability, resources, and chances of success.

NO.	ITEM	1	2	3	4	5
1.	I believe that I have the ability of financial to start up a business.					
2.	Start up a business and keep it working successfully would be easy for me.					
3.	I know the necessary practical details that required to start up a business.					
4.	I would have a great chance of success if I tried to start up a new business.					
5.	I can get the business resources and manage the business start up process.					

Section C – The influence of business start-up intention among non-Bumiputera students in Malaysia

Business start-up intention is a psychological state that directs our focus toward certain business objectives to accomplish entrepreneurial outcomes. It is also an acknowledgment that individuals take action to start new businesses.

NO.	ITEM	1	2	3	4	5
1.	I am interesting to start-up a new business after graduate.					
2.	I prefer to be an entrepreneur rather than relying on getting employed as a worker.					
3.	I have prepared myself with the professional knowledge and skills to start-up a new business.					
4.	I like to challenge myself to start-up a new business.					
5.	I believe that start-up a new business is a great way to earn new experiences and money.					
	I believe that I will be able to obtain experiences in entrepreneurship to start up a business.					