



**ASSESSING THE IMPACT OF ENTREPRENEURSHIP
PROGRAM ON GRADUATE'S ENTREPRENEURIAL
INTENTION IN MALAYSIA PUBLIC UNIVERSITIES**



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GRADUATE'S ENTREPRENEURIAL INTENTION IN MALAYSIA PUBLIC
UNIVERSITIES**

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**A report submitted in partial fulfillment of the requirements for the degree of
Bachelor of Technopreneurship**



UNIVERSITI TEKNIKAL MALAYSIA MELAKA

2024

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 of Technopreneurship.



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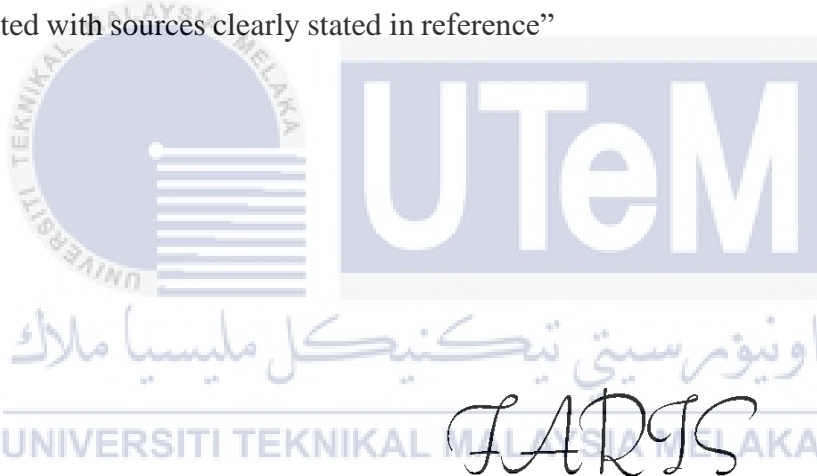
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DECLARATION

I declared that this report entitled “**Assessing the Impact of Entrepreneurship Program on Graduate’s Entrepreneurial Intention in Malaysia Public Universities**” 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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ABSTRACT

The main purpose of this study is to analyze the entrepreneurial intention of undergraduate students of Universiti Teknologi Mara, Universiti Malaysia Kelantan, Universiti Putra Malaysia, Universiti Teknikal Malaysia Melaka, Universiti Utara Malaysia. The study is coherent with the effort to encourage the involvement of Malaysian in starting a business. Through these issues, entrepreneurship is seen as an essential phase for the upcoming generations with the knowledge and business management. However, the biggest problem challenging our country is the some-degree holders' unemployment crisis. Therefore, the study used the Theory of Planned Behaviour by Ajzen (1991) to identify the factors that influence the entrepreneurial intention among graduate students of Malaysia Public Universities. 320 respondents comprising undergraduate students were involved in this study. Using survey method, in which the researcher distributed 320 questionnaires and only 200 responses were analyzed to test the hypothesis, the data has been collected are analysed using Statistical Packages for Social Sciences (SPSS) Version 27, Reliability, Pearson Correlation Analysis and Multiple Regression Analysis, hence achieve the objectives of the study. The results findings show all that business plan, risk thinking, self-efficacy, need for achievement, and locus of control have positive relationship with entrepreneurial intention among graduate students of Malaysia Public Universities. Findings of the study revealed that all the variables, have significant effects on entrepreneurial intention. To conclude, this study hopes to assist the responsible parties that involve in the effort to encourage the entrepreneurial activities for example the university in developing and producing more graduates that have high interest in entrepreneurship.

Keywords: entrepreneurial intention, entrepreneurship, business plan, risk thinking, self-efficacy, need for achievement, locus of control, undergraduates, UiTM, UMK, UPM, UTeM, UUM

ABSTRAK

Tujuan utama kajian ini adalah untuk menganalisis hasrat keusahawanan pelajar sarjana muda Universiti Teknologi Mara, Universiti Malaysia Kelantan, Universiti Putra Malaysia, Universiti Teknikal Malaysia Melaka, Universiti Utara Malaysia. Kajian ini selaras dengan usaha menggalakkan penglibatan rakyat Malaysia dalam memulakan perniagaan. Melalui isu-isu ini, keusahawanan dilihat sebagai fasa penting untuk generasi akan datang dengan pengetahuan dan pengurusan perniagaan. Walau bagaimanapun, masalah terbesar yang mencabar negara kita ialah krisis pengangguran pemegang ijazah. Oleh itu, kajian menggunakan Teori Tingkah Laku Terancang oleh Ajzen (1991) untuk mengenal pasti faktor-faktor yang mempengaruhi niat keusahawanan dalam kalangan pelajar siswazah Universiti Awam Malaysia. Seramai 320 orang responden terdiri daripada pelajar sarjana muda terlibat dalam kajian ini. Menggunakan kaedah tinjauan, di mana pengkaji mengedarkan 320 soal selidik dan hanya 200 jawapan dianalisis untuk menguji hipotesis, data yang telah dikumpul dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS) Versi 27, Kebolehpercayaan, Analisis Korelasi Pearson dan Analisis Regresi Berganda. , seterusnya mencapai objektif kajian. Dapatan keputusan menunjukkan semua rancangan perniagaan, pemikiran risiko, efikasi sendiri, keperluan untuk pencapaian, dan lokus kawalan mempunyai hubungan positif dengan niat keusahawanan dalam kalangan pelajar siswazah Universiti Awam Malaysia. Dapatan kajian mendedahkan bahawa semua pembolehubah, mempunyai kesan yang signifikan terhadap niat keusahawanan. Kesimpulannya, kajian ini diharapkan dapat membantu pihak bertanggungjawab yang terlibat dalam usaha menggalakkan aktiviti keusahawanan contohnya universiti dalam membangunkan dan melahirkan lebih ramai graduan yang mempunyai minat yang tinggi dalam bidang keusahawanan.

Kata kunci: niat keusahawanan, keusahawanan, rancangan perniagaan, pemikiran risiko, efikasi sendiri, keperluan untuk pencapaian, lokus kawalan, mahasiswa, UiTM, UMK, UPM, UTeM, UUM

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This research will explore The Impact of Entrepreneurship Program on Graduate's Entrepreneurial Intention in Malaysia Public Universities. This chapter comprises an introduction to the project, the study's background, a problem statement, research questions, research objectives, scope of study, the significance of the investigation, the study's basic assumptions, and conceptual definition.

1.2 Background Study

Entrepreneurship education has become a key focus in Malaysia, with the aim of nurturing a generation of innovative and entrepreneurial individuals who can contribute to the country's economic growth (Ismail et., (2019). As part of this effort, Malaysian public universities have been actively implementing entrepreneurship programs to equip students with the necessary skills and knowledge to start and manage their own businesses.

According to the Ministry of Higher Education Malaysia (2012), these entrepreneurship programs are designed to foster an entrepreneurial mindset, develop business skills, and provide experiential learning opportunities for students. The programs often include a combination of classroom instruction, mentoring, networking events, and hands-on practical experiences.

Furthermore, such research can contribute to the existing body of knowledge on entrepreneurship education and its impact on entrepreneurial intention. By examining the specific context of Malaysia's public universities, the study can provide insights that are relevant to the local entrepreneurship ecosystem and policy-making processes (Ismail et al., 2019).

While these studies provide insights into the impact of entrepreneurship programs in Malaysia, there is still a need for a comprehensive evaluation of the overall impact of these programs across different public universities. This study aims to address this gap by examining the impact of entrepreneurship programs among a diverse range of graduates' Malaysian public universities.

1.3 Problem statement

The main issue facing our country is the dilemma of the joblessness of many degree holders. The unemployment issue remains unsolved, although there have been studies done on this issue. The study also accepted that joblessness in graduate students is still a major problem in this country. Moreover, the crucial issue debated in entrepreneurship education currently is unemployment among graduates after graduation.

The issue of unemployment is an issue that remains baffling (Zulkifli et al., 2019) and also must be considered significant the study by Pereira et al., (2022) stated that the researchers, government and stakeholders. Nonetheless, employability for students is one of the significant problems that universities have to address.

According to the Global Entrepreneurship Monitor (GEM) 2020/2021 report, Malaysia's Total Entrepreneurial Activity (TEA) rate is only 9.2%, which is lower than the average rate of entrepreneurship in the Asia Pacific region. Furthermore, the report highlights that there is a significant gender gap in entrepreneurial activity in Malaysia, with female entrepreneurs accounting for only 32.4% of the total entrepreneurs.

In Malaysia, public universities have been actively promoting entrepreneurship through various programs such as entrepreneurship courses, business plan competitions, and incubation centres. However, the impact of these programs on graduates' entrepreneurial intention remains uncertain.

Therefore, there is a need to evaluate the impact of entrepreneurship programs offered in Malaysia's public universities on graduate entrepreneurial intention to identify the factors that can influence their intention to start a business. This will help in developing more effective entrepreneurship programs that can address the gaps and encourage more graduates to pursue entrepreneurship as a viable career option.

1.4 Research Questions

Since this research is developed to better understand the assessing impact of entrepreneurship programs on graduate's entrepreneurial intention at Malaysia Public University, the research questions proposed in this study are:

- What is the relationship between the independent variables (business plan, risk thinking, self-efficacy, need for achievement and locus of control) and dependent variable (entrepreneurial intention) among graduates of Malaysia public university?
- Which of these attributes mostly significantly impact entrepreneurial intention among graduates of Malaysia public university?

1.5 Research Objectives

This current study has goals, which will be discussed briefly in this paper. The study's specific goal is to determine the impact of IPTA's entrepreneurial education programmes in higher education institutions. The objectives of this study are:

- To determine the relationship between the independent variables (business plan, risk thinking, self-efficacy, need for achievement and locus of control) and dependent variable (entrepreneurial intention) among graduates of Malaysia public university.
- To assess these attributes mostly significantly impact entrepreneurial intention among graduates of Malaysia public university.

1.6 The scope of the study

Examining the correlation between entrepreneurial abilities and the impact of an entrepreneurship program is the primary focus of this study. The Ministry of Higher Education (MOHE) is closely aligned with the research. The study makes use of information from the Buku Panduan Informasi Institusi Pengajian Awam (2013), which is a publication also issued by MOHE, to collect pertinent data. The focus of the study is on Bachelor of Entrepreneurship students in their final year, who are attending public universities with dedicated entrepreneurship programs. Universiti Utara Malaysia (UUM), Universiti of Malaysia Kelantan (UMK), Universiti Putra

Malaysia (UPM), Universiti Teknikal Malaysia Melaka (UTeM), and Universiti Teknologi Mara (UiTM) are the public universities participating in this research.

1.7 Significance of study

Firstly, this research focuses on exploring the theoretical, academic, and practical implications associated with extending the application of the Theory of Planned Behavior theory frameworks. Its purpose is to offer valuable insights related to entrepreneurship education by examining students' perspectives on their personal creativity disposition and entrepreneurial behaviour. By doing so, the study aims to enrich existing entrepreneurship behaviour theory and provide a comprehensive understanding of the factors contributing to the impact of entrepreneurship education.

Second, the discoveries of this study have potential implications in the academic field, specifically in highlighting entrepreneurial behaviours within various educational institutions such as schools, universities, colleges, and other higher learning establishments. These findings can contribute to the enhancement of entrepreneurial programs in terms of education and other aspects. To foster students' entrepreneurial attitudes, universities can prioritize entrepreneurship instruction. As suggested by Mohamad et al. (2020), it is crucial for university students to be exposed to entrepreneurial thinking throughout their academic journey. This exposure enables them to integrate their knowledge and skills with opportunities related to product development and the establishment of new business ventures.

Empirical evidence from this study can provide valuable insights for policymakers, educational program planners, and entrepreneurship instructors in both formal and informal settings. Moreover, the findings hold particular significance for business professionals, as they can gain an understanding of the subjective elements that need to be cultivated in individuals and the specific indicators of entrepreneurial behaviour that should be emphasized within public universities. As highlighted by Vonortas (2022) asserts that the notion of a university serving as a fundamental catalyst for expanding the entrepreneurial ecosystem is not a new concept.

In addition, the outcomes of this research can provide valuable insights for the government, specifically the Ministry of Higher Education, in formulating policy suggestions. Consequently, the study's findings have the potential to enrich public

policies, particularly in the context of entrepreneurship education. This aspect aligns with the government's objective of transforming Malaysia into a developed nation through an entrepreneurial framework.

1.8 Conceptual Definition

A conceptual definition is a description of a concept that focuses on its meaning or essence. It is not concerned with how the concept is measured or operationalized. A conceptual definition is typically used in theoretical research to provide a clear understanding of the concept being studied.

1.8.1 Entrepreneurship

Entrepreneurship has been recognized as a distinct discipline with its own characteristics and significance (Otache, (2019). According to Etzkowitz et al. (2019) describes entrepreneurship as an autonomous discipline that can operate independently or in an interdisciplinary manner. Another perspective defines entrepreneurship as the practice of initiating action and creating new organizations Diandra, & Azmy, (2020). According to Thompson et al. (2021), entrepreneurship is the key to success, and individuals who create new organizations enter a new paradigm of entrepreneurship, transforming old habits into new ones with discipline and independence.

In addition, entrepreneurship has been referred to as an art which is a relatively new area of research, focusing on the management process of entrepreneurship, including elements such as creativity, autonomy, adaptability, and the creation of artistic, economic, and social value. (Wu, Juan, Li, and Zhang, (2019).

There are various definitions of entrepreneurship, with some considering it as a process of successfully organizing ventures, while others view it as a mindset and set of skills. However, the goal of entrepreneurship, as highlighted by Chaudhary et al. (2020), is to generate job opportunities and contribute to economic development. Furthermore, entrepreneurship requires the utilization of human resources, both technical and skilled labour, as well as managerial talents.

1.8.2 Entrepreneur

The proposed definition of entrepreneurship above focuses on behaviour and actions. It characterizes entrepreneurs as individuals or teams who actively engage in entrepreneurship. The entrepreneur is responsible for identifying opportunities, acquiring necessary resources, and creating and assuming accountability for the outcomes of the organization. They assess business prospects and bear the risks associated with profit and loss by mobilizing production factors like capital, natural resources, and labour in the process of creating goods or services. Additionally, Callegari, et al., (2022) describes entrepreneurs as inventors who bring about changes within industries through the pursuit of innovative combinations.

1.8.3 Effectiveness

Effectiveness refers to the degree to which an entrepreneurship program achieves its intended outcomes and objectives in developing students' entrepreneurial skills, knowledge, and attitudes. It encompasses the ability of the program to effectively impart entrepreneurial education, stimulate entrepreneurial thinking, and foster the development of entrepreneurial intentions and behaviours among students.

Effectiveness can be evaluated based on various dimensions, including the acquisition of knowledge and skills relevant to entrepreneurship, the enhancement of entrepreneurial mindset and attitudes, the translation of learning into real-world applications, and the long-term impact on students' entrepreneurial outcomes (Lindner & Training, 2020). It reflects the extent to which an entrepreneurship program effectively equips students with the necessary tools, resources, and support to embark on entrepreneurial ventures.

The conceptual definition of effectiveness emphasizes the alignment between the objectives of the entrepreneurship program and the actual outcomes achieved. It recognizes that effectiveness is not solely measured by the completion of program activities or the acquisition of theoretical knowledge but rather by the tangible impact on students' entrepreneurial intentions, self-efficacy, and subsequent entrepreneurial activities (Ripollés & Blesa, 2020).

Evaluation of effectiveness requires a comprehensive assessment of the program's design, curriculum, teaching methodologies, support services, and learning outcomes. It involves analysing quantitative data to gauge the program's impact on students' entrepreneurial competencies, their perception of the program's value, and the extent to which the program prepares them for entrepreneurial challenges and opportunities (Fayolle et al., 2019).

It is important to note that the effectiveness of an entrepreneurship program can vary depending on contextual factors, such as the specific goals of the program, the characteristics of the student population, and the broader socio-economic environment. Therefore, the conceptual definition of effectiveness should be tailored to the specific context and objectives of the entrepreneurship program under study.

In summary, the conceptual definition of effectiveness in the context of entrepreneurship programs refers to the degree to which the program successfully achieves its intended outcomes in developing students' entrepreneurial skills, knowledge, attitudes, and intentions. It involves assessing the alignment between program objectives and actual outcomes, considering both short-term and long-term impacts on students' entrepreneurial development.

1.9 Organization of the Thesis

This study is organized into five chapters. Chapter one offers a brief introduction, including background information on entrepreneurship and graduate entrepreneurs in Malaysia. Subsequently, it presents the problem statement, research objectives, research questions, significance of the study, and conceptual definitions.

In this study, chapter two is dedicated to identifying and reviewing pertinent literature related to entrepreneurship education and various entrepreneurial attributes, including business plans, risk thinking, self-efficacy, need for achievement, and locus of control. Additionally, this chapter introduces the theoretical framework based on the Theory of Planned Behavior (TPB) and the Theory of Need for Achievement.

Chapter Three provides a detailed overview of the methodology utilized in the present study, accompanied by justifications and rationale for the selected research design. It includes comprehensive information on the research design, sampling, population, measurements, and operationalization of the research variables. Furthermore, this chapter documents the procedures for data collection and the statistical methods applied for data analysis, addressing elements from data cleaning to crucial analysis.

Chapter Four involves the analytical stage of the study, including descriptive analysis, scale measurement, and inferential analyses. Subsequently, Chapter Five is dedicated to the concluding discussion and summary of the study. This chapter encompasses a summary of statistical analyses, a review of significant findings, discussions on the implications of the study, acknowledgment of study limitations, and recommendations for future research.

1.10 Summary

In summary, the future prosperity of the country's economy hinges on cultivating proficient entrepreneurship graduates, with higher education institutions (HEIs) playing a crucial role in realizing this goal (Sulistiyowati, R., 2021). Chapter two will further explore this subject by examining students' behaviors, motivations, and preferences through a comprehensive review of prior research. The outcomes of this study are anticipated to offer valuable insights to address the research questions and objectives. The following chapter will present an extensive literature review that defines the variables of interest and investigates their interrelationships, drawing on existing research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this section, a comprehensive examination is presented regarding the factors that will impact the sufficiency and efficacy of entrepreneurship programs implemented at universities in Malaysia. It involves an analysis of previous studies to establish the framework for the current research and gain insights from the findings of various scholars. Furthermore, this chapter identifies the existing gap in the literature. The theoretical framework applicable to this study is also elucidated, and hypotheses are formulated based on the variables under investigation.

2.2 Entrepreneurship

Entrepreneurship has been widely studied in various fields, including economics, management, and sociology. One of the key areas of research in entrepreneurship is the identification and analysis of factors that contribute to the success or failure of new ventures.

One of the most significant factors affecting entrepreneurial success is the identification and exploitation of opportunities. Scholars have argued that entrepreneurs are able to identify opportunities that others may not see and exploit them through innovation, risk-taking, and the creation of new ventures (Alvarez, et al., 2020).

In addition to opportunity identification and exploitation, other factors that contribute to entrepreneurial success include access to resources, including financial capital, social networks, and human capital (Jones, et, al., 2020). Research has also shown that entrepreneurial success is influenced by factors such as prior experience,

education, and personal characteristics, including motivation and perseverance (Waqar, et al., 2020).

Moreover, entrepreneurship has been found to have a significant impact on economic growth and development. Scholars have argued that entrepreneurship is a key driver of technological progress and job creation, and it contributes to economic growth through the creation of new businesses, the introduction of new products and services, and the development of new markets (Wales et al., 2021).

Overall, the literature on entrepreneurship highlights the importance of identifying and exploiting opportunities, accessing resources, and possessing personal characteristics that contribute to entrepreneurial success. Furthermore, entrepreneurship has significant implications for economic growth and development, making it an area of continued interest for researchers, policymakers, and practitioners.

2.3 Entrepreneurship Education

Traditionally, entrepreneurship education is defined as the instruction that imparts the skills required to establish a new business. However, the most effective mode of delivery has been a topic of debate. According to Hyams-Ssekasi and Yasin (2022), depending on the goals, there are various ways in which entrepreneurship education can be delivered. If the aim of entrepreneurship education is to enhance the understanding of entrepreneurship, an effective approach is to disseminate information through public channels such as lectures, seminars, or media. These methods are recognized for their impact in reaching a large audience within a short time frame. If the goal is to equip individuals with entrepreneurial skills, the optimal approach may vary.

Most studies suggest that entrepreneurship education has a positive impact on students' entrepreneurial intention and mentality. However, Malaysia's entrepreneurial education laws and courses need to be strengthened. As a result, it is critical that the Ministry of Education and Higher Education work together to strengthen present policies, programmes, curriculum, and business content in order to generate graduates with entrepreneurial and well-rounded skills (Schneorson et al., 2019).

Education in entrepreneurship involves learning the skills and knowledge necessary to start and run a successful business. It encompasses various aspects, such as identifying market opportunities, creating a business plan, securing funding, managing finances, building a team, marketing and sales, and handling legal and regulatory requirements (European Union, 2012). Entrepreneurship education not only provides individuals with the knowledge and skills to start and run a successful business, but it also fosters creativity, innovation, and critical thinking. It encourages individuals to identify and pursue opportunities and take calculated risks, which are essential qualities for entrepreneurial success (Othman, Hishim, & Wahid, 2012).

Universities are centres for research, innovation, and knowledge creation, and investing in them can lead to the development of new ideas and solutions that can benefit various sectors of the economy. Furthermore, university education provides students with the knowledge, skills, and abilities necessary to become leaders, innovators, and entrepreneurs who can contribute to the growth of the economy (Othman, Hishim, & Wahid, 2012). According to recent research, The University has demonstrated its ability not only to effectively commercialize its research outcomes but also to emerge as a prominent institution fostering entrepreneurial mindset, conduct, and societal values. It has efficiently imparted knowledge to students on initiating and managing their own businesses (Badrul, 2018). Entrepreneurship is not limited to starting a new business; it can also involve developing new products or services, improving existing ones, or exploring new markets. It requires a combination of skills, including creativity, innovation, problem-solving, leadership, and adaptability.

2.4 Entrepreneurship Education Role

Entrepreneurship education plays a crucial role in developing individuals' entrepreneurial competencies and fostering an entrepreneurial mindset. This literature review provides an overview of the literature on the role of entrepreneurship education in promoting entrepreneurship, drawing upon relevant studies in the field.

Entrepreneurship education encompasses a range of educational activities and programs designed to impart knowledge, skills, and attitudes necessary for entrepreneurial success. Several studies have highlighted the positive impact of

entrepreneurship education on entrepreneurial intentions and behaviours. For instance, a meta-analysis by Martin et al. (2013) found a positive relationship between entrepreneurship education and entrepreneurial intentions among students.

Moreover, entrepreneurship education has been shown to enhance entrepreneurial knowledge and skills. By providing practical and theoretical knowledge on topics such as opportunity recognition, business planning, marketing, and financial management, entrepreneurship education equips individuals with the necessary tools to start and manage their own businesses (Fayolle & Gailly, 2015). Research by Hattab (2017) found that entrepreneurship education significantly increased students' entrepreneurial knowledge and skills.

In addition to knowledge and skills, entrepreneurship education also influences entrepreneurial attitudes and mindset. Studies have shown that entrepreneurship education fosters attitudes such as self-efficacy, risk-taking propensity, and innovation orientation (Vodă & Florea, 2019). For instance, a study by Newman et al. (2019) found that entrepreneurship education positively influenced students' self-efficacy beliefs, which in turn influenced their entrepreneurial intentions.

Furthermore, entrepreneurship education has been found to have a positive impact on entrepreneurial outcomes. It has been associated with higher rates of business start-up and improved business performance (Moberg, 2014). A study by Park et al., (2019) demonstrated that entrepreneurship education positively influenced the creation and sustainability of new ventures.

However, the impact of entrepreneurship education is contingent upon several factors. The pedagogical approach, curriculum design, and teaching methods employed in entrepreneurship education programs significantly influence their impact (Saebi et al., 2019). The integration of experiential learning, practical projects, and interaction with entrepreneurs and industry experts has been found to enhance the impact of entrepreneurship education (Fayolle et al., 2014).

In summary, entrepreneurship education plays a pivotal role in developing entrepreneurial competencies, knowledge, skills, attitudes, and intentions. It equips individuals with the necessary tools to recognize opportunities, start ventures, and