# INCLINATION TOWARDS ENTREPRENEURSHIP AS DRIVER FOR POST-PANDEMIC ECONOMIC RECOVERY: STUDENT ENTREPRENEURS' PERSPECTIVES ON THE UNIVERSITY'S ROLE

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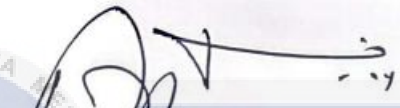
# SUPERVISOR'S APPROVAL

I hereby declare that I have checked this report entitled "Inclination Towards Entrepreneurship as Driver for Post-Pandemic Economic Recovery: Student Entrepreneurs' Perspectives on The University's Role" and in my opinion, this thesis it complies the partial fulfillment for awarding the award of the degree of Bachelor of Technopreneurship with Honours.

Signature : 

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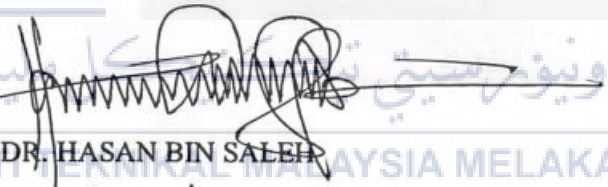
Signature : 

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**CHUA YIK LIANG**

**The thesis is submitted in partial fulfilment of the requirements for the award of Bachelor of Technopreneurship with Honours**

**Faculty of Technology Management and Technopreneurship**



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# DECLARATION

I declare that this thesis entitled "INCLINATION TOWARDS ENTREPRENEURSHIP AS DRIVER FOR POST-PANDEMIC ECONOMIC RECOVERY: STUDENT ENTREPRENEURS' PERSPECTIVES ON THE UNIVERSITY'S ROLE" is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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# DEDICATION

I would like to express my heartfelt gratitude towards my dear family members for their unwavering love, empathy, and support. Your steadfast belief in me has been a constant source of inspiration, and I deeply appreciate the sacrifices you have made to nurture my educational pursuits. Furthermore, I express my sincere gratitude to my supervisor, Dr. Fauzan, for their invaluable guidance, expertise, and unwavering support throughout the entire research process. Your mentorship has been immensely valuable, and I am truly appreciative of your dedicated efforts and insightful feedback. I would like to express my heartfelt appreciation to my dear friends, whose presence, engaging conversations, and uplifting support have greatly enhanced my research journey, making it a truly delightful and unforgettable experience. This work expresses sincere appreciation and gratitude to all those mentioned above, whose invaluable contributions were instrumental in the successful completion of this study.

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Lastly, I am thankful to the respondents for their time and effort in completing the questionnaires, contributing significantly to the success of this study.

# ABSTRACT

The present study aims to examine the perspective of student entrepreneurs on the role of universities in the tendency towards entrepreneurship as a driver of post-pandemic economic recovery. It specifically seeks to investigate the connection between students with the university's role and influencing inclination towards entrepreneurship for Malaysian economic growth. The factors that are identified as influencing students' inclination towards entrepreneurship include student intention, university support, and the environment. The study utilized quantitative survey methods to gather primary data from a sample of 196 respondents, consisting of student entrepreneurs from the Faculty of Technology Management and Technopreneurship (FPTT) at UTeM. The respondents specifically belonged to the BTEC, BTMI, BTMS, and BTMM batches of 2020/2021. A questionnaire was employed to collect data, using a five-point Likert Scale for measurement. The survey targeted student entrepreneurs who are currently enrolled in university. To ensure data consistency, pilot testing and reliability and validity analyses will be conducted. The data collected from respondents will then be analyzed using the Statistical Package for Social Sciences (SPSS). Then, the collected data was checked for errors and analyzed using descriptive analysis. The study's findings revealed a no significant correlation between student intention, university support, and the environment, indicating a week inclination towards entrepreneurship. According to the modal summary presented in Table 4.23, the independent factors considered in the study can only account for 18% of the variability in students' entrepreneurial inclination and the remaining 82% of the variability may influence by other factors that not investigated in this study. This underscores the need for further research to uncover additional factors crucial for understanding and promoting student entrepreneurship in the post-pandemic economic landscape.

**Keywords:** student entrepreneurs, student entrepreneurs' perspective, university role, inclination towards entrepreneurship, post-pandemic economic recovery.

# ABSTRAK

Kajian ini bertujuan untuk mengkaji perspektif usahawan pelajar terhadap peranan universiti dalam kecenderungan ke arah keusahawanan sebagai pemacu pemulihan ekonomi pasca pandemik. Ia secara khusus bertujuan untuk menyiasat kaitan antara pelajar dengan peranan universiti dan mempengaruhi kecenderungan ke arah keusahawanan untuk pertumbuhan ekonomi Malaysia. Faktor-faktor yang dikenal pasti mempengaruhi kecenderungan pelajar terhadap keusahawanan termasuklah niat pelajar, sokongan universiti, dan persekitaran. Kajian itu menggunakan kaedah tinjauan kuantitatif untuk mengumpul data primer daripada sampel 196 responden, terdiri daripada pelajar usahawan Fakulti Pengurusan Teknologi dan Keusahawanan Tekno (FPTT) di UTeM. Responden secara khusus tergolong dalam kumpulan BTEC, BTMI, BTMS dan BTMM 2020/2021. Soal selidik telah digunakan untuk mengumpul data, menggunakan Skala Likert lima mata untuk pengukuran. Tinjauan itu menyasarkan usahawan pelajar yang sedang mendaftar di universiti. Untuk memastikan ketekalan data, ujian rintis dan analisis kebolehpercayaan dan kesahan akan dijalankan. Data yang dikumpul daripada responden kemudiannya akan dianalisis menggunakan perisian Statistical Package for Social Sciences (SPSS). Kemudian, data yang dikumpul disemak untuk kesilapan dan dianalisis menggunakan analisis deskriptif. Penemuan kajian menunjukkan tiada korelasi yang signifikan antara niat pelajar, sokongan universiti, dan persekitaran, menunjukkan kecenderungan seminggu ke arah keusahawanan. Menurut ringkasan modal yang dibentangkan dalam Jadual 4.23, faktor bebas yang dipertimbangkan dalam kajian hanya boleh menyumbang 18% daripada kebolehubahan dalam kecenderungan keusahawanan pelajar dan baki 82% daripada kebolehubahan mungkin dipengaruhi oleh faktor lain yang tidak disiasat dalam kajian ini. . Ini menekankan keperluan untuk penyelidikan lanjut untuk mendedahkan faktor tambahan yang penting untuk memahami dan mempromosikan keusahawanan pelajar dalam landskap ekonomi pasca pandemik.

**Kata kunci:** usahawan pelajar, perspektif usahawan pelajar, peranan universiti, kecenderungan ke arah keusahawanan, pemulihan ekonomi pasca pandemik.

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| | | |
|---|---|---|
| COVID-19 | - | Corona Virus Disease |
| MCO | - | Movement Control Order |

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# CHAPTER 1

# INTRODUCTION

## 1.0 Introduction

This chapter provides a comprehensive study overview, covering various essential components. It begins with the background, which offers contextual information and establishes the foundation for understanding the research topic. Next, the problem statement identifies the specific issue or gap the study aims to address. The research objectives and questions are then presented, outlining the goals and inquiries that will guide the research process. The scope and limitations of the study are clearly defined, acknowledging any potential constraints. The significance of the study is emphasised, highlighting the potential contributions and implications for the field or relevant stakeholders. Finally, a summary is provided, succinctly recapping the key points discussed in this chapter and setting the stage for the subsequent study sections.

## 1.1 Background

Entrepreneurship encompasses the skill and willingness to create, organise, and manage a business venture while embracing the inherent uncertainties, with the ultimate goal of generating profits. The establishment of new businesses stands as a notable illustration of entrepreneurship (Byju, 2021). The influence of entrepreneurship on a nation's economic growth, job generation, and innovation is widely acknowledged in studies conducted by Laguía et al. (2019) and Cardella et al. (2020). It has been widely recognised for a long time that entrepreneurship has an important role to play in sustaining employment, fostering innovation, and contributing to long-term economic growth and development (Langevang & Gough, 2012; Aparicio et al.,2016, Meyer & Meyer, 2017).

Additionally, entrepreneurship means upending the status quo by finding solutions to society's largest problems, typically by creating new markets or goods (Shopify Staff, 2023). Entrepreneurship is also a solution in reaction to global competitiveness and the practise of corporate downsizing, which may have contributed to the problem of unemployment, particularly among graduates (Ragayah and Smith 2005). The significance of entrepreneurship has been highlighted and is generally acknowledged in Malaysia, both politically and intellectually. The rising interest in entrepreneurship in Malaysia, like in many other developing nations, may be observed against the backdrop of contemporary events like as globalisation and the rise of knowledge-based industries (Ramlee and Abu 2004).



In recent decades, considerable scholarly attention has been devoted to the subject of entrepreneurship (Wadhwani et al., 2020). The significance of entrepreneurship has transcended boundaries, captivating the interest of both developed and developing nations, as it serves as a catalyst for enhancing a nation's economic well-being (Värlander et al., 2020; Yi, 2020). Furthermore, entrepreneurship is critical in propelling economic and social advancement inside nations (Li et al., 2020a; Neneh, 2020). According to earlier studies (Westhead and Solesvik, 2016; Hu et al., 2018; Pan et al., 2018; Jena, 2020), entrepreneurship education, cultivating an

entrepreneurial mindset, and fostering creativity are important ways to develop young talent and instill entrepreneurial aspirations in people. Entrepreneurship holds immense significance within an economy, as it possesses the potential to bring about substantial transformations for individuals and entire nations. Exceptional entrepreneurs have the power to revolutionise our lifestyles and professional landscapes, generating employment opportunities, fostering economic prosperity, and delivering a wide range of outcomes, from impactful societal advancements to ground-breaking innovations (Hima Bindu, 2021).

Entrepreneurs play a critical role in facilitating economic transactions and driving economic growth. Their contributions to the economy have been emphasised in various studies (Voda and Florea, 2019). However, the practices of entrepreneurship vary across countries due to differences in political, social, and economic factors (Naz et al., 2020). Moreover, some entrepreneurs are actively dedicated to promoting environmental improvements by introducing innovative solutions, increasing efficiency, and driving progress (Osiri et al., 2019). In Malaysia, many university students are expected to enter the workforce upon graduation, but a significant number of students are also choosing to pursue entrepreneurship, which has the potential to greatly impact the country's economic advancement (Mahmood et al., 2019). Notably, the last decade has witnessed a remarkable growth in the interest of undergraduate and postgraduate students in the field of entrepreneurship (Kim et al., 2018).



Entrepreneurs consider the provision of job opportunities as a crucial objective, leading to the increasing popularity of entrepreneurship as a career path among undergraduates globally, including Malaysia (Schmitt et al., 2018; Voda and Florea, 2019). In Malaysia, the government has taken multiple initiatives to promote participation in entrepreneurial activities, particularly among the youth, in order to drive economic growth (Mahmood et al., 2020). The diverse support structures and systems in place highlight the importance of entrepreneurship in the Malaysian economy.

The broad spread of COVID-19 has had a substantial influence on commercial activity and consumer behaviour. The rapid transmission of the virus has resulted in immediate socioeconomic repercussions for both developed and underprivileged nations during the pandemic. In response to the COVID-19 pandemic, countries globally have implemented significant economic shutdowns. It is crucial for governments to allocate funds effectively to sustain the economy during these shutdowns and facilitate its recovery as restrictions are gradually lifted. The World Bank's Global Economic Outlook (2020) states that the COVID-19 recession has the steepest growth downgrades of any global recession in history. It has a negative influence on potential entrepreneurs, particularly in poorer nations where government assistance is limited. Studying the pandemic's effects is of utmost interest for entrepreneurship researchers because it combines the characteristics of a very sudden adverse event with the possibility to endure adversity into the future (Shepherd, Williams 2020).

In Malaysia, the number of registered unemployed individuals has reached a record high of 718,000 as a result of the COVID-19 pandemic and the subsequent Movement Control Order (MCO). Due to the lack of economic activity and the effects of COVID-19, almost 200,000 of them are graduates who are unemployed (Department of Statistics Malaysia, 2021). In order to improve the rate of Total Early-stage Entrepreneurial Activity (TEA), the Malaysian government is advising young people to take on entrepreneurial endeavors (Mahmood et al., 2020). It is noteworthy that people living in the Asia Pacific and South Asia regions tend to have TEA rates that are relatively low. Given that Asians typically want to be employed as employees, it is crucial to encourage people to create their own jobs rather than simply seek out existing ones by revealing their hidden capacity for innovation and producing monetary and commercial value (Roxas, 2014).

Entrepreneurs must adjust to surroundings of business that are rapidly developing, diversified, and competitive. Entrepreneurial activity improves the human resources required to support the economic development of a nation (Li et al., 2020). Exposure to entrepreneurship can help people develop and hone crucial abilities

including building relationships, creativity, leadership, resilience, and independence in addition to overcoming obstacles and seeing opportunities (Ploum et al., 2018). By creating new businesses, money, and business possibilities, empowering people with these entrepreneurial skills and supporting entrepreneurship can support economic development (Newman et al., 2019). Additionally, entrepreneurship helps the government reach its objective of closing the wealth gap between the rich and the poor, as well as reducing reliance on government aid and easing the financial burden on taxpayers (Wei et al., 2019).

The Malaysian government understands the need of providing graduates with entrepreneurial skills given the present global financial crises and the lack of employment possibilities. They seek to boost the number of university graduates who start their own businesses because they have the skills and knowledge needed to succeed in the industry (Mahmood et al., 2020). To accomplish the goals of the government, it is necessary to look at graduates' entrepreneurial inclinations. The purpose of this study was to determine the elements that affect university students' propensity for entrepreneurship. Universities can create programs that support and promote entrepreneurial activities by taking into account the perspectives of entrepreneur students.



## 1.2 Problem Statement

Even though encouraging entrepreneurship is essential to the post-pandemic economy recovery, numerous educational institutions still need to catch up in this regard. The issue is that many universities give traditional academic pursuits and careers precedence over entrepreneurial efforts. There needs to be more emphasis placed on entrepreneurship, which has limited students' exposure to and access to entrepreneurial ventures and their possibilities for pursuing their interests and producing value. The conventional approach to teaching entrepreneurship in

universities relies heavily on theoretical methods, which often fail to inspire students and encourage them to pursue entrepreneurial careers (Olokundun et al, 2018). These techniques tend to foster a passive attitude rather than active engagement. According to experts, adopting experiential teaching methods for entrepreneurship in universities is recommended, which involve practical activities and active participation. Such approaches are believed to be crucial in cultivating students' interest in entrepreneurship and fostering their potential for starting and running successful businesses. Thus, education plays a vital role in nurturing cognitive capabilities. As the entrepreneurship ecosystem thrives through the collaborative efforts of universities, government entities, and entrepreneurs, universities emerge as the fertile ground for cultivating the necessary ambience for entrepreneurship to flourish (Hima Bindu, 2021).

As our society develops via technological innovation and digitalisation, the nation's economy will be rebuilt after the epidemic. Nevertheless, many institutions cannot meet their students' needs due to insufficient support from governmental policies and laws, despite the significance of education and training in today's economy. As a result, students may face challenges in receiving a high-quality education that prepares them for the demands of the modern workforce. Insufficient government support also hinders institutions from attracting and retaining qualified faculty, limiting their ability to provide students with mentorship and guidance. Additionally, the lack of financial assistance programs and scholarships can make higher education inaccessible for many deserving students, further exacerbating inequality in educational opportunities. Overall, the lack of government support poses significant obstacles to institutions' efforts to provide students a comprehensive and impactful learning experience. In numerous developing nations, a prevailing issue arises where governments face constraints in either financial resources or political determination to fulfil the educational requirements of their citizens (Hillman & Jenkner, 2015). This lack of assistance may result in issues like underfunding and understaffing, which may ultimately be detrimental to both the students and the institutions. In this situation, universities cannot offer the necessary resources and assistance, where events are planned to generate graduates who are in demand in the labour market.

Student entrepreneurs are a growing demographic in today's society, with many young people seeking to start their own businesses while still in university. However, a problem arises when it comes to the role of universities in supporting these students. Many student entrepreneurs feel that their universities do not provide enough resources or support for them to succeed. In the initial phase of entrepreneurship, students often face limitations in space, resources, and funding. With that, universities should offer support in the form of establishing venture funds to provide financial assistance and providing free spaces to help them access resources (Zhao and Zhao, 2021). Limited access to physical spaces for innovation and experimentation hinders their ability to bring their entrepreneurial ideas to life. Moreover, financial constraints pose a significant barrier, as students often lack the necessary funds to invest in their business ideas or acquire the required technology and equipment. These limitations restrict students' ability to fully explore and pursue entrepreneurial ventures, hindering their potential for success. Previous studies have shown that universities can positively impact student entrepreneurship by providing access to mentors, funding, and training programs. University support has been crucial in shaping entrepreneurship education to reinforce perceptions and, subsequently decisions to create ventures (Trivendi, 2016).



Entrepreneurship has been an increasingly important topic in recent years, particularly in the aftermath of the pandemic that has ravaged the countries, as more people seek to shape their own future. Unfortunately, not all university students have yet caught on to this trend, and many of them are still ignorant of the numerous advantages of entrepreneurship. This can harm both their futures and the economy's health because entrepreneurship is a major force behind innovation and economic expansion. Higher education institutions must play a significant role in educating and creating awareness among university students about the possible advantages of entrepreneurship to address this problem. According to Barnard et al. (2019), the provision of entrepreneurial education instils a sense of awareness in individuals, encouraging them to seek out valuable experiences that enable them to embark on new

business ventures. Students can better prepare for the future and improve their lives by learning more about the benefits and opportunities that come with starting a business.

## 1.3 Research question

To accomplish the study, the following questions served as a guide for this research:

RQ1. What extent do the relationship between student intention and inclination towards entrepreneurship?

RQ2. What is the relationship between role of universities in supporting student entrepreneurs and inclination towards entrepreneurship?

RQ3. What do the relationship between environment and inclination towards entrepreneurship?



## 1.4 Research objective

In this research, there are three research objectives to be figured out:

RO1. To examine the relationship between student intention and inclination towards entrepreneurship.

RO2. To analyse the relationship between role of universities in supporting student entrepreneurs and inclination towards entrepreneurship.

RO3. To determine the relationship between environment and inclination towards entrepreneurship.

## 1.5 Scope of the Study

In this study, the student entrepreneurs' perspective on the university's role in the tendency towards entrepreneurship is focused on as a driver for post-pandemic economic recovery. This study was conducted at Malaysia Melaka Public University, Universiti Teknikal Malaysia Melaka (UTeM), focusing on the Faculty of Technology Management and Technopreneurship (FPTT) batch 2020/2021. The target respondent will be student entrepreneurs who are still studying at university. With that, the researcher can accurately gather data from students' perspectives by concentrating on those still enrolled in university. The completion of this investigation will take a year.

## 1.6 Limitations of the Study

This study's weakness is that the respondents provided some erroneous information. Some respondents gave cursory answers to the questionnaire, which could lead to erroneous data being gathered by the researcher. Additionally, due to time constraints, the researcher had to conduct this investigation in a limited time frame of just one year. The study's sample size may not represent all student entrepreneurs. The study may have only included students from certain universities or regions, which could limit the generalizability of the findings.

## 1.7 Significant of the study

There are various important reasons for conducting this investigation. First, it offers insightful information on young entrepreneurs' difficulties and chances in the current market. Universities can better customise their entrepreneurial programmes to fit the needs of these students by knowing their viewpoints.

Next, this research can assist universities in identifying gaps in their current offerings and creating alternative programmes to encourage student entrepreneurship. For instance, if students believe that they do not have adequate access to finance or possibilities for mentorship, universities can endeavour to address these concems and provide them with better options.

After that, researching the viewpoints of student entrepreneurs might assist institutions in developing a campus culture that values innovation and entrepreneurship. Universities can encourage other students to undertake entrepreneurial endeavours and support economic growth by praising these students' accomplishments and highlighting their successes.



In conclusion, universities that want to encourage innovation and entrepreneurship among their students must fully comprehend the viewpoint of student entrepreneurs. This information can help build programmes, point out areas for development, and motivate upcoming generations of young entrepreneurs in the tendency towards entrepreneurship as a driver of post-pandemic economic recovery in Malaysia.

## 1.8 Summary

At the conclusion of this chapter, the researcher outlined the goals or objectives of this study, which included understanding entrepreneur students' perspectives on the role of universities in encouraging an entrepreneurial mindset that would serve as an engine for Malaysia's post-pandemic economic recovery. The issue that the student entrepreneurs and institutions were having was then discussed. In addition, the researcher clarifies the study's importance and scope to make it more understandable. This study demonstrates the significance universities are in encouraging student entrepreneurship.

# CHAPTER 2

# LITERATURE REVIEW

## 2.0 Introduction

The researcher will talk about the literature review and the ideal theoretical framework for the study in this chapter. First, it begins with definitions of student entrepreneur, perspective, the role of universities, inclination towards entrepreneurship, and a definition of the force behind the post-pandemic economic recovery. Additionally, the dependent and independent variables were created after a review of the pertinent literature. Following that, the finest description in this chapter is the research framework for developing hypotheses and describing theories.



## 2.1 Student Entrepreneur

One definition of an entrepreneur is "a person who sets up and manages a business with the aim of making a profit and expanding it (Sally Smith, Hamilton, & Fabian, 2019)." An entrepreneur is characterized as an individual with the capacity and eagerness to create, manage, and prosper in a new business endeavour, despite the inherent risks involved, with the objective of generating profits. The prime exemplification of entrepreneurship lies in the initiation of a fresh business venture.

Entrepreneurs are frequently recognized as originators of novel concepts or innovations, introducing new ideas to the market as they supplant outdated practices with ground-breaking inventions (Byju's, 2021). A student entrepreneur is a registered student at a university or other higher education institution who, to the best of their ability, decides to launch their own businesses to cover their fundamental necessities (IGI Global 2023). Student entrepreneurs are typically individuals who focus on creating and developing new and innovative businesses, rather than simply maintaining or protecting existing ones (Baghai, Coley, & White, 2000). Despite the fact that they are occasionally referred to as "academic entrepreneurs," the majority of the study on the topic focuses on faculty members who engage in entrepreneurial activities rather than students (Bercovitz & Feldman, 2008).

However, previous research in the field of student entrepreneurship has largely neglected the impact of institutions on student entrepreneurs (Ayob, 2019; Bergmann, Hundt, and Sternberg, 2016). While existing studies have mainly focused on individual factors such as entrepreneurship education and personal characteristics (Peterman and Kennedy, 2003; Beliaeva, Laskovaia, and Shirokova, 2017), they have overlooked the broader macro-level factors. This oversight has led to a lack of understanding regarding the significance of the macro-environment as an external resource for student entrepreneurship, extending beyond the university setting (Bergmann, Hundt, and Sternberg, 2016). Therefore, there is a need to reorient the research towards examining the role of institutions, such as universities, in fostering student entrepreneurship, particularly in the context of post-pandemic economic recovery.



In the realm of entrepreneurship research, student entrepreneurs (SE) have gained significant attention and have become a widespread phenomenon. This has led universities to adapt by offering entrepreneurship courses and support systems. The scientific discourse surrounding student entrepreneurship has grown considerably in recent years, resulting in a thriving academic domain (Landström and Harirchi, 2018; Moraes et al., 2021). Despite this increased focus on fostering entrepreneurial endeavors within universities, there has been a notable lack of scholarly attention given to the entrepreneurial behavior of undergraduate students (Alves et al., 2019). Previous

research has explored various aspects of entrepreneurship in the university context, including entrepreneurial intentions of students and faculty (Liñán & Fayolle, 2015), elements of entrepreneurial education (Fiore et al., 2019; Secundo, Mele, et al., 2020), and the impact of academic entrepreneurship (Fini et al., 2022; Wright et al., 2017). Furthermore, recent studies highlight the significance of student-created businesses as a crucial element of entrepreneurship stemming from universities (Wright et al., 2017).

Next, startups founded by students and graduates play a vital role in both generating and transferring fresh knowledge to the market, while also contributing to job creation. These enterprises complement the conventional technology transfer activities undertaken by universities (Ferrante et al., 2019). Student entrepreneurs form a distinct group, characterized by their unique approach to acquiring and utilizing resources, which differs from entrepreneurs who establish their businesses outside the university environment (Politis et al., 2012). As students embark on their careers, they typically have a wide range of employment opportunities available to them, and entrepreneurship becomes a potential path for future graduates. Throughout their academic journey, students are exposed to an entrepreneurial mindset through entrepreneurship education (refer to Rippa et al., 2020), which equips them with adaptable skills, enabling them to have greater flexibility in choosing their career paths.



Student entrepreneurship, in comparison to the well-established field of entrepreneurship education, has received limited scholarly attention and is considered a relatively new area of research (Beyhan and Findik, 2018; Marchand and Hermens, 2014). This field focuses on students or groups of students starting businesses or ventures while still pursuing their academic studies (Ayob, 2020). Recent studies have begun exploring the unique characteristics of student entrepreneurship, taking into account the specific context of universities and the developmental stage of students. For example, Hägg and Kurczewska (2019) emphasize the importance of understanding student entrepreneurs as emerging adults and examining their learning behaviors from both teaching-focused and self-directed learning perspectives. Similarly, Nielsen and Gartner (2017) investigate the psychological processes and challenges involved in the identity formation of student entrepreneurs, as they navigate

the complexities of balancing their university affiliation with their entrepreneurial aspirations.

### 2.1.1 Student entrepreneurs' perspective

The perspectives and beliefs of students regarding entrepreneurship are influenced by their immediate social and cultural environment. As a result, the attitudes and behaviors of young individuals, including graduates, are shaped by various personal and environmental factors. These factors indicate that the decision to become an entrepreneur or an employee is influenced by economic and environmental forces (Alain, Benoit, and Clerc-Narjisse, 2006). Numerous studies have demonstrated that entrepreneurs are not born with an inherent inclination towards entrepreneurship, but rather, their development and learning process is influenced by their environment and experiences. Throughout this process, individuals are impacted by influential figures such as guardians, mentors, tutors, instructors, and role models (Teixeira and Davey, 2008). Multiple research studies have indicated that the university a student attends significantly influences their outlook on starting new ventures (Leffel & Darling, 2009).



Furthermore, a study conducted among post-Graduation students revealed that the students had certain expectations from entrepreneurship education. These expectations primarily revolved around acquiring skills and knowledge to initiate a business, developing confidence, and building capabilities required for entrepreneurship. The students reported that their participation in entrepreneurship modules had contributed to the development of skills related to new venture planning, identifying and seizing opportunities. Interestingly, they considered financial planning to be of lesser value, while market research was regarded as significantly valuable. Furthermore, the students placed high value on creative thinking (Rae and Woodier-Harris, 2012).

In a separate study conducted among university students in Malaysia, the researchers found that the students demonstrated a limited inclination towards innovation, lacked self-control, had low tolerance for ambiguity, and exhibited inadequate risk management skills. Additionally, the students showed inadequate aptitude in terms of market sensitivity, concept generation, and environmental analysis. The report also emphasized the students' viewpoint on how prepared colleges are to offer entrepreneurship education. University efforts to foster an entrepreneurial climate have been deemed wanting (Norasmah, Norashidah, and Hariyaty, 2012). This includes things like campus conditions, curriculum, lecturers, and support for entrepreneurial activities on campuses.

The preceding conversation highlights the existing disparities between the entrepreneurship education provided by universities and colleges and the expectations of students. To bridge this gap effectively, it is crucial to establish a comprehensive curriculum that fosters the necessary skills for aspiring entrepreneurs. Since students have diverse expectations from entrepreneurship education programs, there is a pressing need to offer customized programs that cater to their specific needs. The students' perspectives of entrepreneurship education often differ from the existing programs in place. (Mukta Mani, 2017)



## 2.2 The role of university

Universities have a crucial role in shaping entrepreneurial success (Blasi & Sedita, 2020). Universities have come under increased scrutiny over the past two decades for their role as both human capital providers and active agents in the commercialization of scientific knowledge and incubators for the emergence of new firms (Moraes, Fischer, Campos, & Schaeffer, 2020 ; Politis, Winborg, & Dahlstrand, 2012). In this way, universities can be seen as key drivers of entrepreneurial activity. They are a source of new ideas and inventions, which feeds talent and technology into innovation communities (Abreu & Grinevich, 2013). More students will show an interest in and be encouraged to pursue

entrepreneurial opportunities if their schools foster a culture of entrepreneurship (Damayanthi, E. S., & Nimeshi, S. 2016).

In nurturing entrepreneurship and encouraging students to view it as a viable career path, institutions play a vital role. While some studies have focused on the influence of entrepreneurship education on students' intentions to start their own ventures, there is a research gap regarding the specific role of universities in creating an environment that supports entrepreneurial intentions and leads to the establishment of new businesses (Ali and Abou, 2020). Limited research exists, particularly in developing economies, including those in Asia, exploring the correlation between Entrepreneurial Intention and Perception of University Support (PUS) (Nabi et al., 2017). Anjum et al. (2018) agree that entrepreneurship education, especially within the university system, is crucial for fostering students' entrepreneurial aspirations.

Understanding the effectiveness and impact of various university activities in encouraging students to pursue entrepreneurship as a career is crucial. Mustafa et al. (2016) emphasize the importance of comprehending the efficacy of these activities and their ability to influence students' entrepreneurial aspirations. The support provided by universities encompasses a range of aspects, including physical resources, emotional support, and financial assistance through scholarships (Neneh, 2020). However, this study will specifically focus on university support in terms of dedicated educational courses, start-up business loans, seminars, motivational assistance, and internship programs. Examining these specific dimensions of university support will provide valuable insights into their influence on students' inclination towards entrepreneurship and their perceptions of the university's role in post-pandemic economic recovery.

Furthermore, numerous scholars have made the case that universities provide a unique and distinct environment for students to explore their entrepreneurial potential. Previous studies have primarily examined the significance of universities as institutions with valuable resources for entrepreneurship. Previous research by Ayob (2019, 2020) indicates that the connection between students and the university

environment implies that their entrepreneurial endeavors can be influenced by both formal and informal institutional factors. Apart from delivering entrepreneurship education, universities offer structural and relational support to assist students in their startup endeavors (Jansen et al., 2015; Morris et al., 2017).

Moreover, the existing research has primarily focused on exploring the role of students' personal attitudes as a mediator between university support for entrepreneurship and its outcomes (Saeed et al., 2015; Wegner et al., 2020). However, it is crucial to recognize that the support offered by universities for entrepreneurship can also play a significant role in fostering entrepreneurial cultures within these institutions (Clark et al., 2020). Despite this importance, there is a lack of investigation into whether structured university support for entrepreneurship effectively promotes entrepreneurial climates in universities situated in emerging economies.

Finally, universities play a crucial role in fostering entrepreneurship by shaping the beliefs and aspirations of students in today's competitive business landscape (Parveen et al., 2018). They can be seen as hubs for entrepreneurship, where students are educated and encouraged to think and act like entrepreneurs (Das, 2021). In this regard, universities have the potential to create a strong entrepreneurial culture that promotes the growth of entrepreneurship (Israr & Saleem, 2018). As providers of entrepreneurship training programs, universities must make every effort to equip students with the skills and knowledge necessary to become successful entrepreneurs (Bharucha, 2019).



## 2.3 Inclination towards entrepreneurship

The inclination toward entrepreneurship refers to an individual's natural tendency, interest, or inclination to engage in entrepreneurial activities, such as starting and managing their own business ventures. It encompasses a combination of characteristics,

attitudes, and motivations that drive individuals to pursue entrepreneurial opportunities, take risks, and innovate in order to create and grow their own businesses. Recently, there has been a significant increase in the attention given to entrepreneurship education, and its growth has been exponential worldwide (Bharucha, 2019). Various studies have highlighted the potential of entrepreneurship education in creating new employment opportunities in the future, emphasizing its importance within the educational system (Das, 2021). It has been observed that participation in entrepreneurship education can significantly impact an individual's decision to start a business, as it fosters an interest in entrepreneurship as a viable career option (Bazkiaei et al., 2020; Reuschke et al., 2021).

Moreover, universities and other higher education institutions have been entrusted with a key role in equipping students with entrepreneurial knowledge and skills that are valuable for their future professional pursuits (Bazkiaei et al., 2020). The influence of entrepreneurship education on the entrepreneurial inclination of university students is of critical importance as it has been recognized as a significant factor impacting students' career choices (Ahmed et al., 2020). The theory of human capital provides support for the connection between entrepreneurship education and entrepreneurial intention. According to this theory, individuals who acquire specific skills and extensive knowledge about the entrepreneurial process through various educational programs and training sessions are more likely to gain confidence and develop a mindset conducive to embarking on an entrepreneurial journey (Anwar, Saleem, Islam, Thoudam, & Khan, 2020). Several studies have also found empirical evidence suggesting that entrepreneurship education plays a substantial role in shaping entrepreneurial intention by enhancing individuals' self-efficacy (Anwar & Saleem, 2018; Loan et al., 2021). While the majority of studies support the idea that entrepreneurship education is a crucial precursor to entrepreneurial intention, there exist a few exceptions to this trend.



Multiple studies have consistently demonstrated the influential role of entrepreneurship education in shaping an individual's inclination towards entrepreneurship (Anwar & Saleem, 2019a; Anwar et al., 2020; Hassan, Saleem,

Anwar, & Hussain, 2020). Previous research has also highlighted the distinctions between individuals with a natural inclination towards entrepreneurship and those without, particularly in terms of their perception of entrepreneurial characteristics, competencies, and various cognitive and contextual factors (Anwar & Saleem, 2019). Additionally, it has been argued that individuals who possess entrepreneurial inclination and are exposed to entrepreneurship education develop a better understanding of the advantages and disadvantages associated with the entrepreneurial process compared to those lacking an inclination. Consequently, it can be inferred that the impact of entrepreneurship education on entrepreneurial intention is likely to be more pronounced for individuals who already possess an entrepreneurial inclination than for those who do not.

As a result, the inclination to be an entrepreneur has grown in significance as the role of the entrepreneur and entrepreneurialism in driving economic growth has come to be recognised as fundamental. The propensity for entrepreneurship provides insight into a potential entrepreneur's mindset before they launch their business (Kaygisiz 2015). However, in countries with a large youth population, entrepreneurship—widely seen as a key driver of economic growth—could take on added significance if millennials' attitudes continue to shift in a favourable direction. Consequently, as young people become more inclined towards entrepreneurship, the economies of their countries will flourish. University students are often viewed as the country's future business leaders, making it crucial to gauge their propensity towards entrepreneurship. Numerous extensive research has been conducted in recent years to identify the entrepreneurial tendencies of college students (Bozkurt and Alparslan, 2012; Moriano et al., 2012; Rani, 2012; Şeşen and Basım, 2012; Arrighetti et al., 2013; Asamani and Mensah, 2013).



In addition, fostering entrepreneurial skills among university students has been recognized as an effective approach for enhancing employment opportunities. Consequently, entrepreneurship education has gained considerable importance within colleges and universities, offering various courses, projects, and competitions aimed at nurturing innovative and entrepreneurial talents (Yang et al., 2021). With a focus on

entrepreneurship education, administrators and researchers are placing greater emphasis on fostering entrepreneurial mindsets and skills among university students, with the expectation of achieving noteworthy outcomes. Therefore, the active involvement of university students in entrepreneurship endeavours plays a critical role in reducing unemployment and driving economic recovery in the post-pandemic era.

## 2.4 Post-pandemic economic recovery

Post-pandemic economy recovery refers to the process of revitalizing and restoring economic activity and growth following a significant disruption caused by a global pandemic. It involves various measures and strategies aimed at repairing economic damage, stimulating business and consumer confidence, rebuilding industries, creating jobs, and fostering overall economic stability and resilience. The recovery phase typically includes initiatives such as government stimulus packages, investment in infrastructure, support for affected industries, and efforts to boost consumer spending and investment. To ensure a sustainable and robust economic recovery from the COVID-19 crisis, it is crucial to refrain from reverting to harmful environmental practices and unsustainable investment patterns that characterize traditional 'business as usual' approaches（OECD，2020）.



The economic recovery phase of the business cycle follows a recession and is characterised by an uptick in economic activity that lasts for an extended length of time. After an economic downturn, there is a process that occurs in which resources and personnel are redirected from failing enterprises and investments to other occupations and purposes. It is common knowledge that when the economy recovers, GDP increases, wages go up, and unemployment drops (ERIC ESTEVEZ 2021). The International Institute for Sustainable Development recommended that three factors be considered for a successful recovery: system resilience, a sustainable economic stimulus, and the mitigation of exacerbated inequality (Florizone, 2020). Moreover, Coccia's (2022) research suggests that during the recovery phase, countries will need

to invest more in R&D for equipment, infrastructure, and education in order to be better prepared to respond to different strains of COVID-19 and the possibility of future pandemic threats.

In order to foster student entrepreneurship, it is crucial for educational institutions to have the capacity to establish external partnerships and cultivate strong relationships with stakeholders (Matt and Schaeffer, 2018). The COVID-19 pandemic resulted in a decline in both aggregate demand and supply, impacting small businesses and student entrepreneurs who faced challenges due to market slowdowns (Seetharaman, 2020). However, amidst the challenges, pandemics can also create opportunities for innovation and entrepreneurship (Maritz, 2020). Universities can play a vital role in nurturing entrepreneurs by implementing entrepreneurship education initiatives and embracing curriculum innovation through online platforms. This way, educational institutions can not only teach students about market conditions, agility, and innovation but also develop the necessary tools and capabilities for effective online education delivery (Liguori and Winkler, 2020).

In the aftermath of the COVID-19 pandemic, the global economy and countries worldwide have faced significant challenges, leading to widespread unemployment (Jawad et al., 2021; Rigby, 2021). As a response to this crisis, promoting entrepreneurship has emerged as a vital strategy for stimulating economic recovery (Crecente-Romero et al., 2019). This is because emerging pandemics are infrequent occurrences, but when they do arise, effective management requires collaboration between government and private entities (Ratten, 2020). This collaborative effort prompts individuals to explore innovative ways to generate income and become entrepreneurs within their households (Haneberg, 2019). Such critical events serve as catalysts for enterprise development and management, fostering learning and adaptability. The establishment of new businesses is closely tied to invention, playing a vital role in economic progress. This process is intrinsically linked to flexibility, knowledge acquisition, and the initiation of competition within the global economy, where competitiveness continues to intensify. Consequently, there is a growing need for governmental authorities to encourage the initiation of entrepreneurial ventures

through various projects, aiming to address the post-pandemic challenges and fulfill the emerging needs (Sornoza et al., 2018).

During times of economic downturn and high unemployment rates, individuals may turn to self-employment as a means of generating income when other opportunities are scarce (Dawson & Henley, 2012). This situation often leads people to explore the path of entrepreneurship, as it offers the prospect of being one's own boss and having a more stable source of income (Devece et al., 2016). The importance of entrepreneurship has become even more pronounced with the emergence of the pandemic, as it has presented economic and work-related challenges that demand innovative solutions (Triana & Dias, 2020). In fact, entrepreneurship has gained significant attention as a policy priority and a strategy for fostering economic growth (Audretsch, 2018).

Entrepreneurship is closely tied to the implementation of new ideas and contributes to economic progress. It requires adaptability and discernment, which are crucial elements for competition in the global economy (Sornoza et al., 2018). However, the pandemic has had devastating effects on entrepreneurship, resulting in negative consequences for the country's economy. Additionally, various factors, both internal and external, have hindered the establishment of new ventures (Maritz et al., 2020). Given these circumstances, the significance of community entrepreneurship has been emphasized, emphasizing the need to identify opportunities and develop solutions to mitigate the pandemic's impact on the economy (Nassif et al., 2020).

Moreover, previous studies have indicated that entrepreneurship play a crucial role in addressing public health crises such as the COVID-19 pandemic (Grube & Storr, 2018). The process of recovering from a social crisis relies on experimentation, grassroots exploration, and entrepreneurial initiatives (Haeffele & Storr, 2020). Entrepreneurs are instrumental in assisting individuals and communities in coping with and recuperating from a pandemic by fulfilling significant economic and social functions. Moreover, entrepreneurs not only drive response and recovery efforts

following a crisis but also foster societal resilience, enabling communities to adapt to future risks (Shepherd & Williams, 2020). For instance, during the COVID-19 pandemic, numerous social entrepreneurs worldwide have established online mutual aid organizations that harness local social connections (Storr et al., 2021). These mutual aid societies have effectively facilitated food deliveries, resource sharing, and identification of vulnerable residents in need of support. By strengthening this capacity, the likelihood of effectively combatting and recovering from a pandemic is enhanced.

## 2.5 Factors influencing students' inclination towards entrepreneurship.

### 2.5.1 Student Intention

Entrepreneurial intention refers to an individual's inclination and preparedness to participate in entrepreneurial activities and establish a new business venture (Ceresia and Mendola, 2019). It serves as a reliable indicator of entrepreneurial behavior, as starting a business requires a deliberate and conscious decision (Li et al., 2020). Success in entrepreneurship relies on possessing the right attitude and motivation, as emphasized by Ibrahim et al. (2017). Research suggests that individuals who exhibit motivation and a predisposition towards entrepreneurship are more likely to develop stronger intentions to become entrepreneurs when exposed to entrepreneurship education and training programs (Yatu, Bell, & Loon, 2018). Entrepreneurship education aims to bridge the gap between cognitive factors like orientation and entrepreneurial intention, strengthening the relationship and increasing the likelihood of translating intention into actual behavior (Loan et al., 2021).



As a result, universities are thought to be a good place to encourage creativity and an entrepreneurial mindset. Universities can significantly influence students' intentions and efforts towards entrepreneurship in a good way, enabling them to create a new business endeavour (Anjum et al., 2021). In addition, numerous studies have recently explored the importance of entrepreneurial universities and the integration of

students within them as factors influencing their entrepreneurial intentions (EI) (Foss and Gibson, 2015; Nowiński et al., 2019).

However, prior research indicates that individuals who possess a predisposition towards entrepreneurship tend to demonstrate stronger intentions. Predisposition refers to a psychological inclination that leads to a heightened orientation (Tomy & Pardede, 2020). Furthermore, previous studies have concluded that individuals with an entrepreneurial inclination exhibit greater innovation, achievement orientation, and motivation towards entrepreneurship (Anwar & Saleem, 2019).

### 2.5.2 University support

To enhance students' entrepreneurial intent, it is crucial to provide them with university support and motivation. The role of the university is significant in shaping students' beliefs about their capabilities and increasing their motivation to venture into entrepreneurship (Lee et al., 2011; Sahban et al., 2016). Universities can contribute to this by fostering the development of necessary skills and knowledge for business creation. Additionally, targeted support, as suggested by Anjum et al. (2020), may involve aiding students in areas like concept development and business start-up. By offering such assistance, universities can effectively nurture and encourage students in their entrepreneurial pursuits.



In their study, Saeed et al. (2015) introduced the concept of university support for entrepreneurship, which encompasses various formal support activities that go beyond entrepreneurship education. This support consists of three distinct types: perceived educational support, concept support, and business development support. In addition to offering entrepreneurship education programs, formalized university support for entrepreneurship often involves initiatives such as establishing incubators (Moraes et al., 2020), organizing entrepreneurial challenges and competitions,

providing guidance and opportunities for students to develop their ideas, and facilitating interactions between students and entrepreneurs to promote the growth of new ventures (Saeed et al., 2015; Wegner et al., 2020).

Recent research conducted by Shahid et al. (2017) and Mustafa et al. (2016) has emphasized the importance of university support in explaining students' entrepreneurial intentions (EI). However, it has been noted that the impact of different aspects of university support on students' EI can vary (Mustafa et al., 2016; Wegner et al., 2020). This differentiation is particularly significant in the context of emerging economies, where the presence of institutional voids, limited staff expertise, and financial support may limit the availability of certain forms of support, such as incubators (Narayanan and Shin, 2019).

### 2.5.3 Environment

In addition, universities should promote entrepreneurship as a desirable career path if they want students to enrol in entrepreneurship classes (Keat, Selvarajah and Meyer, 2011). Universities have the potential to exert significant influence on students' entrepreneurial behavior and intentions, regardless of the entrepreneurial ecosystem's development level in which they are situated. This suggests that even in locations with limited resources, universities can play a crucial role in shaping the conditions conducive to entrepreneurial activity (Bedő, Erdős, & Pittaway, 2020). As a result, the manner in which universities encourage entrepreneurial participation is primarily related with the manner in which these institutions mould the attitudes and behaviours of students in regard to entrepreneurship (Moraes, Iizuka, & Pedro, 2018; Politis et al., 2012; Saeed, Yousafzai, Yani-De-Soriano, & Muffatto, 2015).

Furthermore, previous studies have indicated that the university environment has an indirect impact on entrepreneurial intentions. However, there is a need to explore

the specific role of the university setting in fostering a sense of purpose by amplifying the influence of factors that are known to shape entrepreneurial intentions (Aman et al., 2012). Research consistently shows that the teaching environment in universities significantly influences students' perceptions of entrepreneurial careers and opinions (Moraes et al., 2018). Therefore, it is crucial for universities to project a positive image of entrepreneurship as a viable career choice in order to attract students' interest. This can be achieved by providing accessible resources and facilities that support entrepreneurial endeavors. While individuals may possess the necessary entrepreneurial knowledge and abilities, their decision to pursue entrepreneurship can be influenced by their perception of the field (Oftedal et al., 2018). Hence, universities need to cultivate an entrepreneurial culture throughout their campuses to influence students' decisions to start their own businesses. As young individuals, students are particularly susceptible to the environment and role models around them when making employment choices (Salavou et al., 2021).



## 2.6 Proposed Research Framework

The research framework proposed in this study is distinctive as it establishes connections between various variables associated with entrepreneurial inclination. It incorporates both dependent and independent variables to examine the factors influencing entrepreneurship. The independent variables encompass student perspectives on entrepreneurship, the support of universities, and the state of the environment, all of which impact the dependent variable, namely the inclination towards entrepreneurship. Figure 2.1 illustrates the proposed research framework aligned with the research questions and objectives.

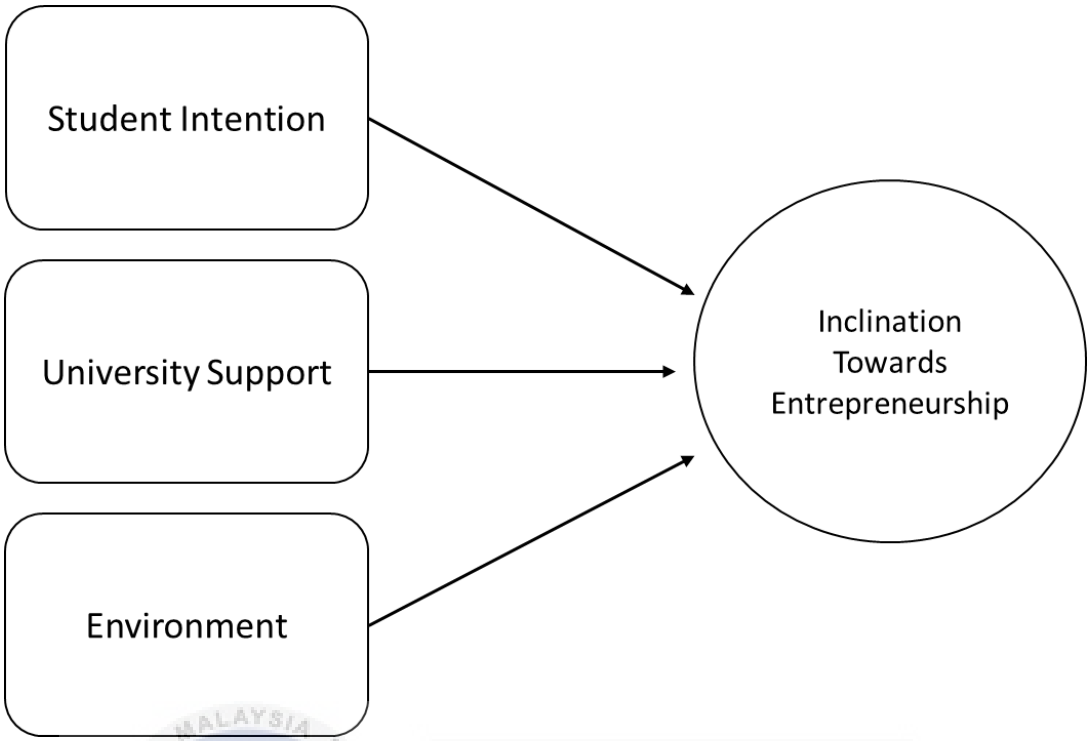


**Figure 2.1: Proposed research framework of factors that influence students' inclination towards entrepreneurship.**



## 2.7 Research Hypothesis

The hypothesis is the proposed explanation for the relationship between the two sets of variables. It establishes a baseline for further study, directs the course of inquiry, and lays the groundwork for conducting tests and analysing results. This hypothesis would evaluate how well it responds to the research questions and helps to accomplish the study's aims. Based on these investigations, we can propose three hypotheses.

The hypotheses that are established for this study are:

**Hypothesis 1:**

H0: There is no significant relationship between student intention and the inclination towards entrepreneurship.

H1: There is a significant relationship between student intention and the inclination towards entrepreneurship.

**Hypothesis 2:**

H0: There is no significant relationship between university support and the inclination towards entrepreneurship.

H2: There is a significant relationship between university support and the inclination towards entrepreneurship.

**Hypothesis 3:**

H0: There is no significant relationship between environment and the inclination towards entrepreneurship.

H3: There is a significant relationship between environment and the inclination towards entrepreneurship.



## 2.8 Summary

In this chapter, the researcher has discussed the factors that influence the propensity to become an entrepreneur. The researcher has used the TAM model and provided research framework to explain the independent variables (student intention, university's support, and environment), as well as the dependent variable (inclination towards entrepreneurship). By testing hypotheses, we may see how the independent and dependent variables are connected.

# CHAPTER 3

# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter discussed the research methodology that is typically employed to conduct the research study. Research methodology pertains to the practical aspect of a research study, focusing on the systematic design implemented by a researcher to ensure the production of valid and reliable outcomes that address the research aims, objectives, and questions (Jansen and Warren, 2020). It encompasses the strategic approach taken to gather, analyse, and interpret data, enabling the achievement of meaningful and trustworthy results. It involves various stages, including defining the research problem, designing the study, selecting appropriate data collection methods, sampling techniques, statistical analyses, and addressing ethical considerations. By employing a well-defined research methodology, researchers can effectively explore, understand, and contribute to existing knowledge in their respective fields.

## 3.1 Research Design

Research involves the systematic collection of data through the application of research methodologies. It is a process of gathering and analysing information in an organised manner, guided by specific research designs and methodologies. Research can be conducted in both academic and scientific contexts, and it aims to explore a hypothesis or research question and generate important findings. To embark on a research journey, it is essential to understand the concept of research design, which serves as the blueprint for the study's structure and approach. Research design enables researchers to embark on their exploration of the unknown in a methodical manner. For instance, researchers select a research design from various approaches to determine the type of study they will conduct. Researcher choose an appropriate research design to ensure a systematic and organised approach to their investigation (Leverage Edu, 2021).

Understanding the various types of research designs is crucial for researchers to select the most appropriate approach for their studies. It is essential to consider the differences between these designs and identify the relevant variables that influence the design choice. There are 5 main types of research design that can be chosen, which is experimental design, descriptive, diagnostic, correlational, and explanatory research design. In this study, the research design chosen is an explanatory research design that involves exploring concepts and ideas within a subject to investigate various theories. The primary objective of this research approach is to delve into unexplored aspects of the subject and address questions related to what, how, and why (Jaiswal, 2022). This allows the researcher to analyse the relationship between the dependent and independent variables. By conducting explanatory research, researcher aim to gain a deeper understanding of the subject matter and provide comprehensive explanations for phenomena of interest.

### 3.2 Methodological Choices

The term "methodological choice" describes the decision made by researchers regarding which research methodologies, approaches, and procedures would be used to carry out the study. Methodological choices in research can be broadly categorised into three types: qualitative, quantitative, and mixed methods (Creswell, 2014). Qualitative research involves collecting and analysing textual or spoken data, including observations of body language and visual elements, to create a detailed description of phenomena. Data is typically gathered through interviews, observations, and focus groups involving a small number of carefully selected participants. On the other hand, the quantitative methodology focuses on collecting, testing, and measuring numerical data, often from a large sample, to confirm or validate hypotheses. Lastly, mixed methods research combines qualitative and quantitative approaches, allowing for a more comprehensive understanding by incorporating diverse perspectives and presenting multiple findings (Indeed Editorial Team, 2022).

In this research, the researcher utilises quantitative methods to investigate student entrepreneurs' perspectives on the university's role inclination towards entrepreneurship as a driver for post-pandemic economic recovery. Quantitative research can be described as a research approach that utilises numerical data to measure the relationships between variables. This method involves collecting data that can be analysed using statistical procedures, allowing researchers to draw objective conclusions and generalise about a larger population (Ware, 2022). Consequently, the research problem will be statistically analysed using survey questions. Through the application of quantitative research methods, the researcher can establish and evaluate the relationship between the student's intention, the university's support, the environment, and their inclination towards entrepreneurship's impact on the economy.

### 3.3 Primary and Secondary Data

Primary data, also known as raw data or first-hand data, refer to original data collected directly from the source for the specific research study. It is original data obtained first-hand through the researcher's efforts and experience. Data collection can be accomplished using diverse approaches such as surveys, observations, physical testing, mailed questionnaires, questionnaire administration by enumerators, personal interviews, telephonic interviews, focus groups, and case studies (Surbhi, 2020). In this case, primary data could be gathered through surveys with student entrepreneurs by delivering the questionnaires. These methods would allow researchers to directly obtain insights and perspectives on the university's role in fostering entrepreneurship and its impact on economic recovery. The primary data collected would be unique to the research study and would provide first-hand information relevant to the research objectives.

In contrast, secondary data refers to pre-existing data that has been gathered by other individuals or organisations for a different primary purpose. This type of data is readily accessible and can be obtained from a wide range of sources such as government publications, censuses, internal records of organisations, reports, books, journal articles, and websites. It serves as a valuable resource for researchers as it offers a cost-effective and time-efficient means of data collection, enabling them to analyse and derive insights without having to conduct primary research themselves (Surbhi, 2020). For this research, secondary data could include academic papers, articles, and publications that explore the relationship between entrepreneurship, universities, student entrepreneurs, and economic recovery. These sources can provide valuable background information, theories, and previous findings that can inform and support the research study.

### 3.4 Research Location

The researcher has selected Malacca as the main research location because of its special status as a renowned tourist destination, and the researcher is personally a student studying in that area. The research centres around the batch 2020/2021 in the Faculty of Technology Management and Technopreneurship (FPTT) at Universiti Teknikal Malaysia Melaka (UTeM). This research's target respondents are student entrepreneurs studying at UTeM. The researcher selected this university in Malacca as the research location based on personal familiarity, as the researcher is a student at UTeM. By focusing solely on public universities in Malacca, the data collection and analysis process can be streamlined, making it faster and more manageable for the researcher.

### 3.5 Research Strategy

Research strategy refers to the comprehensive and structured plan or approach researcher adopt to guide their study and accomplish their research objectives. It serves as a roadmap, outlining the necessary steps and actions required to conduct research in a systematic and timely manner, leading to the production of high-quality results and thorough reporting (Dinnen, 2014). A research strategy encompasses various considerations, including the research design, sampling strategy, selection of data collection instruments, and application of appropriate analytical techniques. The choice of research strategy is influenced by factors such as the research question, available resources, and desired outcomes of the study. By establishing a clear and well-defined research strategy, researchers can ensure their study's efficiency, effectiveness, and validity, facilitating the generation of reliable and meaningful findings.

In this research, the researcher chose a survey research strategy to investigate this study. This strategy involves collecting data from a sample of student entrepreneurs through the administration of a self-administered questionnaire. The questionnaire will be designed to elicit information about the students' attitudes, beliefs, and experiences related to entrepreneurship and the university's role in supporting entrepreneurial endeavours. The survey data will be analysed using appropriate statistical techniques to identify patterns, trends, and associations among the variables of interest. The findings from this survey research will provide insights into the perceptions and preferences of student entrepreneurs, contributing to the development of strategies and policies aimed at leveraging entrepreneurship for post-pandemic economic recovery.

### 3.5.1 Questionnaire Design

A questionnaire is like a written interview with a bunch of questions meant to gather information from people. You can do it in different ways, like talking in person, over the phone, online, or even through mail (Mcleod, 2023). The researcher created a survey using the Google Form application gives the questionnaire to the Faculty of Technology Management and Technopreneurship (FPTT) student entrepreneurs in UTeM. It begins the questionnaire with a clear and concise introduction that explains the purpose of the study and assures respondents about the confidentiality and anonymity of their responses. Then, collect basic demographic data such as age, gender, educational level, and field of study. This information will help analyse responses based on different demographic factors. After that, the second section focuses on the research's independent variables. The variable includes student intention, university support, and environment. While for the third section, the questionnaire focuses on the dependent variable, inclination towards entrepreneurship. The second and third parts of the survey use a five-point Likert Scale. On this scale, a rating of 1 indicates 'strongly disagree,' 2 indicates 'disagree,' 3 indicates 'neutral,' 4

indicates 'agree,' and 5 indicates 'strongly agree.' The Likert Scale questions capture the respondents' agreement or disagreement with statements related to entrepreneurial education, university support, and post-pandemic economic recovery. This will enable quantitative analysis and comparison of responses.

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

Figures 3.1: Five-point Likert Scale.

### 3.5.2 Sampling Design

A sampling design is a specific strategy or plan devised to select a sample from a larger population for research purposes. It involves the methods and procedures employed by researchers to choose individuals or elements for inclusion in the sample. Additionally, the sample design may also determine the size of the sample, specifying the number of items or participants to be included. Researchers have the option to select from two broad categories of sample designs: probability sampling and non-probability sampling. These approaches provide different techniques for selecting a representative sample, each with its own advantages and considerations. (Harun, 2022).

In this research, the researcher uses probability sampling as the sampling design. Probability sampling is a sampling method that relies on the principle that each member of a population has a predetermined and equal probability of being selected for the study (Harun, 2022). Probability sampling is then divided into five: simple random sampling, stratified random sampling, systematic sampling, cluster random sampling, and multi-stage random sampling. Non-probability sampling has four types, namely, quota sampling, convenience sampling, snowball sampling and judgement

sampling. The researcher chooses probability sampling and mainly focuses on simple random sampling. In a simple random sample, a small and random subset of the entire population is selected to serve as a representative sample of the entire dataset, ensuring that every individual within the population has an equal chance of being chosen (Hayes, 2023). Simple random sampling provides fair and equal opportunities for all student entrepreneurs, minimising biases and enhancing generalizability. The research captures diverse perspectives by randomly selecting participants, enabling a comprehensive understanding of student entrepreneurs' views on the university's role in fostering post-pandemic economic recovery through entrepreneurship.

### 3.5.3 Sample Size

As the research location chosen at Universiti Teknikal Malaysia Melaka (UTeM), the researcher focuses on the batch of 2020/2021 students from the Faculty of Technology Management and Technopreneurship (FPTT), which consist of Bachelor of Technopreneurship (BTEC), Bachelor of Technology Management (Technology Innovation) BTMI, Bachelor of Technology Management (Supply Chain Management and Logistics) BTMS, and Bachelor of Technology Management (High Technology Marketing) BTMM. Based on the Final Year Project (FYP) 1, the total student population for semester 2 2022/2023 is 390. Therefore, according to the table derived by (Krejcie and Morgan, 1970), the sample size of 196 respondents is needed to complete the research. The participants of this study will consist of student entrepreneurs enrolled in public universities in Malacca, namely UTeM, who are actively involved in entrepreneurship.

| *N* | *S* | *N* | *S* | *N* | *S* |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figures 3.2 Sample Size for Different Size of Given Population

### 3.5.4 Pilot Test

Pilot testing refers to a preliminary examination or investigation conducted before a larger-scale study. It is a valuable tool to gather essential information that can guide the course of the main study or research project. This includes obtaining insights

into factors such as feasibility, costs, and potential challenges that may arise during the actual implementation of the study. By conducting a pilot study, researchers can make informed decisions and adjustments, ensuring the smooth progression and success of the larger study (Williams, 2023). A recommended guideline is to select a sample size of approximately 10% to 20% of the total sample size used in the full-scale survey or a minimum of 30 to 50 respondents. The researcher has opted to conduct a pilot test involving 20 selected student entrepreneurs from a selected 10% sample size to validate the relevance of the questionnaires used in the research study. The researcher will personally administer the questionnaires to the respondents, a process estimated to take approximately one week to complete. The feedback, opinions, and suggestions gathered from the pilot test participants will be carefully examined and incorporated into the final version of the survey questionnaire.



## 3.6 Time Horizon

The time horizon refers to the period of time over which a research study is conducted, or the data used in the study is collected. It represents the temporal scope or duration of the research project. Saunders, Lewis, Thronhill, and Bristow (2019) propose two classifications of research methodology: cross-sectional and longitudinal. Cross-sectional studies focus on investigating a specific topic within a particular period, aiming to provide a snapshot of the current situation. Longitudinal research, in contrast, involves studying a specific topic over an extended period to observe and analyse changes and developments. These categorisations provide researcher with the flexibility to select the most suitable approach based on their research goals and the characteristics of the phenomenon under investigation (Saunders, Lewis, Thronhill, and Bristow, 2019).

To accommodate time constraints, the researcher plans to conduct a cross-sectional study within a limited timeframe, specifically from March 2023 to February

2024. From August 2023 to November 2023, participants will be sent an online questionnaire via a Google form. Subsequently, the researcher will collect and analyse the questionnaire data between November 2023 and January 2024. Finally, in February 2024, the study's findings will be presented based on the gathered data.

### 3.7 Validity Test

The validity of a research study pertains to the extent to which the findings accurately reflect the characteristics and behaviours of the larger population beyond the study participants. This concept of validity applies to various types of clinical studies, including prevalence investigations, association analyses, intervention studies, and diagnostic evaluations. It encompasses two key domains: internal validity and external validity. Internal validity refers to the degree to which the observed results are free from methodological errors and represent the reality within the studied population (Patino and Ferreira, 2018). External validity pertains to the extent to which the findings of a research study can be applied to different contexts. It is crucial because establishing external validity ensures that the results can be generalised to similar individuals or populations. There two types of external validity: population validity, which determines the generalizability of research outcomes to other groups or populations, and ecological validity, which assesses the extent to which a study's findings can be extended to other situations or settings (Cuncic, 2022).

To establish validity, the researcher might employ appropriate data collection techniques, such as survey questionnaires, use validated measurement scales or constructs, and ensure that the sample of student entrepreneurs accurately represents the target population. Then, it evaluates the connection relationship between the dependent and independent variables. Thus, in this study, the primary focus regarding external validity is on student entrepreneurs, who constitute the main group under investigation. Additionally, the researcher should consider any potential biases or

confounding factors that could influence the findings and take steps to address or mitigate them. By addressing these aspects, the study can enhance its validity and provide reliable insights into the topic at hand.

### 3.8 Reliability Test

Reliability in research pertains to the degree of consistency and stability in the outcomes obtained when employing a measurement instrument multiple time. Put succinctly, and it refers to the extent to which a research method consistently produces identical results. When a specific measure consistently yields the same outcomes when applied repeatedly to the same object of measurement, it is deemed reliable (Business Research Methodology, 2019). Thus, these categories assess different reliability aspects and ensure that the research findings are dependable and trustworthy.



In this research, the researcher employed Cronbach's Alpha approach to assess the reliability of the variables. Cronbach's alpha coefficient is a statistical measure that assesses the internal consistency and reliability of a set of survey items. It determines how much the items consistently measure the same underlying characteristic. By quantifying the level of agreement on a standardised scale ranging from 0 to 1, Cronbach's alpha helps the researcher evaluate the agreement between the items. Higher values indicate greater agreement among the items, indicating stronger internal consistency (Frost, 2022). Figure 3.3 show the range of reliability and its coefficient of Cronbach's Alpha.

| No | Coefficient of Cronbach's Alpha | Reliability Level |
|---|---|---|
| 1 | More than 0.90 | Excellent |
| 2 | 0.80-0.89 | Good |
| 3 | 0.70-0.79 | Acceptable |
| 4 | 0.6-.69 | Questionable |
| 5 | 0.5-0.59 | Poor |
| 6 | Less than 0.59 | Unacceptable |

Table 3.3 Range of reliability and its coefficient of Cronbach's Alpha

### 3.9 Data Analysis Method

Research data analysis is a vital process researcher employ to distil large volumes of data into meaningful narratives and extract valuable insights. This process involves breaking down the data into smaller fragments that are coherent and understandable. According to LeCompte and Schensul, data analysis allows researchers to derive insights by interpreting the data, essentially telling a story. Marshall and Rossman describe data analysis as a creative, intriguing, complex, and time-consuming process that brings order, structure, and significance to a vast collection of gathered data. Consequently, data analysis and interpretation encompass the application of both deductive and inductive logic to the research and data analysis process (Bhat, 2019). The researcher used SPSS (Statistical Package for the Social Sciences) for data analysis, making it one of the most popular programs in the field. Previously, it was referred to as the Statistical Package for Social Sciences (SAS) (The Scholar Team, 2022). In this study, both descriptive and inferential analyses will be employed to analyse the data.

### 3.9.1 Descriptive Analysis

Descriptive analysis, often called descriptive analytics or statistics, is the process of using statistical techniques to create a summary or description of a set of data. This analytical approach is widely appreciated for its capacity to extract meaningful insights from raw data, making it more comprehensible and actionable for analysts. One way to classify descriptive analysis is by categorising it into four types, namely frequency measures, measures of central tendency, measures of dispersion or variation, and measures of position. (Bush, 2020). The measurement of central tendency involves three averages, which is mean, mode, and median. The dispersion of data, such as range or standard deviation, can be used to describe how the values are spread out or vary from a central point of reference. In this study, descriptive analysis is employed to differentiate the mean, and frequency.



### 3.9.2 Pearson's Correlation Analysis

Pearson's correlation coefficient is a statistical tool that helps us understand how two continuous variables are related. It's considered highly effective for measuring the correlation between these variables because it involves calculating covariance. This coefficient not only reveals the strength of the relationship but also indicates whether it's a positive or negative connection (Statistics Solutions, 2021). Furthermore, the Pearson correlation coefficient (r) serves as a popular tool for evaluating linear correlations. It ranges from -1 to 1, enabling the determination of the strength and direction of the relationship between the variables of interest. Figure 3.4 shows the Pearson’s Correlation Coefficients Table.

| Correlation Coefficient Size (r) | Correlation Strength |
|---|---|
| .91 to 1.00 or -.91 to -1.00 | Very Strong |
| .71 to .90 or -.71 to -.90 | Strong |
| .51 to .70 or -.51 to -.70 | Medium |
| .31 to .50 or -.31 to -.50 | Weak |
| .01 to .30 or -.01 to -.30 | Very Weak |
| .00 | No Correlation |

Figure 3.4 The Pearson's Correlation Coefficients.

### 3.9.3 Multiple Regression Analysis

Multiple regression analysis helps researchers assess how much the dependent variable is linked to several predictor variables. It also allows them to figure out the individual importance of each predictor in influencing the dependent variable. It allows for the isolation of the effects of other predictors, providing a clearer understanding of their importance within the relationship (Katerina Petchko, 2018). In this research, the analytical approach enables researcher to assess the strength of the relationship between the dependent variable (inclination towards entrepreneurship) and multiple predictor variables, while also determining the significance and impact of each predictor. By statistically eliminating the effects of other predictors, the study can shed light on the importance of the university's role in fostering student entrepreneurs and its contribution to economic revitalization after the pandemic.

### 3.9.4 ANOVA

ANOVA, or Analysis of Variance, is a statistical tool used to break down the overall variability in a dataset into two main parts: systematic factors and random factors. Systematic factors have a measurable impact on the data, while random factors do not (Kenton, 2023). In a regression study, ANOVA helps researchers evaluate how independent variables affect the dependent variable. This test provides valuable insights into the complex factors influencing students' entrepreneurial interests. Ultimately, it contributes to a deeper understanding of how universities can play a role in post-pandemic economic recovery by promoting entrepreneurial initiatives.

## 3.10 Summary

This chapter gives an examination of the research methodology and its significance in carrying out a research study. The researcher outlines the approach to obtaining data and materials for this section. Various phases of the research process are discussed, including identifying the research problem, selecting an appropriate research design, using data collection methods, sampling techniques, statistical analyses, and ethical considerations. Furthermore, the chapter underscores the importance of ensuring reliability and validity in research and explores the application of diverse analytical techniques, such as the Statistical Package for Social Science (SPSS), for data analysis.

# CHAPTER 4

# DATA ANALYSIS AND DISCUSSION

## 4.0 Introduction

In this section, the analyst employs quantitative methodologies to examine the gathered data. A questionnaire, administered through Google Forms, was disseminated to 196 participants focusing on students from the Faculty of Technology Management and Techopreneurship (FPTT) belonging to the batch of 2020/2021. The researcher will employ SPSS version 25 for data analysis to accomplish the research objectives. This chapter encompasses pilot tests for all variables, reliability assessments, descriptive analyses, Pearson correlation analyses, multiple regression analyses, and the examination of study hypotheses. Additionally, the section covers descriptive demographic statistics, respondent variable profiles, and the presentation of descriptive statistical outcomes for both independent and dependent variables.



## 4.1 Analysis of Pilot Test

### 4.1.1 Validity of Pilot Test

The validity test assists the researcher in assessing the precision of the questions included in the questionnaire distributed to 30 respondents. The questionnaires were disseminated through Google Forms to students from the Faculty of Technology Management and Techopreneurship, specifically those affiliated with the batch of 2020/2021.

Table 4.1 Validity Pilot Test of Student Intention

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Independent variable | I am prepared to do anything in order to become an entrepreneur. | 0.854 | 0.361 | Valid |
| | I have strong desire to be the owner of my business. | 0.760 | 0.361 | Valid |
| | I always observe what are the business opportunities available. | 0.823 | 0.361 | Valid |
| | I am willing to take some business risk. | 0.712 | 0.361 | Valid |
| | I plan to start my own business after completed my studies. | 0.800 | 0.361 | Valid |

Source: Data developed by the researcher

Table 4.2 Validity Pilot Test of University Support

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Independent variable | More entrepreneurship and business educational programmes on campus would help me to start businesses. | 0.784 | 0.361 | Valid |

| | | | | |
|---|---|---|---|---|
| | My university provides students with ideas to start a new business from. | 0.743 | 0.361 | Valid |
| | My university arranges conferences /workshops on entrepreneurship. | 0.708 | 0.361 | Valid |
| | My university provides students with the knowledge needed to start a new business. | 0.783 | 0.361 | Valid |
| | My university creates awareness of entrepreneurship as a possible career choice. | 0.709 | 0.361 | Valid |

Source: Data developed by the researcher



Table 4.3 Validity Pilot Test of Environment

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Independent variable | The university environment motivated me to desire opening my own business. | 0.794 | 0.361 | Valid |
| | The university environment helped me to identify business opportunities. | 0.758 | 0.361 | Valid |

| | | | | |
|---|---|---|---|---|
| | The university environment developed my skills to conduct a new business opportunities. | 0.738 | 0.361 | Valid |
| | The university environment enhanced my ability to innovate. | 0.810 | 0.361 | Valid |
| | The university environment developed my leadership skill through group work. | 0.721 | 0.361 | Valid |

Source: Data developed by the researcher

Table 4.4 Validity Pilot Test of Inclination Towards Entrepreneurship

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Dependent variable | I have a strong inclination towards pursuing entrepreneurship as a career. | 0.730 | 0.361 | Valid |
| | I believe that entrepreneurship offers exciting opportunities for innovation and growth. | 0.728 | 0.361 | Valid |

| | | | | |
|---|---|---|---|---|
| | Entrepreneurship is a pathway for me to make a meaningful impact on society. | 0.781 | 0.361 | Valid |
| | I have seriously considered entrepreneurship as a highly desirable career option. | 0.740 | 0.361 | Valid |
| | I am enthusiastic about learning the skills necessary for successful entrepreneurship. | 0.812 | 0.361 | Valid |

Source: Data developed by the researcher

Based on the findings presented in Table 4.1, 4.2, 4.3, and 4.4, it can be established that all the questions in this study are deemed valid. This determination is made when the observed values surpass the designated critical value, and these critical values have been established in accordance with the pilot test's respondent count. Represented as N in this context, the respondent count is denoted as N = 30, equating to 0.361, a value derived from the Critical Value = R table.



### 4.1.2 Reliability of Pilot Test

Following the collection of 30 responses during the pilot test, the reliability of the questionnaire was assessed using SPSS software. Cronbach's Alpha was computed through a reliability analysis to gauge the consistency of responses across questions, aiming for a value equal to or exceeding 0.60.

Table 4.5 Reliable Pilot Test

| Variable | Cronbach's Alpha | N of Item | Reliability |
|---|---|---|---|
| Student Intention | 0.826 | 5 | Reliable |
| University Support | 0.794 | 5 | Reliable |
| Environment | 0.815 | 5 | Reliable |
| Inclination Towards Entrepreneurship | 0.813 | 5 | Reliable |

Source: Data developed by the researcher

The SPSS results presented in Table 4.5 indicate that a reliability analysis was conducted on a set of five items from the survey questionnaires. The analysis demonstrated that the questionnaire items exhibited reliability, as they met the acceptable threshold of 0.60. Consequently, the findings affirm that the outcome is satisfactory and reliable, allowing for the continuation of the data collection process.



**4.2 Result Dissemination Questionnaire**

Table 4.6 Result Dissemination Questionnaire

| Evidence | Total |
|---|---|
| Receive questionnaire return | 254 |
| Response rate | 100% |
| No returned questionnaire | 0 |
| Incomplete questionnaire | 25 |
| Total analyzed qualified questionnaire | 229 |

Source: Data developed by the researcher

Based on table 4.6 shows the online survey conducted for my thesis, there were initially 254 participants, resulting in a 100% response rate. However, 25 respondents were excluded from the analysis due to incomplete responses, which were mainly linked to their lack of engagement in entrepreneurial projects or business ventures. The primary cause for this exclusion was participants receiving the survey online without

meeting the specified eligibility criteria. As a result, only 229 responses were deemed usable for the analysis.

## 4.3 Result and Analysis

### 4.3.1 Validity Analysis

Validity in research pertains to the precision with which a method measures its intended construct, reflecting the degree to which obtained results align with genuine properties, characteristics, and variations within the physical or social realm (Middleton, 2019). Validity analysis aids the researcher in assessing the precision of the questionnaire's questions, which were disseminated to 196 respondents via Google Forms among students from the Faculty of Technology Management and Techopreneurship belonging to the batch of 2020/2021. With 229 respondents, the critical value (N-2), denoted as CV 229, is determined to be 0.130.

Table 4.7 Validity of Student Intention

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Student Intention | I am prepared to do anything in order to become an entrepreneur. | 0.759 | 0.130 | Valid |
| | I have strong desire to be the owner of my business. | 0.719 | 0.130 | Valid |
| | I always observe what are the business opportunities available. | 0.749 | 0.130 | Valid |
| | I am willing to take some business risk. | 0.727 | 0.130 | Valid |

| | | | | |
|---|---|---|---|---|
| | I plan to start my own business after completed my studies. | 0.730 | 0.130 | Valid |

Source: Data developed by the researcher

Table 4.8 Validity of University Support

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| University Support | More entrepreneurship and business educational programmes on campus would help me to start businesses. | 0.724 | 0.130 | Valid |
| | My university provides students with ideas to start a new business from. | 0.765 | 0.130 | Valid |
| | My university arranges conferences /workshops on entrepreneurship. | 0.677 | 0.130 | Valid |
| | My university provides students with the knowledge needed to start a new business. | 0.894 | 0.130 | Valid |
| | My university creates awareness of entrepreneurship as a | 0.831 | 0.130 | Valid |

| | | | | |
|---|---|---|---|---|
| | possible career choice. | | | |

Source: Data developed by the researcher

Table 4.9 Validity of Environment

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Environment | The university environment motivated me to desire opening my own business. | 0.755 | 0.130 | Valid |
| | The university environment helped me to identify business opportunities. | 0.722 | 0.130 | Valid |
| | The university environment developed my skills to conduct a new business opportunities. | 0.737 | 0.130 | Valid |
| | The university environment enhanced my ability to innovate. | 0.702 | 0.130 | Valid |
| | The university environment developed my leadership skill through group work. | 0.723 | 0.130 | Valid |

Source: Data developed by the researcher

Table 4.10 Validity of Inclination Towards Entrepreneurship

| Variable | Item | Value | Critical Value | Validity |
|---|---|---|---|---|
| Inclination Towards Entrepreneurship | I have a strong inclination towards pursuing entrepreneurship as a career. | 0.742 | 0.130 | Valid |
| | I believe that entrepreneurship offers exciting opportunities for innovation and growth. | 0.736 | 0.130 | Valid |
| | Entrepreneurship is a pathway for me to make a meaningful impact on society. | 0.725 | 0.130 | Valid |
| | I have seriously considered entrepreneurship as a highly desirable career option. | 0.717 | 0.130 | Valid |
| | I am enthusiastic about learning the skills necessary for successful entrepreneurship. | 0.726 | 0.130 | Valid |

Source: Data developed by the researcher

Looking at the information provided in Tables 4.7, 4.8, 4.9, and 4.10, we can conclude that all the questions in our study are considered valid. This conclusion is based on comparing the observed values with critical values, which were determined using data with 229 respondents. The critical value, represented as N = 229, is equal to 0.130 and was obtained from the Critical Value = R table.

### 4.3.2 Reliability Analysis

Reliability pertains to the consistency of a measurement method. If the same procedures yield consistent results under identical conditions, the measurement is deemed reliable. One way to assess reliability is by comparing various iterations of the same measurement (Middleton, 2019).

Table 4.11 Reliable of Variables

| Variable | Cronbach's Alpha | N of Item | Reliability |
|---|---|---|---|
| Student Intention | 0.788 | 5 | Reliable |
| University Support | 0.841 | 5 | Reliable |
| Environment | 0.755 | 5 | Reliable |
| Inclination Towards Entrepreneurship | 0.772 | 5 | Reliable |

Source: Data developed by the researcher

Table 4.11 shows the results of the SPSS analysis, where we checked the reliability of five items from the survey questions. The analysis confirmed that these questionnaire items are reliable since they met the acceptable threshold of 0.60.

## 4.4 Demographic Analysis

Demography is commonly characterized as the examination of human populations and the variations in their numbers attributed to factors such as migration, fertility, and mortality. Derived from the Greek language, the term "demography" literally translates to "describing people" (Klimczuk, 2021).

### 4.4.1 Gender

Table 4.12 Frequency and Percentage of Gender

| Gender | Frequency | Percent |
|---|---|---|
| Male | 134 | 52.8% |
| Female | 120 | 47.2% |
| Total | 254 | 100% |

Source: Data developed by the researcher

Table 4.12 shows the frequency and percentage of gender analysis of respondents' data by gender. Of the 254 respondents, 134 males (52.8%) and 120 females (47.2%) participated in this data collection process. There is half the difference between the number of male and female respondents.



### 4.4.2 Age

Table 4.13 Frequency and Percentage of Age

| Age | Frequency | Percent |
|---|---|---|
| Under 18 years old | 0 | 0% |
| 19-24 years old | 254 | 100% |
| 25 and above | 0 | 0% |
| Total | 254 | 100% |

Source: Data developed by the researcher

Table 4.13 shows the analysis of respondent's data by age. Of the 254 respondents, 254 respondents (100%) are 19-24 years old. In this analysis, the largest proportion of respondents were between the ages of 19 to 24 years old.

### 4.4.3 Courses

Table 4.14 Frequency and Percentage of Courses

| Courses | Frequency | Percent |
|---|---|---|
| BTEC | 98 | 38.6% |
| BTMM | 64 | 25.2% |
| BTMI | 52 | 20.5% |
| BTMS | 40 | 15.7% |
| Total | 254 | 100% |

Source: Data developed by the researcher

According to Table 4.14 shows the frequency and percentage of race analysis of respondent data. Of the 254 respondents, there are 98 respondents (38.6%) are BTEC, 64 respondents (25.2%) are BTMM, 52 respondents (20.5%) are BTMI, and 40 respondents (15.7%) are BTMS. In general, BTEC is the majority course in this study.



### 4.4.4 Program

Table 4.15 Frequency and Percentage of Program

| Program | Frequency | Percent |
|---|---|---|
| Business Program | 160 | 63% |
| Non-Business Program | 94 | 37% |
| Total | 254 | 100% |

Source: Data developed by the researcher

According to Table 4.15 shows the frequency and percentage of race analysis of respondent data. Of the 254 respondents, 160 respondents (63%) are Business

Program, and 94 respondents (37%) are Non-Business Program. In general, Business Program is the majority program in this study.

### 4.4.5 Started a Business or Entrepreneurial Project

Table 4.16 Frequency and Percentage of Started a Business or Entrepreneurial Project

| Item | Frequency | Percent |
|---|---|---|
| Yes | 229 | 90.2% |
| No | 25 | 9.8% |
| Total | 254 | 100% |

Source: Data developed by the researcher

According to Table 4.16 shows the frequency and percentage of started a business or entrepreneurial project. Of the 254 respondents, 229 respondents (90.2%) are Yes, and 25 respondents (9.8%) are No. In general, (Yes) starting a business or entrepreneurial project while being a student is the majority in this study.



### 4.4.6 Participated in Any Entrepreneurship-Related Programs

Table 4.17 Frequency and Percentage of Participated in Any Entrepreneurship-Related Programs

| Item | Frequency | Percent |
|---|---|---|
| Yes | 254 | 100% |
| No | 0 | 0% |
| Total | 254 | 100% |

Source: Data developed by the researcher

According to Table 4.17 shows the frequency and percentage of started a business or entrepreneurial project. Of the 254 respondents, 254 respondents (100%) are Yes, and 0 respondents are No. In general, (Yes) participated in any entrepreneurship-related programs or activities at university is the majority in this study.

## 4.5 Descriptive Analysis

Descriptive analysis is a form of data examination that assists in portraying, illustrating, or effectively summarizing data points to unveil emerging patterns meeting the criteria of the dataset. This method involves recognizing patterns and connections through the use of both current and historical data. Often labeled as the fundamental level of data analysis, descriptive analysis identifies patterns and associations without delving deeper into causation or correlations (Villegas, 2022).

Table 4.18: Descriptive Analysis of Independent Variables (Student Intention)

| No | Questions | Mean | Std. Deviation |
|---|---|---|---|
| SI 1 | I am prepared to do anything in order to become an entrepreneur. | 4.5284 | .58138 |
| SI 2 | I have strong desire to be the owner of my business. | 3.8515 | .71620 |
| SI 3 | I always observe what are the business opportunities available. | 4.0437 | .73617 |
| SI 4 | I am willing to take some business risk. | 4.3537 | .80118 |
| SI 5 | I plan to start my own business after completed my studies. | 4.3668 | .70458 |

Source: Data developed by the researcher

| No | Item | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| 1 | I am prepared to do anything in order to become an entrepreneur. | - | - | - | - | 10 | 4.4 | 88 | 38.4 | 131 | 57.2 |
| 2 | I have strong desire to be the owner of my business. | - | - | - | - | 78 | 34.1 | 107 | 46.7 | 44 | 19.2 |
| 3 | I always observe what are the business opportunities available. | - | - | 6 | 2.6 | 39 | 17 | 123 | 53.7 | 61 | 26.6 |
| 4 | I am willing to take some business risk. | - | - | 3 | 1.3 | 38 | 16.6 | 63 | 27.5 | 125 | 54.6 |
| 5 | I plan to start my own business after completed my studies. | - | - | - | - | 30 | 13.1 | 85 | 37.1 | 114 | 49.8 |



Source: Data developed by the researcher

Table 4.18 presents the mean and standard deviation for each item within the student intention sub-variable (SI1-SI5). The data indicates that the mean values for all question sub-variables are below 5.00, suggesting a consensus among the majority of respondents who agreed with the questions posed in this section.

Table 4.19: Descriptive Analysis of Independent Variables (University Support)

| No | Questions | Mean | Std. Deviation |
|---|---|---|---|
| US 1 | More entrepreneurship and business educational programmes on campus would help me to start businesses. | 4.2926 | .58263 |
| US 2 | My university provides students with ideas to start a new business from. | 4.1441 | .66966 |
| US 3 | My university arranges conferences /workshops on entrepreneurship. | 3.1703 | .51452 |
| US 4 | My university provides students with the knowledge needed to start a new business. | 3.7860 | .83906 |
| US 5 | My university creates awareness of entrepreneurship as a possible career choice. | 4.0087 | .89340 |

Source: Data developed by the researcher

| No | Item | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| 1 | More entrepreneurship and business educational programmes on campus would help me to start businesses. | - | - | - | - | 15 | 6.6 | 132 | 57.6 | 82 | 35.8 |
| 2 | My university provides students with ideas to start a new business from. | - | - | - | - | 37 | 16.2 | 122 | 53.3 | 70 | 30.6 |
| 3 | My university arranges conferences /workshops on entrepreneurship. | - | - | 14 | 6.1 | 162 | 70.7 | 53 | 23.1 | - | - |
| 4 | My university provides students with the knowledge needed to start a new business. | - | - | - | - | 110 | 48.0 | 58 | 25.3 | 61 | 26.6 |
| 5 | My university creates awareness of entrepreneurship as a possible career choice. | - | - | - | - | 90 | 39.3 | 47 | 20.5 | 92 | 40.2 |



Source: Data developed by the researcher

Table 4.19 displays the average and standard deviation for each item under the university support sub-variable (US1-US5). The mean values for all questions within these sub-variables exceeded 3.0, indicating a general consensus among respondents who agreed with the researcher's provided questions.

Table 4.20: Descriptive Analysis of Independent Variables (Environment)

| No | Questions | Mean | Std. Deviation |
|---|---|---|---|
| E1 | The university environment motivated me to desire opening my own business. | 4.2576 | .86298 |
| E2 | The university environment helped me to identify business opportunities. | 4.0786 | .80727 |
| E3 | The university environment developed my skills to conduct a new business opportunities. | 3.9039 | .71906 |
| E4 | The university environment enhanced my ability to innovate. | 4.1441 | .74411 |
| E5 | The university environment developed my leadership skill through group work. | 4.5022 | .67942 |

Source: Data developed by the researcher

| No | Item | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| 1 | The university environment motivated me to desire opening my own business. | - | - | - | - | 63 | 27.5 | 44 | 19.2 | 122 | 53.3 |
| 2 | The university environment helped me to identify business opportunities. | - | - | 4 | 1.7 | 54 | 23.6 | 91 | 39.7 | 80 | 34.9 |
| 3 | The university environment developed my skills to conduct a new business opportunity. | - | - | - | - | 71 | 31.0 | 109 | 47.6 | 49 | 21.4 |
| 4 | The university environment enhanced my ability to innovate. | - | - | - | - | 49 | 21.4 | 98 | 42.8 | 82 | 35.8 |
| 5 | The university environment developed my leadership skill through group work. | - | - | - | - | 24 | 10.5 | 66 | 28.8 | 139 | 60.7 |

Source: Data developed by the researcher

Table 4.20 displays the average and standard deviation for each item under the environment sub-variable (E1-E5). Respondents generally agreed with the researcher's provided questions, as evidenced by mean values exceeding 3.0 for all questions within these sub-variables, indicating a prevailing consensus.

Table 4.21: Descriptive Analysis of Dependent Variables (Inclination Towards Entrepreneurship)

| No | Questions | Mean | Std. Deviation |
|---|---|---|---|
| ITE 1 | I have a strong inclination towards pursuing entrepreneurship as a career. | 4.3974 | .58053 |
| ITE 2 | I believe that entrepreneurship offers exciting opportunities for innovation and growth. | 4.2009 | .72777 |
| ITE 3 | Entrepreneurship is a pathway for me to make a meaningful impact on society. | 4.0306 | .79136 |
| ITE 4 | I have seriously considered entrepreneurship as a highly desirable career option. | 4.0655 | .81654 |
| ITE 5 | I am enthusiastic about learning the skills necessary for successful entrepreneurship. | 4.3013 | .68252 |

Source: Data developed by the researcher

| No | Item | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| 1 | I have a strong inclination towards pursuing entrepreneurship as a career. | - | - | - | - | 11 | 4.8 | 116 | 50.7 | 102 | 44.5 |
| 2 | I believe that entrepreneurship offers exciting opportunities for innovation and growth. | - | - | - | - | 42 | 18.3 | 99 | 43.2 | 88 | 38.4 |
| 3 | Entrepreneurship is a pathway for me to make a meaningful impact on society. | - | - | - | - | 68 | 29.7 | 86 | 37.6 | 75 | 32.8 |
| 4 | I have seriously considered entrepreneurship as a highly desirable career option. | - | - | - | - | 69 | 30.1 | 76 | 33.2 | 84 | 36.7 |
| 5 | I am enthusiastic about learning the skills necessary for successful entrepreneurship. | - | - | - | - | 29 | 12.7 | 102 | 44.5 | 98 | 42.8 |



Source: Data developed by the researcher

Table 4.21 displays the average and standard deviation for each item under the environment sub-variable (ITE1-ITE5). The average scores for all questions within these sub-variables surpassed 3.0, suggesting a prevailing agreement among respondents with the questions presented by the researcher.

### 4.6 Correlation Analysis of All Variables

The Pearson correlation coefficient serves as a descriptive statistic, encapsulating key features of a dataset. It precisely conveys the magnitude and direction of the linear association between two quantitative variables (Turney, 2023). Pearson's correlation coefficient analysis helps us understand how closely related independent and dependent variables are in research. It shows the strength and direction of the connection between them. There is a range of -1.0 to 1.0 for the correlation coefficients. For example, numbers can't be more than 1.0 or less than -1.0. An r-value of -1.0 means the relationship is completely negative, while an r-value of 1.0 means the relationship is completely positive. In other words, there is a positive association if the correlation coefficient is bigger than zero. In the other direction, a negative association exists if the number is less than zero. No connection between the two variables is shown by a number of zero (Nickolas, 2021).

| Correlation Coefficient Size (r) | Correlation Strength |
|---|---|
| .91 to 1.00 or -.91 to -1.00 | Very Strong |
| .71 to .90 or -.71 to -.90 | Strong |
| .51 to .70 or -.51 to -.70 | Medium |
| .31 to .50 or -.31 to -.50 | Weak |
| .01 to .30 or -.01 to -.30 | Very Weak |
| .00 | No Correlation |



Table 4.22: Pearson Correlation Between Variables

| | | Student Intention | University Support | Environment | Inclination Towards Entrepreneurship |
|---|---|---|---|---|---|
| Student Intention | Pearson Correlation | 1 | -.025 | .080 | .129 |

| | | | | | |
|---|---|---|---|---|---|
| | Sig. (2-tailed) | | .706 | .230 | .051 |
| | N | 229 | 229 | 229 | 229 |
| University Support | Pearson Correlation | -.025 | 1 | -.161* | -.023 |
| | Sig. (2-tailed) | .706 | | .015 | .728 |
| | N | 229 | 229 | 229 | 229 |
| Environment | Pearson Correlation | .080 | -.161* | 1 | .051 |
| | Sig. (2-tailed) | .230 | .015 | | .447 |
| | N | 229 | 229 | 229 | 229 |
| Inclination Towards Entrepreneurship | Pearson Correlation | .129 | -.023 | .051 | 1 |
| | Sig. (2-tailed) | .051 | .728 | .447 | |
| | N | 229 | 229 | 229 | 229 |

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Data developed by the researcher

The table (Table 4.22) displays the Pearson correlation coefficients for the relationships between different factors: student intention, university support, and environment, with the dependent variable being the inclination towards entrepreneurship.

Firstly, the correlation between student intention and inclination towards entrepreneurship is 0.129, indicating a very weak positive relationship. This suggests that there is only a slight tendency for higher student intention to be associated with a greater inclination towards entrepreneurship.

Secondly, the correlation between university support and inclination towards entrepreneurship is -0.023, revealing a very weak and negative relationship. In simpler terms, there is a slight tendency for higher levels of university support to be associated with a slightly lower inclination towards entrepreneurship.

Lastly, the correlation between environment and inclination towards entrepreneurship is 0.051, suggesting another very weak positive relationship. This means that there is only a slight tendency for a more favorable environment to be associated with a slightly higher inclination towards entrepreneurship.

## 4.7 Multiple Regression Analysis (MRA)

Table 4.23: Model Summary Analysis

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .136[a] | .018 | .005 | 2.61451 |

a. Predictors: (Constant), TE, TSI, TUS



Source: Data developed by the researcher

The model summary table (Table 4.23) displays information about how different factors relate to students' inclination towards entrepreneurship in the 2020/2021 batch at FPTT. The correlation coefficient (R) in the table is 0.136, suggesting a very weak linear relationship between the independent and dependent variables. In simpler terms, the influence of these factors on students' entrepreneurial interest is not very strong.

Since the R square value is 0.18, it means that the effects of the independent factors can only explain 18% of the change in how entrepreneurially inclined students are. This means that the study's factors only explain 18% of the reasons why students

are interested in starting their own business. The last 82% is affected by things that were not studied in the study. In the end, the study puts light on some things, but there are many more things besides the independent variables that have a big impact on how entrepreneurial students are.

Table 4.24 ANOVA Analysis

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 28.977 | 3 | 9.659 | 1.413 | .240[b] |
| | Residual | 1538.018 | 225 | 6.836 | | |
| | Total | 1566.996 | 228 | | | |

a. Dependent Variable: TITE

b. Predictors: (Constant), TE, TSI, TUS

Source: Data developed by the researcher

Based on the ANOVA analysis shown in Table 4.24, the main goal of significance testing is to explore connections between different factors. In this case, the F test value is 1.413, and the significance level is 0.240. Since the significance level is greater than 0.05, it suggests that there isn't a significant relationship between the inclination towards entrepreneurship and factors such as student intention, university support, and environment. In simpler terms, the data doesn't provide strong evidence to support a meaningful link between these variables.

## 4.8 Regression Coefficient

Table 4.25 Coefficients

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 17.798 | 2.356 | | 7.554 | .000 |
| | TSI | .128 | .067 | .126 | 1.898 | .059 |
| | TUS | -.013 | .063 | -.014 | -.206 | .837 |
| | TE | .036 | .063 | .038 | .571 | .569 |

a. Dependent Variable: TITE

Source: Data developed by the researcher

Table 4.25 provides information about the impact of different factors on the likelihood of students embracing entrepreneurship after the pandemic. The results indicate that, based on the p-values and constants, there isn't a meaningful positive effect of student intention on the inclination towards entrepreneurship. The statistics show a slight positive trend, but it's not strong enough to be considered significant (t= 1.898, p= 0.059, B= 0.128).

Similarly, the support from the university doesn't seem to have a significant impact, and in fact, it shows a non-significant and negative effect on the inclination towards entrepreneurship (t= -0.206, p= 0.837, B= -0.013). The same goes for the environment; its influence on the inclination towards entrepreneurship is not statistically significant (t= 0.571, p= 0.569, B= 0.036). In simpler terms, the results suggest that none of these factors have a strong enough connection with the inclination towards entrepreneurship after the pandemic.



## 4.9 Hypothesis Testing

In simple terms, hypothesis testing involves using statistics to assess the likelihood that a particular hypothesis is accurate. In this context, we conducted a hypothesis test to examine the impact of an independent variable on students' inclination towards entrepreneurship, using data analysis. The results in Table 4.24 indicate that when the p-value is less than 0.05 ($p<0.05$), it suggests that the independent variable significantly influences the inclination towards entrepreneurship.

### 4.9.1 The Relationship between IV 1 towards DV

H1: There is a significant relationship between student intention and the inclination towards entrepreneurship.

The beta (B) value for the student intention dimension was 0.126, and the t value associated with it was 1.898 (which is greater than the critical value of 1.645). Additionally, the significance value was found to be 0.059, just above the commonly accepted threshold of 0.05. In simpler terms, this means that there is no significant relationship between students' intentions and their inclination towards entrepreneurship. Therefore, Hypothesis 1 was rejected.

### 4.9.2 The Relationship between IV 2 towards DV

H2: There is a significant relationship between university support and the inclination towards entrepreneurship.

The university support dimension, represented by its beta value of -0.014, shows a negative association with entrepreneurial inclination. The t value of -0.206 is less than 1.645, and the significance value of 0.837 indicates that the relationship between university support and entrepreneurial inclination is not statistically significant. In simpler terms, the data suggests that there isn't a meaningful connection between the support provided by universities and students' inclination towards entrepreneurship. As a result, Hypothesis 2 has been rejected.



### 4.9.3 The Relationship between IV 3 towards DV

H3: There is a significant relationship between environment and the inclination towards entrepreneurship.

The beta (B) value for the environment dimension was 0.038, and the t value associated with it was 0.571. Additionally, the significance value was found to be 0.569, just above the commonly accepted threshold of 0.05. In simpler terms, this

means that there is no significant relationship between environment and inclination towards entrepreneurship. Therefore, Hypothesis 3 was rejected.

| Hypothesis | Description | Result |
|---|---|---|
| H1 | There is a significant relationship between student intention and the inclination towards entrepreneurship. | Rejected |
| H2 | There is a significant relationship between university support and the inclination towards entrepreneurship. | Rejected |
| H3 | There is a significant relationship between environment and the inclination towards entrepreneurship. | Rejected |



## 4.10 Summary

In summary, 229 people participated in our research by answering a questionnaire. In this section, we delve into the results and examine the gathered information to achieve the goals of our study. We employed different methods, such as descriptive analysis, checking how variables are related using the Pearson correlation coefficient, using multiple regression analysis, and conducting hypothesis tests.

# CHAPTER 5

# CONCLUSION AND RECOMMENDATION

## 5.0 Introduction

The researcher shared a summary of the research findings and explained the research overview. Now, in this chapter, it will discuss and analyze the results of hypothesis testing. It also talks about the challenges faced during the exploration and the possible impact of the research. Additionally, researchers provide recommendations for future research after analyzing the data. This chapter will delve into the study questions and objectives.



## 5.1 Summary of Findings

**Table 5.1: Summary of Hypothesis Result**

| No | Hypothesis | Result |
|---|---|---|
| 1 | Student intention – Inclination towards entrepreneurship | Not Supported |
| 2 | University support – Inclination towards entrepreneurship | Not Supported |
| 3 | Environment – Inclination towards entrepreneurship | Not Supported |

Source: Data developed by the researcher

### 5.1.1 Student intention and Inclination towards entrepreneurship (Not Supported)

The hypothesis of the student intention shows that the findings do not support the hypothesis as there is no significant relationship between the inclination towards entrepreneurship. This is because, the intention to start a business after completing studies may not necessarily align with the other indicators of entrepreneurial inclination. The absence of a significant relationship between these intentions could be attributed to external factors or lack of concrete actions supporting these statements. The result contradicted the findings generated by Esfandiar et al, (2019). Exploring the connection between students' intention and their inclination towards entrepreneurship retains its significance in entrepreneurial research, given its potential contribution to actual entrepreneurial activities. The crucial concept of translating intention into action is emphasized, asserting that the positive impact of student intention is likely to drive the exploration and exploitation of entrepreneurial opportunities. Additionally, the study suggests that student intention is closely linked to pre-venture activities, influencing the entrepreneur's mindset and directing their attention towards actionable steps in the entrepreneurial journey.



### 5.1.2 University support and Inclination towards entrepreneurship (Not Supported)

Next, the results do not align with the second hypothesis regarding university support, indicating a lack of significant correlation between the inclination towards entrepreneurship and the anticipated level of support from the university. The negative results of university support are due to the question asked in the instrument represents only a fraction of the multifaceted entrepreneurial journey. It is not strong enough to show the inclination towards entrepreneurship among UTeM FPTT students. There are other factors, such as comprehensive entrepreneurship education, practical knowledge, and awareness-building initiatives, might be crucial in influencing students to pursue entrepreneurship as a viable career option. Thus, the achieved result is not aligned with the findings generated by Zhang et al, (2014). Universities have the

capacity to foster student entrepreneurship through various means. They can impart essential knowledge and skills to students, including the ability to identify opportunities, develop business plans, and acquire resources. Universities can offer support through various means, such as courses, workshops, and conferences. Additionally, they can facilitate hands-on learning experiences, like engaging in entrepreneurship projects, undertaking internships in new ventures, or crafting business plans (Saeed et al, 2015).

### 5.1.3 Environment and Inclination towards entrepreneurship (Not Supported)

Subsequently, the outcomes pertaining to the third hypothesis related to the environment indicate a lack of support, as there is no statistically significant correlation observed between the university environment and the inclination towards entrepreneurship. This suggests that the prevailing conditions and activities within the university context do not seem to play a significant role in influencing students' propensities towards engaging in entrepreneurial pursuits. The result contradicted the findings generated by Moraes et al, (2018). Students' interest in entrepreneurship is nurtured and sparked through various activities within and beyond the classroom in the university environment. The construct that exerts the most influence on the inclination towards entrepreneurship is the university environment. When students have a favourable evaluation of the university environment, indicating that it fosters the development of attitudinal characteristics, this positively contributes to increasing their inclination towards entrepreneurship. In essence, a positive perception of the university environment correlates with a heightened interest in entrepreneurial pursuits among students.

## 5.2 Justification of Research Objective

5.2.1 Fulfillment of RO 1 To examine the relationship between student intention and inclination towards entrepreneurship.

The first objective of this study is to identify the student intention in inclination towards entrepreneurship. This objective is to know the student intention among students from the Faculty of Technology Management and Techopreneurship (FPTT) belonging to the batch of 2020/2021. Based on the result, the hypothesis about the student intention and inclination towards entrepreneurship is unsupported.

The findings reveal a no significant positive relationship between the student intention and inclination towards entrepreneurship. The Pearson Correlation result shows the value is a very week positive relationship, which is 0.129. Meanwhile, the P value is 0.051, with a significant correlation at the ($p < 0.05$) level. This result indicates that the student's intention has no significance with inclination towards entrepreneurship. Thus, the relationship between student intention has a low relationship with inclination towards entrepreneurship.

The low relationship between student intention and inclination towards entrepreneurship influenced by the absence of inadequacy of entrepreneurial role models within the faculty. The lack of influential role models who have succeeded in entrepreneurship within the faculty, or inadequate exposure to alumni who have made successful forays into entrepreneurial ventures, can lead to a shortage of inspiration and a weakened belief in the viability of pursuing entrepreneurial goals.

According to Kong at al., (2020), the impact of role models on students' entrepreneurial inclination is subtle but noteworthy, underscoring the importance for universities to focus on the role of entrepreneurial figures. Role models exert a strong motivational influence, as students observing success in nearby entrepreneurs experience a significant boost in self-confidence and heightened enthusiasm for entrepreneurship. Consequently, universities should intensify efforts in promoting these entrepreneurial models, bringing successful entrepreneurs to share their startup experiences on campus. This strategy provides students with opportunities to connect

with entrepreneurial journeys through observation, learning, and emulation, ultimately elevating their entrepreneurial self-efficacy and willingness to engage in entrepreneurial endeavours.

5.2.2 Fulfillment of RO 2 To analyse the relationship between role of universities in supporting student entrepreneurs and inclination towards entrepreneurship.

The second aim of this study is to assess the impact of university support on the inclination towards entrepreneurship among students in the Faculty of Technology Management and Technopreneurship (FPTT) belonging to the 2020/2021 batch. However, the results indicate that the hypothesis positing a connection between university support and inclination towards entrepreneurship is not supported.

The findings suggest a statistically non-significant and weak negative relationship between university support and the inclination towards entrepreneurship, as indicated by the Pearson Correlation coefficient of -0.023. Additionally, the associated p-value of 0.728 fails to reach significance at the 0.05 level. This outcome implies that there is no significant association between university support and the inclination towards entrepreneurship. In essence, the observed relationship between university support and entrepreneurial inclination is minimal.



This is because, when the faculty and university fall short in offering hands-on and quality education, like mentorship programs, and networking chances, students might encounter difficulties turning their entrepreneurial aspirations into tangible plans. Moreover, a possible misalignment between the academic curriculum and the skills essential for entrepreneurial success could weaken the university's influence on cultivating an entrepreneurial mindset in students. Overcoming these obstacles calls for a more thorough integration of practical aspects of entrepreneurship into the educational structure and guidance.

Enhancing the psychological education of students is crucial. Entrepreneurship often involves unexpected challenges, necessitating aspiring student entrepreneurs to possess not only relevant knowledge and skills but also resilient psychological qualities. To address the dynamic nature of entrepreneurial journeys, universities should focus on strengthening students' psychological resilience. This can be achieved

through initiatives such as entrepreneurial psychology workshops, group guidance sessions, personalized counseling, peer and mentor support, willpower training, and guidance on environmental adaptability. These efforts aim to cultivate a mindset that allows students to approach entrepreneurship with rationality and confidence, minimizing unnecessary detours on their entrepreneurial path (Kong at al., 2020).

5.2.3 Fulfillment of RO 3 To determine the relationship between environment and inclination towards entrepreneurship.

The third objective of this study aims to explore the influence of the environment on students' inclination towards entrepreneurship, specifically focusing on those from the Faculty of Technology Management and Technopreneurship (FPTT) in the 2020/2021 batch. However, the results do not support the hypothesis regarding the impact of university support on the inclination towards entrepreneurship.

The findings indicate a non-significant positive relationship between university support and inclination towards entrepreneurship. The Pearson Correlation coefficient reveals a very weak positive relationship, measuring at 0.051. Additionally, the associated p-value is 0.447, suggesting a lack of statistical significance at the ($p < 0.05$) level. These results imply that the university environment does not significantly correlate with students' inclination towards entrepreneurship. Consequently, the connection between the environment and entrepreneurial inclination is characterized by a low level of significance.



One potential reason for this deficiency could be linked to the absence of a supportive entrepreneurial ecosystem within the university. When the academic setting lacks essential resources, students might feel a gap between their academic ecosystem studies and the practical demands of initiating and managing a business. The scarcity of a dynamic entrepreneurial culture, opportunities for networking, and a nurturing environment may result in a reduced motivation among students to actively engage in entrepreneurial pursuits, even if they initially express academic interest in the field.

According to Kong at al., (2020), establishing a conducive entrepreneurial environment and alleviating students' fear of failure is crucial, as many aspiring

entrepreneurs hesitate due to a lack of experience and resources. To address this, universities must actively create a supportive atmosphere by implementing favorable policies, offering financial support through entrepreneurial funds, and establishing a comprehensive entrepreneurial insurance system. These initiatives aim to eliminate students' concerns about entrepreneurship, enabling them to objectively engage in entrepreneurial activities, identify opportunities accurately, and ultimately increase the overall rate of entrepreneurial success.

### 5.3. Implication of Research

The research found that there is no significant relationship between students' entrepreneurial intentions and their actual inclination towards entrepreneurship. This suggests a gap between intention and action in entrepreneurial endeavors among students. Future research and educational strategies should focus on how to effectively translate entrepreneurial intentions into concrete actions and ventures.

Moreover, the research indicates that the support provided by universities, as assessed in this study, does not have a substantial impact on students from the Faculty of Technology Management and Techopreneurship (FPTT) belonging to the batch of 2020/2021 inclination towards entrepreneurship. This suggests that the existing types and extents of support may not be effectively meeting the requirements of students aspiring to become entrepreneurs. There is a call for universities to reassess and improve their support structures, considering the inclusion of more hands-on elements such as mentorship programs, workshops on entrepreneurship, and direct involvement in the entrepreneurial community.

The findings suggest that the current setup of the university environment does not play a substantial role in encouraging students to pursue entrepreneurship. This underscores the importance of universities reimagining and enhancing their support systems for entrepreneurial endeavors. Potential initiatives might involve increasing opportunities for networking, forming entrepreneurship clubs or societies, and incorporating real-world business challenges into the academic curriculum.

## 5.4 Limitation of Research

The research's focus solely on students from the Faculty of Technology Management and Techopreneurship (FPTT) may limit the generalizability of the findings to broader student populations or other faculties within the university. This specificity could affect the external validity of the study, making it challenging to extrapolate the results to students in different academic disciplines or institutions.

While a cross-sectional design enables researchers to gather data at one specific moment, its drawback lies in its inability to establish causal relationships between variables. For a more thorough understanding of how entrepreneurial intentions and inclinations develop over time, longitudinal studies would be more fitting. These studies allow researchers to track changes and nuances in the dynamics, offering insights into the evolving nature of entrepreneurial aspirations.

The research might not have considered all the important factors that influence students' inclination toward entrepreneurship. Things like personal characteristics, education, family influences, and the impact of role models and mentorship programs are crucial elements that could strongly shape the entrepreneurial mindset. A more thorough investigation into these aspects would offer a more complete picture and a better grasp of what factors truly drive students' inclination towards entrepreneurship. According to Mustapha at al. (2015), suggests that the inclination of students to become entrepreneurs is significantly influenced by personal traits, family guidance, the content of entrepreneurial curriculum, and the role played by the university.

The assessment of university support for entrepreneurship may be too narrow in scope or may not capture the multifaceted nature of support required. University support extends beyond financial aid and includes elements like mentorship programs, networking opportunities, and a conducive entrepreneurial ecosystem. A more comprehensive evaluation of these components would offer a more accurate representation of the role played by the university in fostering entrepreneurial aspirations among students.

## 5.5 Recommendation for Future Research

Future research should consider expanding the participant pool to include students from various faculties and academic disciplines to enhance the generalizability of findings. This would provide a more comprehensive understanding of how entrepreneurial intentions vary across diverse student populations.

Moreover, to better comprehend the development of entrepreneurial intentions over time, researchers should employ longitudinal study designs. This would allow for the tracking of changes and nuances in entrepreneurial aspirations, providing deeper insights into the evolving nature of students' intentions and the factors influencing them.

Next, future studies could delve further into the various factors influencing students' inclination towards entrepreneurship, including personal characteristics, education, family influences, and the impact of role models and mentorship programs. A holistic examination of these elements would contribute to a more nuanced understanding of the multifaceted nature of entrepreneurial mindset development.



Future research ought to expand its examination of university support for entrepreneurship, going beyond financial assistance. It should encompass a more inclusive evaluation that considers elements such as mentorship programs, networking opportunities, and the overall entrepreneurial environment facilitated by the university. This broader assessment is essential for gaining a more precise understanding of how the university contributes to nurturing the entrepreneurial ambitions of students.

Lastly, conducting a comparative analysis across different universities or educational institutions could offer insights into how varying institutional environments influence students' entrepreneurial intentions. Comparisons between institutions with different levels of entrepreneurial support could highlight best practices and areas for improvement in fostering entrepreneurial mindsets.

## 5.6 Summary

To conclude, this chapter provided a summary of the research findings, examining the results of hypothesis testing that explored the connections between student intention, university support, and the environment in relation to inclination towards entrepreneurship at Faculty of Technology Management and Techopreneurship (FPTT) UTeM belonging to the batch of 2020/2021. The study brought to light that there is no notable correlation between students expressed entrepreneurial intentions and their actual inclination towards entrepreneurship, challenging the common belief that having the intention automatically leads to corresponding actions. Furthermore, the perceived support from the university and the overall university environment were identified as not significantly influencing students' inclination towards entrepreneurship.

Recommendations for future research emphasized the need for diverse participant samples, longitudinal studies, and a more comprehensive examination of factors influencing entrepreneurial inclination. The implications of the findings highlight the importance of bridging the gap between intention and action in entrepreneurship and reevaluating the types of support provided by universities to better meet the needs of aspiring student entrepreneurs.

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# APPENDICE

## Gantt Chart PSM 1

| Activity | WEEKS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FYP 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Registration and selection of supervisor | | | | | | | | | | | | | | |
| FYP seminar | | | | | | | | | | | | | | |
| Determination of title and confirm supervisor | | | | | | | | | | | | | | |
| Confirm of FYP title | | | | | | | | | | | | | | |
| Meeting with supervisor | | | | | | | | | | | | | | |
| Discussion about chapter 1 | | | | | | | | | | | | | | |
| Submit of chapter 1 to supervisor | | | | | | | | | | | | | | |
| Correction of chapter 1 and submit to supervisor | | | | | | | | | | | | | | |
| Discussion about chapter 2 (Literature Review) | | | | | | | | | | | | | | |
| Submit of chapter 2 and comment from supervisor | | | | | | | | | | | | | | |
| Correction of chapter 2 and get approval from supervisor | | | | | | | | | | | | | | |
| Discussion about chapter 3 (Methodology) | | | | | | | | | | | | | | |
| Searching for material | | | | | | | | | | | | | | |
| Submit of chapter 3 to supervisor | | | | | | | | | | | | | | |
| Correction about chapter 3 and get approval from supervisor | | | | | | | | | | | | | | |
| Submit FYP 1 report to supervisor | | | | | | | | | | | | | | |
| Preparation for presentation | | | | | | | | | | | | | | |
| Oral presentation of FYP 1 project proposal | | | | | | | | | | | | | | |
| Correction and submit finalise FYP 1 report | | | | | | | | | | | | | | |

**Gantt Chart PSM 2**

| Year | 2022/2023 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Activities/week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Constructing of questionnaire | | | | | | | | | | | | | | | |
| Revised for Questionnaire | | | | | | | | | | | | | | | |
| Questionnaire Distribution | | | | | | | | | | | | | | | |
| Data Collection | | | | | | | | | | | | | | | |
| Data Analysis | | | | | | | | | | | | | | | |
| Chapter 4 – Findings and Discussion | | | | | | | | | | | | | | | |
| Revised Chapter 4 | | | | | | | | | | | | | | | |
| Journal Discussion | | | | | | | | | | | | | | | |
| Chapter 5 – Conclusion | | | | | | | | | | | | | | | |
| Revised Chapter 5 | | | | | | | | | | | | | | | |
| Final Edit FYP Report 2 | | | | | | | | | | | | | | | |
| PSM Presentation 2 | | | | | | | | | | | | | | | |
| PSM Report Submission 2 and Journal | | | | | | | | | | | | | | | |

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

**Bachelor Of Technopreneurship with Honours (BTEC)**

**Faculty of Technology Management and Technopreneurship (FPTT)**

**Universiti Teknikal Malaysia Melaka (UTeM)**

Research Project Survey

**INCLINATION TOWARDS ENTREPRENEURSHIP AS DRIVER FOR POST-PANDEMIC ECONOMIC RECOVERY: STUDENT ENTREPRENEURS' PERSPECTIVES ON THE UNIVERSITY'S ROLE**

Dear Respected Respondents,

I am Chua Yik Liang with matric no B062010178 a final year student from course Bachelor of Technology Management and Technopreneurship (BTEC) in Universiti Teknikal Malaysia Melaka (UTeM). I am currently pursuing my research on Inclination Towards Entrepreneurship as Driver for Post-Pandemic Economic Recovery: Student Entrepreneurs' Perspectives On The University's Role under supervision of Dr. Fauzan. My focus on this research is to get the perspective of student entrepreneurs for the batch of 2020/2021 students from the Faculty of Technology Management and Technopreneurship (FPTT) on the role of universities in the tendency towards entrepreneurship as a driver of post-pandemic economic recovery.

**Statement of**

All of the information is confidential and only will be using for research purposes.

**References**

Chua Yik Liang

Bachelor Of Technopreneurship with Honours (BTEC)

Faculty of Technology Management & Technopreneurship (FPTT)

**DR FAUZAN**

Supervisor

Faculty of Technology Management Technopreneurship

**SECTION A: DEMOGRAPHIC**

Instruction: This section request respondents to provide their personal information kindly mark (/) in the provided space

1. Gender

| | |
|---|---|
| Male | |
| Female | |

2. Age

| | |
|---|---|
| Under 18 years old | |
| 19-24 years old | |
| 25 and above | |

3. Course

| | |
|---|---|
| BTEC | |
| BTMM | |
| BTMI | |
| BTMS | |

4. Program

| | |
|---|---|
| Business Program | |
| Non-business Program | |

**SECTION B (INDEPENDENT VARIABLE)**

Please select the appropriate answer for every question based on the statement given and there is no right or wrong answer. The 5-Point Likert Scale is used in this section

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |

| **Student Intention** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| I am prepared to do anything in order to become an entrepreneur. | | | | | |
| I have strong desire to be the owner of my business. | | | | | |
| I always observe what are the business opportunities available. | | | | | |
| I am willing to take some business risk. | | | | | |
| I plan to start my own business after completed my studies. | | | | | |

| **University Support** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| More entrepreneurship and business educational programmes on campus would help me to start businesses. | | | | | |
| My university provides students with ideas to start a new business from. | | | | | |
| My university arranges conferences /workshops on entrepreneurship. | | | | | |
| My university provides students with the knowledge needed to start a new business. | | | | | |
| My university creates awareness of entrepreneurship as a possible career choice. | | | | | |

| **Environment** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| The university environment motivated me to desire opening my own business. | | | | | |
| The university environment helped me to identify business opportunities. | | | | | |
| The university environment developed my skills to conduct a new business opportunities. | | | | | |
| The university environment enhanced my ability to innovate. | | | | | |
| The university environment developed my leadership skill through group work. | | | | | |

**SECTION C:**

**Dependent Variable**

Please select the appropriate answer for every question based on the statement given and there is no right or wrong answer. The 5-Point Likert Scale is used in this section:

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

**INCLINATION TOWARDS ENTREPRENEURSHIP**

| **Inclination Towards Entrepreneurship** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| I have a strong inclination towards pursuing entrepreneurship as a career. | | | | | |
| I believe that entrepreneurship offers exciting opportunities for innovation and growth. | | | | | |
| Entrepreneurship is a pathway for me to make a meaningful impact on society. | | | | | |
| I have seriously considered entrepreneurship as a highly desirable career option. | | | | | |
| I am enthusiastic about learning the skills necessary for successful entrepreneurship. | | | | | |