Factors Affecting Entrepreneurial Intention among Students in Higher Learning Institution: The Case of SIDMA College

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Project Report Submitted in Partial Fulfilment of the Requirement

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DECLARATION

I hereby declare that the work in this project is my own except for quotations and citations which have been duly acknowledged.

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Date : **24 June 2022**

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MOHAMMAD YUSOF BIN SALLEH

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Factors Affecting Entrepreneurial Intention among Students in Higher Learning Institution: The Case of SIDMA College

By

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To enhance economic growth for the country and providing jobs to overcome the problem of unemployment is the best interest of our government to promote entrepreneurship.The main objective for this study is to understand how attitude toward the behavior, subjective norm and perceived behavioral control, entrepreneurship education and personality traits affect entrepreneurial intention of undergraduates. It seems that students find entrepreneurship personally and generally desirable, suggesting that entrepreneurial careers among university graduates may grow more prevalent and popular in the future. The research was conducted particularly among students of SIDMA College. There are 200 respondents did participated in this study by distributing 200 survey questionnaires to respondents. All the variables have significant relationship with entrepreneurial intention. The discussion of the findings, implications of study, limitations and recommendations for future study are discussed in the end of the study.

CHAPTER ONE

RESEARCH PROBLEM

1.1 INTRODUCTION

Specifically, The goal of this study is to look at whether factors (education in entrepreneurship, perceived behavioral control, subjective norm, personality traits, and behavioural attitude) influence students' entrepreneurial intentions at SIDMA College in Sabah. Background information, investigational question , research purpose, the study's significance, limits of the study and definitions of terms are included in this chapter.

1.2 BACKGROUND OF THE STUDY

Our understanding of entrepreneurship's economic role allows us to emphasise the importance of entrepreneurs as development actors. Starting new businesses results in the creation of new jobs, more competition, and the potential for productivity gains due to technological developments. As a result, high levels of measured entrepreneurship will lead to high levels of economic development. In 2006, Z. Acs published Nafukho and Muyia (2010) argue that entrepreneurial expansion is essential to the development and success of a healthy economy.

Numerous studies have been conducted on the causes of entrepreneurial desires and the transition from entrepreneurial goals to the creation of new businesses. There is evidence that aspiring entrepreneurs have distinct demographic features, such as age, gender, self-

employment experience, family history, educational background, financial resources, discontent with job hours and compensation, etc. It is also related to psychographic variables such as risk aversion, achievement motivation, tolerance for ambiguity, locus of control, etc (Leong, C. K. 2008).

Numerous entrepreneurship programme are offered at governmental and Malaysian private educational institutes. Entrepreneurship education, according to Meyer, and Ooi, Selvarajah (2011), is crucial to the development of successful business people. Entrepreneurial aspirations can be stoked when individuals have access to resources and guidance to help them succeed in their chosen career path (Abdul Kadir, Salim & Kamarudin, 2011). The SME Bank launched the Young Entrepreneur Fund (YEF) as part of a policy to encourage unemployed graduates to start their own enterprises rather than remain unemployed. This fund's mission is to provide new and existing small business owners with a new source of capital for their ventures (SME Bank).

1.3 PROBLEM STATEMENT

Though more entrepreneurial courses were offered, the Malaysian government's attempt to encourage unemployed graduates to start their own businesses failed. Only 8.7% of Malaysians have shown a desire to start a business, indicating that the country is currently short on entrepreneurs (Kelly, Singer & Herrington, 2011). It is the goal of this research to discover why people want to get into business for themselves in order to get out of a dead end job. More research should be done in order to increase business awareness and interest in entrepreneurship, to build graduates' business talents, to create inventive and technology

minds for new business ventures and business creation, and to assure long-term success in the business world.

Researchers in this study investigate how college graduates view starting their own business as a potential career path. Students' entrepreneurial ambitions and qualifications will be the primary focus of this study's first phase. The next stage is to examine whether students' entrepreneurial inclinations are influenced by their subjective norms conduct, attitude toward, behavioural control as perceived, education in entrepreneurship, and variables of personality.

1.4 RESEARCH QUESTIONS

i. What effect does one's mentality have on one's entrepreneurial intentions?
ii. Is entrepreneurial intention influenced by one's subjective norms?
iii. Is there a link between perceived control over one's own actions and entrepreneurial intent?
iv. Is there a link between the desire to start your own business and the education you receive?
v. Is entrepreneurial intent influenced by one's personality traits?

1.5 RESEARCH OBJECTIVES

i. To see if the attitude toward the action effects the entrepreneurial intention of the subject.

ii. To see if entrepreneurial intention is influenced by subjective norms.

iii. To examine if entrepreneurial ambition is influenced by perceived behavioural control.

iv. Investigate the impact of formal entrepreneurial training on future entrepreneurial aspirations.

v. To see if there is a link between entrepreneurial intent and personality attributes.

1.6 SIGNIFICANCE OF THE STUDY

The investigation conclusions will be useful to administrators and professors at SIDMA College Sabah understand the importance of encouraging students to start their own businesses in order to prepare them for the creation of undergraduate entrepreneurial programme in the future. In order to fully take advantage of all of the government's initiatives aimed at students, they must be well-versed in the elements that drive their entrepreneurial ambitions. Studies on entrepreneurial ambitions will be made public by policymakers, and the design of entrepreneurial course frameworks will be improved to impact future student involvement in business (Keat et. al., 2011).

As a result of the discovery, students will have an easier time transitioning into self-employed individuals under the guidance of family members with business backgrounds. According to Kolvereid (1996a), the background of a person's family influences his or her willingness to be an entrepreneur. There are more jobs to be had in this country as a result of the increasing number of entrepreneurs. As a result, the quality of life for everyone in the neighborhood will be enhanced.

1.7 SUMMARY

As an introduction to the research, the first chapter serves as a foundation for the study Because of this, the following chapters will be directed by the understanding and scope of this chapter. To acquire a better grasp of the idea of factors influencing entrepreneurial aspirations, the next chapters of this research conduct an overview of the literature and prototype of the proposed theoretical framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explains the relationship between dependent and independent variables, and also the theoretical model and hypotheses.

2.2 RELATED LITERATURE

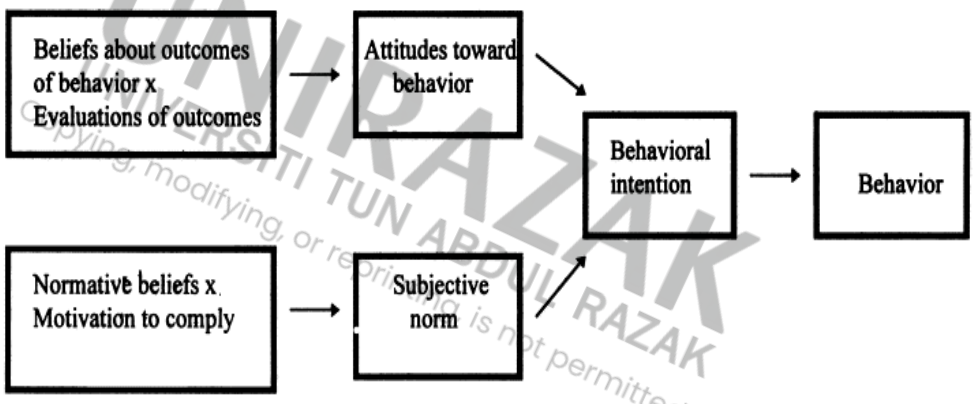
Students' entrepreneurial intent is being examined to see if their personality traits, attitudes toward entrepreneurship, and perceptions of contextual factors can be compared to see if differences in entrepreneurial intent can be revealed. The study aims to see if certain student personality traits and characteristics can be linked to entrepreneurial activity. The TRA and TPB theories, as well as a review of the literature, will be discussed in this section, which will also give a literature review.

2.2.1 Theory of Reasoned Action (TRA)

When an individual has a strong desire to carry out a particular action, they are more likely to do so without hesitation. Which was used to quantify the gap between attitude and conduct, forecast voluntary behavior, and assist others in discovering their own psychological features. We believe that people normally act sensibly in light of their circumstances and the consequences they may have for doing so.

For example, a person's intention is decided by their attitude toward the activity and their subjective standard of conduct. One component of one's attitude toward a behavior is a conviction that the activity has some result, and the other part is an rating of the result. A person's demeanour about a conduct is also influenced by their knowledge of the subjective norm. A person's subjective norm is based on what they perceive their peers expect them to perform in the context of their environment.

Model 2.1: Theory of Reasoned Action (TRA)



Source : Fishbein, M., & Ajzen, I. (1975)

Theory Reasoned Action begins by assuming that activity has a goal. In the second stage, attitudes and subjective norm are explained in terms of beliefs about the impacts of conduct and norms and expectations of relevant referents, and in the third step, attitudes and subjective norm are used to characterise the goal.

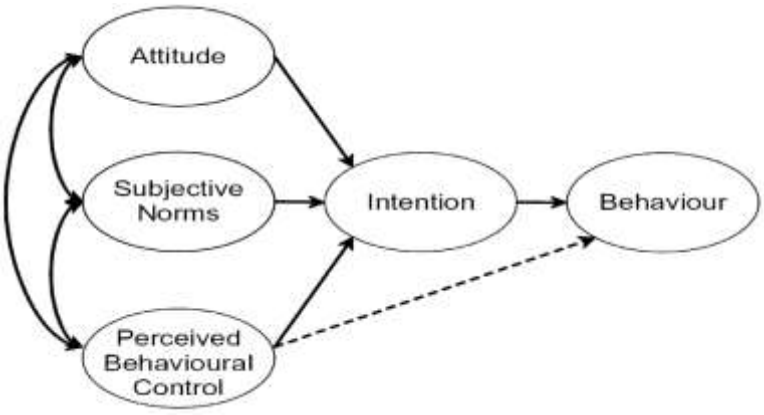
2.2.2 Theory of Planned Behavior (TPB)

It is based on Ajzen and Fishbein's Theory of Reasoned Action (TRA), which was established in 1980 in order to predict an individual's intention to take action in a given context. TRA was able to predict behaviour, but the basic information of intention was not enough..

According to this paradigm, behavioural intentions are influenced by views about the likelihood that an action will have the desired effect, as well subjective judgments of threats and benefits of that outcome. People are expected to follow through on their goals if they have adequate control over their actions.

Purpose thus serves as a direct precursor to conduct, leading it in a controlled manner, according to the theory of control (Ajzen, 1991). TPB found that people are more likely to start a business when they have a good outlook, a high subjective norm, and a high level of perceived behavioral control (Scholten et al., 2004).

Model 2.2: Model of Theory of Planned Behavior



Source : Ajzen, I. (1991)

The Theory Planned Behavior states that, the ability and motivation (intention) are both necessary for successful behavioral outcomes (behavioral control). This wide category includes behavioural, normative, and control beliefs. As a whole, it illustrates a person's ability to manage their own activities.

i. Attitudes - This refers to how a person feels about the behaviour of interest. The consequences of the behaviour must be considered.

ii. Intention to behave - This references to the causes that motivate a particular behaviour; The greater the desire to engage in the behaviour, the further probably it will be carried out.

iii. Social norms - Group, communal, or civilizational norms are all terms that fall under the umbrella term "culture." When a bunch of people agrees on something, it is referred to as "social norms."

iv. Power perception - Perceived elements that can support or impede behaviour performance are discussed. As a result of their perception of power, they believe they have command over each of these aspects.

v. Perceived behavioral control - Perceived difficulty in carrying out the desired behaviour. For example, people's views on how much they can influence their own behaviour change when they are confronted with new events and acts. (2006) transitioned from the Theory Reasoned Action to the Theory Planned Behavior at Boston University's School of Public Health.

2.3 DEFINITIONS OF VARIABLES

2.3.1 Entrepreneurial Intention

How much work or desire one is willing to go into accomplishing a goal is defined as intentions by the Tra/TPB (Ajzen, 1991). Conscious intentions are goal states that result from an effort that requires some contemplation, takes some time and focuses on their outcomes in the expectation value tradition (Loewenstein, Weber, Hsee, & Welch, 2001). A person's or an individual's willingness to put their own self-intention into action by engaging in entrepreneurial activity, putting effort into entrepreneurial accomplishment, and having the

ability to work for oneself or to create new business chances is referred to as entrepreneurial intention (Dell, 2008; Dhose & Walter, 2010).

Any planned activity is best predicted by intentions., includes business ownership. We can better understand our plans for action if we know why we're doing what we're doing. Intentions and behavior are influenced by attitudes. A person's intents and viewpoints are influenced by their surroundings and the people with whom they interact. Ability to predict is needed for better reasons for entrepreneurial activity after the fact, and models of intentions offer that. Intention-based theories suggest that external variables (such as people's perceptions of resource availability) have an effect on people's intentions and, as a result, on the formation of new ventures. Many entrepreneurs prefer to start a business before seeking for possibilities because of intentional action. A.L. Carsrud, M.D. Reilly, and Krueger Jr. M.D. Before making a final decision about what type of business to pursue, they stated that entrepreneurial intention helps people identify the reasons behind their decision. They contended that business owners would benefit from a greater grasp of their own motivations; intention enables them to recognise what factors motivate them to undertake an entrepreneurial career.

Entrepreneurship education could benefit from including the entrepreneurial intention model, according to some experts. There are several reasons for this, including the importance of entrepreneurship education and training programmes in changing people's attitudes toward entrepreneurship, as well as the importance of people's own self-effort in increasing their faith in their ability to manage an entrepreneurial career and changing their perception of entrepreneurship.

2.3.2 Attitude Toward The Behavior

"Attitude" relates to a person's overall preference for one stimulus over another. People's attitudes toward a specific object will alter if they have strong convictions about it. A person's attitude toward an object is influenced by their assessment of the thing's attributes. A person's overall set of significant ideas and the assessments associated with those beliefs go a long way toward forming their attitudes. It is impossible to conduct oneself in any way other than in accordance with one's own views and attitudes (Sagiri and Appolloni, 2009). Ability of perception to carry out the task of transforming an individual's attitude into an intention and then into action (Ajzen, 1991).

A positive attitude toward one's own behavior can directly and positively influence one's entrepreneurial tendencies. Education and training should highlight the significance of individual attitudes in the business process and in resolving entrepreneurial difficulties, which could have a greater impact.

Students in Malaysia, according to a Leong (2008) study, exhibit a strong ambition to pursue a career in entrepreneurship. The standards in training and skill development program promote students to have confident attitudes toward entrepreneurship, he discovered.

2.3.3 Subjective Norm

In a broad sense, a perceived or subjective standard can be defined as the pressure from society to undertake the behavior or not (Ajzen, 1991). An individual's perspective of what important others believe they should do in response to behaviour in a specific environment can be better described as a subjective norm. Everyone has an impact on a person's decision to start a business. Normative views are part of the larger social norms construct, but they are not the same as subjective norms. Entrepreneurial intent is also influenced by one's family's socioeconomic status (Kolvereid, 1996a).

In the past, many academics have found that subjective norms can be used to predict entrepreneurial intent. Reitan (1997) and others have found that the subjective norm does not influence entrepreneurial intention (Lián & Chen, 2009). These findings are based on research conducted by Peterman and Kennedy in 2003 and Veciana, Aponte & Urbano in 2005.

When it comes to measuring subjective norms, multiple items with the same single idea of important people have been utilised To accomplish address the conflict between subjective norm and entrepreneurial drive, more study is required, according to Lián (2004). There is no simple answer to the question of how exactly and precisely subjective norm predict entrepreneurial purpose because of the many factors that will influence this technique's subjective norm forecasting.

2.3.4 Perceived Behavioral Control

A person's perceived ease or complexity of doing a specific behaviour, according to Ajzen (1991), can be characterised as an individual's previous experiences of others anticipating obstacles. Assessments of a person's capacity to carry out specific acts in various situations will reflect their perceptions of their own efficacy (Bandura, 1982). The words "Self-Efficacy" and "Perceived Behavioral Control" can be used interchangeably because the concepts are nearly equivalent (Chen, Greene & Crick, 1998).

Students with a higher perceived level of behavioural control, as well as those with a lower level, will benefit from an entrepreneurial introduction. Students who believe that entrepreneurship should be taught in college have a higher perceived behavioural control score than those who say that it should not be taught (Zaidatol Akmaliah Lope Pihie, 2009). An earlier exposure to entrepreneurship education, according to Basu and Virick (2008), positively affected students' perceived behavioural control, and students who receive first-hand experience in entrepreneurship create self-confidence and generate entrepreneurial intention. This is in line with Ajzen's idea, according to which one's prior experience with a behaviour influences one's perception of control over it. Business owners who have a strong high degree of self seem to be more ready to initiate their own company.

2.3.5 Entrepreneurship Education

Education in entrepreneurship is defined as the provision of students with entrepreneurial competences, skills, and knowledge in order to pursue a future entrepreneurial career. Young people's initiative and activity can be improved through entrepreneurial education, which involves a wide range of functions. Entrepreneurship education teaches students the mindset, skills, and information they will need in the future, whether they work for a company or are self-employed.. In addition to Kuntsi, Kuntsi, and Manninen (Palm, Manninen, & Kuntsi, 2003).

When it comes to education, entrepreneurship is all about encouraging students to think creatively, invent new things, and work for themselves, rather than simply learning about business or economics. This study concluded that existing activities and programmes that incorporate at least two of the following elements qualify as entrepreneurship education:

i. The cultivation of the broad (horizontal) character traits and abilities that underpin a business-minded outlook and behaviour;

ii. Students' awareness of self-employment and entrepreneurship as possible career choices; increasing students' awareness

iii. Involve yourself with practical entrepreneurial ventures and endeavours, such as students starting their own enterprises;

iv. Giving people who wish to learn more about starting and running a business tips on how to do it.

Many studies have shown that entrepreneurship education can help students become more entrepreneurial, increase their participation rates, and encourage them to pursue a career in entrepreneurship.

Learning about entrepreneurship is an excellent method for inspiring students to become entrepreneurs, turning those intents into actual entrepreneurial activities, and increasing student involvement rates in entrepreneurial activities. After 10 years of research, Matlay (2008) found that 100% of the graduates who had received entrepreneurship instruction had gone on to start their own businesses.

There is a strong correlation between entrepreneurship education and changes in entrepreneurial attitude, according to earlier studies by Tam (2009) and Dell (2008) Since entrepreneurship education has given students the tools and knowledge they need to pursue their business dreams, students' attitudes toward entrepreneurship have changed.

2.3.6 Personality Traits

Shaver and Scott (1991) believe that personality traits, such as the desire to start and run a business, as well as the ability to develop corporate entrepreneurship, are critical components of entrepreneurship. Many academics have questioned the link between entrepreneurship and personality. Neuroticism, openness, agreeableness, and extraversion are among the so-called Big Five personality traits (Goldberg, 1990).

Neuroticism is a psychological trait that describes how emotionally stable a person is (Singh & DeNoble, 2003). Anxiety, anger, resentment, envy, guilt, and melancholy are more common in those with a high neuroticism score than in the general population (G. Matthews and Ian J. Deary, 1998). In contrast, they tend to be calmer, less agitated, and more at ease. Entrepreneurs appear to have a need for these traits.

It's not about severity, but about the scale of the activities, the urgency of external issues, and the energy generated by external means (Laney, Marti Olsen, 2002). People that are extroverted are pleasant, enjoy spending time with others, and are constantly looking for new ideas and inspiration. Spending a lot of time alone, quiet and self-contained is common for people with low extraversion. Entrepreneurship is more appealing to the extraverted personality type.

Openness is a personality trait that refers to one's openness to new experiences, such as creativity, curiosity, and adventure (Singh & DeNoble, 2003). Those that take the openness test are open-minded, curious, and open to new experiences. Those who score low on

openness tend to be conservative, narrow-minded, and analytical, according to a recent study. For them, directness and clarity are more important than complexity or vagueness. Entrepreneurs in these types of firms must constantly be on the lookout for fresh ideas, as well as creative and effective ways to solve problems.

People who are agreeable tend to be more compassionate and cooperative toward others than those who are sceptical. Agreeable personalities are known for being giving, kind, and willing to give up their own interests for the benefit of others. People who can't get along with others put their own needs above those of others. When it comes to helping others, they're less concerned about their own well-being than the average person is.

In the context of achieving a goal, conscientiousness or carefulness is defined as an individual's level of organisation, tenacity and hard work as well as their motivation. When it comes to conscientiousness, young people outperform older folks, who have lower levels. An entrepreneur can plan and operate a firm while communicating with both internal and external stakeholders if he or she has a trustworthy personality.

2.4 SUMMARY

This chapter functioned as the Literature Review for the study. To construct with the relevant study, independent and dependent variables (education in entrepreneurship, perceived behavioral control, subjective norm, personality traits, and behavioural attitude) have been thoroughly explained. In order to establish study hypotheses, the theoretical framework for this study has been developed.

CHAPTER THREE

RESEARCH METHOD

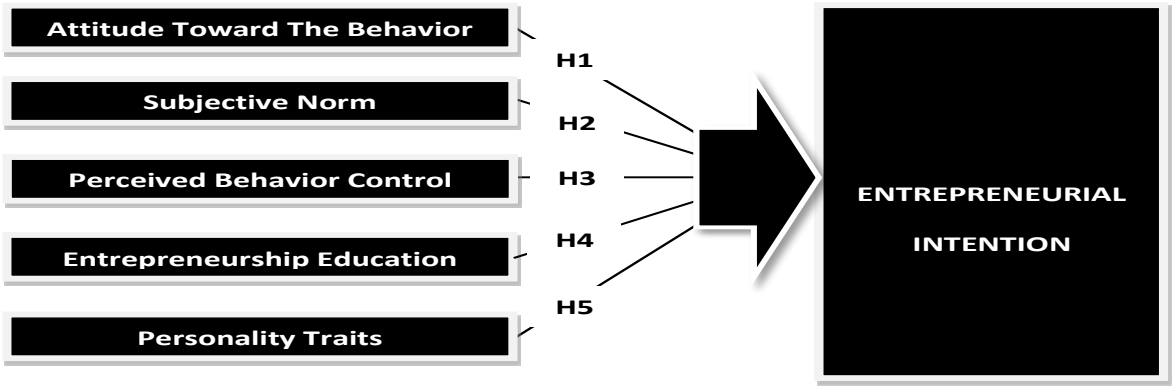
3.1 INTRODUCTION

This section's methodology includes the study framework, hypotheses, research design, operational definition of instruments, data collecting and data gathering processes, and data analysis approaches.

3.2 RESEARCH FRAMEWORK

Based on this framework, it is possible to determine whether a person's attitude toward their own actions is linked to their level of success in the business world, as well as their level of perceived control over their own actions (entrepreneurial intention).

Model 3.1: Proposed Research Framework



The theory planned behaviour clarifies the independent variable (education in entrepreneurship, perceived behavioral control, subjective norm, personality traits, and behavioural attitude). Personal characteristics are compared to a person's desire to start a business (Shaver and Scott, 1991).

3.3 HYPOTHESES DEVELOPMENT

i. H1: As a result of a strong connection entrepreneurial purpose and attitude toward behaviour.

ii. H2: There is a substantial connection between entrepreneurial intent and subjective norm.

iii. H3: A person's view of their capacity to govern their behaviour and their likelihood of starting their own business have a high association.

iv. H4: There is a substantial link between entrepreneurial education and entrepreneurial intent.

v. H5: There is a strong link between personality traits like self-assurance and business motivation.

vi. H6: Entrepreneurial intent and independent variables have a strong association (attitude toward conduct, subjective norm, perceived behavioural control, entrepreneurial education, and personality features).

3.4 RESEARCH DESIGN

Empirical research is covered in research design. Studying the factors that influence students' entrepreneurial goals as well as their awareness of the profession of entrepreneurship is a current focus for researchers. To get a complete picture of a person's business motives by collecting data meticulously. Quantitative techniques are utilised to produce results that can be measured and comprehensively applied to the population as a whole. Using surveys of respondents, investigate the elements that influence students' entrepreneurial inclinations.

3.5 OPERATIONAL DEFINITION

To explain a data gathering procedure while also summarising a measure's exact description, operational definition is an easy-to-understand technique. Operational definitions are essential when gathering any kind of data. Performing a visual check where there is a potential of misinterpretation necessitates this skill more than any other. We employed six operational definitions of attitude toward behaviour, subjective norm, perceived control of behaviour, entrepreneurial education, personality attributes and entrepreneurial ambition that had been altered for the study.

In this study, information was gathered by use of a survey questionnaire. A team from Tunku Abdul Rahman University's Department of Business and Economics, School of Business and Finance devised this questionnaire to measure entrepreneurial intent among university students. On 30 samples, the questionnaire was pilot-tested before to the actual survey as a way to improve the reliability and validity of the questions and find any design faults that

may have been there. In response to their suggestions, we made a few minor changes to the questions' wording and format.

3.5.1 Attitude Toward The Behavior Measurement

Nishantha (2009), Paco et al. (2011), Linan and Chen (2009), and Sagiri & Appolloni (2009) used the Entrepreneurial Mindset Scale (EMS) in their research to examine the entrepreneurial mindset. In this study, five questions were utilised to measure attitudes toward the activity.

Table 3.1: Attitude Toward Behavior Operational Definition

No.	Item	Author
Q1	I'd rather be my own boss than have a secure job.	Nishantha (2009)
Q2	A career as entrepreneur is attractive for me.	Paco et al. (2011); Linan and Chen (2009)
Q3	If I had the opportunity and resources, I'd like to start a firm.	Paco et al. (2011); Linan and Chen (2009)
Q4	Being an entrepreneur would entail greater satisfactions for me.	Paco et al. (2011); Linan and Chen (2009)
Q5	I believe that if I will to start my business, I will certainly be successful.	Sagiri & Appolloni (2009)

3.5.2 Measurement of Subjective Norms

This study used five measures to gauge people's level of entrepreneurial intent based on their own subjective norms. Subjective norms were utilised by Leroy et al. (2009) to gauge entrepreneurial purpose in their studies, as were other researchers.

Table 3.2: Subjective Norm Operational Construct Definition

No.	Item	Author
Q6	My parents are positively oriented towards a career as an entrepreneur.	Leroy et al. (2009)
Q7	My friends see entrepreneurship as a logical choice for me.	Leroy et al. (2009)
Q8	I believe that people, who are important to me, think that I should pursue a career as entrepreneur.	Leong (2008)
Q9	In my university, students are actively encouraged to pursue their own ideas.	Gurbuz and Aykol (2008)
Q10	There is a well-functioning support infrastructure in my University to support the start-up of new firms.	Gurbuz and Aykol (2008)

3.5.3 Perceived Behavioral Control Measurement

Perceived behavioural control has been operationally defined by Dohse and Walter (2011), and Linan and Chen (2011). (2009). Perceived behavioural control in regard to entrepreneurial goals is assessed using six measures.

Table 3.3: Construct for Perceived Behavioral Control: An Operational Definition

No.	Item	Author
Q11	To start a firm would be easy for me.	Gurbuz and Aykol (2008)
Q12	To keep a firm working well would be easy for me.	Gurbuz and Aykol (2008)
Q13	I know how to develop an entrepreneurial project.	Paco et al. (2011); Linan and Chen (2009)
Q14	If I tried to start a firm, I would have a high probability of succeeding.	Paco et al. (2011); Linan and Chen (2009)
Q15	If I want, I could become self-employed after my studies.	Dohse and Walter (2011)
Q16	To start my own firm would probably be the best way for me to take advantage of my education.	Gurbuz and Aykol (2008)

3.5.4 Entrepreneurship Education Measurement

For the purpose of determining the effect of education in entrepreneurship on the likelihood of launching a business in the future, Lee et al. (2005), Gurbuz and Aykol (2008), and Ooi et al. (2010) all conducted research (2011). This inquiry will rely on five factors.

Table 3.4: Operational Definition of Construct for Entrepreneurship Education

No.	Item	Author
Q17	Entrepreneurial subject is very important.	Lee et al. (2005)
Q18	Entrepreneurship should be taught in University.	Gurbuz and Aykol (2008)
Q19	Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit campus.	Ooi et al. (2011)
Q20	More entrepreneurial and business educational programs on campus would help students to start businesses.	Ooi et al. (2011)
Q21	My University course prepares people well for entrepreneurial careers.	Ooi et al. (2011)

3.5.5 Personality Traits Measurement

According to the findings of this investigation, six personality factors connected to entrepreneurial desire were assessed using six questionnaires.. Personality qualities and entrepreneurial intent have been studied by Gurbuz & Aykol (2008).

Table 3.5: Operational Definition of Construct for Personality Traits

No.	Item	Author
Q22	I like to try new things. (e.g. exotic food or going to new places).	Lu" thje & Franke (2003); Leong (2008)
Q23	I tend to use new routes when I travel.	Lu" thje & Franke (2003); Gurbuz and Aykol (2008)
Q24	I will start my own business if I detect an opportunity.	Leong (2008)
Q25	I am confident of my skills and abilities to start a business.	Leong (2008)
Q26	I have leadership skills that are needed to be an entrepreneur.	Leong (2008)
Q27	I have mental maturity to be an entrepreneur.	Leong (2008)

3.5.6 ENTREPRENEURIAL INTENTION MEASUREMENT

Definitions for entrepreneurial intention have been proposed in terms of operational definitions by Leong (2008) and Linan & Chen (2009) were accepted and revised (2009). An entrepreneur's entrepreneurial intent can be assessed by analysing five different variables.

Table 3.6: Operational Definition of Construct for Entrepreneurial Intention

No.	Item	Author
Q28	I prefer to be an entrepreneur rather that to be employee in a company.	Leong (2008)
Q29	My professional goal is to become an entrepreneur.	Linan & Chen (2009)
Q30	I am determined to create a firm in the future.	Linan & Chen (2009)
Q31	I will make every effort to manage my own firm.	Linan & Chen (2009)
Q32	I have a very serious thought in starting my own firm.	Linan & Chen (2009)

3.6 INSTRUMENTS

Scale measurement has four levels, according to Zikmund et al. (2010): nominal, ordinal, interval, and ratio. Scale measures used in this inquiry are limited to the nominal, ordinal, and interval scales.

Nominal scales simply arrange data into categories without regard to any sort of order or organisation. The scale used to assign a value to an item for classification purposes does not

show any quantities. Questions 1, 3, 4, and 5 are answered in Section A. No order or distinction exists between male and female in question 1, which deals with gender.

In terms of power measurement, an ordinal scale is a ranking scale. A ranking is the simplest ordinal scale. You can't objectively quantify the distance between any two points on your scale. In question 2, for example, the scale only allows you to analyse the overall order, not the relative spatial distances between the various age groups.

Using the distance between data, an interval scale conveys relative values in the form of nominal and ordinal scale attributes combined. Participants were asked to indicate how strongly they agree or disagree with each statement using a five-point scale. Section B of the survey employed a scale ranging from "strongly disagree = 1" to "strongly agree = 5" for all responses (Saul, 2008).

3.7 DATA COLLECTION

Students enrolled in SIDMA College's Bachelor of Business Administration, Bachelor of Management, Bachelor of Hospitality Tourism Management, and Bachelor of Early Childhood Education programmes completed a questionnaire for this study. The study involved the random selection of 200 pupils. This group appears to be well-suited to launching a business because they are focused on honing their abilities and expanding their knowledge.

Applicants must be in their final year of study at SIDMA College, and they must be seeking a bachelor's degree in business administration, management, hospitality and tourism management, or early childhood education, to be considered valid respondents. The study's research goals can only be achieved if participants are carefully chosen.

This study randomly selects 200 students to participate in a cost-effective and timely manner. Participants in this research will be SIDMA College students enrolling in the 2021 academic year in the bachelor's degree programmes in business administration, business management, hospitality tourism management, and early childhood education.

Over the course of two weeks, data was gathered mostly from subjects who were pre-registered for the study. This appears to be the most realistic sampling technique for the study, given that most students were not interested in filling out survey questionnaires once the semester began. To save both time and money, the researchers opted to use the aforementioned intercept approach.

3.8 SAMPLING

Graduates from SIDMA College's business administration, management, hospitality tourism management and early childhood education programmes are all represented in the student body. A solid grounding in business-related knowledge is necessary for the target demographic, according to Ahmed (2010), who is also considering their career prospects.

SIDMA College's Admission and Student Record Department believes that there are roughly 2000 students, making sample sizes of 100 to 200 realistic and adequate. As a result, 200 questionnaires were distributed to members of the general public.

3.9 DATA COLLECTION PROCEDURES

In feedback research, survey forms are commonly used to assess the present state or to predict the distribution of features within a group. It's a good way to obtain data because the responses are objective and standard, and they can be compared to one another (Sekaran & Bougie, 2010). Unless ideas and questions are well stated and phrased, the findings are likely to be significantly skewed. Each of the 200 questionnaires was completed and returned to the surveyors in 10 to 15 minutes. To collect all of the surveys, it will take the researcher between five and seven days.

When designing a questionnaire, the primary goals are to expand the number of individuals who respond and to gather accurate and useful data. When it relates to distributing the questionnaires and guaranteeing a high response rate, there are a few things to keep in mind. As far as we can tell, the questionnaire's word count is appropriate. If we want to obtain reliable and relevant data, we must consider the questions we ask, how we ask them, when we ask them, and how we ask them.

To complete the survey, you must complete both Section A and Section B. Section A contains the respondents' demographics; Section B contains the dependent variable and five independent variables (attitude toward the conduct, subjective norm, perceived behavioural

control, entrepreneurship education, and personality traits) (entrepreneurial intention). There are five to six questions for each variable.

3.10 DATA ANALYSIS METHODS (TECHNIQUES)

Formal methods of reasoning are employed in data analysis in order to understand, clarify, and interpret the results of surveys.

3.10.1 Descriptive Analysis

The act of turning complex data into something that may be more easily analysed is known as descriptive analysis (Zikmund et al., 2010). The demographics of the respondents are presented in Section A, and Descriptive Analysis is used to measure the average, frequency distribution, and percentage distribution of the demographic information provided by the respondents.

3.10.2 Scale Measurement (Reliability Test)

In this study, the reliability test is performed using SPSS version 20.0. Cronbach's Alpha is a dependability coefficient that assesses how efficiently elements in a collection are positively connected to one another. Table 3.7 shows how alpha is used to determine the reliability of each measurement.

Table 3.7: Rule of Thumb for Cronbach's Alpha Coefficient Value

Alpha Coefficient Range	Strength of Association
< 0.60	Poor
0.60 to < 0.70	Moderate
0.70 to < 0.80	Good
0.80 to < 0.90	Very Good
0.90	Excellent

Source : Zikmund et al., (2010*).*

3.10.3 Inferential Analysis

3.10.3 (a) Pearson Correlation Analysis

Correlation analysis use Pearson's correlation to demonstrate the degree, direction, and significance of bivariate relations between all variables measured at the ratio or interval level (Sekaran and Bougie, 2010). Depending on which way of the association between two variables, the correlation coefficient may be positive or negative. Pearson correlation analysis is used to examine covariation and the relationship between independent factors (behaviour attitude, subjective norm, perceived behavioural control, education in entrepreneurship, and personality traits) and dependent variables on hypotheses 1, 2, 3, 4, and 5. (entrepreneurial intention). The significance level for the analysis will be 5% or 1%.

Table 3.8: Rule of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.01 to ± 0.20	Slight, almost negligible

Source : Hair et al., (2007).

3.10.3 (b) Multiple Linear Regression Analysis

Multiple linear regression analysis investigates the relationship among both multiple independent variables and a single continuous dependent variable. To analyse the association between entrepreneurial intention and those characteristics, a regression equation based on the same independent variables (attitude toward conduct, subjective norm, perceived control over behaviour, entrepreneurial education, and personality features) was used.

Multiple linear regression equation shows the relationship as follow:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + \ldots + b_pX_p$$

where $\hat{Y}$ is the predicted or expected value of the dependent variable, X_1 through X_p are p distinct independent or predictor variables, b_0 is the value of Y when all of the independent variables (X_1 through X_p) are equal to zero, and b_1 through b_p are the estimated regression coefficients. Each regression coefficient represents the change in Y relative to a one unit change in the respective independent variable.

For this research, the below equations show the relationship between independent variables that influencing entrepreneurial intention among students:

Entrepreneurial intention = $b_0 + b_1$ (attitude toward the behavior) + b_2 (subjective norm) + b_3 (perceived behavioral control) + b_4 (entrepreneurship education) + b_5 (personality traits)

3.11 SUMMARY

This study enlisted around 2000 SIDMA College students from the Bachelor of Business Administration, Bachelor of Management, Bachelor of Hospitality & Tourism Management, and Bachelor of Early Childhood Education programmes. In the following chapter, we'll go through these data in further depth.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

The results of questionnaires completed by the respondents are presented in this chapter. It consists of a combination of descriptive and inferential analysis. According to findings from data analysis and research, students in higher education at SIDMA College City Campus are more likely to have an entrepreneurial mindset.

4.2 DESCRIPTIVE ANALYSIS

4.2.1 Personal Details of Respondents

4.2.1 (a) Gender

Table 4.1 shows the gender of respondents in percentage. Out of the total respondent (N = 200), 144 respondents (72.0%) are female and 56 respondents (28.0%) are male.

Table 4.1: Gender

		Frequency	Percent
Valid	Male	56	28.0
	Female	144	72.0
	Total	200	100.0

4.2.2 (b) Age Group

The percentage of respondents by age group is shown in Table 4.2. 170 (85.0 percent) are between the ages of 21 and 23, 28 (14.0 percent) are in between ages of 24 and 26, and just 2 (1.0 percent) are between the ages of 27 and 29. There are no responses from individuals under the age of 20 or those above the age of 30.

Table 4.2: Age Group

		Frequency	Percent
Valid	21 - 23 years old	170	85.0
	24 - 26 years old	28	14.0
	27 - 29 years old	2	1.0
	Total	200	100.0

4.2.3 (c) Currently Enrolling in a Course

Table 4.3 displays the percentage of respondents who are presently pursuing the course. Of the total respondents (N = 200), 80 (40.0%) are studying Bachelor of Early Childhood Education (Hons), 51 (25.5%) are studying Bachelor of Management (Hons), 35 (17.5%) are studying Bachelor of Hospitality Tourism Management (Hons), and 34 (17.0%) are studying Bachelor of Business Administration (Hons).

Table 4.3: Course Currently Pursuing

		Frequency	Percent
Valid	Bachelor of Business Administration (Hons)	34	17.0
	Bachelor of Early Childhood Education (Hons)	80	40.0
	Bachelor of Hospitality Tourism Management (Hons)	35	17.5
	Bachelor of Management (Hons)	51	25.5
	Total	200	100.0

4.2.4 (d) Bsuiness Owned by a Family

Table 4.4 shows if the participants' parents own a business. Out of the total respondents (N = 200), 137 (68.5%) answered that their family does not own a business, while 63 (31.5%) stated that they do..

Table 4.4: Family Own Business

		Frequency	Percent
Valid	Yes	63	31.5
	No	137	68.5
	Total	200	100.0

4.2.5 (e) Type of Family Business Owned

Table 4.5 displays the different types of family businesses held by respondents. Only 64 respondents' families own a business out of the whole (N = 200). Out of 64 respondents, 20 (10.0 percent) own a Food and Beverage family business, 11 (5.5 percent) own a Motor/Car Repair and Service family business, 9 (4.5 percent) own a Convenience Store/Grocery Store/Mini-Market family business, 6 (3.0 percent) own an Oil Palm Estates family business, 5 (2.5 percent) own an Oil Palm Estates family business, and 3 (1.5 percent) own an Oil Palm Estates family business. There are two responders (1.0 percent) in each of the family business categories of Book Store/Stationer/Photography/Printing and Photocopy and Entertainment/Club. There was one response (0.5 percent) in each of the family business categories of Electronic Appliance/Furniture, Laundry, and Land and Property Agent.

Table 4.5: Type of Family Business Owned

		Frequency	Percent
Valid	Clothes/Footwear/Accessory	6	3.0
	Hair Saloon/Beauty Care/SPA/Massage	3	1.5
	Convenience Store/Grocery Store/Mini-Market	9	4.5
	Motor/Car Repair and Servive	11	5.5
	Book Store/Stationery/ Phothography/Printing and Photocopy	2	1.0
	Food and Beverage	20	10.0
	Electronic Appliance/Furniture	1	.5
	Laundry	1	.5
	Land and Property Agent	1	.5
	Oil Palm Estates	5	2.5
	Entertainment/Club	2	1.0
	Contractor	3	1.5
	Total	64	32.0
	Missing System	136	68.0
	Total	200	100.0

4.3 MEASUREMENT SCALE

4.3.1 Reliability Test

The table below summarises the reliability statistics for the independent variables (behaviour attitude, subjective norm, perceived behavioural control, entrepreneurship education, and personal characteristics) and one dependent variable (entrepreneurial intention).

The Cronbach's Alpha value of entrepreneurial purpose is 0.793, attitude toward behaviour is 0.816, subjective norm is 0.836, perceived behavioural control is 0.832, entrepreneurial education is 0.833, and personality traits are 0.806. This means that all of the elements in each component of this analysis produce a consistent and stable result.

Table 4.6: Summary of Reliability Statistics

	Cronbach's Alpha	Number of Items	Number of Respondents
Attitude Toward The Behavior (IDV1)	.816	5	200
Subjective Norm (IDV2)	.836	5	200
Perceived Behavioral Control (IDV3)	.832	6	200
Entrepreneurship Education (IDV4)	.833	5	200
Personality Traits (IDV5)	.806	6	200
Entrepreneurial Intention (DV)	.793	5	200

4.4 INFERENTIAL ANALYSIS

4.4.1 Pearson Correlation Coefficient Analysis

According to Table 4.7, the correlation coefficient between entrepreneurship education and entrepreneurial intention is 0.500, with a p-value of 0.000 0.01. As a result, hypothesis (H 4) is accepted. Entrepreneurship education and entrepreneurial intention have a moderately good link. Students with a solid entrepreneurship education are more likely to start their own businesses.

Table 4.7: Summary of Pearson Correlation Coefficient Analysis

		Entrepreneurial Intention (DV)
Attitude Toward The Behavior (IDV1)	Pearson Correlation	.670**
	Sig. (2-tailed)	.000
	N	200
Subjective Norm (IDV2)	Pearson Correlation	.447**
	Sig. (2-tailed)	.000
	N	200
Perceived Behavioral Control (IDV3)	Pearson Correlation	.549**
	Sig. (2-tailed)	.000
	N	200
Entrepreneurship Education (IDV4)	Pearson Correlation	.500**
	Sig. (2-tailed)	.000
	N	200
Personality Traits (IDV5)	Pearson Correlation	.607**
	Sig. (2-tailed)	.000
	N	200
Entrepreneurial Intention (DV)	Pearson Correlation	1
	Sig. (2-tailed)	
	N	200

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

Hypothesis 1

- H 1: There is a substantial link between attitude toward behaviour and entrepreneurial intent.

The coefficient of correlation between attitude toward behaviour and entrepreneurial intention, according to Table 4.7, is 0.670, with a p-value of 0.000 0.01. Hypothesis (H 1) is so accepted. The relationship between attitude toward behaviour and entrepreneurial desire is moderately good. Students with a positive outlook on behaviour are more probably to become business owner.

Hypothesis 2

- H 2: Subjective norm and entrepreneurial intention have a strong association.

There is a strong association between subjective norms and entrepreneurial aptitude, with the correlation coefficient being 0.447 and the p-value being zero. Hypothesis (H 2) is so accepted. The perceived norm and entrepreneurial desire have a modestly positive relationship. Students that maintain a high standard of excellence in their subjective work will be more entrepreneurial.

Hypothesis 3

- H 3: There is a strong link between perceived behavioural control and entrepreneurial intent..

There is a correlation coefficient of 0.549 between entrepreneurial intent and perceived behavioural control. Hypothesis (H 3) is so accepted. A moderately favourable correlation exists between a person's perception of behavioural control and their entrepreneurial intent. It has been found that students who have a strong sense of self-control are more likely to establish their own companies.

Hypothesis 4

- H 4: There is a strong link between entrepreneurship education and entrepreneurial intent.

According to Table 4.7, the correlation coefficient between entrepreneurship education and entrepreneurial intention is 0.500, with a p-value of 0.000 0.01. As a result, hypothesis (H 4) is accepted. Entrepreneurship education and entrepreneurial intention have a moderately good link. Students with a solid entrepreneurship education are more likely to start their own businesses.

Hypothesis 5

- Ha5: Personality qualities and entrepreneurial intent have a substantial association.

4.4.2 Multiple Linear Regression Analysis

According to Table 4.8, R Square for this model is 0.600. In other words, the five independent variables may account for 60% of the variation in the dependent variable (entrepreneurial intention)" (attitude toward the behavior, subjective norm, perceived behavioural control, entrepreneurship education and personality traits).

Table 4.8: Model Summary

Model R	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774[a]	.600	.589	.49063

a. Predictors: (Constant) Attitude Toward The Behavior, Subjective Norm, Perceived Behavioral Control, Entrepreneurship Education, Personality Traits

b. Dependent Variable: Entrepreneurial Intention

Table 4.9: Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	69.923	5	13.985	58.096	.000[a]
Residual	46.699	194	.241		
Total	116.622	199			

a. Predictors: (Constant) Attitude Toward The Behavior, Subjective Norm, Perceived Behavioral Control, Entrepreneurship Education, Personality Traits

b. Dependent Variable: Entrepreneurial Intention

Table 4.9 shows that the F value is 58.096, with a p-value of 0.000 0.01. Because of this, the five-factor regression model was able to account for a significant percentage of the variation in entrepreneurial intention.

Table 4.10: Summary of Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.577	.272		-2.121	.035
	Attitude Toward The Behavior (UDV1)	.432	.061	.405	7.132	.000
	Subjective Norm (IDV2)	.058	.077	.041	.749	.455
	Perceived Behavioral Control (IDV3)	.312	.070	.247	4.481	.000
	Entrepreneurship Education (IDV4)	.160	.063	.141	2.537	.012
	Personality Traits (IDV5)	.202	.073	.172	2.748	.007

a. Dependent Variable: EI

Based on the Table 4.10, the regression equation for the entrepreneurial intention (EI) is:

EI = - 0.577 + 0.432ATB + 0.058SN + 0.312PBC + 0.160EE + 0.202PT

All independent factors, including attitude toward behaviour, subjective norm, perceived behavioural control, entrepreneurship education, and personality traits, have a positive connection with entrepreneurial intention, according to the equation above.

Entrepreneurial intention increases by 0.432 units for every unit increase in attitude toward behaviour, assuming all other independent variables stay constant. Attitude toward behaviour is the most significant predictor of entrepreneurial intention. The second greatest predictor is perceived behavioural control (= 0.312), followed by personality qualities (= 0.202), entrepreneurship education (= 0.160), and subjective norm (= 0.089).

As seen in Table 4.11, all independent variables have a tolerance value and VIF in excess of 10%. As the cut-off value, a tolerance value of 0.10 corresponds to a VIF of 10. (Sekaran & Bougie, 2010). This proves that there are no multicollinear independent variables.

Table 4.11: Summary of Collinearity Stastistics

Collinearity Statistics		
	Tolerance	VIF
Attitude Toward The Behavior (UDV1)	.641	1.559
Subjective Norm (IDV2)	.694	1.441
Perceived Behavioral Control (IDV3)	.679	1.473
Entrepreneurship Education (IDV4)	.673	1.487
Personality Traits (IDV5)	.525	1.906

It appears that the estimated equation of ; -0.577+0.432ATB+0.058SN+0.312PBC+0.160EE+0.202PT is approximately linearly connected, as shown in Chart 4.2. The dependent variable is almost linearly connected to all independent variables (attitude toward conduct, subjective norm, perceived behavioural control, entrepreneurship education, and personality features) (entrepreneurial intention).

4.4.3 Confirmation Testing on Theory of Planned Behavior

According to Table 4.12, this model's R Square is 0.556. 55.6 percent of this variation in the dependent variable can be explained by the three independent factors (attitude toward the behaviour, subjective norm, and perceived behavioural control) (entrepreneurial intention).

Table 4.12: Model Summary for TPB

Model R	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746[a]	.556	.549	.51408

a. Predictors: (Constant) Attitude Toward The Behavior, Subjective Norm, Perceived Behavioral Control
b. Dependent Variable: Entrepreneurial Intention

According to Table 4.13, the F value is 81.760 with a 0.000 level of significance. Consequently, a large proportion of the variance in entrepreneurial aspirations was explained by the regression model's three predictors (attitude toward conduct, subjective norm, and perceived behavioural control).

Table 4.13: Analysis of Variance (ANOVA) for TPB

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.823	5	21.608	81.760	.000[a]
	Residual	51.799	194	.264		
	Total	116.622	199			

a. Predictors: (Constant) Attitude Toward The Behavior, Subjective Norm, Perceived Behavioral Control
b. Dependent Variable: Entrepreneurial Intention

Table 4.14: Summary of Regression Coefficients for TPB

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.134	.265		-.507	.613
	Attitude Toward The Behavior (UDV1)	.547	.057	.513	9.523	.000
	Subjective Norm (IDV2)	.130	.079	.092	1.642	.102
	Perceived Behavioral Control (IDV3)	.394	.069	.312	5.684	.000

a. Dependent Variable: Entrepreneurial Intention

Based on the Table 4.14, the regression equation for the entrepreneurial intention (EI) is:

EI = -0.134 + 0.547ATB + 0.130SN + 0.394PBC

According to the equation above, the attitude toward the conduct, the subjective norm, and the perception of behavioural control all indicate a positive correlation with entrepreneurial purpose. The results are the same when the five independent variables are used to test the subjective norm.

4.5 SUMMARY

The Research Conclusions were presented in this chapter and included information on the backgrounds of the respondents as well as the findings of the data analysis. As a result of using SPSS version 20.0, all of the data analysis had been completed before going on to chapter 3. This study's five hypotheses are explained in the tables and figures shown. We'll go deep into the study's primary results, ramifications, limitations, and suggestions when we get to Chapter 5.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

At SIDMA College in Sabah, the researchers set out to explore if students' entrepreneurial intentions may be influenced by any of these elements (attitude toward behaviour, subjective norms, perceived behavioural control, entrepreneurship instruction, and personality features). For the purposes of this study, a random sample of 200 SIDMA College final year students from the year 2021 served as the research population. Examining students' backgrounds in terms of percentages and frequencies was a common method used. We used Pearson Correlation Coefficient Analysis to rule out any main impacts of the independent variables at a 0.05 level of significance.

5.2 SUMMARY OF STATISTICAL ANALYSIS

5.2.1 Personal Details of Respondents

About two-thirds of the responders are female students. According to the results of the poll, the majority of those who took part are between the ages of 21 and 23. The vast majority of those who took the time to respond are recent graduates of an early childhood education bachelor's degree programme (Hons). Fewer than one-third (31.5 percent) of those polled

said they were involved in a family business, with the most prevalent type being a food or beverage establishment.

Scale Measurement

5.2.2 (a) Reliability Test

According to Cronbach's Alpha, entrepreneurship education is followed by perceived behavioural control (0.832), attitude toward behaviour, personality traits, and entrepreneurial purpose with alpha values of 0.83, 0.83, and 0.83, respectively (0.793). Because the score is more than 0.7, all variables have a high degree of internal consistency.

5.2.2 Summary of Inferential Analysis

5.2.3 (a) Pearson Correlation Coefficient Analysis

All of the independent factors are associated to entrepreneurial intent in a positive way. The largest association (0.670) is between attitude and behaviour, followed by personality traits (0.607), perceived behavioural control (0.549), entrepreneurship education (0.500), and subjective norms (0.447).

5.2.3 (b) Multiple Linear Regression Analysis

A positive correlation exists between the independent components and entrepreneurial intent. The most important c is one's attitude regarding one's actions. The study was a resounding success. There are five independent variables that can explain 60.0 percent of the variation in the dependent variable, according to R2 = 0.600. The F-value for this model is 66.502, and the level of significance is 0.000.

The equation for multiple linear regression is:

-0.577 + 0.432 (attitude toward the conduct) – 0.058 (subjective norm) + 0.312 (perceived behavioural control) + 0.160 (entrepreneurship education) + 0.202 (entrepreneurial intention) (personality traits).

Personality qualities (0.607), perceived behavioural control (0.549), entrepreneurship education (0.500), and subjective norms follow orrelation (0.670). (0.447).

5.3 DISCUSSION ON MAJOR FINDINGS

Table 5.1: Summary of the Result of Hypothesis Testing

Hypothesis	p-value	Decision
Hypothesis 1	0.000 < 0.01	H 1 is accepted

• H 1: Entrepreneurial aim is strongly linked to one's attitude on one's own behaviour..	Alpha Value	
Hypothesis 2 • H 2: Entrepreneurial intent has a strong correlation with one's subjective norm.	0.000 < 0.01 Alpha Value	H 2 is accepted
Hypothesis 3 • H 3: Entrepreneurial intent is strongly linked to a person's perception of behavioural control.	0.000 < 0.01 Alpha Value	H 3 is accepted
Hypothesis 4 • H 4: Entrepreneurship education has a strong link to entrepreneurial intent.	0.000 < 0.01 Alpha Value	H 4 is accepted
Hypothesis 5 • H 5: Intention to start a business is linked to a number of factors, including one's attitude toward behaviour, one's perception of behavioural control, and one's	0.000 < 0.01 Alpha Value	H 5 is accepted

entrepreneurial education and personality qualities.		
Hypothesis 6 • H 6: Entrepreneurial intention is strongly linked to a number of independent variables (attitude toward conduct, subjective norm, perceived behavioural control, entrepreneurship education, and personality features).	0.000 < 0.05 Alpha Value	H 6 is accepted

5.3.1 Attitude Toward The Behavior

H 1: There is a link between a person's attitude toward their behaviour and their desire to start a business.

According to the study, there was a favourable association between one's attitude toward behaviour and one's entrepreneurial intentions. There is a strong p-value correlation between the entrepreneurial attitude and the intention to act (0.000 0.01). It has been demonstrated that an attitude toward behaviour and entrepreneurial ambition are linked by Dohse and Walter (2009) and Kolverid and Tkachev (1999) and Krueger et al (2000) and Paço et al (2011). These studies have also discovered a correlation. Because of this, the more favourable their attitude toward the conduct and, consequently, their willingness to start a business is.

They are hinting that they intend to work for themselves at some point in the near future. Students will have a pessimistic view of their own behaviour once they realise that entrepreneurship isn't going to pay off.

5.3.2 Subjective Norm

H 2: Subjective norm and entrepreneurial intention have a considerable link.

When it comes to entrepreneurial aspirations, there was a favourable association between attitude toward behaviour and entrepreneurial intention. There is a strong p-value correlation between entrepreneurial intent and one's attitude toward behaviour (0.000 0.01). It has been demonstrated that an attitude toward behaviour and entrepreneurial ambition are linked by Dohse and Walter (2009) and Kolverid and Tkachev (1999) and Krueger et al 2000 and Paço et al (2011). They also discovered a connection. They are more likely to start a business if they are more favourable about the conduct and how it affects their motivation to do so. They're hinting that they intend to work for themselves in the future. Student entrepreneurship will be seen as a failure as soon as they learn that it won't pay off.

5.3.3 Perceived Behavioral Control

H 3: Perceived behavioural control and entrepreneurial intent have a significant link.

There is a considerable correlation between entrepreneurial ambition and perceived behavioural control (r=0.549), which suggests that the more control you have over your

actions, the more likely you are to start your own business. The p-value of 0.000 0.01 in this study shows a connection between entrepreneurial intent and perceived behavioural control. An association between entrepreneurial ambition and a sense of behavioural control was found by Kolvereid, Basu, and Virick in their studies in the 1990s and again by Ruhle, Ruhle, and colleagues in 2010. According to Ruhle and colleagues, students' intentions are influenced by their judgement of perceived behavioural control (2010).

5.3.4 Entrepreneurship Education

H 4: Entrepreneurship education and entrepreneurial intent have a significant association.

There is a correlation between entrepreneurial education and entrepreneurial intent of 0.500. There appears to be a correlation between the amount of entrepreneurship education one has and one's entrepreneurial drive. The p-value for the association between entrepreneurship education and entrepreneurial desire is 0.000 0.01. According to Lee et al. (2005), Matlay (2008), and Ooi et al. (2011), there is a high association between entrepreneurial intention and entrepreneurship education (2010). Education in entrepreneurship has been argued to have aided educators in becoming entrepreneurs by teaching them how to handle uncertainty in the future by providing them with basic knowledge regarding firm management, which reduces risk barriers, resulting in an increased ability to manage their business venture in the future (Dell, 2008; Tam, 2009). Students are encouraged to become entrepreneurs by universities, according to Gelard & Saleh (2011) and Ooi et al. (2011).

5.3.5 Personality Traits

H 5: Personality qualities and entrepreneurial intention have a considerable association.

To put it another way, the more self-confident one is, the more likely they are to start their own business. According to the P-value of 0.000 0.01, the link between personality factors and entrepreneurial intent is quite robust. Tong et al. (2011) found a strong link between personality traits and entrepreneurial motivation, according to Singh & DeNoble (2003). Those findings are in line with this study's results. An entrepreneurial job requires students to be intellectually strong, self-reliant, and willing to take risks.

5.4 IMPLICATION OF THE STUDY

5.4.1 Government and Policy maker

With this study's help, the Malaysian Ministry of Education will be able to design appropriate recommendations for entrepreneurial courses at all secondary and learning institutions. If infrastructure funding and support are made available, as well as flaws in the entrepreneurial career path are fixed, the next generation will be more inclined to start their own businesses. The year 2011 (Bagheri & Pihie).

5.4.2 University

Early entrepreneurship education should be taught in colleges in order to increase students' knowledge of entrepreneurship by moulding their attitude toward the behaviour and enhancing their perception of behavioural control and personality traits, according to the findings from this study (Scholten et al., 2004). Students' self-perceptions of behavioural control can be improved through a variety of university-sponsored initiatives. It's based on Creating a business plan, working with small enterprises, and allowing students to run their own businesses will help pupils develop an entrepreneurial spirit. Students who participate in small businesses, write business plans, and are given the opportunity to run their own businesses are more likely to be entrepreneurial, say Ismail et al. (2009).

5.4.3 Scholar

Entrepreneurial activity in this study was easily detected due to the study's focus on entrepreneurial purpose. In this study, we will use the Theory of Planned Behavior (TPB) to ensure that TPB is consistent throughout time. Entrepreneurial intent is 54.9 percent influenced by the TPB component (attitude toward the behavior, subjective norm and perceived behavioural control). The proposed theoretical framework may be used in future research.

5.5 LIMITATIONS OF THE STUDY

A few limitations were noticed while conducting research. Despite the limitations of the study, the findings are nonetheless important and should not be discounted.

5.5.1 Target Respondents

Graduates from SIDMA College's business administration, management, hospitality tourism management and early childhood education programmes are all represented in the student body. There are less than 400 students left at SIDMA College's last year, and the sample size for this study is barely 200. A representative sample of all undergraduates cannot be drawn from the study's small sample, making it impossible to assess its validity. The survey's focus on final-year students may have skewed the results, although other age groups may have different views on entrepreneurship. As a result, it's important to include the perspectives of people of different ages.

5.5.2 Time Constraints

An entrepreneur's actions are the best way to gauge his or her own motivations. The outcomes of this study are based only on entrepreneurial ambition rather than actual behaviour because it looks unattainable in the real world. In addition, these investigations are unable to conduct a longitudinal study because the actual action must be tracked over a longer time period. Respondents took more than two weeks to complete the survey due to time restrictions during data collecting. As a result, there was a lag in the analysis of the data.

5.5.3 Ethnic Groups

It's vital to take into account the viewpoints of different ethnic groups. Varied viewpoints on entrepreneurship, as well as distinct entrepreneurial aims, may exist among various ethnic groups. More realistic results can be achieved if all participants come from a variety of ethnic backgrounds.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

For fairness' sake, the research should be conducted in higher education institutions all around Malaysia. A broader range of undergraduates from both public and private colleges should be included in the survey's responders, which would necessitate a larger sample size.

More data and evidence are required to explain the murky scenario because this is an experimental study. Because of this, future studies may use a variety of data collection methods or combinations, such as interviews. The number of respondents will rise as a result of the new data gathering method, and the interview session will yield a wide range of views. Even more importantly, because of this, there is little possibility that responders will misinterpret the questions.

If the researchers want to show that people's entrepreneurial goals can be put into action, they should conduct this study over a longer period of time.

5.7 CONCLUSION

Attitude toward behaviour, subjective norm, perceived behavioural control, entrepreneurship education, and personality factors all had significant influence on students' entrepreneurial intentions at the 0.05 level of significance. Results of statistical analysis and hypothesis testing, as well as the study's limitations and recommendations are described in this chapter. Entrepreneurs play a crucial part in the growth of countries and lowering graduate unemployment rates because of the shifting socioeconomic environment of the world..

In order to inspire others to be more creative, I've realised, one must first cultivate an imaginative work environment. When leaders want their employees to be more creative in their job, they must be prepared to show them how to do it themselves.

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APPENDICES

APPENDIX A

FACTORS AFFECTING ENTREPRENEURIAL INTENTION AMONG STUDENTS IN HIGHER LEARNING INSTITUTION:

THE CASE OF SIDMA COLLEGE

Data from this survey shall provide the basis for a research on factors affecting entrepreneurial intention among student in higher learning institution in SIDMA College. This survey seeks to identify factors affecting entrepreneurial intention in terms of attitude toward the behavior, subjective norm, perceived behavioral control, entrepreneurship education and personality traits.

Your cooperation in responding to this questionnaire is highly appreciated. Please kindly indicate your view about the factor affecting entrepreneurial intention in order to create an innovative surrounding among the students. We encourage you to contribute to its success by completing this survey questionnaire and returning it to us in a timely manner. You can be rest assured that all responses will be treated in the strictest confidence. Kindly be informed that the findings of this research are solely for academic purposes only.

Yours truly,

Mohammad Yusof Bin Salleh

MIM Student of Universiti Tun Abdul Razak

SECTION A: PERSONAL DETAILS

Please specify your answer by **placing a tick (√)**on the relevant answer provided.

1. Gender: ☐ Male ☐ Female

2. Age Group: ☐ Below 20 years old ☐ 21 – 23 years old
   ☐ 24 – 26 years old ☐ 27 – 29 years old
   ☐ 30 years olds and above

3. Course Currently Pursuing:
   ☐ Bachelor of Business Administration (Hons)
   ☐ Bachelor of Early Childhood Education (Hons)
   ☐ Bachelor of Hospitality Tourism Management (Hons)
   ☐ Bachelor of Management (Hons)

4. Does your family own a business?
   ☐ Yes ☐ No (Please proceed to Section B)

5. If yes, what type of family business? (Please select **ONE** only)
   ☐ Clothes/Footwear/Accessory
   ☐ Food and Beverage
   ☐ Hair Salon/Beauty Care/Spa/Massage
   ☐ Electronic Appliances/Furniture
   ☐ Convenience Store/Grocery Store/Mini-market
   ☐ Laundry
   ☐ Motor/Car Repair and Service
   ☐ Others: _____
   ☐ Book Store/Stationery/Photography/Printing and Photocopy

SECTION B: FACTORS THAT INFLUENCE STUDENTS' ENTREPRENEURIAL INTENTION AND SOME GENERAL INFORMATION

Based on your opinion, please indicate the most appropriate response with the scale given below.

1) **SD** = **Strongly Disagree**
2) **D** = **Disagree**
3) **N** = **Neutral**
4) **A** = **Agree**
5) **SA** = **Strongly Agree**

FACTORS	**SD**	**D**	**N**	**A**	**SA**
Attitude Toward The Behavior					
1. I'd rather be my own boss than have a secure job.	1	2	3	4	5
2. A career as entrepreneur is attractive for me.	1	2	3	4	5
3. If I had the opportunity and resources, I'd like to start a firm.	1	2	3	4	5
4. Being an entrepreneur would entail greater satisfactions for me.	1	2	3	4	5
5. I believe that if I were to start my business, I will certainly be successful.	1	2	3	4	5

FACTORS	SD	D	N	A	SA
Subjective Norm					
6. My parents are positively oriented towards my future career as an entrepreneur.	1	2	3	4	5
7. My friends see entrepreneurship as a logical choice for me.	1	2	3	4	5
8. I believe that people, who are important to me, think that I should pursue a career as entrepreneur.	1	2	3	4	5
9. In my university, students are actively encouraged to pursue their own ideas.	1	2	3	4	5
10. There is a well-functioning support infrastructure in my University to support the start-up of new firms.	1	2	3	4	5

FACTORS	SD	D	N	A	SA
Perceived Behavioral Control					
11. To start a firm would be easy for me.	1	2	3	4	5
12. To keep a firm working well would be easy for me.	1	2	3	4	5
13. I know how to develop an entrepreneurial project.	1	2	3	4	5
14. If I tried to start a firm, I would have a high probability of succeeding.	1	2	3	4	5
15. If I want, I could become self-employed after my studies.	1	2	3	4	5
16. To start my own firm would probably be the best way for me to take advantage of my education.	1	2	3	4	5

FACTORS	SD	D	N	A	SA
Entrepreneurship Education					
17. Entrepreneurial subject is very important.	1	2	3	4	5
18. Entrepreneurship should be taught in University.	1	2	3	4	5
19. Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit campus.	1	2	3	4	5
20. More entrepreneurial and business educational programs on campus would help students to start businesses.	1	2	3	4	5
21. My University course prepares people well for entrepreneurial careers.	1	2	3	4	5

FACTORS	SD	D	N	A	SA
Personality Traits					
22. I like to try new things. (e.g. exotic food or going to new places).	1	2	3	4	5
23. I tend to use new routes when I travel.	1	2	3	4	5
24. I will start my own business if I detect an opportunity.	1	2	3	4	5
25. I am confident of my skills and abilities to start a business.	1	2	3	4	5
26. I have leadership skills that are needed to be an entrepreneur.	1	2	3	4	5
27. I have mental maturity to be an entrepreneur.	1	2	3	4	5

FACTORS	SD	D	N	A	SA
Entrepreneurial Intention					
28. I prefer to be an entrepreneur rather that to be employee in a company.	1	2	3	4	5
29. My professional goal is to become an entrepreneur.	1	2	3	4	5
30. I am determined to create a firm in the future.	1	2	3	4	5
31. I will make every effort to manage my own firm.	1	2	3	4	5
32. I have a very serious thought in starting my own firm.	1	2	3	4	5

Thank you for your time and opinions.
Your participations are greatly appreciated.

APPENDIX B

NORMALITY TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
ATTB	200	100.0%	0	.0%	200	100.0%
SN	200	100.0%	0	.0%	200	100.0%
PBC	200	100.0%	0	.0%	200	100.0%
EE	200	100.0%	0	.0%	200	100.0%
PT	200	100.0%	0	.0%	200	100.0%
EI	200	100.0%	0	.0%	200	100.0%

Descriptives

			Statistic	Std. Error
ATTB	Mean		3.6690	.05072
	95% Confidence Interval for Mean	Lower Bound	3.5690	
		Upper Bound	3.7690	
	5% Trimmed Mean		3.6956	
	Median		3.6000	
	Variance		.514	
	Std. Deviation		.71722	
	Minimum		1.20	
	Maximum		5.00	
	Range		3.80	
	Interquartile Range		1.00	
	Skewness		-.509	.172
	Kurtosis		.894	.342
SN	Mean		3.4290	.03829
	95% Confidence Interval for Mean	Lower Bound	3.3535	
		Upper Bound	3.5045	
	5% Trimmed Mean		3.4267	
	Median		3.4000	
	Variance		.293	
	Std. Deviation		.54150	
	Minimum		1.80	
	Maximum		4.80	
	Range		3.00	
	Interquartile Range		.80	
	Skewness		.147	.172
	Kurtosis		.317	.342
PBC	Mean		3.2075	.04292
	95% Confidence Interval for Mean	Lower Bound	3.1229	
		Upper Bound	3.2921	
	5% Trimmed Mean		3.2074	
	Median		3.1667	
	Variance		.368	
	Std. Deviation		.60693	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	

	Interquartile Range		.83	
	Skewness		.044	.172
	Kurtosis		.281	.342
EE	Mean		3.8340	.04749
	95% Confidence Interval for Mean	Lower Bound	3.7403	
		Upper Bound	3.9277	
	5% Trimmed Mean		3.8522	
	Median		3.8000	
	Variance		.451	
	Std. Deviation		.67164	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		.80	
	Skewness		-.399	.172
	Kurtosis		1.105	.342
PT	Mean		3.7858	.04622
	95% Confidence Interval for Mean	Lower Bound	3.6947	
		Upper Bound	3.8770	
	5% Trimmed Mean		3.8083	
	Median		3.8333	
	Variance		.427	
	Std. Deviation		.65364	
	Minimum		1.17	
	Maximum		5.00	
	Range		3.83	
	Interquartile Range		.96	
	Skewness		-.628	.172
	Kurtosis		1.661	.342
EI	Mean		3.5830	.05413
	95% Confidence Interval for Mean	Lower Bound	3.4763	
		Upper Bound	3.6897	
	5% Trimmed Mean		3.5978	
	Median		3.6000	
	Variance		.586	
	Std. Deviation		.76553	
	Minimum		1.00	
	Maximum		5.00	

	Range	4.00	
	Interquartile Range	1.00	
	Skewness	-.261	.172
	Kurtosis	.276	.342

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ATTB	.097	200	.000	.962	200	.000
SN	.109	200	.000	.975	200	.001
PBC	.112	200	.000	.986	200	.038
EE	.117	200	.000	.958	200	.000
PT	.081	200	.003	.958	200	.000
EI	.072	200	.014	.976	200	.002

a. Lilliefors Significance Correction

APPENDIX C

RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.845	6

Inter-Item Correlation Matrix

	ATTB	SN	PBC	EE	PT	EI
ATTB	1.000	.416	.379	.430	.544	.670
SN	.416	1.000	.454	.371	.426	.447
PBC	.379	.454	1.000	.317	.494	.549
EE	.430	.371	.317	1.000	.534	.500
PT	.544	.426	.494	.534	1.000	.607
EI	.670	.447	.549	.500	.607	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ATTB	17.8393	6.117	.652	.492	.816
SN	18.0793	7.088	.542	.308	.836
PBC	18.3008	6.787	.566	.385	.832
EE	17.6743	6.568	.559	.349	.833
PT	17.7225	6.237	.698	.495	.806
EI	17.9253	5.621	.754	.600	.793

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.5083	8.944	2.99070	6

APPENDIX D

PEARSON CORRELATION COEFFICIENT ANALYSIS

Correlations

		ATTB	SN	PBC	EE	PT	EI
ATTB	Pearson Correlation	1	.416**	.379**	.430**	.544**	.670**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	200	200	200	200	200	200
SN	Pearson Correlation	.416**	1	.454**	.371**	.426**	.447**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	200	200	200	200	200	200
PBC	Pearson Correlation	.379**	.454**	1	.317**	.494**	.549**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	200	200	200	200	200	200
EE	Pearson Correlation	.430**	.371**	.317**	1	.534**	.500**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	200	200	200	200	200	200
PT	Pearson Correlation	.544**	.426**	.494**	.534**	1	.607**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	200	200	200	200	200	200
EI	Pearson Correlation	.670**	.447**	.549**	.500**	.607**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200

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

APPENDIX E

MULTIPLE LINEAR REGRESSION ANALYSIS

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PT, SN, EE, PBC, ATTB[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: EI

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774[a]	.600	.589	.49063

a. Predictors: (Constant), PT, SN, EE, PBC, ATTB

b. Dependent Variable: EI

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.923	5	13.985	58.096	.000[a]
	Residual	46.699	194	.241		
	Total	116.622	199			

a. Predictors: (Constant), PT, SN, EE, PBC, ATTB

b. Dependent Variable: EI

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.577	.272		-2.121	.035		
	ATTB	.432	.061	.405	7.132	.000	.641	1.559
	SN	.058	.077	.041	.749	.455	.694	1.441
	PBC	.312	.070	.247	4.481	.000	.679	1.473
	EE	.160	.063	.141	2.537	.012	.673	1.487
	PT	.202	.073	.172	2.748	.007	.525	1.906

a. Dependent Variable: EI

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.4044	4.9446	3.5830	.59277	200
Residual	-1.45079	1.37407	.00000	.48443	200
Std. Predicted Value	-3.675	2.297	.000	1.000	200
Std. Residual	-2.957	2.801	.000	.987	200

a. Dependent Variable: EI

APPROVAL PAGE

TITLE OF PROJECT PAPER: **FACTORS AFFECTING ENTREPRENEURIAL INTENTION AMONG STUDENTS IN HIGHER LEARNING INSTITUTION: THE CASE OF SIDMA COLLEGE**

NAME OF AUTHOR: **MOHAMMAD YUSOF BIN SALLEH**

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master in Management.

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Dean

Graduate School of Business