FACTOR INFLUENCING NON-BUSINESS UNIVERSITY STUDENT'SINTENTION TOWARDS TECHNOPRENEURSHIP IN UTEM

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APPROVAL

I hereby declared that I had read through this thesis and in my opinion that this thesis is acceptable in terms of scope and quality which fulfill the requirements for the award of Bachelor's degree in Technopreneurship.

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DECLARATION

I declared that this report entitled "**Factor Influencing Non-Business University Students Intention toward Technopreneurship in UTeM"** is the result by my own work, except certain explanation and passage where every part of it is cited with sources clearly stated in reference"

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DEDICATION

I would like to dedicate this project to God S.W.T as an excuse not to give up, a source of motivation for completing this research. To my parents, family, and friends who have always been supportive, encouraging, motivating, and helped me complete this study. This study is also dedicated to my supervisor, Dr Atirah Binti Sufian who has given me guidance and guided me to the right path. I would like to thank all my friends who helped me a lot while I was running my project and a big thank you to everyone who has always been by my side, always given words of encouragement, and helped me complete this study. Without them, this Project would not be completed possible. Thank you very much.

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ABSTRACT

Technopreneurship is one of the technologies that give many benefits to people especially for young generations such as students. Technopreneurship used as a knowledge to improve enterpreneurial skills that uses in performance job in the future. This research aimed to identify the factors influencing non-business university student's intention towards technopreneurship in UTeM. Three variables which are attitude toward the behavior, subjective norm and perceived behavioral control has been measured to determine the factors that influence the intention of non-business university students in UTeM. The factors studies based on Theory of Planned Behavior. This study used a quantitative method in which the researcher distributed a questionnaire to 376 respondents and the data has been collected are analyzed using SPSS, Reliability, Pearson Correlation Analysis and Multiple Regression Analysis. The results findings show all the independent variables had a significant relationship with the intention of non-business students towards technopreneurship in UTeM and subjective norm becomes the most significant factor on influencing non business students intention towards technopreneurship. In conclusion, this study successfully achieved all two objectives, and the hypothesis shows all factors have a positive relationship with the dependent variable. The practical implication of this research is technopreneurship's intention as a guideline for non-business students improve their skills in enterpreneurial scope.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Keyword: Technopreneurship, Non-business University Students; Intention toward Technopreneurship; Attitude toward the Behavior; Subjective Norm; Perceived Behavioral Contro

ABSTRAK

Technopreneurship merupakan salah satu teknologi yang banyak memberi manfaat kepada manusia khususnya generasi muda seperti pelajar. Technopreneurship digunakan sebagai ilmu untuk meningkatkan kemahiran keusahawanan yang digunakan dalam prestasi kerja pada masa hadapan. Penyelidikan ini bertujuan untuk mengenal pasti faktor-faktor yang mempengaruhi hasrat pelajar universiti bukan perniagaan terhadap teknousahawan di UTeM. Tiga pembolehubah iaitu sikap terhadap tingkah laku, norma subjektif dan kawalan tingkah laku persepsi telah diukur untuk menentukan faktor yang mempengaruhi niat pelajar universiti bukan perniagaan di UTeM. Kajian faktor berdasarkan Teori Tingkah Laku Terancang. Kajian ini menggunakan kaedah kuantitatif di mana pengkaji mengedarkan borang soal selidik kepada 376 orang responden dan data yang telah dikumpul dianalisis menggunakan SPSS, Kebolehpercayaan, Analisis Korelasi Pearson dan Analisis Regresi Berganda. Dapatan keputusan menunjukkan kesemua pembolehubah tidak bersandar mempunyai hubungan yang signifikan dengan hasrat pelajar bukan perniagaan terhadap teknousahawan di UTeM dan norma subjektif menjadi faktor paling signifikan dalam mempengaruhi niat pelajar bukan perniagaan terhadap teknousahawan. Kesimpulannya, kajian ini berjaya mencapai kesemua dua objektif, dan hipotesis menunjukkan semua faktor mempunyai hubungan yang positif dengan pembolehubah bersandar. Implikasi praktikal penyelidikan ini adalah hasrat teknousahawan sebagai garis panduan untuk pelajar bukan perniagaan meningkatkan kemahiran mereka dalam skop keusahawanan.

Kata kunci: Teknousahawan, Pelajar Universiti Bukan perniagaan; Niat ke arah Teknousahawan; Sikap terhadap Tingkah Laku; Norma Subjektif; Kawalan Tingkah Laku yang Dipersepsikan

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

CONTENT OF TABLE

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

LIST OF FIGURES

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

CHAPTER 1

INTRODUCTION

1.0 Introduction

Entrepreneurship encompasses the concept of technopreneurship. Technopreneurship are entrepreneurs who are aware of technology and use technology in the entrepreneurial process. Superior technological entrepreneurship is essential in producing more advanced technologies, bridging the gap between nations, cultures and civilizations, and reshaping the world as we move toward the virtual world (Abbas, 2018). Indeed, technology entrepreneurs contribute to the development of the country. In the current changing global business landscape, transforming students into future leaders who value the needs of technology entrepreneurship is critical. Policymakers, institutions, governments, and other organizations are becoming more interested in entrepreneurial growth (Owseni, 2014). Entrepreneurship has long been considered an important driver of economic growth, innovation, and job creation (Uygun & Kasimoglu, 2013). Governments, students, and universities are increasingly concerned about entrepreneurship (Karabulut, 2014). Regardless, the formation of a new business or entrepreneurship is considered a process of choice with conscious intent (Linan, et al., 2013). This means governments and institutions must work together to help students in business as well as non -business professions such as engineering, art, and education build entrepreneurial career goals through entrepreneurship education because technology itself is measured as a useful tool for developing skills, creating products and expertise. Resolve an issue. As a result, universities must develop and launch more recognized areas of business so that these areas can be trusted and proven effective.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.1 Background of Study

The term "technopreneurship" is made up of two words: "technology" and "entrepreneurship." Technology is a term that is frequently used in the industrial world to describe the practical application of science. In its most basic form, technology is viewed as a tool for manufacturing items or building skills and experience in order to address a problem. However, rapid technological advancements play a significant influence in global corporate competition. While the term entrepreneurship is derived from the word entrepreneur, it refers to someone who has the ability to start and run a business without fear of the dangers and uncertainties that come with it in order to make money. When the two terms "technology" and "entrepreneurship" are combined, the result is "technopreneurship."

Technopreneurship is now recognized as one of the best economic development techniques for encouraging national economic growth and preserving the nation's competitiveness in the face of accelerating globalization trends (Schaper and Volery 2004; Venkatachalam and Waqif (2005). Every year, conferences, seminars, and workshops are held all around the world with an emphasis on the contribution that entrepreneurship makes to a nation's development and society (Bechard and Toulouse 1998; schpaer and volery 2004; Matlay and Westhead 2005). For most people, the reason entrepreneurship is so popular is largely because of the beneficial benefits it has on many nations as a catalyst for the creation of wealth and job opportunities (Postigo and Tamborini 2002; Othman GHazali et al, 2005; Gurol and Atsan 2006). In addition, technopreneurship is a significant force behind the economic development, innovation, and competitiveness of many countries (scarborough and Zimmerer 2002; Kuratko and Hodgetts 2004). While this is going on, the majority of studies have proven a link between entrepreneurship and economic growth in terms of job creation, business survival, and technical advancement (Gorman, Hanlon et al. 1997; Lena and Wong 2003; Karanassios, Pazarski et al. 2006).

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

As a result, entrepreneurship has gradually become one of the most well-known research areas in academic circles for the study of the importance and contributions of entrepreneurship (Lee, chang et al. 2005). At the college and university levels, entrepreneurial courses are also becoming increasingly popular (Brown 1999). Over the past ten years, interest in entrepreneurship studies has grown rapidly among both undergraduate and graduate students (Soloman, weaver et al. 2005). The fact that stable employment, especially for university graduates in the public sector, is no longer a given is one of the main elements explaining this entirely unexpected situation (Collins, Hannon et al. 2004; Kamau-Maina 2006; Postigo, Iacobucci et al. 2006). Rarely is technology considered a good tool for developing skills, creating products, or providing knowledge to solve a problem. Rapid technical innovation, on the other hand, has a bearing on global commercial competitiveness. Similarly, the entrepreneur is concerned with his or her capacity to run and establish a business without fear of takingrisks in order to make money.

In addition, entrepreneurship promotion among university graduates has received more attention in recent study (Lián & Chen, 2006). The majority of this research (Nabi & Lián, 2011) has concentrated on wealthy countries. As a result, one of the key goals of this research is to add to the body of knowledge by investigating the relationship between technopreneurship and education in a developing country like Egypt. Hundreds of thousands of school leavers, university graduates, and graduates of vocational education and training institutes enter the job market in Egypt each year, looking for their first job. And in the large majority of cases, they fail. For many people, entrepreneurship can be a credible alternative career path if they have a clear goal in mind. In the last five years, there has been a greater focus on promoting technopreneurship among non-business students, particularly through vocational training and formal education institutions. Nonetheless, these initiatives have not been usually requires for signs of influence. Another major goal of the research is to determine how or whether technopreneurship education influences university students' entrepreneurial intentions to establish a new business in Egypt, and to what extent it changes these intentions. The study is based on Lián's (2004) model, which combines Ajzen's Planned Behavior Theory (1991) and Shapero and Sokol's Entrepreneurial Event Theory (1982).

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

According to Astuti and Martdianty (2012), more graduates are seeking jobs rather than becoming entrepreneurs. In contrast, Badulescu and Badulescu (2013) found in their study that PhD candidates (at the highest level of academia) have a high entrepreneurial intention, with 63 percent of them wanting to start a new business and 1/3 already doing so. However, there is no correlation between respondents' entrepreneurial goals and their education field. Davey, et al. (2012), on the other hand, found no link between a student's year level and their entrepreneurial intent. The question currently is whether highly qualified people's (postgraduates) academic and scientific skills has any bearing on their entrepreneurial intentions (Badulescu & Badulescu, 2013). Several researches in entrepreneurship area focused on students' intentions to become entrepreneurs, and the intent is the keyword for understanding the students' entrepreneurial spirit. Thus, it seems consensual the determinant role that education system plays in entrepreneurial cause. Some authors have proven the existence of a, albeit small, positive relation between entrepreneurial education and entrepreneurial intentions (Costa, et al., 2016).

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.2 Problem statement

In technological globalization era, the development in information technology increase in technopreneurship, there still some number of non-business university students that who are currently less exposed to technopreneurship. Technology entrepreneurship is a subset of entrepreneurship that deals with technology (Syahida, 2008). Technopreneurship are entrepreneurs who are involved with technology. (Baumol, 2002) stated that a technical entrepreneur is daring in the production of new technologies, processes, goods, and measures based on well-established commercial methods and approaches, and is always looking for opportunities to market new technologies, processes, products, and measures. Technopreneurship demands persons who are creative, imaginative, young, and knowledgeable about information and communication technology (ICT). As a result, the Malaysian government has introduced the Malaysia Education Blueprint 2015-2025 (Higher Education) or MEB (HE) to emphasize the development of entrepreneurial skills and the support of student-owned businesses.

According to B. & Gregory, M.L (2013), Students, on the other hand, did not exhibit high entrepreneurial characteristics and also lack of knowledge and understanding of entrepreneurship such as a desire for achievement, autonomy, measured risk taking, drive and determination, or a creative bent which is resulting in increasing unemployment rate and less job opportunity. (Malaysian Statistical Department, 2019). Malaysian firms have also expressed concern that fresh graduated lack an entrepreneurial mindset. Despite the fact that 60% of students participated in entrepreneurial activities and programs, just three (3) percent became entrepreneurs throughout their university education, falling far short of MOHE's goal of 15% (Bernama 2017).

According to a World Bank research from 2013, unemployment peaked among young degree holders in addition to being highest among young Malaysians. According to the research, among Malaysian degree holders under the age of 25, one in five were unemployed. 2013 (December), Malaysia Economic Monitor. According to Ministry of Highest Education 2013 statistics, out of 220,527 graduates in 2012, 25.6% had not

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

found employment six months after graduation. This statistic was used by the World Bank in 2014 to issue yet another warning about the high rates of graduate unemployment. (Malaysia Economy Monitor, December 2014).

In addition, a different study by the Research Institution of Higher Education (PTPTN) in 2009 found that the absence of practical skills and a theoretical understanding alone were the main reasons why graduates of technical and vocational subjects ended up unemployed. This issue arises from a lack of understanding of one of the seven components of the generic entrepreneurial skills.

However, Non-business university students, on the other hand, never had a strong desire to pursue technopreneurship development at the start of their college careers. It is also worth noting that the younger generation, particularly non-business university students, are now underperforming in basic technopreneurship skills, particularly in terms of thinking creatively or engaging in entrepreneurial activities. Khazanah Research Institute's stated that non business university students were in the category of non-skilled employment and have higher education qualification compared to the scope of the job it can be resulting in almost 24 percent of graduate work in jobs not equal to their qualifications. They may also lack sufficient and solid knowledge to engage in the subject of technopreneurship, which is concerned with business and creative thinking, particularly among engineering and science students. This can increase stress and negatively impact mental health (Norvilitis & Santa, 2002). Due to a shortage of technopreneurial literacy, various educational programs targeted at promoting technopreneurial literacy have been developed and implemented.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Aside from that, the issue of creating inventive and entrepreneurial young human capital is critical in confronting issues. The first is that technopreneurship demands persons who are creative, imaginative, young, and knowledgeable about information and communication technology (ICT). As a result, the Malaysian government has introduced the Malaysia Education Blueprint 2015-2025 (Higher Education) or MEB (HE) to emphasize the development of entrepreneurial skills and the support of student-owned businesses. Students, on the other hand, did not demonstrate high entrepreneurial qualities such as a desire for achievement, autonomy, calculated risk taking, drive and determination, or a creative tendency (Muniapan, B. & Gregory, M.L.) (2013).

The problem of unemployment at present can be overcome by making entrepreneurship as a career in which this is an opportunity that has the potential to be explored. The approach used to achieve the goal of creating a society Malaysia entrepreneurial culture is through entrepreneurship education in higher education institution aimed at providing awareness, knowledge and entrepreneurial skills (Ministry of Education 2001; Malaysia 2001; Ministries and Entrepreneurial Development Cooperation 2005; Malaysia 2006). therefore, it will be able to foster a culture of entrepreneurship among graduates who have changed the mentality of the students towards self-employment (Buang, 2008) of working with others.

Therefore, the degree to which future graduates of technical fields, areas of technology, and business management with only a limited education obtained in entrepreneurship education curricula in Higher Education Institutions will determine their passion for entrepreneurship (HEIs). In order to determine the extent of the factors that influence non-business undergraduate students to become entrepreneurs, this study will be done among undergraduates who were not majoring in the field of business at multiple faculties within Universiti Teknikal Malaysia Melaka (UTeM). This research will also look into the most essential aspects which is attitude toward the behavior, subjective norm and perceived behavioral control that influencing non-business students' intention toward technopreneurship.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.3 Research Objectives

1) To determine the factors of influencing the intention of non-business university students towards technopreneurship in UTeM.
2) To identify the most significant factors influencing non business university student's intention towards technopreneurship in UTeM.

1.4 Research Questions

1) What are the factors that influence the intention of non-business university students towards technopreneurship in UTeM.

2) What are the most significant factors that influence the intention of non-business students towards technopreneurship in UTeM.

1.5 Scope of Study

This research is about to study the factors that influencing non business university students intention toward technopreneurship in UTeM. Besides that, the scope is also to identify the extent of factors influencing the non-business UTeM students towards technopreneursip are investigated thoroughly and stated beautifully for other uses in this report.

1.6 Limitation of Study

The researcher discovered some limitations over the course of the study. on top of that, this research will be obtain the non-business students at UTeM which is located in Main campus at Durian Tunggal, and also Technology campus at Ayer Keroh only. However, there are limitations for this research. First, the study is limited to collect empirical data via a questionnaire from a sample population which is UTeM students that had been interest in business.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1.7 Significance of Research

The importance of the study is to identify the factors of influencing non business university student's intention towards technopreneurship in UTeM. In this research, the aim is to know and get the factors that influence non business students who have intention towards technopreneurship in UTeM. The results of this study will be obtained through a questionnaire given to the respondents. Researchers will pay more attention to non-business students because from them researchers obtain accurate information. The importance of this study focuses on how non business students who are interested in becoming technopreneurs in the future. The results of this study are useful for non-business university who are still not having intentionto the technopreneurship so that they can better understand the importance and advantages of technopreneurship and how to master the knowledge of technopreneurship and apply it in the future.

1.8 Summary

In this chapter, researcher explain the aim and objective for this research which is researcher want to determine why mostly non business students have intention towards technopreneurship. Researcher also find out that non business students encountering difficulties in enhancing knowledge of technopreneurship. Besides, the scope of the study and significant of the study are also explained by the researcher so that the study is done more clearly.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Research has been extensively focused on the fields of entrepreneurship education, which has enjoyed exponential growth level internationally (Hill, cinneide et al. 2003; Raichaudhuri 2005). This is evident from the strands of studies which have been conducted on the ability of entrepreneuship to create new job and the importance of entrepreneurship education in producing potential entrepreneurs from the educational system (Kourilsky 1995; Kuratko 2005; Venkatachalam and Waqif 2005). For example, Volery and Mueller (2006) highlight the possibility of the role of entrepreneurship education in influencing an individual's decision to become an entrepreneurs. Participation in technopreneurship education, in this regard, has been associated with the increasing toward choosing entrepreneurship as viable career option (Gorman, Hanlon et al. 1997).

2.1 Definition of key concept

The researcher also discussed the major concepts used in this study to strengthen the statement of the research issue. The goal is to create understanding for future researchers to use as a reference. The following are the main concepts discovered in the research topic:

2.1.1 Technopreneurship

Technopreneurship is a self-explanatory term. Balachandran (2018) describes it as a "new breed of entrepreneurship" that combines technology, innovation, and business (Ghazali, 2011). Technopreneurs are vital not only to a country, but to the entire world. They are always learning, improving, and innovating in order to create disruptions for greater performance and to push the boundaries of innovation throughout the world (Balachandran, 2018). In Malaysia, technopreneurship is associated with ICT or multimedia, and it is viewed as a promising career path for young people who have recently graduated from high school or university (Ghazali, 2011). Technopreneurs have

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

the potential to impact the entire globe. For example, they can assist in the development of a competitive cluster of entrepreneurs, the introduction of novel products and processes, and the acceleration of market growth (Jusoh & Halim, 2006). Technopreneurs in the information technology (IT) and IT software industries, in particular, could make a considerable contribution to a country's GDP (Paramasivan & Selladurai, 2017a). As a result, it must be developed in all countries. Unfortunately, many countries are experiencing difficulties in developing technopreneurship. For example, India lags behind other countries in terms of offering strong technical education to youths in order to generate technical entrepreneurs (Paramasivan & Selladurai, 2017b). The rate of growth of technopreneurs in Indonesia is sluggish (Adhikara, Lasmy, Sasmoko, & Indrianti, 2019). Meanwhile, in Malaysia, one of the concerns that needs to be addressed by researchers is entrepreneurial incentive. This is due to the fact that the development of technopreneurs is influenced by entrepreneurial motivation, which is a result of the entrepreneurial process. Individual qualities and environmental factors (Jusoh & Halim, 2006).

2.1.2 Technopreneurship intention

Simple terms, a technopreneur is a technology enthusiast with an entrepreneurial mentality. A modern entrepreneur based on technology is known as a technopreneur. Knowledge-based economies (Knowledge-Based Economy) rely heavily on innovation and creativity to develop superior products (Arifin & Suef, 2007). Technopreneurs are distinguished by their capacity to gather and manage knowledge, as well as organize resources to achieve certain economic or social objectives (Kuemmerle, 2002). Technopreneurship is a bold and creative departure from traditional business procedures and practices, with the goal of commercialising new products, technologies, processes, and arrangements (Baumol, 2002). As a result, technopreneurship is frequently used as a jargon term to describe the combination of technological and entrepreneurial talents (Selladurai, 2016).

The entrepreneurial intention model can also be explained by Icek Ajzen's (2005; 1991) Theory of planned behavior, which states that the key determinants of intention and behavior are belief behavioral, normativebeliefs,

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

and belief control. Age, gender, ethnicity, social status, economy, education, nationality, religion, personality, mood, emotions, attitudes, and values in general, intelligence, past experience, and social support are all elements that may be associated or affect individual beliefs. These variables become background factors that can be explained using logic. Several factors influence a person's desire to become an entrepreneur, including personal attitudes, perceived social standards, and perceived feasibility (self-efficacy). His expertise of entrepreneurship has an impact on these three characteristics. Entrepreneurial information that has a substantial impact on business creation decisions. More knowledge about entrepreneurship, according to Linan (2005), will contribute significantly to fostering entrepreneurial intentions, which will then lead to the occurrence of positive attitudes toward entrepreneurship, affecting more realistic perceptions about entrepreneurship, and increasing the confidence or confidence that the individual is worthy and capable of becoming an entrepreneur.

2.1.3 Factors influencing intention towards technopreneurship

Intention, according to Ajzen (1991), is a "predictor of actual action, the degree to which people are willing to try, of how much effort people are willing to exert in an activity." Entrepreneurial behaviors are primarily intentional, according to Hisrich, Peters, and Shepherd (2017), and intents represent the motivational variables that impact entrepreneurial activity. Similarly, one would not enter the field of technopreneurship without a clear plan. Technopreneurial intention is defined in this study as a motivating factor that determines an individual's decision to pursue technopreneurship.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Self-efficacy is defined as "people's judgments of their capacities to organize and execute courses of action required in achieving designated forms of performance," according to Bandura's social cognitive theory (Bandura, 1986, p.391). It might be considered a factor that influences a person's desire to start a business. Low self-efficacy regarding entrepreneurial intention among university students, as discovered by Saw, Santhenamery, and Nor (2021), would prevent them from pursuing business after graduation. Saraih, Aris, Mutalib, Ahmad, Abdullah, and Amlus (2018) discovered that self-efficacy influenced entrepreneurial intent among Malaysian engineering students. Self-efficacy, according to Indonesian university students, has a substantial impact on their desire to start a business (Utami, 2017). From primary school through university, Malaysian students are exposed to ICT knowledge. The majority of Malaysian teenagers have a good understanding of ICT. Because technopreneurship is linked to information and communication technology, it is thought that youth's ICT self-efficacy pushes them to become technopreneurs. According to Sitaridis and Kitsios (2019), there was a favorable correlation between computer ability and entrepreneurial intent.

Individual entrepreneurial orientation is a concept that extends from firm-level entrepreneurial orientation to the individual level. Innovativeness, risk-taking, and proactiveness are the three components (Bolton, 2012). A lot of research has shown that features in individual entrepreneurial orientation can help people develop their entrepreneurial intentions. Individual entrepreneurial orientation factors such as risk taking, innovativeness, and proactiveness, for example, are strongly linked to students' entrepreneurial intentions (Bolton, 2012; Kaarthiyainy & Nalini, 2012). Yurtkoru, Acar, and Teraman (2014) demonstrated that entrepreneurship is a deliberate process influenced by an individual's love of risk and willingness to accept risks. Furthermore, students' risk-taking proclivity was found to be substantially linked to their ambition to start a business in Malaysia (Embi, Jaiyeoba & Yussof, 2019).

Self-efficacy and individual entrepreneurial orientation have been effectively identified as independent characteristics that drive entrepreneurship in previous studies. The use of both self-efficacy and individual entrepreneurial orientation in determining technopreneurship intention is currently uncommon.

As a result, the goal of this study was to create a new model that included ICT self-efficacy, individual entrepreneurial orientation, and technopreneurial intention.

2.2 Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) is derived from Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975). Ajzen and Fishbein (1980) to forecast and illuminate human behavior in a specific context, it would alloe prediction of behaviors that were not under complete voluntary control. TRA could predict behaviors but the mere information of intention was inadequate to predict behavior. Hence, perceived behavioral control is included (Ajzen & Fishbein, 2000) and it is formed by control a belief that gives rise to the perceived of ease or difficulty in performing the behavior. It indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behavior. Thus, intention is assumed to be the direct antecedent of behavior, guiding the behavior in a controller manner. (Ajzen, 1991).

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Psychology research shows that intention is a crucial predictor of subsequent planned behavior (Bagozzi et. al, 1989). Consequently, entrepreneurial intention is a decision to form a new business venture that is planned rather than being conditioned. An individual may have this potential of being entrepreneur because own competency and self-efficacy but may not make the transition into entrepreneurship because of a lack of intention (Krueger et al, 2000).

According to Ajzen (1991) contended that, in their respective aggregates, behavioral beliefs produce a favorable or unfavorable attitude toward the behavioral, normative beliefs result in perceived social pressured or subjective norm, and control beliefs give rise to perceived behavioral control. In combination, attitudes towards the behavior, subjective norm and perception of behavioral control lead to the formation of a behavioral intention. The general rule is that the

more favorable the attitude and subjective norm and the greater perceived control, the stronger should be the person's intention to perform the behavior in question.

Finally, given a sufficient degree of actual control over the behavior, the people are expected to carry out their intention when the opportunity arises (Ajzen, 2002, 2006). Intention is therefore assumed to be the immediate antecedent of behavior. They are indications of how hard people are willing to try, and how much of an effort they are planning to exert in order to perform the behavior. To the extent that perceived behavioral control is veridical, it can serve as a proxy for actual control and contribute to the prediction of the behavior in question.

As indicates before, the intention becomes the fundamental elements in explaining behavior. In this case it indicates the effort that a person will make to carry out the entrepreneurial behavior. Linan and Chen (2006) contend that intention is the cognitive representation of a person's readiness to perform a given behavior, and is considered the immediate antecedent of behavior.

The TPB is part of the larger family of intentional models that have been used to explain the emergence of entrepreneurial behavior. In those approaches, career intentions depend on the attitude related to the behavior considered, social standards and the level of perceived control. In view, of many authors, such as Aution, Keely, Klofsten, Parker and Hay (2001), venture creation is a planned and hence an intentional behavior.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

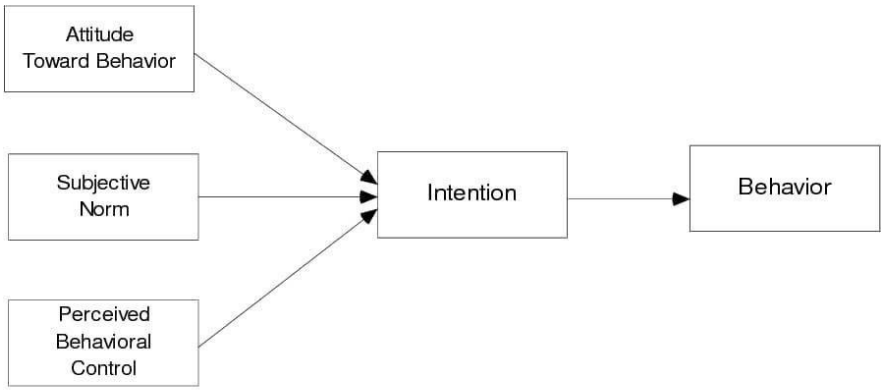

Figure 1: Theory of Planned Behavior (Ajzen, 1991)

2.3 The factors influencing non business university students intention towards technopreneurship

2.3.1 Attitude toward the Behavior

Ajzen and Fishbein (2000) define an attitude as an individual's general feeling of favorability or favorability toward diverse stimulus objects. Trevelyan (2009), Sagiri (2009), and Appolloni (2009) concurred that an individual's behaviour is fully determined by his or her ideas and attitudes, and that these beliefs and attitudes play a crucial part in influencing an individual's actions.

The likelihood of an individual's attitude transforming into intention and subsequent conduct is influenced by their assessment of their ability to do specific tasks (Ajzen, 1991). Ajzen (1991) described attitudes toward the behavior as the amount to which an individual has a positive or negative evaluation of the behaviour, whereas Li (2007) defined it as the individual's attraction to being self-employed. According to Xavier et al. (2009), it is the extent to which people think that there are favorable prospects for them to start a firm, or their attachment to high-status entrepreneurs. People who learn that their references have founded a firm are more likely to view it as legitimate.

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While the results obtained from undergraduates by Frazier and Niehm (2006) indicate that a favorable attitude toward self-employment and confidence in the ability to effectively launch a new enterprise tend to predict higher levels of entrepreneurial intent. According to the findings of Byabashaija and Katono (2011), the entrepreneurial mindset and intention of students who are exposed to entrepreneurship education would alter correspondingly. This is because entrepreneurial education can help students develop confidence and self-efficacy.

2.3.2 Subjective Norm

Subjective norms are based on an individual's judgement of what should or shouldn't be done in considering the possible benefits or penalties associated with engaging in a certain action. Accordingly, subjective norms are defined in this research as the encouragement students receive from friends, family, and colleagues to study and acquire information in order to become technopreneurs, as per the study by Kim et al. (2013). People are more likely to act if their role models believe they should (Sandve and Gaard, 2014), making subjective norms a concept that is frequently employed as a predictor in decision-making (Schepers and Wetzels, 2007).

Although there is little research on the factors that motivate people to enroll in technopreneurship courses (Andrews and Bianchi, 2013), studies like those by Nor and Pearson (2008) claim that subjective norms from friends, family, and co-workers have a positive impact on studying technopreneurship in higher education. The literature suggests that students' intentions to study technopreneurship will be higher if they think their friends support them in doing so. The evidence demonstrates the cultural subjectivity that permeates consumer views. The degree of individualism can be used to show how interactions in the examined regions are moderately influenced by national culture.

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The researcher studied East Asian and Anglo-Saxon countries and discovered that individualist cultures are less sensitive to being influenced by subjective norms than collectivist cultures (Begley and Tan 2001). In addition, perceived behavioral control affects how important subjective norm is in determining entrepreneurial intention. For people with high internal locus of control, subjective norm seems to contribute to intention more weakly in general (Armitage & Conner, 2001). (Ajzen, 2002). Family history will also affect entrepreneurial intention subjectively (Kolvereid, 1996).

Besides that, Colombia has a high level of collectivism, whereas Spain has a high level of individualism, according to Hofstede et al. (2010). According to Hofstede (1994, p. 6), individualism is "the degree to which people in a country prefer to act as individuals rather than as members of groups," and collectivism is when people prefer to feel like they are a part of a collective

(Triandis, 1990). According to Schepers and Wetzels (2007), subjective norms imply that consumers' behavioral intentions result from felt social pressure; those who share this belief are more likely to behave in ways that are supported by their peers.

2.3.3 Perceived Behavioral Control

Perceived behavioral control (PBC), a new concept added to the theoryof planned behavior, is established as the factor separating intentions from actual behavior (Ajzen, 2002). As a result, someone who has no control overa situation might not feel motivated to get involved. PBC in this study is definedas the degree of control that students feel they have over outside forces while taking a technopreneurship course (Amaro and Duarte, 2015). Since e- commerce can make people feel as though they have no control over their surroundings because of the uncertainty brought on by the intangible environment (Dabholkar and Sheng, 2009), perceived control in this study is an important factor to be investigated to understand how students' behavior is shaped.

According to the researcher, people's perceptions of the ease or difficulty of carrying out a particular behavior are known as perceived behavioral control. It is said to take into consideration people's past experiences and foresee challenges (Ajzen, 1991). Depending on the person's actual controlling circumstances. When prior exposure to entrepreneurial education has a favorable impact on perceived behavioral control, Basu and Virick (2008) acknowledge this with their research. Additionally, Basu and Virick (2008) state that students who have past experience in entrepreneurship would have a higher level of entrepreneurial intention since they will feel moreconfident in their abilities.

Additionally, it has been found by Obschonka, Silbereisen, and Schmitt-Rodermund (2010) that people with entrepreneurial personality and early characteristics have stronger entrepreneurial control beliefs, which in turn will lead to higher entrepreneurial intention. People with entrepreneurial personality

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

traits like locus of control seem to have a greater sense of self-assurance. According to Ruhle et al. (2010), self-assessment of behavioral control has a significant impact on students' intentions since there is a range of imagined possibilities that might support and strengthen their entrepreneurial aspirations. In comparison to those who lack past experience, people who have demonstrated accomplishment will have better self-efficacy and greater confidence in their capacity to repeat that action. This backs up Ajzens' theory that the apparent behavioral control depends on prior behavioral experience.

In other words, non-business students are more likely to enroll in technopreneurship courses if they have a strong belief that they can succeed as entrepreneurs with a high likelihood of doing so.

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2.4 Conceptual Research Framework

In this study, a theoretical framework is built to illustrate the correlations between several factors. The framework between the independent and dependent variables is depicted in the image below. In this study, independent variables such as attitude toward the behavior, subjective norm and perceived behavioral control related activities were developed from the Theory of Planned Behavior (TPB) theory, while dependent variables were non-business university students' intentions towards technopreneurship. In the study, this theory was employed to connect these two variables.

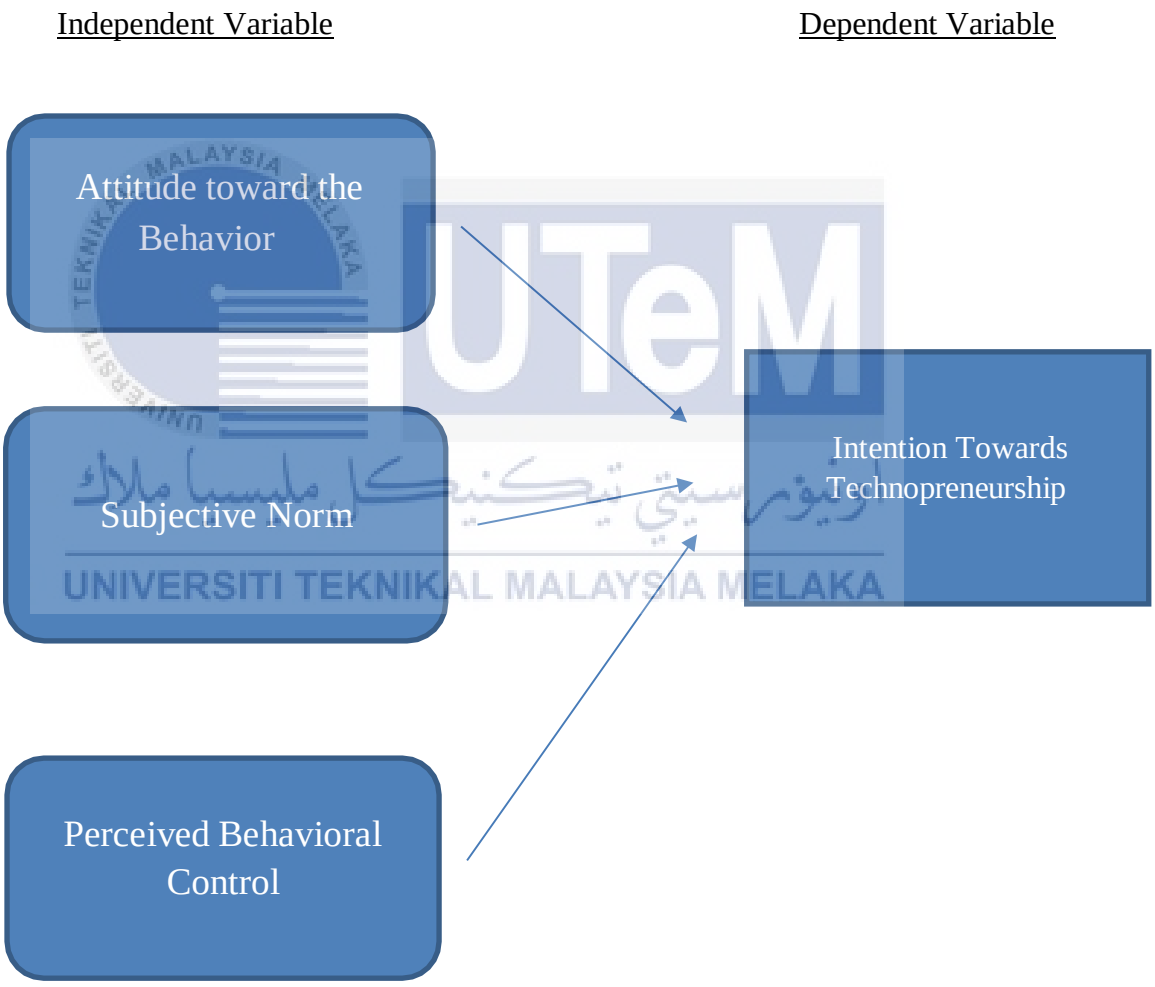

Figure 2: Conceptual Research Framework

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2.5 Research Hypothesis

Hypothesis 1

Attitude toward the behavior

H0: There is no significant relationship between attitude toward the behavior and factors influencing non business university student's intention towards technopreneurship in UTeM.

H1: There is significant relationship between attitude toward the behavioral and factors influencing non business university student's intention towards technopreneurship in UTeM.

Hypothesis 2

Subjective Norm

H0: There is no significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurship in UTeM.

H1: There is a significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurship in UTeM.

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Hypothesis 3

Perceived behavioral Control

H0: There is no significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.

H1: There is a significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.

2.6 Summary

In general, this chapter is based on secondary data, which researchers obtained via online publications, journals, and theses. This chapter also examined the previous researcher's notions and distinct definitions linked to this research issue, which is the elements that influence non-business university students' desire towards technopreneurship. This chapter also includes an outline of a conceptual framework and the development of a hypothesis.

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CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The numerous processes, plans, and algorithms utilized in research are referred to as research methodologies. They are fundamentally organized, rational, and value-free. They consist of theoretical techniques, experimental research, numerical models, statistical methods, etc. Research techniques aid in the gathering of samples, data, and the discovery of solutions to problems. Particularly, scientific research methodologies demand that explanations be founded on gathered data, measurements, and observations rather than just on inductive reasoning.

The methods section, according to Richard (2004), is the most crucial part of a research report because it contains the data that will ultimately be used to determine a study's validity. The techniques used to obtain information are known as effective research procedures. The researcher is less likely to acquire high-quality data without the proper design and application of research methodologies, which produces a fragile foundation for any review, evaluation, or future strategy.

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3.1 Research Design

A researcher's research design is the framework for the methods and techniques that researcher will use. The design enables the researcher to do study using the most appropriate method. Explanatory research, exploratory research, descriptive research, and evaluative research are the four types of research designs. The researcher conducts this study using descriptive research.

3.1.1 Descriptive Research

One of the four main types of research design is descriptive research. It is a decisive quantitative research method that is used to test a specific hypothesis and characterize a feature or function. The research topics or challenges in descriptive research should be clear and precise. According to Loeb et al., (2017), descriptive research is used to characterize the phenomenon

in the world by recognizing patterns in data in order to answer the questions of who, what, where, and when. Because the researcher wants to describe the study issue, which is factors that influenced non-business university students' intentions toward technopreneurship, the researcher chooses this design.

Quantitative or qualitative descriptive study is possible. This can include gathering quantitative data in the form of numbers, such as the number of non-business students interested in technopreneurship, the type of non-business students who are most interested in technopreneurship, and the sincerity with which non-business students are intention in technopreneurship. Because the human mind is incapable of extracting large amounts of raw data, descriptive statistics are critical in reducing data to a usable format. This is because researchers can use this strategy to design and create questions that are simple for respondents to understand and complete the survey. As a result, this study employs a descriptive research approach to identify the factors that influence non-business university students' intention to pursue technopreneurship in UTeM.

Therefore, this study employs a descriptive research approach to identify the factors that influence non-business university students' intention toward technopreneurship in UTeM. According to Jilcha Sileyew (2020), descriptive research describes a person's, events, or situation's exact profile. From the person, organizational, and industrial perspectives, this design provides researchers with an explained profile of relevant characteristics of the phenomenon of interest. As a result, researchers can collect data from a variety of respondents using this research method. This method allows researchers to examine how non-business university students' intentions toward technopreneurship are influenced by this strategy.

According to Kaur et al., descriptive statistics are an important aspect of initial data analysis since they provide as a foundation for comparing variables using inferential statistical tests. As a result, it is critical to present the most accurate descriptive statistics using a systematic manner as part of good research practice in order to avoid inaccurate data and information fraud.

3.2 Methodologies Choice

3.2.1 Quantitative

Quantitative research is a survey used to determine the factors that influence non-business university students' desire to become technopreneurship. Quantitative research, according to Ahmad et al.,(2019), is a type of research that focuses on natural science approaches to obtain numerical data and challenging facts. Furthermore, this seeks to apply mathematical, computational, and statistical tools to establish a cause-and-effect relationship between two variables. Because it can be assessed accurately and precisely, this research is also known as empirical research.

The researcher aimed to look at the factors that influence non-business university students' desire to become technopreneurs in this study. The quantitative approach is particularly successful for the researcher to obtain data from the respondents because the researcher's target respondents are non-business university students who are not in the business profession. This strategy makes it easier for the researcher to collect data and classify it into different groups. Quantitative research can be used to create raw data graphs and tables, making it easier for researchers to understand the results (Ahmad et al., 2019).

Quantitative research, as previously said, is data-driven. Primary quantitative research methods and secondary quantitative research methods are the two ways for doing quantitative research. Both strategies were used by the researcher in this investigation. Because primary quantitative research is the most widely employed form of market research, this is the case. Primary research differs from secondary research in that it focuses on actual data collecting rather than depending on data from prior studies. Researchers used survey research to determine the factors that influenced non-business university students' intentions toward technopreneurship. This is because it allows researchers to acquire data from responders in a short amount of time.

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Furthermore, data can be calculated and executed by a computer utilizing scientific statistical software, which saves a lot of time and resources (Daniel, 2016).

Secondary quantitative research, on the other hand, is a research method that makes use of previously collected data or secondary data. The accessible data was compiled and summarized in order to improve the research's overall factors. Researchers utilize this strategy to learn more about the elements that influence non-business university students' desire to become technopreneurs. This strategy is also used by researchers to support the study's goal. This technique of research entails the gathering of quantitative data from readily available sources such as the internet and research publications. Secondary quantitative research is useful for validating data from original quantitative research and corroborating previously acquired data.

3.3 Data Collection

The data for this study was gathered utilizing primary and secondary sources such as questionnaires, journals, and online sources, among others.

3.3.1 Primary Data

Primary data is typically acquired directly from the source of the data and is considered the best type of data in research. Surveys, observations, experiments, questionnaires, and personal interviews are examples of primary data sources (Ajayi, 2017). The researcher used a questionnaire to collect data and information about the elements that influence non-business university students' intention to become technopreneurs in this study.

3.3.2 Secondary Data

Secondary data is information that has previously been gathered from primary sources and made available to scholars for research purposes. Government publications, websites, journal papers, books, and internal records, according to Ajayi (2017), are secondary data gathering sources. To acquire information regarding definitions linked to the study's title, researchers review journal articles and websites.

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3.4 Research Strategy

Surveys are used by researchers to collect data and analyses the results. According to Loeb et al., (2017), there are three major pedagogical goals that must be taught as part of learning quantitative data analysis: determining what questions to ask during all phases of a data analysis, recognizing how to judge the relevance of potential questions, and deciding how to understand the data's deep-level relationships.

3.4.1 Survey

In a survey, the researcher collects data from respondents via a questionnaire in order to answer the research questions. Questionnaires are a great way to get information from a large number of individuals in a short amount of time. As a result, questionnaire design is critical in ensuring that reliable data is collected so that the findings may be evaluated and generalized. Questionnaires can be an efficient means of measuring the behavior, attitudes, preferences, opinions, and intentions of numerous individuals more cheaply and rapidly than other approaches, according to (Questionnaire: Definition, Examples, Design, and Types | Simply Psychology, nd.). To collect data and information, many questionnaires include both open and closed questions. This is advantageous since it allows for the collection of both quantitative and qualitative data.

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The researcher will use Google Form to deliver the online questionnaire to the target respondents, who are non-business university students in UTeM. According to Nawi et al., (2019), the online survey questionnaire was constructed with simple and unbiased wordings so that respondents could comprehend the questions. Basically, the researcher draws on past research to create a questionnaire about the importance of technological advancements such as technopreneurship. The questionnaire is also created by the researcher based on the study's objectives. The researcher will hand out the questionnaire to the target responder and distributed 376 questionnaire surveys at random to non-business university students interested in working in the field in technology.

According to the researcher's statement above, the responder is surveyed using a Google Form. This is because using online surveys gives the researcher an advantage in that it is easy for both the researcher and the respondent. Because the researcher disseminated the survey via social media or email to the respondents, the speed and length of time it took to distribute and answer questions was relatively short. Furthermore, the required cost is not

excessive, and it saves the researcher time when conducting research. Respondents like to complete survey questionnaires online because they may answer them at their leisure and at their own pace, which can boost response rates (Ball, 2019). The researcher must prepare the questions to give to the target responder after deciding on the research strategy, which is to use a survey. This is due to the fact that the questions answered in the questionnaire are critical for the researcher to collect data and analyses the study's aim. According to Jones et al., (2013), the questions should be in a logical order, with questions on the same topic grouped together and sensible parts if the questions are long enough to warrant them. The use of introductory and summary questions at the start and end of the survey is also beneficial. It demonstrates that the questions asked are critical in assisting responders and making it simple for them to react.

The questionnaire is divided into four sections, the first of which is part A, which contains demographic information on the respondent. This section asked about the respondent's gender, age, race, educational qualification, and faculty, have you heard about technoprenenurship and have you attend any courses or training that involves with entrepreneurship. In Section B, non-business university students are asked to assess their grasp of technopreneurship as a goal. The researcher requires non-business university students to assess their knowledge in implementing non-business university student's related activities in Section C of the questionnaire. Analyzing data, working in groups, problem solving, spotting possibilities, taking chances, and adapting to changing situations were all covered in this segment.

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3.5 Research Location

In this research, the researcher has selected to focus on the non-business students in Melaka which is at University Teknikal Malaysia Melaka (UTeM) in main Campus at Durian Tunggal that consists Faculty of Electronics and Computer Engineering (FKEKK), Faculty of Electrical Engineering (FKE), Faculty of Manufacturing Engineering (FKP), and whereas Technology Campus at Ayer Keroh are consists Faculty Mechanical Engineering (FKM) and Faculty of Engineering Technology (FTK). This is because as a focus university, UTeM boasts strengths in technical fields which namely Engineering, IT, and Management Technology. UTeM has commented a reputation of being a source of high quality engineering graduates with the capability of meeting the requirements of high-techindustries.

UTeM also has research competencies in areas that it has identified as being key to enhancing the university's unique proposition and also contributes to the nation such as Green Technology, System engineering, human technology Interaction, engineering students of UTeM as the targeted respondents to measure what is the extent of factors influencing their business intention which are important for the new technology based business startup.

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3.6 Time Horizon

3.6.1 Cross Sectional Studies

A cross sectional study is an observational study that analyses data from a population at a single point in time, according to previous research. It's utilized to figure out what the features of the population are that will be investigated. Furthermore, this research can be used to provide early data for future follow-up studies. The researcher will gather data and examine the association between outcomes and exposures once the subjects have been chosen (X. Wang & Cheng, 2020).

3.7 Research Instrument

3.7.1 Questionnaire Design

Questionnaire play a significant role in research, particularly when using quantitative methodologies. A questionnaire is a set of written questions that can be used to collect data in an organized manner about people's thoughts, interests, perceptions, expectations, and behaviors for research purposes. The questionnaire is divided into 3 sections, the first of which is part A, which contains demographic information on the respondent. This section askedabout the respondent's gender, age, race, educational qualification, and faculty, have you heard about technoprenenurship and have you attend any courses or training that involves with entrepreneurship. Non-business university students are asked to evaluate their understanding of technopreneurship as a goal in Section B.

The researcher requires non-business university students intention toward Technopreneurship in UTeM in Section C of the questionnaire. Analyzing data, working in groups, problem solving, spotting possibilities, taking chances, and adapting to changing situations were all covered in this segment.

The researcher employed a Likert scale in sections B and C, which included strongly disagree, disagree, neutral, agree, and strongly agree. Researchers also created questionnaires based on the study's aims. The researcher will give the questionnaire to the target respondents, who will receive 376 surveys. According to Menold et al., (2018), the proposed assessment scale will be the determinant in the questionnaire that will decide acceptance from respondents based on consistency such as agreement, intensity, frequency, or intention. Respondents will grade the questions and items by putting a check mark next to the relevant category, which usually involves personal attributes, attitudes, and actions.

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3.8 Sampling Design

3.8.1 Target Population

In this study, the target respondents are elements influencing non-business university students in UTeM who are having intention towards technopreneurship. In this study, the researcher used a sample method to determine why non-business university students influenced individuals' intentions towards technopreneurship.

3.8.2 Sampling Size

The number of respondents in a study or observation is referred to as sample size. Delce (2001) claims that sample size is particularly significant for data analysis approaches that demand a large number of respondents. For this study, convenience sampling was used, which is a straightforward way for calculating large amounts of data. According to the experts, there are 7 faculties at UTeM and currently, there are total 11,143 undergraduates and 1,213 postgraduates. Related to the research, the target audients are in 6 faculties which is these faculties who not enroll in business profession and there are total 10,631 students. The sample size for this study was determined using Krejcie and Morgan (1970) methodology. As there were too many people in the population, the researchers selected only 376 respondents from it all in order to obtain more accurate data using Krejcie and Morgan sample size formula. The population that the researcher selected to examine consisted of the non-business students UTeM currently enrolled. As a result, the researcher will distribute the questionnaire to non- business students who are having intention towards technopreneurship in UTeM.

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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

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Figure 3: Krejcie and Morgan (1970) sample size formula

(Source: McNaughton & Cowell, 2018)

3.9 Pilot Test

Pilot testing is a type of research training that allows a researcher to test their research before conducting it with a large number of people. Pilot studies are frequently undertaken to test the feasibility of methodologies, procedures, questionnaires, and interviews, as well as how they work together in a specific setting, according to Fraser et al. (2018). Typically, the researcher will conduct a test by distributing a questionnaire to a small group of responders, who will include relevant family members and colleagues. Researchers utilized this pilot test to ensure that questionnaires were accurate and reliable before delivering them to actual respondents. As a result, this method will establish whether the questionnaire is easy to comprehend for the respondents and can provide reliable data to the researcher.

Researchers should also be aware that conducting a pilot test before to beginning the research is critical in order for the data collected to be useful in the study. Apart from that, this pilot test can assist the researcher in defining the research issue and ensuring that the study undertaken will not waste the researcher's resources or time. Pilot tests can also alert researchers to faults in the questionnaire that could have had a detrimental influence on the study and allow them to make modifications.

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3.10 Data Analysis

3.10.1 Statistical Package for Social Science (SPSS)

SPSS stands for Statistical Software, and it is used to analyses data using statistical tools. SPSS stands for Statistical Package for Social Sciences. It is used to alter and analyses software for many forms of data. Many forms of data, as well as practically all structured data formats, can be analyzed and modified using SPSS. Additionally, SPSS is software that is used for statistical analysis. Typically, SPSS is capable of handling a large amount of data and completing the study successfully. The researcher will use SPSS to examine the data once all of the data has been collected.

3.10.2 Pearson's Correlation Coefficient Analysis

Pearson correlation coefficients are test statistics that quantify the statistical link between two continuous variables, or correlation. According to Zhou et al., (2016), Pearson's correlation coefficient is a commonly used way to characterize the use of correlation since it indicates the strength and direction of the linear link between two variables in the study. Pearson Correlation analysis was used in this study to examine the link between factors influencing non-business university students' desire to become technopreneurs. The three aspects that influence these factors, perceived usefulness, perceived ease of use, and perceived feasibility, will be measured using Pearson Correlation analysis.

Furthermore, depending on the direction of the association between the two variables, the correlation coefficient can be positive or negative. Because the correlation coefficients' values vary between +1 and -1 in terms of relationship strength, this is the case. The direction of the link is indicated by the coefficient sign. A value of (), for example, denotes a perfect degree of correlation between two variables. When the sign indicates a (+) sign, it indicates a positive relationship, whereas when the sign indicates a (-) sign, it indicates a negative relationship. When the sign indicates a (+) sign, it indicates a positive relationship, whereas when the sign indicates a (-) sign, it indicates a negative relationship.

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3.10.3 Multiple Regression Analysis

Regression analysis, according to Uyank & Güler (2013), is a statistical technique for assessing the relationship between variables that have a reason and result link. It's a tool for analyzing the relationship between a dependent and an independent variable and formulating a linear relationship equation between them. Multilinear regression refers to regression models that have one dependent variable and multiple independent variables. The researcher uses the multiple regression model in the study to analyses the level of correlation between indicators and criterion variables and to investigate different forms of relationships between them.

There are two types of linear regression models: multiple linear regression and medium linear regression. The researcher employed multiple regression to see if the parameters described above influenced the factors of technopreneurship intention. Researchers would wish to see how many non-business university students believe that the benefits of technopreneurship are the best way to survive in the future.

3.11 Summary

This chapter outlines all of the research methodologies employed by the researchers in the study. The researcher used quantitative methods to collect data for this study, which were distributed through questionnaires to non-business university students who are not in the business profession and have an interest in becoming technopreneurs. Furthermore, descriptive research is used as the study design by researchers. Researchers also collected data using two methods: primary and secondary data. In this study, SPSS software was utilized to assist theresearcher with data analysis. All of the strategies used in the study made it much easier for the researcher to collect enough data.

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CHAPTER 4

DATA ANALYSIS AND RESULT

4.0 Introduction

The results and data analysis from the results are contained in this chapter. 376 people provided the responses for the quantitative research that produced the statistics. The primary goal of data analysis is to test hypotheses and determine whether the hypothesis is valid. Google Form was used to send the questionnaire to the intended respondents, Malaysian citizens who are 18 years of age or older. Section A has 7 questions to determine the respondents' basic demographic information, and Section B contains 12 questions to ascertain the respondents' individual experiences with regard to their intentions toward becoming independent technopreneurs. Whereas 4 more queries in Section C, are inquiries about the dependent variable. Before the researcher distributes the questionnaire togather data from the 376 respondents in accordance with the sample size, a pilot test is conducted to ensure the questionnaire is valid. Descriptive statistics analysis, Pearson correlation, reliability analysis, and multiple regression analysis are all types of data analysis covered in this chapter. The researcher uses SPSS Statistics 27 as the programmed for data analysis.

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4.1 Pilot Test

The function of pilot testing is to identify reliability and validity questionnaire to ensure that the question can be understood by previous respondents who distributed on a large scale. Pilot testing can be done by distributing questionnaires to a small group of respondents and analyzed the data using SPSS. The resulting data will refer to Cronbach's Alpha to determine whether the data collected reliable or not.

Table 1 shows the Cronbach's alpha values for reference by the researchers whether the results from the analysis are reliable or otherwise. The appropriate minimum value for Cronbach's alpha is 0.70 which means it acceptable and values below 0.70

mean questionable and poor. Alpha value between 0.80 and 0.90 is recommended. Researchers distributed questionnaires to 30 respondents during a pilot test. The study is important for the researcher to continue his study by ensuring that all respondents understand the questions asked.

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

Table 1: Cronbach's Alpha Rule of Thumb

(Source: (Habidin et al., 2015))

Table 1: Reliability Statistic for Pilot Test of 30 respondents

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Reliability Statistics

Cronbach's Alpha	N of Items
.968	16

Based on Table 1, a total of 30 respondents answered the questionnaire distributed. It shows that the Cronbach's alpha is 0.968 which means that it is reliable and valid to use because it has a value exceeding 0.7 Cronbach's alpha.

4.1.1 Attitude toward the Behavior

According to Table 2, the Cronbach's Alpha for attitude toward the behavior 0.925 where the respondent understands the given.

Variables	Cronbach's Alpha	Number of Item
Independent Variables (IV)		
Attitude toward the Behavior	0.925	4

Table 2: Results of Pilot Test

This can be evidenced by a Cronbach's Alpha value that Exceeds 0.7.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	4

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4.1.2 Subjective Norm

According to table 3, it shows that the Cronbach's alpha subjective norm is 0.954 which means the questionnaire is valid and reliable for use in this research.

Variables	Cronbach's Alpha	Number of Item
Independent Variables (IV)		
Subjective Norm	0.954	4

Table 3: Reliability Statistic for SN Pilot Test

This can be evidenced by a Cronbach's Alpha value that exceeds 0.7.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	4

4.1.3 Perceived Behavioral Control

According to table 4, it shows that Cronbach's alpha for perceived behavioral control is 0.968. The results showed that the questions on the questionnaire were understood by respondent.

Variables	Cronbach's Alpha	Number of Item
Independent Variables (IV)		
Perceived Behavioral Control	0.968	4

Table 4: Reliability Statistic for PBC Pilot Test

This can be evidenced by a Cronbach's Alpha value that exceeds 0.7.

Reliability Statistics

Cronbach's Alpha	N of Items
.968	4

(Source: Output from SPSS)

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4.1.4 Intention toward Technopreneurship.

Variables	Cronbach's Alpha	Number of Item
Dependent Variable (DV)		
Intention toward Technopreneurship	0.925	4
Overall	0.987	16

Table 5: Reliability Statistic for DV Pilot Test

The results revealed that all independent variables were over the criterion of 0.70, and the total Cronbach's Alpha score for the 16 items was 0.987, indicating the validity and reliability of each and every item in the questionnaire. As a result, the questionnaire can be distributed to the 376 respondents via Google Form after being modified to remove variables with values below 0.80 and above 0.70.

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4.2 Respondent Rate

The total number of responses to collect is 376. The questionnaire was distributed through Google Form and a total of 376 responds was collected. The Google Form was set all of the questions a "Required" to answer to ensure the respondents did not leave out any questions before they submit the Google Form. Therefore, the questionnaire that were completely answered by respondents are 376 in total which reach 100% respond rate. Based on all the data collected through Google Form, the table below will show and summarize the rate of response.

Table 6: Rate of Response that Complete

	Number of Responses	Percentage (%)
Total responses that completed	376	100
Total	376	100

4.3 Descriptive Statistic Analysis

Descriptive analysis was used by the researcher for the description of the data sample. Researchers have used tables and pie charts to display and summarize data details for easier reader understanding of the data collected from questionnaire. This method was used to analyses all sections of the questionnaire that included demographic profiles from respondents. Hence, this section discusses and present the demographic data of the respondents and also the experience intention toward technopreneurship of the respondents.

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4.3.1 Demographic Profile

The researcher had to deliver a set of questionnaires for this study to all respondents who were undergraduate students in Melaka who were not enrolled in business courses at University Teknikal Malaysia Melaka (UTeM). 376 copies of the entire questionnaire set were distributed. The complete questionnaire is collected and given returned to the researcher. There were 376 people that took part in this study overall.

The researcher also did some of the demography analysis to identify the background of the respondents that involves in this research. The demography question discusses are basically information about respondent such as gender, age, race, education level, faculty, heard about technopreneurship and level awareness of respondent to attend any course or training that involve with entrepreneurship around them. All of these data are important to ensure that reliability of the datacollected and to achieve the main purpose of this research. The researcher used the method of finding frequencies to describe the results.

Table 7 Demographic Profile of Respondents

Variable	Description	Number	Percentage (%)
Gender	Male	190	50.5
	Female	186	49.5
Age Group	18-20 years old	106	28.2
	21-23 years old	110	29.3
	24-26 ears old	160	42.6
	>27 years old	0	0
Race	Malay	176	46.8
	Chinese	80	21.3
	Indian	120	31.9
Education Qualification	Undergraduate Diploma	146	38.8
	Undergraduate Degree	230	61.2
Have you heard about technopreneurship?	Yes	100	100
	No	0	0
Have you attend any course or training that involve with entrepreneurship?	Yes	326	86.7
	No	50	13.3

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4.3.2 Gender

Table 8: Division of Gender

	Frequency	Valid Percent (%)
Male	190	50.5
Female	186	49.5
Total	376	100

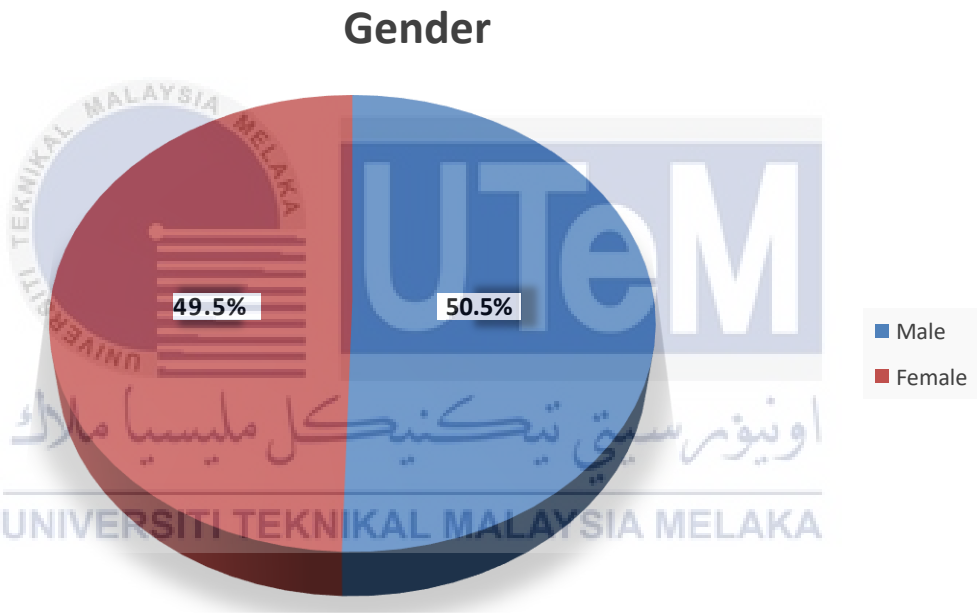

Figure 4: Division of Gender

From all over 376 respondents that get from a different faculties of UTeM undergraduate non business students that have answered the questionnaires, it was shows the 190 respondents were male with percentage of 50.5%. While another 49.5% of respondents were female with a total 186 respondents. From the table, we can see most respondents are male. Based on the percentage and frequencies showed in the figure 4, male respondents are dominant to female respondent on participated in this research survey. This might due, male are more concerned and intend to become self-employed for their future.

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4.3.3 Age

Table 9: Division of Age

	Frequency	Valid Percent (%)
18-20 Year	106	28.2
21-23 Year	110	29.3
24-26 Year	160	42.6
Total	376	100

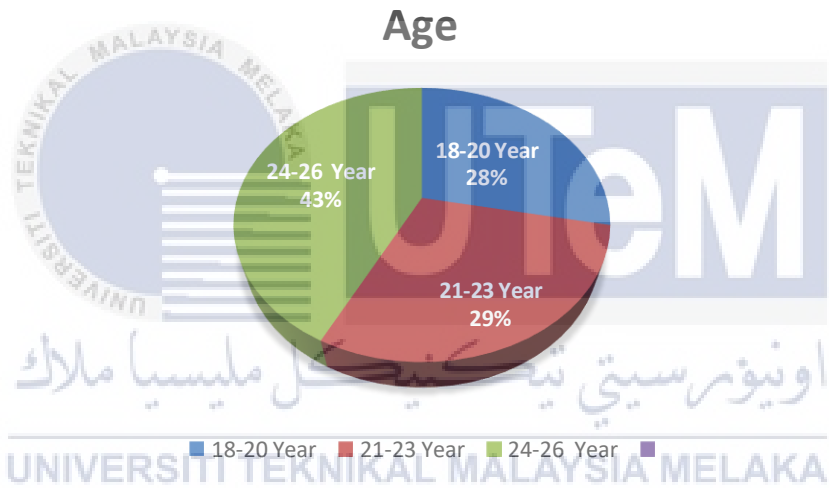

Figure 5: Division of Age

This study looks at three age groups: 18–20, 21–23, and 24–26. According to table 9, the highest frequency of age group of respondents is 160 which mean out of 376 respondents, 160 of them are the age 24-26 years old that is 42.6%. meanwhile, the lowest frequency is 106 which stated only 106 respondents' age are at the age of 18-20 years old that is 28.2%. And for the age of 21-23 years old are at the middle of frequency which stated 110 that is 29.3%. It shows that the age range of 24-26 years old is heavily having intention toward technopreneurship in UTeM.

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4.3.4 Race

Table 10: Division of Race

	Frequency	Valid Percent (%)
Malay	176	46.8
Chinese	80	21.3
Indian	120	31.9
Total	376	100

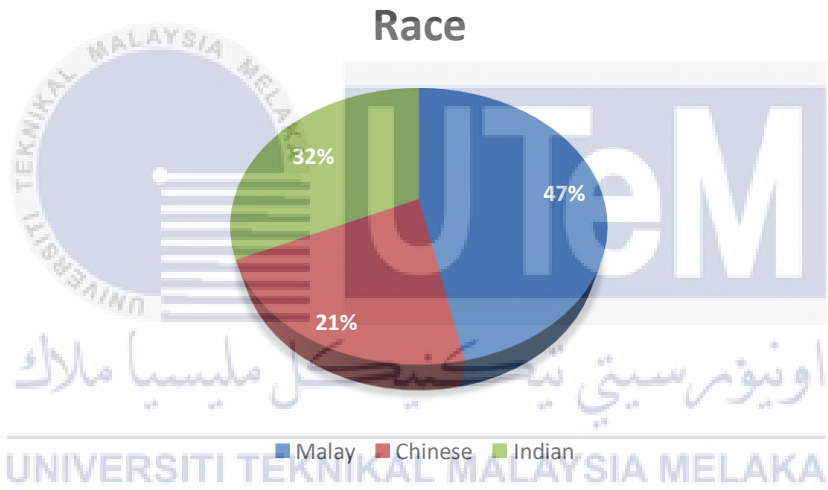

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Figure 6: Division of Race

Refer to table 10, the highest frequency race group of respondents is Malay which are 176 which stated 176 respondents with percentage 46.8%. Meanwhile, the lowest frequency is 80 which stated 80 respondents. Moreover, the percentage of the Chinese are 21.3% respectively. This scenario is understandably as Malay students are the majority at public university in Malaysia (Oi Yeng Keat, Christoper Sevarajah & Denny2011).

4.3.5 Education

Table 11: Division of Education

	Frequency	Valid Percent (%)
Diploma	146	38.8
Degree	239	61.2
Total	376	100

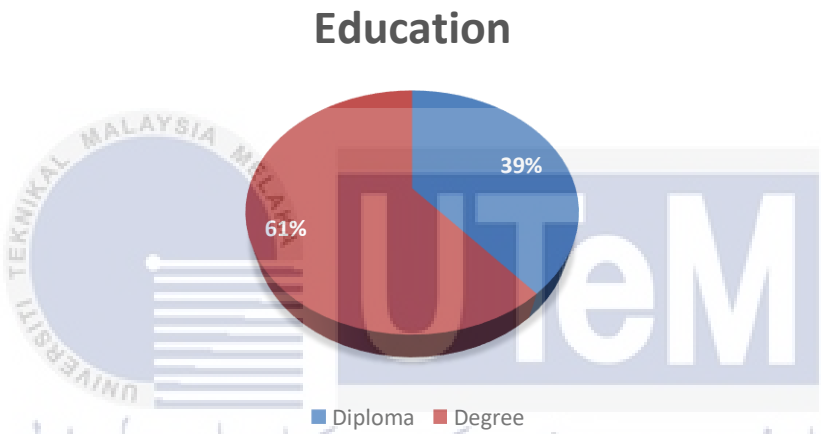

Figure 7: Division of Education

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Table 11, shows the education level of respondents with the highest education level is Undergraduate Bachelor Degree with frequency 239 which stated percentage is 61.2%. Whereas the lowest percentage education level of respondent's is Undergraduate Diploma with 38.8% only.

4.3.6 Faculty

Table 12: Division of Faculty

	Frequency	Valid Percent (%)
FTK	80	21.3
FKE	56	14.9
FKM	90	23.9
FKEKK	70	18.6
FKP	80	21.3
Total	376	100

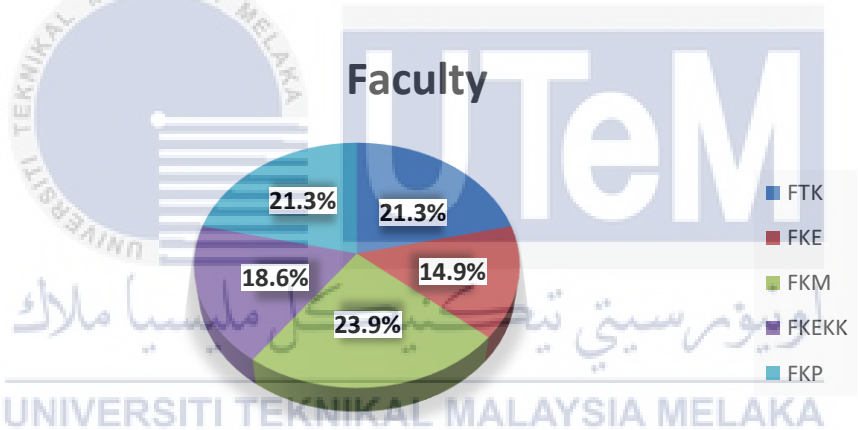

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Figure 8: Division of Faculty

As shown in the pie chart (Figure 8), the highest percentage faculty of respondents is Faculty of Mechanical Engineering (FKM) which are 23.9%. Whereas the lowest percentage is 14.9% that is Faculty of Electrical Engineering (FKE). Moreover, the percentage of respondents of Faculty of Engineering Technology (FTK) and Faculty of Manufacturing Engineering (FKP) both have the same percentage which is 21% is lower than the respondents of Faculty of Electronics and Computer Engineering (FKEKK) which is 18.6%.

4.3.7 Have you heard about Technopreneurship

Table 13: Technopreneurship (Have you're heard about technopreneurship?)

	Frequency	Valid Percent (%)
Yes	376	100
No	0	0
Total	376	100

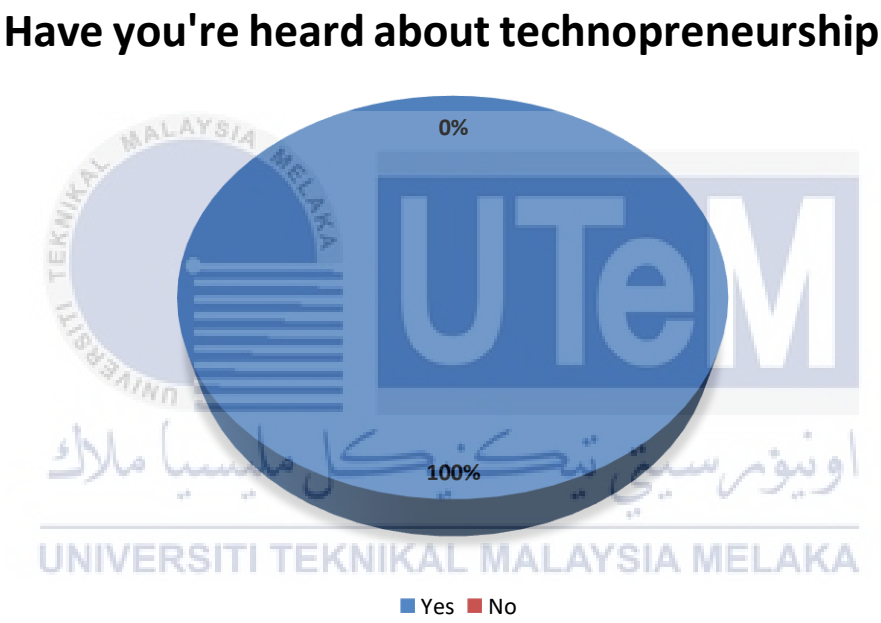

Figure 9: Technopreneurship (Have you're heard about technopreneurship?)

This pie chart above (Figure 9) shows the respond from respondents whether they had heard and knowing about technopreneurship around them. As we can see at the pie chart, the 100% respondents stated "Yes" has been heard and know about technopreneurship. From this survey section, they have intend to become self-employed which provides them an interesting picture. Moreover, average of the excitement respondents showed they interested to know more detail about technopreneurship.

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4.3.8 Have you're attend any course or training involving technopreneurship

Table 14: Technopreneurship (Have you're attend any course or training involving technopreneurship?)

	Frequency	Valid Percent (%)
Yes	326	86.7
No	50	13.3
Total	376	100

Figure 10: Technopreneurship (Have you're attend any course or training involving technopreneurship?)

Refer to table 14, the highest frequency of awareness to attend course or training that involve with entrepreneurial respond by respondents is 326 which stated "Yes" that they have been attended any course or training that involve with entrepreneurial to help them to become entrepreneurs with percentage 86.7%. While for the others, 50 respondents' stated "No" about attended any courses or training that involve with entrepreneurial. This situation might be caused they does not have any intend to become entrepreneurs and they believe job security is relatively important to them.

4.4 Research Validity

The extent to which a survey captures the essential aspects that must be measured determines the survey's validity. Validity is a term used to describe how successfully an instrument measures the target variable. In this study, Pearson correlation was employed by the researcher to assess the validity of the questionnaire.

4.4.1 Pearson Correlation

Pearson correlation coefficient analysis was conducted in this research to achieve the second objective of this research which is to analyze the relationship between factors influencing non-business university students intention toward technopreneurship in UTeM. The main purpose Pearson correlation coefficient analysis is to determine the relationship between independent variables with research dependent variables. Relationships between variables can be positive, negative, and neutral correlation. The range of r values is between -1 and 1 which would be perfect negative correlation with -1 correlation. The correlation for 1 shows perfect positive relationship while correlation 0 indicates no relationship between independent variables and dependent variables.

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Table 15: Relationship interpreted through R value
(Glen, 2020)

R value	Relationship
0.70 or higher	Very Strong Positive Relationship
+0.40 to +0.69	Strong Positive Relationship
+0.30 to +0.39	Moderate Positive Relationship
+0.20 to +0.29	Weak Positive Relationship
+0.01 to +0.19	No or Negligible Relationship

0	No Relationship

-0.01 to -0.19	No or Negligible Relationship
-0.20 to -0.29	Weak Negative Relationship
-.030 to -0.39	Moderate Negative Relationship
-0.40 to -0.69	Strong Negative Relationship
-0.70 or higher	Very Strong Negative Relationship

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Table 16: Pearson Correlation Results between Variables

(Source: SPSS Output)

Correlations					
		Attitude toward Technopreneurship	Subjective Norm	Perceived Behavioral Control	Intention toward Technopreneurship
Attitude toward theBehavior	Pearson Correlation	1	.953**	.981**	.966**
	Sig. (2 tailed)		<.001	<.001	<.001
	N	376	376	376	376
Subjective Norm	Pearson Correlation	.953**	1	.961**	.971**
	Sig. (2 tailed)	<.001		<.001	<.001
	N	376	376	376	376
Perceived Behavioral Control	Pearson Correlation	.981**	.961**	1	.957**
	Sig. (2 tailed)	<.001	<.001		<.001
	N	376	376	376	376
Intention toward Technopreneurship	Pearson Correlation	.966**	.971**	.957**	1
	Sig. (2 tailed)	<.001	<.001	<.001	
	N	376	376	376	376

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

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The outcomes of the Pearson Correlation analysis performed using SPSS are displayed in Table 16. According to the preceding table, all of the variables, both dependent and independent, have significant relationships because the significant output between the variables is 0.001. This is due to the fact that statistical significance might be considered when the p-value is 0.05 or lower (Jaadi, 2019). The investigation of Pearson Correlation using SPSS had revealed values of 0.966, 0.971, 0.957, and 1 for independent variables including attitude toward the behavior, subjective norm, perceived behavioral control, and purpose toward technopreneurship, respectively. Table 4.14 shows that there is a very strong positive relationship between the dependent and independent variables when the R-value is 0.7 or above and the Sig. () shows that the intention of non-business university students toward technopreneurship is very positively and significantly influenced by the attitude toward the behavior, subjective norm, and perceived behavioral control. 2-tailed) between these variables are less than 0.001.

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4.5 Research Reliability Test

Reliability test is related to how a system test something consistently. It is very important when doing research because reliability testing can help the researcher to make sure the question is accurate and acceptable before distributing the questionnaire to actual respondents or not. If test results are below 0.7 Cronbach's alpha, researchers should check questions again until test results can reach 0.7 and above Cronbach's alpha.

Table 17: Cronbach's Alpha Level Consistency

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

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Table 18: Reliability Statistic for each variable

Variables	Cronbach's Alpha	Number of Items
Independent Variables		
1. Attitude toward the Behavior	0.925	4
2. Subjective Norm	0.954	4
3. Perceived Behavioral Control	0.968	4
Dependent Variables		
1. Intention toward Technopreneurship	0.925	4
Overall	0.987	16

Table 18: Reliability Test for 376 Respondents

(Source: SPSS Output)

Reliability Statistics

Cronbach's Alpha	N of Items
.987	16

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The reliability test results are displayed in Table 18 above after being evaluated with SPSS. When Cronbach's Alpha is obtained, it is regarded as acceptable if it is more than 0.70. According to Cronbach's Alpha Level Consistency, the reliability test for attitude toward behavior has a Cronbach's Alpha rating of 0.925, which is excellent. Cronbach's Alpha value for the subjective norm was 0.954, which is likewise regarded as excellent. However, the perceived behavioral control is also considered as excellent as the value of Cronbach's Alpha is 0.968. The Cronbach's Alpha value for the dependent variable, intention toward technopreneurship, was 0.925, placing it in the excellent range. In summary, all variables passed the reliability test with scores greater than 0.70, making them all acceptable.

According to the Cronbach's Alpha Level Consistency chart, which is presented in Table 4.16, this research's internal consistency is Excellent and it received a score of 0.987 on the overall reliability test. Therefore, based on the results of this reliability test, it can be said that this research is highly reliable.

4.6 Multiple Regression Analysis (MRA)

Multiple regression analysis was used in this research to achieve the two objective research which is to identify the most significant factors influencing non business university student's intention towards technopreneurship in UTeM. The purpose of multiple regression analysis is to identify the relationship of significant variables in this research. This multiple regression method is also used for the purpose of determining straight lines the relationship between the independent variables and the most significant dependent as well as independent variables of this study. Estimates of regression coefficients were calculated using the formula of the equation that has been explained in Chapter 3.

Table 19: Multiple Linear Regression(Source: SPSS Output)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981[a]	.962	.962	.15572

a. Predictors: (Constant), Perceived, Subjective, Attitude

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Table 19 shows about the model summary table, the higher the correlation coefficient (R) in this table means the better the influence of the independent variable on the dependent variable. From the results, the correlation coefficient (R) is very strong because its value is 0.981 which is higher than 0.9. This can conclude that, there is a very strong correlation between all variables in this study. The square of R of the result is 0.962 which means that is independent the variables of this research namely attitude toward the behavior, subjective norm and perceived behavioral control is 96.2% variance affecting of factors influencing non business student's intention toward technopreneurship so the other 3.8% was from another factor.

Table 20: Anova

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	230.155	3	76.718	3163.751	.000[b]
	Residual	9.021	372	.024		
	Total	239.176	375			

a. Dependent Variable: Intention
b. Predictors: (Constant), Perceived, Subjective, Attitude

According to the ANOVA analysis in table 20, the F test value is 3163.751 and significant the level is 0.000. The significance level is lower than 0.05 and this means there is significance the relationship between technopreneurship intention factors that influence non business students toward attitude toward the behavior, subjective norm and perceived behavioral control.

Table 21: Coefficient Table

Coefficient						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.491	.041		11.959	<.001
	Attitude toward the Behavior	.530	.049	.574	10.838	<.001
	Subjective Norm	.522	.032	.596	16.097	<.001
	Perceived Behavioral Control	-.152	.050	-.178	-3.062	.002
a. Dependent Variable: Intention toward Technopreneurship						

The F value is 3163.751 and the significance value according to the Anova's Table is 0.000. All results will be significant when the F value is large, the significance value is small (Glen, 2020). Since the significance value is less than alpha level of 0.05 as well, it can be concluded that there is statistically significant relationship occur between the independent variables which are attitude toward the behavior, subjective norm, and perceived behavioral control with the dependent variable, intention non business students toward technopreneurship.

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4.7 Hypothesis Testing

For hypothesis testing, it was analyzed by using regression analysis on SPSS. The hypothesis is acceptable when the t-value exceeds 1.96 while significant for the p-value should be below 0.05. The table below shows the coefficients for all variables.

Table 22: Coefficient Table

(Source: SPSS Output)

Coefficient						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.491	.041		11.959	<.001
	Attitude toward the Behavior (ATTB)	.530	.049	.574	10.838	<.001
	Subjective Norm	.522	.032	.596	16.097	<.001
	Perceived Behavioral Control	-.152	.050	-.178	-3.062	.002
a. Dependent Variable: Intention toward Technopreneurship						

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There are three hypotheses that have been developed in this research to identify the most significant factors influencing non business university student's intention towards technopreneurship in UTeM as shown below. According to the table 22 above, the most significant factor of influencing non business students intention toward technopreneurship is subjective norm because it has the highest beta value among other independent variables which is the value is 0.596 and the significant is 0.001.

Hypothesis 1

H0: There is no significant relationship between attitude toward the behavior and factors influencing non business university student's intention towards technopreneurship in UTeM.

H1: There is significant relationship between attitude toward the behavioral and factors influencing non business university student's intention towards technopreneurship in UTeM.

Table 22 showed the regression analysis of attitude toward the behavior in connection with the factors influencing non business university student's intention towards technopreneurship in UTeM. It shows that the beta value is 0.574 while the significant value of the p-value is 0.001 which means that attitude toward the behavior has a significant relationship with factors influencing non business university student's intention towards technopreneurship. From the result, the researcher accepted the alternative hypothesis (H_1) and rejected the null hypothesis (H_0).

Hypothesis 2

H0: There is no significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurshipin UTeM.

H1: There is a significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurshipin UTeM.

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Table 22 showed the regression analysis of subjective norm in connection with the factors influencing non business university student's intention towards technopreneurship in UTeM. It shows that the beta value is 0.596 while the significant value of the p-value is 0.001 which means that subjective norm has a significant relationship with factors influencing non business university student's intention towards technopreneurship. From the result, the researcher accepted the alternative hypothesis (H_1) and rejected the null hypothesis (H_0).

Hypothesis 3

H0: There is no significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.

H1: There is a significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.

Table 22 showed the regression analysis of perceived behavioral control in connection with the factors influencing non business university student's intention towards technopreneurship in UTeM. It is showed the p-value is <0.01 which means it is less than 0.05. This had indicated that there is significance relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship. Since the p-value is less than 0.05, the alternative hypothesis, (H0) is rejected while the null hypothesis (H3) is accepted.

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Table 23: Summary of Hypothesis Testing

Hypothesis	Results
Hypothesis 1: H0: There is no significant relationship between attitude toward the behavior and factors influencing non business university student's intention towards technopreneurship in UTeM. H1: There is significant relationship between attitude toward the behavioral and factors influencing non business university student's intention towards technopreneurship in UTeM.	**H0 is rejected** **H1 is accepted**
Hypothesis 2: H0: There is no significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurshipin UTeM. H1: There is a significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurshipin UTeM.	**H0 is rejected** **H1 is accepted**
Hypothesis 3: H0: There is no significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM. H1: There is a significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.	**H0 is rejected** **H1 is accepted**

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

4.8 Summary

In conclusion, this chapter has analyzed and described the findings from questionnaire conducted by researchers on the factors influencing non business university student's intention towards technopreneurship in UTeM. The analysis that has been conducted by the researcher to analyses the results is included with the descriptive analysis, reliability test, Pearson correlation analysis, and also multiple regression analysis. Researchers have used IBM SPSS Statistic 27 as a statistical tool used to analyze all data in this research. Export of researchers all results calculated by SPSS to this study and interpret all data with a view to determine the relationship between the independent variable and the dependent variable in thisresearch. The hypotheses that have been formed in Chapter 2 have also been tested by determining the significance level of all the independent variables the dependent variable. From the results of hypothesis testing, all hypotheses were accepted because the significance level value was less than 0.05.

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CHAPTER 5

DISCUSSION, IMPLICATION AND CONCLUSION

5.0 Introduction

This chapter will describe and summarize the results of the data analysis that has been done in Chapter 4. The objectives of the study that have been stated in chapter 1 will be answered in this chapter according to the results of this Chapter. Other than that, there are a number of discussions that will be elaboratedin this chapter is intended as a conclusion for this research study which includes a discussion of objective and hypothesis tests, research implications, recommendations for future research and also a conclusion.

5.1 Descriptive statistical analysis summary

Table 24: Descriptive Analysis of Respondent's Demographic

Demographic	Frequency with highest value	Frequency	Percent (%)
Gender	Male	190	50.5
Age	24-26 years old	160	42.6
Race	Malay	176	46.8
Education Qualification	Undergraduate Bachelor of Degree	230	61.2
Faculty	FKM	90	23.9
Have you heard about technoprenenurship?	Yes	376	100
Have you attend any course or training involving technopreneurship?	Yes	326	86.7

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The Descriptive Statistic Analysis is done by analyzing the data collected from respondents in Section A and Section B. There are 376 responses in total that are completed by 376 respondents in Malaysia. There were 190 of the respondents are male which are 50.5% of the total respondents and 186 or 49.5% of the respondents are female. Then, out of 376 respondents, 106 (28.2%) of them are 18-20 years' old, 110 (29.3%) of them are from the age group of 21- 23 years old, another 160 or 42.6% of the respondents are in the age group of 24-26 years old. None of the respondents are from the age group of 27 and above. All of the 376 respondents are Malaysian, none of the respondents are foreigners.

Moreover, for Race, 176 or 46.8% of the respondents are Malay, 80 or 21.3% are Chinese and 120 or 31.9% are Indian. Another 3 respondents are neither Malay, Chinese nor Indian. Besides that, there are 230 (61.2%) of the total respondents' highest educational level are Undergraduate Bachelor of Degree. Another 146 or 38.8% of the respondents are having Undergraduate Diploma.

Besides that, for the section faculty, there are faculty of respondents in Faculty of Mechanical Engineering (FKM) which are 90, with 23.9%. Whereas for the Faculty of Electrical Engineering (FKE) that is 56 respondents with 14.9%. Moreover, the respondents from Faculty of Engineering Technology (FTK) and Faculty of Manufacturing Engineering (FKP) both have the same total of respondents which are 80 with 21.3% and for the Faculty of Electronics and Computer Engineering (FKEKK) the total of respondents are 70 which is 18.6%.

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In the aspect of have you heard about technopreneurship, there are 376 total all the respondents which 100% stated "Yes". None of the respondents are from the "No" section. Meanwhile, for the aspect the highest frequency of awareness to attend course or training that involve with entrepreneurial respond by respondents is 326 which stated "Yes" that they have been attended any course or training that involve with entrepreneurial with percentage 86.7%. While for the others, 50 respondents' stated "No" about attended any courses or training that involve with entrepreneurial.

5.2 Scale of Measurement

5.2.1 Research Validity

Using Pearson Correlation, the research validity for this study is determined. This is done in order to determine the validity of the relationship between the dependent variable, intention towardtechnopreneurship, and the independent variables, attitude toward behavior, subjective norm, and perceived behavioral control. In comparison to other independent variables, the subjective norm's Pearson correlation score was 0.971, the best possible score. On the other side, there was a Pearson correlation of 0.966 for attitude toward behavior and 0.957 for perceived behavioral control. Perceived behavioral has the lowest Pearson Correlation score, which is 0.957. Therefore, perception of behavioral control, subjective norm, and attitude toward behavior all have a very high positive connection with the dependent variable. Since all of the variables have significant outputs of 0.00, which is less than 0.05, it can be said that there is a significant relationship between them.

5.2.2 Research Reliability

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To determine the reliability of the questionnaire, a reliability test was first conducted during a pilot test. The data gathered from the 376 respondents was then subjected to a reliability test in order to determine the validity of this study. For attitude toward the behavior, subjective norm, and perceived behavioral control, the Cronbach's Alpha Values are 0.925, 0.954, and 0.968, respectively. The overall output's Cronbach's Alpha value is 0.987. The research can be considered to be highly reliable because the Cronbach's Alpha score is higher than 0.80.

5.3 Discussion

5.3.1 General Objective 1: To determine the factors of influencing the intention of non-business university students towards technopreneurship in UTeM.

Finding out the reasons and elements that influence the intention of non-business university students towards technopreneurship is the primary major goal of this research. After looking at prior research done by other scholars and consulting the Theory of Planned Behavior (TPB), the authors of this study came up with a few elements that might influence non-business university students' intentions about technopreneurship. The attitude toward the behavior, the subjective norm, and the perceived behavioral control are all included in these components. The results of the Multiple Regression Analysis that were performed on the data had been used to prove the hypothesis once the analysis was completed. As a result, the study's findings demonstrated that attitude towardthe behavior, subjective norm, and perceived behavioral control all have significant relationships with intention toward technopreneurship. The p-values for these relationships, as determined by Multiple Regression Analysis, are 0.001, 0.001, and 0.002 respectively, all of which are less than 0.05, which indicates that these relationships are significant.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

In a nutshell, this study came to the conclusion that attitude toward the behavior, subjective norm, and perceived behavioral control are the three elements that have the greatest impact on non-business university students' intentions toward technopreneurship. It was demonstrated by Ajzen (2006) that the factors of attitude toward the behavior and subjective norm are the factors that are influencing the intention of non-business students toward technopreneurship. According to the findings of a study done by Matthews and Moser (1995) and Ajzen (2002), an individual's perception of their own behavioral control has a significant relationship with their intention toward technopreneurship (Parker and Hay, 2001).

5.3.2 General Objective 2: To identify the most significant factors influencing non business university student's intention towards technopreneurship in UTeM

After determining the factors that are factors that influence non-business university students' intention towards technopreneurship, the most significant factor is figured out as well from the three factors, which are either attitude toward the behavior, subjective norm, or perceived behavioral control. This is done after determining the factors that are factors that are factors influencing non-business university students' intention towards technopreneurship. The Pearson correlation reveals that the attitude toward the behavioral, the subjective norm, and the perceived behavioral control each have respective values of 0.966, 0.971, and 0.957. In spite of the fact that these three characteristics have a very strong positive relationship with the intention toward technopreneurship, the subjective norm is the most influential of the three elements due to the fact that it scored the highest on the Pearson Correlation. Subjective norm drives have a beta coefficient of 0.522.

It is also demonstrated by multiple regression analysis that the p-value of subjective norm is the lowest of the three factors. This is the case because subjective norm is the most important factor. Its p-value is 0.001, which is much lower than 0.05, indicating that it has a very significant relationship with the intention toward technopreneurship. As a result, the subjective norm had demonstrated once again that it had the strongest relationship with an intention toward technopreneurship.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

In conclusion, the subjective norm is the most influential component that plays a role in determining the intention of non-business university students toward technopreneurship. Students are developing a greater intention toward technopreneurship as a result of the subjective norm. The subjective norms that are influencing the intention of students toward technopreneurship were discovered, according to a study that was conducted by Armitage and Conner (2001).

5.3.3 Specific Objective 1: There is significant relationship between attitude toward the behavioral and factors influencing non business university student's intention towards technopreneurship in UTeM.

This study shows that there is a relationship between these two variables by proving how attitude toward behavioral influences intention toward technopreneurship. The relationship between attitude toward the behavioral and the factors influencing non-business university students' intention towards technopreneurship can be demonstrated by using multiple regression analysis, where the p-value of attitude toward the behavioral is 0.001, less than 0.05, and this shows that there is a positive relationship between attitude toward the behavioral and those factors.

According to earlier research by Frazier and Niehm (2006), attitude toward behavior and intention toward technopreneurship have a positive relationship. The majority of university students who did not major in business believed that confidence in one's abilities to launch a new business was important. Therefore, even when given the option to select differentcourses, they continue to prefer to enter the field of entrepreneurship. It demonstrates the importance of technopreneurship for future success and the need for students to perform well in these courses.

Another study supporting the belief that behavioral attitudes and intentions for technopreneurship have a favorable relationship has been conducted by (Leong, 2008). Additionally, it demonstrates the value of technopreneurship by assisting students in becoming self-employed and by enhancing students' perceptions of the benefits of starting a firm. As a result, it is possible to draw the conclusion that attitude toward behavior and intention toward technopreneurship are related.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

5.3.4 Specific Objective 2: There is a significant relationship between subjective norm and factors influencing non business university student's intention towards technopreneurship in UTeM.

Other that attitude toward the behavioral, subjective norm also is another factor that influence influencing non business university student's intention towards technopreneurship. According to the Multiple Regression Analysis that have done in the Chapter 4, it shows that this factor also has relationship between two variables where the hypothesis had proved to be accepted as the p-value is 0.001 which is less than 0.05. Since the hypothesis was accepted, it can be clarified where there is positive relationship between subjective norm and factors influencing non business university student's intention towards technopreneurship.

These results are supported by previous research conducted by (Armitage & Conner, 2001) that found about the subjective norm will influencing non business university student's intention towards technopreneurship. Subjective norm is a factor to students which they believes that technopreneurship would be giving an impact to them to start a new business and also considered as a peer influence because there is a few students has registered their business in SSM. It shows the study confirms that this is true and agree with that statement. The evidence above proves that technopreneurship can affects the successfulness of students being an entrepreneurs in the future and not only focusing on secure job.

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Through the data that has been analyzed, we can see that the intention is towards technopreneurs is more effective with the cause being influenced by the people around, students who are not in the business field will be more comfortable learning its characteristicsand eventually intend to continue to enter the field. So, this shows that the existence of people around can make a student more inclined towards entrepreneurs in the future.

5.3.5 Specific Objective 3: There is a significant relationship between perceived behavioral control and factors influencing non business university student's intention towards technopreneurship in UTeM.

Perceived behavioral control is an additional element that has been proposed asa result of this research. According to the findings of this research, there is a connection between the independent variable and the dependent variable. The connection can be understood better by consulting the table of Multiple Regression Analysis, which shows that the p-value of felt enjoyment is 0.002, which is a numberthat is lower than 0.05. According to this finding, there is a beneficial connection between the perception of one's own behavioral control and the intention of non- business students to engage in technological entrepreneurship. This research may be proven with the earlier research that also did the same research regarding the factors influencing the intentions of non-business university students toward technological entrepreneurship.

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5.4 Implication of research

This research demonstrates the significance of data on the factors influencing the intentions of non-business university students toward technopreneurship in UTeM. Previous research that has focused on the motivations behind technopreneurship has had several limitations, and the goal of this study is to demonstrate that those limitations can be overcome. More attention should be paid to highlighting and discussing the factors of intention toward the use of technopreneurship, with the goal of providing more data to enhance the ways and answers to difficulties faced by non-business university students with an intention toward technopreneurship. This research is a valuable resource for college students who aren't majoring in business but who are interested in resolving issues others have raised regarding their intentions to pursue technological entrepreneurship. Therefore, with a robust factor, it will be less difficult for future non-business university students to exercise command over their own performance.

First, the theoretical foundations of this study provide light on the study's independent variables. Factors that sway non-business college students' intention toward technopreneurship can be better explored within a theoretical framework. In Chapter 2, we apply the theoretical framework to the research questions posed in Chapter 1, providing an explanation of thefactors that influence the intention toward technopreneurship. The data analysis presented in Chapter 4 indicates that these three elements are robust and can be used by students with an eye toward technopreneurship. It is far simpler for students who aren't majoring in business to gain an appreciation for and an education in the ways in which technopreneurship might improve their professional prospects.

This research has important managerial implications because it shows that students majoring in fields other than business can use a conceptual framework to improve their own entrepreneurial motivations. In addition to answering the first research question, this study also offers insight into the motivations behind prospective technopreneurship. All theoretically-derived independent factors in this study have a very strong positive relationship with dependent variables, as shown by the Pearson correlation analysis presented in Chapter 4. Thissuggests that non-business majors at universities are more likely to enrol in technopreneurship classes if they agree with the intention factor of technopreneurship. Therefore, students should employ a theoretical framework specifically, attitude toward the behavior, subjective norm, andperceived behavioral control to enhance their purpose toward technopreneurship.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

The most crucial aspects of technopreneurship intent have been identified, and this study discusses the results, providing answers to the research questions posed in Chapter 1. Findings from Chapter 4's analysis point to the theoretical framework's credibility as the single most important factor in determining whether or not non-business college students plan toward technopreneurship. Even for students not majoring in business, it is crucial to consider the concept of reliability, which is the ability to carry out an aim in a way that is simple, enjoyable, rapid, and trustworthy. These findings demonstrate that trustworthiness has a crucial role in boosting technopreneurship aspirations.

Ultimately, this study's practical consequences on technopreneurship intention serve as a roadmap for future use by students who aren't majoring in business. The findings of this theory can be used as a roadmap for future technopreneurship training and development.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

5.5 Limitations of Research

There are some limitations that the research has encountered in the process of completing this research study. Most of the limitations occur during the data collection process because the respondents of this study are non-business university students who are having the intention toward technopreneurship in UTeM, so it may be more difficult for researchers to collect data than usual research that can get data from any group of people. Fortunately, the researchers were still able to complete the data process of collecting and completing this research study by distribute the questionnaire to the respondent using googleform.

The first limitation faced by researchers in the process of completing research studies is the lack of time where the process of collecting secondary data is quite difficult. Researchers had to spend more time searching journal articles or past research studies that can be a reference this research is intended to collect secondary data. It is to provide a theoretical understanding of these independent and dependent variables research and also provide evidence or support for the findings of this research. There seems to be a shortage journal articles or previous research studies that are directly related to the theoretical framework of intention toward technopreneurship for non-business university students. So, this makes the researcher more time taken by the researcher to collect secondary data.

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Researchers face location limitations during the data collection process. This research focuses on non-business university students intention toward technopreneurship is in the limitation of time, so researchers had to use online surveys to collect data. Finally, the limitations of collaboration were also reached by the researchers during the data collection process. There are some students who did not cooperate while answering the questionnaire. Some of them chose to answer the questionnaire faster without understand the questionnaire just to not spend too much time on it. All of these problems can lead to shortages data accuracy that can lead to inaccuracies of the data and the results of this research.

5.6 Recommendations for Future Research

There needs to be more work done to encourage new businesses and enterprises to inject energy into the economy, as technopreneurship is a crucial tool for fostering national economic progress. It's important to get the word out at colleges and universities first. University administrations are urged to make a strong effort to foster students' entrepreneurial aspirations through various means, including but not limited to seminars, training courses, and similar experiential learning opportunities. In addition, the university should have a streamlined system for providing training on a variety of issues relevant to aspiring business owners, such as company formation law, business idea realization, fund raising, and the use of start-up support centers and incubators. In addition, there are a disproportionately large number of women enrolled in colleges and universities. In contrast, their enthusiasm wanes when the topic of new business development is broached. In addition, the school should collaborate with public sector organizations that support women business owners.

In addition, the researcher hopes to propose that this study's scope be broadened in the future. The study's author said that in order to strengthen the quality of the research, it would be beneficial to recruit fresh respondents from among Malaysian university students who are not majoring in business.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

6.0 Conclusion

The study's overall goal was to examine the motivations of non-business majors to pursue technopreneurship in the context of UTeM. This was investigated by surveying the relevant population and analyzing their answers to questions about their attitudes toward the behavior, subjective norms, and perceived behavioral control. These findings reveal the most significant determinants of non-business college students' intentions about technopreneurship in UTeM.

Attitude toward Behavior and Subjective Norm were determined to be the significant factors influencing the non-business students at UTeM. One approach to encouraging entrepreneurship in students is to generate entrepreneurial intention, which requires Subjective Norms. Finally, in order to succeed in the entrepreneurial learning process, students must be able to immediately change from their present learning strategy to a more practical one.

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

APPENDIX A

QUESTIONNAIRE ON THE FACTORS INFLUENCING NON BUSINESS UNIVERSITY STUDENTS INTENTION TOWARD TECHNOPRENEURSHIP IN UTEM

Assalamualaikum and hello to everyone,

I am NUR FARZANA BT RAMLI, a final year student from course Bachelor of Technology Management and Technopreneurship (BTEC) in Universiti Teknikal Malaysia Melaka (UTeM). I am currently pursuing my research on "FACTOR INFLUENCING NON-BUSINESS UNIVERSITY STUDENT'S INTENTION TOWARD TECHNOPRENEURSHIP IN UTEM, "under supervision of Dr. Atirah Binti Sufian. My focus on this research is to get an overview from the non-business university students who have intentions toward technopreneurship in UTeM. Therefore, I need your cooperation and feedbacks by answering my form analysis survey. This questionnaire consists of three (3) main sections. Tick the answer in the box and complete in the space provided. This survey will take only 5 to 10 minutes to be completed and your participation is highly appreciated. Thank you in advance for the willingness to spend your precious time to assist me in my research. The information that will be collected is for the use of academic purposes and theprivate information is highly confidential.

You may contact:

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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SECTION A: DEMOGRAPHIC BACKGROUND
BAHAGIAN A: LATAR BELAKANG DEMOGRAFI

In this section, please choose **ONE** which represents you by placing **TICK** (/).
Di bahagian ini, pilih SATU yang mewakili anda dengan meletakkan TICK (/).

1. Gender

Jantina

Male *Lelaki*	
Female *Perempuan*	

2. Age

Umur

18-20 years *18-20 tahun*	
21-23 years *21-23 tahun*	
24-26 years *24-26 tahun*	
>27 years *>27 tahun*	

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

3. Race

Bangsa

Malay Melayu	
Chinese China	
Indian India	

4. Education Qualification

Kelayakan Pendidikan

Undergraduate Diploma *Diploma*	
>Undergraduate Degree *>Degree*	

5. Faculty

Fakulti

FTK	
FKE	
FKM	
FKEKK	
FKP	

6. Have you heard about Technopreneurship?

Adakah awak pernah dengar mengenai teknousahawan?

Yes Ya	
No Tidak	

7. Have you ever attend any course or training that involve with entrepreneurship?

Pernahkah anda menghadiri mana-mana kursus atau latihan yang melibatkan bidang keusahawanan?

Yes Ya	
No Tidak	

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

SECTION B: FACTORS INFLUENCING NON BUSINESS UNIVERSITY STUDENTS INTENTION TOWARDS TECHNOPRENEURSHIP IN UTEM.

BAHAGIAN B: FAKTOR-FAKTOR YANG MEMPENGARUHI NIAT PELAJAR UNIVERSITI BUKAN PERNIAGAAN TERHADAP TECHNOPRENEURSHIP DI UTEM.

This section is intended to identify the factors influencing non business university students intention towards technopreneurship in UTeM. In this section, please choose **ONE** which represents you by placing **TICK (/).**

*Bahagian ini bertujuan untuk mengenalpasti faktor-faktor yang mempengaruhi niat pelajar universiti bukan perniagaan terhadap technopreneurship di utem. Di bahagian ini, pilih **SATU** yang mewakili anda dengan meletakkan **TICK (/).***

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

1 = Strongly Disagree

1 = Sangat Tidak Setuju

2 = Disagree

2 = Tidak setuju

3 = Neutral

3 = Berkecual

4 = Agree

4 = Setuju

5 = Strongly Agree

5 = Sangat Setuju

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

1. Attitude toward the Behavior

An attitude refers to individual's general feeling of favorable or favorableness toward various stimulus objects. It also indicated that behavior of a person is solely depends upon individual's beliefs and attitudes, and those beliefs and attitudes play a very important role in determining individual's action.

Sikap merujuk kepada perasaan umum individu yang suka atau suka terhadap pelbagai objek rangsangan. Ia juga menunjukkan bahawa tingkah laku seseorang adalah semata-mata bergantung kepada kepercayaan dan sikap individu, dan kepercayaan dan sikap tersebut memainkan peranan yang sangat penting dalam menentukan tindakan individu.

No	Statement	1	2	3	4	5
ATTB1	I would choose having my own business over having a stable job. *Saya akan memilih mempunyai perniagaan sendiri daripada mempunyai pekerjaan yang stabil.*					
ATTB2	I am interested in pursuing an entrepreneurial career *Saya berminat untuk menceburi kerjaya usahawan.*					
ATTB3	If I were to establish my own business, I think I would definitely be successful. *Jika saya mulakan perniagaan sendiri, saya fikir saya pasti akan berjaya.*					
ATTB4	I would like to launch a business if I had the chance and the means to do so. *Saya ingin melancarkan perniagaan jika saya mempunyai peluang dan cara untuk berbuat demikian.*					

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

2. Subjective Norm

Subjective norms are based on an individual's judgement of what should or shouldn't be done in considering the possible benefits or penalties associated with engaging in a certain action. Accordingly, subjective norms are defined in this research as the encouragement students receive from friends, family, and colleagues to study and acquire information in order to become technopreneurs, as per the study.

Norma subjektif adalah berdasarkan pertimbangan individu tentang perkara yang patut atau tidak patut dilakukan dalam mempertimbangkan kemungkinan faedah atau penalti yang berkaitan dengan penglibatan dalam tindakan tertentu. Sehubungan itu, norma subjektif ditakrifkan dalam penyelidikan ini sebagai galakan yang diterima oleh pelajar daripada rakan, keluarga, dan rakan sekerja untuk belajar dan memperoleh maklumat untuk menjadi usahawan teknologi, seperti dalam kajian.

No	Statement	1	2	3	4	5
SN1	In my university, students are actively encouraged to pursue their own ideas. *Di universiti saya, pelajar secara aktif digalakkan untuk meneruskan idea mereka sendiri.*					
SN2	More entrepreneurship activities and business educational programmers on campus would help me to start business. *Lebih banyak aktiviti keusahawanan dan pengaturcara perniagaan di kampus akan membantu saya untuk memulakan perniagaan.*					
SN3	My parents are positively oriented towards my future career be involved in technopreneurship. *Ibu bapa saya berorientasikan positif terhadap kerjaya masa depan saya terlibat dalam keusahawanan teknologi.*					
SN4	There is a well-functioning support infrastructure in my university to support the start up of new firms. *Terdapat infrastruktur sokongan yang berfungsi dengan baik di university saya untuk menyokong permulaan firma baharu.*					

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

3. Perceived Behavioral Control

Someone who has no control over a situation might not feel motivated to get involved. PBC in this study is defined as the degree of control that students feel they have over outside forces while taking a technopreneurship course.

Seseorang yang tidak mempunyai kawalan ke atas sesuatu situasi mungkin tidak bermotivasi untuk terlibat. PBC dalam kajian ini ditakrifkan sebagai tahap kawalan yang pelajar rasakan mereka mempunyai kuasa luar semasa mengikuti kursus teknousahawan.

No	Statement	1	2	3	4	5
PBC1	If I try to start a business, I would have a high probability of succeeding. *Jika saya cuba memulakan perniagaan, saya mempunyai kebarangkalian yang tinggi untuk berjaya..*					
PBC2	I know how to develop a technopreneurship project. *Saya tahu bagaimana untuk membangunkan projek teknousahawan.*					
PBC3	To start a business, would be easy for me. *Untuk memulakan perniagaan, adalah mudah bagi saya.*					
PBC4	I could become self-employed after my studies, if I want. *Saya boleh bekerja sendiri selepas belajar, jika saya mahu.*					

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

SECTION C: INTENTION OF NON BUSINESS UNIVERSITY'S STUDENTS TOWARD TECHNOPRENEURSHIP IN UTEM.

BAHAGIAN C: NIAT PELAJAR BUKAN PERNIAGAAN UNIVERSITI TERHADAP TEKNOUSAHAWAN DI UTEM.

This section pursues your input on the intention of non-business university's students toward technopreneurship in UTeM.

In this section, please choose **ONE** which represents you by placing **TICK** (/).

Bahagian ini memberikan input mengenai niat pelajar bukan perniagaan universiti terhadap teknousahawan di utem

Di bahagian ini, pilih SATU yangmewakili anda dengan meletakkan TICK (/).

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

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1 = Strongly Disagree

1 = Sangat Tidak Setuju

2 = Disagree

2 = Tidak setuju

3 = Neutral

3 = Berkecuali

4 = Agree

4 = Setuju

5 = Strongly Agree

5 = Sangat Setuju

1. Intention toward Technopreneurship

As we move in that direction. Good technopreneurship is essential for creating more cutting-edge technology, closing gaps in cultures and civilizations, and changing the world in a virtual setting. Therefore, it is essential to develop students into future leaders who value technopreneurship in the dynamic, global business environment of today.

Semasa kita bergerak ke arahnya. Keusahawanan teknologi yang baik adalah penting untuk mencipta teknologi yang lebih maju, menutup jurang dalam budaya dan tamadun, dan mengubah dunia dalam persekitaran maya. Oleh itu, adalah penting untuk membangunkan pelajar menjadi pemimpin masa depan yang menghargai keusahawanan teknologi dalam persekitaran perniagaan global yang dinamik hari ini.

No	Statement	1	2	3	4	5
ITT1	I have seriously considered technopreneurship as a highly desirable option. *Saya serius menganggap teknousahawan sebagai pilihan yang sangat diingini.*					
ITT2	I have the planning for opening a business in future. *Saya mempunyai perancangan untuk membuka perniagaan pada masa akan datang.*					
ITT3	I could easily pursue a career involving self-employment. *Saya boleh dengan mudah meneruskan kerjaya yang melibatkan pekerjaan sendiri.*					
ITT4	I want the freedom to express myself in my own business. *Saya mahukan kebebasan untuk meyatakan diri saya dalam perniagaan saya sendiri.*					

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APPENDICES B
GANTT CHART FYP 1

FYP 1	WEEK													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
FYP Talk								MIDTERM BREAK						
Discuss the title research with supervisor and confirming the title research														
Research objectives and research questions construction														
Meeting with supervisor														
Minor change on topic														
Studying and finding the sources for secondary data														
Chapter 1														
Chapter 2														
Chapter 3														
Do correction Chapter 1-3														
PSM Presentation														
Submission final report														

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APPENDICES C
GANTT CHART FYP 2

FYP 2	WEEK															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FYP 2 Briefing																
Develop the questionnaires																
Distribute the questionnaire																
Data collection																
Data analysis																
Report writing chapter 4																
Report writing chapter 5																
PSM 2 Presentation																
Thesis submission																

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