

# **A Comparative Study on the Determinants of Non-Business and Business Students Entrepreneurship Intention**

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## **Abstract**

The purpose of this paper is to examine the factors that influence the entrepreneurship intention of undergraduate university students in Malaysia by making a comparative analysis among different groups of students. Employing a probability stratified disproportionated sampling, a total of 150 business and 150 non-business students completed the entrepreneurship intention questionnaire. The questionnaire has five parts extracting information about demographic profiles, regulative structure, normative structure, cognitive structure, and entrepreneurship intention. The respondents were asked to state their opinions on statements on a five-point Likert-type scale. The hypotheses were tested using Pearson correlation and multiple regression. Our finding first has discovered business students possess a high level of entrepreneurial intention, cognitive structure, and normative structure as compare to non-business students. On other hand, non-business students have high level of regulative structure as compared to business students. Second, there are positive relationships between regulative, normative, and cognitive structure and entrepreneurship intention for both business and non-business students. Third, based on regression analysis, the normative structure has been discovered as the strongest predictor for both groups. This indicates that social pressures or supports will influence students' intention to become an entrepreneur. Thus, the study finds interesting mixed results where there is a significant difference in entrepreneurship intention, regulative, normative, and cognitive structure between business and non-business students, and all variables are significant to both groups where normative structure acts as a significant predictor for both groups. Thus, regardless of students' academic courses, anyone can become an entrepreneur. The study strongly suggests the need to incorporate an entrepreneurship support system by Malaysian universities, government, and related agencies.

**Keywords:** regulative structure, normative structure, cognitive structure, entrepreneurship intention

## **1. Introduction**

The entrepreneurship intention among students has caught the interest of many scholars and research studies (Lyons & Zhang, 2018; Kassean et al., 2015). Entrepreneurship has a significant role in fostering a country's economy and growth and reducing the unemployment rate. Entrepreneurship activities among university students are particularly important since the unemployment rate in Malaysia has been drastically increasing and the Malaysian Department of Statistics has reported a 4.5% unemployment rate in 2020 which the highest record since 1993 (Shaheera, February 8th, 2021). Hence, academic achievement is no longer guarantees the students to be employed. The pandemic COVID-19 and lack of soft skills must lead to an increasing in the unemployment rate. Many efforts have been made by the universities, government ministries, and agencies to inculcate entrepreneurial mindset and skills among youth. In 2003, INSKEN (National Entrepreneurship Institute) has offered the Basic Student Entrepreneurial

Programme which is targeted to final year students in higher education institutes who are interested in undertaking business opportunities in the future before they graduated. In 2011, the Federal Agricultural Marketing Authority (FAMA) has introduced the Malaysian Agro Entrepreneurial Club for University Students (MYAGROSIS) with the purpose to expose university students to entrepreneurship. Among the activities implement are MYAGROSIS K-Shoppe, Push Cart/Mobile Kiosk, My Best Buy, and My Kopie (Federal Agricultural Marketing Authority (FAMA), 2020).

Given the increasing importance of entrepreneurship, this study aims to uncover the determinants of entrepreneurial intention. Based on the Theory of Planned Behaviour (TPB) developed by Ajzen (1991), entrepreneurship behaviour can be determined by the intention which is the best indicator of human action and there are several determinants of intention. These include attitude, subjective norm, and perceived behavioural control. Attitude refers to people's belief in the outcomes of their behaviours. Ashraf's (2019) findings suggest attitudes significantly influence entrepreneurial intention. Attitude is shaped through the individual cognitive structure which derives from beliefs, values, and mental processes (Vaghely & Julien, 2010). Having the best knowledge and cognitive abilities will improve the interaction between attitude entrepreneurial intention. The cognitive structure also indicates the importance of education, training, and continuous learning where people can develop knowledge and skills (Wu & Wu, 2008). The cognitive structure involves processing the information and personal evaluation towards a favourable or unfavourable attitude and behaviour (Fini et al., 2012). In this respect, entrepreneurial attitude is a composition of cognitive elements such as knowledge and belief which enhance the entrepreneurial process.

Second, subjective norm states that people will perform the behaviour due to normative expectations from the surrounding. As highlight by Shiri et al. (2012), social support can help to boost up individual confidence and motivation in joining entrepreneurship. This explains that the entrepreneurship attitude and behaviour of the individual is influence by the important person such as family, friends, peers, and significant others. Positive expectations from their surroundings will encourage the individual to start up a business and vice versa. Thus, students will follow the behaviour that is approved and validate by the social group or normative structure (Stephan & Uhlaner, 2010). Many studies also have found that family business orientation could determine the intention to become an entrepreneur where family values and resources can support the entrepreneurial activities (Colombier & Masclet, 2008). Besides, the world of social media and networking nowadays have influence students career choice for entrepreneurship. Social media platforms and groups have promoted the dissemination of entrepreneurial information such as financial resources, business principles, and knowledge. Thus, this indicates that normative structure has a significant effect on people's entrepreneurship intention and the advancement of students' business skills. On the other hand, perceived behavioural refers to factors that encourage or inhibit certain actions or behaviour such as self-confidence, money, time, or technology (Ajzen, 1991; Fisbein & Ajzen, 1975). In supporting this, Farooq (2018) revealed that tangible and informational support explain the large variance in entrepreneurial behavior. Similarly, Oftedal, Iakovleva, and Foss' (2018) study also discovered that sponsors and favourable policies affect entrepreneurial intention. This stressed out that the intention to become an entrepreneur is influence by the barriers involved in entrepreneurship in which one of the barriers is an unfavourable regulative environment. Regulative structures reflect formal law and regulation that could hinder or promote entrepreneurial activities (Ledyeva et al., 2008). The complexities in business regulation, and high tax, and poor fiscal policy will affect entrepreneurship intention. Therefore, a cross-collaboration between ministries, agencies, and regulatory bodies needs to be formed to promote facilitative law and a new business model.

While there has been significant research into factors that affect prospective entrepreneurs, only a limited number of studies have focused on entrepreneurial intention among students. Many of these studies were conducted in Western countries and entrepreneurship research in Malaysia is limited. Lin`a`n and Chen (2006) highlighted the importance of testing an intention-based entrepreneurial model in a different cultural and social context to understand the robustness of the TPB model. Therefore, the purpose of this study is to define factors that are the regulative structure, normative structure, and cognitive structure towards entrepreneurship intention by comparing the proposed relationship between business and non-business students. The study has several contributions. First, this study demonstrates the applicability of the theory of planned behaviour to advance understanding and knowledge in entrepreneurship. A comparative study also provides valuable insights into current literature and theories. Second, the results of the study have the potential to provide important insights for policymakers with regards to what possible supports can be provided for graduates in promoting self-employment or entrepreneurship. Finally, the comparative finding can be used by other researchers as a reference to indicate the effect of

heterogeneity of educational courses and programs. Teixeira and Forte (2017) have highlighted significant differences in the level of intention across different courses which implies that the universities should provide specific entrepreneurship courses for all faculties. We conducted this study among samples of business and non-business students. The proposition is business students are more oriented towards self-employed and are business-oriented which typically choose entrepreneurship as a career since they have been molded in the business culture. On the other hand, non-business students are pushed by their universities which entrepreneurship education and program. As to help the government to cater to the issue of lack of motivation among fresh graduates to join entrepreneurship, thus, it is important to know the significant differences between these groups. Therefore, this study aims to examine how entrepreneurship intention varies between business and non-business students and which predictor has the strongest influence on the level of entrepreneurship intention for both groups.

## **2. Literature Review**

### **Theory of Planned Behaviour**

The theory of planned behaviour (TPB) has been developed by Ajzen (1991) to counter the loophole from the theory of reasoned action (TRA) by Ajzen and Fishbein (1980). TRA defined individual intention based on two determinants which are attitude and subjective norm and TPB develops and advances TRA by including perceived behavioural control within the model. The TPB is a widely used theory that explains people's behaviour and intention where it highlights several indicators that influence human intention. The theory asserts that behaviour is the outcome of people's intention, and attitude, subjective norm, and perceived behavioural control are identified as the main determinants of an individual's intention. Attitude reflects the individual's favourable or unfavourable evaluations of performing a particular behaviour. This might be influenced by the cognitive structure of an individual which includes perceptions, emotions, desires, beliefs, faith, commitment, and intention. Subjective norm refers to the individual's perceptions of social pressure. If a particular behaviour is endorsed and approved by social groups such as family, peers, community, friends, and others, the individual will likely perform the behaviour. For instance, if the students have friends or mentors that always encourage them to perform business, hence, they will be more engaged in entrepreneurial activities. While perceived behavioural control refers to specific factors that facilitate or inhibit behaviour. For example, tax exemption and facilitative law could help to promote entrepreneurship activities. Considering the main aspects of TPB, it is possible to recognise that entrepreneurship intention is developed based on 1) attitude towards entrepreneurship (e.g., entrepreneur as a career choice), 2) beliefs about the normative expectations (e.g., a close friend and lecturers are very supportive in promoting entrepreneurship), and 3) beliefs about the existence of factors that may enhance or hinder the performance of the possible future entrepreneurial role such as rule, regulation, loan structure, training, and business environment (Liñán & Chen, 2009). For this study, we have focused on three determinants of entrepreneurship intention which include regulative structure, normative structure, and cognitive structure.

### **Entrepreneurship Intention**

Intention refers to the individual desire which can predict actual behaviour and action (Frese & Gielnik, 2014; Ajzen, 1991). The individual with positive intentions will work hard to realize his or her intention. This also applies to entrepreneurship. To become an entrepreneur, the individual will behave positively in achieving the ambition to become an entrepreneur. For the younger generation such as students, the intention will help them to become new prospective entrepreneurs. An individual with high entrepreneurship intention will act independently and willing to take the risk and proactive in managing opportunities and challenges. Based on the theory of planned behaviour (TPB), Ajzen (1991) stated that intention is the antecedent of behaviour that is affected by several determinants which can be categorized into external and internal factors. External determinants include culture, norm, legal, structural, political, technology, and other variables which normally beyond the individual control (Looi & Khoo-Lattimore, 2015). Many studies have also associated social support such as parents, faculties, or professionals in inspiring entrepreneurship intention (Nowiński & Haddoud, 2019).

On the other hand, internal or individual determinants refer to individual capabilities or capacities in understanding entrepreneurship. These include personality, attitude, knowledge, skills, and awareness (Vuorio et al.,

2018; St-Jean & Labelle, 2018; Yasir et al., 2019). Guerrero and Urbano (2019) showed that individual factor is the main factor in influencing student entrepreneurship, and institutional and university supports has marginal influence. Many studies have related entrepreneurship intention with the influence of demographic factors and personality factors. According to Levesque and Minniti (2006), the younger generation is more dedicated to being an entrepreneur, and Agbim, Owutuamor, and Oriarewo (2013) discovered that males are more determine in a start-up business as compare to female. Drawing on the TPB, this study proposes a model which focuses on students' entrepreneurship intention by examining the influence of regulative structure, normative structure, and cognitive structure on entrepreneurship intention.

### **Regulative Structure**

Scott (2008) defined the regulative structure as rewards or punishments such as loans, financial system, labor law, tax exemption, business policies or Act to influence future entrepreneurship behaviour. Several studies have proved that the regulatory dimension affects entrepreneurship (Schillo et al., 2016; Young et al., 2018; Bernardino, Santos, & Ribeiro, 2016). LiPuma et al. (2013) revealed that tax exemption and supportive regulation help to boost SMEs export performance. Fuentelsaz et al. (2019) then confirmed that economic freedom (i.e., access to finance, economic freedom, and government policies and taxes) significantly influence entrepreneurship activities. Moreover, the presence of favourable financial regulation may influence the individual to venture into a new business (De Clercq et al., 2013; Young et al., 2018). In recognition of the need for entrepreneurship policies, many countries have implemented policies to promote entrepreneurial activities. For instance, the Small Business Innovation Research program was established in America, the Department for Trade and Industry in Europe, and the Industrial Technology Research Institute in Taiwan. Neighbouring countries such as Singapore have come out with the Research, Innovation and Enterprise 2020 Plan and Thailand with 4th SME Promotion Master Plan 2017-2021. The Malaysian government has established the National Entrepreneurship Policy (NEP) 2030 as a blueprint to inculcate entrepreneurship thinking among Malaysians. Therefore, we conclude the regulative institutions significantly entrepreneurship venturing and productivity.

### **Normative Structure**

Subjective norms can be defined as social acceptance and support for a particular behaviour. Walker et al. (2013) pointed out that subjective norm shapes people perception in becoming an entrepreneur. Social support such as family members, friends, peers, mentors, employers, university, faculty, community, and others could influence individual attitude and behaviour either to engage or not to engage in a specific behaviour (Ajzen, 1991). Therefore, scholars argued that subjective norms could play a significant role in encouraging entrepreneurial behaviour (Farooq et al., 2018). Prior research by Santos and Liguori (2019) has discovered the positive influence of subjective norms on individual motivation to excel with entrepreneurial intentions. Subjective norms could directly or indirectly influence entrepreneurship intention. For instance, if one family member has a business, an individual might indirectly intend to join the business. On the other hand, the direct influence of subjective norms refers to an individual who has a mentor to help them obtain key resources such as loan support or industry network. Tominc and Rebernik (2007) showed that the higher growth aspirations of early-stage entrepreneurs may be attributed to cultural support for entrepreneurial motivation. Zampetakis et al. (2011) discover that family plays an important role in increasing the level of youth entrepreneurial intentions, Furthermore, if there is one person from the family involving business, it also can act as a role model to encourage youth to become an entrepreneur (Zampetakis, 2008). Apart from the role of family, friends or peers also can help to inculcate the entrepreneurial identity (Falck et al., 2012). Davidsson and Honig (2003) also identified that business partners or motivators can help to boost up individual entrepreneurial achievement. Many authors find that the probability to become an entrepreneur increases if there is an entrepreneur in the family (Arum & Mueller, 2009; Lindquist et al., 2015). People build social capital through social media and virtual networks which can provide support for everyday tasks, aspirations, and career choices. The government and related agencies also play significant roles in creating an active entrepreneurial environment that can influence the intention to become an entrepreneur.

### **Cognitive Structure**

A cognitive perspective in entrepreneurship involves various beliefs, values, and cognitive styles that affect people's decision to become entrepreneurs (Fuentelsaz et al., 2018; Vaghely & Julien, 2010). The cognitive structure is mental abilities where individuals acquire, manage, and utilize the information to understand their surroundings and environment (Mitchell et al., 2002). Cognitive structures include perceptions, emotions, desires, beliefs, faith, commitment, and intention (Pasquier et al., 2006). The cognitive structure is inculcated through learning and training and it is affecting the changes in attitude (Boyer, 2010). Mitchell et al. (2002) describes entrepreneurial cognition as abilities that people use to assess information and judgment and to reach for the decision and desired behaviour. Pihie et al. (2013) emphasise that entrepreneurship cognition reflects individual abilities to perform business activities and roles and intention to pursue entrepreneurship career. Kickul et al. (2009) showed that entrepreneurs have higher self-efficacy, and Bouckenooghe et al. (2005) identified that entrepreneurs have a higher level of knowledge and creative abilities as compared to those who not. Both Pickernell et al. (2011) and Davey et al. (2011) have stated that the knowledge of entrepreneurship could help to develop people's awareness of the benefits of entrepreneurship. Ahmed et al. (2020) revealed that competencies and knowledge influence the intention to be an entrepreneur. Entrepreneurial traits are important in nurturing organizational innovativeness and competitiveness (Olivari, 2016). Soomro and Shah (2015) and Bosma and Schutjens (2011) postulated positive relationships between attitude and entrepreneurial intention where knowledgeable individuals have higher abilities to manage new business and able to convert challenges into new opportunities. To confirm, Beynon et al. (2020) and Bosma and Levie (2010) viewed cognitive factors as an indicator to increase individual start-up capabilities. As such, cognitive aspects are associated with entrepreneurship intention (Beynon et al., 2020; Lecuna et al., 2017).

### **Educational Background and Course**

Previous studies have discovered that student academic background has a significant influence on the level of student entrepreneurship intention. Grubb et al. (2006) has concluded that business course students show more favorable view to become entrepreneurs and have more qualities as businessman or businesswomen. Entrepreneurial programs and courses are the enabler of entrepreneurial attitude and could determine future entrepreneurs (Gerba, 2012). In a similar vein, Noel (2002) also found that entrepreneurship graduates are more likely to set up the business and have more competencies in managing start-up businesses. Therefore, Katz (2007) suggests that there should be an earlier exposure to the business course and program for all university students since it can enhance the value and possibilities of new business start-ups among fresh graduates. Lack of entrepreneurship training and program can lead to a low level of entrepreneurship intention which in turn lead to a higher level of unemployment among fresh graduates (Franke & Luthje, 2004). Lyons and Zhang (2018) also identified that students who attended technological entrepreneurship courses have a higher probability to engage in entrepreneurship behaviour. Corresponding to this matter, Kassean et al. (2015) highlighted that entrepreneurship courses should be designed by employing new and advance pedagogical techniques since traditional tools are unable to nurture entrepreneurship among students. In general, students with a business background, and entrepreneurship exposure and experience are more likely to have a strong engagement with future entrepreneurship as compared with those who not.

Therefore, we posit the following hypotheses:

- H1: There is a significant relationship between regulative structure and entrepreneurial intention of business and non-business students.
- H2: There is a significant relationship between normative structure and entrepreneurial intention of business and non-business students.
- H3: There is a significant relationship between cognitive structure and entrepreneurial intention of business and non-business students.

A research framework including all proposed factors influencing entrepreneurship intention is illustrated in Figure 1. The literature review has revealed several variables that influence entrepreneurship intention among university students in Malaysia. Based on these factors, the following research model is proposed. According to the framework, the study considers regulative, normative, and cognitive structure as the independent variables and entrepreneurship intention as the dependent variable.

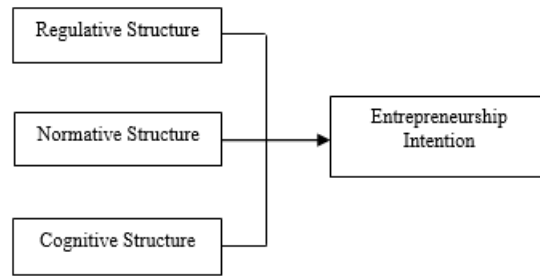


Fig. 1 Conceptual Model on the Determinants of Entrepreneurship Intention

### 3. Methodology

This study has employed a quantitative survey and a probability stratified disproportional sampling. In determining, an appropriate sample size, we follow the rule of thumb provided by Green (1991) where recommendation  $N \geq 50 + 8m$  for the multiple regression where  $m$  is the number of predictor variables. Based on the formula, our minimum sample size is  $(50 + 8 \times 3) = 74$  respondents. Thus, we have distributed to 300 undergraduate students which satisfied these a priori conditions. Utilizing, stratified disproportional sampling, this study requires the researchers to compare strata to each other. If this is the case, equal allocation may be appropriate (Daniel, 2012). Thus, a total of 150 business and 150 non-business students were collected for the study.

Table 1: Profile of Respondents

Profile	Business		Non-Business	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
<b>Gender</b>				
Male	44	29.3	32	21.3
Female	106	70.7	118	78.7
<b>Age</b>				
18 - 20	55	36.7	82	54.7
21 - 23	92	61.3	60	40
24 - 26	3	2	8	5.3
<b>Level of Study</b>				
Diploma	62	41.3	82	54.7
Degree	88	58.7	68	45.3

Table 1 summarizes the demographic profiles of this study. For comparison, 50% (n = 150) were business students and 50% (n = 150) were non-business students. For the business group, the majority age group of the respondents was 21 – 23 years (n = 92, 61.3%). And for a non-business group, most of them were within 18-20 years of age group (n = 82, 54.7%). Many of the respondents in this study were Malays for both groups (male, n = 142, 94.7%) and (female, n = 134, 89.3%). Then, for a business group, many of them taking bachelor’s degree with 88 respondents (58.7%) and for a non-business group, most of them taking a Diploma (n = 82, 54.7%). In this research, the scales were adapted from Oftedal, Iakovleva, and Foss’s (2018) study. It measures entrepreneurship intention (8-items), regulative dimension (6-items), cognitive dimension (6-items), and normative dimension (6-items). All items were scored on a 5-point Likert Scale ranging from 1=strongly disagree to 5=strongly agree.

Descriptive analysis was conducted to describe the distributions of the respondents. Pearson correlation and multiple regression have been to test the proposed relationships. Before conducting data analysis, data were checked for their goodness of measure. Cronbach’s alpha first is used to test for internal consistency of measures. The reliability value less than 0.60 is poor, 0.60 to 0.70 is moderate, 0.70 to 0.80 is good, 0.80 to 0.90 is exceptionally good, and 0.90 is excellent (Sekaran & Bougie, 2016). Then, to test the normality of the data, the skewness value should fall within the range of -3 to +3, and the kurtosis value should fall within the range of -10 to +10 to indicate the normal distributions

(Kline, 2005). To test the model, the Pearson correlation coefficient and multiple regression were used to establish the relationship between predictor variables and the criterion variable.

## 4. Findings

### 4.1 Descriptive Statistics

Table 2: Descriptive Statistics

Variable	Business					Non-Business				
	Mean	SD	Cronbach Alpha	Skewness	Kurtosis	Mean	SD	Cronbach Alpha	Skewness	Kurtosis
Regulative Structure	3.42	0.63	0.80	-0.26	0.06	3.46	0.69	0.88	-0.09	0.23
Normative Structure	3.86	0.51	0.77	-0.27	1.20	3.77	0.54	0.82	-0.13	0.14
Cognitive Structure	3.61	0.56	0.80	-0.34	0.36	3.45	0.55	0.79	0.01	-0.05
Entrepreneurship Intention	3.62	0.63	0.82	-0.77	1.50	3.49	0.71	0.89	-0.02	0.23

Table 2 shows the mean and standard deviation for all variables involved in this study. The respondents were asked to rate the independent variables statements from 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = mixed feeling, 4 = agree, 5 = strongly agree. The mean value first shows non-business students (M = 3.46, SD = 0.69) have higher perceived awareness and knowledge on regulative structure as compare to business students (M = 3.42, SD = 0.63). Second, business students (M = 3.86, SD = 0.51) have high normative support (i.e., family and peers) as compare to non-business students (M = 3.77, SD = 0.54). Then, business students have found to has higher cognitive structure (M = 3.61, SD = 0.56) as compare to non-business students (M = 3.45, SD = 0.55). Finally, in term of entrepreneurial intention, business students were found to had higher level of entrepreneurial intention (M = 3.62, SD = 0.63) as compare to non-business students (M = 3.49, SD = 0.71). To test the normality of the data, Kline (2005) stated that the skewness value should fall within the range of -3 to +3, and the kurtosis value should fall within the range of -10 to +10 to indicate the normal distributions. Based on the results from Table 2, this study fulfills these assumptions. Cronbach's alpha values were above 0.70, implying the internal consistency of the items used.

### 4.2 Correlation Analysis

Table 3: Pearson Correlation Results

		Entrepreneurship Intention	
		Business	Non-Business
Regulative Structure	Pearson Correlation	0.397**	0.436**
	Sig. (1-tailed)	0.000	0.000
	N	150	150
Normative Structure	Pearson Correlation	0.566**	0.604**
	Sig. (1-tailed)	0.000	0.000
	N	150	150
Cognitive Structure	Pearson Correlation	0.557**	0.516**
	Sig. (1-tailed)	0.000	0.000
	N	150	150

First finding has discovered that there is significant relationship between regulative structure and entrepreneurship intention of business students ( $r = 0.397, p = 0.000$ ) and non-business students ( $r = 0.436, p = 0.000$ ). Therefore, H1 was accepted. Second, there are significant relationships between normative structure and entrepreneurship intention for both groups with business students ( $r = 0.566, p = 0.000$ ) and non-business students ( $r = 0.604, p = 0.000$ ). Therefore, H2 was accepted. Our final findings then discovered that there are significant relationships between cognitive structure and entrepreneurship intention for both groups with business students ( $r = 0.557, p = 0.000$ ) and non-business students ( $r = 0.516, p = 0.000$ ). Therefore, H3 was accepted.

### 4.3 Regression Analysis

Table 4: Regression Results

Variable	$\beta$	$p$	Tolerance	VIF
<b>Business</b>				
Regulative Structure	0.167	0.014	0.818	1.222
Normative Structure	0.385	0.000	0.805	1.242
Cognitive Structure	0.319	0.000	0.707	1.415
R <sup>2</sup>	0.462			
Adjusted R <sup>2</sup>	0.451			
F Change	41.794			
Sig.	0.000 <sup>b</sup>			
<b>Non-Business</b>				
Regulative Structure	0.197	0.006	0.769	1.301
Normative Structure	0.361	0.000	0.550	1.819
Cognitive Structure	0.259	0.001	0.668	1.496
R <sup>2</sup>	0.438			
Adjusted R <sup>2</sup>	0.426			
F Change	37.888			
Sig.	0.000 <sup>b</sup>			

From Table 4, from adjusted R square value for business students, 45.1% of all the three independent variables influence entrepreneurial intention. In examining the beta value, the normative structure has been found to have the strongest influence on the entrepreneurial intention for business students ( $\beta = 0.385$ ,  $p = 0.000$ ). The second model has shown that for non-business students, 42.6% of all the three independent variables influence entrepreneurial intention. Similarly, normative structure acts as the most significant predictor of entrepreneurial intention ( $\beta = 0.361$ ,  $p = 0.000$ ). The tolerance values for all variables are more than 0.200 and VIF values are less than 10. Therefore, the assumption of multicollinearity has not been violated.

## 4. Discussion and Conclusion

The findings of the study indicated some differences and similarities are associated with courses. First, the descriptive results have revealed that business students possess a high level of entrepreneurial intention, cognitive structure, and normative structure as compared to non-business students. On the other hand, non-business students are more aware of the regulative structure. These results suggest that business students have been exposed more to business activities and programs since the context of their course are related to entrepreneurship management and the environment. These findings are consistent with the previous studies that show a significant influence of business educational background (i.e., Gerba, 2012; Lyons & Zhang, 2018). Second, in examining the influence of cognitive structure, normative structure, and regulatory structure towards entrepreneurial intention, our findings have discovered that all determinants positively affect entrepreneurial intention for both groups. Then, our final findings have discovered that the normative structure acts as the most significant predictor towards entrepreneurial intention for both groups. These results were consistent with previous studies such as Zampetakis et al. (2011), Zampetakis (2008), Falck et al. (2012), and Davidsson and Honig (2003).

As practical implications, the government should enact more targeted policies and programs for young entrepreneurs such as funding, online business platform or applications, and incentives. Besides, the ministries and universities should cooperate in creating young entrepreneur networks which enable entrepreneurs to identify new business opportunities, obtain resources, share knowledge, and promoting the products. By creating this streamlined network, it can help to enhance and strengthen normative structure as well as to support cognitive structure and regulative structure. Besides, the universities should focus on several push strategies such as business pitching competitions, start-up incubation, networking, technical visits, workshops, and others designed to enhance entrepreneurial intention. Furthermore, the universities also can adopt MOOCs or massive open online courses as a center to provide online entrepreneurship course which can cater students from different faculties and institutes. Through this platform, the instructors and lecturers can use case studies, assignments, workshops, and project-based activities for their students. Integrating the technology with entrepreneurship courses and the program also requires the university to



design an appropriate evaluation method to ensure that the programs offer is implemented appropriately (Abou-Warda 2016).

To sum up, this paper investigated the role of regulative structure, normative structure, and cognitive structure by producing empirical evidence that regardless of the level of variables for both groups, all determinants are positively related with entrepreneurial intention, and normative structure acts as the strongest predictor for both groups. These results yield some theoretical and practical implications. Although this study provides some valuable elements for future research, several limitations have been discovered. First, the study was conducted among 300 undergraduate students which limit the generalization of the sample. Future studies are encouraged to apply our model in a bigger context, such as postgraduate students. Then, the study was conducted using a cross-sectional study, which may influence the validity of the results in the timeline. Therefore, future studies are encouraged to use longitudinal studies. Our model is also limited since we only focus on three determinants. Future studies can build on the findings of the present study such as include other important variables such as personality, demographic profiles, and others. Wang and Wong (2004) and Liñán et al. (2011) for example have included sociodemographic factors such as age, gender, marital status, household income, culture, education, entrepreneurial skills and ability, financial support, ethnicity, and religion in examining entrepreneurial intention.

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