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Entrepreneurial Intentions among Undergraduate Students in Universiti Teknologi MARA (UiTM)

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Abstract

The issue of unemployment among graduates has brought attention to policymakers and other relevant authorities to conduct awareness on the importance of entrepreneurship. Since entrepreneurship is found to be significant for the development and well-being of society, a paradigm shift among graduates is needed to stimulate economic growth and overall development since it produces jobs and shapes innovativeness. This study examined the factors that affect entrepreneurial intention among students to determine students' willingness to engage in entrepreneurial activities in the future. The objectives of this study are to understand how the attitude towards the behavior, perceived behavioral control, and entrepreneurship education affects entrepreneurial intention. There were 208 samples involved in answering the questionnaire. The results showed that attitude towards the behavior, perceived behavioral control, and entrepreneurship education significantly influence. This study highlights the importance of regulating proper entrepreneurship education to students to improve their understanding and insights to students before they venture into entrepreneurship.

Keywords*: entrepreneurship, entrepreneurship education, entrepreneurial intention, attitude towards the behavior, perceived behavioral control*

INTRODUCTION

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Entrepreneurial activity in the academic area is widely known as a way to broaden the competitive advantages of students, particularly in preparing them for the competitive and globalized environment. In Malaysia, the Ministry of Higher Education and universities have been put an important responsibility in inculcating entrepreneurship values among university students. Entrepreneurs can change the way we live and work. Besides, entrepreneurship activities could help the government to reduce the unemployment rate since it creates jobs and the conditions for a flourishing society.

Entrepreneurship can be defined as the course of identifying opportunities in the market place, perpetrating actions, and necessary resources to exploit the opportunities for long term personal gain (Uddin & Bose, 2012). According to Asamani and Mensah (2013), entrepreneurship is defined as "the process of creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards". Opoku-Antwi et al. (2012) found that entrepreneurship is vital to the development and well-being of society since it produces jobs, steers and shapes innovativeness, and prompts structural changes in the economy. Since entrepreneurship creates new markets, new industries, new technologies, new jobs, and an increase in real productivity, therefore, paradigm shift among graduates is needed to stimulate the country's economic growth and development.

Several relevant bodies have raised concerns on the importance of entrepreneurial intention which represents the desire and commitment to start-up a business (Zeffane, 2012). Individuals with high entrepreneurial intentions are more likely to start a business that those with lower entrepreneurial intentions. The younger entrepreneur could help the government to achieve key business leaders and the drivers of the development (Uddin & Bose, 2012). Therefore, this study aims to examine the factors that influence the entrepreneurial intention of UiTM Seremban 3 students.

PROBLEM STATEMENT

The issue of unemployment has raised some concerns to the government and policymakers. Many studies also have revealed that the unemployment rate in Malaysia has facing dramatically increase. Department of Statistics Malaysia, 2020 has revealed that the rate of the unemployment rate is 3.4 percent (%). To curb this issue, fresh graduates are encouraged to opt to be self-employed. Some fresh graduates possess the knowledge and skill that are relevant in starting up their own business, yet there is only a small percentage of students who choose to be self-employed. This occurrence may be due to a lack of self-confidence, or lack of encouragement or reassurance.

According to Rikinorhakis Ridzwan et al. (2017), the Malaysian government has taken several initiatives such as entrepreneurship programs such as the Distribution Channel Programme and the Halal Development Programme which targeted to guide the entrepreneur as an effort to encourage entrepreneurial activities, especially among the Malays. Other initiatives are the establishment of the Malaysian Global Innovation and Creative Centre (MaGIC), as a one-stop center to enhance entrepreneurship and support companies involved in creative multimedia. Another initiative is the introduction of Yayasan Inovasi Malaysia (YIM) to bring innovation in Malaysia and also to focus on the new culture of innovation among SMEs, NGOs, and communities.

The Ministry of Entrepreneurship and Co-operative Development (MECD) also had stated that entrepreneurship programs and activities such as educational programs, financial assistance programs, consultancy, and business opportunities in higher learning institution can help to produce more entrepreneurs among graduates in Malaysia (Hardy Loh Rahim et al, 2015). Besides that, MECD also works together with the Ministry of Higher Education (MOHE) to develop an entrepreneurial culture in the higher learning institution. Among the activities developed by MECD and MOHE our Graduate Development Programme (Program Pembangunan Usaha Siswa), A Basic Course in Entrepreneurship for Graduates (Kursus Asas Keusahawanan Siswazah), and Graduate Entrepreneurship Training Scheme (Program Latihan Keusahawanan Siswazah). Besides, the Malaysian government also has provided financial aid for the graduates through the Graduate Entrepreneurship Fund to help and to encourage graduates to venture into new business. The recent development of entrepreneurship education in Malaysia underlines the importance of creating an ecosystem of entrepreneurship education in Higher Learning Institutions (HLIs) that further nurtures entrepreneurial culture not only among students but also HLIs' citizens in general.

Although numerous efforts have been taken by the government in implementing various programs and activities to encourage graduates to venture and be involved in entrepreneurship, the entrepreneurship rate is still low (e.g., Armanurah, Salmah, & Norasidah, 2006). According to the former Vice Chief Secretary of MECD, a survey that had

been conducted in 2004 indicates that only 30 out of 2,275 graduates choose to be an entrepreneur in the future. This study implies that graduates prefer to work in an organization rather than be self-employed (MECD, 2009). Besides, in 2014, there are a total of 87, 886 graduates, and only 1.6% of graduates are self-employed. By the employment sector (among the employed graduates), the involvement of graduates in entrepreneurship is still low; it is only 5.5% of graduates running their own business (doing entrepreneurial activities). Most graduates are like hunting jobs rather than doing entrepreneurial activities (Noorkartina Mohamad et al., 2014).

Therefore, in promoting entrepreneurship, it requires a constant attitude that can be reshaped by education (Ahmed et al., 2010). Attitude towards entrepreneurship and self-efficacy are significant factors influencing entrepreneurial intention (De Noble, Jung, & Ehlrich, 1999). Shariff and Basir (2009) have discovered that there is only a little consideration dedicated to measuring attitude and entrepreneurial efficacy among Malaysian students. Thus, it becomes a major challenge for entrepreneurship educators in designing courses and developing students' innate entrepreneurial capabilities and intentions.

Inclination towards entrepreneurship is commonly associated with several personal characteristics namely values and attitudes, creativity, risk-taking propensity, locus of control, and personal goals. These personal characteristics might be expected to be influenced by a formal education program. As mentioned by Bandura (1986), potential entrepreneurs who receive the transfer of knowledge and relevant skills will increase their self-efficacy and effectiveness. Preliminary evidence also shows that entrepreneurial attributes can be positively influenced by educational programs. Entrepreneurship courses and programs can build awareness on entrepreneurship which in turn encourages favorable attitudes towards entrepreneurship. However, entrepreneurial activity is limited in Malaysia and it is tougher to justify due to factors such as attitudes and aspirations. Therefore, the purpose of this study is to examine the factors that influence entrepreneurial intention.

LITERATURE REVIEW

Entrepreneurship could be one of the best strategies to overcome the unemployment problem among fresh graduates in Malaysia. As suggested by Kupets (2006), unemployment among fresh graduates is a continuing increase in the current economic environment, and to overcome the unemployment problem, the universities are urged to play a leading role in the development of student entrepreneurs. For instance, introducing entrepreneurship courses to equip the students with the skills, values, and behavior that can help them to undertake business endeavors successful. Indeed, the Malaysian government is aware of the importance of entrepreneurship activities among university students (Noorkatina, 2014). Theory of Reasoned Action (TRA) is a theory that is used to forecast the voluntary behaviors of individuals and to assist in recognizing their psychological factors (Fishbein & Ajzen 1980). Many behaviors in our daily life may be voluntary control as these behaviors can easily be performed if we have the desire to do so. The theory is designed given the assumption that human beings usually behave in a manner that is reasonable as they will take into account the available surrounding information and the implications of their actions.

Theory of Planned Behavior (TPB) is derived from TRA by Fishbein and Ajzen (1975, 1980) to forecast and illuminate human behavior in a specific context, it would allow

prediction of behaviors that were not under complete voluntary control. TRA could predict behaviors but just the information of intention was inadequate to predict behavior. Hence, perceived behavioral control is included as mentioned by Ajzen and Fishbein (2000), formed by control beliefs that give rise to the perceived ease or difficulty in performing the behavior. TPB is used in this study because it has been proven successful in giving information about intention towards performing a particular behavior (Ajzen, 1991; Bruvold, 1990l; Krueger, 2000) in various field of studies such as psychology, sociology, health, and information technology. Empirical data have shown that TPB is a useful model since the whole model was significant and it enables researchers to know a lot of information and have a better understanding of predicting entrepreneurial intention by considering all factors or the determinants of entrepreneurial intention. TPB has been used widely to explain and predict the intention and actual behavior in many areas of study (Lin, 2004). Autio et al. (2001) showed that the TPB components explain a 21% variance in the intention to be an entrepreneur where Linan and Chen (2009) found that 55% of the variance was explained. Past research confirmed the validity of using TPB in explaining entrepreneurial intention across various cultures. It can be concluded that the more favorable the attitude and the perceived behavioral control, the stronger the person's intention towards entrepreneurship (Scholten et al., 2004). TPB is adopted in this study due to the solid support.

Entrepreneurial intention is defined as an individual's willingness to perform and take part in entrepreneurial activities, perform entrepreneurial behavior or actions, to be self-employed, or to establish a new business in the future (Nie, 2012). Besides, entrepreneurship intention also can be defined as a self-acknowledged conviction by any individual that he or she is a willingness to initiate a new business enterprise and continuously plans to accomplish this in the future (Ridha & Wahyu, 2017). The entrepreneurial intention also is considered as a first step towards initiating new business (Kautonen, Van Gelderen, & Tornikoski, 2013). Thus, it is very important to understand the entrepreneurial intention to undermine the concept of entrepreneurship. Based on empirical evidence, experts and scholars have shown that entrepreneurial intention is a valid factor for entrepreneurial behavior as it falls under intentional behavior. Studies about entrepreneurial intention provide valuable information for the researchers to get a better understanding of the entrepreneurial process and predict entrepreneurial activities in a better way through identifying antecedents of entrepreneurial intention. The study of entrepreneurial intention is important as entrepreneurial intention does not always lead to entrepreneurial action (Oliveira, 2016). A lot of people have the intention to involve in entrepreneurship, but only a few have the desire or ability to carry it out. This study proposed three key independent variables which are Attitude towards Behavior, Perceived Behavioral Control, and Entrepreneurship Education which are predicted to influence entrepreneurship intention.

Attitude refers to the degree to which a person performs a behavior whether it is a favorable or unfavorable evaluation (Ajzen & Fishbein, 1980). Besides, attitude also refers to perceptions of personal desirability to perform the behavior (Azjen, 2002). Attitudes can be understood by assessing the individual's beliefs and depending on the expectations about the personal impacts of outcomes resulting from the behavior. Lars Kolvereid and Espen Isaksen, (2015), Dohse and Walter (2010), Paco Ferreira et al. (2010) have found that the attitude towards the behavior has a positive effect on entrepreneurial intentions. Hence, training and education should be done rapidly and should be focused on changing personal attitudes than providing technical knowledge about business because the effects could be more significant to the process of business creation (Dohse & Walter, 2010). Krueger (2000) has made a test

regarding the relationship between attitude and intentions of students and found a significant influence of the attitude towards behavior on intention. Keong (2008) has conducted similar research in Open University Malaysia and the result showed that the stronger their intentions to be entrepreneur, the students will be valued more on the decision to choose entrepreneurship as their career path. Hence, to foster personal capabilities and interests among students, training and skill development programs are important to create a positive attitude towards entrepreneurship. Besides, the result obtained from undergraduates, Harris et al. (2006) stated that if the person has a positive attitude towards becoming self-employed and can create a new venture successfully, and likelihood to become entrepreneurial intention is higher.

Besides, perceived behavioral control can be defined as people's perceived ease or difficulty to perform a given behavior and it reflects the past experiences of people to solve any obstacles (Ajzen, 1991). Ajzen (1991) stated that perceived behavioral control and intention will reflect the person's actual control in a certain situation. Pihie, Zaidatol Akmaliah, and Lope (2009) stated that students who have entrepreneurial exposure have a higher score on perceived behavioral control. This implies that more students get exposure regarding entrepreneurial issues, their perceived behavioral control will be greater. Pihie, Zaidatol Akmaliah, and Lope (2009) also explained that those who had perceived value on entrepreneurship will have a higher level of perceived behavioral control. Besides that, the university is an important actor to give students knowledge and experience so that they can develop their self-efficacy (Bandura, 1986). Bandura (1986) also stated that entrepreneurship education could enhance the knowledge and experience of students and eventually it will enhance the student's self-efficacy and also will increase their entrepreneurial intention. Furthermore, Anuradha Basu and Meghna Virick (2008) stated that the desire to start a business is important and it is significantly related to a great level of self-efficacy and positive attitude. An individual that has experience of being successful also will have a higher self-efficacy level as compared to those who do not have prior experience. This statement is supported by Ajzen's theory where he perceived that behavioral control relies on experience. Elfving et al. (2009) further explained that when a person has a high self-efficacy, it will increase their commitment towards entrepreneurship and they are motivated to start a business. In conclusion, if a person believes that he or she is capable to be a successful entrepreneur, the level of entrepreneurial intention will be higher.

Lastly, entrepreneurship education refers to the courses or subjects that provide students with entrepreneurial knowledge and skills in pursuing an entrepreneurial career in the future (Nicole, 2003). There are past researches that have proved that entrepreneurship education is a factor that inspires student's intentions towards entrepreneurial career and entrepreneurial actions (Gailly, 2004; Matlay, 2008; Lee, 2005). By using 64 graduates as a research sample, Matlay (2008) also revealed that all graduates who had taken entrepreneurship education will become entrepreneurs in the future. Entrepreneurship is confronted with uncertainties due to challenges to pursue entrepreneurship as a career. Inadequate business knowledge is very risky and a lot of experience is needed to reduce entrepreneurial uncertainty (Nie, 2012). Entrepreneurship education will provide students with adequate business knowledge and eventually, it will increase the interest of students towards entrepreneurial careers (Ellen, 2010). Education also will lead a student's readiness in dealing with complex decision making (Izquierdo, 2008). Education can help to reduce barriers and risks of entrepreneurship such as human capital, financial capital, material acquisition, and technology adaptation (Zahariah Mohd Zain, 2010).

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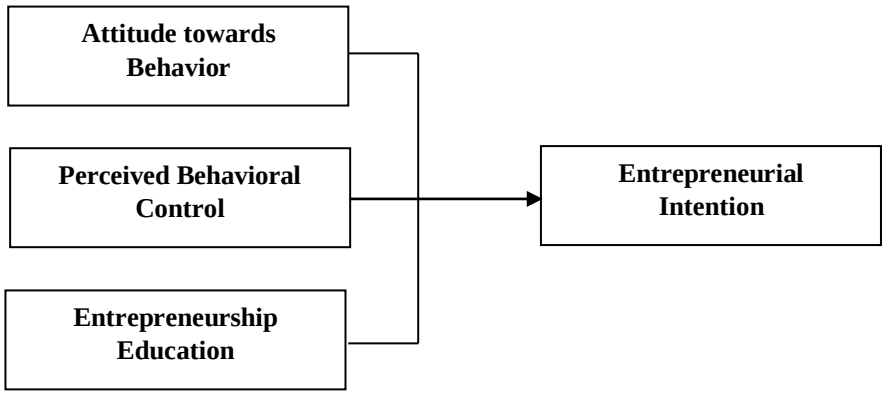

Figure 1: Conceptual Framework of the Study

Figure 1 shows the conceptual framework which states the entrepreneurial intention among students in UiTM Seremban 3 has a connection with three independent variables which are attitude towards behavior, perceived behavioral control, and entrepreneurship education

METHODOLOGY

This study uses a quantitative research method where data is collected from a survey through the distribution of questionnaires. For this study, the total population refers to all students in UiTM Seremban that have taken an entrepreneurship course, which consisted of approximately 1,400 students as recorded in UiTM Seremban (Academic Affairs Division UiTM Seremban, 2018). As suggested by Krejcie and Morgan (1970) for determining sample size from a given population, thus, the researchers had distributed 208 sets of questionnaires. Richardson (2005) mentioned that response rates of 60% or more are both desirable and achievable for students who have satisfactorily completed their course units of programs. Stratified random sampling is applied in this study to divide the respondents from the population out of the total population (Sekeran & Bougie, 2009).

Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment. In this study, the respondents must fulfill the two conditions before being selected to answer the survey, they must be students of UiTM Seremban regardless of their faculty and their semester and they must have taken an entrepreneurship course. A self-administered survey questionnaire is used as a research instrument to ensure the relevancy and consistency of information gathered (Zikmund et al., 2010; Sekaran & Bougie, 2010). The survey was conducted in dual-languages (i.e., English and Malay). The 5-points Likert Scale is adopted to allow respondents to express how much they agree or disagree with a particular statement. It ranges from "strongly disagree = 1" to "strongly agree = 5" (Saul, 2008).

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FINDINGS

Table 1
Profiles of Respondents

Profile		Frequency (n)	Percentage (%)
Gender	Male	69	33.2
	Female	139	66.8
Age	18-20	53	25.5
	21-25	155	74.5
	26-30	0	0
Faculty	FSPPP	143	68.7
	FSKM	31	14.9
	FSR	34	16.3
Current Academic Undertaking	Diploma	52	25
	Degree	156	75
Program	AM228	110	52.8
	AM225	22	10.5
	AM110	11	5.3
	AM120	5	2.4
	CS241	4	1.9
	CS247	3	1.4
	CS248	2	0.9
	CS249	6	2.8
	SR241	3	1.4
	SR243	4	1.9
	SR111	13	6.3
	SR113	13	6.3
Family own a business	Yes	74	35.6
	No	134	64.4
Types of a family business	Clothes/Footwear/Accessory	8	3.8
	Food and Beverages	36	17.3
	Hair Salon/Beauty care/Spa Massage	6	2.9
	Electronic Appliances/Furniture	2	1.0
	Convenience store/Minimarket	7	3.4
	Laundry	2	1.0
	Motor/Car repair and service	8	3.8
	Others	6	2.9

Table 1 shows a total of 208 students in UiTM Seremban 3 were involved in this survey which contributed to more than 60% of the response rate. Most of the respondents were female (66.8%), followed by males (33.2%). The age group of the majority of respondents was between 21-25 years old with 74.5%, followed by the group of respondents between 18-20 years old with 25.5%. The majority of the respondents in this study were students from FSPPP which amounted to 68.7%, followed by students from FSR (16.3%), and students from FSKM (14.9%). As for the program, most of the respondents were from AM228 with 52.8%, followed by AM225 with 10.5%, SR113 and SR111 with 6.3% respectively, AM110 with 5.3%, AM120 with 2.4%, CS241 and SR243 with 1.9% respectively, CS247 and SR241 with 1.4%, and lastly, students from CS248 with 0.9%. Most of the respondents don't have a family background involved in entrepreneurship were almost 64.4% answer their family didn't have their own business and the rest (35.6%) answered to have a family background as

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an entrepreneur. As for types of family business, the majority owns Food and Beverages business with 17.3%, followed by Motor/Car repair (3.8%) and others.

Table 2
Normality Test

Variable	Mean	S. Deviation	Skewness	Kurtosis
Attitude Towards Behavior	3.73	0.88	-0.854	0.132
Perceived Behavioral Control	3.11	0.90	-0.206	-0.543
Entrepreneur Education	4.18	0.59	-1.316	4.371
Entrepreneurial Intention	3.61	0.93	-0.700	-0.117

The descriptive analyses were carried out to examine the mean and the standard deviation of the variables. Based on Table 2, all mean scores for the variables are above 2.5 (ranging between 3.1 and 4.2). For the normality test, the value of skewness should fall within the range of -2.0 to +2.0 and the value of kurtosis should fall within the range of -7.0 to +7.0 to indicate the normal distribution. The result shows that the assumption of normality is not violated as all of the variables used in the study fall within the values (results range from -0.2 to -1.3).

Table 3
Reliability Test

Variable	Cronbach's Alpha	No. of Items
Attitude Towards Behavior	0.915	5
Perceived Behavioral Control	0.918	6
Entrepreneurship Education	0.854	5
Entrepreneurial Intention	0.929	5

Cronbach's Alpha has been used as a reliability coefficient to determine the internal consistency of the scale. Table 3 shows all of the variables are regarded as reliable ($p>0.6$).

The study aims (1) to determine the level of the entrepreneurial intention of students in UiTM Seremban 3, (2) to examine the relationship between attitudes, perceived behavioral control, and education, and entrepreneurial intention of students in UiTM Seremban 3, and (3) to identify whether the main determinants that influence the entrepreneurial intention of students in UiTM Seremban 3.

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Objective 1: To determine the level of the entrepreneurial intention of students in UiTM Seremban 3

Table 4
Descriptive Statistics

Variables	Mean	Standard Deviation
Attitude Towards Behavior	3.73	0.881
Perceived Behavioral Control	3.11	0.909
Entrepreneurship Education	4.18	0.591
Entrepreneurial Intention	3.61	0.933

Table 4 shows the mean and the standard deviation for all variables involved in this study. The respondents were asked to rate the variables statement from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = mixed feeling/neutral, 4 = agree, and 5 = strongly agree). The mean for Attitude towards Behavior was 3.73, Perceived Behavioral Control was 3.11, and Entrepreneurship Education was 4.18. Furthermore, the respondents were asked to rate the dependent variable statement from 1 to 5 where 1 = strongly disagree, 2 = disagree, = mixed feeling/neutral, 4 = agree, and 5 = strongly agree. It indicates that the respondents agreed the level of entrepreneurial intention among the students in UiTM Seremban 3 is moderate (mean=3.61).

Objective 2: To examine the relationship between key attitudes, perceived behavioral control and education and the entrepreneurial intention of students in UiTM Seremban 3

Table 5
Summary of Pearson Correlation Analysis

		Entrepreneurial Intention
Attitude Towards Behavior	Pearson Correlation	0.759**
	Sig. (1-tailed)	0.000
	N	208
Perceived Behavioral Control	Pearson Correlation	0.658**
	Sig. (1-tailed)	0.000
	N	208
Entrepreneurship Education	Pearson Correlation	0.482**
	Sig. (1-tailed)	0.000
	N	208

**Correlation is significant at the 0.01 level (1-tailed)

The finding first has indicated the correlation coefficient between attitude towards behavior and entrepreneurial intention is 0.759 with *a p*-value of 0.000 < 0.01. Therefore, there is a significant relationship between attitude towards behavior and entrepreneurial intention. This result is consistent with previous studies of Rikinorhakis Ridzwan (2017), Ridha and Wahyu

(2017), Kolvereid and Tkachev (1999), Krueger et al. (2000), Dohse and Walter (2009), and Paco et al. (2011) which revealed the significance between attitude towards behavior and entrepreneurial intention. It explained that students have intentions and favorableness towards being self-employed. The intention further exemplifies when the students have a more positive view of what the outcome could be from starting up a business.

The second finding stipulated that the correlation coefficient between perceived behavioral control and entrepreneurial intention is 0.658 with *a p*-value 0.000 < 0.01. This means students with high perceived behavioral control will have a greater entrepreneurial intention. These findings are consistent with Basu and Virick (2008), and Ruhle et al. (2010) which showed that perceived behavioral control has a significant relationship with entrepreneurial intention. Wood and Bandura (1989) have stated that with the provision of entrepreneurship education, behavioral control will increase, thus leads to higher intention. Meanwhile, Hardy et al. (2015) and Ruhle et al. (2010) stated that self-assessment of perceived behavioral control gives a great contribution towards students' intention.

Next, the correlation coefficient between entrepreneurial education and entrepreneurial intention is 0.482 with *a p*-value of 0.000 < 0.01. The finding is supported by Matlay (2008), Izedonmi and Okafor (2010), and Ooi et al. (2010). According to Izquierdo and Buelens (2008), Ahmed et al. (2010), Ekpoh and Edet (2011), and Zhou et al. (2012), entrepreneurship education has prepared the students with the knowledge and skills necessary to be entrepreneurs. Entrepreneurship education prepares them to deal with uncertainty and increase their entrepreneurial intention (Dell, 2008) and Tam (2009). The finding also affirms the main role of entrepreneurship education in stimulating students' tendency towards entrepreneurship and denotes that universities and other higher learning institutions are the place in breeding and discovering potential entrepreneurs (Tam, 2009; Izedonmi & Okafor, 2010; Gelard & Saleh, 2010; Ooi et al., 2011).

Objective 3: To identify the main determinants that influence the entrepreneurial intention of students in UiTM Seremban 3

Table 6
Model Summary for Theory of Planned Behavior

Model R	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.804[a]	0.641	0.641	0.559

a. Predictors: (Constant) Attitude Towards The Behavior, Perceived Behavioral Control, Entrepreneurship Education
b. Dependent Variable: Entrepreneurial Intention

According to Table 6, the R Square for the model is 0.641 that indicates 64.1% of the dependent variable (entrepreneurial intention) can be explained by the three independent variables (attitude towards behavior, perceived behavioral control, and entrepreneurship education).

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Table 7
Analysis of Variance (ANOVA) for TPB

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	116.417	3	38.806	123.937	.000[b]
	Residual	63.874	204	0.313		
	Total	180.291	207			

a. Predictors: (Constant) Attitude Towards The Behavior, Perceived Behavioral Control, Entrepreneurship Education
b. Dependent Variable: Entrepreneurial Intention

Table 7 refers to the Analysis of Variance (ANOVA) for the Theory of Planned Behavior shows that the F value is 123.937 with a 0.000 significance level. Thus, the regression model for the three predictors (attitude towards behavior, perceived behavioral control, and entrepreneurship education) have significantly explained the variation in Entrepreneurial Intention.

Table 8
Summary of Regression Coefficients for TPB

	Unstandardized Coefficients		Standardized Coefficients		
Model	**Beta**	**Std. Error**	**Beta**	**t**	**Sig**
Constant	-0.198	0.282	-	-0.703	0.483
Attitude Towards Behavior	0.532	0.062	0.502	8.606	0.000
Perceived Behavioral Control	0.297	0.059	0.289	5.059	0.000
Entrepreneurship Education	0.217	0.075	0.137	2.904	0.004

a. Dependent Variable: Entrepreneurial Intention

Refer to Table 8, attitude towards behavior is contributes the highest influence towards the variation of the entrepreneurial intention where when every unit increases in attitude towards behavior, it will increase a total of 0.532 units of entrepreneurial intention. The second-highest predictor is perceived behavioral control which is 0.297, followed by entrepreneurship education which is 0.217.

CONCLUSION

This study aims to determine and examine factors affecting the entrepreneurial intention, to impart the most contemporary future generation of entrepreneurs that can structure the future of the economy and the country. It studies the factors that influence students' inclination towards entrepreneurship. Based on the theories adopted, the study found that attitude towards behavior, perceived behavioral control, and entrepreneurship education has a positive influence on entrepreneurial intention. Entrepreneurship education will enhance students' perceived behavioral control and increase attitude towards behavior which will lead to an increase in students' intention towards becoming an entrepreneur. This study could benefit the students and the relevant authorities on the importance of entrepreneurship, as well as to provide insights on how entrepreneurship education can be further enhanced. However, as the study only includes one university, the research outcomes are unable to present the opinions of all students in Malaysia. Our findings provide evidence that affective attitude towards behavior as the strongest predictor of entrepreneurial intention. These results underpin how important is to disentangle the components comprising attitude and PBC. Perceived behavioral control and entrepreneurship education have a positive relationship with entrepreneurial intention. Future research could be conducted to take into account these variables so research outcomes could be obtained with high accuracy. Another different variable that can be taken into account is to include people of different ethnic groups, which this study is unable to do so as UiTM is a university that only consists of one ethnic group. Opinions from the different ethnic groups are one of the aspects that call for attention as individuals from different ethnic groups might have different views towards entrepreneurship. Besides that, as this research is conducted using cross-sectional analysis, there is no evidence of a temporal and causal relationship between exposure and outcome as they would be simultaneously assessed. Therefore, as recommendations for future research, a longitudinal study should be used to provide a causal relationship and other methods such as interviews, observations, and focus group discussions.

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