FACTORS AFFECTING STUDENTS' ENTREPRENEURIAL EDUCATION INTENTION IN THE PERSPECTIVE OF THE THEORY OF PLANNED BEHAVIOUR

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'I hereby admit that I have read this thesis and, in my opinion, this thesis meet the scope and quality for the purpose of awarding Bachelor of Technopreneurship.

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0DECLARATION

I hereby declare that this research thesis is my original work, and I have written it in its entirety. I have duly acknowledged all the sources of information that were used in the thesis

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0DEDICATION

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

0ACKNOWLEDGEMENT

ABSTRACT

Unemployment of graduate students has increased these few years. With entrepreneurial education, graduates will have more career options and have the chance to be self-employed. Although the effects of entrepreneurial education on entrepreneurial intention can also be proved from previous research, research about what indicates a person to enrol in entrepreneurial education is rarely found. According to Ajzen's theory of planned behaviour and previous research, how attitude, subjective norms and perceived behaviour control will affect a person looking for entrepreneurial education will be focused on in this study. This study is done through a quantitative research method. An online questionnaire will be distributed to universities that offer entrepreneurial programs, which are UTEM, UUM, and UMK and the data to determine the factors that will affect students' entrepreneurial education intentions. As for the populations, UTeM have a total of 423 students enrolled in the Faculty of Technology Management And Technopreneurship (FPTT), UMK has a total of 511 students in the entrepreneurship institute, and UUM has 313 students enrolled in the College Of Business (COB) which add up to the sum of 1247 students. The Krejcie and Morgan sample size table determines the sampling size, 297 questionnaires is sent out for the population of 1247. To analyse the data, descriptive analysis was used to measure the respondent's demography. To achieve the first research objective, Pearson's correlation coefficient was applied to explore the relationship between the independent variables towards the dependent variable. Lastly, multiple regression is used to examine the strength of independent variables affecting the independent variable to find the significant factor affecting students' entrepreneurial education intention.

Keywords: Entrepreneurship, Entrepreneurship Education, Entrepreneurship Education Intention, Theory of Planned Behavior

ABSTRAK

Pengangguran antara siswazah telah meningkat beberapa tahun ini. Dengan pendidikan keusahawanan, graduan akan mempunyai lebih banyak pilihan kerjaya dan berpeluang bekerja sendiri. Walaupun kesan pendidikan keusahawanan terhadap niat keusahawanan dapat dibuktikan dari penyelidikan sebelumnya tetapi penyelidikan mengenai apa yang menunjukkan seseorang untuk mendaftar dalam pendidikan keusahawanan jarang dijumpai. Menurut teori tingkah laku Ajzen(1991) yang dirancang dan penyelidikan sebelumnya, bagaimana sikap, norma subjektif dan kawalan tingkah laku yang dirasakan akan mempengaruhi seseorang yang mencari pendidikan keusahawanan akan memberi tumpuan kepada kajian ini. Kajian ini akan dilakukan dengan kaedah penyelidikan kuantitatif, yang mana soalan dalam talian akan diedarkan kepada universiti yang menawarkan kursus keusahawanan iaitu UTEM, UUM, UMK dan data untuk menentukan faktor-faktor yang akan mempengaruhi niat pelajar. Bagi penduduk pula, UTeM mempunyai seramai 423 pelajar yang mendaftar di Fakulti Pengurusan Teknologi dan Teknousahawanan (FPTT), UMK mempunyai seramai 511 pelajar di institut keusahawanan, dan UUM mempunyai 313 pelajar yang mendaftar di Kolej Perniagaan (COB) yang menjadikan jumlah keseluruhan 1247 pelajar. Saiz persampelan ditentukan oleh jadual saiz sampel Krejcie dan Morgan yang akan dapat 297 soal selidik hantar untuk populasi 1247. Untuk menganalisis data, analisis deskriptif digunakan untuk mengukur demografi responden dan untuk achive penyelidikan pertama objevtive, pekali korelasi pearson digunakan untuk menganalisis relarionship antara pembolehubah bebas untukwars bergantung kepada pembolehubah dan regresi terakhir digunakan untuk memeriksa kekuatan pembolehubah bebas yang mempengaruhi pemboleh ubah bebas untuk mencari faktor penting yang akan mempengaruhi niat pendidikan keusahawanan pelajar.

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CHAPTER 1

1 INTRODUCTION

1.0   Chapter overview

This research was divided into five chapters: introduction, literature review, methodology, data analysis, and conclusion and recommendation. After this introduction, the second chapter, the literature review, will present the theoretical framework employed in the study. The third chapter, methodology, describes the method used to collect data for the research and the Entrepreneurial Intention Questionnaire used in the analysis. The fourth chapter, data analysis as said, analyses the results obtained by the Entrepreneurial Intention Questionnaire. Finally, in the final chapter, chapter five is the study's ending, which includes conclusions and recommendations.

1.1   Background of Study

Entrepreneurship determines a country's economic status (Adeoti, 2019; Mirjana et al., 2018; Turulja et al., 2020; Y. J. Wu et al., 2018) and can be considered a nation's asset(Najm Mohamed, 2020). In Malaysia, entrepreneurship is the central pillar of boosting economic growth and aids the labour market by creating jobs and increasing the quality of citizens. Simultaneously, it is one of the engines to stimulate socio-economic development (Hassan et al., 2020). The world is concerned explicitly with fresh technical advancements that can become profitable businesses. Engineering and science expertise and commercial and entrepreneurial talents are required for these initiatives(Salhieh & Al-Abdallat, 2022). Entrepreneurship has been linked to economic growth and transformation by researchers for quite some time now (Amofah & Saladrigues, 2022; Audretsch et al., 2009; Stoica et al., 2020). Since the favourable outcomes linked with entrepreneurial purpose drive scholars and policymakers alike, they are eager to learn more about it. Entrepreneurial intention is crucial in forming a new start-up (Nguyen et al., 2019). Previous research has looked

into student entrepreneurship and the impact of entrepreneurial education. Some research has also concluded that entrepreneurship education plays a role in shaping students' entrepreneurial intentions. Therefore, universities play an essential role in creating an environment that encourages students to seek multiple career options or be self-employed (Peterman & Kennedy, 2003; Souitaris et al., 2007). As a result of the efforts of the government and other government-related organisations, there is a favourable environment for start-ups to thrive. These are available through organisations such as MDEC, Malaysian Global Innovation and Creativity Centre (MAGIC), and Cradle Sdn Bhd (Sharon, 2018). It is clearly seen that entrepreneurship is vital to a country's economic development (Adeoti, 2019; Sudha, 2015).

To promote an entrepreneurial community, the government highly values fostering entrepreneurial skills among students at all educational levels. Entrepreneurship is highlighted in the second wave (2016-2020) of the Initiative implementation roadmap in Malaysia Education Blueprint 2015-2025 (Malaysia Ministry of Education, 2015). Among recent university graduates, starting one's own business is considered a quick cure to the problem of unemployment. (Othman et al., 2022). Entrepreneurship is taught and practised through a variety of methods, both official and informal, in both the curriculum and co-curricular (Aldianto et al., 2018; Hessels et al., 2020; Othman & Othman, 2019). Since 2013, all students at Malaysian higher education institutions have been obliged to complete an entrepreneurship course, regardless of their study field (Othman et al., 2022).

Due to the importance of entrepreneurship and entrepreneurs in the national development processes over the past decade, universities have offered entrepreneurship courses to develop entrepreneurial and business knowledge and skills to help students benefit the community and the country, particularly in entrepreneurship. Some public universities also established faculty in the entrepreneurship field. University Technical Malaysia Melaka (UTeM), there is the Faculty of Technology Management And Technopreneurship (FPTT). At Universiti Malaysia Kelantan (UMK), there is the Faculty Of Entrepreneurship And Business, and at Universiti Utara Malaysia (UUM), there is the College of Business. These

universities provide entrepreneurship education with facilities and activities to encourage students to enrol in entrepreneurship courses.

In 2013, Fewer than 41.8% of Malaysians thought starting a business was a good career move, and only 11.8% of Malaysians said they planned to create one, according to the Global Entrepreneurship Monitor (GEM) (Malaysia Ministry of Education, 2015). While after the initial implementation of the strategy Holistic, Entrepreneurial and Balanced Graduates, which is also the first agenda in Malaysia Education Blueprint 2015-2025 (Malaysia Ministry of Education, 2015), it is seen that entrepreneurship awareness has increased steadily in Entrepreneurship Action Plan Higher Education Institutions (EAP-HEIs) 2021-2025 (MOHE, 2021).

Table 1.1   Entrepreneurial Attitudes and Perceptions in Malaysia

Entrepreneurial attitudes and perceptions in Malaysia
2013, % of respondents who demonstrated the following attitudes and perceptions about entrepreneurship

High status to successful entrepreneurs	44.9
Entrepreneurship as a good career choice	41.8
Perceived opportunities	40.7
Fear of failure	33.3
Perceived capabilities	27.9
Entrepreneurial intentions	11.8
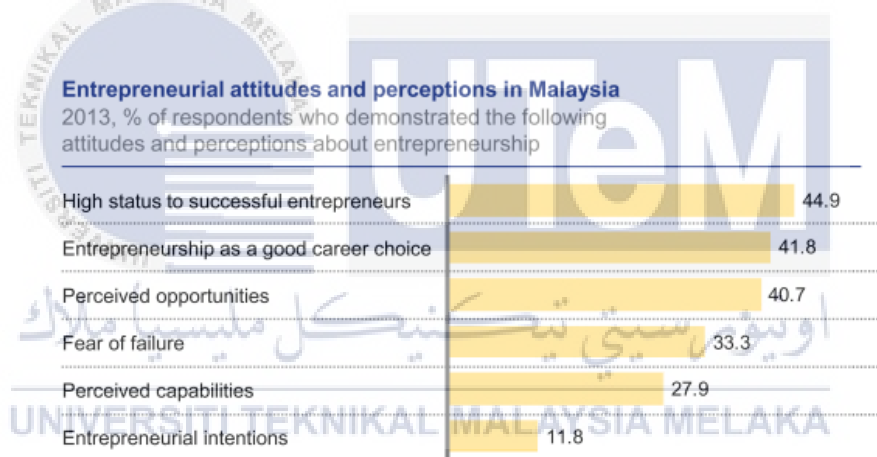
Source: Malaysia Education Blueprint 2015-2025

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Table 1.2   Summarized statistics for the four KPIs from 2016 to 2019

Key Performance Indicator	2016		2017		2018		2019		2020
	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET	ACHIEVED	TARGET
■ Entrepreneurship awareness among students	60%	60% / 309,834	70%	75% / 390,372	80%	82% / 427,343	90%	96.01% / 531,513	100%
■ Graduate entrepreneurs	2.50%	2.50% / 3,756	3%	3.10% / 4,840	3.50%	5% / 6,447	4%	4.63% / 7,148	5%
■ Student businesses	3%	3% / 9,998	6%	5% / 19,024	9%	7% / 30,888	10%	10.20% / 49,983	15%
■ Educators with entrepreneurship expertise	300	2,206	600	1,260	900	1,988	1,200	2,079	1,500

Source: Entrepreneurship Action Plan Higher Education Institutions (EAP-HEIs) 2021-2025

According to the Entrepreneurship Action Plan Higher Education Institutions (EAP-HEIs) 2021-2025 (MOHE, 2021), the Ministry of Higher Education (MOHE)'s support for entrepreneurial programmes in HEIs around the country has been effective, as seen in the Entrepreneurship Action Plan Higher Education Institutions (EAP-HEIs) 2021-2025, achievement of KPI 1: Entrepreneurship Awareness among Students, which exceeded goals in the previous three years. KPI 2 demonstrates that the percentage of Graduate Entrepreneurs surpasses the annual objective and has risen every year except 2019. Regarding KPI 3, the proportion of student business has been continuously increasing and has met or exceeded the goals established for 2016 and 2019 while falling short of the goals set for 2017 and 2018. At the same time, KPI 4, Educator with Entrepreneurial Experience, has demonstrated outstanding results (significantly beyond targets). In the study by N.Fabeil et al., 2022, 87.5% of graduates are self-employed due to the existence of knowledge and skills in entrepreneurship.

In this study, the main idea is the intention to enrol in an entrepreneurship course. The intention of enrolment will be examined by three factors that will affect it: attitude, subjective norms and perceived behaviour control. According to the Theory of Planned Behavior(Ajzen & Fisbbein, 1974; LaMorte, 2019), a person's intention

will be affected by three factors: attitude, subjective norms and perceived behaviour control. In the past study, these three factors were included when needed to measure entrepreneurial intentions(Amofah & Saladrigues, 2022; Nguyen et al., 2019; Souitaris et al., 2007). According to the Theory of Planned Behavior, people are more likely to engage in certain behaviours when they know they will be doing so at a given time and location. The hypothesis was developed to characterise all human acts that can be controlled. Their theory stresses that motivation (intention) and competence are both required for behavioural success. It divides beliefs into three categories: attitude, subjective norms and perceived behaviour control (LaMorte, 2019).

1.2 Problem Statement

Graduate unemployment has resulted in several policy implications for higher education in many developed countries, including Malaysia (Husin et al., 2021). The unemployment rate among Malaysian fresh graduates has increased from 3.9% in 2019 to 4.4% in 2020 (Jabatan Perangkaan (DOSM), 2021). One of the ways to solve this problem is by encouraging students to become self-employed, such as entrepreneurs (Victoria Hill, 2018).
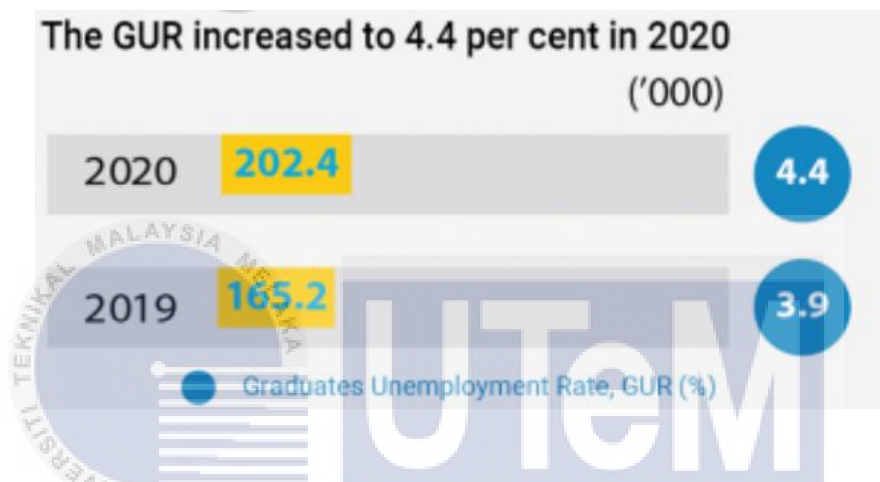
Figure 1.1 **Graduates Unemployment Rate from 2019 to 2020**
Source: DOSM Statistic Malaysia (Jabatan Perangkaan (DOSM), 2021)

According to Wei et al., 2019, graduates lack the entrepreneurial skills and knowledge to be self-employed. Thus, before becoming an entrepreneur, students will have to involve in entrepreneurship education to learn the needed skills to manage a start-up, employment, and growth of a business and strengthen the entrepreneur intention among students (Othman et al., 2022). Increasing students' entrepreneurship intention is essential to encourage them to become entrepreneurs (Nguyen et al., 2019). Entrepreneurship education aspires to motivate and nurture students to be entrepreneurs (Swarupa & Goyal, 2020). As previous studies have proven that entrepreneurship education in universities plays a vital role in encouraging and enculture the entrepreneurial mindset among students (Amofah & Saladrigues, 2022; Martínez-Gregorio et al., 2021; Nguyen et al., 2019; Swarupa & Goyal, 2020), therefore entrepreneurship education has been promoted nowadays to solve the challenges of unemployment, change in the labour market, and exist in a country's economy (Mei et al., 2020). In short, enrolling in entrepreneurship

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educational programmes and learning the skills needed to become an entrepreneur is the first step to becoming an entrepreneur.

This study will use the Theory of Planned Behaviour as the basic framework to understand students' entrepreneurial intentions. Following the Theory of Planned Behavior, students' entrepreneurial intentions are influenced by three factors: their attitude, their subjective norms, and their perceptions of their behavioural control (Ajzen, 1991; Ajzen & Fisbbein, 1974; LaMorte, 2019). Therefore, the factors affecting the intention of student enrollment in entrepreneurship course is also essential (Burch et al., 2019). Studies show that although entrepreneurship education trains students to become entrepreneurs, it will not guarantee. Many entrepreneurs graduate from other programs but are still willing to become entrepreneurs (Koe et al., 2020). As a result, entrepreneurship intention is thought to be positively connected with attitudes, subjective norms, and perceived behaviour control in entrepreneurship education and business. (Burch et al., 2019).

A large number of scholars have well-documented the benefit of entrepreneurship education. However, academic research has focused little on identifying characteristics influencing students' intentions to enrol in entrepreneurship education programmes. Hence, this research will focus on filling this gap by determining the factors affecting the entrepreneurial education intention of students from the perspective of the Theory of Planned Behaviour. Thus, we expect that as an outcome of this survey, respondents will be more interested in enrolling in an entrepreneurship program and as a reference to future researchers' extent the rate of students enrolled in entrepreneurship programs becoming entrepreneurs.

1.3 Research Questions

To solve the above highlighted problems, the following research questions have been developed

  I. What are the factors that affecting students' entrepreneurial education intention in the perspective of Theory of Planned Behavior?

  II. Is there any relationship between these factors and students' entrepreneurial education intention?

  III. Which are the most significant factors that could affect students' entrepreneurial education intention?

1.4 Research Objectives

Below research objectives are constructed to answer the above research questions for this study:

  I. To determine factors affecting entrepreneurial education intention of students in the perspective of Theory of Planned Behaviour.

  II. To analyse the relationship between these factors and students' entrepreneurial education intention

  III. To examine the most significant factors that could affect students' entrepreneurial education intention

1.5   Scope and Limitation of The Research

1.5.1   Scope

This study is conducted to determine the factors affecting undergraduate students' intention to choose entrepreneurship as a main course in university from the perspective of the Theory of Planned Behaviour, which consists of attitude, subjective norms, and perceived behaviour control. The researcher will investigate the most influencing factor that could impact their entrepreneurial education intention

The researcher will focus on the case study of the university that offers Entrepreneurship programs which include University Technical Malaysia Melaka (UTeM), University Malaysia Kelantan (UMK) and University Utara Malaysia (UUM). The samples will consist of the students and alums of these universities. An online questionnaire will be distributed to identify the factors that lead students to choose an entrepreneurship program. The study's results will be preserved and utilised to improve entrepreneurship education in these universities.

1.5.2   Limitation

This study investigates the factors affecting students' entrepreneurial education intention from the planned behaviour theory perspective. This study is conducted in Malaysia, and the respondents of this research are selected mainly from public universities with entrepreneurship programs (UteM, UMK, UUM). Although the study's aims have been met, it does have certain inherent restrictions. First, just a small percentage of students have agreed to do the survey, which may not be representative of the entire population of Malaysia and might result in misleading results.

Next, the questionnaire is intended to determine the students' entrepreneurial education intention. However, there are still many other factors that will affect the student's intention in entrepreneurship other than factors from the theory of planned behaviour.

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Then, as this is the first semester to attend physically in class after the MCO in 2020, the time to learn how to do research and skills on software like Mendeley and SPSS are lacking, and the time to finish this research is limited.

1.6   Significant of The Research

1.6.1   Theoretical Contribution

This research is mainly to understand the intention of students. After completing the study, academic advisers or leaders can amend the academic syllabus and give students and future entrepreneurs more specific skills and advice. Moreover, it also enhances academic achievement by educating students about entrepreneurial skills, attitudes, and behaviours. Based on the study's findings, the Ministry of Education should develop and provide a new technique or module, such as engaging and interactive activities for undergraduate students, to improve academic performance.

Furthermore, the outcomes of this study may enable government institutions and lecturers to get insight into how students feel and their perspectives on entrepreneurship education. It may also bring benefits to other academics or researchers who are working on comparable research topics like entrepreneurship motivation, entrepreneurship intention and success of entrepreneurs in graduate students. Government agencies might use the study findings to supervise more alternatives and programmes that can be hosted to encourage entrepreneurship education and instil an entrepreneurial mindset among students.

1.6.2   Practical Contribution

The study's results might potentially link entrepreneurship education and the factors influencing undergraduate students' entrepreneurial education intention. This is so that lecturers may engage students in more entrepreneurship-based programmes, demonstrating that entrepreneurship is the ideal career choice for the future, mainly to maintain Malaysia's current education system and link with the Industrial Revolution 4.0.

This research is also being carried out to provide systematic information on the current intention of students in entrepreneurship education after the pandemic Covid

19 which online entrepreneurs have increased during that time. Educators in Malaysia can compile insights from UTeM undergraduate students to find the best option for improving current entrepreneurship education so that university students can learn more detail and effectively. Educators and researchers will utilise this study's findings to determine whether there's a link between entrepreneurship education and enrolment in entrepreneurship programmes.

1.7   Summary

In a nutshell, entrepreneurship is one of the pillars of a country's economic status. Government and institutions have promoted entrepreneurship education to encourage students to participate, join and enrol in entrepreneurship programs, programs and activities to improve their knowledge and skill about entrepreneurship. The study will focus on the factors influencing students' entrepreneurial education intention, the relationship between these factors and students' entrepreneurial education intention, and examine the most significant factors that could affect students' entrepreneurial education intention. The research is quantitative research, where an online questionnaire will obtain data. However, the findings do not guarantee accurate information, and they may or may not adequately accommodate the universities entrepreneurial education system. This research will enhance academic achievement by letting academic advisers or leaders amend the academic syllabus and give students and future entrepreneurs more specific skills and advice.

CHAPTER 2

2 LITERATURE REVIEW

2.0   Introduction

The purpose of this study is to determine factors affecting the entrepreneurial education intention of students in from the perspective of the Theory of Planned Behaviour, analyze the relationship between these factors and students' entrepreneurial and examine the most significant factors that could affect students' entrepreneurial education intention. In this chapter, the dependent variable and independent variables will be stated clearly. The dependent variable is entrepreneurial education intention, and the independent variable of student's attitude, subjective norms, and perceived behaviour control, which are indicated in the theory of planned behaviour that will guide human action (Ajzen, 1991; Ajzen & Fisbbein, 1974; LaMorte, 2019). After that, the theoretical framework of this study will also be presented in this chapter. Ajzen's (1991) theory of planned behaviour will serve as the theoretical underpinning for this study. Lastly, the researcher also generates the study's hypothesis at the end of this chapter.

2.1   Entrepreneurship

Entrepreneurship is derived from the French term "Entrepreneur" (DUERMYER, 2020). People who go into business for themselves are often referred to as entrepreneurs. Since entrepreneurs are defined differently by experts in different sectors, there is no universally accepted definition. (Dixit, 2021). Economists define an entrepreneur as someone who combines resources to make them useful. In the eyes of a psychologist, the driving reasons behind an entrepreneur include things like a thirst for knowledge and adventure, a drive to acquire something, and the need to do something. An entrepreneur can be seen in many different ways by a business owner: as a threat, an aggressive rival, a source of supplies, a customer, or someone who generates money for others by improving efficiency, cutting costs, and increasing employment. (Hisrich et al., 2017).

Over the past 25 years, entrepreneurialism has been the driving force behind most net employment growth in industrialised countries. (Burch et al., 2019; Lyons & Zhang, 2018). It's common to refer to entrepreneurship as "creating your own company." However, the terms "business owner" and "entrepreneur" are not interchangeable". Although one can be both, what defines entrepreneurship is a person's attitude (MSR Blog, 2020).

There is also a dispute about what constitutes a successful entrepreneur. People who work for themselves are considered entrepreneurs by some authorities. In contrast, some argued that entrepreneurship demands more than mere interdependence; it also requires innovation and leadership. They appeared to agree on the concept of an entrepreneur, who takes an idea, creates a business around it, operates the firm, and carries the risk of its success (DUERMYER, 2020).

Some people believe that entrepreneurs are born rather than trained. However, this idea has been debunked by several studies that have concluded that entrepreneurs may be developed and not genetically inherited (Barringer & Ireland, 2018). Studies show that everyone can be an entrepreneur, especially those who receive an entrepreneurial education during university (Keat et al., 2011; Ni et al., 2012; Parvaneh Gelard & Saleh, 2011).

Entrepreneurship is vital for developing and sustaining an entrepreneurship culture in an expanded and sustainable economy (Swarupa & Goyal, 2020). Entrepreneurship involves putting in the time and effort, embracing the accompanying risks, and reaping financial and personal fulfilment and freedom (Isabirye et al., 2021). As there are many kinds of businesses, there are also many types of entrepreneurship. For example, technopreneurship, social entrepreneurship, small business entrepreneurship, large company entrepreneurship, scalable start-up entrepreneurship, innovative entrepreneurship, hustler entrepreneurship, imitator entrepreneurship, researcher entrepreneurship, and buyer entrepreneurship are just a few examples of entrepreneurship. (Priyanka Parkash, 2021).

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2.2 Higher Education in Malaysia

Higher education is third-level, tertiary education that students continue after leaving High school, leading to the award of an academic degree (What Higher Education Is, n.d.). There had been tremendous research into education in general and higher education in particular. Higher education is the foundation of any society. A country's human capital is determined by the quality of its higher education system. Students pursuing a college or university degree can count on the faculty and facilities at these institutions to help them along the way. For the sake of advancing students to new horizons of knowledge, higher education provides in-depth knowledge and understanding. Additionally, higher education offers the opportunity for lifelong learning. This means that individuals can constantly improve their knowledge or skills based on societal changes (Lisbdnetwork, 2022).

In Malaysia, there are more than a hundred public and private educational establishments, including international campuses of well-known schools in the United States, the United Kingdom, Australia, and Ireland. A university that is considered to be public in Malaysia receives funding from the federal government and is regulated by the Ministry of Education. Many private institutions in Malaysia today offer programs at all levels of study that are on par with those offered by public universities. Students at universities have access to a larger campus and student facilities, as well as substantial postgraduate research programs and degrees awarded by the university (*Malaysia Higher Education in a Brief*, n.d.).

Education is a top priority for the Malaysian government, which is why it spends 5% of its GDP on it, above the global and regional average. Malaysian school teachers are among the world's most passionate educators because of the country's persistent belief in excellent education. It's a government mandate for AKEPT(*Akademi Kepimpinan Pendidikan Tinggi*) to establish a robust talent pipeline for higher education institutions, produce high-calibre academics or top leaders alike, and ensure effective administration. Malaysian universities will not just rely on government funding; they also partner with businesses to earn money, which helps their research stand out and makes their graduates more marketable. Many private

and foreign award-winning universities have been established in the United States thanks to investments from the private sector.

Accompanied by a high level of literacy among its youth, Malaysia enjoys a higher than global average gross enrolment ratio in post-secondary education (44.1%) and a total of 23 universities ranked among the world's best by Quacquarelli Symonds' World University Rankings (QS) (WUR) (*Malaysia Higher Education in a Brief*, n.d.).

2.3   Entrepreneurship Education

Entrepreneurship education refers to the breadth of curricular lectures or courses that helps and guides with the abilities, skills, and information necessary to pursue a career in entrepreneurship (Ekpoh & Edet, 2011; Keat et al., 2011; Ni et al., 2012). Education in entrepreneurship can give students a better knowledge of business in general, including its goals, organizational structure, and how it interacts with other aspects of society. Recent research results indicate that entrepreneurship education plays an essential part in developing an entrepreneurial intention among graduates of universities(Ahmad & Buchanan, 2015; Duval-Couetil et al., 2014; Iacobucci et al., 2011; li et al., 2003; Mason, 2011).

Entrepreneurship education has been shown to positively impact students' entrepreneurial aspirations and the number of students who become entrepreneurs (Ni et al., 2012). For the purpose of fostering entrepreneurial education, Lorz, 2011 relied on theories of planned behaviour. Qualitative analysis of the entrepreneurial-trigger events revealed that the theory of planned behaviour and components of the entrepreneurial event model might be combined. For students with a high level of entrepreneurial desire, entrepreneurial trigger events may catalyze them to realize their dreams of self-employment. After this research, the author has concluded that education in entrepreneurship is, and will continue to be, of critical importance in fostering entrepreneurship.

Many university students have heard about entrepreneurship, according to Salamzadeh et al., 2013. On the other hand, it was discovered that students who had previously completed a course on entrepreneurship had a deeper comprehension of the topic. There was a degree of misunderstanding regarding social entrepreneurship, and there was only a moderate level of knowledge of national social entrepreneurs. The findings concluded that there is a requirement for developing education in social entrepreneurship within higher education.

In these few years, there has been tremendous growth in entrepreneurship education research (Aparicio et al., 2019; Martínez-Gregorio et al., 2021). Although the development of entrepreneurship education in research is so frequent, the official definition of entrepreneurship education is still unknown (Martínez-Gregorio et al., 2021). Despite the meaning, the purpose of entrepreneurship education is to facilitate a learning process that will allow individuals to become prepared to be responsible and inventive. It makes it easier for individuals to acquire the knowledge, experience, and mindsets that are necessary to accomplish the goals they have established for themselves. (Global, 2022). According to Ndofirepi, 2020, Education in entrepreneurship involves the development of mindsets, behaviours, and abilities that may be utilized throughout an entrepreneur's career.

2.3.1 Entrepreneurship Education In Malaysia University

The importance of entrepreneurship to the Malaysia economy was seen through historical development (Ismail et al., 2018). This was demonstrated by the many processes and regulations that foster entrepreneurship, including the establishment of various entrepreneurial bodies, physical infrastructure, and consulting services for businesses (Ariff & Abubakar, 2003). It focuses on an entrepreneurial society through entrepreneurial education among the younger generation (Lackéus, 2015).

Across Malaysia's thirteen states and three federal territories on the island of Borneo, the government has constructed at least one university due to its educational initiatives (Ahmad & Buchanan, 2015). Entrepreneurship courses are now compulsory in public universities in Malaysia, intending to cultivate future business owners among the government's graduates (Ahmad & Buchanan, 2015).

Students at Malaysia's public university, Institut Teknologi MARA (ITM), began studying entrepreneurial potential in June 1982 when the *Kembara Usahawan* (KEMUSA) co-curriculum was first introduced. This was the beginning of what is now known as the entrepreneurial education movement in Malaysia. Later in 1988, ITM made the study of fundamentals of entrepreneurship (often abbreviated as ETR300) a full-fledged entrepreneurship course, an obligatory requirement for all diploma students. KEMUSA and ETR 300 in ITM marked the commencement of Entrepreneurship Education in Malaysia, as well as the beginning of a more organised dissemination of entrepreneurial knowledge and skills to students of higher learning institutions (HLIs). This enabled students to become better equipped with the skills required to begin their entrepreneurial ventures (Rahim et al., 2015).

Until today, entrepreneurship courses have been provided throughout Malaysia's public universities. Over 20 universities are providing entrepreneurship courses, and among those, there are three universities, University Technical Malaysia Melaka (UTeM), Universiti Malaysia Kelantan (UMK), and Universiti Utara Malaysia (UUM), that have established faculty in the entrepreneurship field. For UTeM, there is the Faculty of Technology Management And Technopreneurship (FPTT). In Universiti Malaysia Kelantan (UMK), there is the Faculty Of Entrepreneurship And Business, and in Universiti Utara Malaysia (UUM), there is the College of Business.

The recent growth of entrepreneurial education in Malaysia highlights how important it is for universities to establish an ecosystem of entrepreneurial education that not only fosters an entrepreneurial culture among students and university citizens in general.

2.4   Entrepreneurial Intention

His intention causes every action or decision by an individual. If there is no intention, the act or determination will not be done (Swarupa & Goyal, 2020). In general, intentions reflect a person's idea that they will engage in a particular action at some point in the future (Izquierdo & Buelens, 2011; Mohammed et al., 2017). Intentions to engage in entrepreneurial activity can be understood in several ways

(Armitage & Conner, 2001; Mohammed et al., 2017). An entrepreneurial aspiration can be defined as "a deliberate awareness and belief by an individual that they desire to set up their own enterprise in the future and plan to do so in the present." (Liñán et al., 2013; Thompson, 2009).

Entrepreneurial intention is an individual's entrepreneurial ambition that may be defined as a desire to create and operate their own business(Prajapati, 2019). Entrepreneurial aspirations can also be described as an individual's ambition to start a new firm and deliberate intentions to do so in the future. (Ndofirepi, 2020). It is possible to forecast an individual's intention to become an entrepreneur based on whether they believe the job is a good fit. If the fit is low, the entrepreneurial goal may be interpreted as being low and vice versa (H. Hassan et al., 2020; Hsu et al., 2019).

In the literature, entrepreneurial intention appears to be one of the most important variables for measuring the impact of interventions (Alanazi, 2019; Martínez-Gregorio et al., 2021). One's living environment may influence the desire to enter the entrepreneurship field oneself. Individuals are more likely to see the positives of starting their own business if they've already had some entrepreneurial experience in the past (Zellweger et al., 2011).

Some studies were developed based on Shapero's Entrepreneurial Event model (Amofah & Saladrigues, 2022; Dohse & Walter, 2010; Lian & Y, 2009; Martínez-Gregorio et al., 2021). Shapero & Sokol, 1982 established an entrepreneurial event model with three components: displacement, perceived attractiveness, and perceived feasibility, all of which lead to the establishment of intentions (Ahuja et al., 2019). The difficulty in defining an entrepreneur as distinct from others led to the creation of the entrepreneurial event as the primary unit of analysis. There are five characteristics of an entrepreneurial event as defined by Shapero & Sokol, 1982, initiative-taking, consolidation of resources, management of the organization, relative autonomy, and risk-taking (Iakovleva & Kolvereid, 2009). According to this model, entrepreneurial intentions are preceded by perceptions of desirability and feasibility (Martínez-Gregorio et al., 2021).

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In research on entrepreneurial education and entrepreneurial intention, the Theory of Planned Behavior (TPB) has been implemented significantly in recent years (Liñán & Fayolle, 2015; Martínez-Gregorio et al., 2021; Rahm, 2019). As from the theory of planned behaviour by Ajzen, 1991, the entrepreneurial intention of an individual will be affected by attitude, personality, and perspective norms. These three factors will encourage individuals to develop their entrepreneurial intentions (Martínez-Gregorio et al., 2021; Turulja et al., 2020). In this study, the Theory of Planned Behaviour is used to determine the factors affecting entrepreneurial education intention.

2.5 Dependent Variables

2.5.1 Entrepreneurial Education Intentions

Education in entrepreneurship refers to the variety of lectures or courses that are included in a curriculum and are designed to provide students with the knowledge, abilities, and information that are required to pursue a career in entrepreneurship (Ekpoh & Edet, 2011; Keat et al., 2011; Ni et al., 2012). Education in entrepreneurship makes it possible to acquire a more in-depth comprehension of the operation of entrepreneurship as well as of the relationships between those entrepreneurs and the rest of society. The most recent findings from this line of research highlight how crucial entrepreneurial education is to the development of entrepreneurial aspirations among recent graduates (Ahmad & Buchanan, 2015; Duval-Couetil et al., 2014; Iacobucci et al., 2011; li et al., 2003; Mason, 2011).

A person's intention reflects their belief that they will carry out an activity in the future. (Izquierdo & Buelens, 2011; Mohammed et al., 2017). The intention is the driving force behind every action or choice taken by a person. A choice or action will not be carried out if it is not motivated by a specific purpose (Swarupa & Goyal, 2020). Therefore, entrepreneurial education is the intention of one's intention to take entrepreneurial education in academics.

As from previous studies about entrepreneurial education and entrepreneurial intention, the theory used is Shapero's Entrepreneurial Event model (Amofah & Saladrigues, 2022; Dohse & Walter, 2010; Lian & Y, 2009; Martínez-Gregorio et al.,

2021) and Theory of Planned Behavior (TPB) (Liñán & Fayolle, 2015; Martínez-Gregorio et al., 2021; Rahm, 2019). But in this study, the researcher focused on the factors affecting entrepreneurial education intention. Hence, the theory used will be the Theory of Planned Behavior (TPB) as the Theory of Planned Behavior (TPB) has been implemented quite significantly in recent years in the entrepreneurial field (Liñán & Fayolle, 2015; Martínez-Gregorio et al., 2021; Rahm, 2019).

2.6 Independent Variable

2.6.1 Attitude

Table 2.1 **Definitions of Attitude**

Author	Definition	Theme
(Amofah & Saladrigues, 2022)	The thoughts and feelings of a student towards entrepreneurship and business operation.	Attitude towards entrepreneurship
(Ajzen, 1991)	A person's attitude can be defined as the degree to which they see the conduct in question positively or negatively.	Attitude
(Nguyen et al., 2019)	"The extent to which a person has a favourable opinion of entrepreneurship," or, in other words, one's judgment of the benefits and drawbacks of entrepreneurship, is characterized as an "attitude toward behaviours."	Attitude

Attitudes have regularly been found to predict the likelihood of taking action (Burch et al., 2019). In other words, it refers to how positively or negatively a person perceives the behaviour of a particular interest group. Thinking about the

repercussions of a specific action is necessary (LaMorte, 2019). According to the Cambridge Dictionary, an attitude is a way of thinking or feeling about something or someone, or even a way of acting, that is shaped by an attitude. The Theory of Planned Behaviour emphasises the importance of attitude as one of its key antecedents (Ajzen, 1991). From the research of Liñán et al., 2013, attitude is the degree to which one has a favourable outlook on starting a new business and is referred to as one's entrepreneurial mindset. In the early days of attitude research, most researchers believed that social attitudes influence human behaviour (Ajzen & Fishbein, 2005).

There are two distinct types of behavioural attitudes: Affective and Instrumental. When it comes to a person's emotional response, an affective attitude refers to how they feel about a situation, while the instrumental attitude is whether or not the behaviour is productive or detrimental. When considering the perception of the attractiveness of an activity (entrepreneurship), the attitude toward that behaviour is a critical factor to consider (Amofah & Saladrigues, 2022).

2.6.2 Subjective Norms

Table 2.2   Definitions of Subjective Norms

Author	Definition	Theme
(Nguyen et al., 2019)	Subjective Norms are defined as "social pressure to perform or not," which is influenced by both corporate culture and the views of others, such as those in one's immediate social circle and those in one's academic setting.	Subjective Norms

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Author	Definition	Theme
(Amofah & Saladrigues, 2022)	When it comes to entrepreneurship, subjective norms refer to the perception of social pressure from family members, friends, or significant others to engage in entrepreneurial action	Subjective Norms
(LaMorte, 2019)	Subjective norms are the beliefs most people have about a particular behaviour, such as whether they like or disapprove of it. A person's thoughts about whether peers and other notable individuals believe they should participate in the activity are at stake.	Subjective Norms

The notion that most people agree or disapprove of a specific action or omission is referred to as "subjective norms." It depends on whether or not a person's peers and significant others believe that they should engage in the behaviour. (LaMorte, 2019). Subjective norms can be measured and analyzed via the perspective of expectations created by people around them, like family and friends. It is the beliefs of an individual regarding the degree to which essential others believe that the individual should engage in the action or not (Mohammed et al., 2017; Yakasai & Jusoh, 2015). In previous studies, subjective norms are used in studies about intentions with the theory of planned behaviour (Kalyoncuoğlu et al., 2017; Krueger et al., 2000; Lian & Y, 2009; Mohammed et al., 2017; Prajapati, 2019; Tsordia & Papadimitriou, 2015). In this case, subjective norms are family backgrounds with entrepreneurs. Those who grow up in a family with a family business are expected to have higher entrepreneurial intentions than others. Gimenez-Jimenez et al., 2021 verified the significance of family enterprises in assisting future generations in developing and growing a successful business. Additionally, a child's desire to pursue an

entrepreneurial education will be influenced by their relationship with their parents (Liu & Zhao, 2021).

2.6.3 Perceived Behavior Control

Table 2.3   Definitions of Perceived Behaviour Control

Author	Definition	Theme
(Mirjana et al., 2018)	The phrase "cognitive judgments of personal capacity in keeping with the unique responsibilities of entrepreneurship" is meant to be referred to when using the word "perceived behavioural control."	Perceived Behaviour Control
(Nguyen et al., 2019)	An individual's sense of how much control they have over their behaviours is directly related to how much power they believe they have over those activities.	Perceived Behaviour Control
(Alam et al., 2019)	Individuals who believe they have a lot of control over their actions are more likely to behave in ways that are consistent with their intentions.	Perceived Behaviour Control

Perceived behaviour control refers to how easy or difficult it is for a person to carry out a specific behaviour. A person's feeling of behavioural control shifts depending on the environment because their perception of behavioural control shifts in response to events and actions. Unlike attitude and subjective norms, perceived behaviour control was then incorporated into the Theory of Planned Behaviour, leading to the transition from the Theory of Reasoned Action (LaMorte, 2019). Perceived behaviour control plays a significant part in identifying necessary abilities during the

formation process of new ventures, influencing both the course of action taken and the amount of effort put (Mirjana et al., 2018). As in the research by Alam et al., 2019, people with a strong sense of perceived behaviour control are likelier to believe they can launch a new entrepreneurial and see it through to profitability. This variable is essential in establishing a new business because of its ability to accurately anticipate future outcomes as an expression of confidence in one's ability to regulate one's conduct (Mohammed et al., 2017).

2.7   Underpinning Framework of Theory of Planned Behaviour

Planned Behaviour Theory was a continuation of the Theory of Reasoned Action, which had already been developed. As an extension of the Theory of Reasoned Action, the Theory of Planned Behaviour was developed (Ajzen, 1991). People's intentions to engage in certain behaviours at a specific time and place can be predicted using the Theory of Reasoned Action, which was created in 1980 (LaMorte, 2019). The theory of Planned Behaviour was extended because of the limits of the original theory in dealing with activities over which individuals have only limited volitional control. Based on the Theory of Planned Behavior (Ajzen, 1991; Ajzen & Fisbbein, 1974), three considerations will guide human action: attitude, subjective norms, and perceived behavioural control. It's a set of beliefs about how the action will go, what other people expect of it, and whether or not there is anything in the environment that could help or hinder it from doing well.
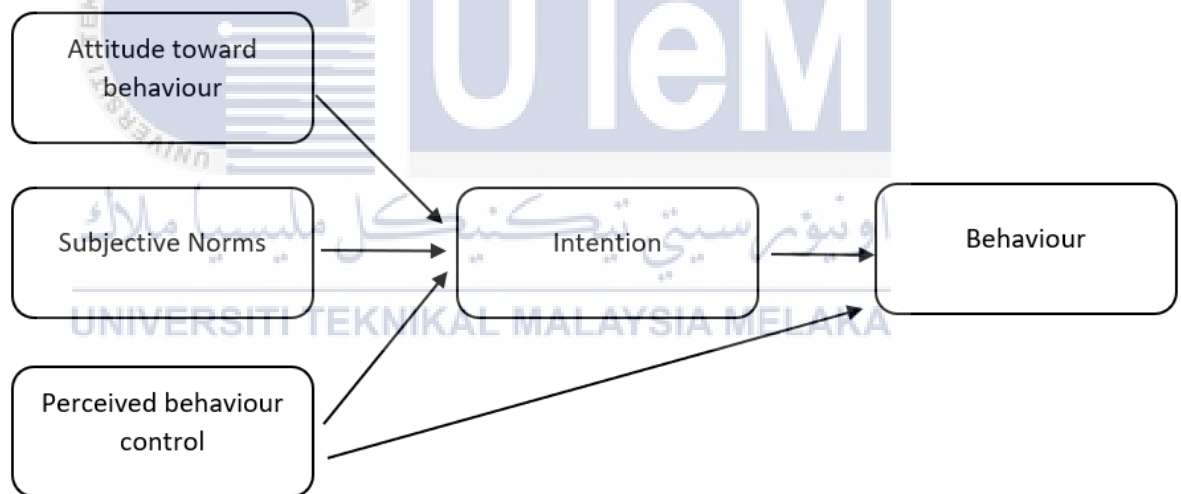
Figure 2.1   Framework of Theory Planned Behaviour (TPB)
Source from: Theory of planned behaviour

(Ajzen 1991)

2.8   Theoretical Framework

The theoretical framework is based on the framework of the theory of planned behaviour, as this study is done in the perspective of Theory of Planned Behaviour. In the theory of planned behaviour (Ajzen, 1991; Ajzen & Fisbbein, 1974), three factors will influence human behaviour, which are attitude, subjective norms, and perceived behaviour control. The independent variable is subjective norms, personal attitude, and perceived behavioural control, which are the factors that would affect the dependent variable, entrepreneurial education intentions.

Independent Variable		Dependent Variable
Subjective Norms		
Attitude	H1 / H2	Entrepreneurial Education Intentions
Perceived Behaviour Control	H3	
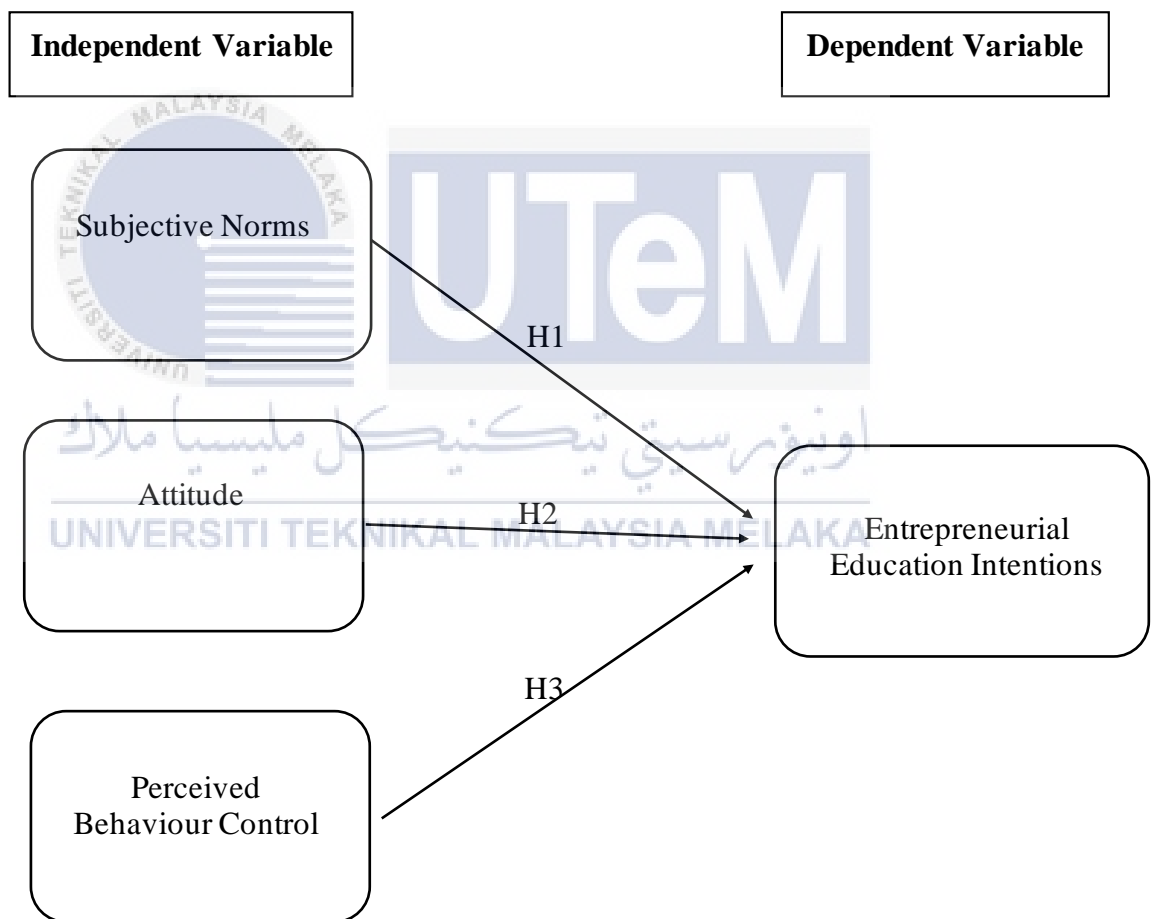
Figure 2.2   Theoretical Framework of The Study

2.9   Hypothesis Development

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From the framework designed, there are several hypotheses proposed to test the direct effects of independent variables and dependent variables. The hypotheses are constructed as below:

2.9.1 Attitudes and Entrepreneurial Education Intention

Nguyen et al., 2019 conducted a research to determine the influences on Vietnamese youth's entrepreneurial intentions in accordance with the Theory of Planned Behaviors to develop the conceptual framework. The results show that attitude toward entrepreneurship had the most significant influence on entrepreneurial intentions among youths in Vietnam.

According to Alam et al., 2019, the researchers broadened the scope of the theory of planned behaviour (TPB) model by concentrating on the gap between intentions and actions. In order to improve the predictability of TPB in Pakistani senior-level engineering students, this study also explores the moderating influence of entrepreneurial motivation. As for the results, entrepreneurial intentions are significantly associated with attitudes and perceptions of behavioural control.

Amofah & Saladrigues, 2022 applied the Theory of Planned Behaviour (TPB) by Ajzen (1991) to investigate entrepreneurship. A multi-group analysis examined the impact of parental self-employment and entrepreneurial education on children's futures. Core variables of the TPB are focused on the primary hypotheses of the study. According to the findings, attitudes and perceptions of behavioural control have a beneficial impact on entrepreneurial intentions. Thus, the first hypothesis is developed as below:

H1. There is a significant relationship between personal attitudes and entrepreneurial education intention.

2.9.2 Subjective Norms and Entrepreneurial Education Intention

Prajapati, 2019 conducted research to explore entrepreneurial education in terms of its theory and practice in Nepal educational institutes. This research mainly examines the link between entrepreneurship education and entrepreneurial intent using the theory derived from the planned behaviour model. The results showed that there is a significant relationship between both attitude of behaviour towards entrepreneurial intention and the perceived behavioural control of students towards entrepreneurial education, while subjective norms have an insignificant effect on entrepreneurial education

In the study of factors affecting the entrepreneurial intentions of university students in Malaysia (Taha et al., 2017), the researchers found that Students' entrepreneurial intentions, subjective norms, and perceived behavioural control are strongly linked.

According to the study Entrepreneurship Education Enrollment Intentions: The Effect Of Attitudes, Norms And Personality by (Burch et al., 2019), the researcher focused on the intention towards entrepreneurship education enrolment intentions and looked into how individuals' personality, attitudes and perceived norms affect entrepreneurship education intentions. The results indicate that there is a strong correlation between subjective norms and views regarding the morality of business and its educational value.

Although not all of the previous studies show that subjective norms have a significant relationship towards entrepreneurial intention, most of the studies still show that subjective norms will affect entrepreneurial intention. Therefore, the third hypothesis is developed:

H2. There is a significant relationship between the subjective norms towards the entrepreneurial education intention.

2.9.3 Perceived Behaviour Control and Entrepreneurial Education Intention

The previous study of The Influence of Attitude, Subjective Norms and Perceived Behaviour Control on Entrepreneurial Intentions: Case of Algerian Students (Mohammed et al., 2017) tested the main predictors of students' behavioural intentions on entrepreneurship in the perspective of theory of planned behaviour. As the results, it shows that students' attitudes towards entrepreneurship and subjective norms affect entrepreneurship intention significantly, while there is no significant effect on perceived behavioural control towards entrepreneurship intention.

In a study which set out to research the determinants of entrepreneurial intentions in the perspective of the framework of the theory of planned behaviour and an individual innovative cognitive style, Mirjana et al., 2018 discovered that attitudes towards entrepreneurship, subjective norms, and perceived behavioural control are favourably associated to one's entrepreneurial intention.

Nguyen et al., 2019 conducted research to determine the factors affecting entrepreneurial intentions among youths in Vietnam with the Theory of Planned Behaviour to develop the conceptual framework. The results show that youths in Vietnam's entrepreneurial intents were positively connected with their desire for achievement and challenge, attitude toward entrepreneurship, perceived behavioural control, entrepreneurial experiences, and creativity.

Although not all of the previous studies show that perceived behaviour control have a significant relationship towards entrepreneurial intention, but the majority of the studies still show that perceived behaviour control will affect entrepreneurial intention. Therefore, the third hypothesis is developed:

H3 There is a significant relationship between perceived behaviour control and entrepreneurial education intention.

2.9.4   Summary of Hypothesis

Table 2.4   Summary of Hypothesis

Hypothesis	Statement	Reference
H1	There is a significant relationship between personal attitudes and entrepreneurial education intention.	Nguyen et al., 2019 Alam et al., 2019 Amofah & Saladrigues, 2022
H2	There is a significant relationship between the subjective norms towards the entrepreneurial education intention.	Prajapati, 2019 Taha et al., 2017 Burch et al., 2019
H3	There is a significant relationship between perceived behaviour control and entrepreneurial education intention.	Mohammed et al., 2017 Mirjana et al., 2018 Nguyen et al., 2019

2.10 Summary

In a nutshell, this chapter covers the definition of entrepreneurship education intention and then discusses the independent variables of the study, which are subjective norms, attitude, and perceived behaviour control. The theory of planned behaviour is also explained in the study. Finally, a conceptual framework and hypotheses development are inserted in the last part.

CHAPTER 3

3 METHODOLOGY

3.0 Introduction

For the purposes of this chapter, the researcher shall discuss the research method, which refers to the approach used to conduct the study and achieve the objectives. Research methodology is the process by which a researcher wants to complete their investigation (What Is Research Methodology and Why Is It Important?, 2021). In this chapter, the research design is defined, and the research strategy is planned to solve the research problem. The populations are selected, and the sample size is determined by Krejcie and Morgan Table (Krejcie & Morgan, 1970). After that, the questionnaire is developed, and at the end of this chapter, the gantt chart for this research is shown.

3.1 Research Design

A research design is a framework for planning and conducting a specific study. In other words, it's a plan outlining the strategies to gather and analyse the data needed to carry out the research (Shona McCombes, 2019). It is meant to serve as a framework for the investigation. During the planning stage of a study, The choice of research methodology is crucial since it establishes the means through which pertinent data for an investigation will be collected. Nonetheless, this procedure requires a significant number of judgments that are interconnected (Sileyew, 2019). This study uses descriptive research to identify the factors and relationships affecting students' entrepreneurial education intention in the perspective of the Theory of Planned Behavior. The research aims to collect primary data from students from universities offering entrepreneurship courses which are University Technical Malaysia Melaka (UTeM), Universiti Malaysia Kelantan (UMK) and Universiti Utara Malaysia (UUM). According to Sileyew, 2019, an accurate portrayal of people, events or situations is depicted in descriptive research. A profile of described relevant components of the individual's intention phenomenon is presented in this

design for researchers' perusal and use. Therefore, this research helped analyze the response obtained on students' entrepreneurial education intention.

3.2   Research Design Method

Research Design is a strategy to answer the research questions by empirical data (McCombes, 2022). To discover new information or develop a deeper grasp of a particular subject, researchers employ a variety of ways to collect and analyse data and evidence. (Research Methods. What Are Research Methods, 2022).   In this study, descriptive research and quantitative research are used to answer the research questions.

3.2.1   Descriptive Research Design

In descriptive research, an individual, situation, or phenomenon is studied in detail and systematically. This method can answer questions about what, where, when and how, but not why (McCombes, 2022). As the results in descriptive research, variables will be presented with mean, mode, median, and standard deviation, regardless of whether they are independent or dependent. The responses will be reported in frequency and percentage (Kaliyadan & Kulkarni, 2019).

The descriptive statistic of the variables in this study is Attitude, Subjective Norms, and Perceived Behavioral Control. Likert scale of five points is used to measure the things. Statistically, the mean represents the average value among a group of data points. Respondents who agree with the factors will have a higher mean score than those who disagree or have a negative opinion on the variables. On the other hand, the standard deviation is a statistic derived as the square root of the variance and is used to quantify the dispersion of a data set in relation to the mean. The more standard deviation there is, the more dispersion there is in the data.

3.2.2   Quantitative Research Design

This study used quantitative research. To provide a comprehensive view of the research process, quantitative mechanisms are required. Quantitative research methods focus on evaluating and quantifying factors to produce findings. Related

variables in this study included attitude, subjective norms, and perceived behaviour control. This approach collects data in numerical form and analyses it using mathematical techniques. An analysis is done by using statistical methods (Apuke, 2017). Hence, this study uses quantitative research to test the hypothesis and look at the causes and effects to make a prediction.

3.3   Research Strategy

A research strategy is a methodological choice made by the researcher to address a specific research topic and meet a particular research goal (Dul & Hak, 2008). This study uses quantitative method to collect data by questionnaire survey to study the factors that affect students' entrepreneurial education intention.

According to the theoretical framework, the survey is divided into two sections to collect information from respondents, which are demographics and factors influencing students' entrepreneurial education intention.

The 5-point likert scale (Likert, 1932) is applied to develop the questionnaire. The five-point likert scale would begin on the negative side, with 1 indicating significant disagreement, and end on the positive side, with 5 indicating strong agreement.

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

Figure 3.1   Five-point Likert Scale
Source: (Likert, 1932)

3.3.1   Questionnaire Design
The questionnaire will be done in the google form and distributed online. The questionnaire will be divided into two sections: Section A and Section B. Section A is the demographic profile of the respondent, such as age, gender, race, state, etc. Section B was classified into several parts. The first part would relate to attitude. In

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the next part, the question will be given related to subjective norms. For example, the question consists of 5 scale which includes (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

3.4   Scientific Canons

3.4.1   Pilot Test

As stated by Polit & Beck, 2010 in their definition of pilot testing, pilot test is the slight version stimulation of the study. Pilot test is usually offered to between 30 and 50 participants (Junyong, 2017) therefore, this research will collect 30 participants for pilot test. To determine the feasibility of the study, the questionnaire that had been prepared was tested before the study to avoid wasting time and resources. The target students from UTeM range year 1 to year 4 were involved in the pilot test. The time taken for them to answer the questionnaire, validity, reliability, practicability and sensitivity of the questionnaire, and the problem they faced while answering the questionnaires were noted. The results were then inserted into the SPSS statistical software for reliability testing. An amendment for the questionnaire was done based on the result and feedback from the pre-testing.

A pilot test is a preliminary study conducted to examine the viability of a bigger, more comprehensive, or confirmatory analysis (Junyong, 2017; Lowe, 2019). In order to ensure the validity and reliability of questionnaire, a pilot test with 30 participants was conducted. Before sending out the actual survey, it's essential to know where the questionnaire could go wrong and where its weaknesses lie. Corrections were made for grammar and spelling accuracy. In the pilot test and reliability test, Cronbach's Alpha and Exploratory Factor Analysis (EFA) were also recorded.

3.4.2   Reliability

According to Saunders et al., 2019, every data set contains a certain amount of error. Reliability analysis is a method that may be utilised to determine how consistent and dependable an instrument is. Analysis of reliability that includes both data on the correlations between variables and several commonly used reliability indicators on a

scale. Cronbach's Alpha is a widely used approach for evaluating the dependability of responses to a series of questions. (Saunders et al., 2019). Hence, Items in this study are tested for reliability using Cronbach's coefficient, which measures the internal consistency of each item. Cronbach's α coefficient can measure how the variable in the study relates with other variables to strengthen the relationship between the two variables. In order to verify the dependability of an item's internal consistency, Cronbach's coefficient is used. More internal consistency can be shown by an increase in Cronbach's, which is defined as having an overall value of 1. When the Cronbach coefficient is more than 0.7, it is considered optimal. It is unreliable if the value is less than 0.7 since the test items do not measure the same thing. The acceptance range of Cronbach's Alpha coefficient is showed at the Table 3.4 below.

Table 3.1   Interpretation Guidelines for Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: George and Malley (2003)

3.4.2.1 Reliability Analysis

Table 3.2   Reliability Statistic of Variables in Pilot Test

Variable	Cronbach's Alpha	Number of Items	Strength of Association
Independent Variable			
AT	0.898	7	Good
SN	0.882	5	Good
PBC	0.900	5	Excellent
Dependent Variable			
EEI	0.886	5	Good

Source: SPSS Output

According to Table 3.1, Cronbach's Alpha less than 0.7 is questionable. In the pilot test, all variables are acceptable as the Cronbach's Alpha for the factor attitude with 7 items is 0.898, which also is the lowest among independent and dependent variables, for Subjective Norms is 0.882, for Perceived Behavior Control is 0.900

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which is the highest among all independent and dependent variables and for dependent variable Entrepreneurial Education Intentions is 0.886. For Attitude, Subjective Norms and Entrepreneurial Education Intentions,, the strength of association is good, and for Perceived Behavior Control is excellent.

Table 3.3   Reliability Statistic of Pilot Test in Overall

Reliability Statistics	
Cronbach's Alpha	N of Items
.941	22

From the Table 3.4.2.2, the Cronbach's Alpha of the whole questionare is 0.941. According to Saunders et al., 2019, the strength of association is excellent. As a result, it can be stated that the objects have a high degree of internal consistency.

Exploratory Factor Analysis (EFA)
Table 3.4   KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.643
Bartlett's Test of Sphericity	Approx. Chi-Square	612.285
	df	231
	Sig.	.000

Exploratory Factor Analysis or EFA is a multivariate statistical technique that has proven indispensable in the testing and refining of psychological hypotheses and instruments (Watkins, 2018). EFA tests the research's internal reliability (Newsom & SEM, 2005). The Kaiser-Meyer-Olkin Measure (KMO) value of all 22 items as shown in Table 3.4 is 0.643 and the chi-square value is 612.285 in the Bartlerr's test of sphericity with the degree of freedom 231, which showed that the data is statistically significant. These facts suggest that the correlation matrices share certain factors and can be used in factor analysis. These analyses are provided for all independent variables, attitude, subjective norms, perceived behaviour control, and dependent variable, entrepreneurial education intentions.

3.4.3   Validity

Validity relates to the appropriateness of the measures that were utilised, as well as the precision of the analysis and interpretation of the results (Saunders et al., 2019). A research instrument's validity can be evaluated using three methods which are internal validity, external validity, construct validity, and statistical conclusion validity (Bhattacherjee, 2012). In this research, the internal validity is used to measure the presence of the scale items in the questionnaire.

3.5 Sampling Design

3.5.1 Target Population

The target population of this study is the students from universities offering entrepreneurship courses which are University Technical Malaysia Melaka (UTeM), Universiti Malaysia Kelantan (UMK) and Universiti Utara Malaysia (UUM). Among the public universities in Malaysia, three of these universities offer entrepreneurship and technopreneurship programs. From the latest annual report of each university founded in *Senarai Risalat*, UTeM have a total of 423 students enrolled in the Faculty of Technology Management And Technopreneurship (FPTT), UMK have a total of 511 students in entrepreneurship institute, and UUM have 313 students enrolled in the College Of Business (COB) which add up to the population a total of 1247 students

3.5.2 Sampling Techniques

The process of selecting a representative sample from a population is known as a sampling methodology (Loru, 2020). The two types of sampling procedures are probability sampling and non-probability sampling. Begin with an overall sampling framework of all eligible people from whom the selected sample is used for probability sampling. It will encourage all qualified people to be chosen to take the sample and thus generalize the study's findings more effectively (Shona McCombes, 2019). Compared to non-probability sampling, probability sampling techniques typically take longer and cost more. Non-probability sampling does not rely on randomization. This technique depends more on the researcher's capacity to select sample elements. The sample results could be partial and make it difficult for all population elements to participate in the sample on a par with each other. These

samples are also called non-random samples (Singh, 2018). Non-probability sampling is becoming more common in research (Lindner & Dooley, 2019).

Compared to non-probability sampling, probability sampling is more time-consuming and expensive (Saunders et al., 2019). Non-probability sampling relies more on the researcher's ability to choose and choose from a larger range of possible samples. It's possible that the sample results could be skewed and make it impossible for all population elements to participate equally in the sample (Saunders et al., 2019). Thus, the sampling technique used in this research is non-probability sampling.

3.5.3 Sampling Size

The Krejcie and Morgan sample size table (Krejcie & Morgan, 1970) is used to determine the sample size of respondents for the study. According to the Krejcie and Morgan (1970) sample size table, population of 1247 the sample required is 297 useable data for the data analysis. Therefore the sampling size for the research is 297 respondents.

Table 3.5   **Krejcie and Morgan (1970) sample size table**

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

3.6 Data Collection Methods

3.6.1 Primary Data Collection

According to (Wagh, 2020), primary data is information obtained by researchers using surveys, interviews, experiments, observations, and other methods to understand better and address research problems. In this study, the primary data will be collected by online questionnaire to study the factors that will affect entrepreneurship intention, analyse the relationship between the factors and student's entrepreneurial education intention and examine the most significant factors that could affect student's entrepreneurial education intention. To ensure the flexibility and convenience of the survey towards the respondents, the Internet plays a vital role as a tool in collecting data. Google form was created and is thus being used as a

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survey form and distributed online. Data were collected from the targeted respondents using convenience sampling, a non-probability sampling method.

3.6.2   Secondary Data Collection

Secondary data is often known as second-hand knowledge (Surbhi S, 2020). As part of the study's literature evaluation, secondary data was used to aid in the understanding and organisation of the research question in this study.

3.6.3   Measurement Of Construct

Table 3.6   Measurement of Construct: Dependent Variable

Dependent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
Entrepreneurial Education Intention	How likely are you to take a college class on identifying a good business opportunity?	I would take a course to identifying good business opportunity.	(Burch et al., 2019)
	How likely are you to take coursework on starting a business?	I'm likely to enrol in business-starting courses.	
	How likely are you to seek out education on how to run your own business?	I would like to learn how to run a business through education.	
	How likely are you to take a college	I will seek education on the development and implementation of a	

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Dependent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
	class on developing and implementing a business plan?	business strategy.	
	How likely are you to take assignments on starting a business.	I would take coursework on starting a business.	(Burch et al., 2019)

Table 3.7   Measurement of Construct: Independent Variable

Independent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
Attitude	I have always worked hard in order to be among the best in my field	I'll work as hard as I can to launch and manage my own business.	(Keong, 2008)
	My university uses its reputation to support students that start a new business	I will be able to obtain financial support to start a business from my university when enrol in entrepreneurship course.	(Amofah & Saladrigues, 2022)
	A career as an entrepreneur is quite	I'm motivated to start my own	(Mohammed et

Independent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
	appealing to me	business someday.	al., 2017)
	My university provides creative atmosphere to develop ideas for new business start-ups	I want to take this entrepreneurship education to build a required network to start the firm.	(Amofah & Saladrigues, 2022)
	My university provides students with ideas to start a new business firm	I will be able to obtain experience to start a business when enrol in entrepreneurship course.	(Amofah & Saladrigues, 2022)
	Being an entrepreneur would give me great satisfaction	I would rather run my own business than work for someone else.	(Mohammed et al., 2017)
	Among various options, I prefer to be an entrepreneur	I wish to pursue a career as a business owner.	(Mohammed et al., 2017)
Subjective Norms	My friends would accept my decision to start a new firm	My friends would understand why I wanted to start a new business.	(Mohammed et al., 2017)

Independent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
	My immediate family would approve of my decision to start a business	My family and close relatives would support my choice to start a business.	(Mohammed et al., 2017)
	My closest family members think that I should pursue a career as an Entrepreneur	My family and close relatives would support my choice to start a business.	(Amofah & Saladrigues, 2022)
	My closest friends think that I should pursue a career as an entrepreneur	My closest friends believe that I should go out on my own and start a business.	(Amofah & Saladrigues, 2022)
	People who are important to me think that I should pursue a career as an entrepreneur	People who are close to me believe that I should get into business for myself.	(Amofah & Saladrigues, 2022)
Perceived Behaviour Control	In general, I know everything about the practical details required to start a	Every aspect of starting a business is covered by my extensive experience.	(Mohammed et al., 2017)

Independent Variable	Measurement Items Adopt	Measurement Items Adapt	Source of Measurement
	business		
	I think I would be completely able to start a new firm I am able to control the process of creating a new busines	I have complete control over the process of starting a new business.	(Mohammed et al., 2017)
	In general, I know everything about the practical details required to start a business	I have no problem starting a business and keeping it running.	(Mohammed et al., 2017)
	I know the necessary practical details to start a firm	I am familiar with the specific requirements of how to set up a business from scratch.	(Amofah & Saladrigues, 2022)
	I know how to develop an entrepreneurial project	I am familiar with the process of creating an entrepreneurial venture.	(Amofah & Saladrigues, 2022)

3.7 Data Collection Process

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The data is collected by online questionnaire survey over two months. According to Krejcie and Morgan's (1970) sample size table, this study needs 297 responses. Hence, the researcher sent out 300 questionnaire surveys via Whatsapp and Facebook Messenger. After two months, only 222 responses are collected. According to M. J. Wu et al., 2022, the average response rate of an online questionnaire is only 44.1%. This research received 222 responses among 300 questionnaires sent, which makes the response rate 74%. The response rate is higher than the average response rate of online surveys (44.1%). Therefore the online questionnaire is still considered sufficient.

3.8   Data Analysis Tools

3.8.1   Descriptive analysis

Descriptive analysis is a summary statistic used to analyse the data collected from the responders to explain and conclude the data collected. In this study, the data collected used questionnaire method that analyzed using a common measure such as mean frequency, total data, and percentage. Besides that, the data collected from respondents will be checked by SPSS software.

The descriptive statistic of the variables in this study is Attitude, Subjective Norms, and Perceived Behaviour Control. Likert scale of five points is used to measure the items. Statistically, the mean represents the average value among a group of data points. Respondents who agree with the factors will have a higher mean score than those who disagree or have a negative opinion on the variables. On the other hand, the standard deviation is a statistic derived as the square root of the variance and is used to quantify the dispersion of a data set in relation to the mean. The more standard deviation there is, the more dispersion there is in the data. In this study, descriptive analysis is used to answer the first research question, which is to determine factors affecting entrepreneurial education intention of students in the perspective of Theory of Planned Behaviour.

3.8.2   Pearson's Correlation Coefficient.

According to (Ly et al., 2017), Pearson's correlation is a common way to quantify linear dependency. A correlation coefficient can measure the strength of a linear

relationship between two ranking or numerical variables (Saunders et al., 2019). The goal of correlation analysis is to determine the correlation coefficient, commonly symbolised by the letter r, to reflect the strength of the association between variables, in which a value of +1 signifies a perfect positive relationship. A number of -1, on the other hand, represents a perfectly negative correlation. (Jr et al., 2020). Researchers employed Pearson's product moment correlation coefficient (PMCC) to determine the degree of the correlation between the variables in order to answer the second research question.

Table 3.8 Correlation Coefficiet

Values	Relationships
0	No linear relationship
1	Perfect positive linear relationship
-1	Perfect negative linear relationship
Between 0 & 0.3 (0&-0.3)	Weak positive (negative) linear relationship
Between 0.3 & 0.7 (-0.3&-0.7)	Moderate positive (negative) linear relationship
Between 0.7 & 1.0 (-0.7&-1.0)	Strong positive (negative) linear relationship

Source: (Ratner, 2009)

3.8.3 Regression Analysis

It is a statistical procedure that determines the link between an independent and dependent variable using regression analysis (Regression Analysis, 2022). In this study, multiple regression is applied to answer the third research question, examine the most significant factors that could affect students' entrepreneurial education intention. Multiple regression is chosen as there are many (three) independent variables which are attitude, subjective norms, and perceived behaviour control and only one dependent variable, entrepreneurial education intention. The multiple regression equation is shown below.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_{2+} \beta_3 X_3$$

Where:

Table 3.9   Representative of each Symbols in multiple regression equation

Symbol	Refers to
Y	Dependent Variable (entrepreneurial education intention)
α	Constant
β_1	Coefficient 1
β_2	Coefficient 2
β_3	Coefficient 3
X_1	Independent Variable 1 (Attitude)
X_2	Independent Variable 2 (Subjective Norms)
X_3	Independent Variable 3 (Perceived Behaviour Control)

3.9   Time Horizon

As part of scientific investigation, time horizons often represent a range of study periods or an overall chronology. According to (Saunders et al., 2019), time horizons can be divided into long-term, mid-term, short-term, and retrospective time perspectives. Longitudinal and cross-sectional studies are the two main types of time frames. Cross-sectional research will be used because the study's time constraints necessitate a one-time collection of data.

3.10   Time Scale

As a visual step of the research process will take from drafting the research through conducting the data collecting and analysis. The 30-week period from March 2022 to February 2023 is illustrated in Table 3.10.

Table 3.10   Gantt Chart
Gantt Chart for Final Year Project 1

Task	Week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Briefing PSM Progress	█														
Proposed Supervisor		█													
Distribution of Supervisor			█												
Identify and develop a research topic				█	█	█									
Determine the problem statement					█	█									
Construct research questions and research objectives					█	█									
Complete the first chapter: Introduction					█	█									
Locate the sources of materials							█	█	█						
Write the literature review										█	█				
Complete the second chapter: Literature Review										█	█				
Identify the research design and sample selection												█			
Write the data analysis and tests												█			
Complete the third chapter: Research Method													█	█	

Task															
Amendments of draft work													X		
Compile of paper works													X		
Create the presentation slides													X		
Report Submission														X	
PSM I presentation														X	

Gantt Chart Final Year Project 2

Task	Week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Prepare questionnaire	X														
Proposed questionnaire	X														
Pilot test	X														
Distribution of survey		X													
Data collection			X	X	X	X	X	X							
Alter previous chapters			X	X	X	X	X	X							
Complete Data collection									X						
Analyse data by SPSS									X						
Write data analysis									X						
Complete the fourth chapter: Data analysis										X	X				
Identify the research findings												X			
Write the research findings												X			
Complete the fifth chapter: Discussion													X	X	
Amendments of draft work														X	
Compile of paper works														X	
Create the presentation slides														X	
Report submission															X

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PSM II presentation														

3.11 Summary

This chapter discusses the research design, primary data sources, sample selection, and questionnaire design in detail. A timeline was eventually provided for a more comprehensive view of the time span. The research method's data analysis and testing are incorporated within the pilot study.

CHAPTER 4

4 DATA ANALYSIS

4.0 Introduction

For this chapter, the researcher will mainly discuss the results conducted by quantitative approaches. The data collected by the questionnaires involved students from UTeM, UMK and UUM as respondents. This will explore the factors affecting students' entrepreneurial education intention in the perspective of the Theory of Planned Behaviour, analyse the relationship between these factors and students' entrepreneurial education intention, and examine the most significant factors that could affect students' entrepreneurial education intention.

After that, the data analysis was followed by hypothesis testing, Pearson Correlation and Multiple Regression Testing. The data analysis is tested based on 175 respondents from UTeM, UMK and UUM students with a questionnaire of two sections which are Section A, the demographic profile of the respondent such as age, gender, race, state, etc. Section B is classified into several parts. For the first part would relate to attitude. In the next part, questions will be given related to subjective norms, and the last part will be about perceived behaviour control.

4.1 Descriptive Analysis

The information gathered from the questionnaire will describe descriptive data analysis in this section. This section will provide a concise summary of the sample and the measured output. Data analysis reveals the sociodemographic information gathered from 222 respondents.

4.1.1 Demographic Background of Respondents

This section will describe the background of the respondents, as shown in Table 4.1

Table 4.1   Demographic Background of Respondents

Demographic	Demographic Details	Frequency	Percentage (%)
Gender	Male	105	47.3
	Female	117	52.7
University	UTeM	96	43.2
	UUM	60	27
	UMK	66	29.7
Year of Study	Year 1	35	15.8
	Year 2	54	24.3
	Year 3	76	34.2
	Year 4	57	25.7
Study Field	Architecture and Engineering	23	10.4
	Science, Technology, and Mathematics	28	12.6
	Business, Management, and Administration	161	72.5
	Education	10	4.5
Family Business	Yes	105	47.3
	No	117	52.7
Family Business Experience	Yes	76	34.2
	No	146	65.8
Entrepreneurship Intention will affect the decision to choose	Yes	190	85.6
	No	32	14.4

Demographic	Demographic Details	Frequency	Percentage (%)
entrepreneurship course			
Entrepreneurship course will fully equip students to become an entrepreneur	Yes	151	68
	No	71	32

4.1.1.1 Gender

Generally, the respondent of this study is female as the percentage is 53.7%, slightly higher than male (47.3%).

Table 4.2   Gender

<div align="center">Gender</div>

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Male/ Lelaki	105	47.3	47.3	47.3
	Female/ Perempuan	117	52.7	52.7	100.0
	Total	222	100.0	100.0	

<div align="center">Source: SPSS Output</div>
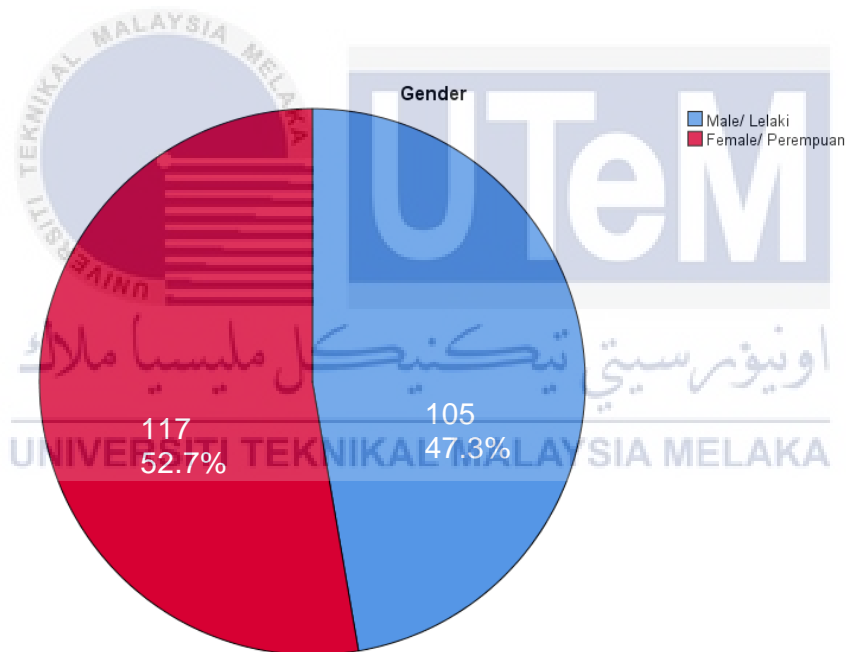
Figure 4.1   Gender

From the Table 4.2 there is a total sample of 222 respondents collected from the survey. From the Table 4.2 , it is clearly seen that the number of female respondents, 117 respondents (52.7%), is higher than the male respondents, 105 respondents (47.3%) from the total sample of 222 respondents.

4.1.1.2 University

This study collected respondents from three public universities in Malaysia, including University Technical Malaysia Melaka (UTeM), Universiti Malaysia Kelantan (UMK) and Universiti Utara Malaysia (UUM).

Table 4.3   University

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	UTeM	96	43.2	43.2	43.2
	UUM	60	27.0	27.0	70.3
	UMK	66	29.7	29.7	100.0
	Total	222	100.0	100.0	

Source: SPSS Output
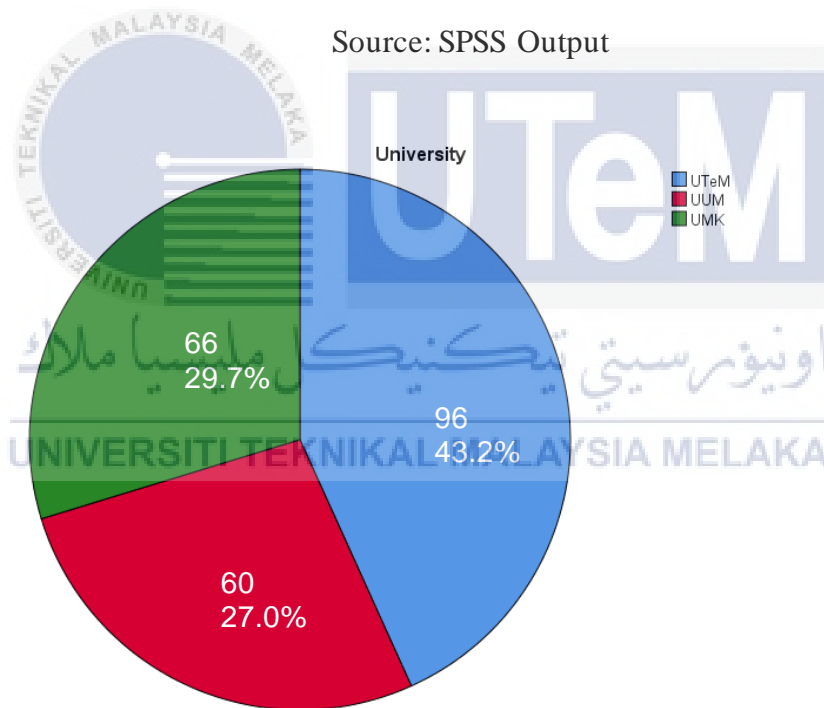
Figure 4.2   University

From the Table 4.3, it is clearly seen that from a total sample of 222 respondents collected from the survey, the majority of the respondents (96 respondents, 43.2%) are from UTeM as the researcher is a UTeM student. From Table 4.3, there are 66 respondents (29.7%) are from UMK, and 60 respondents (27%) are from UUM.

4.1.1.3   Year of Study

Generally, this study received responses from first- to fourth-year students.

Table 4.4   **Year of Study**

<div align="center">Year of Study</div>

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Year 1	35	15.8	15.8	15.8
	Year 2	54	24.3	24.3	40.1
	Year 3	76	34.2	34.2	74.3
	Year 4	57	25.7	25.7	100.0
	Total	222	100.0	100.0	

<div align="center">Source: SPSS Output</div>
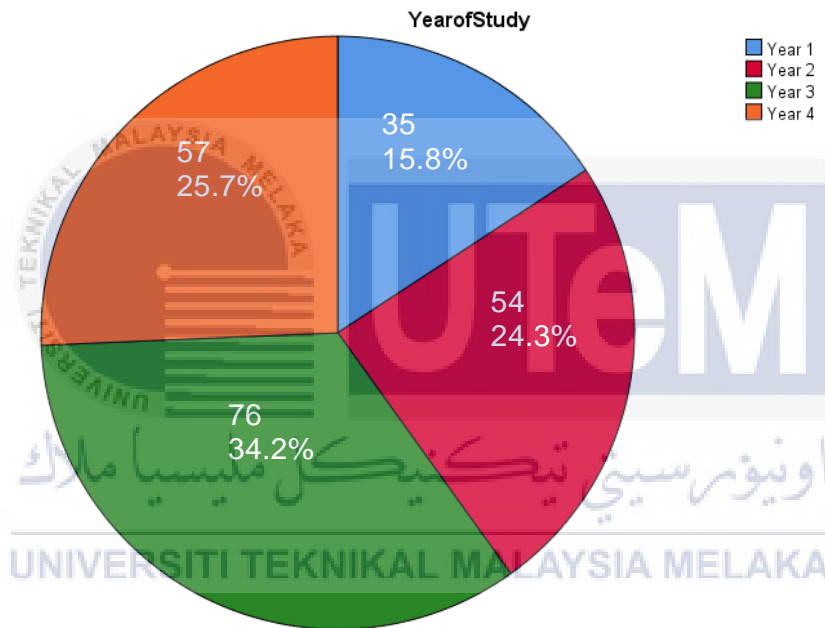
Figure 4.3   **Year of Study**

Table 4.4 shows the year of study of respondents who answered the questionnaire. In this research, the majority of respondents who answered the survey are third-year students, with 76 respondents (34.2%), followed by forth year students, with 57 respondents (25.7%). The number of second-year respondents is less than the fourth year by 3 respondents, which is 54, with 24.3%. Lastly, the minority of respondents came from first-year students, with only 35 respondents, which is only 15.8% of the total 222 respondents.

4.1.1.4   Study Field

Although this study focuses on entrepreneurial education intention, there are responses from other fields of study as entrepreneurial education is also one of the co-curricular activities.

Table 4.5   Study Field

Study Field

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Architecture and Engineering	23	10.4	10.4	10.4
	Science, Technology, and Mathematics	28	12.6	12.6	23.0
	Business, Management, and Administration	161	72.5	72.5	95.5
	Education	10	4.5	4.5	100.0
	Total	175	100.0	100.0	

Source: SPSS Output
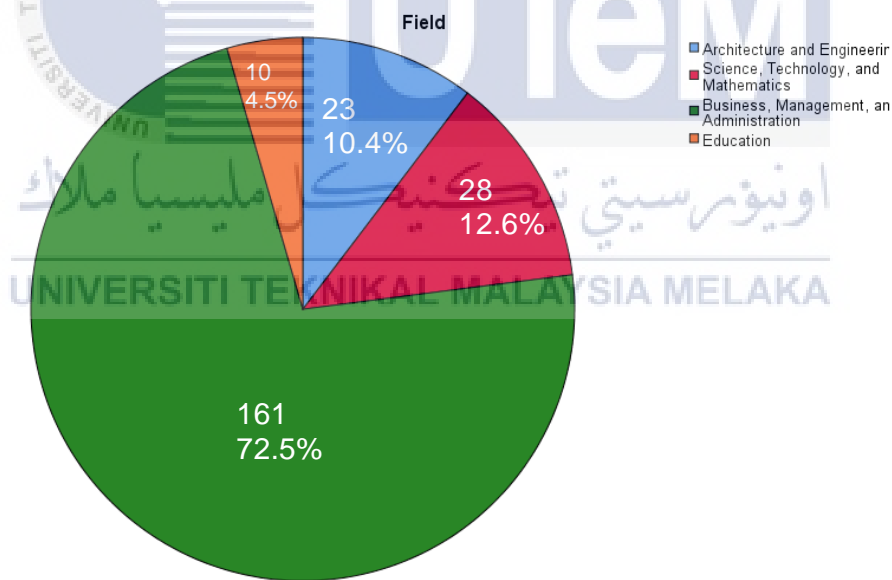
Figure 4.4   Study Field

From Table 4.5, it is clearly seen that the majority of respondents (161 respondents, 72.5% among 222 respondents) are studying in business, management, and administration field which is related to entrepreneurial education. Next, 28 respondents (12.6%) study science, technology and mathematics followed by architecture and engineering courses, with 23 respondents (10.4%) as UTeM is a

university full of engineering, science and technology courses. Only 10 respondents, also 4.5% among 222 respondents, are studying in education.

4.1.1.5   Family Business

Generally, most respondents do not have family businesses in this study.

Table 4.6   Family Business

<div align="center">Family Business</div>

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Yes	105	47.3	47.3	47.3
	No	117	52.7	52.7	100.0
	Total	222	100.0	100.0	

<div align="center">Source: SPSS Output</div>
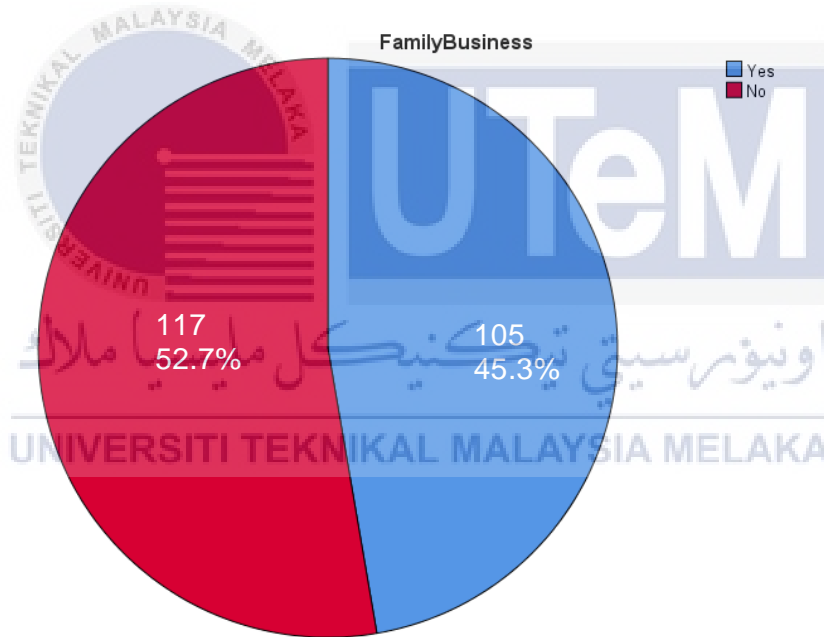
Figure 4.5   Family Business

Among 222 respondents, more than half of the respondents, 117 respondents (52.7%), do not have a family business. Only 105 respondents which is 45.3%, less than half of the 222 respondents, have a family business.

4.1.1.6   Family Business Experience

Most respondents do not have experience in a family business in this study.

Table 4.7   Family Business Experience

Family Business Experience

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Yes	60	34.3	34.3	34.3
	No	115	65.7	65.7	100.0
	Total	175	100.0	100.0	

Source: SPSS Output
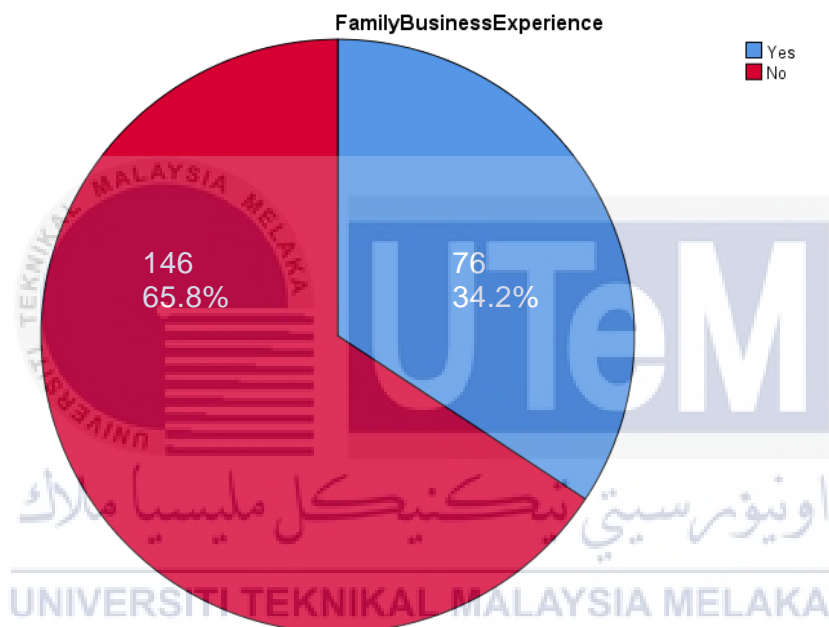
Figure 4.6   Family Business Experience

The majority of the respondents, 146 respondents (65.8% of the total of 222 respondents), do not have family business experience, as only 45.3.% of 222 respondents have a family business. Only 34.2% of respondents (76 respondents) have experience with family business, as only 45.3% have a family business, and not all are involved in their family business.

4.1.1.7 Entrepreneurship Intention Will Affect The Decision To Choose Entrepreneurship Course

Most respondents agreed that entrepreneurship intention will affect the decision to choose an entrepreneurship course.

Table 4.8   Entrepreneurship Intention Will Affect The Decision To Choose Entrepreneurship Course

Entrepreneurship Intention will Affect The Decision Choose Entrepreneurship Courses

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Yes	190	85.6	85.6	85.6
	No	32	14.4	14.4	100.0
	Total	222	100.0	100.0	

Source: SPSS Output
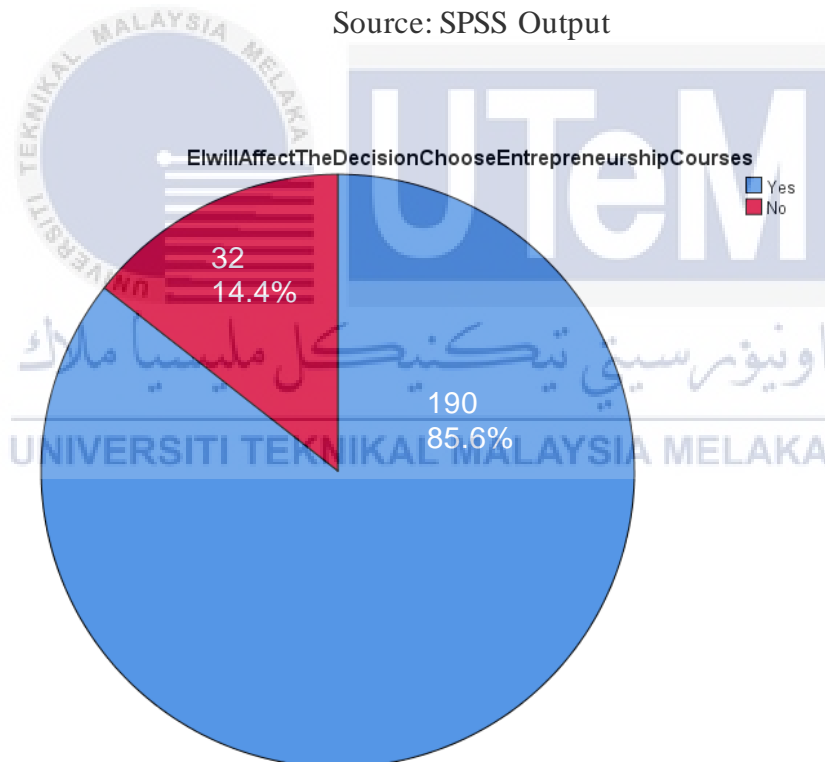
Figure 4.7   Entrepreneurship Intention Will Affect The Decision To Choose Entrepreneurship Course

It is clarified that 190 respondents (85.6%) among 222 respondents agree that entrepreneurship intention will affect the decision to choose an entrepreneurship course. Only 14.4%, which is 32 respondents, do not agree with the statement.

4.1.1.8 Entrepreneurship Course Will Fully Equip Students To Become An Entrepreneur

Table 4.9   Entrepreneurship Course Will Fully Equip Students To Become An Entrepreneur

Entrepreneurship Course Will Fully Equip Students To Become An Entrepreneur

		Frequency	Percent %	Valid Percent %	Cumulative Percent %
Valid	Yes	151	68.0	68.0	68.0
	No	71	32.0	32.0	100.0
	Total	222	100.0	100.0	

Source: SPSS Output
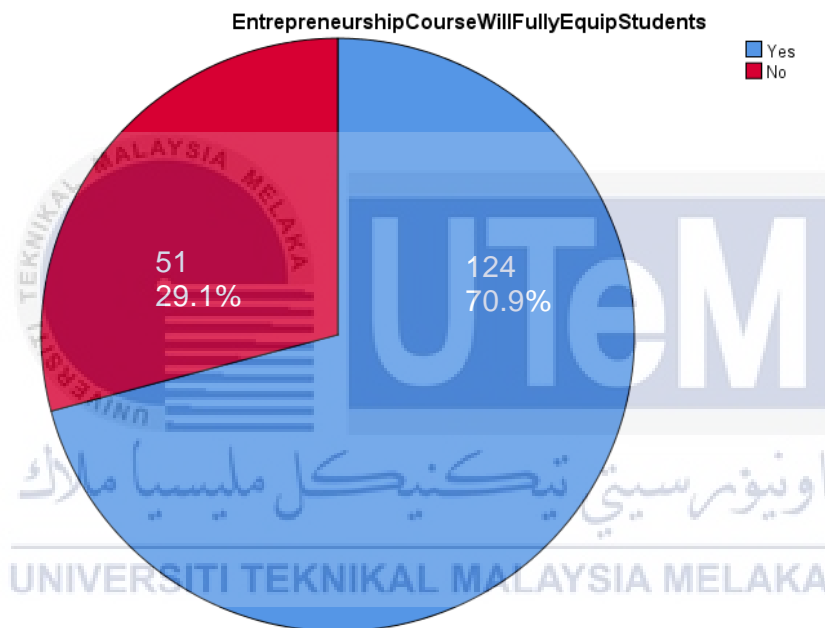
Figure 4.8   Entrepreneurship Course Will Fully Equip Students To Become An Entrepreneur

From Table 4.9, most of the respondents, 124 respondents (70.9%), stands that the entrepreneurship course will fully equip students to become an entrepreneur as the entrepreneur course will include assignments for students to experience how to start a new venture. In comparison, 51 respondents (29.1%) still think that practical training is essential during their studies to equip students to become entrepreneurs.

4.1.2 Independent variables

4.1.2.1 Attitude

The descriptive analysis of the independent variable attitude is shown in Table 4.10.
Table 4.10 indicated descriptive statistics of attitude among 222 respondents.

Table 4.10   Descriptive Analysis of Attitude

		N	Minimum	Maximum	Mean	Std. Deviation
AT1	I'm motivated to start my own business someday.	222	1	5	3.68	0.966
AT2	I would rather run my own business than work for someone else.	222	1	5	3.59	1.164
AT3	I wish to pursue a career as a business owner.	222	1	5	3.74	1.052
AT4	I want to take this entrepreneurship education to build a required network to start the firm.	222	1	5	3.65	1.078
AT5	I will be able to obtain financial support to start a business from my university when enrol in entrepreneurship course.	222	1	5	3.40	1.112

		N	Minimum	Maximum	Mean	Std. Deviation
AT6	I will be able to obtain experience to start a business when enrol in entrepreneurship course.	222	1	5	3.79	1.008
AT7	I'll work as hard as I can to launch and manage my own business.	222	1	5	3.84	1.050
Overall		222	1	5	3.67	0.6817
Valid N (listwise)		222				

The overall mean value of attitude is 3.67 and a standard deviation of 0.6817. For an item of AT7, "I'll work as hard as I can to launch and manage my own business, " is respondents' primary concern of an average of 3.84 and a standard deviation of 1.050 had agreed with the statement. The highest statement disagreed by respondents is item AT5, "I will be able to obtain financial support to start a business from my university when enrol in entrepreneurship course." whereas with an average of 3.40 and a standard deviation of 1.112.

4.1.2.2 Subjective Norms

Table 4.11 displays the descriptive analysis of the independent variable, subjective norms. Table 4.11 indicated descriptive statistics of subjective norms among 222 respondents.

Table 4.11   Descriptive Analysis of Subjective Norms

		N	Minimum	Maximum	Mean	Std. Deviation
SN1	My friends would understand why I wanted to start a new business.	222	1	5	3.74	0.952
SN2	My family and close relatives would support my choice to start a business.	222	1	5	3.79	1.098
SN3	My closest relatives and families believe that I should get into business for myself.	222	1	5	3.64	1.040
SN4	My closest friends believe that I should go out on my own and start a business.	222	1	5	3.76	1.030
SN5	People who are close to me believe that I should get into business for myself.	222	1	5	3.70	1.008

	N	Minimum	Maximum	Mean	Std. Deviation
Overall	222	1	5	3.73	0.6584
Valid N (listwise)	222				

The overall mean value of subjective norms is 3.73 and a standard deviation of 0.6584. Item SN2, "My family and close relatives would support my choice to start a business, " is the respondents' primary concern as an average of 3.79 and standard deviation of 1.098 agreed with the statement. The highest statement that was disagreed by respondents is item SN3, "My closest relatives and families believe that I should get into business for myself." whereas with an average of 3.64 and a standard deviation of 1.040.

4.1.2.3   Perceived Behaviour Control

The descriptive analysis of the independent variable perceived behaviour control is shown in Table 4.12 Descriptive Analysis of Perceived Behavior Control. Table 4.12 indicated descriptive statistics of perceived behaviour control among 222 respondents.

Table 4.12   Descriptive Analysis of Perceived Behavior Control

		N	Minimum	Maximum	Mean	Std. Deviation
PBC1	Every aspect of starting a business is covered by my extensive experience.	222	1	5	3.72	1.053

		N	Minimum	Maximum	Mean	Std. Deviation
PBC2	I have complete control over the process of starting a new business.	222	1	5	3.25	1.071
PBC3	I have no problem starting a business and keeping it running.	222	1	5	3.32	1.143
PBC4	I am familiar with the specific requirements of how to set up a business from scratch.	222	1	5	3.51	1.067
PBC5	I am familiar with the process of creating an entrepreneurial venture.	222	1	5	3.38	1.106
Overall		222	1	5	3.43	0.7410
Valid N (listwise)		222				

The overall mean value of perceived behaviour control is 3.43 and a standard deviation of 0.7410. The major concern of respondents is item PBC1, "Every aspect of starting a business is covered by my extensive experience." with an average of 3.72 and a standard deviation of 1.053 has agreed with the statement. Item PBC2, "I have complete control over the process of starting a new business." is the highest statement that was disagreed by respondents, with an average of 3.25 and a standard deviation of 1.071.

4.1.3 Dependent Variables

The descriptive analysis of the dependent variable entrepreneurial education intention is shown in Table 4.13.

Table 4.13   Descriptive Analysis of Entrepreneurial Education Intention

		N	Minimum	Maximum	Mean	Std. Deviation
EEI1	I would take a course that allows me to identify a good business opportunity.	222	1	5	3.91	1.029
EEI2	I'm likely to enrol in business-starting courses.	222	1	5	3.84	1.021
EEI3	I would like to learn how to run a business through education.	222	1	5	3.80	1.001
EEI4	I will seek education on the development and implementation of a business strategy.	222	1	5	3.89	0.989
EEI5	I would take assignments or projects on starting a business.	222	1	5	3.81	0.966
Overall		222	1	5	3.85	0.6471
Valid N (listwise)		222				

Entrepreneurial education intention has an overall mean value of 3.85 and a standard deviation of 0.6471. Item EEI1, "I would take a course that allows me to identify a good business opportunity." respondents' major concern with an average of 3.91 and standard deviation of 1.029 agreed with the statement. The highest statement disagreed by respondents is item EEI3, "I would like to learn how to run a business through education." with an average of 3.80 and a standard deviation of 1.001.

4.1.4 Normality test

The normality of a data collection can be tested to see if it follows a normal distribution. Normality is used to describe a type of statistical distribution called the bell-shaped curve or normal distribution (Saunders et al., 2019). Normality test is to ensure that the data collected can fulfil the regression assumption. According to Saunders et al., 2019, the regression assumptions include the data of both independent and dependent variables have to be normal distributed. Therefore, a normality test is needed in the study. There are many ways to determine the normality of data. Shapiro-Wilks test, Kolmogorov–Smirnov test and skewness and kurtosis are commonly used to determine whether the data is a normal distribution (Saunders et al., 2019). In this study, the normality is tested by skewness and kurtosis. The data is normally distributed if the skewness and kurtosis are between 1 and -1 (Mohd Matore & Zamri Khairani, 2020).

Table 4.14   Skewness and Kurtosis

		Attitude (AT)	Subjective Norms (SN)	Perceived Behavior Control (PBC)	Entrepreneurial Education Intention (EEI)
N	Valid	222	222	222	222
	Missing	0	0	0	0
Mean		3.6712	3.7288	3.4369	3.8495
Std. Deviation		.68173	.65838	.74097	.64708
Skewness		-.691	-.407	-.499	-.493
Kurtosis		.625	.302	-.281	.045

Source: SPSS Output

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From Table 4.14, the data collected is normally distributed as the skewness and kurtosis are between 1 and -1. The dependent variable attitude has a mean of 3.6712, a standard deviation of 0.68173, skewness of -0.691 (between 1 to -1). Hence the distribution is a normal distribution. The dependent variable subjective norms have a mean of 3.7288, a standard deviation of 0.65838, skewness of - 0.407 and kurtosis of 0.302. Therefore, the distribution is normal. Perceived behaviour control has a mean of 3.4369, a standard deviation of 0.74097, skewness -0.407 and kurtosis -0.281, which makes it a normal distribution. Entrepreneurial education intentions, the only dependent variable, have a mean of 3.8495, a standard deviation of 0.64708, skewness of -0.493 and kurtosis of 0.45, which is also between 1 and -1. Hence the data is normally distributed.

4.2 Result of Reliability

According to Table 3.4.1(Interpretation Guidelines for Cronbach's Alpha), Cronbach's Alpha higher than 0.7 is acceptable. Hence, all the variables in the research are reliable as the lowest Cronbach's Alpha is the dependent variable Entrepreneurial Education Intentions, measure with 5 items has a Cronbach's Alpha of 0.701. For the factor attitude with 7 items is 0.813, which also is the highest among independent and dependent variables. For Subjective Norms with 5 items is 0.750, and for Perceived Behavior Control with 5 items is 0.789. For Subjective Norm, Perceived Behavior Control, and Entrepreneurship Education Intention the strength of association is acceptable and as for Attitude is good.

Table 4.15   Reliability Statistic of Variables

Variable	Cronbach's Alpha	Number of Items	Strength of Association
Independent Variable			
AT	0.813	7	Good
SN	0.750	5	Acceptance
PBC	0.789	5	Acceptance
Dependent Variable			
EEI	0.701	5	Acceptance

Source: SPSS Output

Table 4.16   Reliability of Overall

Reliability Statistics

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	Cronbach's Alpha	N of Items
	.889	22

Source: SPSS Output

4.3 Pearson Correlation Analysis

Table 4.17 shows the correlation value between all independent variables, Attitude,

Correlations

		Attitude	Subjective Norms	Perceived Behaviour Control	Entrepreneurial Education Intentions
Attitude	Pearson Correlation	1	.584**	.474**	.582**
	Sig. (2-tailed)		.000	.000	.000
	N	222	222	222	222
Subjective Norms	Pearson Correlation	.584**	1	.528**	.556**
	Sig. (2-tailed)	.000		.000	.000
	N	222	222	222	222
Perceived Behaviour Control	Pearson Correlation	.474**	.528**	1	.465**
	Sig. (2-tailed)	.000	.000		.000
	N	222	222	222	222
Entrepreneurial Education Intentions	Pearson Correlation	.582**	.556**	.465**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	222	222	222	222

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

Subjective Norms and Perceived Behaviour Control and the dependent variable, Entrepreneurial Education Intentions. All the correlations are positive means there are positive relationships between the variables.

Correlations

		Attitude	Subjective Norms	Perceived Behaviour Control	Entrepreneurial Education Intentions
Attitude	Pearson Correlation	1	.584**	.474**	.582**
	Sig. (2-tailed)		.000	.000	.000
	N	222	222	222	222
Subjective Norms	Pearson Correlation	.584**	1	.528**	.556**
	Sig. (2-tailed)	.000		.000	.000
	N	222	222	222	222
Perceived Behaviour Control	Pearson Correlation	.474**	.528**	1	.465**
	Sig. (2-tailed)	.000	.000		.000
	N	222	222	222	222
Entrepreneurial Education Intentions	Pearson Correlation	.582**	.556**	.465**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	222	222	222	222

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

Table 4.17   Correlation Between Variables

Source: SPSS Output

The correlation value of the independent variable attitude with subjective norms (0.584), perceived behaviour control (0.474) and entrepreneurial education intentions (0.582) is in between week positive 0.3 and strong positive 0.7. therefore, it can conclude as a moderate positive relationship between the variables.

Next, the correlation value of the independent variable subjective norms between attitude is 0.584, between perceived behavior control is 0.582 and between entrepreneurial education intention is 0.556. The correlation between subjective norms and other variables is moderately positive relationship.

Then, the correlation between perceived behaviour control with attitude (0.474) and subjective norms (0.528) are moderately positive. At the same time, the correlation between perceived behaviour control and entrepreneurial education intention is a weak positive relationship as the correlation is only 0.465.

There is a moderate positive relationship between entrepreneurial education intention and both attitude and subjective norms, as the correlations are 0.82 and 0.556 respectively. As for the relationship between entrepreneurial education intentions and perceived behaviour control is weak positive with the correlation value of 0.465.

4.4 Multiple Regression Analysis

Multiple regression analysis is the development of linear regression to analyse the connection between two or more independent variables (Moore & Wong, 2006). This research includes multiple independent variables with only one dependent variable therefore, in order to verify the hypotheses, multiple regression analysis was used. The dependent variable is entrepreneurial education intentions, whereas the independent variable factors are attitude, subjective norms, and perceived behaviour control. The analysis's findings will thus be displayed in the tables below.

Table 4.18   Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653ᵃ	.427	.419	.49330

a. Dependent Variable: Entrepreneurial Education Intentions

b. Predictors: (Constant), Attitude, Subjective Norms, Perceived Behavior Control

Source: SPSS Output

Based on Table 4.18, the regression coefficient value is R= 0.653, indicating a moderate correlation between the independent variables and their impact on entrepreneurial education intentions. The R square was also displayed in the table as 0.427, indicating that attitude, subjective norms, and perceived behaviour control are 42.7% that affected entrepreneurial education intentions. According to Joseph F. Hair

et al., 2019, 42.7% is considered moderate. This also means that the factors will moderately affect entrepreneurial education intentions.

Table 4.19   ANOVA

<table>
<tr><th colspan="7">ANOVA</th></tr>
<tr><th colspan="2">Model</th><th>Sum of Squares</th><th>df</th><th>Mean Square</th><th>F</th><th>Sig.</th></tr>
<tr><td>1</td><td>Regression</td><td>39.487</td><td>3</td><td>13.162</td><td>54.090</td><td>.000[b]</td></tr>
<tr><td></td><td>Residual</td><td>53.048</td><td>218</td><td>.243</td><td></td><td></td></tr>
<tr><td></td><td>Total</td><td>92.535</td><td>221</td><td></td><td></td><td></td></tr>
</table>

a. Dependent Variable: Entrepreneurial Education Intentions

b. Predictors: (Constant), Attitude, Subjective Norms, Perceived Behavior Control

Source: SPSS Output

According to the table of ANOVA, the overall results show that the F-test value is 54.090 with a significant level of 0.000. Therefore, the independent variable attitude, subjective norms, and perceived behaviour control have a significant relationship with entrepreneurial education intentions since the p-value is smaller than 0.05 ($p < 0.05$).

Table 4.20   Multiple Regression Analysis

<table>
<tr><th colspan="7">Multiple Regression Analysis</th></tr>
<tr><th colspan="2">Model</th><th colspan="2">Unstandardized Coefficients</th><th>Standardized Coefficients</th><th>t</th><th>Sig.</th></tr>
<tr><th colspan="2"></th><th>B</th><th>Std. Error</th><th>Beta</th><th></th><th></th></tr>
<tr><td>1</td><td>(Constant)</td><td>1.171</td><td>.241</td><td></td><td>5.481</td><td>**.000**</td></tr>
<tr><td></td><td>Attitude</td><td>.333</td><td>.062</td><td>.351</td><td>5.395</td><td>**.000**</td></tr>
<tr><td></td><td>Subjective Norms</td><td>.264</td><td>.066</td><td>.268</td><td>3.975</td><td>**.000**</td></tr>
<tr><td></td><td>Perceived Behaviour Control</td><td>.137</td><td>.054</td><td>.157</td><td>2.524</td><td>**.012**</td></tr>
<tr><td colspan="7">a. Dependent Variable: Entrepreneurial Education Intentions</td></tr>
</table>

Source: SPSS Output

Table 4.20 shows that attitude is the strongest predictor of the independent variable, with values of $\beta = 0.333$, t (222) = 5.395, and a p-value less than 0.05 ($p = 0.00$), as

shown. The β value is 0.333, meaning that attitude will affect entrepreneurial education intention by 33.3%. It has the strongest positive influence on entrepreneurial education intentions out of all the factors since it has the highest positive value. Hence, there is a significant relationship between attitude and entrepreneurial education intention. Thus, hypothesis 1 is supported. This result is aligned with the past study by Nguyen et al., 2019.

Next, subjective norms is shown as the second most significant predictor, with values of t (222) = 3.975, p=0.00, and β= 0.264, meaning that subjective norms will affect entrepreneurial education intention by 26.4%, indicating a positive association between subjective norms and entrepreneurial education intentions. The higher the beta value of subjective norms, the larger effect subjective norms will bring to entrepreneurial education intentions. There is a significant relationship between subjective norms and entrepreneurial education intention. Hence, hypothesis 2 is supported. This result is aligned with the past study by Burch et al., 2019.

Lastly, perceived behaviour control is shown as the minor predictor, with values of t (222) = 2.524, p=0.012, and β= 0.137, meaning that perceived behaviour control will affect entrepreneurial education intention by 13.7%, indicating a positive association between perceived behaviour control and entrepreneurial education intentions. The higher the beta value of perceived behaviour control, the larger effect perceived behaviour control will bring to entrepreneurial education intentions. There is a significant relationship between perceived behaviour control and entrepreneurial education intention. Hence, hypothesis 3 is supported. This result is aligned with the past study by Nguyen et al., 2019.

4.5   Summary of Results

After conducting the multiple regression, the summary of the results is shown in Table 4.21. All the hypotheses are supported as the p-value are less than 0.05.

Table 4.21   Summary of Results

Research Objective 2	Hypotheses	Results	Hypotheses Verification
To analyse the relationship between these factors and students' entrepreneurial education intention	H1 There is a significant relationship between personal attitudes and entrepreneurial education intention.	p value= 0.000 β= 0.333 t (222) = 5.395	supported
	H2 There is a significant relationship between the subjective norms towards the entrepreneurial education intention.	p value= 0.000 β= 0.264 t (222) = 3.975	supported
	H3 There is a significant relationship between perceived behaviour control and entrepreneurial education intention.	p value = 0.012 β= 0.137 t (222) = 2.524	supported

4.6   Summary

In this chapter, the data collected from 222 respondents are calculated using SPSS 25.0 version and analysed. Descriptive Analysis, Pearson Correlation Analysis and Multiple Regression Analysis are used to analyse the data collected. At the end of the chapter, hypotheses are also verified.

CHAPTER 5

5 DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter is the last chapter of this research. The purpose of this chapter is to discuss the study's findings are included in this section. This chapter will start with an overview of the statistical analysis, then the objectives of the study will be explained by the researcher, followed by the implications of the study. After that, there will be some recommendations for future research and, finally, conclusions for this study.

5.1 Research Objective Justification

The research objective developed in chapter one will be defined in this section. The relationship between each independent and dependent variable will be determined based on the data analysis. The three research objectives of this study are to determine factors affecting the entrepreneurial education intention of students in the perspective of the Theory of Planned Behaviour, to analyse the relationship between these factors and students' entrepreneurial education intention and to examine the most significant factors that could affect students' entrepreneurial education intention.

5.1.1 Research Objective 1: To determine factors affecting entrepreneurial education intention of students in the perspective of Theory of Planned Behavior.

The first research objective is to determine the factors affecting entrepreneurial education intention of students. From the literature review of the study, the theoretical framework is developed in order to comprehend the scope of this study. Hence, the Theory of Planned Behavior (TPB) was used to identify the factors affecting entrepreneurial education intention of students. In this study, the Theory of Planned Behavior was adopted to study the independent variables, attitude,

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subjective norms, and perceived behaviour control and the dependent variable, entrepreneurial education intentions.

The data were analyzed by using SPSS software. Table 4.15 demonstrated that all variables have reasonably high internal consistency since Cronbach's Alpha is more than 0.7. Cronbach's Alpha for attitude, measured by 7 items is 0.813. The strength of the association is good. Next, for independent variable subjective norms, the Cronbach's Alpha is 0.750, measured by 5 items. The last independent variable is perceived behaviour control which is also measured by 5 items, the strength association of Cronbach's Alpha is acceptance, 0.789. In short, all data show good correlation within items of each variable. According to Table 4.16, the Cronbach's Alpha coefficients of overall variables are 0.889, which is excellent. Hence, it can be concluded that the items have relatively internal consistency.

Each item in this study was measured using five-point Likert scale. Based on the results, the respondents strongly agree that the attitude, subjective norms, and perceived behaviour control will affect their entrepreneurial education control intentions which the mean score for the factor attitude is 3.67 with a standard deviation of 0.6817, for subjective norms is 3.73 with standard deviation 0.6584 and perceived behaviour control had a mean score of 3.43 and standard deviation of 0.7410. All the mean score of independent variables is above 3.01, which interprets the level of effectiveness towards entrepreneurial education intention as medium high (R. Hassan et al., 2018). In previous research by Nguyen et al., 2019, the mean score for attitude was 3.590, social norms were 3.585, and perceived behaviour control had a mean score of 3.071, which is lower than the mean score in this study but still interpreted as medium highly affecting the entrepreneurial education intention which makes this study align with the previous research.

The factors affecting entrepreneurial education intention of students in the perspective of Theory of Planned Behavior are attitude, subjective norms, and perceived behaviour control. Attitude According to Amofah & Saladrigues, 2022, there is a positive relationship between entrepreneurship education and entrepreneurial intentions. Therefore, the results align with the past studies by Nguyen et al., 2019, Alam et al., 2019, Amofah & Saladrigues, 2022, Prajapati, 2019 and Burch et al., 2019 which mentioned that attitude, subjective norms and perceived

behaviour control have a positive impact on entrepreneurial intention. In short, the research objective 1 is identified in this study.

5.1.2 Research Objective 2: To analyse the relationship between these factors and students' entrepreneurial education intention

The following research objective is to analyze the relationship between the factors affecting students' entrepreneurial education intention. The factors are adopted from the theory of planned behaviour (Ajzen, 1991) mentioned in chapter two, which includes the relationship between attitude, subjective norms, perceived behaviour control and entrepreneurial education intention. Pearson correlation is used to determine the relationship between the independent and dependent variables. From Table 4.17 that showed that the relationship between independent variables and

Correlations

		Attitude	Subjective Norms	Perceived Behaviour Control	Entrepreneurial Education Intentions
Attitude	Pearson Correlation	1	.584**	.474**	.582**
	Sig. (2-tailed)		.000	.000	.000
	N	222	222	222	222
Subjective Norms	Pearson Correlation	.584**	1	.528**	.556**
	Sig. (2-tailed)	.000		.000	.000
	N	222	222	222	222
Perceived Behaviour Control	Pearson Correlation	.474**	.528**	1	.465**
	Sig. (2-tailed)	.000	.000		.000
	N	222	222	222	222
Entrepreneurial Education Intentions	Pearson Correlation	.582**	.556**	.465**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	222	222	222	222

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

dependent variables, and the results obtained are all positive. This demonstrated that the factors affecting students' entrepreneurial education intention adopted from the theory of planned behaviour (attitude, subjective norms, and perceived behaviour control) onwards students' entrepreneurial education intention.

5.1.2.1   Attitude and Entrepreneurial Education Intention

Table 4.17 shows that the correlation between the independent variable attitude

Correlations

		Attitude	Subjective Norms	Perceived Behaviour Control	Entrepreneurial Education Intentions
Attitude	Pearson Correlation	1	.584**	.474**	.582**
	Sig. (2-tailed)		.000	.000	.000
	N	222	222	222	222
Subjective Norms	Pearson Correlation	.584**	1	.528**	.556**
	Sig. (2-tailed)	.000		.000	.000
	N	222	222	222	222
Perceived Behaviour Control	Pearson Correlation	.474**	.528**	1	.465**
	Sig. (2-tailed)	.000	.000		.000
	N	222	222	222	222
Entrepreneurial Education Intentions	Pearson Correlation	.582**	.556**	.465**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	222	222	222	222

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

towards the dependent variable entrepreneurial education intention is 0.582, which means that attitude will affect entrepreneurial education intention by 52.8%. According to (Saunders et al., 2019), a correlation coefficient of 0.3 is a weak positive and 0.7 is a strong positive. The correlation of attitude is 0.582, which is between 0.3 and 0.7. Therefore it can be assumed that it is a moderate positive correlation. Hence, the first hypothesis is supported.

In previous studies by Amofah & Saladrigues, 2022 and Prajapati, 2019, the correlations of attitude towards entrepreneurship education intentions are 0.981 and 0.467 respectively. The correlation of attitude towards entrepreneurship education intentions in this study is between the previous studies (0.582). This also proves that the result correlation of attitude towards entrepreneurship education intentions is

aligned with previous studies by Amofah & Saladrigues, 2022 and Prajapati, 2019. As previous studies had done in a developed country (Amofah & Saladrigues, 2022 in Spain) and a least developing country (Prajapati, 2019 in Nepal), the attitude in both countries are different as the financial status in the least developing country is poor which they are only focusing on having stable income which is to be a worker while in the developed country the financial status of residents allows them to take the risk to start an entrepreneur. It can be said that the attitude to become an entrepreneur is affected by the family's financial status. Students with better economic status are more willing to try new things and take risk as financial is not a concern. In contrast, students with poor financial status are more conservatism that only wishes to reach a stable financial level.

Attitude is to predict the likelihood of taking action (Burch et al., 2019). Positive attitudes include self-confidence, willingness to take risks to start a venture, and being more likely to be self-employed than working for others. When students have a positive attitude toward entrepreneurship, their intentions toward entrepreneurial education will also increase. Subsequently, students with a negative attitude toward entrepreneurship will have low intentions toward entrepreneurial education. Studies by Nguyen et al., 2019; Alam et al., 2019; Prajapati, 2019; Burch et al., 2019 also stated that attitude strongly affects entrepreneurial education intention. As a result, students with a higher attitude towards entrepreneurship will have higher entrepreneurial education intention.

5.1.2.2 Subjective Norms and Entrepreneurial Education Intention

Furthermore, subjective norms also indicate a positive relationship towards entrepreneurial education intention with a correlation of 0.556. A correlation of 0.556 also equals to subjective norms will affect entrepreneurial education intentions by 55.6%. A 0.556 correlation also indicates a moderate positive correlation as it is between weak (0.3) and strong (0.7). Hence, the second hypothesis is supported.

In the previous study by Prajapati, 2019 and Amofah & Saladrigues, 2022, the correlation between subjective norms is 0.017 and 0.999. The correlation of subjective norms in this study is between previous studies 0.017 and 0.999. This also proves that the correlation of subjective norms towards entrepreneurship education

intentions is aligned with previous studies by Amofah & Saladrigues, 2022 and Prajapati, 2019, which is positively correlated. The study by Prajapati, 2019 was conducted in Nepal, which is a least developed country (Statistical Annex, 2022). The study also stated that entrepreneurial education in Nepal is less and still emerging, while the study by Amofah & Saladrigues, 2022 was conducted in Spain, a developed country (Statistical Annex, 2022). This is the cause why the correlation of subjective norms in both studies is different. In the meantime, the current research is conducted in Malaysia, which is a developing country (Statistical Annex, 2022) therefore, the correlation of subjective norms is in between previous studies in the least developing and developed countries. In countries that are developed have higher scores subjective norms as they are more willing to be a job creator than a job seeker. Culture in developing countries is more conservatism compared to developing countries. Therefore, parents in developed countries will encourage their children to start a small venture if they want and support that while parents in developing and least developing countries are educating their children to be workers with lower risk and able to receive stable financial status every month. This led to developed countries having higher subjective norms scores than developing and least developing countries.

In the study by Burch et al., 2019, the researcher indicates that there is a strong correlation between subjective norms and views regarding the morality of business and educational value. From the Table, nearly half of the respondents have a family business in their family, and 72.5% of the respondents are studying in the business field, which acts as subjective norms and creates considerable social pressure to engage in entrepreneurial action among the respondents. In addition, some respondents choose entrepreneurial education due to their parents' request instead of self-interest. This will also develop strong subjective norms in students. Previous studies by Taha et al., 2017; Mohammed et al., 2017; Mirjana et al., 2018 also specify that subjective norms have a significant relationship with entrepreneurial education intention.

5.1.2.3 Perceived Behaviour Control and Entrepreneurial Education Intention

In addition, perceived behaviour control with a correlation of 0.465 also shows a positive relationship towards entrepreneurial education intention. A correlation of 0.465 also equals that perceived behaviour control will affect entrepreneurial education intentions by 46.5%. 0.465 correlation also indicates that it is a moderate positive correlation as it is in between weak (0.3) and strong (0.7) correlation. Hence, the third hypothesis is supported.

In the previous study by Amofah & Saladrigues, 2022, the correlation of perceived behaviour control towards entrepreneurial education intention is 1.000, which indicates that perceived behaviour control will 100% affect entrepreneurial education intention. It is a strong positive correlation compared to this study, which only has a moderate positive correlation. In another previous study by Prajapati, 2019 the correlation is lower than the correlation in this study which is 0.167 (weak positive correlation). This is because all of these studies are conducted in the different country categories as Amofah & Saladrigues, 2022 is conducted in a developed country, the current research is conducted in a developing country and Prajapati, 2019 is conducted in the least developing country. Although there is a big gap between the results of these studies, the results are still aligned with the previous research that there is a positive relationship between perceived behaviour control and entrepreneurial education intention.

In the study Role Of Entrepreneurial Motivation On Entrepreneurial Intentions And Behaviour: Theory Of Planned Behaviour Extension On Engineering Students In Pakistan (Alam et al., 2019), perceived behaviour control is significantly associated with entrepreneurial intentions. Perceived behaviour control plays a significant part in identifying necessary abilities during the formation process of new ventures (Mirjana et al., 2018). As the students have a strong sense of perceived behaviour control towards entrepreneurship, they will develop higher entrepreneurial education intention. This can be shown in descriptive analysis that 85.6% of the respondents agreed that entrepreneurial intention will affect the decision to choose entrepreneurship course. Besides research by Alam et al., 2019, Nguyen et al., 2019, Mirjana et al., 2018 and Taha et al., 2017 also shows that there is a significant relationship between perceived behaviour control and entrepreneurial education intention.

As a result, there is a positive relationship between all the factors (attitude, subjective norms and perceived behaviour control) and students' entrepreneurial education intention. Hence, the second objective is achieved.

5.1.3 Research Objective 3: To examine the most significant factors that could affect students' entrepreneurial education intention

The last research objective is to examine the most significant factors affecting students' entrepreneurial education intention. Based on Table 4.18 from multiple regression, the R^2 value for all independent variables (attitude, subjective norms and perceived behaviour control) is 0.427, also accountable for 42.7% of the variance in entrepreneurial education intention.

Table 4.21 shows that the relationship between the factors, also known as independent variables (attitude, subjective norms, and perceived behaviour control), is accepted or rejected. Regarded on the result, all independent variables, attitude, subjective norms, and perceived behaviour control have a significant relationship with the dependent variable, entrepreneurial education intention. This is because the result showed the p-value of all the independent variables is below 0.05.

Referring to Table 4.20, the β value of attitude is 0.333, and the p-value is 0.000 (less than 0.05). The β value of subjective norms is 0.264, and the p-value is 0.000. The β value of perceived behaviour control is 0.137, and the p-value is 0.012. Thus, it can be concluded that attitude is the most influencing independent variable to entrepreneurial education intention since the β value (0.333) is the highest compared to subjective norms and perceived behaviour control while the p-value is less than 0.05. the highest β value of attitude (0.333) is also accountable for 33.3% of that attitude will affect entrepreneurial education intention.

According to the study by Nguyen et al., 2019, the β value of attitude is 0.300, and the p-value is 0.000. the results are similar to the current research, with β value of 0.333 and a p-value of 0.000. This is because the study by Nguyen et al., 2019 was conducted in Vietnam, a developing country, as the current study was conducted in Malaysia (Statistical Annex, 2022).

Attitude is one of the critical antecedents in the Theory of Planned Behaviour (Ajzen, 1991). In the early days of attitude research, most researchers believed that social attitudes influence human behaviour (Ajzen & Fishbein, 2005). According to Burch et al., 2019, the desire to further one's education in the field of entrepreneurship is correlated with a person's perspective on the morality of business and the practicality of education.. Amofah & Saladrigues, 2022 stated that attitude towards entrepreneurship is the thoughts and feelings of a student towards entrepreneurship and business operation. Other than that, Amofah & Saladrigues, 2022 also mention that when considering the perception of the attractiveness of an activity (entrepreneurship), the attitude toward that behaviour is a critical factor to consider. Based on the previous research, most respondents agreed that attitude is the main factor that would impact their entrepreneurial education intention. As a result, objective three is achieved in this research.

5.2   Contribution of Study

5.2.1   Theoretical

The data analysis is implemented to achieve the main objective of the research to determine the relationship between factors and students' entrepreneurial education intentions in the perspective of Theory of Planned Behaviour. According to earlier research (Prajapati, 2019), subjective norms have little to no impact on entrepreneurship classes. The research by Mohammed et al., titled "The Influence of Attitude, Subjective Norms, and Perceived Behaviour Control on Entrepreneurial Intentions: Case of Algerian Students," finds the same thing in regards to perceived behavioural control in relation to entrepreneurial intentions. The study's results had proven that subjective norms and perceived behaviour control have a significant relationship with entrepreneurial education intention. Therefore, this study filled the theoretical gap of the variables in the Theory of Planned Behaviour.

This study also contributed to entrepreneurial education intention as there is a gap in entrepreneurial education intentions due to rare studies focusing on entrepreneurial education intention. This study will help students understand their feelings while

deciding before entering university as they will know their intentions on entrepreneurship more clearly. Hence, this study filled the knowledge gap.

The factors of the Theory of Planned Behaviour are once again proven as the factors to affect entrepreneurial intentions and entrepreneurial education intentions. This is because the theory was founded in 1991, the world is improving, and there may be a change in the independent variables affecting the intentions. This study's results show that all the factors adopted from the theory will significantly affect intentions.

5.2.2 Practical

The study will contribute to the university in understanding the intentions of students entering entrepreneurial courses. Universities can polish their syllabus to attract more entrepreneurial education students. From the survey, it is found that nearly all respondents would like to take assignments or projects on starting a business. Some respondents do not agree that university entrepreneurship courses will fully equip students to become an entrepreneur. Hence, universities can arrange the percentage of academics and increase the practical activities in entrepreneurial courses to enhance the entrepreneurial skill of students. The researcher suggests rising in practical coursework for entrepreneurship courses to improve students' entrepreneurial skills and prepare students to enter the industry.

The survey results indicate that attitude, subjective norms, and perceived behaviour control will affect students' entrepreneurial education intention. Therefore, universities can collaborate with Young Enterprise (YE) programs to promote entrepreneurial education and attract more students to enrol in entrepreneurship courses. Students joining the Young Enterprise program have some interest in entrepreneurs but are still new to the industry. Therefore universities can strengthen their attitude and motivation to become entrepreneurs. Universities can promote entrepreneurship courses by implementing experience classes for matriculation and STPM students. This experience class will help to influence students' attitudes and motivation before deciding on their university course, which will increase entrepreneurship course enrollment. Besides experience class, motivational talk to encourage students to become job creators instead of job seekers is also suggested for

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STPM, matriculations, and high school students as a person's attitude is not easy to change in a short period.

5.3 Limitations of the study

5.3.1 Involved Certain Universities

The present study only focuses on three public universities, which are University Technical Malaysia Melaka (UTeM), University Malaysia Kelantan (UMK) and University Utara Malaysia (UUM). Although three universities provide entrepreneurial courses, they cannot represent the whole higher education industry. There are many universities in Malaysia's higher education industry, including public and private universities. The researcher believes that the mindset of both public and private university students is distinct. Hence, the limited number of universities focused on this study led to limited research is one of the limitations.

5.3.2 Only One Theory Involved

This research only studies from the perspective of Theory Planned Behavior (TPB) and factors are also fully adopted from Theory Planned Behavior, founded in 1991. Throughout the years, other factors may also affect the entrepreneurial intention of students that the researcher did not think of. Moreover, this study only includes three constructs, causing a limited understanding of other hidden factors. There is a possibility that phycology factors were not included in Theory Planned Behavior. Hence, more factors need to be explored to get further insight into entrepreneurial education intentions.

5.3.3 Methodology

The research is quantitative, collected data by questionnaire survey. In a questionnaire survey, the questions are usually closed-ended, leading to limited outcomes. As the factors are adopted from the Theory of Planned Behavior, and the study was conducted quantitatively, the researcher can only receive data for current factors instead of new factors that respondents could suggest.

5.4 Recommendations for Future Research

Since this study only focuses on three public universities, the researcher suggested that future studies should expand their population to the entire higher education industry, including private and public universities and pre-universities.

Furthermore, as this study only studies from the perspective of the Theory of Planned Behaviour, the researcher recommends adding another theory regarding psychology, for example, Cognitive Theory, to understand entrepreneurial intentions from a broader view of psychology.

As mentioned, the study only studies from the perspective of the Theory of Planned Behaviour done by quantitative method. The researcher suggests using mix method in future studies to determine more factors that will influence the entrepreneurial education intentions of students.

5.5   Conclusion

In conclusion, this research provides entrepreneurial education intention for a deeper understanding of the impact among students from the perspective of the Theory of Planned Behavior. Based on the result of this research, all the factors (attitude, subjective norms and perceived behaviour control) indicate a significant relationship with entrepreneurial education intention. Thus, this study has been provided with an essential insight into the attitude towards entrepreneurial education intention from the Theory of Planned Behavior perspective. Recommendations and fundamentals for the following researchers in this research area also have been provided.

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Appendix A   Gantt Chart PSM 1

Task	Week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Briefing PSM Progress	■														
Proposed Supervisor		■													
Distribution of Supervisor			■												
Identify and develop a research topic				■	■	■									
Determine the problem statement					■										
Construct research questions and research objectives					■	■									
Complete the first chapter: Introduction							■	■	■						
Locate the sources of materials															
Write the literature review															
Complete the second chapter: Literature Review										■	■				
Identify the research design and sample selection												■			
Write the data analysis and tests												■			
Complete the third chapter: Research Method													■	■	
Amendments of draft work														■	
Compile of paper works														■	
Create the presentation slides														■	
Report submission															■
PSM I presentation															■

Appendix B   Gantt Chart for final year project 2

Task	Week

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Prepare questionnaire	■														
Proposed questionnaire	■														
Pilot test	■														
Distribution of survey		■													
Data collection		■	■	■	■	■	■	■	■						
Alter previous chapters			■	■	■	■									
Complete Data collection									■						
Analyse data by SPSS									■						
Write data analysis									■						
Complete the fourth chapter: Data analysis										■	■				
Identify the research findings												■			
Write the research findings												■			
Complete the fifth chapter: Discussion													■	■	
Amendments of draft work														■	
Compile of paper works														■	
Create the presentation slides														■	
Report submission															■
PSM II presentation															■

Appendix C Reliability Statistic for each variables

Attitude

Reliability Statistics

Cronbach's Alpha	N of Items
.813	7

Item Statistics

	Mean	Std. Deviation	N
AT1	3.68	.966	222
AT2	3.59	1.164	222
AT3	3.74	1.052	222
AT4	3.65	1.078	222
AT5	3.40	1.112	222
AT6	3.79	1.008	222
AT7	3.84	1.050	222

Subjective Norms

Reliability Statistics

Cronbach's Alpha	N of Items
.750	5

Item Statistics

	Mean	Std. Deviation	N
SN1	3.74	.952	222
SN2	3.79	1.098	222
SN3	3.64	1.040	222
SN4	3.76	1.030	222
SN5	3.70	1.008	222

Perceived Behavior Control

Reliability Statistics

Cronbach's Alpha	N of Items
.789	5

Item Statistics

	Mean	Std. Deviation	N
PBC1	3.72	1.053	222
PBC2	3.25	1.071	222
PBC3	3.32	1.143	222
PBC4	3.51	1.067	222
PBC5	3.38	1.106	222

Entrepreneurial Education Intention

Reliability Statistics

Cronbach's Alpha	N of Items
.701	5

Item Statistics

	Mean	Std. Deviation	N
EEI1	3.91	1.029	222
EEI2	3.84	1.021	222
EEI3	3.80	1.001	222
EEI4	3.89	.989	222
EEI5	3.81	.966	222

SURVEY QUESTIONNAIRE

FACTORS AFFECTING STUDENTS' ENTREPRENEURIAL EDUCATION
INTENTION FROM THE PERSPECTIVE OF THE THEORY OF
PLANNED BEHAVIOR (TPB)

*FAKTOR-FAKTOR YANG MEMPENGARUHI HASRAT PENDIDIKAN
KEUSAHAWANAN PELAJAR DARI PERSPEKTIF TEORI TINGKAH LAKU YANG
DIRANCANG(TPB)*

Dear Respected Respondents,

I'm Chuah Jing-Min, studying in the Faculty of Technology Management &
Technopreneurship, Universiti Teknikal Malaysia Melaka (UTeM). I'm researching
to understand the factors that will influence students' entrepreneurial education
intention from the perspective of Theory of Planned Behavior (TPB).

The survey questionnaires are prefaced with instructions on how the participants
should respond. Kindly read the instructions carefully, and please make the
appropriate selection to represent your answer. The entire survey would take
approximately 5-10 minutes to complete, and I would highly appreciate it if you
could respond/return the questionnaires as soon as possible.
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.

Should you have any queries, please do not hesitate to contact us at the contact
number and email address below.

Thank you very much for your participation!

Salam sejatera responden yang dihormati,

Saya Chuah Jing-Min, sedang belajar di Fakulti Pengurusan Teknologi & Teknousahawanan. Universiti Teknikal Malaysia Melaka (UTeM). Saya sedang membuat kajian untuk memahami faktor-faktor yang akan mempengaruhi hasrat pendidikan keusahawanan pelajar dalam perspektif Teori Tingkah Laku Terancang (TPB).

Soal selidik tinjauan didahului dengan arahan tentang bagaimana peserta harus bertindak balas. Sila baca arahan dengan teliti, dan sila buat pilihan yang sesuai untuk mewakili jawapan anda. Keseluruhan tinjauan akan mengambil masa kira-kira 5-10 minit untuk disiapkan, dan saya amat menghargainya jika anda boleh menjawab/memulangkan soal selidik secepat mungkin.

Harap maklum bahawa jawapan anda akan digunakan semata-mata untuk tujuan akademik, dan semua maklumat yang diperolehi, termasuk identiti anda, akan dirahsiakan.

Sekiranya anda mempunyai sebarang pertanyaan, jangan teragak-agak untuk menghubungi kami di nombor telefon dan alamat e-mel di bawah.

Terima kasih banyak atas penyertaan anda!

Chuah Jing-Min

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SECTION A: DEMOGRAPHIC AND GENERAL INFORMATION
BAHAGIAN A: MAKLUMAT UMUM DAN DEMOGRAFI

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

Bahagian ini menyenaraikan beberapa maklumat peribadi mengenai peserta.

Tandakan (/) jawapan yang sesuai di ruang yang disediakan.

1. Gender / *Jantina*

☐ Male/ *Lelaki* ☐ Female/ *Perempuan*

2. University/ *Universiti*

☐ UTeM

☐ UUM

☐ UMK

Others/ *Lain-lain*:_____

3. Year of Study / *Tahun Pengajian*

☐ Year 1/ *Tahun 1*

☐ Year 2/ *Tahun 2*

☐ Year 3/ *Tahun 3*

☐ Year 4/ *Tahun 4*

Others/ *Lain-lain*:_____

4. Field of education/ *Bidang pendidikan*

☐ Architecture and Engineering/ *Senibina dan Kejuruteraan*

☐ Science, Technology, and Mathematics/ *Sains, Teknologi dan Matematik*

☐ Business, Management, and Administration/ *Perniagaan, Pengurusan dan Pentadbiran*

☐ Education/ *Pendidikan*

Others/ *Lain-lain*:_____

5. Do you agree that one's entrepreneurial intention will affect the decision to choose entrepreneurship courses at university?

Adakah anda sedar bahawa niat keusahawanan akan mempengaruhi keputusan seseorang dalam memilih kursus di universiti?

☐ Yes/ *Ya*　　　　　　　　☐ No/ *Tidak*

6. Why would you choose entrepreneurship course?
Mengapa anda memilih kursus keusahawanan?

☐ I'm interested in the course / *Saya berminat dalam kursus ini*

☐ I want to become an entrepreneur after graduate / *Saya mahu menjadi usahawan selepas tamat pengajian*

☐ My parents wanted me to study this course / *Ibu bapa saya ingin saya belajar kursus ini*

☐ This course is more attractable compared to other courses / *Kursus ini lebih menarik berbanding kursus lain*

☐ I do not have other choice / *Aku tidak punya pilihan lain*

OTHERS:_____

7. Does your family own a business? If Yes, continue to the next question; if No, skip the next question.

Adakah keluarga anda memiliki perniagaan? Jika Ya, teruskan ke soalan seterusnya, jika Tidak, langkau soalan　　　　seterusnya.

☐ Yes/ *Ya*　　　　　　　　☐ No/ *Tidak*

8. What's the period of the family business? (Skip this question if answered No in question 7).

Apakah tempoh perniagaan keluarga? (Langkau soalan ini jika dijawab Tidak dalam soalan 7).

☐ Less than 1 year/ *Kurang daripada 1 tahun1*

☐ Between 1- 5 years/ *Antara 1- 5 tahun*

☐ 5 years and above / *5 tahun ke atas*

9. Do you have experience running a family business? If Yes, continue to the next question; if No, skip the next question.

Adakah anda mempunyai pengalaman menjalankan perniagaan keluarga? Jika Ya, teruskan ke soalan seterusnya, jika Tidak, langkau soalan seterusnya.

☐ Yes/ *Ya*   ☐ No/ *Tidak*

10. How long is your business experience? (Skip this question if answered No in question 9).

Berapa lamakah pengalaman perniagaan anda? (Langkau soalan ini jika dijawab Tidak dalam soalan 9).

☐ Less than a year/ *Kurang daripada 1 tahun*
☐ 1-3 years / *1-3 tahun*
☐ 3-5 years / *3-5 tahun*
☐ More than 5 years/ *Lebih daripada 5 tahun*

11. Do u agree that the entrepreneurship course offered at universities will fully equip students to become an entrepreneur?

Adakah anda bersetuju bahawa kursus keusahawanan yang ditawarkan di universities akan melengkapkan   pelajar sepenuhnya untuk menjadi usahawan?

☐ Yes/ *Ya*   ☐ No/ *Tidak*

SECTION B : FACTORS AFFECTING STUDENTS' ENTREPRENEURIAL EDUCATION INTENTION IN THE PERSPECTIVE OF THE THEORY OF PLANNED BEHAVIOR (TPB)/

BAHAGIAN B: FAKTOR-FAKTOR YANG MEMPENGARUHI HASRAT PENDIDIKAN KEUSAHAWANAN PELAJAR DALAM PERSPEKTIF THEORY OF PLANNED BEHAVIOR (TPB)

The following questions ask about the factors affecting students' entrepreneurial education intention from the perspective of the theory of planned behaviour. Please provide as much information as you can honestly and objectively. Use the scales provided to express your agreement or disagreement with each statement.

The questions will consist of 5 scales which include **(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.** Please tick (/) the appropriate response below.

Soalan berikut bertanyakan tentang faktor-faktor yang mempengaruhi hasrat pendidikan keusahawanan pelajar dari perspektif teori tingkah laku terancang. Sila berikan seberapa banyak maklumat yang anda boleh secara jujur dan objektif. Untuk menyatakan persetujuan atau ketidaksetujuan anda dengan setiap pernyataan, gunakan skala yang disediakan.

*Soalan akan terdiri daripada 5 skala yang **merangkumi (1) Sangat Tidak Setuju, (2) Tidak Setuju, (3) Berkecuali, (4) Setuju, dan (5) Sangat Setuju.** Sila tandakan (/) pada jawapan yang sesuai di bawah. .Sila tandakan (/) pada jawapan yang sesuai di bawah.*

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

Attitude (AT) / *Sikap*

In this survey, an attitude refers to the degree to which one has a favourable outlook on starting a new business and is referred to as one's entrepreneurial mindset.

Dalam tinjauan ini, sikap merujuk kepada tahap di mana seseorang itu mempunyai pandangan yang menggalakkan untuk memulakan perniagaan baharu dan dirujuk sebagai minda keusahawanan seseorang.

No	Item/ *Item*	1	2	3	4	5
AT1	I'm motivated to start my own business someday. *Saya termotivasi untuk memulai perniagaan saya sendiri suatu hari nanti.*					
AT2	I would rather run my own business than work for someone else. *Saya lebih suka menjalankan perniagaan saya sendiri daripada bekerja untuk orang lain.*					
AT3	I wish to pursue a career as a business owner. *Saya ingin meneruskan kerjaya sebagai pemilik perniagaan.*					
AT4	I want to take this entrepreneurship education to build a required network to start the firm. *Saya ingin mengambil pendidikan keusahawanan ini untuk membina rangkaian yang diperlukan untuk memulakan firma.*					
AT5	I will be able to obtain financial support to start a business from my university when enrol in entrepreneurship course. *Saya akan dapat sokongan kewangan untuk memulakan perniagaan dari universiti saya ketika mendaftar dalam kursus keusahawanan.*					
AT6	I will be able to obtain experience to start a business when enrol in entrepreneurship course. *Saya akan dapat menimba pengalaman untuk memulakan perniagaan apabila mendaftar dalam*					

	kursus keusahawanan.					
AT7	I'll work as hard as I can to launch and manage my own business. *Saya akan bekerja sekeras mungkin untuk melancarkan dan menguruskan perniagaan saya sendiri.*					

Subjective Norms (SN) / *Norma Subjektif*

In this survey, subjective norms are the belief that most people agree or disagree with a particular action or inaction.

Dalam tinjauan ini, norma subjektif adalah kepercayaan bahawa kebanyakan orang bersetuju atau tidak bersetuju dengan tindakan atau tindakan tertentu.

No	Item/ *Item*	1	2	3	4	5
SN1	My friends would understand why I wanted to start a new business. *Rakan-rakan saya akan faham mengapa saya ingin memulakan perniagaan baru.*					
SN2	My family and close relatives would support my choice to start a business. *Keluarga dan saudara terdekat saya akan menyokong pilihan saya untuk memulakan perniagaan.*					
SN3	My closest relatives and families believe that I should get into business for myself. *Saudara terdekat dan keluarga saya percaya bahawa saya harus menceburi bidang perniagaan untuk diri saya sendiri.*					
SN4	My closest friends believe that I should go out on my own and start a business. *Rakan terdekat saya percaya bahawa saya harus keluar sendiri dan memulakan perniagaan.*					
SN5	People who are close to me believe that I should get into business for myself. *Orang yang rapat dengan saya percaya bahawa saya harus menceburi perniagaan sendiri.*					

Perceived Behavior Control (PBC) / *Kawalan Tingkah Laku yang Dirasakan*

In this survey, perceived behaviour control refers to how easy or difficult it is for a person to carry out a specific behaviour.

Dalam tinjauan ini, kawalan tingkah laku yang dirasakan merujuk kepada betapa mudah atau sukarnya seseorang itu menjalankan tingkah laku tertentu.

No	Item/ *Item*	1	2	3	4	5
PBC1	Every aspect of starting a business is covered by my extensive experience. *Setiap aspek memulakan perniagaan diliputi oleh pengalaman luas saya.*					
PBC2	I have complete control over the process of starting a new business. *Saya mempunyai kawalan sepenuhnya ke atas proses memulakan perniagaan baharu.*					
PBC3	I have no problem starting a business and keeping it running. *Saya tidak mempunyai masalah untuk memulakan perniagaan dan memastikannya berjalan.*					
PBC4	I am familiar with the specific requirements of how to set up a business from scratch. *Saya sudah biasa dengan perincian yang diperlukan bagi memulakan perniagaan dari awal.*					
PBC5	I am familiar with the process of creating an entrepreneurial venture. *Saya sudah biasa dengan proses mewujudkan usaha niaga.*					

Entrepreneurial Education Intention (EEI) / *Niat Pendidikan Keusahawanan*

Entrepreneurial education intention is the intention of one's intent to take entrepreneurial education in their academics

Niat pendidikan keusahawanan ialah niat seseorang untuk mengambil pendidikan keusahawanan dalam akademik mereka

No	Item/ *Item*	1	2	3	4	5
EEI 1	I would take a course that allows me to identify a good business opportunity. *Saya akan mengambil kursus yang membolehkan saya mengenalpasti peluang perniagaan yang baik.*					
EEI 2	I'm likely to enrol in business-starting courses. *Saya mungkin mendaftar dalam kursus permulaan perniagaan.*					
EEI 3	I would like to learn how to run a business through education. *Saya ingin belajar bagaimana menjalankan perniagaan melalui pendidikan.*					
EEI 4	I will seek education on the development and implementation of a business strategy. *Saya akan mendapatkan pendidikan mengenai pembangunan dan pelaksanaan strategi perniagaan.*					
EEI 5	I would take assignments or projects on starting a business. *Saya akan mengambil tugasan atau projek untuk memulakan perniagaan.*					

-END OF QUESTIONS-

- SOALAN TAMAT-

Thank you so much for your participation!

Terima kasih banyak atas penyertaan anda!