THE DETERMINANTS OF SELF-EMPLOYMENT INTENTION AMONG PUBLIC UNIVERSITY STUDENTS IN MALACCA TO INCREASE GRADUATE EMPLOYMENT

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2023

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This report is submitted to fulfil a part of the requirements for the degree of Bachelor of Technopreneurship with Honours

FACULTY OF TECHNOLOGY MANAGEMENT AND TECHNOPRENEURSHIP

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

2023

DECLARATION

I affirm that the work presented in this research project proposal is solely my own and that no part of it has been submitted in support of any application for another degree or qualification, either at this university or any other educational institution. With the exception of the summary or excerpt that I have specifically referenced the source for, all other content in this work is entirely original.

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DEDICATION

I would like to dedicate this research to my parents, who have nurtured and supported me throughout my academic journey, as well as to my siblings and my loving friends who have provided constant encouragement and guidance. Additionally, I extend my gratitude to Dr Siti Norbaya, whose guidance has been invaluable in helping me complete my thesis. Appreciation is also extended to all those who have directly or indirectly contributed to the success of this research project.

ACKNOWLEDGEMENT

I am deeply grateful and would like to express my heartfelt appreciation to my supervisor, Dr Siti Norbaya Binti Yahaya, for her invaluable guidance, unwavering encouragement and support that made this research possible. I truly value her mentorship from the early stages to the final phase, which enabled me to develop a comprehensive understanding of the subject matter. Without her advice, assistance, and selfless sharing of related knowledge, completing this thesis would have been considerably more challenging. I also extend my sincere thanks to her for dedicating time to proofreading and correcting my mistakes. I would like to extend my gratitude to my beloved family, whose unwavering support has been a constant source of motivation throughout this final year project. Lastly, I would like to express my thanks to all individuals who directly or indirectly contributed to my final year project. Their comments and suggestions were instrumental in the successful completion of this study.

ABSTRACT

In recent times, despite a decrease in joblessness, Malaysian graduates have struggled to find full-time work due to increased competition from retrenched workers and a saturated labour market, leading to a focus on promoting self-employment as a means to address youth unemployment and foster economic growth through entrepreneurship education and initiatives. In this study, the researcher aimed to investigate the determinants of self-employment intention among public university students in Malacca, identifying attitude towards behaviour, perceived behavioural control, and entrepreneurial education as the determinants. A cross-sectional and explanatory research design was employed, utilising a quantitative method. Primary data was collected through a survey distributed to public university students, with a sample size of 377 respondents selected through probability sampling. Pilot tests and reliability analysis were conducted to ensure data consistency, and the obtained results were analysed using the Statistical Package for Social Sciences (SPSS), employing descriptive statistics, Pearson's correlation coefficient, and multiple regression analysis to test the researcher's hypotheses. The result reveals that attitude towards self-employment and perceived behavioural control play a crucial role in impacting self-employment intention among public university students in Malacca, while entrepreneurial education does not seem to have a positive relationship with self-employment intention. Notably, attitude towards self-employment emerges as the most influential in shaping self-employment intention. Subsequent studies could employ the suggested conceptual framework for investigation or incorporate additional variables for a more comprehensive analysis.

Keywords: Self-employment intention, graduate employment

ABSTRAK

Baru-baru ini, walaupun jumlah pengangguran berkurang, graduan Malaysia menghadapi kesulitan mencari pekerjaan sepenuh masa disebabkan persaingan yang meningkat daripada pekerja yang dipecat dan pasaran buruh yang jenuh, menjurus kepada tumpuan dalam mempromosikan keusahawanan sendiri sebagai cara untuk mengatasi pengangguran belia dan memupuk pertumbuhan ekonomi melalui pendidikan dan inisiatif keusahawanan. Dalam kajian ini, penyelidik bertujuan untuk mengkaji faktor-faktor penentu minat keusahawanan dalam kalangan pelajar universiti awam di Melaka, mengenal pasti sikap terhadap tingkah laku, kawalan tingkah laku yang dirasai, dan pendidikan keusahawanan sebagai faktor penentu. Reka bentuk penyelidikan lintas keratan dan eksplanatori digunakan dengan menggunakan kaedah kuantitatif. Data primer dikumpulkan melalui survei yang diedarkan kepada pelajar universiti awam, dengan saiz sampel sebanyak 377 responden dipilih melalui persampelan kebarangkalian. Ujian pra-pilot dan analisis kebolehpercayaan dijalankan untuk memastikan konsistensi data, dan hasil yang diperoleh dianalisis menggunakan Perisian Statistik untuk Sains Social (SPSS), dengan menggunakan statistik deskriptif, pekali korelasi Pearson, dan analisis regresi berganda untuk menguji hipotesis penyelidik. Hasil kajian menunjukkan bahawa sikap terhadap keusahawanan dan kawalan tingkah laku yang dirasai memainkan peranan penting dalam mempengaruhi minat keusahawanan dalam kalangan pelakar universiti awam di Melaka, manakala pendidikan keusahawanan didapati tidak mempunyai hubungan yang positif dengan minat keusahawanan. Khususnya, sikap terhadap keusahawanan muncul sebagai faktor yang paling berpengaruh dalam membentuk minat keusahawanan. Kajian-kajian seterusnya boleh menggunakan kerangka konseptual yang dicadangkan untuk penyelidikan atau menambah pembolehubah tambahan untuk analisis yang lebih komprehensif.

Kata Kunci: Keusahawanan, Pekerjaan graduan

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter consists of the background of the study, the problem statement, the research questions, the research objectives, the scope of the study, the limitations of the study, the significance of the study, and the summary.

1.2 Background of the Study

Recently, many graduates have struggled to find full-time work, despite official labour statistics showing a drop in joblessness as Malaysia moves closer to the Covid-19 endemic (Morden, 2022). According to Nordin (2022), this is due to young graduates fighting for limited job possibilities with individuals who were laid off and lost their employment during the pandemic. As a greater number of recent graduates enter the job market, competition among job seekers for a limited number of available positions increases, while structural changes in labour quality demand occur as a result of rapid technological innovation (Heng, Ng, Ngeow, & Siau, 2022). Diana (2022) states that the problem worsens over time when new graduates enter an employment market already overloaded with unemployed graduates from the preceding year. What is more problematic, businesses would prefer fresh graduates over graduates from the previous year, who would have had around a year of unemployment. This poses a significant challenge as young individuals have invested years in their education, resulting in financial commitments such as loan repayments and other obligations when embarking on a new chapter in life (Pui Pui, 2023).

Self-employment is frequently promoted as a possible solution to general unemployment, particularly youth unemployment. According to Hossain (2020), self-employment is working and performing for oneself instead of for an employer. Young people might reduce unemployment by starting small businesses, such as stores, manufacturing facilities, and HORECA businesses, where they could be self-employed while employing another 2-3 individuals (Chilenga, Dhliwayo, & Chebo, 2022). Nations experiencing high levels of unemployment and seeking alternative avenues for job creation often possess economic establishments that employ targeted strategies to promote self-employment, especially among individuals who have completed a university education. In the present era, individuals with higher levels of education face a greater unemployment rate compared to those with lower educational attainment. Consequently, ensuring employment opportunities for all graduates has become a crucial concern for authorities across diverse contexts (Al-Qadasi, Zhang, & Al-Jubari, 2021).

Having an intention for self-employment is a crucial factor in pursuing economic growth and development. It serves as a suitable approach to alleviating poverty and unemployment among graduates. This is grounded in the belief that fostering self-employment aspirations leads to the establishment of new enterprises, consequently generating employment opportunities that contribute to overall economic progress. Recognising the substantial contribution of self-employment, governments are implementing self-employment promotion programmes. To promote self-employment, strategic plans and curricula have integrated entrepreneurship education as a means to foster and support entrepreneurial endeavours. (Kisubi, Korir, & Bonuke, 2021). As stated by Imm Song, Thominathan, and Khalid (2021), in an effort to encourage and sustain entrepreneurial involvement among young individuals in academic institutions, the Malaysian government implemented the Entrepreneurship Action Plan of Higher Education Institutions (2016-2020). This plan aimed to promote entrepreneurship education and facilitate the growth of entrepreneurial activities, emphasizing the importance of nurturing and supporting the entrepreneurial endeavours of students. The initiatives contributed to the establishment of structured entrepreneurship education within Malaysian Higher Education Institutions (HEIs). Currently, all

students enrolled in higher education institutions are expected to complete at least one entrepreneurship course.

Entrepreneurship and self-employment are frequently assumed to go hand in hand. In literature, self-employment is commonly employed as a prominent measure of entrepreneurship (Feki & Mnif, 2019). Therefore, the phrase "self-employment intention" is employed in this study to indicate entrepreneurial intention. Individuals with a self-employment intention can be described as individuals who are prepared, actively engaged in, or aspire to initiate their own business ventures (Dubey, 2022). Understanding graduates' attitudes and opinions about self-employment is critical to lowering the percentage of unemployment among graduates. Promoting self-employment among young people and fostering their development as prospective entrepreneurs holds great importance. Before beginning a business, many people first have the desire to work for themselves. Certain studies on entrepreneurial intention have identified a relationship between personal intentions and the decision to initiate a business. By examining the factors that influence the self-employment intentions of young individuals, policymakers can gain valuable insights to identify and implement suitable strategies and policies that foster entrepreneurship, leading to successful integration into the labour market (Al-Qadasi et al., 2021). Given the significance of self-employment, there has been a surge in research into the determinants that influence self-employment intentions.

1.3 Problem Statement

Graduate employability has been a recurrent concern recently, with thousands of graduates struggling to find acceptable jobs after finishing their studies. In Malaysia, a lack of graduate marketability has resulted in youth unemployment and a shortage of highly qualified professionals to meet the needs and demands of the future workforce. According to the Department of Statistics Malaysia (DOSM), the highest proportion of unemployed graduates in 2020 was 4.4% (202,400 unemployed graduates), up from 3.9% (165,200) in 2019. In order to cope with the rising cost of living and meet their financial needs, graduates have found themselves

compelled to accept low-paying jobs or positions that do not require a university degree. This situation not only contributes to underemployment but also results in the underutilisation of talents within the future high-skilled workforce, which could otherwise contribute to both the economy and the social progress of Malaysia (Anif, 2023).

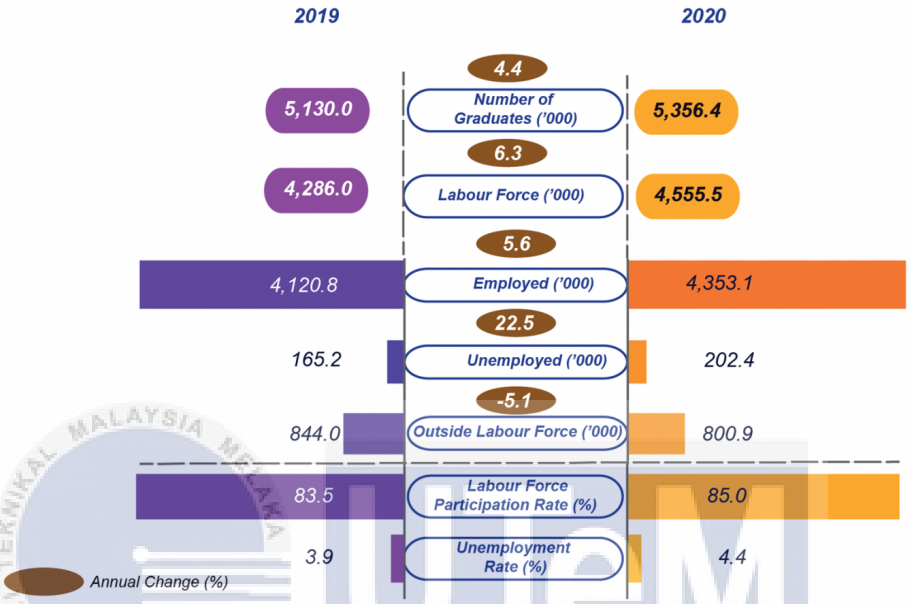

Figure 1.3: Principal Statistics of Graduates, Malaysia, 2019-2020 ('000)

Source: (Department of Statistics Malaysia, 2021)

(Lim, Soon, & Duan, 2021) refers to (Nachiappan, Hock, Zabit, Sukri, Suffian, & Sehgar, 2018) state that encouragement of youngsters to enter the field of entrepreneurship is proposed as an effective approach to addressing the problem of youth unemployment. Therefore, this study aims at comprehending the factors influencing students' engagement in entrepreneurship. According to Jalil, Rahim, Mohamad, Nordin, and Koe (2021), the government is implementing numerous programs and incentives to motivate young individuals, especially graduates, to embrace the opportunity and embark on the path of entrepreneurship, like The Entrepreneur Development Programme, Young Entrepreneur Fund, Graduates Entrepreneur Fund, as well as making entrepreneurship subjects mandatory for all students enrolled in a national public university. As asserted by Tun Hamiruzzaman, Ahmad, and Ayob (2020), the Ministry of Entrepreneurship and Co-operative Development (MECD) also collaborates with the Ministry of Higher Education (MOHE) to foster an entrepreneurial culture in higher education institutions.

Graduate Development Programme (Program Pembangunan Usaha Siswa) and Graduate Entrepreneurship Training Scheme (Program Latihan Keusahawanan Siswazah) are among the programmes established by MECD and MOHE.

Given all of those efforts by the government, it is expected that unemployment among graduates will begin to fall if they take advantage of chances to learn and upgrade themselves. The hope is that they can generate their own employment opportunities instead of depending on jobs offered by the public or private sectors, whether by becoming entrepreneurs or being self-employed. (Abd Rahman, Ismail, Ridzuan, & Abd Samad, 2020). However, despite the government's enormous funding for the promotion of entrepreneurship, as well as the convenience of remote working, technological advancements such as social media, online marketing platforms, video calls, emails, and apps, and the mushrooming of cheaper co-working spaces, the uptake remains slow (Imm Song et al., 2021). Based on the 2018 Graduate Tracer Study conducted by Malaysia's Ministry of Education, around 60% of the annual cohort of 51,000 graduates remain without employment one year after completing their studies (D'Silva, 2020). Imm Song, Thominathan, and Khalid (2021) state that based on more recent research, the number of graduates who were unemployed in 2018 was 162,000, up 4.6% over 2017 which was 154,900. Thus, one of the objectives of this study is to identify the most critical determinant that influences self-employment intention among public university students so that more specific measures could be taken to encourage entrepreneurship and reduce graduates unemployment.

In today's context, cultivating an interest in entrepreneurship or self-employment among university students is a high-priority issue when compared to history. Kim, Guzman, and Taylor (2018) have pointed out that individuals and communities profit from entrepreneurship in various ways, including economic growth, self-actualisation, and the creation of jobs. Despite the benefits to individuals and communities, only a tiny percentage of people pursue a career in entrepreneurship. As a result, encouraging youth entrepreneurship is significant. Youngsters exhibit the characteristics required to cultivate an entrepreneurial mentality and economically contribute to their communities. Given the current situation, the foregoing indicators merit an additional investigation into factors that

influence self-employment intentions among the youth so that further actions could be taken to encourage entrepreneurship or self-employment. Therefore, this study will focus on the determinants of self-employment intentions among public university students.

1.4 Research Objectives

The study was based on three objectives:

a) To identify the determinants of self-employment intention among public university students to increase graduate employment
b) To examine the relationship between determinants of self-employment intention among public university students and their self-employment intention
c) To evaluate the most critical determinant of self-employment intention among public university students

1.5 Research Questions

The study sought to provide answers to the following research questions:

a) What are the determinants of self-employment intention among public university students?
b) What is the relationship between determinants of self-employment intention among public university students and their self-employment intention?
c) What is the most critical determinant of self-employment intention among public university students?

1.6 Scope of Study

The study will primarily concentrate on the three determinants that may have significant influences on intentions to become self-employed among public university students in Malacca, Malaysia. The three determinants are attitudes toward self-employment, perceived behavioural control, and entrepreneurial education. The scope of the study is confined to students from public universities in Malacca, Malaysia, which are Universiti Teknikal Malaysia Melaka (UTeM) and Malacca Branch of Universiti Teknologi MARA (UiTM). The whole study will run for one year. A questionnaire regarding the determinants of self-employment intention will be distributed by the researcher via online platforms to the respondents.

1.7 Limitation of Study

There are a few constraints discovered throughout the study. One of them is the time limitation. As the study only lasted for a year, the researcher only manage to focus on the public university students in Malacca instead of the whole of Malaysia as it would be time-consuming and costly. Furthermore, as a student, the researcher also needs to pay attention to other subjects.

Next, as the data is obtained via a survey questionnaire, the feedback from respondents may not be entirely truthful. This may be due to social desirability bias or an attempt to safeguard one's privacy.

1.8 Importance of Study

According to Mohamed (2020), entrepreneurship is a valuable asset to a nation, and entrepreneurs serve as the driving force behind its creation of value. It is a dynamic process that not only generates wealth but also fosters the creation of

value, ultimately leading to enhanced well-being. Considering the profound impact of entrepreneurship on transforming society, it is justifiable to promote, support, and reward this invaluable asset to the fullest extent possible. Entrepreneurship entails taking risks since the entrepreneur attempts to invent new products, manufacturing methods, and marketing strategies. On the other hand, self-employment carries no or little risk. However, when a self-employed person begins to be innovative and moves on to expand his business, he automatically becomes an entrepreneur. For that reason, self-employment serves as a springboard for entrepreneurship (Importance of Self-Employment - Study Page, n.d.).

The objective of the study is to ascertain the determinants that influence self-employment intentions among public university students. Before carrying out a specific action, there must be an intention in prior. The findings of this study could provide some clues for the authorities to take further actions that are appropriate to promote entrepreneurship among the young generations especially university students by understanding the factors that can influence their way of thinking.

1.9 Summary

Entrepreneurship or self-employment has been identified as one of the effective solutions to unemployment, especially among graduates. It is also an alternative for those who were lost after they finished their studies and could not find a desirable job. University students are the future of the country and young entrepreneurs are the future of the economy. They have the potential to create an innovative society and a country that keeps moving on. This study aims to delve deeper into the investigation of the determinants that affect self-employment intentions among public university students in Malacca, Malaysia. The key determinants applied in this study are attitudes toward self-employment, perceived behavioural control, and entrepreneurial education. The study will be carried out through the distribution of an online survey.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter examined the available literature on the relationship between attitude towards behaviour, perceived behavioural control, entrepreneurial education and self-employment intention. The review of literature is separated into two sections: conceptual and theoretical review.

2.2 Conceptual Review

In this section, the researcher will explore and discuss key concepts that have been suggested and employed in previous studies, with the aim of acquiring a deeper comprehension of the variables under investigation.

2.2.1 Self-employment Intention

Self-employment could be an alternative for university students instead of competing intensely in the labour market. It is defined as engaging in freelance work or operating one's own business rather than being employed by someone else. They can create their own desirable jobs by starting their own businesses in which their freedoms in decisions making will not be limited. According to Tun Hamiruzzaman, Ahmad, and Ayob (2020), entrepreneurship could be one of the most effective

solutions for addressing Malaysia's high unemployment rate among recent graduates. As stated by Ayalew and Zeleke (2018), the global endeavour to enhance graduates' employability poses a significant challenge, prompting universities worldwide to embrace a more entrepreneurial mindset as a means to surmount this obstacle. Besides, entrepreneurship has been proven to improve a country's economy in general. Start-up enterprises have the potential to generate employment opportunities, foster competition within established markets, and enhance overall productivity. It leads to potential economic growth and development (Abd Rahman, 2020). Numerous researchers have explored the factors influencing the establishment of new ventures and the entrepreneurial characteristics exhibited by individuals involved in entrepreneurial ventures. A key inquiry revolves around understanding the motivations behind some individuals choosing to embark on entrepreneurial ventures while others do not. (Mahajan & Gupta, 2018).

As asserted by Ajzen (2019), the intention is regarded as the immediate antecedent of behaviour, as it indicates an individual's readiness and willingness to participate in a specific action. In other words, before a person makes a decision to take certain actions, there must be a preceding intention. Self-employment intention refers to the desire or plans to establish an independent business later in time (Debelo & Ram, 2021). Therefore, to promote entrepreneurship among university students, their self-employment intentions should first be developed. Debelo and Ram (2021) state that the most significant variable in predicting self-employment behaviours is a person's self-employment intention. Entrepreneurship emphasizes the importance of harbouring entrepreneurial intentions prior to initiating a business, as it serves as the foundational step for the establishment of new ventures (Alkhatib, Al-Aiad, Mustafa, & Alzubi, 2020). Studying entrepreneurial intention provides valuable insights for researchers to enhance their understanding of the entrepreneurial process and to predict entrepreneurial behaviours more effectively by identifying the factors that influence entrepreneurial intention. (Tun Hamiruzzaman et al., 2020).

Within the framework of this particular study, the term "self-employment intention" denotes the inclination and readiness of an individual or a group of university students to embark on self-employment in the near future. This study put

forth three primary independent variables, namely Attitude towards Behaviour (Self-employment), Perceived Behavioural Control, and Entrepreneurship Education, which are anticipated to exert an influence on the intention to engage in self-employment.

2.2.2 Attitude towards Self-employment

The determinant "Attitude towards Behaviour", in which the particular behaviour is referred to as self-employment in this study, was derived from the Theory of Planned Behaviour (TPB). Based on the theory, attitude towards a behaviour reflects the extent to which the act of engaging in that behaviour is regarded with either positive or negative value (Ajzen, 2019). To comprehend attitudes, one can evaluate an individual's beliefs and the anticipated personal consequences of the outcomes arising from their behaviour (Tun Hamiruzzaman et al., 2020). The research from Phuong, Quoc, Cup, and Lien (2020) reveals that individuals who hold a more favourable attitude are more inclined to exhibit a stronger entrepreneurial intention compared to those who hold a negative view of entrepreneurship. The favourable perceptions an individual holds regarding self-employment are vital factors that can significantly influence and shape their thoughts and behaviours related to starting a business. Therefore, in order to cultivate students' personal abilities and interests, it is crucial to implement training and skill development initiatives that can foster a positive attitude towards entrepreneurship (Tun Hamiruzzaman et al., 2020).

In evaluating the extent to which students are influenced and affected, it becomes crucial to examine the domains that foster the development of creative, innovative, and high-achieving individuals. In this context, attitude is an illustrative domain, often utilized to describe entrepreneurial behaviour (Rahman, Othman, & Talkis, 2020). Attitude holds significance as it shapes the future actions and decisions that an individual will undertake (Jalil et al., 2021). According to the findings of Agolla, Monametsi, and Phera (2019), there exists a positive association between one's attitude towards entrepreneurship and their entrepreneurial intention.

This suggests that individuals who hold a positive attitude towards entrepreneurship are more likely to show a propensity towards engaging in self-employment. Ayalew and Zeleke (2018) conducted research on entrepreneurial intentions among engineering students in Ethiopia and similarly discovered that attitude towards entrepreneurship positively impacts students' inclination towards self-employment. When students exhibit a favourable disposition towards entrepreneurial endeavours, it indicates a higher readiness to invest time and effort into establishing a new business (Kobylińska, 2022).

In the examination of human behaviour, many previous researchers have focused on the concept of attitude. For example, in a study conducted by Shi, Yuan, Bell, and Wang (2020), a noteworthy positive correlation was discovered between entrepreneurial attitude and entrepreneurial intention among university students in China's Zhejiang province. Moreover, numerous scholars have examined the notable and affirmative impact of entrepreneurial attitude on entrepreneurial intention across diverse contexts. For instance, Shah, Amjed, and Jaboob (2020) conducted a study in Oman; Trang and Doanh (2019) in Vietnam; Karimi (2019) among Iranian public university students; Al-Jubari (2019) among two universities students in Yemen; Al-Jubari, Hassan, and Liñán (2018) among Malaysian public university students; Doanh and Bernat (2019) among Vietnamese university students; Farrukh, Lee, Sajid, and Waheed (2019) and Ahmed, Chandran, Klobas, Liñán, and Kokkalis (2020) among Pakistani university students; as well as Ferri, Ginesti, Spano, and Zampella (2019) among Italian university students. In all these studies, a notable positive relationship between entrepreneurial attitude and entrepreneurial intention was observed.

In this study, the perception, desirability, and evaluation of the respondents towards self-employment are tested under attitude towards self-employment. Therefore, it is proposed that:

H1: There is a significant relationship between attitude towards self-employment and self-employment intention.

2.2.3 Perceived Behavioural Control

Perceived behavioural control is also a component within the framework of the Theory of Planned Behavior (TPB). It relates to an individual's beliefs and perceptions about their capacity to carry out a particular behaviour. (Ajzen, 2019). As per the theory, individuals are more inclined to engage in specific behaviours when they hold the belief that they are capable of successfully executing them. Beliefs about control, which involve evaluating one's competence in overcoming specific challenges encountered during the establishment or operation of businesses, have an impact on perceived behaviour control (Kobylińska, 2022). This statement was supported by Adu, Boakye, Suleman, and Bingab (2020), which stated in their study that perceived behavioural control is determined by an individual's expertise, personal experience, and assessment of potential obstacles that may hinder the execution of a particular behaviour. Al-Jubari, Hassan, and Liñán (2018) suggested that an individual's decision-making process is influenced by their perception of the level of complexity or ease associated with the actions required to perform a particular behaviour.

In the field of self-employment, perceived behavioural control encompasses the convictions regarding skills in initiating new ventures, understanding business concepts, and recognising opportunities. An individual can be persuaded to hold the belief that they possess sufficient skills, knowledge, and capability to successfully accomplish a goal (Phuc, Vinh, & Do, 2020). A study conducted in Malaysia focusing on Asnaf millennials discovered a noteworthy positive relationship between perceived behavioural control and pre-start-up behaviour (Mahmood, Al Mamun, Ahmad, & Ibrahim, 2019). Similarly, A recent study found that perceived behavioural control has a significant positive influence on entrepreneurial behaviour among university graduates in Pakistan (Ahmed et al., 2020). Additionally, several other researchers have highlighted a positive and significant association between perceived behavioural control and entrepreneurial intention. This connection has been observed in studies conducted by Zulfiqar, Sarwar, Aziz, Chandia, and Khan (2018); Farrukh, Lee, Sajid, and Waheed (2019); Trang and Doanh (2019); Karimi (2019); Al-Jubari, Hassan, and Liñán (2018); Doanh and Bernat (2019); Ahmed,

Chandran, Klobas, Liñán, and Kokkalis (2020); as well as Shi, Yuan, Bell, and Wang (2020).

In the context of this study, the belief and confidence of the respondents in their abilities such as skills and knowledge and their feelings of the difficulty level to pursue self-employment are being tested under perceived behavioural control. Thus, it is suggested that:

H2: There is a significant relationship between perceived behavioural control and self-employment intention.

2.2.4 Entrepreneurial Education

As stated by Oguntimehin and Oyejoke (2018), entrepreneurship involves a wide range of strategies for imparting knowledge that empowers individuals to create significant economic wealth. The ultimate aim is to contribute substantially to the comprehensive development of the nation as a whole. Entrepreneurship education entails dynamic processes that exert a positive influence on students' behaviours, norms, and attitudes towards entrepreneurial intentions. This is achieved by establishing a supportive environment and disseminating knowledge about entrepreneurial qualities and behaviours through a diverse range of academic courses (Prajapati, 2019). Due to the increasing global challenges of unemployment, poverty-driven crimes, and crises, the significance of entrepreneurial education and training has gained global recognition. As a result, numerous countries worldwide have shown a keen interest in fostering entrepreneurship. Governments have also responded by allocating greater resources to promote entrepreneurial initiatives and advancements (Omar, Shah, Hasan, & Ali, 2019).

It can be inferred that providing university students with exposure to entrepreneurial education will enhance their entrepreneurial motivation. When effectively structured, this education can serve as a crucial element in alleviating chronic graduate unemployment. Thus, fostering national entrepreneurship

development is believed to be of utmost importance in achieving comprehensive economic progress across the country (Oguntimehin & Oyejoke, 2018). In present times, the majority of universities in Malaysia provide entrepreneurship courses. Moreover, numerous business schools offer entrepreneurship as a major alongside other business programs like accounting, management, finance, marketing, and human resources. Schools and universities also engage students in various entrepreneurial activities, thereby fostering their interest in pursuing entrepreneurship. Studies have revealed that education has a noteworthy impact on bolstering students' confidence and active engagement in entrepreneurial pursuits (Omar et al., 2019). In their study, Wu, Jiang, Yu, Wang, and Pan (2022) highlight the crucial and essential role of entrepreneurship education in bolstering the entrepreneurial intentions of college students. They emphasise that such education not only facilitates their employment prospects and entrepreneurial pursuits but also acts as a catalyst for stimulating economic growth. Entrepreneurship education within universities occupies a unique position by not only shaping and influencing students' attitudes towards entrepreneurship but also fostering the development of their entrepreneurial mindset. This empowers students to embrace various entrepreneurial roles and actively engage in the entrepreneurial process. This equips students with the ability to take on various roles within the entrepreneurial process.

In recent years, researchers have placed growing emphasis on investigating the relationship between entrepreneurship education and entrepreneurial intentions. Numerous studies have highlighted the substantial influence of entrepreneurship education on individual entrepreneurial intentions, indicating a significant enhancement of students' entrepreneurial intentions (Hou, Su, Lu, & Qi, 2019; Mei, Lee, & Xiang, 2020; Zhang & Huang, 2021). Moreover, it has been observed that both entrepreneurship education and financial support play a pivotal role in fostering the entrepreneurial mindset of young individuals, motivating them to pursue entrepreneurial ventures (Hassan, Sade, & Rahman, 2020). Faloye and Olatunji (2018) undertook a study to explore the key factors influencing entrepreneurial intentions and the association between entrepreneurial attitude orientations and intentions for entrepreneurial ventures among recent graduates in Nigeria. They employed a survey design and collected data through questionnaires from 230 randomly selected participants from Ondo State. The study demonstrated a

notable influence of entrepreneurship education on the inclination of recent graduates to start their own businesses.

Furthermore, according to a study conducted by Bui, Nguyen, Tran, and Nguyen (2020) graduates from universities in Vietnam who had undergone entrepreneurship courses exhibited a higher inclination towards becoming entrepreneurs. In another study conducted by Mahmood, Mohd Zahari, Ibrahim, Nik Jaafar, and Yaacob (2021), it was discovered that the entrepreneurship curriculum implemented at the university level has played a crucial role in enabling students to effectively manage their businesses. This positive outcome can be attributed to the knowledge and skills acquired through the curriculum. In addition, several theoretical frameworks, including the human capital theory, entrepreneurial self-efficacy theory, and self-determination theory, indicate a positive relationship between entrepreneurship education and students' entrepreneurial intentions. These frameworks suggest that entrepreneurship education provides students with the necessary knowledge, skills, and motivation to pursue entrepreneurial careers. (Boldureanu, Lonescu, Bercu, Bedrule-Grigoruță, & Boldureanu, 2020). The main objective of entrepreneurship education is to equip students with practical knowledge and skills that enhance their character, mindset, and outlook. By doing so, entrepreneurship education promotes the establishment of an entrepreneurial culture and enables aspiring entrepreneurs to identify and seize opportunities. (Phuc et al., 2020). Hence, it is postulated that:

H3: There is a significant relationship between entrepreneurial education and self-employment intention.

2.3 Theoretical Review

Various models have been used to analyse an individual's self-employment intention. Nevertheless, Ajzen's Theory of Planned Behaviour (TPB) is the earliest and most commonly used (Debelo & Ram, 2021). It is likely the most commonly referenced explanation for human behaviour. The TPB is a social-psychological

theory that aims to provide insights into the cognitive processes that shape human behaviour and decision-making. It seeks to comprehend and forecast individual behaviour, positing that the achievement of desired behaviours is primarily influenced by an individual's volition or personal willpower (Zhang, 2018). In comparison to other motivation theories like the locus of control theory, the theory of planned behaviour encompasses a broader range of contributing factors. While the locus of control theory concentrates on only one of the three factors investigated in the theory of planned behaviour, this theory considers a more diverse set of elements. The theory has garnered a significant body of empirical research, indicating its practicality, relevance, and resilience when subjected to rigorous examination (Drew, 2023).

The theory of planned behaviour (TPB), which builds upon the theory of reasoned action (TRA), proposes that an individual's intention can be predicted by their attitude towards a specific behaviour, subjective norms, and perceived behavioural control. When combined with perceived behavioural control, intention can further predict actual behaviour (Nguyen, 2020).

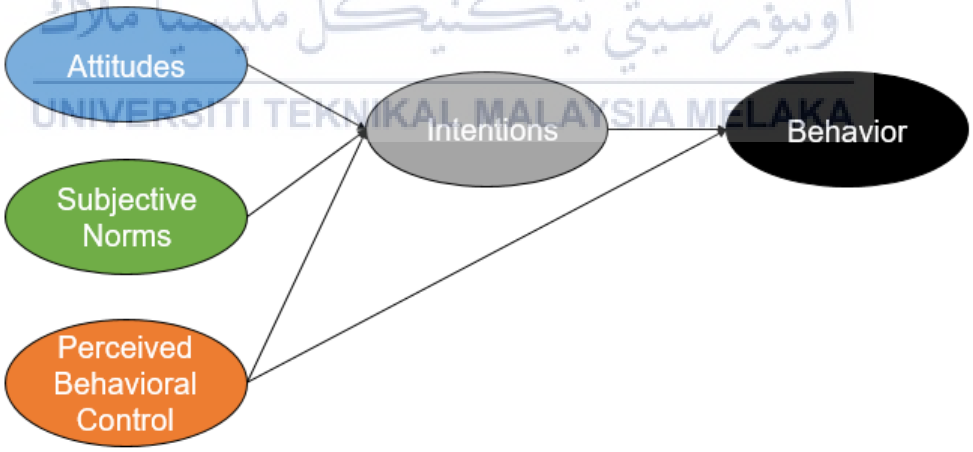

Figure 2.3: The Theory of Planned Behaviour (TPB)
Source: (Worthington, 2021)

The concepts utilised in the model enable the anticipation of human intention and behaviour within particular contexts. Attitude towards the behaviour pertains to the evaluation of the behaviour as positive or negative. Subjective norms encompass

the perceived societal influence on behaviour. Perceived behavioural control pertains to the perceived level of ease or difficulty associated with performing a particular behaviour. A positive mindset, supportive social influences, and a sense of control contribute to a heightened inclination to participate in the behaviour (Nguyen, 2020). The contributions of attitudes, subjective norms, and perceived behavioural control to predicting intentions may not always be equal. In certain cases, the predominant influence on an individual's intentions is their attitudes, whereas subjective norms may have minimal or insignificant effects (Worthington, 2021).

Empirical evidence has demonstrated the utility of the TPB model as a comprehensive and significant tool for researchers. By encompassing all the factors or determinants of entrepreneurial intention, the TPB model provides valuable insights and enhances the understanding of predicting entrepreneurial intention. Prior investigations have confirmed the trustworthiness of utilizing the TPB framework to comprehend entrepreneurial intention across a range of cultural contexts (Tun Hamiruzzaman et al., 2020). A considerable volume of empirical research, such as (Gieure, Benavides-Espinosa, & Roig-Dobón, 2019) and (Jadil, Rana, & Dwivedi, 2022) exist, supporting the use of TPB as a reliable framework for assessing individuals' intentions and behaviour related to initiating new businesses. However, the relative significance and level of influence of these factors vary across different situations and countries (Parveen, Kassim, & Zain, 2018).

This study has adopted the TPB due to its strong foundation and extensive backing in research. Two constructs of the theory have been chosen as the independent variables in this study: attitude towards behaviour and perceived behavioural control. Subjective norms are not adopted in this study as some other researchers suggested that subjective norms had no impact on entrepreneurial intention, such as Ajina (2019). Besides, several previous scholars, including Karimi (2019) in Iran and Doanh and Bernat (2019) in Vietnam, reported insignificant associations between subjective norms and entrepreneurial intention. In the context of this study, it is indicated that the TPB suggests a relationship between university students' attitude towards entrepreneurship, their perceived behavioural control, and their self-employment intentions. Specifically, students who hold a positive attitude towards entrepreneurship and have a sense of self-assurance in their capacity to

engage in entrepreneurial activities (perceived behavioural control) are expected to exhibit stronger intentions towards self-employment. The TPB posits that an individual's intentions are primarily shaped by their attitudes, which are influenced by their perceived and cognitive beliefs regarding the specific action. Thus, this study also seeks to explore the potential influence of entrepreneurship education on the development of fundamental perceived and cognitive beliefs that have been identified in previous research as influential determinants in shaping students' intentions to pursue self-employment.

2.4 Proposed Conceptual Framework

The conceptual framework put forth in this study seeks to visually illustrate the concepts, variables, and their interconnected relationships. The independent variables encompass attitude towards self-employment, perceived behavioural control, and entrepreneurial education. The provided framework depicts the associations between the independent and dependent variables.

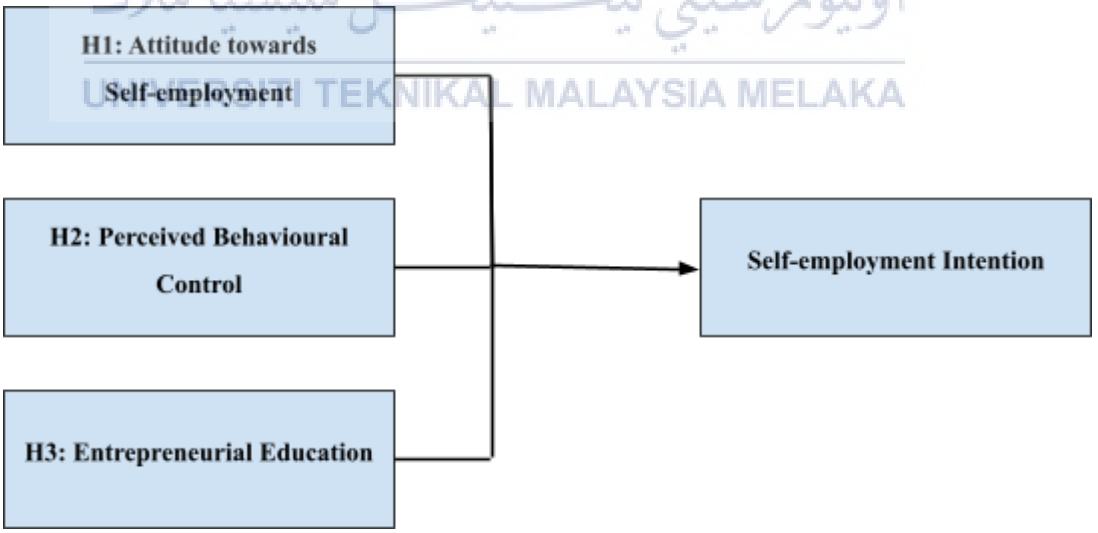

Figure 2.4: Proposed Conceptual Framework

2.5 Summary

In this chapter, an extensive examination of relevant concepts and theories related to the research topic is conducted. The focus areas include attitude towards self-employment, perceived behavioural control, and entrepreneurial education, as well as their relationship towards self-employment. The literature review serves as a crucial component of the research, providing valuable insights and a deeper understanding by analysing previous studies conducted by researchers. It involves elucidating the dependent and independent variables and exploring the relationship between them.

Table 2.5: Operational Definitions of the Study

Variables	Descriptions	Authors
Self-employment intention	Refers to the inclination and readiness of an individual or a cohort of university students to pursue entrepreneurial endeavours and establish their own businesses in the foreseeable future.	Debelo and Ram (2021)
Attitude towards self-employment	Signifies the degree to which an individual perceives the act of participating in that behaviour as either favourable or unfavourable.	Phuong et al. (2020); Agolla et al. (2019); Ayalew and Zeleke (2018); Shi et al. (2020)
Perceived behavioural control	Pertains to an individual's perception of their ability to successfully perform a specific behaviour.	Mahmood et al. (2019); Ahmed et al. (2020)
Entrepreneurial Education	Entrepreneurship education involves dynamic procedures that foster favourable changes in student behaviour, norms, and attitudes towards entrepreneurial aspirations. This is achieved by establishing a supportive atmosphere and providing comprehensive academic courses that deliver knowledge on entrepreneurial characteristics and behaviours.	Omar et al. (2019); Wu et al. (2022); Hou et al. (2019); Mei et al. (2020); Zhang and Huang (2021); Faloye and Olatunji (2018)

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology can be regarded as a systematic approach to addressing the research problem, encompassing the scientific study of how research is conducted (Patel & Patel, 2019). Within this chapter, the researcher delineates the utilised research methods and the approaches employed to address the research questions, including the research design and research strategy. Additionally, the methods used to collect data on the determinants of self-employment intention among public university students in Malacca will be elucidated. This chapter further incorporates a pilot test and reliability test to ensure the construction of a reliable questionnaire. Furthermore, the analysis employed to test the study's hypothesis is identified.

3.2 Hypothesis Development

The hypotheses relevant to this study are introduced below, according to the proposed conceptual framework.

Hypothesis 1:

H_1: There is a significant relationship between attitude towards self-employment and self-employment intention

H_0: There is no significant relationship between attitude towards self-employment and self-employment intention

Hypothesis 2:

H_2: There is a significant relationship between perceived behavioural control and self-employment intention
H_0: There is no significant relationship between perceived behavioural control and self-employment intention

Hypothesis 3:

H_3: There is a significant relationship between entrepreneurial education and self-employment intention
H_0: There is no significant relationship between entrepreneurial education and self-employment intention

3.3 Research Design

The research design is a blueprint that establishes the fundamental framework for incorporating all components of a quantitative study. Its purpose is to ensure the findings are trustworthy, impartial, and widely applicable. The research design determines the procedure for selecting participants, identifies the variables to be examined and how they will be treated, outline the methods for data collection and analysis, and incorporates measures to minimise external influences. This comprehensive approach allows for the effective investigation of the research problem at hand (Dannels, 2018).

Explanatory research refers to a type of inquiry that seeks to uncover the underlying causes and relationships between variables. Its purpose is to shed light on the factors that influence or explain certain phenomena. Its purpose is to verify hypotheses or theories and establish cause-and-effect associations. The outcomes of explanatory research enhance comprehension of the factors influencing a specific phenomenon and offer insights for future research or policy-making endeavours

(Hassan, 2022). A cross-sectional and explanatory research design is used in this study to explore the relationships between attitudes towards self-employment, perceived behavioural control, and entrepreneurial education towards self-employment intention among public university students.

3.4 Methodological Choice

When conducting research, there are several methodological options to consider, including qualitative research, quantitative research, and mixed methods. These choices determine the approach and techniques used to collect and analyze data. Quantitative research involves the use of numerical data and graphical representations to examine and validate theories and assumptions. It aims to generate reliable and generalizable findings regarding a specific subject matter. Qualitative research utilises verbal expressions to comprehend and explore concepts, thoughts, and experiences. It focuses on gaining an in-depth understanding and insight into the subject matter through narrative and descriptive analysis (Streefkerk, 2023). Mixed methods research is a combination of the elements of qualitative research and quantitative research.

This study will employ a quantitative approach to gather data from participants and analyse statistical relationships between variables. Quantitative research is also employed to establish and examine the validity of theories, as well as to test hypotheses for confirmation or disconfirmation.

3.5 Data Collection

The process of data collection involves systematically acquiring and analyzing information from primary and secondary sources to develop a comprehensive understanding of the subject under investigation. In this study, a

combination of primary and secondary data will be utilized to gather information and collect relevant data.

Primary data refers to information that is directly collected by researchers or a research team for a particular research project. It refers to newly generated unpublished and unanalyzed information. It is acquired straight from the original source using methods such as surveys, interviews, observations, or experiments (Hassan, 2022). In this study, primary data is obtained by conducting a survey and distributing questionnaires to public university students in Malacca. The collected data is firsthand and has not been altered or modified in any way.

On the contrary, secondary data pertains to information that has been previously gathered, processed, and published by individuals or entities other than the researcher. It includes data obtained from sources like government publications, academic journals, market research reports, and pre-existing datasets (Hassan, 2022). Secondary data plays a vital role in identifying research problems, developing appropriate problem-solving approaches, and conducting further investigations. For this study, secondary data are sourced from relevant papers, academic publications, journal papers, academic articles, and websites that are pertinent to the research topic.

3.6 Questionnaire Development

In this study, data from respondents will be collected using a survey method that involved the distribution of a self-administered questionnaire. The items in the particular questionnaire are adapted from various sources, which include Imm Song et al. (2021); Al-Qadasi et al. (2021); Ayalew & Zeleke (2018); Aliedan et al. (2022); Kobylińska (2022); and Nguyen et al. (2019). The questionnaire was structured into three sections. Section A aimed to gather demographic information of the respondents. Following that, Section B focused on questions related to self-employment intention. Lastly, Section C of the questionnaire addressed determinants of self-employment intention, specifically attitude towards

self-employment, perceived behavioural control, and entrepreneurial education. Respondents will be asked to indicate their agreement level using a Likert scale that spanned from 1 to 5.

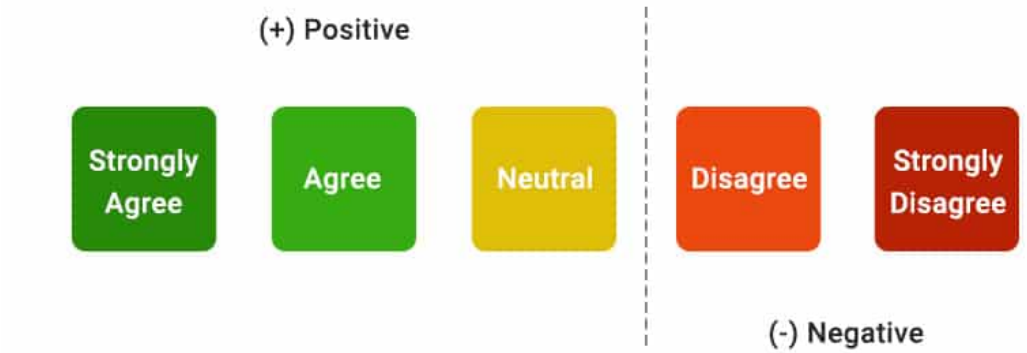

Figure 3.6: 5-point Likert Scale

Source: (Fleetwood, 2023)

3.7 Sampling Technique

There are two main types of sampling methods: probability sampling and non-probability sampling. Probability sampling involves randomly selecting samples from a population, ensuring that each element in the population has a known or calculable chance of being included. On the other hand, non-probability sampling involves selecting samples in a non-random manner, where the inclusion probabilities are unknown and can potentially be zero for certain elements of the population (Wiśniowski, Sakshaug, Perez Ruiz, & Blom, 2020).

This study utilises probability sampling, specifically employing simple probability sampling to select a random sample. The process involves choosing a sample size from the population under study in a way that ensures every sample has an equal and independent chance of being selected. The intended survey respondents are public university students in Malacca. The researcher made an estimation that the population of public university students in Malacca, from Universiti Teknikal Malaysia Melaka (UTeM) and the Malacca branch of Universiti Teknologi MARA

(UiTM), is approximately 26,191, according to the information on the official websites of both universities. Based on the guidelines provided by Krejcie and Morgan (1970), when the population is equal to or more than 20,000 individuals but less than 30,000 individuals, a sample size of 377 is recommended. Consequently, 377 respondents will be chosen as the data source for the evaluation and completion of the questionnaires.

Table 3.7: Table for Determining Sample Size from a Given Population

Source: (Krejcie & Morgan, 1970)

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.

3.8 Location of Research

The central focus of the research is on the public universities in Malacca, with Universiti Teknikal Malaysia Melaka (UTeM) and the Malacca branch of Universiti Teknologi MARA (UiTM) as the primary location. UTeM was founded on December 1, 2000, making it the 14th public university in Malaysia. UTeM is recognised as a trailblazer in employing a teaching and learning approach known as "Practice and Application Oriented," which emphasizes the practical aspects of technical education within the country (Universiti Teknikal Malaysia Melaka (UTeM), n.d.). On the other hand, UiTM was originally founded in 1956 as the RIDA (Rural & Industrial Development Authority) Training Centre, the institution started with an initial enrollment of around 50 students and a mission to assist rural Malays (Universiti Teknologi MARA | MYSUN Campus, 2022). Given the constraints of the study, the researcher is restricted to conducting the research exclusively within the confines of these two public universities located in Malacca.

Figure 3.8: The State of Malacca

Source: (Google Maps, 2023)

Figure 3.8.1: UTeM, Main Campus

Source: https://www.utem.edu.my/en/the-university.html

Figure 3.8.2: UTeM, Technology Campus

Source: https://www.utem.edu.my/en/the-university.html

Figure 3.8.3: UiTM, Alor Gajah Campus

Source: https://melaka.uitm.edu.my/index.php/en/

Figure 3.8.4: UiTM Bandaraya Melaka

Source: https://melaka.uitm.edu.my/index.php/en/

Figure 3.8.5: UiTM, Jasin Campus

Source: https://melaka.uitm.edu.my/index.php/en/

3.9 Data Analysis

Data analysis refers to the methodical process of examining data through statistical or logical techniques. In this research, a range of data analysis tools is employed to present and depict the gathered data. These tools include pilot tests, Cronbach's alpha, and descriptive statistics for the demographic data of the participants. Additionally, Pearson's correlation coefficient and multiple regression analysis are utilised to analyse the data.

3.9.1 Pilot Test

A pilot test is an initial investigation performed by the researcher to establish the questionnaire's reliability and validity before conducting the main study. Its purpose is to verify the questionnaire's feasibility, ensuring that respondents can comprehend and provide answers to the questions. Additionally, the pilot test is

utilised to determine if the expected data can be obtained. The pilot test sample consists of 10% of the actual sample size, which in this study is 38 questionnaires distributed among potential respondents. The participants involved in the pilot test offered feedback regarding the level of difficulty and suitability of the questionnaires. Drawing upon the findings of the pilot study, the researcher can make necessary amendments to unclear items or rectify any errors, enabling respondents in the main study to answer the questions effectively. Ultimately, the pilot test assists the researcher in obtaining accurate data and contributes to the significance of the overall study.

3.9.2 Reliability Test

Reliability refers to the degree of consistency in the obtained results, indicating the stability and dependability of measurement. To ensure the reliability of the questionnaire used in this study, Cronbach's alpha will be computed as a measure of internal consistency. Cronbach's alpha is a statistical metric employed to evaluate the reliability or consistency of responses within a questionnaire, instrument, or particular domain of a questionnaire. It evaluates the stability of the measurement tools and indicates how dependable the ratings or evaluations provided by subjects are (Bujang, Omar, & Baharum, 2018). Cronbach's alpha is a numerical index that ranges from 0 to 1. A larger value signifies a more pronounced level of internal consistency. Generally, a Cronbach's alpha of 0.7 or above is considered acceptable, signifying a reliable and consistent measurement (Hilsdorf, 2020). In this study, the reliability of each independent variable and the dependent variable will be evaluated by the researcher.

Table 3.9.2: Range Values of Cronbach's Alpha

Source: (Wikarsa & Angdresey, 2021)

Cronbach's Alpha	Strength of Association
$a \geq 0.9$	Excellent
$0.7 \leq a < 0.9$	Good
$0.6 \leq a < 0.7$	Acceptable
$0.5 \leq a < 0.6$	Poor
< 0.5	Unacceptable

3.9.3 Validity Test

Validity pertains to the degree of accuracy with which a technique gauges its intended subject of measurement. When research possesses strong validity, it signifies that the outcomes it generates align with genuine attributes, qualities, and fluctuations observed in the tangible or societal realms (Middleton, 2023). Within this study, the determinants under investigation are attitude toward self-employment, perceived behavioural control, and entrepreneurial education, which serve as the independent variables. The dependent variable, on the other hand, revolves around self-employment intention. In this study, to evaluate the questionnaire's validity, Exploratory Factor Analysis (EFA) will be performed by the researcher.

Exploratory factor analysis (EFA) belongs to a group of multivariate statistical techniques aiming to identify a limited set of hypothetical constructs (referred to as factors, dimensions, latent variables, synthetic variables, or internal attributes). The objective is to offer a concise elucidation for the observed correlation within a collection of observed variables, which are also referred to as observed variables, manifest variables, effect indicators, reflective indicators, or surface attributes. Essentially, the purpose of exploratory factor analysis (EFA) is to reveal the shared factors responsible for the observed patterns and organization within the measured variables. (Watkins, 2018).

3.9.4 Descriptive Statistics

Descriptive statistics serve as a concise overview of the sample under examination, without making any inferences based on probability theory. They employ various tools, such as frequency distribution tables, percentages, and measures of central tendency like the mean, to describe the characteristics of the population. These statistics help in summarizing the data using straightforward quantitative measures like percentages or means, as well as visual representations such as histograms and box plots. Descriptive statistics can be applied to portray a single variable (univariate analysis) or multiple variables (bivariate/multivariate analysis). In the case of multiple variables, descriptive statistics assist in summarizing the relationships between variables using tools like scatter plots. (Kaliyadan & Kulkarni, 2019).

Descriptive statistics serve the purpose of condensing substantial volumes of data into a more manageable format. In this particular study, descriptive statistics are employed to analyse the demographic information of the participants, as well as the independent variables encompassing attitudes toward self-employment, perceived behavioural control, and entrepreneurial education.

3.9.5 Pearson's Correlation Coefficient

Correlation entails assessing the connection or association between two variables to determine if they exhibit a positive, negative, or no relationship at all. When one variable experiences change that impacts or influences change in the other variable, it indicates a relationship between them. Correlation coefficients quantify the degree (both direction and magnitude) of the association or relationship between two variables. Correlation coefficients can exhibit different levels of magnitude and direction. The range of correlation coefficients extends from -1 to +1, where -1 signifies a perfect negative correlation, +1 denotes a perfect positive

correlation, and 0 signifies no correlation or a lack of relationship. Correlation coefficients below ±0.40 (whether negative or positive) are considered low, those between ±0.40 and ±0.60 are deemed moderate, and coefficients above ±0.60 are considered high (Obilor & Amadi, 2018).

In this study, Pearson's correlation coefficient is employed to determine the strength of the linear relationship between two numerical variables. The coefficient operates based on several assumptions: the variables exhibit a linear relationship, the independent and dependent variables are related, and both variables possess independent causes that result in a normal distribution. Pearson's correlation coefficient ranges from +1 to -1. A positive value indicates a positive correlation between the variables, while a negative value signifies a negative correlation. Conversely, when the coefficient value approaches zero, it indicates a greater variation in the data from the best-fit line. A coefficient value of zero denotes no association between the variables.

Table 3.9.5: The Scale of Pearson's Correlation Coefficients
Source: (Selvanathan, Jayabalan, Saini, Supramaniam, Hussain, 2020)

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

3.9.6 Multiple Regression Analysis

Multiple regression analysis is a statistical technique employed to examine the connection between a single variable, referred to as the dependent variable, and one or more additional variables, considered as independent variables. It involves establishing a mathematical model, whether linear or nonlinear, to quantify the relationships among multiple variables using sample data for analysis. The objective

of regression analysis is to characterise the relationship between relevant variables through mathematical expressions. The fundamental concept of regression analysis acknowledges that while there might not be a strictly deterministic functional relationship between the independent and dependent variables, it is possible to identify the mathematical expressions that most accurately represent their relationship. In the case of multiple linear regression, which involves examining the regression of a dependent variable with two or more independent variables, it reveals how the quantity or characteristics of a phenomenon or object change in response to variations in multiple factors or variables (Li, Wang, Gu, Cao, & Ye, 2022).

To put it differently, multiple regression is a statistical method that utilises ANOVA (Analysis of Variance) to predict the relationship between a specific dependent variable and a set of independent variables. Its purpose is to clarify the degree of association between a continuous dependent variable and two or more independent variables. In this particular study, the regression analysis focuses on three independent variables, namely attitude towards self-employment, perceived behavioural control, and entrepreneurial education. The regression equation is formulated to illustrate the overall suitability of the independent variables and to evaluate the individual contributions of each predictor in explaining the total variance. The following presents the equation for multiple regression:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_i X_i$$

Y : Dependent variable
β_0 : Intercept
β_i : Slope for X_i
X = Independent variable

Figure 3.9.6: Formula of Multiple Linear Regression

Source: (Kurniawan, 2020)

3.9.7 Statistical Package for Social Sciences (SPSS) Version 29

SPSS is a collection of software applications that examine scientific data pertaining to the social sciences. It provides a range of core functionalities for quantitative data analysis in the field of social sciences. It encompasses statistical programs that offer features such as frequencies, cross-tabulation, and bivariate statistics, enabling researchers to explore and analyse quantitative data effectively. Additionally, SPSS includes a modeller program, which facilitates predictive modelling by allowing users to construct and validate predictive models using advanced statistical procedures. The software also incorporates text analysis capabilities, which assist in extracting valuable insights from qualitative data obtained through open-ended questionnaires. Moreover, SPSS offers a Visualisation Designer tool that empowers researchers to utilise their data for creating various visual representations, aiding in the visual exploration and communication of research findings (William, 2022).

SPSS offers a range of statistical methods that can be utilised for data analysis. Descriptive statistics, such as cross-tabulation, frequencies, and descriptive ratio statistics, provide insights into the characteristics of the data being examined. Bivariate statistics, encompassing means, nonparametric tests, correlation, and Analysis of Variance (ANOVA), enable researchers to explore relationships and differences between variables. SPSS also facilitates predicting numeral outcomes through methodologies like linear regression, allowing for the estimation of values based on established patterns. Additionally, advanced techniques like cluster analysis and factor analysis are available, which aid in identifying groups and uncovering underlying patterns in the data. These diverse statistical methods within SPSS provide researchers with valuable tools for analysing and interpreting their data effectively (William, 2022).

SPSS Version 29 is employed in this study due to its capability to accurately perform complex data operations and analyses. The software is relied upon for its ability to handle intricate data tasks with precision.

3.10 Summary

In this chapter, the researcher outlined the methods employed for information gathering and data collection. The study opted for a quantitative approach, utilising both primary and secondary data sources. The chosen research strategy was a survey, implemented through a structured questionnaire. Various techniques were employed during the data analysis stage, including a pilot test, Cronbach's alpha, reliability analysis, descriptive statistics, Pearson's correlation coefficient, multiple regression analysis, and the utilisation of SPSS. These methods were instrumental in achieving the research objectives and interpreting the study's findings.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Introduction

Chapter 4 of the research unveils the outcomes and findings derived from the analysis of collected data. The data was gathered from 377 participants over two months. Statistical Package for Social Sciences (SPSS) was utilised to analyse the data, aiming to achieve the research objectives and validate the research hypotheses. The findings will be showcased through charts and tables.

Furthermore, this chapter discusses the outcomes of the pilot test and elaborates on the findings through descriptive statistics, encompassing participants' demographics and their responses to the questions. Subsequently, Pearson Correlation Coefficient analysis is employed to elucidate the extent of the relationship between independent variables and the dependent variable. This is followed by regression analysis to assess the hypotheses, concluding with a chapter summary.

4.2 Pilot Test

The pilot study aims to assess the questionnaire's feasibility, specifically evaluating whether respondents can comprehend the questions effectively. In this research, a sample of 38 participants, constituting 10% of the total respondents, was chosen. Cronbach's Alpha was utilised to assess the reliability of the data, and a value surpassing 0.7 signifies the dependable consistency of the questionnaire.

4.2.1 Reliability

Based on El Hajjar (2018), internal consistency assesses the consistency of outcomes across different elements within a test. The internal consistency reliability test examines the interrelationships among all factors within the test. It is utilised for groups of factors to gauge various aspects of the same idea. When a diverse range of factors is used to gather information about a particular concept, the dataset becomes more dependable.

Cronbach's Alpha indicates the level of internal consistency within a measurement scale. It signifies the number of factors present in the scale and the extent to which they are interrelated. This measure ranges exclusively from zero to one. If all factors aim to measure the same underlying concept, they are strongly interconnected, leading to a high Cronbach's Alpha value (El Hajjar, 2018).

A set of 20 questions are assessed using a Likert scale, graded from 1 to 5 (1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree). The Cronbach's Alpha coefficient value signifies how strongly each question in the independent variable is related to the dependent variable.

4.2.1.1 Self-employment Intention

Table 4.2.1.1.1: Case Processing Summary of Self-employment Intention

Source: Output of SPSS

Case Processing Summary

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

Table 4.2.1.1.2: Reliability Statistics of Self-employment Intention

Source: Output of SPSS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.882	.886	5

In Table 4.2.1.1.2, it is illustrated that Cronbach's Alpha value for the dependent variable, namely self-employment intention, is 0.882. This value signifies a strong level of internal consistency, surpassing the recommended threshold of 0.7. Therefore, the five items related to the dependent variable are dependable and suitable for inclusion in the actual questionnaire.

4.2.1.2 Attitudes Toward Self-employment

Table 4.2.1.2.1: Case Processing Summary of Attitudes Toward Self-employment

Source: Output of SPSS

Case Processing Summary

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

Table 4.2.1.2.2: Reliability Statistics of Attitudes Toward Self-employment

Source: SPSS Output

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.867	5

Table 4.2.1.2.2 reveals a Cronbach's Alpha value of 0.866 for the independent variable, attitudes toward self-employment, signifying a strong internal consistency (above 0.7). Consequently, the five questions associated with the independent variable are reliable and appropriate for incorporation into the final questionnaire.

4.2.1.3 Perceived Behavioral Control

Table 4.2.1.3.1: Case Processing Summary of Perceived Behavioral Control

Source: Output of SPSS

Case Processing Summary

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

Table 4.2.1.3.2: Reliability Statistics of Perceived Behavioral Control

Source: Output of SPSS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.901	5

Table 4.2.1.3.2 shows a Cronbach's Alpha value of 0.897 for the independent variable, perceived behavioural control, indicating robust internal consistency (above 0.7 threshold). As a result, the five items linked to this independent variable are dependable and suitable for inclusion in the final questionnaire.

4.2.1.4 Entrepreneurial Education

Table 4.2.1.4.1: Case Processing Summary of Entrepreneurial Education

Source: Output of SPSS

Case Processing Summary

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

Table 4.2.1.4.2: Reliability Statistics of Entrepreneurial Education

Source: Output of SPSS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.856	5

Table 4.2.1.4.2 demonstrates a Cronbach's Alpha value of 0.852 for the independent variable, entrepreneurial education. This value demonstrates a robust degree of internal consistency, exceeding the threshold of 0.7. Hence, the five items linked to this independent variable are reliable and can be confidently included in the final questionnaire.

4.2.1.5 Reliability Analysis

Table 4.2.1.5.1: Case Processing Summary

Source: Output of SPSS

Case Processing Summary

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

Table 4.2.1.5.2: Reliability Statistics

Source: Output of SPSS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.936	20

Table 4.2.1.5.2 displays the Cronbach's Alpha results for the dependent and independent variables. The overall Cronbach's Alpha value is 0.932, which exceeds the 0.7 threshold, indicating good reliability. This means that all the items in the questionnaire are strongly reliable and suitable for use in this research.

4.2.2 Validity

Validity concerns the accuracy with which a method measures its intended objective. If research demonstrates high validity, it indicates that the results correspond closely with the real characteristics, attributes, and variations in the tangible or social domains (Middleton, 2023).

Exploratory Factor analysis (EFA) is part of a set of multivariate statistical methods designed to identify the most concise theoretical constructs that effectively

explain the observed relationships among a collection of measured variables. In essence, its goal is to pinpoint the shared factors that elucidate the patterns and organisation within the measured variables (Watkins, 2018). Hence, EFA is employed in this research to assess the questionnaire's validity.

4.2.2.1 Validity for Dependent Variable

Table 4.2.2.1.1: Table for KMO and Bartlett's Test for Dependent Variable

Source: Output of SPSS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	117.926
	df	10
	Sig.	<.001

The Kaiser-Meyer-Olkin (KMO) sampling adequacy measure, as presented in Table 4.2.2.1.1, is moderate, registering at 0.767. This value surpasses the threshold of 0.6, signifying a preferable level of suitability for analysing the data. This is because KMO values below 0.6 suggest that the sample is insufficient for analysis (Shrestha, 2021). Additionally, Bartlett's test of sphericity yields a significant result with $\chi 2$ (df = 10) and a p-value less than 0.001. This indicates that the items within the dependent variable exhibit pattern relationships among the variables, given the p-value being less than 0.001, accompanied by an approximate Chi-Square value of 117.926.

Table 4.2.2.1.2: Table for Component Matrix of Dependent Variable

Source: Developed from Research

Dependent Variable	Items	Statements	Component 1	Valid	KMO Value	Sig.
Self-employment Intention	S1	I intend to start my own business after completing my studies.	0.843	Valid	0.767	< 0.001
	S2	I am willing to take some business risks.	0.814	Valid		
	S3	I prefer to be self-employed rather than to be an employee in a big company.	0.813	Valid		
	S4	A career as an entrepreneur is attractive and entails great satisfaction for me.	0.805	Valid		
	S5	I will make every effort to start and run my own business.	0.868	Valid		

According to the findings in Table 4.2.2.1.2, a comprehensive analysis of 5 items was conducted. The findings suggest that no items were omitted from the research, as any values surpassing 0.4 are deemed noteworthy and necessitate additional examination, as per the study conducted by Maskey, Fei, and Nguyen (2018). Consequently, all the questions formulated for the dependent variable are deemed valid and are retained for inclusion in the final questionnaire. The dependent variable obtained a Kaiser-Meyer-Olkin (KMO) test result of 0.767. According to Wu, Zhang, Zhang, Wang, Shafiabady, Yan, Gou, Gide, and Zhang (2023), if the KMO value exceeds 0.6, it is considered acceptable or above the prescribed standards.

4.2.2.2 Validity for Independent Variables

Table 4.2.2.2.1: Table for KMO and Barlett's Test for Independent Variables

Source: Output of SPSS

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.752
Bartlett's Test of Sphericity	Approx. Chi-Square	435.887
	df	105
	Sig.	<.001

Derived from the information provided in Table 4.2.2.2.1, the Kaiser-Meyer-Olkin (KMO) sampling adequacy measure is deemed well at 0.752, surpassing the recommended threshold of 0.6 (Wu et al., 2023). A higher KMO value, approaching 1, signifies greater suitability for data analysis and indicates the reliability of the factors interconnecting. Additionally, Bartlett's test of sphericity yielded a significant result $\chi 2$ (df=105), as the p-value is below 0.001. This suggests that the items within the independent variables exhibit patterned relationships, supported by a p-value less than 0.001 and an approximate Chi-Square value of 435.887.

Table 4.2.2.2.2: Table for Component Matrix of Independent Variables

Source: Developed from Research

Independent Variables		Items	Component			KMO		
			1	2	3	Valid	Value	Sig.
	A1	Being an entrepreneur implies more advantages than disadvantages for me.	0.710			Valid		
	A2	A career as an entrepreneur is attractive to	0.702			Valid		

		me.				
Attitudes Toward Self-employment	A3	If I had the opportunity and resources, I would like to start a firm.	0.548	Valid	0.820	< 0.001
	A4	Being an entrepreneur would entail great satisfaction for me.	0.668	Valid		
	A5	I would like to have a balanced and flexible schedule for my work and private life.	0.601	Valid		
	P1	Opening and operating a business is easy/not difficult for me.	0.627	Valid		
	P2	I would have complete control over the situation if I started and ran a business.	0.617	Valid		
Perceived Behavioral Control	P3	I know all about the necessary practical details needed to start a business.	0.776	Valid	0.799	< 0.001

	P4	If I tried to start a business, I would have a high probability of succeeding.	0.796	Valid		
	P5	I know how to develop an entrepreneuri-al project.	0.836	Valid		
	E1	In order to create a company, it is necessary to study entrepreneur-Ship at universities.	0.604	Valid		
	E2	To start a business, it is imperative that entrepreneur-ship is learned early in education.	0.643	Valid		
Entreprene-urial Education	E3	Entrepreneur-ship courses should be compulsory courses to encourage entrepreneur-ship in universities.	0.736	Valid	0.780	< 0.001
	E4	Universities should have	0.580	Valid		

	more entrepreneur-ship programs that will help students to get a better start.		
E5	The entrepreneur-ship course builds my confidence to become an entrepreneur.	0.789	Valid

From the analysis of 15 items presented in Table 4.2.2.2.2, it is evident that none of the items were excluded. This is because all values exceeded 0.4, thereby regarded as important and in need of further exploration (Maskey et al., 2018). Hence, all questions formulated for the independent variables are deemed valid and retained in the final questionnaire. The Kaiser-Meyer-Olkin (KMO) test results for the independent variables are 0.820, 0.799, and 0.780 respectively. According to Wu et al. (2023), a KMO value exceeding 06 is considered acceptable or surpasses the predefined standards.

4.3 Respondents' Profiles

This section will provide an overview of the personal profile information of the individuals who participated in the study.

4.3.1 Respondents' Gender

Table 4.3.1: Gender of Respondents

Source: Output of SPSS

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	194	51.5	51.5	51.5
	Male	183	48.5	48.5	100.0
	Total	377	100.0	100.0	

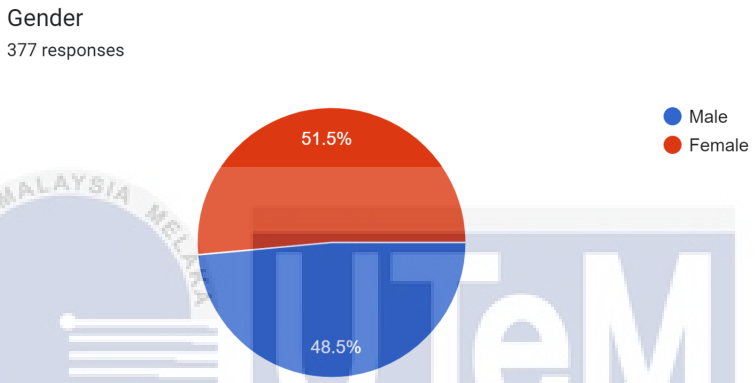

Figure 4.3.1: Respondents' Demographic of Gender

Source: Developed from Research

The table above illustrates the distribution of respondents' gender demographics, presenting the frequency and percentage. Out of 377 respondents, 194 are female, accounting for 51.5%, and 183 are male, making up 48.5%, as depicted in the figure.

4.3.2 Respondents' Age Group

Table 4.3.2: Age Group of Respondents

Source: Output of SPSS

AgeGroup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20 years old	81	21.5	21.5	21.5
	21-23 years old	213	56.5	56.5	78.0
	24-26 years old	69	18.3	18.3	96.3
	27-29 years old	11	2.9	2.9	99.2
	30 years old and above	3	.8	.8	100.0
	Total	377	100.0	100.0	

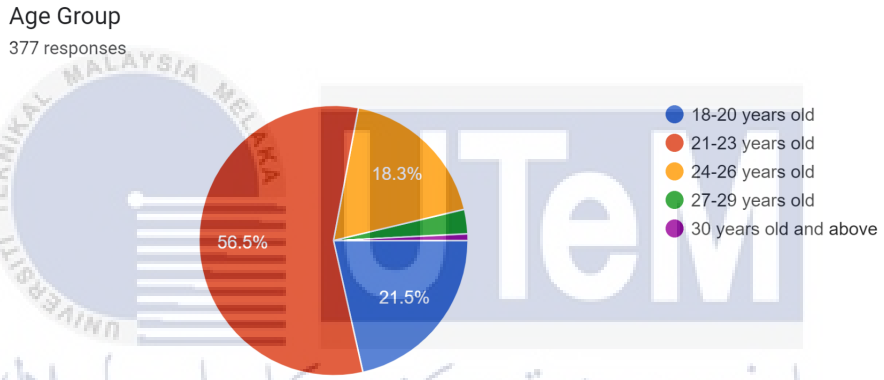

Figure 4.3.2: Age Group of Respondents

Source: Developed from Research

Table 4.3.2 displays data on the age distribution of respondents. Out of 377 respondents, 21.5% are between 18 – 20 years old, totalling 81 respondents. The age group spanning 21 – 23 years encompasses the highest number of respondents, reaching 56.5% (213 individuals). Those aged between 24 and 26 years constitute 18.3%, with a count of 69 respondents. In the 27 – 29 age range, there are 11 respondents, accounting for 2.9%, while 0.8% (3 respondents) are aged 30 and above. The accompanying figure illustrates the percentage distribution of respondents across different age groups.

4.3.3 Respondents' Current Academic Undertaking

Table 4.3.3: Respondents' Current Academic Undertaking

Source: Output of SPSS

CurrentAcademicUndertaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	226	59.9	59.9	59.9
	Diploma	80	21.2	21.2	81.2
	Master's Degree	60	15.9	15.9	97.1
	Postgraduate (PhD)	11	2.9	2.9	100.0
	Total	377	100.0	100.0	

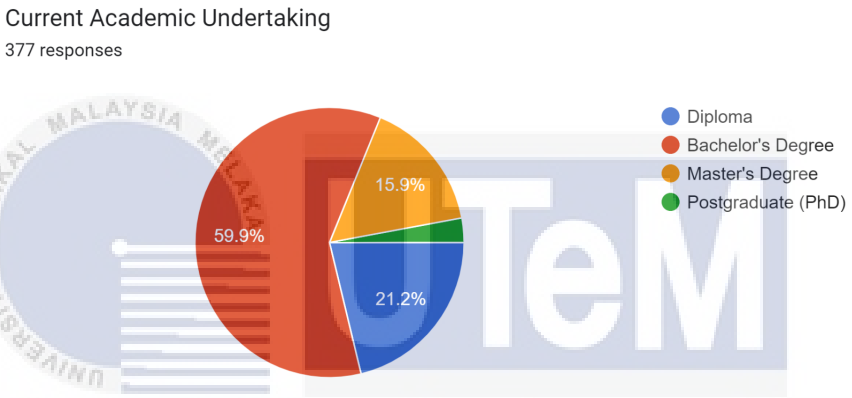

Figure 4.3.3: Respondents' Current Academic Undertaking

Source: Developed from Research

The table presents the current academic undertaking of survey participants. Among the respondents, 226 students (59.9%) are pursuing a Bachelor's degree, indicating the largest proportion in academic endeavours. Additionally, 80 respondents (21.2%) are engaged in diploma programs, while 60 individuals (15.9%) are pursuing a Master's degree. The smallest percentage is attributed to those undertaking postgraduate studies, specifically 11 respondents (2.9%) pursuing a PhD. The figure visually represents the distribution of respondents based on their current academic undertakings.

4.3.4 Types of Program

Table 4.3.4: Types of Program

Source: Output of SPSS

Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Program	199	52.8	52.8	52.8
	Non-business Program	178	47.2	47.2	100.0
	Total	377	100.0	100.0	

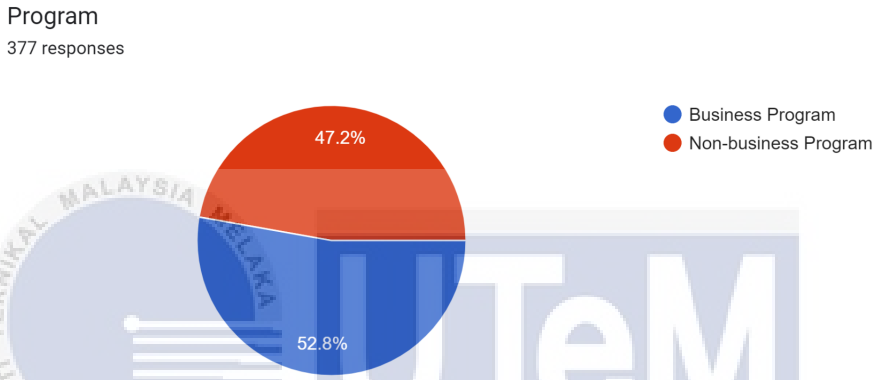

Figure 4.3.4: Types of Program

Source: Developed from Research

The data presents the distribution of respondents based on their program types. Within the sample, 199 respondents (52.8%) are enrolled in business programs, representing the largest segment. Meanwhile, 178 respondents (47.2%) are pursuing non-business programs. The accompanying figure visually represents the breakdown, illustrating the respondents' demographic composition of program types.

4.3.5 Entrepreneurial Family

Table 4.3.5: Entrepreneurial Family

Source: Output of SPSS

Doyoubelongtoanentrepreneurialfamily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	243	64.5	64.5	64.5
	Yes	134	35.5	35.5	100.0
	Total	377	100.0	100.0	

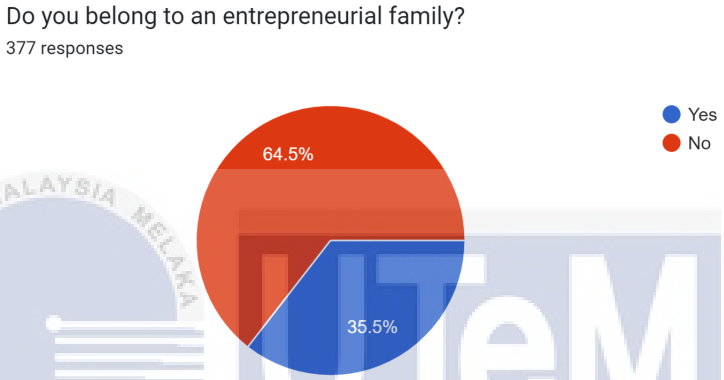

Figure 4.3.5: Entrepreneurial Family

Source: Developed from Research

According to the data, among the 377 respondents, 243 individuals (64.5%) indicated that they do not belong to an entrepreneurial family. On the other hand, 134 respondents (35.5%) reported being part of an entrepreneurial family.

4.4 Descriptive Analysis

This segment will present a descriptive analysis of the dependent and independent variables.

4.4.1 Descriptive Analysis for Dependent Variable (Self-employment Intention)

Table 4.4.1: Summary of Self-employment Intention

Source: Developed from Research

Frequency

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
S1	I intend to start my own business after completing my studies.	32 (8.5%)	60 (15.9%)	96 (25.5%)	121 (32.1%)	68 (18.0%)
S2	I am willing to take some business risks.	37 (9.8%)	61 (16.2%)	74 (19.6%)	140 (37.1%)	65 (17.2%)
S3	I prefer to be self-employed rather than to be an employee in a big company.	47 (12.5%)	55 (14.6%)	85 (22.5%)	120 (31.8%)	70 (18.6%)
S4	A career as an entrepreneur is attractive and entails great satisfaction for me.	25 (6.6%)	43 (11.4%)	79 (21.0%)	152 (40.3%)	78 (20.7%)
S5	I will make every effort to start and run my own business.	27 (7.2%)	56 (14.9%)	64 (17.0%)	148 (39.3%)	82 (21.8%)

Table 4.4.1 displays the results of the descriptive analysis concerning the dependent variable, namely the intention to engage in self-employment. In particular, item S1 reflects the respondents' tendency to initiate their business ventures

following the completion of their studies. 18.0% of respondents strongly agree with this statement, while a noteworthy 32.1% of respondents agree. Conversely, 25.5% remain neutral on item S1. On the contrary, 15.9% of respondents disagree, and 8.5% strongly disagree with the notion that they will establish their own businesses after completing their studies.

Item S2 indicates that a majority of respondents are willing to take some business risks. Specifically, 17.2% of respondents strongly agree with this perspective, while 37.1% agree that they tend to take some business risks. Besides, 19.6% expresses neutrality toward item S2. In contrast, 16.2% of respondents disagree, and 9.8% strongly disagree with the statement presented in item S2.

Item S3 underscores that survey participants express a preference for self-employment over working as an employee in a large corporation. 18.6% of respondents express strong agreement with this statement and a significant 31.8% agree. Moreover, 22.5% of respondents remain neutral on the statement. A minority, comprising 14.6% of respondents, disagree with the idea, and a further 12.5% strongly disagree with being self-employed instead of working for a big company.

Continuing further, as per item S4, survey participants believe that pursuing a career as an entrepreneur is appealing and offers significant fulfilment to them. 20.7% of respondents strongly agree with this assertion and a substantial 40.3% agree. About 21.0% of respondents remain neutral on the matter. Moreover, 11.4% of participants expressed a disagreement with the notion that pursuing entrepreneurship is appealing and brings significant satisfaction, with an additional 6.6% strongly opposing this statement.

Finally, item S5 underscores the commitment of respondents to exert maximum effort in initiating and managing their enterprises. 21.8% strongly agree that they would make every effort to establish their businesses, while a significant portion, comprising 39.3%, agree with this notion. In contrast, 17.0% of respondents express neutrality on the matter, while 14.9% disagree and 7.2% strongly disagree with the idea of making every effort to start their own businesses.

4.4.2 Descriptive Analysis for Independent Variable (Attitudes Toward Self-employment)

Table 4.4.2: Summary of Attitudes Toward Self-employment

Source: Developed from Research

Frequency

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A1	Being an entrepreneur implies more advantages than disadvantages for me.	22 (5.8%)	46 (12.2%)	91 (24.1%)	127 (33.7%)	91 (24.1)
A2	A career as an entrepreneur is attractive to me.	34 (9.0%)	51 (13.5%)	53 (14.1%)	156 (41.4%)	83 (22.0%)
A3	If I had the opportunity and resources, I would like to start a firm.	31 (8.2%)	35 (9.3%)	70 (18.6%)	134 (35.5%)	107 (28.4%)
A4	Being an entrepreneur would entail great satisfaction for me.	22 (5.8%)	57 (15.1%)	56 (14.9%)	149 (39.5%)	93 (24.7%)
A5	I would like to have a balanced and flexible	15 (4.0%)	36 (9.5%)	58 (15.4%)	132 (35.0%)	136 (36.1%)

	schedule for my work and private life.

Table 4.4.2 illustrates the feedback received from 377 respondents regarding the independent variable, which is attitudes toward self-employment. In particular, item A1 suggests that the participants believe that being an entrepreneur entails more benefits than drawbacks for them. According to the findings, 24.1% of respondents strongly agree with this statement and a majority of 33.7% agree. The percentage of respondents who remain neutral on the statement is 24.1%. In contrast, 12.2% of respondents disagree with the statement, 5.8% strongly disagree.

The information in item A2 indicates that a profession as an entrepreneur holds appeal. Based on the findings, 22.0% strongly agree with this notion, while a significant majority of respondents (41.4%) agree. A smaller percentage (14.1%) of respondents express neutrality, while 13.5% disagree and 9.0% strongly disagree with the statement.

Following that, item A3 clarifies that respondents express a desire to establish a business given the chance and sufficient resources. According to the table, 28.4% strongly agree and 35.5% agree with the statement, while 18.6% of respondents express neutrality. Conversely, 9.3% of respondents disagree, and 8.2% strongly disagree with the statement.

Additionally, according to item A4, respondents think being an entrepreneur would entail great satisfaction. 24.7% of respondents express strong agreement, while 39.5% agree with the statement. In contrast, 14.9% of respondents indicate a neutral stance. Conversely, 15.1% of respondents disagree and 5.8% strongly disagree with the statement.

Lastly, according to item A5, participants express a preference for a work schedule that is well-balanced and adaptable to accommodate both professional and personal aspects of their lives. A majority, comprising 36.1% of respondents, strongly agree with this perspective, while 35.0% agree. In contrast, 15.4% remain

neutral on the statement. Conversely, 9.5% of respondents disagree, and 4.0% strongly disagree with the notion.

4.4.3 Descriptive Analysis for Independent Variable (Perceived Behavioural Control)

Table 4.4.3: Summary of Perceived Behavioural Control

Source: Developed from Research

Frequency

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
P1	Opening and operating a business is easy/not difficult for me.	32 (8.5%)	99 (26.3%)	60 (15.9)	134 (35.5%)	52 (13.8%)
P2	I would have complete control over the situation if I started and ran a business.	35 (9.3%)	61 (16.2%)	78 (20.7%)	129 (34.2%)	74 (19.6%)
P3	I know all about the necessary practical details needed to start a business.	38 (10.1%)	67 (17.8%)	75 (19.9%)	133 (35.3%)	64 (17.0%)
P4	If I tried to start a business, I would have a high probability of succeeding.	25 (6.6%)	74 (19.6%)	100 (26.5%)	103 (27.3%)	75 (19.9%)
P5	I know how to	32	69	63	148	65

develop an entrepreneurial project.	(8.5%)	(18.3%)	(16.7%)	(39.3%)	(17.2%)

According to the table above, the data illustrates the feedback of 377 respondents regarding perceived behavioural control. Item P1 suggests that in the respondents' opinion, starting and running a business poses no significant challenge for them. 13.8% of total respondents express strong agreement with this notion, while a significant 35.5% agree. 15.9% of respondents indicate a neutral stance on the statement. On the flip side, 26.3% of participants hold a contrary opinion (disagree), while 8.5% express strong disagreement with the given statement.

Afterwards, item P2 suggests that individuals would possess total authority over the situation if they initiated and managed a business. According to the table, 19.6% of respondents express a strong agreement with the statement, while a majority of 34.2% agree with it. Conversely, 20.7% of respondents remain neutral on item P2, followed by 16.2% who disagree, and 9.3% who strongly disagree with the statement.

Statement P3 claims that the participants possess a comprehensive understanding of all the practical information required to initiate a business. 17.0% of respondents strongly agree with this statement, while a significant 35.3% of them agree. Nevertheless, there is diversity in opinions, with 19.9% of respondents being neutral, 17.8% disagreeing, and 10.1% strongly disagreeing with statement P3.

Furthermore, item P4 emphasizes that individuals attempting to initiate a business are likely to experience a significant likelihood of success. Based on the data presented in the table, 19.9% of respondents strongly support this notion, while 27.3% agree with it. 26.5% remain neutral on the matter, while 19.6% disagree, and 6.6% strongly disagree with the statement that they would probably succeed if they tried to start a business.

The final element related to perceived behavioural control denoted as P5, emphasizes that survey participants are confident in their ability to initiate and

cultivate an entrepreneurial project. 17.2% of respondents strongly agree that they know the way to develop an entrepreneurial project, while a substantial 39.3% agree with this statement. On the other hand, 16.7% of respondents express neutrality, while 18.3% disagree with the statement. Furthermore, a minority 8.5% of respondents strongly disagree that they know the steps to develop an entrepreneurial project.

4.4.4 Descriptive Analysis for Independent Variable (Entrepreneurial Education)

Table 4.4.4: Summary of Entrepreneurial Education

Source: Developed from Research

Frequency

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E1	In order to create a company, it is necessary to study entrepreneurship at universities.	26 (6.9%)	78 (20.7%)	45 (11.9%)	143 (37.9%)	85 (22.5%)
E2	To start a business, it is imperative that entrepreneurship is learned early in education.	28 (7.4%)	35 (9.3%)	72 (19.1%)	143 (37.9%)	99 (26.3%)
E3	Entrepreneurship courses should be compulsory courses to encourage entrepreneurship in universities.	33 (8.8%)	52 (13.8%)	62 (16.4%)	137 (36.3%)	93 (24.7%)

E4	Universities should have more entrepreneurship programs that will help students to get a better start.	19 (5.0%)	41 (10.9%)	64 (17.0%)	154 (40.8%)	99 (26.3%)
E5	The entrepreneurship course builds my confidence to become an entrepreneur.	20 (5.3%)	58 (15.4%)	45 (11.9%)	152 (40.3%)	102 (27.1%)

Table 4.4.4 displays the outcomes of the third independent variable, which is entrepreneurial education. Item E1 emphasizes the importance of studying entrepreneurship at universities as a prerequisite for establishing a company. Of the respondents, 22.5% strongly agree, while 37.9% agree with this sentiment. Furthermore, 11.9% of respondents hold a neutral stance on the statement. Conversely, 20.7% disagree, and 6.9% strongly disagree with the notion that studying entrepreneurship at universities is necessary to establish a company.

The focus of item E2 is on respondents' opinions that to start a business, entrepreneurship must be learned early in education. 26.3% of respondents strongly express their agreement with this statement, while a majority of 37.9% agree. 19.1% of respondents remain neutral on the matter. In contrast, 9.3% of respondents disagree with the statement, and a small percentage (7.4%) strongly disagree.

Following that, item E3 indicates that respondents believe that entrepreneurship courses should be compulsory courses to encourage entrepreneurship in universities. 24.7% of total respondents strongly agree with this statement and a majority of 36.3% express agreement. A smaller percentage (16.4%) of respondents remain neutral on the matter. Conversely, 13.8% of respondents disagree that entrepreneurship courses should be compulsory to encourage entrepreneurship in universities, and 8.8% strongly disagree.

Besides, the fourth item, E4 emphasises that universities should have more entrepreneurship programs that will help students to get a better start. 26.3% of respondents strongly agree that entrepreneurship programs at universities should be increased, while a significant portion, 40.8% agree. In contrast, 17.0% of respondents express a neutral stance, and 10.9% disagree with the statement, with an additional 5.0% strongly disagreeing.

Lastly, according to item E5, the entrepreneurship course builds the respondents' confidence to become entrepreneurs. Approximately 27.1% of respondents strongly agree with this statement, while the majority 40.3% express agreement. About 11.9% of respondents remain neutral. On the contrary, 15.4% of respondents disagree with the notion that entrepreneurship course builds their confidence to become entrepreneurs, and 5.3% strongly disagree with this statement.

4.5 Descriptive Statistics

Table 4.5: Descriptive Statistics for Each Independent Variable

Source: Output of SPSS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude Towards Behaviour	377	1	5	3.66	1.029
Perceived Behavioural Control	377	1	5	3.33	1.068
Entrepreneurial Education	377	1	5	3.62	1.019
Valid N (listwise)	377				

The table displays the descriptive statistics for each independent variable: attitude towards behaviour, perceived behavioural control, and entrepreneurial education. According to the table, the mean values for all independent variables are nearly identical. Specifically, the attitude towards behaviour exhibits the highest mean at 3.66, followed closely by entrepreneurial education at 3.62, and the perceived behavioural control with the lowest mean at 3.33. Upon closer examination of the table, a significant majority of respondents expressed moderate

agreement with the questionnaire, suggesting that the independent variables play an average role in influencing self-employment intention.

On the contrary, the standard deviation indicates the extent to which data diverge from the mean. According to the research, perceived behavioural control exhibits the greatest standard deviation at 1.068, followed by attitude towards behaviour at 1.029, while entrepreneurial education has the lowest standard deviation at 1.019. These standard deviation values indicate a moderate level of deviation from the mean.

4.6 Pearson's Correlation Analysis

Table 4.6: Correlations of Dependent Variable and Independent Variables

Source: Output of SPSS

Correlations

		Self-employment Intention	Attitude Towards Self-employment	Perceived Behavioural Control	Entrepreneurial Education
Self-employment Intention	Pearson Correlation	1	.903**	.825**	.775**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	377	377	377	377
Attitude Towards Self-employment	Pearson Correlation	.903**	1	.810**	.829**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	377	377	377	377
Perceived Behavioural Control	Pearson Correlation	.825**	.810**	1	.775**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	377	377	377	377
Entrepreneurial Education	Pearson Correlation	.775**	.829**	.775**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	377	377	377	377

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

Table 4.6 depicts the correlation between self-employment intention and attitude towards self-employment, perceived behavioural control, and entrepreneurial education, as analysed through Pearson's Correlation Analysis.

Pearson's Correlation Analysis evaluates the extent of a linear relationship between independent variables and a dependent variable. The Pearson's Correlation

Coefficient, represented as “r”, ranges from +1 to -1. A positive value indicates a positive correlation, a negative value indicates a negative correlation and a coefficient of zero implies the absence of a noticeable association between the variables.

The data in the table indicates noteworthy correlations ranging from 0.775 to 0.903. Among the three independent variables, attitude towards self-employment stands out with the highest coefficient, specifically a value of 0.903. This value signifies a robust positive relationship between attitude towards self-employment and self-employment intention. Notably, the p-values for all variables are below the 0.001 significance level. The existence of two asterisks in the two-sided test indicates a statistically noteworthy correlation.

Following that, perceived behavioural control exhibits the second-highest correlation coefficient, with an r-value of 0.825. This signifies a robust positive correlation between perceived behavioural control and self-employment intention. Furthermore, entrepreneurial education demonstrates a substantial positive correlation with self-employment intention, as reflected by its r-value of 0.775. This value underscores a clearly defined and robust association between the two variables.

Hence, a noteworthy correlation exists among the independent variables, encompassing attitude towards self-employment, perceived behavioural control, and entrepreneurial education, and the dependent variable, which pertains to self-employment intention. As a result, the researcher moves forward to explore the analysis of these independent variables more extensively by employing the technique of multiple linear regression analysis.

4.7 Simple Linear Regression Analysis

The researcher chose to utilise linear regression analysis to evaluate the influence of individual independent variables on the dependent variable. This analytical method is employed to obtain results from hypothesis testing, which

facilitates the investigation of the correlation between independent variables and the dependent variable.

4.7.1 Simple Linear Regression for Attitude Towards Self-employment Intention

Table 4.7.1.1: Model Summary of Attitude Towards Self-employment

Source: Output of SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903[a]	.815	.815	.455

a. Predictors: (Constant), Attitude Towards Self-employment

Table 4.7.1.1 displays a summary of the linear regression model results for attitude towards self-employment. The correlation (R) between the attitude towards self-employment and the intention to pursue self-employment is underscored, demonstrating a noteworthy correlation with an R-value of 0.903. The R square value, which signifies the proportion of variation in the dependent variable explained by the independent variables, is computed as the square of the R-value. In this particular context, the table illustrates an R square value of 0.815, indicating that approximately 81.5% of the fluctuations in self-employment intention can be ascribed to the attitude towards self-employment.

Table 4.7.1.2: ANOVA[a] of Attitude Towards Self-employment

Source: Output of SPSS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	342.607	1	342.607	1655.527	<.001[b]
	Residual	77.605	375	.207		
	Total	420.213	376			

a. Dependent Variable: Self-employment Intention

b. Predictors: (Constant), Attitude Towards Self-employment

The Analysis of Variance (ANOVA) is utilised to assess hypotheses concerning the alignment of the model with the data. The p-value's significance, being less than 0.001, indicates that the attitude towards self-employment adequately explains the variance observed in self-employment intention. Consequently, the alternative hypothesis is accepted with a significance level of alpha = 0.001.

Table 4.7.1.3: Coefficients[a] of Attitude Towards Self-employment

Source: Output of SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.027	.087		.308	.758
	Attitude Towards Self-employment	.928	.023	.903	40.688	<.001

a. Dependent Variable: Self-employment Intention

The table indicates that beta values are employed for forecasting the dependent variable based on the independent variable. The coefficient of attitude towards self-employment reveals a noteworthy association with self-employment intention. The outcome indicates a p-value below 0.001, and β is 0.903, signifying that the attitude towards self-employment indeed influences self-employment intention. As a result, the supporting evidence favours the alternative hypothesis (H_1), leading to the rejection of the null hypothesis (H_0).

4.7.2 Simple Linear Regression for Perceived Behavioural Control

Table 4.7.2.1: Model Summary of Perceived Behavioural Control

Source: Output of SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825[a]	.681	.680	.598

a. Predictors: (Constant), Perceived Behavioural Control

Examining the table reveals that the value of R is 0.825, suggesting a robust correlation between perceived behavioural control and self-employment intention. The R square value, which stands at 0.681, indicates that approximately 68.1% of the variability in the intention to engage in self-employment can be elucidated by perceived behavioural control.

Table 4.7.2.2: ANOVA[a] of Perceived Behavioural Control

Source: Output of SPSS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	285.993	1	285.993	799.046	<.001[b]
	Residual	134.219	375	.358		
	Total	420.213	376			

a. Dependent Variable: Self-employment Intention

b. Predictors: (Constant), Perceived Behavioural Control

In Table 4.7.2.2, a p-value less than 0.001, indicates a significant association between perceived behavioural control and self-employment intention. As a result, the alternative hypothesis (H_2) is accepted at a significance level of 0.001.

Table 4.7.2.3: Coefficients[a] of Perceived Behavioural Control

Source: Output of SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.707	.101		7.008	<.001
	Perceived Behavioural Control	.817	.029	.825	28.267	<.001

a. Dependent Variable: Self-employment Intention

According to the data in Table 4.7.2.3, the independent variable coefficient demonstrates a noteworthy association with self-employment intention concerning perceived behavioural control, as the p-value is below 0.001. The corresponding β value is 0.825, indicating that perceived behavioural control indeed influences

self-employment intention. As a result, the alternative hypothesis (H_2) is affirmed, and the null hypothesis (H_0) is dismissed.

4.7.3 Simple Linear Regression for Entrepreneurial Education

Table 4.7.3.1: Model Summary of Entrepreneurial Education

Source: Output of SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	.601	.599	.669

a. Predictors: (Constant), Entrepreneurial Education

According to the provided table, there is a robust correlation, as reflected by the R-value of 0.775, suggesting a significant connection between entrepreneurial education and self-employment intention. The determination coefficient, denoted by an R square value of 0.601, suggests that 60.1% of the fluctuations in self-employment intention can be attributed to the variances in entrepreneurial education.

Table 4.7.3.2: ANOVA[a] of Entrepreneurial Education

Source: Output of SPSS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	252.339	1	252.339	563.679	<.001[b]
	Residual	167.874	375	.448		
	Total	420.213	376			

a. Dependent Variable: Self-employment Intention

b. Predictors: (Constant), Entrepreneurial Education

Based on the results presented in Table 4.7.3.2, the analysis of variance (ANOVA) demonstrates that the significance level of entrepreneurial education is

below the threshold of 0.001. This result signifies a significant association between entrepreneurial education and self-employment intention. Consequently, the alternative hypothesis (H_3) is accepted with a significance level of 0.001.

Table 4.7.3.3: Coefficients[a] of Entrepreneurial Education

Source: Output of SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.512	.127		4.019	<.001
	Entrepreneurial Education	.804	.034	.775	23.742	<.001

a. Dependent Variable: Self-employment Intention

According to the data in Table 4.7.3.3, the independent variable's coefficient suggests a notable correlation between entrepreneurial education and self-employment intention, as the p-value is below 0.001. The outcome reveals a β value of 0.775, signifying that entrepreneurial education indeed influences self-employment intention. As a result, the null hypothesis (H_0) is rejected, confirming the validity of the alternative hypothesis (H_3).

4.8 Multiple Linear Regression

Table 4.8.1: Model Summary of Multiple Linear Regression

Source: Output of SPSS

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.841	.840	.423

a. Predictors: (Constant), Entrepreneurial Education, Perceived Behavioural Control, Attitude Towards Self-employment

b. Dependent Variable: Self-employment Intention

Table 4.8.1 summarises the model derived from employing multiple linear regression analysis. The outcomes reveal an R-value of 0.917, signifying a high correlation among all three independent variables. The R square, represented as the coefficient of determination, is recorded as 0.841, signifying that 84.1% of the overall variability in the intention for self-employment can be explained by the independent variables (specifically, attitude towards self-employment, perceived behavioural control, and entrepreneurial education). With an R square exceeding 0.5, the model is deemed satisfactory as it signifies reduced variance in self-employment intention attributed to the independent variables. Nevertheless, 15.9% of the variation remains unexplained, suggesting the presence of other significant factors influencing self-employment intention that were not addressed in this research.

Table 4.8.2: ANOVA[a] of Multiple Linear Regression

Source: Output of SPSS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	353.380	3	117.793	657.409	<.001[b]
	Residual	66.833	373	.179		
	Total	420.213	376			

a. Dependent Variable: Self-employment Intention

b. Predictors: (Constant), Entrepreneurial Education, Perceived Behavioural Control, Attitude Towards Self-employment

According to the table, the p-value, indicating significance, is below the alpha threshold of 0.001, making it statistically significant. The F-value, recorded at 657.409, is also significant. A higher F-value suggests that the alternative hypotheses align well with the model and are accepted. Hence, the overall model's significance is denoted as $F(3,373) = 657.409$, with $p < 0.001$. This suggests that the entire multiple regression model demonstrates statistical significance at the 0.1% significance level.

Table 4.8.3: Coefficients[a] of Multiple Linear Regression

Source: Output of SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.037	.084		-.442	.659
	Attitude Towards Self-employment	.705	.043	.686	16.368	<.001
	Perceived Behavioural Control	.272	.037	.275	7.406	<.001
	Entrepreneurial Education	-.007	.040	-.006	-.161	.872

a. Dependent Variable: Self-employment Intention

Derived from the information presented in the table, the research indicates that not every independent variable plays a role in impacting self-employment intention. Notably, attitude towards self-employment emerges as the most potent predictor variable, with a β value of 0.686, $t(377) = 16.368$, and $p < 0.001$. Additionally, when compared to other independent variables, the unstandardised beta (β) for attitude towards self-employment is the highest, highlighting its significant positive association with self-employment intention.

Furthermore, perceived behavioural control emerges as a more influential predictor with a β coefficient of 0.275, $t(377) = 7.406$, and $p < 0.001$. The unstandardised beta (β) for perceived behavioural control represents the second-highest positive value among the variables. These findings indicate that perceived behavioural control ranks as the second most significant element affecting self-employment intention.

Lastly, the analysis of the findings indicates that there is no statistically significant effect of entrepreneurial education on self-employment intention. The unstandardised beta coefficient (β) is -0.007, demonstrating a negative relationship. The t-value of -0.161, coupled with degree of freedom (377), is low, and the p-value of 0.872 exceeds the conventional significance level.

The findings reveal that only attitude towards self-employment and perceived behavioural control contribute uniquely to the dependent variable and play a

significant role in predicting self-employment intention. The multiple regression equation can be utilised to ascertain the connection between the dependent variable and independent variables.

Equation: $y = b0 + b1X1 + b2X2$

$y = -0.037 + 0.705X1 + 0.272X2$

Table 4.8.4: Equation of Multiple Regression Analysis

Source: (Keita, 2022)

Where;

y	Dependent variable (Self-employment intention)
b0	The regression line's intercept, indicating the predicted value when X is zero
b1	Regression coefficient on the first independent variable, attitude towards self-employment (X1)
b2	Regression coefficient on the second independent variable, perceived behavioural control (X2)
X1, X2	Independent variables

The multiple regression equation indicates a positive association between the dependent variable and two of the independent variables (attitude towards self-employment and perceived behavioural control). In the equation, the variable X3 (entrepreneurial education), which did not show statistical significance, has been removed. To predict the value of self-employment intention for a new case, the equation is constructed by multiplying the scores of independent variables and adding them to the constant. With each unit increase in an independent variable, the researcher anticipates a corresponding increase in the dependent variable while keeping all other variables constant. In the collected findings, the most impactful predictor is the attitude towards self-employment, as indicated by a β coefficient of 0.705, a t-value of 16.368, and a significance level below 0.001. Consequently,

attitude towards self-employment is the most substantial determinant of self-employment intention.

In summary, the equation for the regression is:

Self-employment intention = -0.037 + 0.705 (Attitude towards self-employment) + 0.272 (Perceived behavioural control). Hence, the regression equation is formulated to demonstrate the interrelationship among the variables.

4.9 Hypothesis Testing

A hypothesis test is a statistical procedure employed to evaluate the likelihood of a specific assertion being accurate (Walker, 2019). The hypothesis selection occurs among the choices of alternative and null hypotheses.

Where:
H_0 is the null hypothesis.
H_1 is the alternative hypothesis.

If the p-value is less than 0.001, the null hypothesis is refuted, and the alternative hypothesis is accepted. In this situation, the researcher can conclude that there is a significant disparity between the independent variables and the dependent variable.

4.9.1 Hypothesis Testing 1

H_1: There is a significant relationship between attitude towards self-employment and self-employment intention

H_0: There is no significant relationship between attitude towards self-employment and self-employment intention

Based on the information provided in Table 4.8.3, it is evident that the significance value for attitude towards self-employment is less than 0.001, this result signifies the acceptance of the alternative hypothesis (H_1) and the rejection of the null hypothesis (H_0). Consequently, there is a confirmed significant relationship between the attitude towards self-employment and the intention to pursue self-employment. These findings are consistent with existing research, as prior studies have consistently illustrated the influential role of attitude in shaping the intention to engage in self-employment. Notably, research by Trang and Doanh (2019), Karimi (2019), and Al-Jubari (2019) all support the idea that attitude plays a crucial role in influencing the intention to pursue self-employment.

4.9.2 Hypothesis Testing 2

H_2: There is a significant relationship between perceived behavioural control and self-employment intention H_0: There is no significant relationship between perceived behavioural control and self-employment intention

According to the data in Table 4.8.3, the significance level for perceived behavioural control is less than 0.001, indicating the acceptance of the alternative hypothesis (H_2) and the rejection of the null hypothesis (H_0). This implies a significant correlation between perceived behavioural control and the intention to engage in self-employment. These findings are consistent with prior research. For example, Doanh and Bernat (2019), Shi et al. (2020), and Farrukh et al. (2019) highlight the influential role of perceived behavioural control in shaping the intention to pursue self-employment.

4.9.3 Hypothesis Testing 3

H_3: There is a significant relationship between entrepreneurial education and self-employment intention H_0: There is no significant relationship between entrepreneurial education and self-employment intention

Based on the data provided in Table 4.8.3, the p-value for entrepreneurial education is 0.872, which is not significant. This indicates that there is no significant correlation between receiving an entrepreneurial education and having the intention to participate in self-employment. This finding aligns with the cumulative findings of previous research, as seen in studies like Sanyal and Al Mashani (2018), which asserts that education in entrepreneurship does not have a substantial influence on the inclination to pursue a career in entrepreneurship.

4.9.4 Hypothesis Testing Result

Table 4.9.4: Hypothesis Testing Result

Source: Developed from Research

Independent Variables	P Value	Result
Attitude towards self-employment	< 0.001	H_1 accepted
Perceived behavioural control	< 0.001	H_2 accepted
Entrepreneurial education	0.872	H_3 rejected

The results shown in Table 4.9.4 reveal significant correlations between two of the independent variables and the dependent variable. Specifically, the results reveal that the significance values for attitude towards self-employment and perceived behavioural control are less than 0.001 ($p < 0.001$). As a result, the null

hypothesis (H_0) associated with both independent variables is refuted, and the alternative hypothesis for both independent variables is affirmed. As for entrepreneurial education, the significance value is 0.872, which is not significant. Consequently, the alternative hypothesis (H_3) is rejected.

4.10 Summary

In conclusion, this section covered the data analysis and the study outcomes. The data, gathered from 377 respondents to investigate the determinants of self-employment intention among public university students in Malacca, were processed using SPSS Version 29. Various statistical instruments were employed for the data analysis.

In the pilot test, the reliability of the questionnaire was evaluated by assessing its internal consistency through the use of Cronbach's Alpha. The demographic information and variables about respondents were visually presented through pie charts, tabulated in a table, and illustrated in figures. Through the application of linear regression analysis, the researcher established that all alternative hypotheses were upheld. In contrast, null hypotheses were rejected, indicating a significant relationship between the independent variables (attitude toward self-employment, perceived behavioural control, and entrepreneurial education) and self-employment intention. Yet, from the result of multiple regression analysis, the researcher only verified the validation of two alternative hypotheses (attitude towards self-employment and perceived behavioural control) and the dismissal of one alternative hypothesis (entrepreneurial education). At the same time, the examination of Pearson's Correlation Coefficient demonstrated a strong positive correlation between the independent variables and the dependent variable in the research. Finally, the multiple regression analysis concluded that attitude towards self-employment emerged as the most influential determinant of self-employment intention.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this segment, the investigator will delve into a comprehensive analysis of the study's findings. The synthesis of research results, examination of literature, drawing conclusions, and providing recommendations are all aligned with the research objectives. These recommendations, stemming from the research findings, are intended to guide future research endeavours. The outcomes and discoveries of this study may serve as valuable insights for other researchers conducting studies on self-employment intention in the future.

5.2 Summary of Findings

In the preceding chapter, the research successfully achieved the objectives, including the identification of determinants of self-employment intention. The study explored the connections between attitude towards self-employment, perceived behavioural control, and entrepreneurial education and their relationship with self-employment intention. Additionally, the research delved into determining the most influential determinant impacting self-employment intention.

5.2.1 Research Objective 1

RO 1: To identify the determinants of self-employment intention among public university students to increase graduate employment

The first objective of this research is to identify the determinants of self-employment intention among public university students. In the preceding section, the researcher proposed three pivotal factors, which are attitude towards self-employment intention, perceived behavioural control, and entrepreneurial education. The attainment of the first objective was realised through a comprehensive examination of the literature in Chapter 2, wherein previous studies corroborated the significance of these critical determinants. Consequently, the researcher identifies independent variables (attitude toward self-employment, perceived behavioural control, and entrepreneurial education) as determinants influencing self-employment intention among public university students.

Jalil et al. (2021) and Tun Hamiruzzaman et al. (2020) suggest that attitude towards self-employment plays a role in influencing self-employment intention. Perceived behavioural control has a positive impact on university students involving themselves in self-employment (Zaman, Zahid, Aktan, Raza, & Sidiki, 2021; Imm Song et al., 2021). Jalil et al. (2021) proved that education in entrepreneurship demonstrates a notable and positive impact on entrepreneurial intentions and recommended educators and university administrators to enhance entrepreneurship courses, empowering students to identify and capitalise on entrepreneurial opportunities.

5.2.2 Research Objective 2

RO2: To examine the relationship between determinants of self-employment intention among public university students and their self-employment intention

The second research objective can be accomplished through the utilisation of Pearson's Correlation Coefficient Analysis using the Statistical Package for Social Sciences (SPSS) software. The results indicate that the independent variables, namely attitude towards self-employment, perceived behavioural control, and entrepreneurial education, exhibit a positive correlation with the dependent variable (self-employment intention). Moreover, the examination indicates that each of the independent variables displays a noteworthy and favourable correlation to engaging in self-employment. According to the information provided in Table 4.6, the independent variables illustrate a robust positive association with self-employment intention, showing respective values that fall within the range of 0.775, 0.825, and 0.903. Notably, attitude towards self-employment exhibits the highest association, followed by perceived behavioural control and entrepreneurial education.

Al-Qadasi et al. (2021) emphasize the significant influence of individuals' entrepreneurial attitudes on the formulation of their intentions to engage in self-employment. Consequently, this research aligns with the findings of the earlier study. Drawing from Zulfiqar et al.'s (2018) study, it is evident that perceived behavioural control exhibits a noteworthy association with entrepreneurial intention. Furthermore, the result above parallels the preceding research by Tun Hamiruzzaman et al. (2020), indicating that attitude towards behaviour, perceived behavioural control, and entrepreneurship education are interconnected with entrepreneurial intention.

Despite that, the result of Multiple Linear Regression, as shown in Table 4.8.3, reveals that there is a lack of significant relationship between entrepreneurial education and the intention to become self-employed with a p-value of 0.872. This result can be attributed to the exposure of students to entrepreneurship education, which fosters an interest in entrepreneurship and enhances their knowledge (Olokundun, Moses, Lyiola, Ibidunni, Ogbari, Peter, & Borishade, 2018), ultimately influencing attitudes such as behavioural control, risk-taking, and proactivity in establishing businesses; however, it does not directly impact their intention to engage in entrepreneurship (Adu, Boakye, Suleman, Bingab, 2020).

5.2.3 Research Objective 3

RO3: To evaluate the most critical determinant of self-employment intention among public university students

The third objective of the research is to evaluate the most critical determinant of self-employment intention among public university students. To fulfil this objective, a Multiple Linear Regression analysis using SPSS is conducted. According to the findings presented in Table 4.8.3, the most substantial determinant affecting self-employment intention among public university students is identified as attitude towards self-employment.

The findings are consistent with Anjum, Sharifi, Nazar, and Farrukh (2018), which underscores the predominant impact of attitude towards entrepreneurship on entrepreneurship intention.

5.3 Research Implication

This study aims to enhance the comprehension of the crucial determinants affecting self-employment intention among public university students since the unemployment rate among graduates is still high. While the investigation focused on only three determinants, the researcher posits that additional variables likely influence self-employment intention among university students. Consequently, the researcher proposes a new framework for future studies.

In this research, the research objectives are attained by conducting a thorough examination of existing literature, analysing Pearson's Correlation Coefficient, and employing Multiple Linear Regression analysis to test the hypothesis regarding the connections among independent variables (attitude towards self-employment, perceived behavioural control, and entrepreneurial education) that impact self-employment intention among public university students. To sum up, self-employment intention among public university students is influenced by attitude

towards self-employment and perceived behavioural control, with attitude towards self-employment emerging as the most noteworthy determinant in shaping such intention. In contrast, entrepreneurial education is found to have no significant influence on self-employment intention and has been removed from the model.

Understanding the pivotal determinants that impact self-employment intention among public university students is essential for authorities to implement additional measures that are suitable and effective to encourage self-employment among the younger generation, particularly university students. Self-employment is important for fueling economic expansion, fostering innovation, and generating employment opportunities. For university students, self-employment grants independence, and adaptability, and serves as a link between theoretical learning and hands-on experience, fostering creativity and flexibility. In addition to financial advantages, involvement in self-employment provides students with crucial skills necessary for thriving in a constantly evolving job market.

5.4 Research Limitation

The study encountered various constraints that the researcher could address for future investigations. One notable limitation was the time constraint, leading the researcher to focus only on three independent variables (attitude towards self-employment, perceived behavioural control, and entrepreneurial education) for examination. Despite this, the researcher acknowledges the existence of additional crucial factors influencing self-employment intention among university students. In subsequent research, a more comprehensive approach could be taken by incorporating a broader range of variables to enhance the accuracy and precision of results in the study of self-employment intention.

Furthermore, another constraint in this study pertains to the feedback received from respondents. There is a possibility that potential participants might decline to respond to the questionnaire owing to personal reasons. Additionally, some respondents may abstain from answering the survey based on their individual

experiences and may struggle to comprehend the questions adequately before responding. As a result, the data collected may lack sufficient evidentiary support regarding the determinants of self-employment intention. The questionnaire was carefully crafted by the researcher to align with the problem statement, aiming to garner precise and accurate data for a meaningful study. Consequently, the obtained data may not be robust enough to accurately represent all the public university students in Malacca.

5.5 Recommendation for Future Research

In future studies, the researcher suggests a new conceptual framework, considering that the present study only encompasses three independent variables. Despite this, the researcher is confident that additional crucial factors exist that can impact self-employment intention among university students. Subsequent studies could delve into qualitative research on self-employment intention to obtain a more profound understanding of the related topic. To enhance generalisability, future researchers may consider expanding the sample size in studies focused on university students.

As per the findings by Mwita (2019), the existence of parent(s) who are self-employed significantly influences the formation of intentions for self-employment. Consequently, this aspect stands out as a noteworthy factor that warrants further examination. Mahajan and Gupta (2018) assert that the need for achievement is interconnected with self-employment intention and has implications for students. Consequently, the need for achievement should be taken into consideration in forthcoming studies investigating the pivotal determinants impacting self-employment intention. Israr & Saleem (2018) emphasise the significance of openness to experience in influencing entrepreneurial intention. Consequently, openness to experience should be incorporated into future research on self-employment intention studies. The researcher proposes a new research framework for upcoming investigations, outlined below.

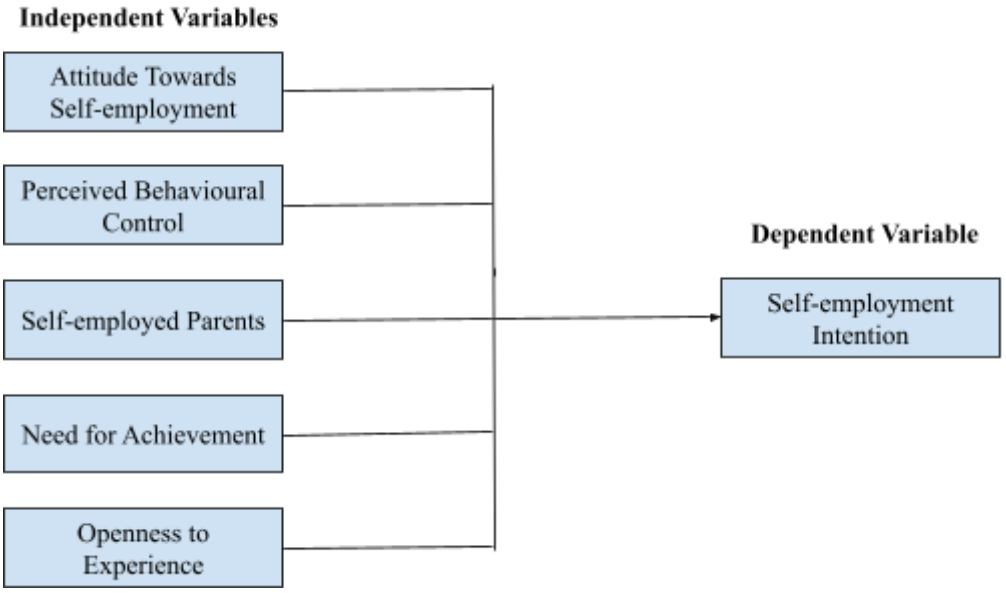

Figure 5.5: New Conceptual Framework

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APPENDICES

APPENDICES A: QUESTIONNAIRE

THE DETERMINANTS OF SELF-EMPLOYMENT INTENTION AMONG PUBLIC UNIVERSITY STUDENTS IN MALACCA TO INCREASE GRADUATE EMPLOYMENT

Dear participants, I am Lau Kelson, currently enrolled at Universiti Teknikal Malaysia Melaka (UTeM) in the Faculty of Technology Management and Technopreneurship (FPTT). This survey serves the purpose of acquiring primary data for my Final Year Project under the supervision of Dr Siti Norbaya Binti Yahaya. I sincerely appreciate your involvement in this survey focused on determinants of self-employment intention among public university students. Your accurate responses will significantly contribute to the advancement of my understanding of the field of self-employment.

The survey is expected to require a time commitment of approximately 3 to 4 minutes. Please rest assured that your responses will remain confidential, and no individual answers will be disclosed or published. Therefore, please feel free to provide your responses without hesitation. Thank you once again for your participation.

Should you require additional clarification or have any inquiries regarding the questionnaire, please feel free to contact the following:

LAU KELSON
UNIVERSITI TEKNIKAL MALAYSIA MELAKA (UTeM)
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SECTION A: GENERAL INFORMATION

Instruction: This section requests respondents to provide their personal profile information. Kindly mark (✓) in the provided space.

1. Gender

   ☐ Male ☐ Female

2. Age Group

   ☐ 18-20 years old ☐ 21-23 years old

   ☐ 24-26 years old ☐ 27-29 years old

   ☐ 30 years old and above

3. Current Academic Undertaking

   ☐ Diploma ☐ Undergraduate

   ☐ Graduate (Master) ☐ Postgraduate (PhD)

4. Program

   ☐ Business Program ☐ Non-business Program

5. Do you belong to an entrepreneurial family?

   ☐ Yes ☐ No

SECTION B: SELF-EMPLOYMENT INTENTION

Instruction: The purpose of this section is to gain insights into respondents' self-employment intentions. Please indicate the level of agreement with each statement using a Likert scale by marking (✓) your chosen response on the following scale:

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

Dependent Variable

	Statements	1	2	3	4	5
1.	I intend to start my own business after completing my studies.					
2.	I am willing to take some business risks.					
3.	I prefer to be self-employed rather than to be an employee in a big company.					
4.	A career as an entrepreneur is attractive and entails great satisfaction for me.					
5.	I will make every effort to start and run my own business.					

SECTION C: DETERMINANTS OF SELF-EMPLOYMENT INTENTION

Instruction: This section aims to obtain the opinions of the respondents regarding the determinants of self-employment intention. To gauge the extent of agreement with each statement, participants are kindly requested to indicate their level of agreement with each statement using a Likert Scale by marking (✓) their chosen answer based on the provided scale:

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

Independent Variables

	Attitudes toward Self-employment	1	2	3	4	5
1.	Being an entrepreneur implies more advantages than disadvantages for me.					
2.	A career as an entrepreneur is attractive to me.					
3.	If I had the opportunity and resources, I would like to start a firm.					
4.	Being an entrepreneur would entail great satisfaction for me.					
5.	I would like to have a balance and flexible schedule for my work and private life.					
	Perceived Behavioural Control	**1**	**2**	**3**	**4**	**5**
1.	Opening and operating a business are easy/not difficult for me.					

2.	I would have complete control over the situation if I start and run a business.					
3.	I know all about the necessary practical details needed to start a business.					
4.	If I tried to start a business, I would have a high probability of succeeding.					
5.	I know how to develop an entrepreneurial project.					
	Entrepreneurial Education	**1**	**2**	**3**	**4**	**5**
1.	In order to create a company, it is necessary to study entrepreneurship at universities.					
2.	To start a business, it is imperative that entrepreneurship is learned early in education.					
3.	Entrepreneurship courses should be compulsory courses to encourage entrepreneurship in universities.					
4.	Universities should have more entrepreneurship programs that will help students to get a better start.					
5.	The entrepreneurship course builds my confidence to become an entrepreneur.					

APPENDICES B: GANTT CHART FOR PSM 1

APPENDICES C: GANTT CHART FOR PSM 2