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.

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

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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.

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).

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).

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).

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

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.

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.

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.

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.

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

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,

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.