STUDENT ENTREPRENEUR: TENDENCY TOWARDS START-UP BUSINESS AND ENTREPRENEURIAL INCLINATION

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SUPERVISOR'S APPROVAL

I hereby declare that I have checked this report entitled "Student Entrepreneur: Tendency Towards Start-Up Business And Entrepreneurial Inclination" and in my opinion, this thesis it complies the partial fulfillment for awarding the award of the degree of Bachelor of Technopreneurship with Honours.

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

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DECLARATION

I declare that this thesis entitled "STUDENT ENTREPRENEUR: TENDENCY TOWARDS START-UP BUSINESS AND ENTREPRENEURIAL INCLINATION" 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 e 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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ABSTRACT

The present study aims to examine the perspective of student entrepreneurs' tendency towards start-up business and entrepreneurial inclination. It specifically seeks to investigate the connection between students with the university's role and influencing inclination towards entrepreneurship. 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 175 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 2021/2022. 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 significant correlation between student intention, environment, and no significant correlation between the university support. According to the modal summary presented in Table 4.19, the independent factors considered in the study can only account for 10.7% of the variability in students' entrepreneurial inclination and the remaining 89.3% 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.

Keywords: student entrepreneurs, student entrepreneurs' perspective, university role, tendency towards start-up business and entrepreneurial inclination, environment

ABSTRAK

Kajian ini bertujuan untuk mengkaji perspektif usahawan pelajar kecenderungan usahawan terhadap perniagaan permulaan dan kecenderungan keusahawanan. Ia secara khusus bertujuan untuk menyiasat kaitan antara pelajar dengan peranan universiti dan mempengaruhi kecenderungan ke arah keusahawanan. 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 175 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 2021/2022. 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 ada korelasi yang signifikan antara niat pelajar, persekitaran, dan tiada korelasi yang signifikan antara sokongan universiti. Menurut ringkasan modal yang dibentangkan dalam Jadual 4.19, faktor bebas yang dipertimbangkan dalam kajian hanya boleh menyumbang 10.7% daripada kebolehubahan dalam kecenderungan keusahawanan pelajar dan baki 89.3% 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.

Kata kunci: usahawan pelajar, perspektif usahawan pelajar, peranan universiti, kecenderungan ke arah keusahawanan, persekitaran

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents a comprehensive summary of the study, addressing a variety of significant topics. It begins with the background, providing background information and creates a basis for understanding of the research problem. Following that, the problem statement identifies the specific issue or gap the study intends to address. The chapter then goes on to explain the research questions and objectives, outlining the main questions and objectives that will guide the study. The study's limitations and scope are clear, recognizing any possible limitations. The study's significance is underscored, highlighting the potential contributions and implications for the field or relevant stakeholders. Finally, a summary is given, succinctly restating the key points discussed in this chapter and preparing for the subsequent study sections.

1.1 Research Background

New businesses do not come into existence by chance. There is ample evidence indicating that starting a new enterprise is a conscious decision, often driven by the desire to introduce a new product or to achieve personal fulfillment. Over the past few decades, universities have increasingly played a significant role in promoting entrepreneurship, resulting in the emergence of distinct strategies, cultures, and

organizational frameworks (Lombardi et al. 2017). Advancements in technology have notably risen (Schimperna et al., 2020; Lombardi et al., 2021a), thereby fostering technological entrepreneurship within universities through initiatives such as creating startups, forming partnerships with industries, licensing, and patenting (Grimaldi et al., 2011).

According to Busenitz and Lau (1996), the phenomenon of new business growth can be explained by a variety of theoretical stances, such as economic theory (Acs, 1990), psychological theory (Bird, 1992; Katz, 1992), and sociological theory (Aldrich, 1990). These ideas contend that the process of developing entrepreneurial insight is influenced by the entrepreneur, the organization, the entrepreneurial journey, and the environment. Each of these factors is examined from a distinct theoretical viewpoint. Typically, the process of establishing a new business is conventionally divided into three important stages: first, the stage of understanding basic concepts, terms, and theoretical contributions; second, the stage that deals with the process of startup and steps leading to the birth of a business; and third, the stage dealing with the problems of the new business, supported by empirical studies identifying further research opportunities in this area.

Scholars are currently approaching strategic entrepreneurship with a broader and more contextually complex perspective (Autio, Kenney, Mustar, Siegel, & Wright, 2014; Baker & Welter, 2018). Student entrepreneurs can be viewed in two main ways. According to Katz et al. (2000), A student working on a business plan for a startup or growing company is one of them. The second definition defines student entrepreneurs as those who simultaneously manage their academic work and operate a business (Ridder & Van Der Sijde, 2006). Additionally, entrepreneurship is a response to corporate reorganizing and worldwide competition, which may have increased the unemployment issue, especially for recent graduates (Ragayah and Smith 2005). The significance of entrepreneurship crosses national borders and drawn the interest of both developed and emerging nations since it promotes the enhancement of a nation's economic well-being (Värlander et al., 2020; Yi, 2020).

History often ignores a company's very early years, particularly the foundation phase, despite the fact that it is replete of examples and proof of how organizations have

changed throughout time (Salamzadeh, 2015a). Although this early stage has gotten less attention in the corpus of current literature, many studies have examined points of controversy in this sector (Salamzadeh, 2015b). These studies are important for several reasons: most startups fail at their inception or before they attain established business status-less than one-third survive-and this constitutes a "high rate of failure" according to Vesper (1990). The reasons for such failure include lack of finance, team management, insufficient knowledge about doing business, and lagging technology-a "startup problem" as cited by Núñez (2007). Yet, those few that make it often become the drivers of innovation and a substantial contributor to the national economy - "success stories" (Martinsons, 2002). There is also something called the "valley of death" - a critical period in a startup's life cycle, yet more often than not, this is a metaphor rather than a real stage of development (Hudson & Khazragui, 2013). However, in reality, the actual startup phase has often been ignored as the pivotal point of focus in research work (Van de Ven et al., 1984).

By enhancing traditional technology transfer initiatives carried out by universities, businesses established by students and recent graduates greatly contribute to market innovation and employment creation (Ferrante et al., 2019). Compared to those who start enterprises outside of the educational environment, student entrepreneurs are a special kind of entrepreneur because of the way they acquire and use resources (Politis et al., 2012). In addition, some business owners are committed to advancing environmental improvements by bringing in creative ideas, boosting productivity, and advancing the cause (Osiri et al., 2019). Notably, undergraduate and graduate students' interest in entrepreneurship has grown significantly over the past decade (Kim et al., 2018). Review papers have greatly expanded the field of entrepreneurship research in recent years (Rauch, 2019). Numerous papers on a variety of entrepreneurship subjects have been published, many of which interact with other study areas (Kraus et al., 2020).

1.2 Problem Statement

While it is crucial to promote entrepreneurship for university students, many educational institutions are lagging in this area. The problem lies in universities prioritizing traditional academic pursuits and careers over entrepreneurial endeavors. There should be a greater focus on entrepreneurship to broaden students' exposure and access to entrepreneurial opportunities, allowing them to pursue their interests and create value. Universities prioritize traditional academic pursuits over entrepreneurial endeavors, limiting students' exposure and access to entrepreneurial opportunities (Åstebro, Bazzazian, & Braguinsky, 2012; Backes-Gellner, Demirer, & Sternberg, 2002). Traditional theoretical teaching methods often fail to inspire students, suggesting a need for experiential teaching methods to cultivate interest and foster potential in entrepreneurship (Olokundun et al., 2018).

Experts recommend that universities adopt experiential teaching methods for entrepreneurship, emphasizing hands-on activities and active student involvement. These methods are seen to be crucial for fostering students' interest in entrepreneurship and helping them acquire the necessary skills for launching and operating successful firms. It is through this that education becomes a driving factor in bringing out the cognitive abilities and entrepreneurial potentials in students. Recent studies suggest that both the internal environment within universities and the external surroundings play crucial roles in shaping the emergence of academic entrepreneurship among researchers and faculty. Furthermore, each university's physical location can have a significant impact on people's perceptions of opportunities and their ability to start businesses (Drakopoulou Dodd & Hynes, 2012; Sternberg, 2009; Van Looy et al., 2011).

In general, a great deal remains to be discovered regarding the various contextual elements that impact the quantity and caliber of student start-ups. As universities continue to focus more on supporting student entrepreneurship (Siegel & Wright, 2015), it's important to explore how much flexibility and opportunity exist in these support systems to truly foster entrepreneurial growth. A significant challenge emerges regarding the role of universities in supporting student entrepreneurs. Many students feel that their institutions fall short in offering the necessary resources and assistance to help them

succeed. Many student entrepreneurs feel universities lack sufficient resources and support, facing limitations in space, funding, and access to resources in the initial phase of entrepreneurship (Zhao & Zhao, 2021). Furthermore, students frequently lack the means to invest in their business ideas or purchase the necessary technology and equipment, making economic constraints an important barrier. 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 is regarded as crucial in influencing the nature of entrepreneurship education, thus strengthening students' perceptions and making them capable of deciding to engage in venture creation activities (Trivendi, 2016).

In recent years, entrepreneurship has become increasingly significant. Regrettably, not all university students have embraced this trend, with many still unaware of the multitude of benefits entrepreneurship offers. A lack of awareness can significantly hinder students' opportunities and negatively impact the economy, as entrepreneurship serves as a vital engine for innovation and economic growth. To tackle this challenge, universities need to take an active role in educating students and highlighting the many benefits and opportunities that entrepreneurship can provide. According to Barnard et al. (2019), the provision of entrepreneurial education instills a sense of awareness in individuals, encouraging them to seek out valuable experiences that enable them to embark on new business ventures. By better understanding the benefits and opportunities that come with entrepreneurship, students can boost their preparedness for the future and improve their overall quality of life.

1.3 Research Question

To conduct the study, the following questions were used as a framework:

RQ 1. How does student intention relate to their tendency towards start-up business and entrepreneurial inclination?

RQ 2. What is the correlation between universities' support for student entrepreneurs and their tendency towards start-up business and entrepreneurial inclination?
RQ 3. How does the environment impact individuals' tendency towards start-up business and entrepreneurial inclination?

1.4 Research Objective

The following objectives are meant to be accomplished by this study:
RO 1. Investigate the correlation between student intention and tendency towards start-up business and entrepreneurial inclination.
RO 2. Analyze the correlation between the role of universities in supporting student entrepreneurs and their tendency towards start-up business and entrepreneurial inclination.
RO 3. Determine the relationship between the environment and individuals' tendency towards start-up business and entrepreneurial inclination.

1.5 Scope of the Study

For the purpose of becoming successful entrepreneurs, this study focuses on how undergraduates look for ways to place themselves in the entrepreneurial environment. The focus of this study is the 2021/2022 cohort of students from Universiti Teknikal Malaysia Melaka (UTeM)'s Faculty of Technology Management and Technopreneurship (FPTT). The study's participants are university-enrolled student entrepreneurs, guaranteeing that the information acquired is correct and relevant to this demographic. The study is set to be completed within a year.

1.6 Limitations of the Study

The possibility of respondents giving false information is one of the study's limitations. Some participants offered brief responses to the questionnaire, which could result in the researcher gathering erroneous data. Moreover, due to time limitations, the researcher had to complete the investigation within a restricted one-year timeframe. The sample size used for the study may not be a full representation of all student entrepreneurs. Most targeted universities or specific regions may limit the generalization of the results to only these areas.

1.7 Significant of the Study

This research studies have several important proposes. First of all, it offers insightful information about the prospects and difficulties faced by young business owners in the contemporary market. Universities can better tailor their entrepreneurial programs to meet the needs of their students by developing a more thorough comprehension of these experiences. Furthermore, this research can help institutions identify gaps in their current offerings. For instance, if students feel they lack access to adequate funding or mentorship, universities can address these shortcomings by providing enhanced support. Additionally, exploring the viewpoints of student entrepreneurs enables universities to cultivate a campus culture that emphasizes innovation and entrepreneurship. By recognizing and celebrating the achievements of these students, universities can inspire others to embark on entrepreneurial journeys, contributing to economic growth. Ultimately, for universities to effectively foster innovation and entrepreneurship among their students, they must thoroughly understand the experiences and needs of student entrepreneurs. This knowledge can guide program development, highlight areas for improvement, and inspire the next generation of entrepreneurs in alignment with the university environment and students' circumstances.

1.8 Summary

The researcher outlines the study's goals in the part that follows, which aim to find out how student entrepreneurs view the ways in which universities foster the growth of an entrepreneurial mindset and business viewpoint. The challenges faced by student entrepreneurs and academic institutions are also discussed in depth. Additionally, the chapter highlights the study's significance and scope, offering a clearer understanding of its context and purpose. This research underscores the essential role universities play in encouraging and supporting student entrepreneurship.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature review and the most effective theoretical framework for this investigation are discussed. It begins by defining key terms, including student entrepreneur, perspective, the role of universities, entrepreneurial inclination, and the factors driving a culture of start-up businesses. The dependent and independent variables were determined and specified, respectively, by a relevant assessment of the literature review. Another important characteristic of the chapter is the framework of the research on which hypotheses are formulated and core theories that the study stands on are examined.

2.1 Student Entrepreneur

Instead of maintaining and defending existing businesses, student entrepreneurs view themselves as dream creators (Purewal, 2001) or new business developers (Baghai, Coley, and White, 2000). According Sally Smith, Hamilton, and Fabian (2019), an entrepreneur is defined as "a person who sets up and manages a business to make a profit and expand it." An entrepreneur is defined as someone who possesses the ability and enthusiasm to establish, oversee, and succeed in a novel business venture, despite

the inherent uncertainties, to achieve financial gains. 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). The quintessential demonstration of entrepreneurship is found in the launch of a new business endeavor. 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). Even though they are sometimes referred to as "academic entrepreneurs," much of the study on the topic concentrates on faculty members who are entrepreneurs rather than students (Bercovitz & Feldman, 2008).

Previous studies on student entrepreneurs, including the growing field of entrepreneurship education, have mainly ignored contextual issues in favor of focusing on factors that affect individuals (Martin, McNally, & Kay, 2013; Pittaway & Cope, 2007). Furthermore, previous studies on student entrepreneurship have mostly ignored the impact of institutions on student entrepreneurs (Ayob, 2019; Bergmann, Hundt, and Stemberg, 2016). The bigger macro-level determinants have been overlooked in prior research, despite the fact that it has largely focused on individual components including personal attributes and entrepreneurial education (Peterman and Kennedy, 2003; Beliaeva, Laskovaia, and Shirokova, 2017). Because of this neglect, the macroenvironment has been undervalued as an external resource for student entrepreneurship outside of the academic setting (Bergmann, Hundt, and Stemberg, 2016). Hence, it is necessary to redirect research focus towards investigating the contribution of institutions, like universities, in promoting student entrepreneurship.

Many entrepreneurship researchers are interested in the increasing number of student entrepreneurs. Consequently, universities have adjusted by providing entrepreneurship courses and supportive structures. In recent years, there has been a significant surge in scientific discussion about student entrepreneurship, which has led to its successful academic status (Landström and Harirchi, 2018; Moraes et al., 2021). Students' entrepreneurial inclination is likely to be more influenced by their family background (Aldrich & Cliff, 2003; Laspita et al., 2012), the university and environment (Geissler, 2013), and their limited or nonexistent industry experience, as opposed to

those with more professional experience. Previous research has reviewed a number of aspects of entrepreneurship in higher education, including the entrepreneurial goals of educators and students (Liñán & Fayolle, 2015), components of entrepreneurial education (Fiore et al., 2019; Secundo, Mele, et al., 2020), and the results of academic entrepreneurship (Fini et al., 2022; Wright et al., 2017). Even though research on student entrepreneurs is becoming more popular, little is known about their behaviors, environments, and entrepreneurial characteristics (Politis et al., 2012). Additionally, a number of scholars have emphasized the need to clarify a number of facets of student entrepreneurship (Marchand & Sood, 2014). Furthermore, recent studies highlight the significance of student-created businesses as a crucial element of entrepreneurship stemming from universities (Wright et al., 2017).

Therefore, student and alumni-founded businesses are essential for creating and sharing new information with the market as well as helping to create jobs (Ferrante et al., 2019). As students commence their professional journeys, they often encounter a broad spectrum of employment prospects, with entrepreneurship emerging as a viable avenue for prospective graduates. Student entrepreneurship is viewed as a relatively new subject to be studied and hasn't received equally much scholarly attention as the more established field of entrepreneurship education (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 research endeavors have commenced delving into the distinctive attributes of student entrepreneurship, considering the environment of universities and the developmental phase 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.

2.1.1 Student Entrepreneurs' Perspective

Students' perceptions and attitudes toward entrepreneurship are deeply influenced by the social and cultural environments they grow up in. As a result, the choices young people make, including whether to pursue entrepreneurship or seek employment, are shaped by both personal experiences and external factors. These elements highlight how economic and environmental forces play a role in shaping one's entrepreneurial mindset. Research has consistently shown that entrepreneurship is not an inherent trait but a skill that evolves over time, influenced by an individual's surroundings and experiences (Alain, Benoit, and Clere-Narjisse, 2006). 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).

Moreover, research conducted among postgraduate students uncovered their specific anticipations regarding entrepreneurship education. These expectations primarily centered on gaining expertise and understanding necessary for launching a business, enhancing self-assurance, and fostering the competencies essential for entrepreneurship. The students indicated that their involvement in entrepreneurship modules had facilitated the acquisition of skills related to planning new ventures and recognizing and capitalizing on opportunities. Interestingly, they perceived financial planning as less important, whereas market research was deemed considerably valuable. Furthermore, the students placed high value on creative thinking (Rae and Woodier-Harris, 2012).

In a study conducted in Malaysia among the students at university, researchers observed that the students displayed a restricted tendency towards innovation, insufficient self-discipline, a low tolerance for uncertainty, and deficient skills in risk management. Furthermore, the students exhibited insufficient proficiency in terms of market awareness, idea generation, and environmental assessment. The report also highlighted students' perspectives regarding the readiness of colleges to provide entrepreneurship education. University efforts to foster an entrepreneurial climate have

been deemed wanting (Norasmah, Norashidah, and Hariyaty, 2012). This encompasses factors such as campus environment, academic curriculum, faculty members, and the provision of assistance for entrepreneurial initiatives on campuses.

The prior discussion underscores the disparities between the entrepreneurship education provided by universities and colleges and the expectations of students. To effectively bridge this gap, it is essential to establish a comprehensive curriculum that cultivates the requisite skills for aspiring entrepreneurs. Given that students hold varied expectations from entrepreneurship education programs, there is an urgent necessity to offer tailored programs that address 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 The University

From a contemporary perspective, universities are frequently seen as major factors behind the development of new technologies and, at times as key contributions to the advancement of society (Pihie, 2009). Universities play a critical role in influencing entrepreneurial achievement (Blasi & Sedita, 2020). In the past two decades, universities have faced increasing scrutiny for their dual responsibilities: providing skilled talent and playing a key role in turning scientific research into commercial opportunities, while also fostering the growth of new businesses (Moraes, Fischer, Campos, & Schaeffer, 2020; Politis, Winborg, & Dahlstrand, 2012). Hence, it is recognized that universities are expected not only to focus on research and education but also to assume responsibility for fostering innovations and contributing to economic growth within their regions and nations (Cleary, 2002). This perspective portrays universities as pivotal catalysts for entrepreneurial endeavors. They are a source of new ideas mentions, 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).

Institutions play a crucial role in promoting entrepreneurship and persuading students that it's a feasible career choice. Although some research has examined the effect of entrepreneurship education on students' plans to launch their own businesses, little is known about how universities specifically help to create an environment that supports entrepreneurial intentions and facilitates the establishment of new businesses (Ali and Abou, 2020). In developing economies like those in Asia, there is a dearth of research on the connection between entrepreneurial intention and perception of university support (PUS) (Nabi et al., 2017). Anjum et al. (2018) stress the value of entrepreneurship education in fostering students' entrepreneurial aspirations, especially in a university setting.

To ensure effective entrepreneurship education, it should extend beyond coursework and receive robust support through extracurricular initiatives. There is a trend where university units dedicated to fostering these activities are being organized, with entrepreneurship clubs being the most prevalent (Valerio, Brent, Robb, 2014). The presence of these clubs in universities highlights a strong commitment to fostering entrepreneurship, encouraging students to adopt an entrepreneurial mindset, and helping them develop an entrepreneurial outlook (Hu, 2009).

Examining how different campus activities could encourage students to consider entrepreneurship as a career is crucial. Additionally, the development of an entrepreneurial attitude is more likely to be positively impacted by an educational system that fosters innovation and personal abilities. Investment in entrepreneurship as a discipline is viewed as a pathway to progress and development (Kirby, 2006). Mustafa et al. (2016) emphasize the importance of comprehending the efficacy of these activities and their ability to influence students' entrepreneurial aspirations. Universities must embrace entrepreneurship to uphold their role in knowledge generation (Ertuna & Gürel, 2001). Universities offer a variety of support to students, including physical resources, emotional encouragement, and financial aid such as scholarships (Neneh, 2020). However, this study will concentrate specifically on the support universities provide

through specialized courses, start-up business loans, seminars, motivational guidance, and internship opportunities.

Additionally, a large proportion of previous research has focused on the role that student attitudes play as a mediator between university support for entrepreneurship and its outcomes (Saeed et al., 2015; Wegner et al., 2020). It's also critical to acknowledge that universities' support networks can play a significant role in cultivating an entrepreneurial culture on campus (Clark et al., 2020). Despite its significance, there's been limited exploration of whether structured university support truly contributes to building entrepreneurial ecosystems, especially in developing economies.

Lastly, universities are essential in encouraging entrepreneurship since they mold students' values and goals for the cutthroat business world of today (Parveen et al., 2018). They can be viewed as centers of entrepreneurship, where students receive instruction and motivation to act and think like business owners (Das, 2021). Therefore, educational institutions have the ability to create a strong entrepreneurial culture that encourages entrepreneurship to grow (Israr & Saleem, 2018). In order to provide students with the skills and knowledge necessary to be successful business owners, universities must make every effort to offer entrepreneurship training programs (Bharucha, 2019).

2.3 Tendency Towards Start-Ups Business and Entrepreneurial Inclination

The tendency for entrepreneurship can be explained as the individual's inherent inclination, interest, or predisposition to participate in entrepreneurial endeavors, such as initiating and overseeing their own business ventures. It encompasses a blend of traits, mindsets, and drives that propel individuals to seize entrepreneurial prospects, embrace risks, and introduce innovations to establish and expand their own enterprises. In recent years, entrepreneurial education has become increasingly important, and its global reach has grown rapidly (Bharucha, 2019). The importance of entrepreneurship education in the educational system and its potential to provide new job opportunities in the future have been highlighted in a number of studies (Das, 2021). Participating in

entrepreneurship education has been shown to have a significant impact on an individual's decision to start a firm since it stimulates interest in entrepreneurship as a viable career route (Bazkiai et al., 2020; Reuschke et al., 2021).

Furthermore, universities and other higher education institutions have been charged with the essential task of preparing students for employment after graduation by imparting entrepreneurial knowledge and skills (Bazkiaci et al., 2020). Since entrepreneurship has been shown to have a major influence on students' career choices, the effect of entrepreneurship education on university students' entrepreneurial propensity is crucial (Ahmed et al., 2020). The idea of human capital, which holds that education improves the abilities and knowledge required to start business endeavors, theoretically explains the connection between entrepreneurial education and the desire to pursue entrepreneurship. This theory states that people are more likely to develop a mindset that is supportive of starting their own business and to gain confidence if they undergo training sessions and educational programs that teach them specific skills and a thorough understanding of the entrepreneurial process (Anwar, Saleem, Islam, Thoudam, & Khan, 2020). Several studies have also found empirical evidence that entrepreneurship education has a major impact on entrepreneurial intention by raising people's self-efficacy (Anwar & Saleem, 2018; Loan et al., 2021). However, some studies present alternative views or challenge this perspective.

Numerous research has repeatedly demonstrated that entrepreneurship education shapes an individual's tendency for entrepreneurship (Anwar & Saleem, 2019a; Anwar et al., 2020; Hassan, Saleem, Anwar, & Hussain, 2020). The differences between those who are naturally inclined to become entrepreneurs and those who are not have also been highlighted in previous research, particularly in relation to how they see entrepreneurial abilities, qualities, and other environmental and cognitive factors (Anwar & Saleem, 2019). Another belief is that entrepreneurship education is more helpful to those who are inclined to become entrepreneurs since it enables them to comprehend the opportunities and challenges of starting a business. Thus, it can be concluded that individuals who have a tendency to entrepreneurship will be more impacted by entrepreneurship education in terms of their intention about pursuing it compared to people that do not.

The importance of encouraging an entrepreneurial attitude has consequently increased due to the acknowledgment of the essential part that entrepreneurs play in driving economic growth. The propensity for entrepreneurship provides insight into a potential entrepreneur's mindset before they launch their business (Kaygisiz 2015). Nevertheless, in nations with a substantial youth demographic, entrepreneurship - commonly perceived as a primary catalyst for economic advancement - might acquire heightened importance if the attitudes of millennials continue to shift favorably. Consequently, as the inclination towards entrepreneurship grows among young individuals, the economies of their respective nations will thrive. Given that university students are frequently regarded as the future business pioneers of their countries, it becomes essential to assess their inclination toward entrepreneurship. Many comprehensive investigations have been conducted recently on college students' entrepreneurial tendencies (Bozkurt and Alparslan, 2012; Moriano et al., 2012; Rani, 2012; Şeşen and Basım, 2012; Arrighetti et al., 2013; Asamani and Mensah, 2013).

Moreover, promoting entrepreneurial skills among university students is widely regarded as an effective strategy to enhance their employability. As a result, entrepreneurship education has become increasingly important in universities, offering a range of courses, projects, and competitions designed to cultivate innovative and entrepreneurial talent (Yang et al., 2021). To allow students to concentrate on entrepreneurship education, university administrators and researchers are giving priority to the targeted development of entrepreneurial mindsets and abilities.

2.4 Factors Affecting Students' Inclination Toward Start-Ups Businesses

2.4.1 Student Intention

Ceresia & Mendola (2019) define entrepreneurial intention as a person's readiness and desire to take part in entrepreneurial activities and launch a new company. Since starting a firm requires careful consideration and research, it is an excellent

indicator of entrepreneurial activity (Li et al., 2020). Successful entrepreneurship requires having the correct mindset and motivating factors, claim Ibrahim et al. (2017). Research indicates that individuals demonstrating motivation and a predisposition towards entrepreneurship are more likely to develop stronger intentions to pursue entrepreneurial paths when exposed to entrepreneurship education and training programs (Yatu, Bell, & Loon, 2018). To continue to further develop this relationship and increase the probability of putting intention into action, entrepreneurship education aims to link cognitive elements like mindset with entrepreneurial intention (Loan et al., 2021).

As a result, colleges are thought to be the best places to foster innovation and an entrepreneurial spirit. They have a big impact on students' entrepreneurial goals and activities, which makes starting new companies easier (Anjum et al., 2021). Furthermore, recent studies have looked at the significance of entrepreneurial universities and how they impact students' integration as factors influencing their entrepreneurial inclinations (Foss and Gibson, 2015; Nowiński et al., 2019).

However, prior research has illustrated that people inherently predisposed towards becoming entrepreneurs possess a greater inherent tendency to want to become entrepreneurs. They are motivated to engage in entrepreneurial activities by this psychological inclination, which is an innate predisposition (Tomy & Pardede, 2020). Moreover, prior study has shown that individuals who have entrepreneurial tendencies are more innovative, focused on success, and motivated toward pursuing entrepreneurship (Anwar & Saleem, 2019).

2.4.2 University support

To boost students' entrepreneurial intentions, it is essential to offer them support and motivation from the university. Students' perceptions of their own skills and motivation to launch their own business are greatly influenced by their university (Lee et al., 2011; Sahban et al., 2016). Students may gain from improved availability of universities that provide the necessary skills and information in entrepreneurship.

Additionally, targeted support, as suggested by Anjum et al. (2020), may involve aiding students in areas like concept development and business start-up. By providing such assistance, universities can effectively foster and support students in their entrepreneurial endeavors.

Saeed et al. (2015) introduced the idea of university support for entrepreneurship in their study, which encompasses a variety of official programs outside of entrepreneurship education. This support can be divided into three conceptual categories: perceived educational aid, conceptual support, and business growth support. Universities frequently support entrepreneurial activities in addition to providing entrepreneurship courses by setting up incubators (Moraes et al., 2020), holding competitions and challenges for entrepreneurs, offering advice on idea development, and putting students in touch with entrepreneurs to help them grow their new businesses (Saeed et al., 2015; Wegner et al., 2020).

Recent research by Mustafa et al. (2016) and Shahid et al. (2017) has demonstrated the significance of university support in elucidating students' entrepreneurial tendencies (EI). Consequently, it has been observed that various facets of university assistance may impact students' El in different ways (Mustafa et al., 2016; Wegner et al., 2020). This disparity is especially important in emerging economies, where access to some types of support, like incubators, may be restricted by institutional gaps, a lack of staff experience, and financial constraints (Narayanan and Shin, 2019).

2.4.3 Environment

Universities should actively promote entrepreneurship as an attractive career choice if they want to encourage students to enroll in entrepreneurship courses (Keat, Selvarajah, and Meyer, 2011). The role of universities should contribute significantly in influence students' entrepreneurial behavior and intentions to develop entrepreneurial ecosystems. According to Bedö, Erdős, and Pittaway (2020), this implies that colleges can have a significant impact on creating an environment that encourages

entrepreneurship, especially in areas with little resources. As a result, how educational institutions respond to students' attitudes and behaviors about entrepreneurship is closely related to how they promote entrepreneurial participation (Moraes, Lizuka, & Pedro, 2018; Politis et al., 2012; Saeed, Yousafzai, Yani-De-Soriano, & Muffatto, 2015).

Furthermore, prior research indicates that the academic environment has an indirect impact on the development of entrepreneurial intentions. However, it is vital to look into the specific role that colleges play in fostering a sense of purpose by amplifying the impact of factors that are known to promote entrepreneurial goals (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). Universities must present entrepreneurship as fulfilling and alluring in order to persuade students to consider it a viable career option. They can do that by facilitating and providing resources and facilities and infrastructure that grant support to entrepreneurial initiatives. 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). Therefore, universities should work to create an entrepreneurial culture on their campuses to inspire and 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).

2.5 Proposed Research Framework

This study's research framework is unique because it links different variables related to entrepreneurial inclination. It considers both dependent and independent variables to explore what drives entrepreneurship. The independent variables include students' entrepreneurial intentions, university support, and the environment, all of which affect the dependent variable - tendency towards start-up business and

entrepreneurial inclination. Figure 2.1 visually represents this framework, aligning it with the study's research questions and objectives.

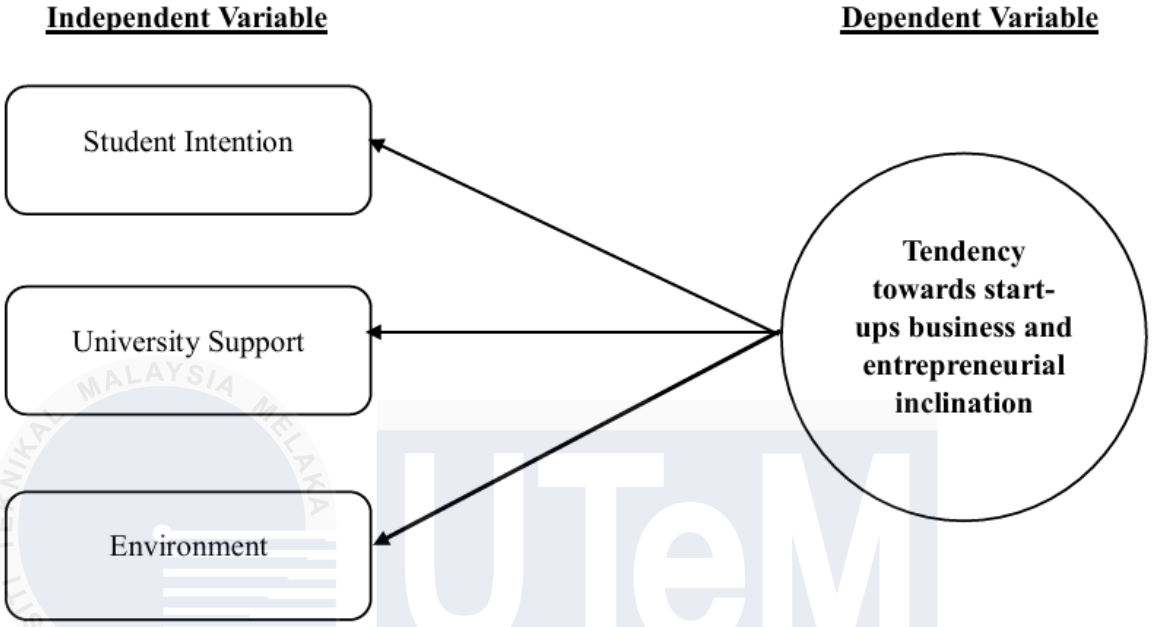

Figure 2.1: Proposed research framework of factors that affect students' inclination toward start-up businesses

2.6 Research hypothesis

A hypothesis is essentially a proposed explanation for how two sets of variables might be connected. It is the acts of research that guides the investigation and provide a framework for testing and analysis is determined. This hypothesis will be examined to see how effectively it answers the research questions and produces the desired study outcomes. Based on these questions, three hypotheses to test in the analysis can be formed.

For this investigation, the following theories have been developed:

Hypothesis 1:

HO: There is no significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination.

H1: There is a significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination.

Hypothesis 2:

HO: There is no significant relationship between university support and the tendency towards start-up business and entrepreneurial inclination.

H2: There is a significant relationship between university support and the tendency towards start-up business and entrepreneurial inclination.

Hypothesis 3:

HO: There is no significant relationship between environment and the tendency towards start-up business and entrepreneurial inclination.

H3: There is a significant relationship between environment and the tendency towards start-up business and entrepreneurial inclination.

2.7 Summary

In this chapter, the factors that influence the probability of becoming an entrepreneur were discussed. Researcher develop a framework that includes independent variables including student intention, university assistance, and the environment, as well as the dependent variable, which is the tendency towards start-up business and entrepreneurial inclination. The researcher wants to find out how the independent and dependent variables relate to each other in order to evaluate these theories.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology that is frequently used to conduct the study was provided in this chapter. According to Jansen and Warren (2020), research methodology is the practical side of a study that focuses on the approach to research that a researcher uses to ensure the production of reliable and accurate outcomes that answer the goals, objectives, and issues of the study. It includes the methodical approach to gathering, analyzing, and interpreting information in order to produce relevant and reliable results. This process involves several stages, such as defining the research problem, designing the study, choosing suitable data collection methods, employing sampling techniques, performing statistical analyses, and considering ethical issues. A well-defined methodology allows researchers to investigate effectively and understand the contributions to the pool of existing knowledge in their fields.

3.1 Research Design

Research involves carefully gathering data using different methods to ensure a thorough and systematic investigation. This process entails gathering and analyzing information in an organized way, guided by specific research designs and methodologies.

Research can be performed in both academic and scientific contexts, aiming to explore a hypothesis or research question and produce significant findings. Understanding research design is crucial when starting a research project, as it serves as the blueprint for the study's structure and approach. Research design enables researchers to methodically explore unknown areas. The researcher chooses appropriate research design to ensure a systematic and organized approach to their investigation (Leverage Edu, 2021).

Grasping the different types of research designs is essential for researchers to choose the most suitable approach for their studies. It is important to understand the distinctions between these designs and identify the variables that influence their selection. There are five primary types of research design: experimental, descriptive, diagnostic, correlational, and explanatory. In this study, the chosen research design is explanatory, which involves exploring concepts and ideas within a subject to investigate various theories. This research approach's primary objective is to investigate questions about what, how, and why while also examining new aspects of the subject (Jaiswal, 2022). With this approach, a researcher can ascertain how dependent and independent variables relate to one another. Clear explanations for phenomena of interest are typically developed together with a great deal of subject matter understanding in this explanatory research approach.

3.2 Methodological Choices

The choice of research methodologies, approaches, and processes to employ in a study is referred to as a "methodological choice" by researchers. Research methodology can be broadly divided into three categories: mixed techniques, qualitative methods, and quantitative approaches (Creswell, 2014). To validate or confirm ideas, on the other hand, the quantitative methodology places a strong emphasis on gathering, evaluating, and measuring numerical data, often from a sizable sample.

In this research, the researcher employs quantitative methods to explore student entrepreneurs' views on the university's inclination toward promoting entrepreneurship as a catalyst for community and ecosystem development. In quantitative research, numerical data is gathered and analyzed to investigate correlations between variables. This approach entails gathering data that can be analyzed using statistical methods, enabling researchers to derive objective conclusions and generalize about a broader population (Ware, 2022). Consequently, the research problem will be statistically analyzed using survey questions. By applying quantitative research methods, the researcher can determine and assess the relationship between students' intentions, the university's support, the environment, and their inclination towards entrepreneurship's economic impact.

3.3 Primary and Secondary Data

Primary data is actual information that is gathered straight from the source for the research project. It is also known as raw data or first-hand data. Through the researcher's efforts and experiences, this data was gathered directly from the source. There are several ways to collect data, including surveys, physical tests, observations, postal questionnaires, enumerators administering the questionnaires, focus groups, telephone interviews, personal interviews, and case studies (Surbhi, 2020). The study might use surveys and questionnaires to gather primary data from student entrepreneurs. Researchers would be able to gather firsthand information and viewpoints on how the university encourages and supports entrepreneurship using these techniques. The primary data collected will be directly relevant to the research study, offering first-hand information that aligns with the research objectives.

Secondary data typically refers to information that has already been gathered by someone other than the researcher for a purpose that differs from the current one. This type of data is easily accessible and can be found in various sources such as government reports, censuses, internal records, books, journal articles, and websites. Secondary data

is a useful resource for researchers because it offers a cost-effective and time-efficient way to gather information, allowing them to analyze and draw insights without the need to conduct their own primary research (Surbhi, 2020). For this research, secondary data could include academic papers, articles, and publications that explore the connections between entrepreneurship, universities, and student entrepreneurs. These sources can offer valuable background information, theories, and previous findings to inform and support the research study.

3.4 Research Location

The researcher chose Malacca as the major research location due to its unique status as a recognized tourist destination, as well as the fact that the researcher is a student studying in the area. The target respondents for this study are student entrepreneurs from Universiti Teknikal Malaysia Melaka (UTeM), namely the Faculty of Technology Management and Technopreneurship (FPTT). The decision to choose UTeM in Malacca as the research site is influenced by the researcher's familiarity with the university, having been a student there. The researcher aims to make the process as easy and effective as possible by concentrating on public universities in Malacca for data gathering and analysis.

3.5 Research Strategy

Research strategies are detailed plans or methods that researchers use to direct their investigation and achieve their goals. It acts as a road map, detailing the actions and procedures needed to carry out research in a timely and methodical way, producing thorough reporting and high-quality results (Dinnen, 2014). The selection of acceptable data collection tools, the sampling method, the study design, and the use of proper

analysis techniques are some of the essential elements that make up a research plan. The selection on which research strategy to use is impacted by aspects such as the research topic, available resources, and intended study outcomes. By establishing a precise and clearly defined research strategy, researchers can enhance the efficiency, effectiveness, and validity of their study, thereby facilitating the generation of dependable and significant findings.

In this study, the survey research strategy has been adopted by the researcher. A sample of students will be given a self-administered questionnaire to complete in order to collect data for this study. The purpose of the questionnaire is to learn more about the students' opinions on how the institution encourages entrepreneurship as well as their attitudes, convictions, and experiences in this area. To find patterns, trends, and connections between important factors, the survey data will be statistically examined. The survey research's outcome will be able to illustrate the student entrepreneurs' preferences and perceptions.

3.5.1 Questionnaire Design

A questionnaire is a written set of questions used to collect data from respondents. Questionnaires can be administered in various ways, such as by phone, online, or even by mail (Mcleod, 2023). The researcher created an online survey for this study using Google Forms, which was then distributed to student entrepreneurs at UTeM's Faculty of Technology Management and Technopreneurship (FPTT).

The questionnaire starts with a short introduction to the research purpose and guarantees anonymity and confidentiality of the responses. The first part comprises demographic data, including questions on gender, ethnicity, and field of study, which would provide a base for the researcher to analyze the responses based on different demographic factors. The second section addresses the independent variables of the study, which are student intentions, university support, and the environment. The third section looks at the dependent variable: the inclination towards entrepreneurship.

Respondents rate how much they agree with statements about the study's independent and dependent variables in the second and third parts using a five-point Likert scale. The responses can be quantitatively analyzed using the five-point Likert scale, which goes from 1 (strongly disagree) to 5 (strongly agree).

Table 3.1: Five-point Likert Scale

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

3.5.2 Sampling Technique

A sampling design is a specific plan or method created for choosing a sample to be examined from a wider population. It describes the steps researchers use to select subjects or components for the sample. It may also include information on the sample size, or the number of participants. Probability sampling and non-probability sampling are the two primary types of sample designs that researchers might employ. These approaches offer different ways of selecting a representative sample, each with its own advantages and considerations (Harun, 2022).

In this investigation, the researcher has employed the probability sampling design. Every member of a group has an equal and predetermined chance of being selected for the study, according to the theory behind the sampling method known as probability sampling (Harun, 2022). There are five different kinds of probability sampling designs: simple random sampling, stratified random sampling, cluster random sampling, systematic sampling, and multi-stage random sampling. Non-probability sampling comes in four forms: quota sampling, convenience sampling, snowball sampling, and judgment sampling.

The researcher uses probability sampling with an emphasis on basic random samples. To serve as a representative sample of the complete dataset, a basic random sample selects a small and random subset of the population, with each member of the

population having an equal chance of being chosen (Hayes, 2023). By encouraging equity and reducing bias, simple random selection contributes to greater generalization. By selecting participants randomly, the research captures a wide range of viewpoints, helping to gain a thorough understanding of student entrepreneurs' views on how the university supports their personal growth and development through entrepreneurship.

Krejcie and Morgan Sampling Method is a method that is used to determine a sample size from a general population (Krejcie & Morgan, 1970). Krejcie and Morgan's Sampling method is important to eliminate bias during the selection process (Blogger, 2017). For this study, data was collected from students in the Faculty of Technology Management and Technopreneurship (FPTT), which includes those enrolled in programs such as 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.

From the Office of Student Affairs at UTeM, there are approximately 320 students in FPTT. In that regards, the sample size estimation is 175 as suggested by guidelines from Krejcie and Morgan's table on sample size.

Table 3.1

Table for Determining Sample Size of a Known Population

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

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Figure 3.1: Krejcie and Morgan Sampling Method (Source: Krejcie & Morgan, 1970)

3.5.3 Pilot Test

A pilot test serves as a preliminary trial run for the main research project. It gives an opportunity for the researcher to test tools used for research, questionnaires, or surveys for any teething problems. The pilot study collects responses that will help review the efficacy of the tools by offering necessary insights that might lead to the modification of the design and conduct of the full-scale study in such a way that the process runs without hitches to realize valid results. This process allows researchers to evaluate aspects such as feasibility, cost, and any potential issues that might come up during the actual 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). It's generally recommended to select a sample size of about 10% to 20% of the total sample for the full-scale survey, or at least 30 to 50 respondents. For this study, the researcher has opted to conduct a pilot test with 30 students, representing a 10% sample, to assess the effectiveness of the questionnaires. The researcher will administer the questionnaires personally to the respondents, and it will take approximately a week in completing the entire process. This hands-on approach will help ensure that any questions or concerns from the respondents can be addressed promptly, leading to a smoother data collection process. The feedback, opinions, and suggestions collected from the pilot test participants will be carefully analyzed and integrated into the final version of the survey questionnaire.

3.6 Time Horizon

Time horizon is defined as the period for which a research study is conducted or during which data collection is done. Essentially, it sets the timeline for the entire research process, helping to define how long the study will take from start to finish. 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, on the other hand, entails examining a particular subject over a prolonged duration to observe and analyze alterations and advancements. These categorizations provide researchers 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 address time limitations, the researcher intends to undertake a cross-sectional study within a restricted timeframe, spanning from March 2024 to February 2025. Between October 2024 and December 2024, participants will receive an online questionnaire via Google Forms. The data from the questionnaire will then be collected and examined by the researcher between November 2024 and January 2025. Lastly, the study's outcomes will be presented in February 2025, based on the collected data.

3.7 Validity Test

Validity is the extent to which a study reflects the true characteristics and behavioral patterns of a population, rather than just those who participated. It ensures that the findings are accurate and can be generalized to other similar groups or situations. This concept is important across various types of studies, such as those focused on prevalence, associations, interventions, and diagnostics. Validity is typically broken down into two main areas: internal validity, which concerns the accuracy within the study itself, and external validity, which looks at how well the findings can be generalized to broader contexts. According to Patino and Ferreira (2018), internal validity is the extent to which the observed results are free from methodological flaws and accurately reflect the situation inside the population under study. External validity would also be an essential aspect since once the same has been established, that would imply its results could be utilized in individuals or populations that can be considered to be similar. It’s important because it ensures the results are relevant not just to the participants in the study, but also to other similar individuals or broader populations.

This helps to confirm that the study's outcomes have real-world relevance. There are two types of external validity: population validity, which looks at how well the research findings can be applied to different groups or populations, and ecological validity, which examines how the study's results can be transferred to other situations or environments (Cuncic, 2022).

The researcher shall use appropriate data collection tools, such as survey questionnaires, for the validation of the research and shall draw from valid measurement scales or frameworks. It's also important that the sample of student entrepreneurs closely represents the broader target population. The researcher will concentrate on the relationships between the independent and dependent variables. With a greater emphasis on external validity, the study will emphasize the student entrepreneurs, who are the primary group being explored in this research. Moreover, the researcher should acknowledge any potential biases or confounding factors that could impact the findings and take measures to address or mitigate them. By addressing these aspects, the study can bolster its validity and offer dependable insights into the subject matter.

3.8 Reliability Test

In the context of research, reliability is the degree to which the same measurement instrument yields consistent and trustworthy data over time. The reliability of the research is indicated if the results stand up over time or across several testing. In other words, it’s about whether the research method consistently produces the same outcomes when applied again. 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). These categories help assess different aspects of reliability, ensuring that the research findings are trustworthy and dependable.

Cronbach's Alpha was used in this study to evaluate the variables' reliability. The statistic that shows that a group of survey questions constantly evaluates the same fundamental idea is called Cronbach's Alpha. It gives a score between 0 and 1, showing

how well the items on the survey agree with each other. A higher score means there's better agreement among the items, indicating strong internal consistency (Frost, 2022). Figure 3.3 displays the reliability range and corresponding Cronbach's Alpha coefficient.

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

Figure 3.2: Cronbach' s Alpha Range

3.9 Data Analysis Method

Data analysis in research is a crucial step researchers use to condense extensive amounts of data into coherent narratives and derive valuable insights. This process helps to simplify complex information and make it easier to understand, ultimately leading to clearer conclusions and findings. This process entails dissecting the data into smaller, comprehensible fragments. 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 process that is both creative and challenging. Data analysis is a time-consuming but essential process that helps transform raw data into organized, clear, and meaningful insights. It involves using both deductive and inductive reasoning to draw conclusions from the data (Bhat, 2019). The Statistical Package for the Social Sciences (SPSS), a popular statistical instrument in research analysis, was used in this work. The Statistical Package for Social Sciences (SAS) was

its previous name (The Scholar Team, 2022). Both descriptive and inferential analysis techniques will be used in interpreting the data collected in this study.

3.9.1 Descriptive Analysis

Using statistical methods to meaningfully summarize and present a dataset's key features is known as descriptive analysis (descriptive statistics). This analytical method is highly valued for its ability to extract significant insights from raw data, rendering it more understandable and practical for analysts. Descriptive analysis can be divided into four categories: measurements of position, measures of dispersion of variation, measures of central tendency, and frequency measures (Bush, 2020). The mean, median, and mode are typically used to evaluate central tendency, which is the average values of the data. Measures of dispersion that indicate how far the data is from the center include range and standard deviation. In this study, descriptive analysis will be done through the comparison of means and frequency, which gives a clearer picture of the distribution of data and indicates the underlying trend.

3.9.2 Pearson's Correlation Analysis

Pearson's Correlation Coefficient is a test statistic used to evaluate the numerical relationship between continuous variables. According to Statistics Solutions (2021), this coefficient not only shows how strong the relationship is but also whether the connection is positive or negative. Figure 3.3 presents a table that illustrates how these values correspond to the strength of the correlation.

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 3.3: The Pearson's Correlation Coefficients

3.9.3 Multiple Regression Analysis

Researchers use regression analysis as a statistical tool to look at how two or more variables relate to each other. It is also one of the analyzing tools to be used in analysis data that obtained from the quantitative research. According to Katerina Petchko (2018), multiple regression analysis offers a more precise understanding of how these variables interact with one another by isolating the effects of each predictor. The analysis will assist in determining the degree to which student intention, university support, and environment (the independent variables) and entrepreneurial aptitude and propensity to start a firm (the dependent variable) are related. This method will also demonstrate the extent to which each predictor affects the result, giving the researcher a better understanding of how colleges might encourage student entrepreneurship.

3.9.4 ANOVA

ANOVA (Analysis of Variance) is a statistical technique that divides the total variability in the data set into two main subparts: systematic factors and random components. Systematic components have a quantitative effect on the data, but random elements do not (Kenton, 2023). In the context of regression analysis, ANOVA helps a researcher evaluate how independent factors affect the dependent variable. The complex aspects influencing students' desire to launch their own businesses are clarified by this analysis. Lastly, it makes it easier to comprehend how institutions can encourage entrepreneurial activity and assist create a startup business culture.

3.10 Summary

This chapter offers a comprehensive overview of the research approach and emphasizes its importance. It outlines the instruments and methods the researcher used to collect the data. The primary components of the research process are covered in this chapter, including determining the study problem, selecting an effective research design, selecting appropriate data collection methods, implementing sample methodology, performing statistical analysis, and handling ethical issues. It also discusses how to utilize tools like the Statistical Package for the Social Sciences (SPSS) to assess the data gathered and highlights how important it is to ensure the validity and reliability of the study findings.

CHAPTER 4

DATA ANAYLSIS 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 175 participants focusing on students from the Faculty of Technology Management and Techopreneurship (FPTT) belonging to the batch of 2021/2022. The researcher will employ SPSS version 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 helps the researcher to evaluate the questions' accuracy and relevance, and 30 respondents received the questionnaire. A pilot study's primary goal

before beginning a large-scale inquiry is to make sure researchers fully comprehend the recommended methodology, not to answer specific research questions. In basic terms, it allows one to identify and stay away of critical errors that might result in a lot of time and resources (Polit & Beck, 2017). Students from the Faculty of Technology Management and Technopreneurship (FPTT), especially those in the 2021–2022 cohort, completed the questionnaires through Google Forms.

Table 4.1: Validity Pilot Test

(Source: Data developed by the researcher and output from SPSS)

Independent Variable 1 – Student Intention	
No.	**Questionnaire**
SI1	I am determined to do whatever it takes to become an entrepreneur.
SI2	I have a strong ambition to own my own business.
SI3	I constantly look for available business opportunities.
SI4	I am open to taking some business risks.
SI5	I plan to start my own business once I finish my studies.
Independent Variable 2 – University Support	
No.	**Questionnaire**
US1	Having more entrepreneurship and business education programs on campus would assist me in starting a business.
US2	My university offers students ideas for launching new businesses.
US3	It organizes conferences and workshops on entrepreneurship.
US4	The university provides students with the necessary knowledge to launch a business and promotes entrepreneurship as a viable career option.
US5	More entrepreneurship and business educational programmes on campus would help me to start businesses.
Independent Variable 3 – Environment	
No.	**Questionnaire**
E1	The university environment inspired me to aspire to start my own business.
E2	The university environment assisted me in recognizing business opportunities.

E3	The university setting enabled me to build the skills essential for exploring new business ventures.
E4	The university environment improved my ability to innovate.
E5	The university environment enhanced my leadership skills through collaborative group work.
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	
No.	**Questionnaire**
DV1	I have a strong tendency to pursue entrepreneurship as a career.
DV2	I believe that entrepreneurship offers exciting opportunities for innovation and growth.
DV3	Entrepreneurship provides me with a way to create a significant impact on society.
DV4	I have carefully regarded entrepreneurship as a highly attractive career path.
DV5	I am eager to acquire the skills needed for successful entrepreneurship.

Correlations

Variable	Item	Pearson Correlation	Critical Value	Sig.	N	Validity
Independent Variable 1 – Student Intention	SI1	0.622	0.361	0.000	30	Valid
	SI2	0.726	0.361	0.000	30	Valid
	SI3	0.685	0.361	0.000	30	Valid
	SI4	0.754	0.361	0.000	30	Valid
	SI5	0.854	0.361	0.000	30	Valid
Independent Variable 2 – University Support	US1	0.599	0.361	0.000	30	Valid
	US2	0.858	0.361	0.000	30	Valid
	US3	0.676	0.361	0.000	30	Valid
	US4	0.708	0.361	0.000	30	Valid
	US5	0.759	0.361	0.000	30	Valid
Independent Variable 3 –	E1	0.729	0.361	0.000	30	Valid
	E2	0.775	0.361	0.000	30	Valid

Environment	E3	0.525	0.361	0.003	30	Valid
	E4	0.703	0.361	0.000	30	Valid
	E5	0.725	0.361	0.000	30	Valid
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	DV1	0.798	0.361	0.000	30	Valid
	DV2	0.659	0.361	0.000	30	Valid
	DV3	0.799	0.361	0.000	30	Valid
	DV4	0.679	0.361	0.000	30	Valid
	DV5	0.647	0.361	0.000	30	Valid
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).						

It can be seen from the results shown in Tables 4.1 that every question in this study is considered valid. This conclusion is based on the observed values exceeding the specified critical value, which is determined by the number of respondents in the pilot test. In this case, the respondent count (N=30) corresponds to a critical value of 0.361, as obtained from the Critical Value = R table.

4.1.2 Reliability of Pilot Test

SPSS software was used to evaluate the questionnaire's reliability after 30 responses were gathered during the pilot test. Using a reliability analysis, Cronbach's Alpha was computed with a target value of 0.60 or above to assess the consistency of responses across questions.

Table 4.2: Reliability Pilot Test

(Source: Data developed by the researcher and output from SPSS)

Reliability Statistics			
Varible	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Independent Variable 1 – Student Intention	.771	.768	5
Independent Variable 2 – University Support	.765	.772	5
Independent Variable 3 – Environment	.725	.728	5
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	.760	765	5

Five questions from the survey questionnaires were the focus of a reliability analysis, according to the SPSS results shown in Tables 4.2. Since the questionnaire items met the required level of 0.60, the analysis showed that they were reliable. Consequently, the findings validate that the outcome is dependable and appropriate, permitting the data collection procedures to continue.

4.2 Result and Analysis

4.2.1 Validity analysis

In research, validity is the degree to which a method measures what it is supposed to measure and guarantees that the outcomes correspond to the actual features, traits, and variances of the social or physical phenomena under study (Middleton, 2019).

The correctness of the questionnaire questions given to 175 students from the Faculty of Technology Management and Techopreneurship (2021/2022 cohort) was tested in this study using validity analysis. Out of these, 175 responses were received. Based on the number of respondents, the critical value (N-2), referred to as CV 175, was calculated to be 0.130.

Table 4.3: Validity Test

(Source: Data developed by the researcher and output from SPSS)

Independent Variable 1 – Student Intention	
No.	**Questionnaire**
SI1	I am determined to do whatever it takes to become an entrepreneur.
SI2	I have a strong ambition to own my own business.
SI3	I constantly look for available business opportunities.
SI4	I am open to taking some business risks.
SI5	I plan to start my own business once I finish my studies.
Independent Variable 2 – University Support	
No.	**Questionnaire**
US1	Having more entrepreneurship and business education programs on campus would assist me in starting a business.
US2	My university offers students ideas for launching new businesses.
US3	It organizes conferences and workshops on entrepreneurship.
US4	The university provides students with the necessary knowledge to launch a business and promotes entrepreneurship as a viable career option.
US5	More entrepreneurship and business educational programmes on campus would help me to start businesses.
Independent Variable 3 – Environment	
No.	**Questionnaire**
E1	The university environment inspired me to aspire to start my own business.
E2	The university environment assisted me in recognizing business opportunities.
E3	The university setting enabled me to build the skills essential for exploring new

	business ventures.
E4	The university environment improved my ability to innovate.
E5	The university environment enhanced my leadership skills through collaborative group work.
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	
No.	**Questionnaire**
DV1	I have a strong tendency to pursue entrepreneurship as a career.
DV2	I believe that entrepreneurship offers exciting opportunities for innovation and growth.
DV3	Entrepreneurship provides me with a way to create a significant impact on society.
DV4	I have carefully regarded entrepreneurship as a highly attractive career path.
DV5	I am eager to acquire the skills needed for successful entrepreneurship.

Correlations

Variable	Item	Pearson Correlation	Critical Value	Sig.	N	Validity
Independent Variable 1 – Student Intention	SI1	0.850	0.130	0.000	175	Valid
	SI2	0.754	0.130	0.000	175	Valid
	SI3	0.569	0.130	0.000	175	Valid
	SI4	0.593	0.130	0.000	175	Valid
	SI5	0.671	0.130	0.000	175	Valid
Independent Variable 2 – University Support	US1	0.864	0.130	0.000	175	Valid
	US2	0.843	0.130	0.000	175	Valid
	US3	0.675	0.130	0.000	175	Valid
	US4	0.607	0.130	0.000	175	Valid
	US5	0.562	0.130	0.000	175	Valid
Independent Variable 3 – Environment	E1	0.830	0.130	0.000	175	Valid
	E2	0.591	0.130	0.000	175	Valid
	E3	0.580	0.130	0.000	175	Valid

	E4	0.878	0.130	0.000	175	Valid
	E5	0.587	0.130	0.000	175	Valid
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	DV1	0.836	0.130	0.000	175	Valid
	DV2	0.733	0.130	0.000	175	Valid
	DV3	0.702	0.130	0.000	175	Valid
	DV4	0.645	0.130	0.000	175	Valid
	DV5	0.537	0.130	0.000	175	Valid
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).						

According to the information shown in Table 4.3, all of the study's questions are valid, This determination was made by comparing the observed values against the critical value, which was calculated based on a sample of 175 respondents. The critical value, denoted as N = 175, is 0.130 and was derived from the Critical Value = R table.

4.2.2 Reliability Analysis

Table 4.4: Reliability Test

(Source: Data developed by the researcher and output from SPSS)

Reliability Statistics			
Varible	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Independent Variable 1 – Student Intention	.721	.721	5

Independent Variable 2 – University Support	.761	.755	5
Independent Variable 3 – Environment	.735	.731	5
Dependent Variable – Tendency Towards Start-Up Business and Entrepreneurial Inclination	.729	.726	5

Based on the table 4.4, the findings of the SPSS analysis, which evaluated the reliability of five survey items. Given that they meet the acceptable reliability level of 0.70, the results validate the reliability of these questionnaire items.

4.3 Demographic Analysis

Demography is often defined as the study of human populations, focusing on changes in their size and composition influenced by factors like migration, birth rates, and death rates. Derived from the Greek language, the term “demography” literally translates to “describing people” (Klimczuk, 2021)

4.3.1 Gender

Table 4.5: Frequency and Percentage of Gender

Gender	**Frequency**	**Percent**
Male	56	68%
Female	119	32%
Total	**175**	**100%**

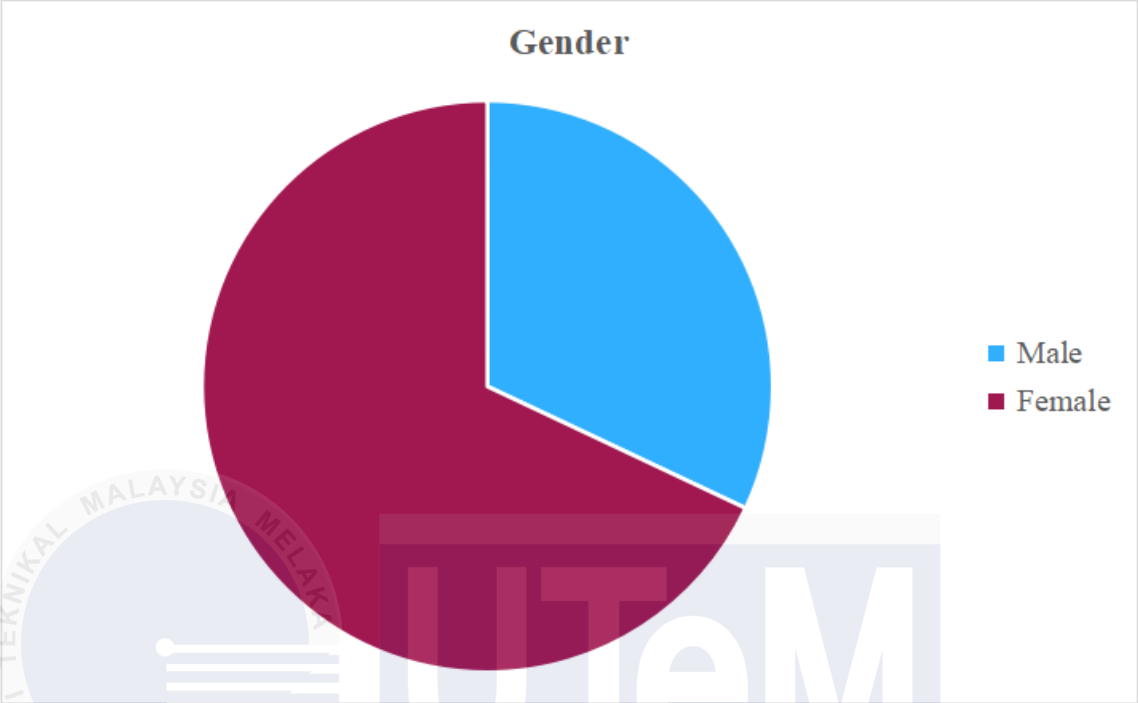

Figure 4.1: Pie Chart Analysis of Respondent's Data by Gender

(Source: Data developed by the researcher and output from SPSS)

The respondents' gender distribution is shown in Figure 4.1 and Table 4.5. 56 (36%) of the 175 participants are male, while 119 (64%) are female.

4.3.2 Ethnicity

Table 4.6: Frequency and Percentage of Ethnicity

Ethnicity	**Frequency**	**Percent**
Malay	107	61.1%
Chinese	49	28%
Indian	18	10.3%
Others	1	0.6%
Total	**175**	**100%**

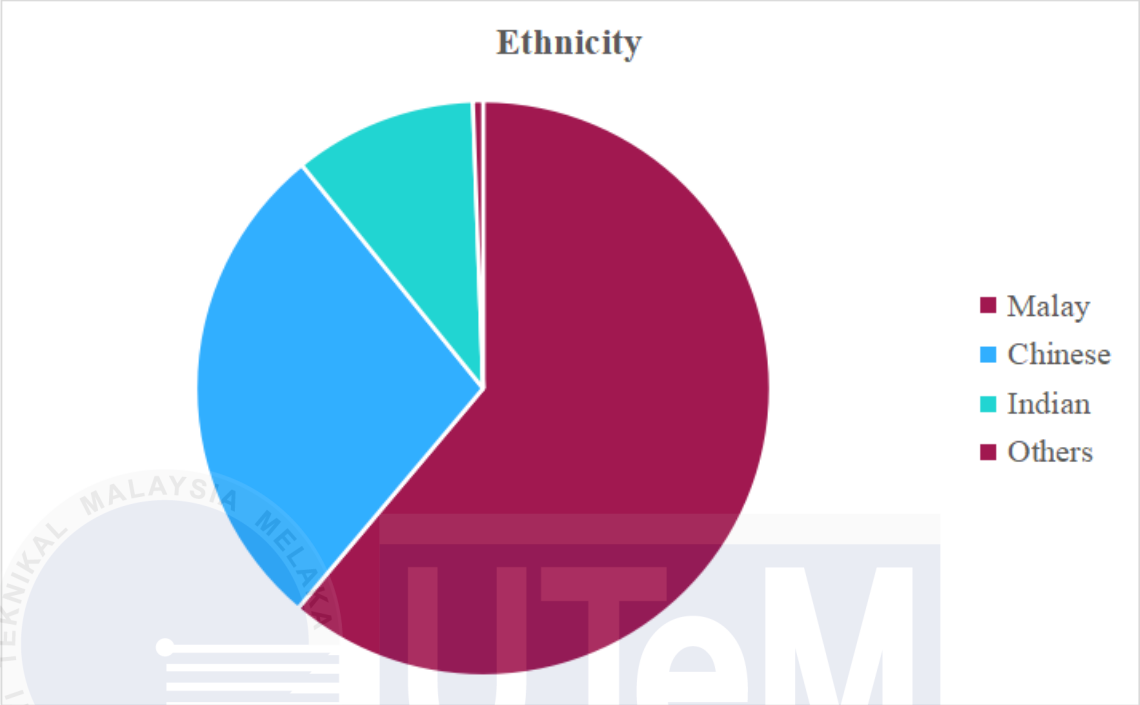

Figure 4.2: Pie Chart Analysis of Respondent's Data by Ethnicity

(Source: Data developed by the researcher and output from SPSS)

An analysis of the respondents' data by ethncity is shown in table 4.6 and figure 4.2. 107 (61.1%) of the 175 respondents are Malay, 49 (28%) are Chinese, 18 (10.3%) are Indian, and 1 (0.6%) is of a different ethnicity. The majority of respondents identified as Malay, according to the analysis.

4.3.3 Course

Table 4.7: Frequency and Percentage of Course

Course	**Frequency**	**Percent**
BTEC	72	41.1%
BTMM	21	12%
BTMI	30	17.1%
BTMS	52	29.8%
Total	**175**	**100%**

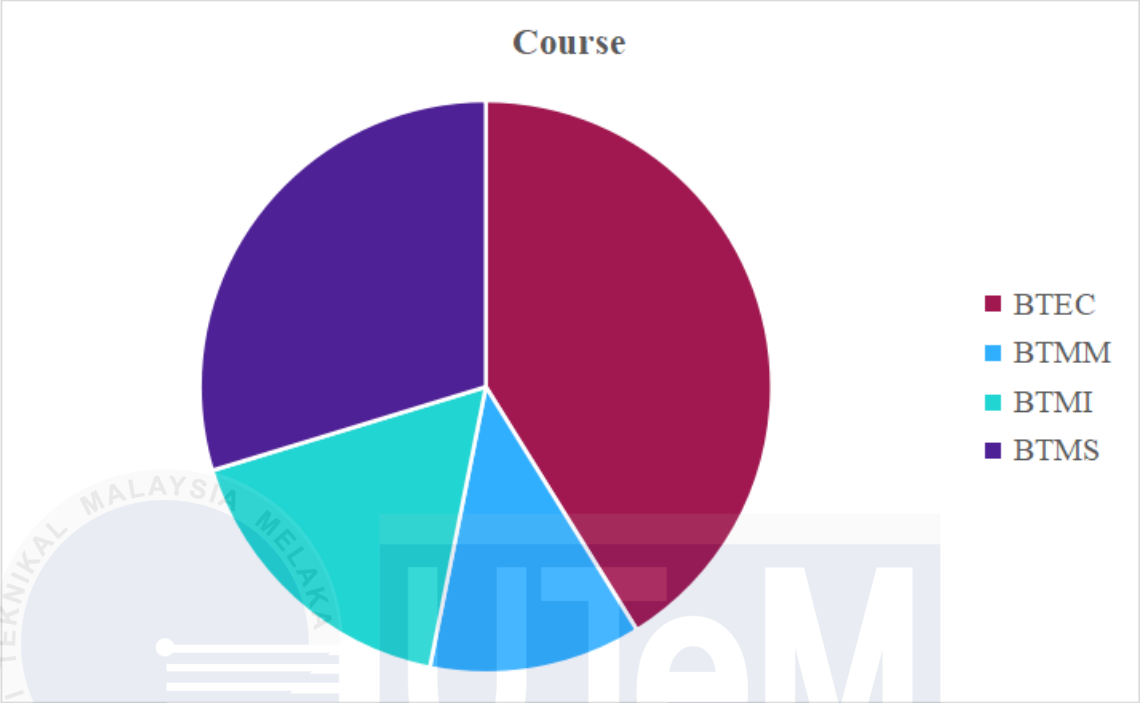

Figure 4.3: Pie Chart Analysis of Respondent's Data by Course

(Source: Data developed by the researcher and output from SPSS)

The respondents' course of study distribution is displayed in Table 4.7 and Figure 4.3. Of the 175 participants, 72 students (41.1%) from BTEC make up the largest group. Furthermore, 30 students (17.1%) are from BTMI, 52 students (29.8%) are from BTMS, and 21 students (12%) are enrolled in BTMM. This indicates that most of study participants are BTEC students.

4.3.4 Participation in business-related activities held at the university

Table 4.8: Frequency and Percentage of participation in business-related activities held at the university

Course	**Frequency**	**Percent**
Yes	113	64.6%
No	62	35.4%
Total	**175**	**100%**

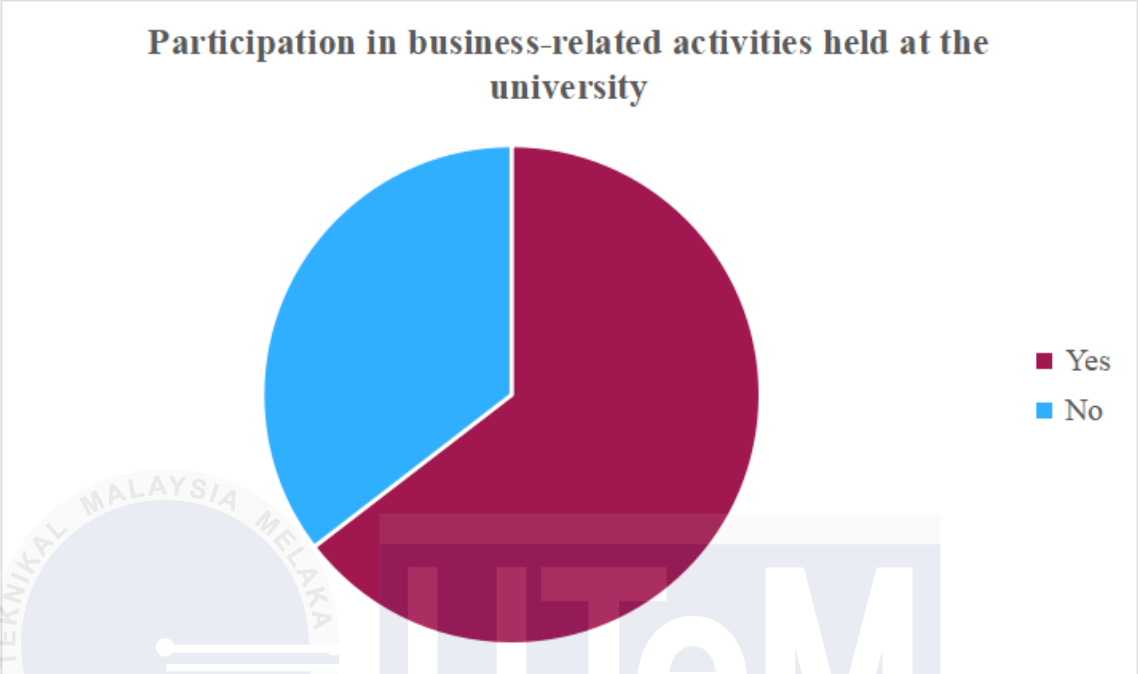

Figure 4.4: Pie Chart Analysis of Respondent's Data by participation in business-related activities held at the university

(Source: Data developed by the researcher and output from SPSS)

Table 4.8 and Figure 4.4 shown the frequency and percentage of respondents who have taken part in business-related activities at the university. Out of the 175 respondents, 113 students (64.6%) have participated in such activities, while 62 students (35.4%) have not. This shows that the majority of students in the study have been involved in business-related events at the university.

4.3.5 Involvement in business-related extracurricular activities

Table 4.9: Frequency and Percentage of involvement in business-related extracurricular activities

Course	Frequency	Percent
Actively involved	57	32.6%
Occasionally involved	56	32%

Not involved	62	35.4%
Total	**175**	**100%**

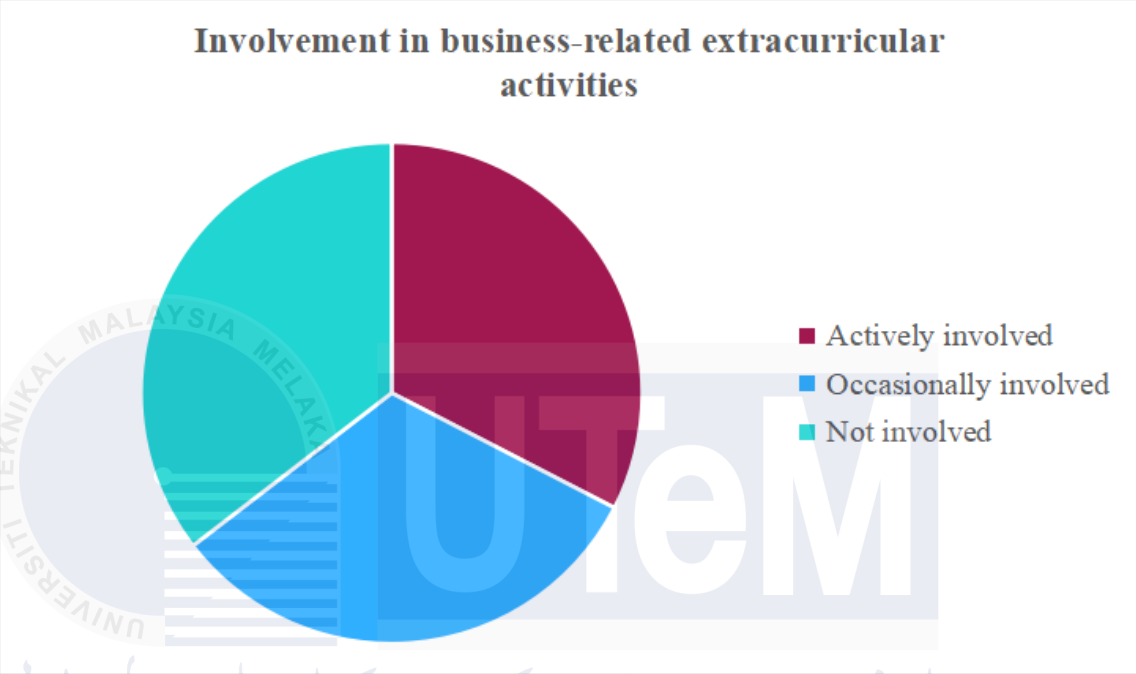

Figure 4.5: Pie Chart Analysis Of Respondent's Data By Involvement In Business-Related Extracurricular Activities

(Source: Data developed by the researcher and output from SPSS)

Table 4.9 and figure 4.5 displayed The frequency and percentage of respondents who take part in university-sponsored business-related events. Around 32.6% of the respondents, or 57 individuals, are actively involved in these activities, while a similar proportion, 56 individuals (32%), participate occasionally. The largest group, 62 respondents (35.4%), reported no participation in business-related extracurricular activities.

4.4 Descriptive Analysis

Descriptive analysis is a data inspection method that successfully depicts, illustrates, or summarizes data points to identify patterns that match the dataset's

requirements. This type of analysis focuses on understanding the data as it is, without exploring cause-and-effect relationships or deeper correlations. Often considered the basic level of data analysis, it provides an overview of patterns and connections, using both past and present data (Villegas, 2022).

Table 4.10: Descriptive Analysis of Independent Variables – Student Intention

(Source: Data developed by the researcher and output from SPSS)

No.	Questionnaire	Mean	Std. Deviation	N
SI1	I am determined to do whatever it takes to become an entrepreneur.	4.11	0.913	175
SI2	I have a strong ambition to own my own business.	4.05	0.936	175
SI3	I constantly look for available business opportunities.	4.12	0.873	175
SI4	I am open to taking some business risks.	3.91	0.958	175
SI5	I plan to start my own business once I finish my studies.	3.95	0.899	175

Table 4.11: Frequency and Percentages of Independent Variables – Student Intention

(Source: Data developed by the researcher)

No.	Item	1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
SI1	I am determined to do whatever it takes to become an entrepreneur.	-	-	7	4	43	24.6	49	28	76	43.4
SI2	I have a strong	-	-	3	1.7	63	36	31	17.7	78	44.6

	ambition to own my own business.										
SI3	I constantly look for available business opportunities.	-	-	3	1.7	48	27.4	49	28	75	42.9
SI4	I am open to taking some business risks.	-	-	9	5.1	61	34.9	40	22.9	65	37.1
SI5	I plan to start my own business once I finish my studies.	-	-	7	4	54	30.9	55	31.4	59	33.7

Table 4.10 and 4.11 shown the mean and standard deviation for each item in the student intention (SI1-SI5). The majority of respondents largely agreed with the questions in this section, as seen by the findings, which show that the mean values for every question are less than 5.00.

Table 4.12: Descriptive Analysis of Independent Variables – University Support

(Source: Data developed by the researcher and output from SPSS)

No.	Questionnaire	Mean	Std. Deviation	N
US1	Having more entrepreneurship and business education programs on campus would assist me in starting a business.	3.98	0.928	175
US2	My university offers students ideas for launching new businesses.	3.94	1.012	175

US3	It organizes conferences and workshops on entrepreneurship.	3.99	0.877	175
US4	The university provides students with the necessary knowledge to launch a business and promotes entrepreneurship as a viable career option.	3.93	0.881	175
US5	More entrepreneurship and business educational programmes on campus would help me to start businesses.	4.11	0.861	175

Table 4.13: Frequency and Percentages of Independent Variables – University Support

(Source: Data developed by the researcher)

No.	**Item**	**1**		**2**		**3**		**4**		**5**	
		F	%	F	%	F	%	F	%	F	%
US1	Having more entrepreneurship and business education programs on campus would assist me in starting a business.	-	-	1	0.6	74	42.3	28	16	72	41.1
US2	My university offers students ideas for launching new businesses.	-	-	8	4.6	70	40	21	12	76	43.4
US3	It organizes conferences and workshops on	-	-	4	2.3	56	32	53	30.3	62	35.4

	entrepreneurship.										
US4	The university provides students with the necessary knowledge to launch a business and promotes entrepreneurship as a viable career option.	-	-	3	1.7	65	31.7	48	27.4	59	33.7
US5	More entrepreneurship and business educational programmes on campus would help me to start businesses.	-	-	2	1.1	50	28.6	50	28.6	73	41.7

Table 4.12 and 4.13 shown the mean and standard deviation for each item under the university support (US1-US5). The mean values for all questions in these sub-variables are above 3.0, suggesting that most respondents generally agreed with the questions posed by the researcher.

Table 4.14: Descriptive Analysis of Independent Variables – Environment

(Source: Data developed by the researcher and output from SPSS)

No.	Questionnaire	Mean	Std. Deviation	N
E1	The university environment inspired me to aspire	3.96	0.955	175

	to start my own business.			
E2	The university environment assisted me in recognizing business opportunities.	3.89	0.915	175
E3	The university setting enabled me to build the skills essential for exploring new business ventures.	4.13	0.895	175
E4	The university environment improved my ability to innovate.	4.07	0.947	175
E5	The university environment enhanced my leadership skills through collaborative group work.	4.08	0.900	175

Table 4.15: Frequency and Percentages of Independent Variables – Environment (Source: Data developed by the researcher)

No.	**Item**	**1**		**2**		**3**		**4**		**5**	
		F	%	F	%	F	%	F	%	F	%
E1	The university environment inspired me to aspire to start my own business.	-	-	3	1.7	74	42.3	24	13.7	74	42.3
E2	The university environment assisted me in recognizing business opportunities.	-	-	6	3.4	63	36	47	26.9	59	33.7
E3	The university setting enabled me to build the skills essential	-	-	2	1.1	54	30.9	38	21.7	81	46.3

	for exploring new business ventures.										
E4	The university environment improved my ability to innovate.	-	-	2	1.1	66	37.7	23	13.1	84	48
E5	The university environment enhanced my leadership skills through collaborative group work.	-	-	5	2.9	49	28	47	26.9	74	42.3

Tables 4.14 and 4.15 show the average and standard deviation for each item under the environment sub-variable (E1-E5). The mean values for all questions in these sub-variables are above 3.0, indicating that respondents generally agreed with the questions posed by the researcher, reflecting a broad consensus.

Table 4.16: Descriptive Analysis of Dependent Variable - Tendency Towards Start-Up Business and Entrepreneurial Inclination

(Source: Data developed by the researcher and output from SPSS)

No.	Questionnaire	Mean	Std. Deviation	N
DV1	I have a strong tendency to pursue entrepreneurship as a career.	3.99	0.959	175
DV2	I believe that entrepreneurship offers exciting opportunities for innovation and growth.	4.01	0.944	175
DV3	Entrepreneurship provides me with a way to	3.97	0.973	175

	create a significant impact on society.			
DV4	I have carefully regarded entrepreneurship as a highly attractive career path.	3.93	0.881	175
DV5	I am eager to acquire the skills needed for successful entrepreneurship.	4.02	0.894	175

Table 4.17: Frequency and Percentages of Dependent Variable - Tendency Towards Start-Up Business and Entrepreneurial Inclination

(Source: Data developed by the researcher)

No.	**Item**	**1**		**2**		**3**		**4**		**5**	
		F	%	F	%	F	%	F	%	F	%
DV1	I have a strong tendency to pursue entrepreneurship as a career.	-	-	3	1.7	72	41.1	23	13.1	77	44
DV2	I believe that entrepreneurship offers exciting opportunities for innovation and growth.	-	-	6	3.4	58	33.1	38	21.7	73	41.7
DV3	Entrepreneurship provides me with a way to create a significant impact on society.	-	-	6	3.4	65	37.1	31	17.7	73	41.7
DV4	I have carefully regarded entrepreneurship	-	-	3	1.7	64	36.6	48	27.4	60	34.3

	as a highly attractive career path.										
DV5	I am eager to acquire the skills needed for successful entrepreneurship.	-	-	5	2.9	52	29.7	50	28.6	68	38.9

Tables 4.16 and 4.17 show the average and standard deviation for each item under the environment sub-variable (DV1-DV5). The mean scores for all questions in these sub-variables are above 3.0, indicating that respondents largely agreed with the questions asked by the researcher, reflecting a general consensus.

4.5 Correlation Analysis of All Variables

The relationship between the independent and dependent variables in this study is determined using the Pearson Correlation Coefficient. Hair et al. (2011) state that the correlation coefficient has a value between +1 and -1, where a value of +1 indicates a perfect positive association, a value of 0 indicates no relationship, and a value of -1 indicates a perfect negative relationship. 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

Figure 4.6: Pearson Correlation Between Variables

Table 4.18: Pearson Correlation Between Variables

(Source: Data developed by the researcher and output from SPSS)

Correlations					
		SI	US	E	DV
Student Intention	Pearson Correlation	1	.086	.222**	.235**
	Sig. (2-tailed)		.256	.003	.002
	N	175	175	175	175
University Support	Pearson Correlation	.086	1	.257**	.176*
	Sig. (2-tailed)	.256		<.001	.020
	N	175	175	175	175
Environment	Pearson Correlation	.222**	.257**	1	.246**
	Sig. (2-tailed)	.003	<.001		.001
	N	175	175	175	175
Tendency Towards Start-Up Business and Entrepreneurial Inclination	Pearson Correlation	.235**	.176*	.246**	1
	Sig. (2-tailed)	.002	.020	.001	
	N	175	175	175	175
**. Correlation is significant at the 0.01 level (2-tailed).					

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

Table 4.18 displayed the Pearson correlation coefficients, illustrating the correlations between variables like student intention, university support, and the environment, all in relation to the dependent variable, which is the tendency towards starting a business and entrepreneurial inclination.

The correlation between student intention and the tendency towards start-up business and entrepreneurial inclination is 0.235, indicating a very weak positive relationship. This suggests that while there is a slight link between higher student intention and a greater inclination towards entrepreneurship, the connection is minimal.

Secondly, the correlation between university support and tendency towards start-up business and entrepreneurial inclination is 0.176, revealing a very weak and negative relationship. In simpler terms, it seems that as university support increases, there is a small tendency for students to show slightly less interest in pursuing entrepreneurship.

Lastly, the correlation between environment and tendency towards start-up business and entrepreneurial inclination is 0.246, 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.

4.6 Multiple Regression Analysis (MRA)

Table 4.19: Model Summary Analysis

(Source: Data developed by the researcher and output from SPSS)

Model Summary[b]									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.327[a]	.107	.091	.61479	.107	6.840	3	171	<.001
a. Predictors: (Constant), ME, MSI, MUS									
b. Dependent Variable: MDV									

The model summary table (Table 4.19) displays information about how different factors relate to students' inclination towards entrepreneurship in the 2021/2022 batch at FPTT. The table's correlation coefficient (R) of 0.327 indicates that the variables have a modest association. In simpler terms, these factors have a minor impact on the tendency towards start-up business and entrepreneurial inclination.

With an R square value of 0.107, only 10.7% of the variation in students' entrepreneurial tendency can be explained by the independent factors in this study. In other words, the factors examined in the study explain only a small portion of why students are motivated to pursue entrepreneurship. The last 89.3% is affected by things that werenot studied in the study.

In conclusion, even if the study clarifies a few important points, it is clear that a wide range of other factors outside of the independent variables significantly influence students' tendency towards start-up business and entrepreneurial inclination.

Table 4.20: ANOVA Analysis

(Source: Data developed by the researcher and output from SPSS)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.756	3	2.585	6.840	<.001[b]
	Residual	64.632	171	.378		
	Total	72.389	174			
a. Dependent Variable: MDV						
b. Predictors: (Constant), ME, MSI, MUS						

Examining the correlations between different components is the main objective of significance testing. According the ANOVA analysis in Table 4.20, with a significance threshold below 0.001, the F test value in this instance is 6.840. Given that this value is less than 0.05, it suggests that there is a significance correlation between tendency towards start-up business and entrepreneurial inclination and elements such as student intention, university support, and environment. In simpler terms, the data is providing strong evidence to support a meaningful link between these variables.

4.7 Regression Coefficient

Table 4.21: Coefficients

(Source: Data developed by the researcher and output from SPSS)

Coefficients[a]											
		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.052	.434		4.723	<.001					
	MSI	.191	.076	.187	2.520	.013	.235	.189	.182	.950	1.053
	MUS	.114	.074	.115	1.540	.125	.176	.117	.111	.933	1.072
	ME	.175	.077	.174	2.282	.024	.246	.172	.165	.894	1.119
a. Dependent Variable: MDV											

According to Table 4.21, a statistically significant correlation is indicated by the p-value for student intention, which is 0.013. Thus, it is significantly influencing the tendency towards start-up business and entrepreneurial inclination, and the researcher is accepted hypothesis 1 (H1). Next, the results show the p-value of university support was 0.125 where it was higher than 0.050 (0.000<0.050). Therefore, it can be seen that the university support was no significantly influencing the tendency towards start-up business and entrepreneurial inclination, and hypothesis 2 (H2) was rejected by the researcher. Besides, the environment also shows that the p-value was 0.024 where it was smaller than 0.050 (0.000<0.050). Hence, it suggests that the environment was also significantly influencing the tendency towards start-up business and entrepreneurial inclination, and hypothesis 3 (H3) was accepted by the researcher.

4.8 Hypothesis Testing

In simple terms, hypothesis testing is about using statistics to check how likely it is that a hypothesis is true. In this study, researcher conducted a hypothesis test based on data analysis to examine the impact of independent variables on entrepreneurial ability and the inclination to start a firm. When the p-value is less than 0.05 (p<0.05), the

results in Table 4.19 show that the independent factors significantly affect the dependent variable.

4.8.1 The Relationship between IV1 toward DV

H0: There is no significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination. **H1: There is a significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination. (Accepted)**

The beta (B) value for the student intention dimension was 0.187, and the t value was 2.520, which exceeds the critical value of 1.645. Additionally, the significance value was 0.013, which is below the typical threshold of 0.05. In other words, this indicates a significant relationship between students' intentions and their tendency towards start-up business and entrepreneurial inclination. Therefore, Hypothesis I was accepted.

4.8.2 The Relationship between IV2 towards DV

H0: There is no significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination. H2: There is a significant relationship between university support and the tendency towards start-up business and entrepreneurial inclination. **(Rejected)**

The university support dimension, represented by its beta value of 0.115, shows a positive association with tendency towards start-up business and entrepreneurial inclination. The t value was 1.540, which not exceeds the critical value of 1.645. Additionally, the significance value was 0.125, which is above the typical threshold of

0.05. In simpler terms, the data indicates not significant relationship between university support and their tendency towards start-up business and entrepreneurial inclination. As a result, Hypothesis 2 has been rejected.

4.8.3 The Relationship between IV3 towards DV

H0: There is no significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination. **H3: There is a significant relationship between environment and the tendency towards start-up business and entrepreneurial inclination. (Accepted)**

The beta (B) value for the environment dimension was 0.174, and the t value associated with it was 2.282. Additionally, the significance value was found to be 0.024, just above the commonly accepted threshold of 0.05. In simpler terms, this indicated that there is a significant correlation between the environment and the tendency towards start-up business and entrepreneurial inclination. Therefore, hypothesis 3 was accepted.

Hypothesis	Description	Result
H1	There is a significant relationship between student intention and the tendency towards start-up business and entrepreneurial inclination.	Accepted
H2	There is a significant relationship between university support and the tendency towards start-up business and entrepreneurial inclination.	Rejected
H3	There is a significant relationship between environment and the tendency towards start-up business and entrepreneurial inclination.	Accepted

4.9 Summary

In summary, 175 students responded to a survey that was part of this research. This section will analyze the data and findings in order to achieve the study's objectives. We employed a number of methods, such as multiple regression analysis, descriptive analysis, the Pearson correlation coefficient, and hypothesis testing, to gain a deeper understanding of the relationships between the variables.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 Introduction

The researcher provided an overview of the study and a summary of the main conclusions. This chapter focuses on discussing and analyzing the results of hypothesis testing. It also addresses the challenges encountered during the study and examines the potential impact of the research. Furthermore, the researcher offers recommendations for future studies based on data analysis. This section will explore the research questions and objectives in greater detail.

5.1 Summary of Findings

No.	Description	Result
1	Student intention - Tendency towards start-up business and entrepreneurial inclination	Supported
2	University support - Tendency towards start-up business and entrepreneurial inclination	Not supported
3	Environment - Tendency towards start-up business and entrepreneurial inclination	Supported

5.1.1 Student Intention and Tendency Towards Start-Up Business and Entrepreneurial Inclination (Supported)

The hypothesis regarding students' intentions reveals that the findings support it, as a significant relationship was found with entrepreneurial inclination. This suggests that other indications of entrepreneurial tendencies are necessarily coincide with a student's desire to launch a firm after graduation. The presence of a significant connection between these intentions might stem from internal motivations or the abundance of tangible actions supporting these intentions. The result aligned the findings generated by Esfandiar et al, (2019). Exploring the relationship between students' intentions and their entrepreneurial inclination is vital in entrepreneurship research, as it can greatly influence real entrepreneurial endeavors. Emphasis is placed on the importance of converting intentions into actions, highlighting that strong student intentions can encourage the discovery and pursuit of entrepreneurial opportunities. Furthermore, the study indicates that student intentions are closely tied to pre-venture activities, shaping the entrepreneurial mindset and guiding focus toward practical steps in the entrepreneurial process.

5.1.2 University Support and Tendency Towards Start-Up Business and Entrepreneurial Inclination (Not Supported)

Students' entrepreneurial tendency and the amount of help they expect from the institution are not significantly correlated, according to the results, which refute the second hypothesis about university support. The lack of positive results for university support may stem from the question in the instrument addressing only a small aspect of the complex entrepreneurial journey. It doesn't fully capture the entrepreneurial inclination of students from UTeM's Faculty of Technology Management and Technopreneurship (FPTT). Other factors, such a comprehensive entrepreneurship education, practical experience, and initiatives that support entrepreneurship, may have a bigger impact on motivating students to think about it as a feasible career route. As a result, the findings here differ from those reported by Zhang et al. (2014). Universities have the capacity to foster student entrepreneurship

through various means. Universities can provide students with valuable knowledge and skills, such as identifying business opportunities, crafting business plans, and securing resources. This support can come in the form of courses, workshops, and conferences, all of which can help prepare students for entrepreneurial success. Furthermore, they can offer practical learning opportunities, such as participating in entrepreneurship projects, taking internships with startups, or developing business plans (Saeed et al., 2015).

5.1.3 Environment and Tendency Towards Start-Up Business and Entrepreneurial Inclination (Supported)

There is substantial evidence to support the third hypothesis, which is concerned with the environment. The academic setting and students' propensity for entrepreneurship were found to be significantly correlated. This implies that students' interest in entrepreneurship is significantly shaped by the general atmosphere and events at the university. These results contradict those of Moraes et al. (2018), who found that both academic and extracurricular experiences have a significant impact on students' motivation to participate in entrepreneurial activities, with the university setting being the most important element. When students view the university environment positively, perceiving it as supportive of the development of entrepreneurial traits, it enhances their tendency to pursue entrepreneurship. In short, a favorable perception of the university environment is linked to a stronger interest in entrepreneurial activities among students.

5.2 Justification of Research Objectives

5.2.1 Fulfillment of RO1 To Examine the Relationship Between Student Intention and Tendency Towards Start-Up Business and Entrepreneurial Inclination

This study's main goal was to investigate the connection between students' entrepreneurial tendencies and their plans to launch a firm, with a particular focus on the 2021/2022 cohort. The results lend credence to the idea that students' entrepreneurial inclinations and aspirations are related, especially in the Faculty of Technology Management and Technopreneurship (FPTT).

The results reveal a moderate positive correlation of 0.235, indicating a slight positive relationship between students' intentions and their entrepreneurial inclination. A statistically significant ($p < 0.05$) p-value of 0.002 indicates a noteworthy relationship between a student's entrepreneurial mindset and their intention to pursue entrepreneurship. Thus, the relationship between student intention has a strong relationship with inclination towards entrepreneurship. The relationship between students' intentions and their entrepreneurial inclination is strengthened when there are strong entrepreneurial role models within the faculty. Having successful entrepreneurs and alumni who have excelled in entrepreneurial endeavors can provide valuable inspiration, boosting students' confidence in the possibility of achieving their own entrepreneurial goals.

According to Kong et al. (2020), role models have a considerable, albeit slight, impact on students' propensity for entrepreneurship. This emphasizes how crucial it is that academic institutions recognize the role of entrepreneurs. Students who witness the success of local entrepreneurs frequently report a discernible increase in their self-confidence and zeal for entrepreneurship, demonstrating the potency of role models as motivators. To support students' entrepreneurial aspirations, universities should prioritize showcasing successful entrepreneurial role models by inviting them to campus to share their startup journeys. Students will be able to see how entrepreneurs overcome obstacles, learn from real-life experiences, and develop self-confidence as a result. Such exposure can strengthen their belief in entrepreneurship and motivate them to take the leap into starting their own ventures.

5.2.2 Fulfillment of RO 2 To Analyze the Correlation Between the Role of Universities in Supporting Student Entrepreneurs and Their Tendency Towards Start-Up Business and Entrepreneurial Inclination

The study's second goal was to evaluate the impact of university support on students' propensity for entrepreneurship, particularly among the 2021–2022 cohort enrolled in the Faculty of Technology Management and Technopreneurship (FPTT). The results, however, indicate that there was no evidence to support the hypothesis that suggested a link between university support and the propensity to launch a business or pursue entrepreneurship.

With a Pearson correlation coefficient of 0.176, the findings show a marginally favorable relationship between entrepreneurial inclination and university support. The relationship's strength is restricted, even though the p-value of 0.020 shows that it is statistically significant at the 0.05 level. However, the strength of this connection is minimal, suggesting that while university support does have some influence on entrepreneurial inclination, its impact is relatively minimal.

When faculties and universities excel in providing practical and high-quality education, such as mentorship programs and networking opportunities, students may easier to transform their entrepreneurial dreams into actionable plans. Moreover, when the academic curriculum closely aligns with the skills essential for entrepreneurial success, it strengthens the university's ability to nurture an entrepreneurial mindset among students. To maintain this success, there must be a continued emphasis on integrating practical entrepreneurship components into the educational framework and support systems.

Improving students' psychological education is also essential. Entrepreneurship can be unpredictable, so student entrepreneurs need more than just knowledge and skills - they must also have the mental toughness to navigate the challenges that come their way. To support the dynamic nature of entrepreneurial ventures, universities should prioritize strengthening students' mental toughness. This can be done through programs such as entrepreneurial psychology workshops, group counseling, personalized guidance, peer and mentor support, willpower training, and coaching on adapting to changing environments. 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 Tendency Towards Start-Up Business and Entrepreneurial Inclination

With a focus on the 2021/2022 cohort of students from the Faculty of Technology Management and Technopreneurship (FPTT), the third goal of the study was to examine the impact of the academic environment on students' propensity for starting their own firm and entrepreneurial inclination. The results support the hypothesis by demonstrating that students' entrepreneurial mindset and zeal for starting a business are greatly impacted by their environment.

The findings indicate a positive correlation between the academic environment and students' entrepreneurial tendencies. The p-value of 0.001 indicates statistical significance ($p < 0.05$), while the Pearson association coefficient of 0.246 indicates a modest positive association. This suggests that there is a considerable, albeit weak, association between students' entrepreneurial tendencies and the academic environment. One possible explanation for this connection could be the existence of a supportive entrepreneurial ecosystem within the university. When the academic environment is filled with essential resources, students are more likely to see a clear link between their coursework and the real-world challenges of launching and managing a business. A thriving entrepreneurial culture, plenty of networking opportunities, and a supportive atmosphere can spark greater motivation in students, encouraging them to explore entrepreneurship—even if they hadn't considered it before.

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. When students face the issue of a poor entrepreneurial environment, universities must take proactive steps to foster a supportive environment by introducing favorable policies, providing financial backing through entrepreneurial funds, and developing a comprehensive entrepreneurial support system. These initiatives aim to ease students' worries about

entrepreneurship, helping them feel more confident in pursuing entrepreneurial activities. By giving them a clearer understanding of opportunities, these efforts ultimately increase the likelihood of their ventures being successful.

5.3. Implication of Research

When it comes to engaging in entrepreneurial activities, the study emphasizes how students' goals tend to coincide with their actions, demonstrating a strong correlation between their intentions and their real interest in pursuing entrepreneurship. In order to ensure that students' entrepreneurial dreams are successfully converted into tangible endeavors, future research and instructional techniques should concentrate on closing the gap between intentions and actual entrepreneurial acts.

Furthermore, the study concludes that the entrepreneurial interest of students from the Faculty of Technology Management and Technopreneurship (FPTT) in the 2021/2022 cohort is not substantially impacted by the support offered by universities as investigated in this study. This suggests that the current forms and levels of support may not fully address the needs of students aspiring to become entrepreneurs. There is a need for universities to reassess and enhance their support structures, potentially incorporating more practical elements like mentorship programs, entrepreneurship workshops, and direct involvement in the entrepreneurial ecosystem.

The results also show that students' motivation to pursue entrepreneurship is significantly influenced by the existing university environment. This highlights the universities must enhance and maintain their support systems for entrepreneurial endeavors. Possible initiatives could include expanding networking opportunities, establishing entrepreneurship clubs or societies, and integrating real-world business challenges into the academic curriculum.

5.4 Limitation of Research

The study's findings may not be as applicable to other university faculties or a larger student body due to its exclusive emphasis on students from the Faculty of Technology Management and Technopreneurship (FPTT).. This specificity could impact the study's external validity, making it difficult to apply the results to students in different academic fields or institutions.

Researchers can collect data at a particular point in time using a cross-sectional methodology, but cause-and-effect linkages between variables cannot be ascertained. Longitudinal studies would be better suited to understand how entrepreneurial intentions and inclinations change over time. By following participants over a longer period, these studies offer valuable insights into how entrepreneurial aspirations evolve and develop.

The research might not have considered all the key factors that influence students' entrepreneurial inclination. Factors such as personal traits, educational experiences, family background, and the impact of mentors and role models are crucial elements that can significantly shape an entrepreneurial mindset. A deeper exploration of these aspects would provide a clearer picture of what really influences students' entrepreneurial tendencies. 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.

Gathering responses from specific batch university students and faculty in university was difficult and time-consuming. This lengthy process limited the sample size because not all invited respondents responded in the timeframe required. Hence, time constraints were significant, with the researcher having only three months to collect data, that restrict the number of responses obtained.

The assessment of university support for entrepreneurship might be too narrow and may not fully capture the wide range of support that students actually need. University support goes beyond financial assistance and includes elements such as mentorship programs, networking opportunities, and a supportive entrepreneurial environment. A more comprehensive evaluation of these factors would offer a clearer understanding of how the university contributes to fostering entrepreneurial aspirations in students.

5.5 Recommendation for Future Research

Future research could benefit from broadening its participant pool to include students from various faculties and disciplines. This would improve the findings' representativeness and give a clearer picture of how various student groups' entrepreneurial goals differ from one another.

Furthermore, employing longitudinal study designs would give researchers important insights into how these intentions change over time, enabling them to monitor the development of entrepreneurial aspirations and pinpoint the variables influencing these shifts over the course of students' academic careers.

Further studies could also explore the range of factors influencing students' entrepreneurial inclinations, such as personal traits, education, family influences, and the impact of role models and mentorship programs. A thorough exploration of these factors would offer a deeper insight into the complex process of developing an entrepreneurial mindset.

Future research should also expand its focus on university support for entrepreneurship, looking beyond just financial aid. It should include a broader evaluation that considers aspects like mentorship programs, networking opportunities, and the overall entrepreneurial environment provided by the university. This more inclusive assessment is crucial for gaining a clearer understanding of how universities help foster students' entrepreneurial ambitions.

Finally, comparing different universities or educational institutions could offer useful insights into how diverse institutional environments influence students' entrepreneurial intentions. Comparing institutions with differing levels of entrepreneurial support could reveal best practices and areas for improvement in nurturing entrepreneurial mindsets.

5.6 Summary

This chapter concluded by summarizing the research findings, with particular attention to the outcomes of hypothesis testing that investigated the connections between the inclination towards entrepreneurship, the environment, university

support, and student intention among students from the Faculty of Technology Management and Techopreneurship (FPTT) at UTeM, 2021/2022 cohort. According to the study, students' intention, environment, and tendency towards start-up business and entrepreneurial inclination are significantly correlated. Furthermore, there is no significant relationship between the university support and tendency towards start-up business and entrepreneurial inclination, casting doubt on the widely held belief that desire inevitably results in commensurate actions.

It is advised that the participant base be expanded to include students from various faculties in future research, that longitudinal study designs be used to monitor entrepreneurial aspirations over time, and that the many variables that may influence entrepreneurial tendencies be further examined. These findings suggest the need to address the gap between intention and action in entrepreneurship and consider improving the support systems that universities offer to students with entrepreneurial aspirations.

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APPENDICES

SECTION A: DEMOGRAPHIC

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

1. Gender

Male	
Female	

2. Ethnicity

Malay	
Chinese	
Indian	
Others	

3. Course

BTEC	
BTMM	
BTMI	
BTMS	

4. Have you participated in any business-related activities held at the university? (Example: seminar, practical, workshop, etc.)

Yes	
No	

5. How would you describe your involvement in business-related extracurricular activities (e.g., business clubs, start-up forums)?

Actively involved	
Occasionally involved	
Not involved	

SECTION B: INDEPENDENT VARIABLE

Instruction: Please choose the most suitable answer for each question based on the given statements, keeping in mind that there are no right or wrong answers. This section utilizes a 5-point Likert Scale.

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

Student Intention	**1**	**2**	**3**	**4**	**5**
I am determined to do whatever it takes to become an entrepreneur.					
I have a strong ambition to own my own business.					
I constantly look for available business opportunities.					
I am open to taking some business risks.					
I plan to start my own business once I finish my studies.					

University Support	**1**	**2**	**3**	**4**	**5**
Having more entrepreneurship and business education programs on campus would assist me in starting a business.					
My university offers students ideas for launching new businesses.					
It organizes conferences and workshops on entrepreneurship.					
The university provides students with the necessary knowledge to launch a business and promotes entrepreneurship as a viable career option.					
More entrepreneurship and business educational programmes on campus would help me to start businesses.					

Environment	1	2	3	4	5
The university environment inspired me to aspire to start my own business.					
The university environment assisted me in recognizing business opportunities.					
The university setting enabled me to build the skills essential for exploring new business ventures.					
The university environment improved my ability to innovate.					
The university environment enhanced my leadership skills through collaborative group work.					

SECTION C: DEPENDENT VARIABLE

Instruction: Please choose the most suitable answer for each question based on the given statements, keeping in mind that there are no right or wrong answers. This section utilizes a 5-point Likert Scale.

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

TENDENCY TOWARDS START-UP BUSINESS OR ENTREPRENEURIAL INCLINATION

	1	2	3	4	5
I have a strong tendency to pursue entrepreneurship as a career.					
I believe that entrepreneurship offers exciting opportunities for innovation and growth.					
Entrepreneurship provides me with a way to create a significant impact on society.					
I have carefully regarded entrepreneurship as a highly attractive career path.					
I am eager to acquire the skills needed for successful entrepreneurship.					

Gantt Chart Final Year Project I

Activity Final Year Project 1	Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Registration and selection of supervisor														
Final Year Project seminar														
Determination of title and confirm supervisor														
Confirm of final year project title														
Meeting with supervisor														
Discussion about chapter 1 (research background)														
Submit of chapter 1														
Correction of chapter 1 and submit to supervisor														
Discussion about chapter 2 (literature review)														
Submit chapter 2 and comment from the supervisor														
Correction of Chapter 2 and get approval from a supervisor														
Discussion about Chapter 3 (research methodology)														
Searching for material														
Submit chapter 3 to the supervisor														
Correction of Chapter 3 and get approval from a supervisor														
Submit Final Year Project Report 1 to the supervisor														
Preparation for presentation														
Oral presentation of Final Year Project 1 proposal														
Correction and submit finalize Final Year Project 1 Report														

Gantt Chart Final Year Project II

Activity / Year	2023/2024														
	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															
FYP Presentation 2															
FYP Report Submission 2 and Journal															