



**A STUDY ON THE FACTORS OF ENTREPRENEURSHIP  
INTENTION AMONG STUDENT IN UiTM MALACCA CITY CAMPUS**

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**BACHELOR OF BUSINESS ADMINISTRATION WITH HONOURS  
(HUMAN RESOURCE)**

**FACULTY OF BUSINESS AND MANAGEMENT  
UNIVERSITI TEKNOLOGI MARA  
CAWANGAN KAMPUS BANDARAYA MELAKA**

**JAN 2020**

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**Submitted in Partial Fulfilment of the  
Requirement for the  
Bachelor of Business Administration with Honours (Human  
Resource)**

**FACULTY OF BUSINESS MANAGEMENT  
UNIVERSITY TEKNOLOGI MARA  
CAWANGAN KAMPUS BANDARAYA MELAKA**

**JAN 2020**

**DECLARATION OF ORIGINAL WORK**



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WITH HONOURS (HUMAN RESOURCE)  
FACULTY OF BUSINESS MANAGEMENT  
UNIVERSITI TEKNOLOGI MARA  
CAMPUS BANDARAYA MELAKA  
“DECLARATION OF ORIGINAL WORK”**

I, Nur Natasha Alya Binti Mohd Ngasri

(I/C Number: 970910105926)

Hereby, declare that:

- This work has not previously been accepted in substance for any degree, locally or overseas, and is not being concurrently submitted for this degree or any other degree.
- This project-paper is the result of my independent work and investigation, except where otherwise stated.
- All verbatim extracts have been distinguished by quotation marks and sources of my information have been specifically acknowledged.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## LETTER OF SUBMISSION

January 2020,

Puan Norshiba Binti Norhisham,

Bachelor of Business Administration (Hons.) Human Resources,

Faculty of Business Management,

Universiti Teknologi MARA,

Kampus Bandaraya Melaka.

Dear Sir/Madam,

### **SUBMISSION OF PROJECT PAPER (HRM 672)**

Enclosed here is the project paper titled “The Factors of Entrepreneurship Intention Among Student in Uitm Malacca City Campus” to fulfil the requirement as needed by the Faculty of Business and Management, Universiti Teknologi MARA.

Thank You.

Yours Sincerely,

---

NUR NATASHA ALYA BINTI MOHD NGASRI

2016598391

Bachelor of Business Administration (Hons.) Human Resources

## **ACKNOWLEDGEMENT**

In the name of ALLAH, the most gracious and the most merciful with Selawat and Salam to Prophet Muhammad S.A.W. Alhamdulillah, I wish to thanks to ALLAH S.W.T for blessing me with His mercifulness for my health, strength and life all this time. With the help and permission of ALLAH, a lot of efforts and self-confidence in doing this research, I was granted the opportunity to accomplish this final year project. Nevertheless, it would not have been possible without the kind support and help of many individuals. I would like to extend my sincere thanks to all of them.

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## ABSTRACT

The purpose of this paper is to examine family background, university environment, and attitude towards entrepreneurship might influence student's entrepreneurship intentions. The study was conducted specific from Human Resource's students in semester 5 in UiTM Malacca City Campus. Quantitative method was used, and five Likert-scale questionnaires was distributed to the respondents. The respondents used in this study are 52 people. This paper provides a comprehensive framework that contributes to the conceptualization of the impact on the student's intention to become entrepreneur. In addition, the relationship between these factors and their entrepreneurship intention were tested by using Pearson Correlation Coefficient. Multiple linear regression was used to determine the dominant factor that are related with student's entrepreneurship intention.

**Keywords:** *family background, university environment, attitude towards entrepreneurship, entrepreneurship intention, student's intention*

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.0 INTRODUCTION**

Chapter one will discuss about an overview of the research on the factors of entrepreneurship intention among student in UiTM Malacca City Campus. This chapter also discussing on the background of study, problem statement, research objectives and research question. Furthermore, it also discussed about the scope of study, significance and the key terms that are used in this research.

### **1.1 BACKGROUND OF RESEARCH**

Nowadays, entrepreneurship and entrepreneurial orientation portray broader paradigms that represent distinct sociological theories depending on mechanisms, practices, and decisions implicit entrepreneurial actions. Entrepreneurship and entrepreneurial activity have now become indispensable to measure the progress, quality and future norms of any sector, economy or nation. Goedhuys and Sleuwaegen (2000) stated that new entrepreneur currently play an important role in economic development, which is why the creation of small and medium-sized enterprises is crucial to the establishment of a sound economic base. Nevertheless, the importance of entrepreneurship not only limited to small and medium-sized businesses but includes large companies and the public administration.

Research on the factors influencing intention to start a new venture has focused on different interventions. In the functional approach (Baumol, 1993) the entrepreneur is described as an innovator and a psychological approach (McClelland, 2005) an entrepreneur is represented by his or her personality, motivation and behaviour. The presence of personal characteristics (risky,

imaginative, and the need for achievement) Perceptions of competencies and deep knowledge (entrepreneurship experience, knowledge, awareness and interest) have become critical in assessing the entrepreneurial potential of young entrepreneur.

Entrepreneurs are typically considered to be risk-takers and therefore the notion of risk behaviour is an important characteristic in the literature on entrepreneurship (Caliendo et al., 2009; Kan and Tsai, 2006). Risk relates to the “unpredictability or possible downside variability of performance” (Miller, 2007) and the risk-taking ability of an investor is high if she is willing to take it consciously (Simon et al., 2000).

Entrepreneurship and innovative business actions have also been linked to creativity (Nystrom, 1979; Walton, 2003) and in the corporate environment, creative novelty is too often translated into the development of ideas. (Ward, 2004), new product innovations (Amabile, 1996) and adapting or improving existing innovations (Kirton, 1987). Sternberg (1998) defines creativity as “the ability to produce work that is both novel” (i.e. original) and appropriate (i.e. useful, adaptive) – this would include innovative ideas, new products or new approaches to classic products or services.

## 1.2 PROBLEM STATEMENT

C.P Kamal (2013) stated that young generation is a valuable asset for the country's economic development. That's because they have a strong vitality that is needed for economic development. According to a survey by HSBC, 90% of students are working whilst studying, and the reason is they are actually need an additional income to support their gap between cost of studying and funding from their family.

Moreover, at a young age, they still have the strength, both mentally and physically. Study by H. Nor Hidayah (2014), accordingly, young entrepreneur has become one of the valuable assets for many countries to sustain the economy of the country. On this basis, the Malaysian government is providing initial capital to start a venture in order to create an interest in entrepreneurship among young entrepreneur. The government has also launched an initiative to reduce unemployment among graduates, because many people in Malaysia are engaged in entrepreneurship at a young age, where this is crucial for career development.

Hence, in this economy, youth must know how to plan their live which means they must see the future and started planning from now. For example, data from Malaysia Labour Force Participation Rate stated that unemployment rate did not change from May until September which is at 3.3% and slips 0.1% on October. This might be the reason why they would choose to become an entrepreneur.

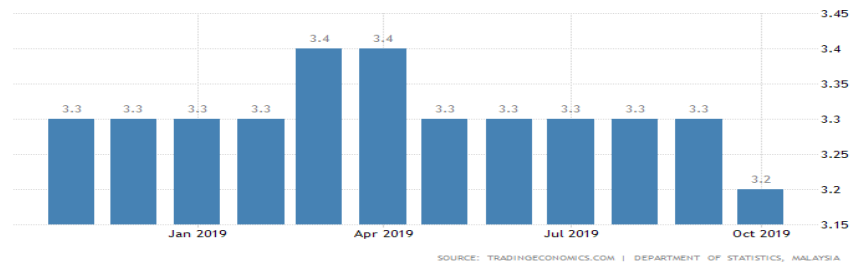


Figure 1.0 Unemployment rate

Source: Department of Statistic Malaysia

Most of universities in Malaysia provides subject entrepreneurship even though their course is not from business. This is because, not all young entrepreneur knows how to manage challenge and links it with environments by M. Zain and S. I. Ng (2006). A study by A. Syeikh Ghazali (2014), to ensure success of young entrepreneur, they took an action to make sure all students with different background of study know about handling a business.

Meanwhile, young entrepreneurs' efforts towards entrepreneurship during the economic crisis were praised by the government and society. Involvement of Malaysian people in entrepreneurship sector is rapidly increasing. Surprisingly, there are huge numbers of participation among those who aged less than 40 years old. This can be categorized as young entrepreneurs. Along with the current situation is increasingly more challenging, the youth nowadays must have the proper job to ensure their success in the future and one of it is become entrepreneur by N. Osman (2009)

Therefore, the strongest variables for entrepreneurship intention is eventually family background, university environment, and attitude toward entrepreneurship.

### **1.3 RESEARCH QUESTIONS**

1. Is there any relationship between family background and student's entrepreneurship intention?
2. Is there any relationship between university environment and student's entrepreneurship intention?
3. Is there any relationship between attitude toward entrepreneurship and student's entrepreneurship intention?

### **1.4 RESEARCH OBJECTIVES**

1. To determine whether family background has a relationship with student's entrepreneurship intention.
2. To determine whether university environment has a relationship with student's entrepreneurship intention.
3. To determine whether attitude towards entrepreneurship has a relationship with student's entrepreneurship intention.

## 1.5 LIMITATIONS AND SCOPE OF RESEARCH

In conducting a research, there will always be some hurdles that will be faced by the researchers. However, these limitations are presented as a frame of reference to the next researcher regarding the subject matter. Providing so, future researchers able to analyse the weaknesses and flaws of the existing study and conduct a better study in the future. Said limitations include:

### *1.5.1 Complexity of language used*

A significant limitation with the study was the language usage in the questionnaires being distributed among respondents. The words used such as “literacy” or “time value” could have made the respondents less likely to understand on what the questionnaires was about. It greatly affects the attention span and the willingness of the respondents to answer the questionnaires seriously. As a result, from this, it adds up to the possibility on which the analysis on the data becoming somewhat unusable to a certain degree. Therefore, due to overestimation on language proficiency on the respondents has led to inaccurate data.

### *1.5.2 Respondent's commitment*

The study was not able to achieve full commitment from all the respondents as were anticipated. The differences in classes timing with packed schedules all week long has led to some of the respondents not giving participation into the study. To add, considering the fact that the questionnaires were distributed during lecture hours only, constrictions of respondent's involvement was faced as they claimed to be involved with other forms of workload.

### *1.5.3 Variables*

As the study only explores on three variables namely educational support, psychological characteristics and relational support to represent entrepreneurial intention, the study had reached a limitation. As analysed, there are other variables that could be explored to further determine financial behaviour that wasn't explored in the research. As according to previous researchers such as Bird (1988) stated that intention is a state of mind that focuses on a person's attention, hence his / her understanding and behaviour, on a specific purpose or the way something can be achieved. From this we can conclude that there are other variables that could be explored.

### *1.5.4 Sample study*

Sample study that have been choose by the researcher is too small and it has limited the respondent of this study. As a consequence, the result of the study also affected where it is less reliable.

## **1.6 SIGNIFICANCE OF RESEARCH**

The findings of this study will be beneficial to many groups such as students and researchers as it will give an insight on the intention of students to become an entrepreneur. The results of this study could also raise awareness on how the stated variables can deeply affect the lives of students and researchers.

### *1.6.1 To students*

As for the students, the findings of this research will expose them to the problems of being entrepreneurs. The results will have an impact in their life and people around them.

### *1.6.2 To future researchers*

Researchers hope that this study will give benefits to other researchers and help researcher out there a guideline especially when they are doing similar research.

### *1.6.3 To university*

Providing relevant syllabus for students based on current preferences.

## **1.7 DEFINITION OF TERMS**

### *1.7.1 Entrepreneurship Intention*

Kolvereid and Moen (1997), it has been shown that some students who have taken the lead in entrepreneurship have shown a greater interest in becoming entrepreneurs; and these students are more ambitious than other students in taking up the challenge of starting a new business.

### *1.7.2 Family Background*

Schaefer and Lamm (1983) familiarity are also known as "a set of people linked by blood, marriage (or some other agreed-upon relationship) or approval who bear responsibility for breeding and compassionate for members of society".

### *1.7.3 University Environment*

A study by Norfadhilah and Halimah (2010), university environment incorporates all external factors related to attending to university. This means that the environment is not only the physical space of attending to university, such as the campus green, but the social and biological factors as well. University students are typically young adults exercising new-found independence and liberties.

#### *1.7.4 Attitude Towards Entrepreneurship*

This suggests that the attitude towards entrepreneurship among public university students remains low, incompatible with previous studies, such as the studies of Mohd Fauzi, M.J., Yahaya, I., Tih, S. (2007), Norasmah and Faridah (2010), and Ming, Wau. And Amir, M. (2009), Their results consistently showed that, although few public university students move into entrepreneurial professions after graduation, they are typically keen to learn entrepreneurial skills and to show entrepreneurial behaviour during their schooling.

### **1.8 SUMMARY**

This chapter reviewed about the background of study and reveal the research question and research objectives where the dependent variable (DV) is entrepreneurship intention and the independent variables (IV) are family background, university environment, and attitude towards entrepreneurship. In the next chapter will discuss about the literature related to the major elements of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter will explain about the literature and the past research which are necessary to understand the topic more deeply. The main point of literature review is to ensure this study will show the relationship between dependent variable and independent variables in a conceptual model. Therefore, this study developed theoretical framework which aligns with the literature review to explain the influence of entrepreneurship intention of student in UiTM Malacca City Campus. Based on previous research, there is study that has found three factors that can identify as an influence of entrepreneurship intention which is family background, university environment, and attitude towards entrepreneurship.

#### **2.1 ENTREPRENEURSHIP INTENTION (EI)**

Entrepreneurship intention stated by Kolvereid and Moen (1997), it has been shown that some students who have taken the lead in entrepreneurship have shown a greater interest in becoming entrepreneurs; and these students are more ambitious than other students in taking up the challenge of starting a new business.

According to the theory of planned behaviour, individual's attitudes have an impact on behaviour via intention. Bird (1988) stated that intention is a state of mind that focuses on a person's attention, hence his / her understanding and behaviour, on a specific purpose or the way something can be achieved. Possess an EI means that the individual undertakes to start up a business (Krueger, 1993). Fayolle & Gailly (2015) told that EI is Impacted by numerous physical and environmental influences.

Much is being achieved in earlier studies to advanced knowledge regarding the handler of entrepreneurial intentions even though latest meta-analysis demonstrates that entrepreneurial education has only several effect on the intentions to become an entrepreneurship. (Bae, Qian, Miao, & Fiet, 2014). However, it is crucial to understand what drives entrepreneurial intentions with regard to the personal career motivations of university students, their perceptions of entrepreneurial work and the role of university education as a proponent and amplifier of entrepreneurship in assembling targeted educational processes.

This study aims to reveal some drivers of entrepreneurial intentions, our goal being double in particular. First, use the proposed behaviour theory (Ajzen, 1991). According to Molaei et al. (2014), One of the greatest indicators of entrepreneurial behaviour is entrepreneurial motive. Special attention should therefore be given to investigating the factors behind all the entrepreneurial intentions of the students.

## **2.2 FAMILY BACKGROUND AND ENTREPRENEURSHIP INTENTION**

Background of a family that have own business is a key threat to the survival of entrepreneurial intent. Several studies have shown that family and friends support have a significant impact on business intentions (Henderson & Robertson, 2000; Turker & Selcuk, 2009). Relatives and friends are the people who have a great influence on the choice of individual career because they are regarded as providers of funds and role models. This can be in the form of emotional professional guidance and/or access to capital (Honig & Davidsson, 2000; Baughn et al., 2006). For example, if a student knows that he/she has strong support from his/her parents and family members and also has direct exposure to business information, their willingness to participate in a new business will tend to be enhanced and thus their self-confidence will be strengthened (Ismail A., Bongogoh S., Segaran S. C. C., Tudin R., Ajis M. N., Wan Ismail W. K., 2009).

The study found that students are prone and more confident to become an entrepreneur by having a good example and promote. This has been encouraged and inspire an individual to become a fortunate businessman. Importantly, earlier studies discovered a crucial dependency between relational support and entrepreneurial intention (Chen & He, 2011; Sesen, 2013; Turker & Selcuk, 2009).

Sesen (2013) further conducted another study by attributing entrepreneurial intentions with 356 randomly selected students from two universities in Turkey. It was found that social networking in the form of family support and capital access along with self-efficacy and locus of control impacted the students' entrepreneurial intention. Hence, families' support is likely to influence the professional selection of one. In the results of this study, this relational support indicates primarily families' moral and monetary support. If somebody knows that when he or she begins business there will be such type of support, he or she may be empowered to choose a business career.

H1: There is a positive relationship between family background and entrepreneurial intention.

### **2.3 UNIVERSITY ENVIRONMENT AND ENTREPRENEURSHIP INTENTION**

Students were given to assess the degree to which they regarded their educational institution as providing entrepreneurship funding using a scaled-up 13-item developed by (Saeed, Abubakr, Yacine Belghitar, and Ephraim Clark., 2015). The multidimensional severity evaluated three kinds of support offered by the university for entrepreneurship: perceived support for education, perceived support for concept development and interpreted support for business development.

Evidence shows clearly that 50% of new businesses are likely to collapse in their first year, with a key factor being the lack of entrepreneurial preparation (Robb & Fairlie, 2006). Due to that basis, it is surely relevant, and it seems logical for infant entrepreneurs to recognise what is their desire to participate while still in their studies to take the necessary courses to support them gain how to formulate and implement their comprehensive plan (Turker & Selcuk,2009). Besides learning the information needed on how to run a business while still in school, this support can also help students achieve business success in a sustainable and chaotic economy. All this necessitates creative and unique entrepreneurs to take advantage of business opportunities (Turker & Selcuk, 2009; Wang & Wong, 2004). According to Vidal-Sune and Lopez-Panisello (2013) the intention of entrepreneurship explains the words and actions of individuals as to their desire or intention to establish a new business. A phenomenon can also trigger entrepreneurial intention while on an individual's life direction (Solesvik et al., 2013)

Perceived encouragement for education was recognized as a determining factor of entrepreneurial intent. Recent researchers concur that entrepreneurial education is an effective method to provide students with the expertise they need about entrepreneurship (Mumtaz et al., 2012; Turkey and Selcuk, 2009) education in entrepreneurship also reflects the career choice of students (Peterman and Kennedy, 2003). The university must play an important role in supporting entrepreneurship in order to be successful in today's intensified corporate world. University education plays an important role as a choice of career in supporting entrepreneurship by providing the necessary attention paid through theoretical and practical expertise of entrepreneurship.

H2: There is a positive relationship between university environment and entrepreneurial intention.

## **2.4 ATTITUDE TOWARDS ENTREPRENEURSHIP AND ENTREPRENEURSHIP INTENTION**

From the research by Kolvereid (1996) and Robinson et al., (1991) explained that entrepreneur intent and behaviour has been recognized their importance of domain specific attitudes. In the framework of our research, the entrepreneurial intention is characterized as an individual possibility and innovative thinking to undertake a self-owned business or start up a business. Personality relates to the attribute patterns of thinking, emotion, and behaviour of an individual, along with the conceptual frameworks behind those patterns, hidden or not. Innovativeness, locus of control, self-confidence, risk-taking propensity, need for opportunity and ambiguity tolerance also provide psychological characteristics.

Next, draft pick entrepreneurs face unpredictability or risk to create a new venture. Risk-taking propensity relates to the perceived likelihood of receiving rewards correlated with the achievement of a situation that the individual requires before he is subjected to the consequences of climate change, the alternative situation providing less reward and less real consequences than the situation proposed (Brockhaus, 1980, p. 513). A research conducted by Brown et al. (2011) specified that dispositional risk propensity impacts students' entrepreneurial intentions across universities.

Other than that, Ferreira et al. (2012) the need for success was connected positively to entrepreneurial intention, the need for achievement. According to Schaper et al. (2011) a person's willingness for success or success in competitive situations there is a need for achievement. Tong et al. (2011) furthermore, it was found that the use of success is the main determinant of entrepreneurial intention and that individuals with a high demand for success will give more in business activity. Finally, ambiguity tolerance is described as the desire to regard situations without clear results as approachable rather than threatening (Budner, 1982). Previous studies found that the ambiguity tolerance associated with the ability to handle unpredictability is critical because these business developers constantly make judgements using new, conflicting information gathered from a variety of unfamiliar sources is a significant factor influencing entrepreneurial intent. (Scarborough, 2011).

H3: There is a positive relationship between attitude towards entrepreneurship and entrepreneurial intention.

## 2.5 THEORETICAL FRAMEWORK

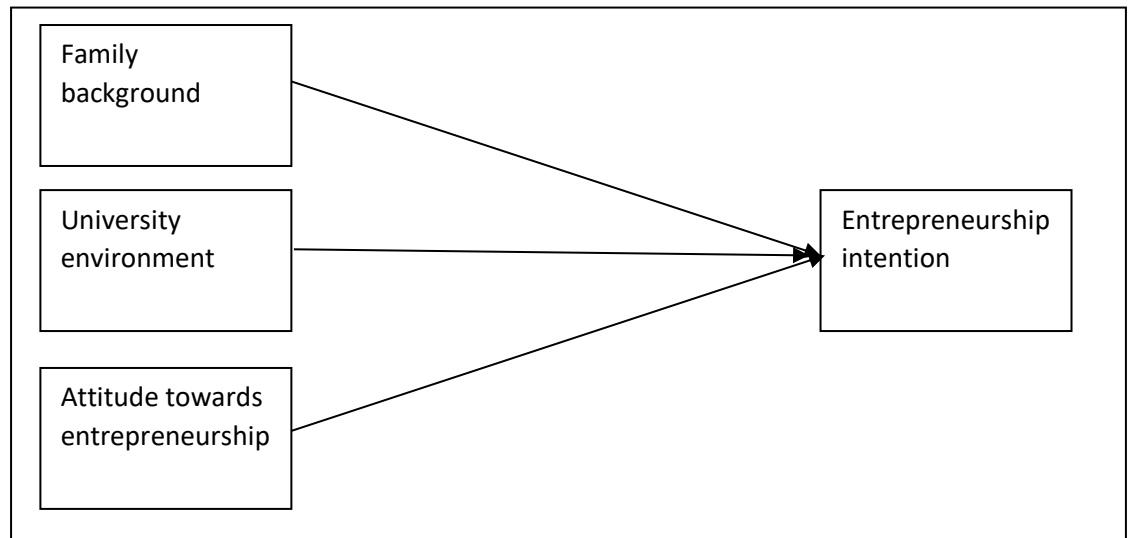


Figure 2.1: Proposed Research Framework

(Source: Erich J. Schwarz, Malgorzata A. Wdowiak, Daniela A. Almer-Jarz and Robert J. Breiteneker (2009))

## 2.6 HYPHOTHESIS

- H1: There is a positive relationship between family background and entrepreneurial intention.
- H2: There is a positive relationship between university environment and entrepreneurial intention.
- H3: There is a positive relationship between attitude towards entrepreneurship and entrepreneurial intention.

## 2.7 SUMMARY

Family background, university environment, and attitude towards entrepreneurship have been studied to identify the impact on entrepreneurship intention among students.

## **CHAPTER 3**

### **RESEARCH METHADODOLOGY**

#### **3.0 INTRODUCTION**

This chapter explains the research methodology that is used throughout the research process. The purpose of this chapter is to provide an overview regarding purpose of research, type of investigation, study setting, the degree of researcher interference, time horizon and unit of analysis. In addition, this chapter will also discuss population and sample in order to describe more on targeted subjects and elements. This chapter headlines measurement and questionnaires given to the sample, data collection procedure, together with data analysis.

#### **3.1 RESEARCH DESIGN**

The purpose of the study can be classified into two distinctive types such as exploratory and descriptive research studies (Zikmund, 2000). In this study, the descriptive also known as quantitative approach was used in order to obtain data and analysis of the research. Sundram, Chandran, Atikah, Rohani, Nazura, Akmal and Krishnasamy (2016), mention that there are three degrees of researches interference which are minimal, moderate and excessive. Thus, this study has been conducted with a minimal degree of interference. It means that the study not so interferes in the normal flow of work in the environment. It simply develops the theoretical framework, collect data and come up with the findings. It only involves the distribution of questionnaire survey to get the relevant data. The advantage of this minimal research interference is that personal judgment and assumption on the study can be prevented. According to Sundram et al (2016) could be clarification, correlational and causal investigation. In this study, correlational investigation

has been conducted in which it identifies the association or relationship between independent variables (family background, university environment, and attitude toward entrepreneurship) and dependant variable (entrepreneurship intention). This study also a cross- sectional study which means the data were gathered just once (Sundram et al, 2016).

## **3.2 POPULATION AND SAMPLING**

### *3.2.1 Population and sample*

Population can be described as the whole group of people, events or things of interest that the researcher intents to investigate (Sundram et al., 2016). In order to conduct a survey, it is very crucial to define targeted population. For this research, the population comprises of students from BA243 in semester 5 in UiTM Melaka City Campus who have taken and passed the subject of ENT530. There were 58 students and 52 students were chosen to become the sample. The list of the student's name was gotten from an HR committee.

### *3.2.2 Sampling techniques*

Sampling techniques are broadly categorized into two major types which are probability sampling methods and non-probability sampling methods. For this research, researcher will use non-probability sampling. Non-probability can be used for both types of population, the population that is too general a category, and the population that is specific category. Thus, non-probability techniques make it possible to take a sample of population the elements of which are infinite in number. The sampling is needed because of the inability of the researchers to obtain data and information from each element of population. To be specified, judgement or purposive sampling has been

chosen by researcher to collect data. It is because, it was working with very small samples and to focus the key terms which is respondent must pass their subject of ENT530.

Hence, a sample size needs to be identified. Sample is a subset of the population (Sundram et al., 2016). Several scholars have suggested the methods to determine the sample size of the study. For instance, Sekaran (2003) suggests that the sample size should be larger than 30 and less than 500. In order to identify the sample, researchers had chosen purposive or judgement sampling. The subjects in this sampling are selected based on their expertise in the subject investigated, and the research chooses the sample based on who they think would be appropriate for the study. For our research, we will choose a group of students that have taken the entrepreneurship education.

### **3.3 DATA COLLECTION METHOD**

The data for this study was collected from both types of data which are primary.

Primary data refers to the information collected first hand and are collected specially to answer our research question (Sundram et al., 2016). There are various methods can be used to obtain primary data. Specifically, primary data can be collected and gathered by using three different approaches which include interviews, observation and questionnaires. However, in this study, researchers had chosen self-administered questionnaires as a basis to collect primary data. A booklet form of questionnaires was given to the respondents. In order to give and distribute the questionnaires, researchers met with the respondents personally and hence collect back the information once finished.

Several scholars have suggested the methods to determine the sample size of the study. For instance, Sekaran (2003) suggests that the sample size should be larger than 30 and less than 500. On the other hand, the decision on the sample size developed by Krejcie and Morgan (1970) is depends on the overall population using the table with condition that a list of population exists.

The data obtained the respondents from judgement sampling. The questionnaires were distributed personally by questionnaire form to 52 respondents. The table below shows the feedback received from the respondents via a questionnaire that had been distributed.

**Table 3.1: Survey response**

	Frequency
Distributed Questionnaires	52
Returned Questionnaires	52
Response Rate	100%
Data Used in the study	52

### **3.4 DATA ANALYSIS**

Analysis is the application of reasoning to understand about a subject. The procedure of data analysis may involve determining consistent patterns and summarizing the appropriate details revealed by the study. The process of data analysis begins after all data is obtained from the respondents. After the questionnaires collection was completed, the data will be coded before it is analysed. The Statistical Package for Social Science (SPSS) for Windows was used to analyse the data and obtain answers for the research questions. For this research, using SPSS for Windows, researcher conducted the Reliability analysis, Descriptive Analysis, Frequency Distribution Analysis, Correlation analysis and multiple regression.

#### *3.4.1 Frequency Distribution*

The frequency distribution is used by researcher to find the frequency of respondent profiles which describes the frequency characteristics of the respondents. The attributes of each category were analysed by using descriptive statistics which shows frequencies and percentage.

#### *3.4.2 Descriptive Analysis*

Descriptive analysis is a summarization of the data set that indicated the basic features of data in the research. The summary of the data or measure obtained can be visualized through figures and graphical analysis. These descriptive statistics also can be obtained by measure of central tendency such as the mean scores and as well as the standard deviation. SPSS is used to analyse the data obtained from the respondents. Table 3.2 shows the range of mean score level.

**Table 3.2 Mean Score Level**

<b>Level</b>	<b>Mean Score</b>
Low	1.00 – 2.33
Moderate	2.34 – 3.67
High	3.68 – 5.00

*Source: Sekaran & Bougie (2013)*

### 3.4.3 Reliability Analysis

Reliability test is done with the purpose of checking whether the data obtained from the survey is reliable or not for the study. The reliability of measures indicated the extent to which it is without error and hence ensure consistent measurement across time and across the various items in the instrument.

Cronbach's alpha tests to see if multiple-question based on the Likert scale are reliable. There are certain variables that are very difficult to measure. Thus, the Cronbach's alpha test will tell the researcher if the test that they have designed is accurately measuring the variable of interest.

**Table 3.3 Cronbach's Alpha**

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

*Source: Tavakol & Dennick, (2011)*

#### 3.4.4 Pearson Correlation Coefficient

Pearson correlation coefficient is used to measure the direction, strength and significance of association among all the variables in the study.

Table 3.4 shows the interpretation of the Pearson's correlation coefficient that shows the strength of association that exists between each independent variable and dependent variable.

**Table 3.4 Pearson's Correlation Based on Guilford's Law**

No	R	Strength of relationship
1	<0.20	Almost negligible relationship
2	0.20 – 0.39	Low correlations; definite but small relationship
3	0.40 – 0.69	Moderate correlation with; substantial relationship
4	0.70 – 0.89	High correlation; marked relationship
5	>0.90	Very high correlation; very dependable relationship

*Source: Guildford (1973)*

#### 3.4.5 Multiple Regression Analysis

Multiple regression indicates the relationship whether the independent variables are able to, affect/influence the dependent variable. Besides that, it will show which independent variables are had the strongest influence on the independent variable.

### **3.5 SUMMARY**

This chapter discussed on the research design, populations and samplings, data collection and data analysis method. As for the collection of the data, the data was collected through quantitative approach through self-administered survey online and offline. The population targeted for this study are students who already taken and passed ENT530 subject which is to be specific from Human Resource's students in semester 5. Thus, the sample size of this study consists of 52 respondents using non-probability sampling which is the conventional sampling technique. The data analyzation using SPSS of the collected data from the questionnaires would be discussed in the next chapter.

## **CHAPTER 4**

### **FINDINGS AND DATA ANALYSIS**

#### **4.0 INTRODUCTION**

Chapter 4 presents the findings and analysis of the research. Hence, this chapter shows and translate all the data into information that were derived from the collected questionnaire. All analyses were based on the data that was transformed and read by the software named Statistical Package for Social Sciences (SPSS) for better understanding and visualization. In this research, the procedure in doing the data analyses were comprised of response rate, frequency distribution, descriptive statistics, Cronbach's Alpha, Pearson's Correlation Table, multiple regression as well as the hypothesis testing.

#### **4.1 RESEARCH FINDINGS AND DISCUSSION**

##### **4.1.1 Survey Respondent's Rate and Demographic Profile**

Section A was designed to collect the demographic information of the respondent. Data that include in this section is gender, age, results of ENT530 and class of HR students in semester 5.

**Table 4.1: Respondent Profile**

<b>Classification</b>		<b>Frequency</b>	<b>Percentage (%)</b>
Gender	Male	10	19.2
	Female	42	80.8
Age	19 – 21 years old	15	28.8
	22 – 24 years old	38	69.2
	25 years and above	1	1.9
Results ENT530	Pass	52	100
	Not pass	0	0
Class	5A	18	34.6
	5B	18	34.6
	5C	16	30.8

As shown on the table above the percentage of male and female respondents, the highest respondents are female with 80.8 percent meanwhile the lowest is male which is only 19.2 percent. It can be concluded that most of these respondents is female.

Based on the table above, there are three categories of age. Majority of the respondent are from 22 – 24 years old with the percentage 69.2 percent. Followed by ages range from 19 – 21 years old as the second highest with 28.8 percent and the least of the respondents from the age 25 years old and above with 1.9 percent.

The table above describe the results for ENT530 of the respondents. All of the respondents have passed their subject of ENT530.

The table above identify the class of the respondents. 18 respondents were chosen from 5A and 18 respondents were chosen from 5B and 16 students were chosen from 5C with percentage 34.6, 34.6, and 30.6 respectively.

## 4.2 DESCRIPTIVE ANALYSIS

According to Sundram et al (2016), descriptive analysis was an analysis used to describe, examine and summarize the main features of a collected data quantitatively. Descriptive analysis was used to measure the minimum, maximum, means, standard deviation and variance of the independent and dependent variables such as family background, university environment, attitude towards entrepreneurship, and entrepreneurship intention.

Independent variables in this study were family background, university environment, and attitude towards entrepreneurship. Meanwhile, dependent variables for this research was entrepreneurship intention of students of HR in semester 5. These independent variables have been chosen because this study believe that these independent variables have greater influence towards students of HR in semester 5. The outcomes from this analysis determine respondents' response and opinion for each independent and dependent variable. Responses of these items were measured on a five- point Likert scale form ranging from "1" strongly disagree to "5"- strongly agree. Table below shows the mean, standard deviation and percentage deviation of independent variables and dependent variable involved in this study. Then, the strength of these independent and dependent variables was explained based on the composite mean strength.

**Table 4.2: Descriptive Table**

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Family background	52	2.13	4.00	3.3600	0.46404
University environment	52	3.00	5.00	4.3154	0.55920
Attitude towards entrepreneurship	52	2.00	3.78	2.90000	0.45356
Entrepreneurship intention	52	2.20	5.00	3.3731	0.61616

*1) Mean*

Mean is used to measure the centre tendency of the arithmetic average of the scores. To compute the mean, all the values are added up and divided by the number of values.

The maximum score of entrepreneurship intention is 5.0 and a minimum of 2.20. Also, it has a mean 3.3731.

Family background has the maximum score of 4.00 and minimum score of 2.13 while the mean is 3.3600.

For university environment, the maximum score and minimum score are 5.0 and 3.00 respectively. As for mean, the score is 4.3154.

Attitude towards entrepreneurship has the maximum score of 5.00 and minimum score of 2.00 while the mean is 3.3731.

## 2) *Standard deviation*

Standard deviation is used to measure variability of the square root of variance providing an index of variability in the distribution of scores. The standard deviation for the variables of entrepreneurship intention, family background, university environment, attitude towards entrepreneurship is 0.61616, 0.46404, 0.55920 and 0.45356 respectively.

In the case of entrepreneurship intention, the standard deviation is 18.27% ( $0.61616/3.3731$ ) of the mean where this value can be considered as large. On the other hand, for family background, the standard deviation is 13.81% ( $0.46404/3.3600$ ) of the mean, where this score is perceived as a large deviation.

The standard deviation of the mean university environment is 12.96% ( $0.55920/4.3154$ ) where this score is considered as also large deviation. Lastly, the standard deviation of the mean for relational support is 18.27% ( $0.61616/3.3731$ ) where this score is considered as also large deviation.

### 4.3 RELIABILITY ANALYSIS

Reliability analysis was used in the study to ensure the accuracy and consistency of data collected. In this study, the reliability analysis was determined through the interpretation of Cronbach's alpha which was based on the rule of thumb proposed by Sekaran (2003). Then, the Nunnally level of acceptance of 0.7 and above was adopted in the study to determine whether the items were statistically reliable and to ensure that items in a set were positively correlated to one another (Nunnally, 1978). According to Sekaran (2006), Cronbach's alpha is an appropriate measure to indicate the level of reliability of the instrument exerting that the value of the alpha level that appears to be less than 0.06 shows the result is reliable, mean for the purpose of this study. On the other hand, the closer Cronbach's alpha coefficient is to 1, or higher than 0.70, the greater the internal consistency of the items in the scale.

**Table 4.3: Reliability Table**

<b>No.</b>	<b>Variables</b>	<b>No. of items</b>	<b>Cronbach's Alpha</b>	<b>Results</b>
1.	Family background	8	0.876	Good
2.	University environment	5	0.820	Good
3.	Attitude towards entrepreneurship	8	0.808	Good
4.	Entrepreneurship intention	5	0.886	Good

Cronbach's Alpha for entrepreneurship intention is good as it is 0.886 which is within the range of  $0.9 > \alpha \geq 0.8$ . Cronbach's Alpha for family background is good as it is within the range  $0.9 > \alpha \geq 0.8$  which is 0.876, while Cronbach's Alpha for university environment is also good which is 0.820 and the range is within  $0.9 > \alpha \geq 0.8$ . Lastly, Cronbach's Alpha for attitude towards entrepreneurship is good as the range is within  $0.9 > \alpha \geq 0.8$  which is 0.808.

#### 4.4 CORRELATION ANALYSIS

**Table 4.4: Correlations Analysis Table**

		Entrepreneurs hip intention	Family background	University environme nt	Attitude toward entrepreneursh
Entrepreneurship intention	Pearson Correlation	1	.610**	.483**	.675**
	Sig. (2-tailed)		.000	.000	.000
	N	52	52	52	
Family background	Pearson Correlation	.610**	1	.396**	.413**
	Sig. (2-tailed)	.000		.004	.002
	N	52	52	52	
University environment	Pearson Correlation	.483**	.396**	1	.460**
	Sig. (2-tailed)	.000	.004		.001
	N	52	52	52	
Attitude towards entrepreneurship	Pearson Correlation	.675**	.413**	.460**	
	Sig. (2-tailed)	.000	.002	.001	
	N	52	52	52	

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

Objective of this correlation analysis is to value on what degree the relationship between dependent variable and independent variable could relate. It is to know whether both are having association or not.

#### *4.4.1 Hypothesis 1*

H1: There is a significant relationship between family background and entrepreneurship intention.

Based on table, there is significant, positive relationship, moderate association between family background and entrepreneurship intention, ( $r=0.610$ ,  $p<0.05$ ). Therefore, hypotheses 1 is accepted.

#### *4.4.2 Hypothesis 2*

H2: There is a significant relationship between university environment and entrepreneurship intention.

According to table, there is significant, positive relationship, moderate association between university environment and entrepreneurship intention, ( $r=0.483$ ,  $p<0.05$ ). Therefore, hypotheses 2 is accepted.

#### *4.4.3 Hypothesis 3*

H3: There is a significant relationship between attitude towards entrepreneurship and entrepreneurship intention.

According to table, there is significant, positive relationship, moderate association between attitude towards entrepreneurship and entrepreneurship intention, ( $r=0.675$ ,  $p<0.05$ ). Therefore, hypotheses 3 is accepted.

## 4.5 HYPOTHESIS TESTING

**Table 4.5: Hypothesis Results**

Hypothesis		Verdict
H1	There is a significant relationship between family background and entrepreneurship intention	Accepted
H2	There is a significant relationship between university environment and entrepreneurship intention	Accepted
H3	There is a significant relationship between attitude towards entrepreneurship and entrepreneurship intention	Accepted

H1: There is a significant relationship between family background and entrepreneurship intention.

Based on the result, there is positive moderate association and substantial relationship between entrepreneurship intention and family background. In multiple regression analysis it shows that there have a positive and significant relationship effect in student's intention and the results accepted. Family background was found to have a positive impact on the entrepreneurship intention of students as prior research works advocated that the children who have entrepreneur parents, have higher inclination to be entrepreneur (Akanbi, 2013; Carr and Sequeira, 2007; McElwee and Al-Riyami, 2003; Mueller, 2006). According to Ajzen (2002), when people have unsure or ambivalent normative influences and attitudes, prior knowledge and experiences' effect will cast a strong influence on the intentions. Being more specific, when people

have no clear idea and plan, they will be more influenced by the experiences they had. In this kind of situation, the entrepreneurship intention and behaviour are often misted up. Therefore, Els are influenced by the environment (in this study the family background).

H2: There is a significant relationship between university environment and entrepreneurship intention.

To determine whether university environment has a relationship with student's entrepreneurial intention in the research objectives, Cheng, M., Chan, W. and Mahmood, A. (2009), as well as Packham, G., Jones, P., Miller, C., Pickernell, D. and Brychan, T. (2010), similarly found that education in entrepreneurship is an important factor in an individual deciding to act upon their entrepreneurial intentions. According the result in correlation analysis there is positive moderate association and substantial relationship between entrepreneurship intention and university environment. In multiple regression analysis it shows that there have a positive and significant relationship effect in student's intention.

H3: The is a significant relationship between attitude towards entrepreneurship and entrepreneurship intention.

Based on the result, there is positive moderate association and substantial relationship between entrepreneurship intention and attitude towards entrepreneurship. In multiple regression analysis it shows that there have a positive and significant relationship effect in student's intention. This result is similar with Erich J. Schwarz, Malgorzata A. Wdowiak, Daniela A. Almer-Jarz and Robert J. Breitenecker (2009), which carry out attitude toward entrepreneurship are significantly positive. Therefore, students' intent to find their own business is influenced primarily by individual dispositions like attitudes toward entrepreneurship.

#### 4.6 MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis was used to measure how many percent dependent variables could be explained by the independent variable (Sundram et al, 2016). The dependent variable of the study was entrepreneurship intention on HR students in semester 5. The independent variables were family background, university environment, and attitude towards entrepreneurship. Table outlines the overall fit of the model. R square value indicates the amount of variance in the dependent variable (entrepreneurship intention) that could be explained by the predictor variables (family background, university environment, and attitude towards entrepreneurship).

**The overall fit of the model:**

**Table 4.6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.753	0.567	0.539	0.38954

The coefficient of determination ( $R^2$ ) of 0.567 in Table implies that all independent variables which are family background, university environment, and attitude towards entrepreneurship can explain 56.7% of the variance in entrepreneurship intention. Meanwhile, the remaining 43.3% of the variance in the dependent variable (entrepreneurship intention) can be explained by other independent variables which was not discussed in this study.

**Table 4.7: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.151	3	3.050	20.102	0.000
Residual	6.980	48	0.152		
Total	16.131	51			

The ANOVA table indicates whether the model significantly predicts the dependent variable. F statistic or F value and significance in Table above tells the degree to which the model predicts the dependent variable (entrepreneurship intention of students from BA243 in semester 5). F statistic test the overall significance of the regression model.

Table above shows that model of significance (F value) of the study is significant base on the value of 0.000. It means that the model significantly predicts the outcome variable. The overall model was significant,  $F(3, 48) = 20.102$ ,  $p = 0.001$ . Hence, the regression model predicts the entrepreneurship intention of students from BA243 in semester 5 significantly well.

#### 4.7 COEFFICIENTS ANALYSIS

**Table 4.8: Coefficients Table**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.491	.735		.668	.507
	Family background	.427	.140	.345	3.037	.004
	University environment	.407	.157	.369	2.591	.013
	Attitude towards entrepreneurship	.529	.157	.418	3.365	.002

a. Dependent Variable: Entrepreneurship intention

Table above shows the coefficient analysis for A Study ON the Factors of Entrepreneurship Intention Among Student in UiTM Malacca City Campus. The result earns from the Beta and Sig. is to look how strong the relationship between the independent variable and dependent variable as  $p=0.01 < 0.05$ . The dependent variable is entrepreneurship intention. The independent variable is family background, university environment, and attitude towards entrepreneurship.

The coefficient analysis uses to identify the independent variable that has the relationship with dependent variables. Standardized coefficients beta ( $\beta$ ) used to know the highest relationship between the dependent variables. From the table above state that attitude towards entrepreneurship is the highest

at ( $\beta=.418$  sig=.002) followed by university environment ( $\beta= .369$  sig= .013). The third highest is quality at ( $\beta=.345$  sig=.004) which is family background.

Among the result earned, the attitude towards entrepreneurship had the strong relationship to the entrepreneurship intention. The independent variable for the attitude towards entrepreneurship is the important factors that influence entrepreneurship intention among student.

#### **4.6 CONCLUSION**

As a conclusion, this chapter is a result of analysis which is shown throughout this chapter whereas it is being used for both; descriptive and quantitative data analysis. There is response rate for all respondents that involved in this research. In addition, it also contains the frequency table of the background details of our respondents. There is also descriptive analysis which presenting mean and standard deviation between independent variables and dependent variable. Moreover, it also depicts the relationship between dependent variable with independent variables and how strong the relationship. Lastly, this chapter explains about multiple regression which contains coefficient of determination, f-test, t-test and standardized beta coefficients.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

#### 5.0 INTRODUCTION

This research investigates the factors of entrepreneurship intention among student in UiTM Malacca City Campus. This chapter was viewing the factors that contribute to people participate towards entrepreneurship intention in UiTM Malacca City Campus.

Entrepreneurship intention is a drive that motivates person to pursue their entrepreneurship. The study has attempted to examine the elements that would influence entrepreneurship intentions which includes family background, university environment, and attitude towards entrepreneurship.

The research had proposed a systematic as the well-structured review in literature from previous researches. For the purpose of examining the research topic as efficiently as possible, the data collection was done through questionnaires. Also, a very detailed, valid and reliable assessment was developed to analyse the variables which includes reliability analysis, frequency analysis, descriptive statistical, correlational analysis and multiple regression analysis. These tests run through a software called the Statistical Package for Social Science (SPSS).

## 5.1 CONCLUSION

For the conclusion, the topic in this study is entrepreneurial intentions among students and this research was done in UiTM Malacca City Campus. Generally, our focus respondent is only for student HR students in semester 5 in this campus.

Based on the research question:

1. Is there any relationship between family background and student's entrepreneurial intention?

If a student knows that he/she has strong support from his/her parents and family members and also has direct exposure to business information, their willingness to participate in a new business will tend to be enhanced and thus their self-confidence will be strengthened (Ismail A., Bongogoh S., Segaran S. C. C., Tudin R., Ajis M. N., Wan Ismail W. K., 2009).

2. Is there any relationship between university environment and student's entrepreneurial intention?

Besides learning the information needed on how to run a business while still in school, this support can also help students achieve business success in a sustainable and chaotic economy. All this necessitates creative and unique entrepreneurs to take advantage of business opportunities (Turker & Selcuk, 2009; Wang & Wong, 2004).

3. Is there any relationship between attitude toward entrepreneurship and student's entrepreneurial intention?

According to Schaper (2011) a person's willingness for success or success in competitive situations there is a need for achievement.

## **5.2 RECOMMENDATIONS**

### *5.2.1 To Future Researcher*

Future researchers need to look more into other variables. This is due to, the fact that there are other, proven, much more reliable variables as compared to the ones explored in this study. Complicated variables are variables that have many different perceptions on the subject matter. For example, search for the variables that most of the previous researchers agree to go in one direction instead of a variable with many contradicting views. Hence, this would ensure that future researchers attain a much more significant results compared to the variable explored in this study.

### *5.2.2 To University*

Universities should consider increasing the quantity and quality of courses on entrepreneurship to have more students with the aspirations and capabilities to become successful entrepreneurs. In addition, the fact that students with higher entrepreneur desire would like to have more courses on entrepreneurship indicates that students with an entrepreneurship mind-set are not satisfied with the amount of entrepreneurship education. Thus, if universities would provide more courses on entrepreneurship the students that have the predisposition to become future entrepreneurs would be able to learn more about entrepreneurship, which would ultimately increase the likelihood that those students will pursue such a career successfully. Nevertheless, offering more courses might also exercise a positive influence on the

entrepreneurial desires of other students who did not think before on becoming self-employed. In this manner, universities might become places where future entrepreneurs are born.

### 5.2.3 *To Students*

Regarding their capability and awareness about starting a new business venture. This could have a strong impact on their perceptions and intentions. Further research could investigate whether the students have over-estimated or under-estimated their proficiency and the extent to which the self-evaluations are reflective of their actual skills and the consequent impact on entrepreneurial propensity.

## **5.3 SUMMARY**

As summary for this chapter, there is interpret of the result based on data that get after conducting the research. Other than that, we also compare our research with the previous study that we look up in conducting this research. Next, the implication on how our research contribute to new knowledge and the limitation of study when we conduct this research. Lastly, suggestion for the future researcher when they want to conduct the research that related with our researcher.

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## APPENDIX 1 (QUESTIONNAIRE)



اَوْنَبُوْرُ سَيِّتِيْ بِاَتِيْكَوْلُوْ كِيْ مَارَا  
UNIVERSITI  
TEKNOLOGI  
MARA

**BACHELOR OF HUMAN RESOURCE**  
FINAL YEAR PROJECT PAPER

**TOPIC: FACTORS OF ENTREPRENEURSHIP INTENTIONS AMONG STUDENTS**

Survey Questionnaire

Dear students,

I am Nur Natasha Alya Binti Mohd Ngasri (Student ID: 2016598391), a final year students of Bachelor of Human Resources (Hons) from University Technology MARA (UiTM) Malacca City Campus.

The purpose of the study is to analyse factors that attract students to have the intention to become an entrepreneur. Your participation will greatly contribute to the success of the survey. We deeply appreciate your help in participating in this survey and your responses will remain confidential. All results and information will be used strictly for academic purposes only.

Thank you.

## QUESTIONNAIRE

### PART A: DEMOGRAPHIC

1. Gender

Male

Female

2. Age

19 – 21 years

22 – 24 years

25 years and above

3. Results ENT 530

Pass

Not pass

4. Class

5A

5B

5C

Instruction: Please tick on the number that is most appropriate to your decision.

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

NO	ITEMS	SCALE				
		1	2	3	4	5
1	I am ready to do anything to be an entrepreneur					
2	My professional goal is to become an entrepreneur					
3	I will make every effort to start and run my own firm					
4	I am determined to create a firm in the future					
5	I have very seriously thought about starting a firm					
6	It is hard to find capital providers					
7	If I decide to be an entrepreneur, my family members will support me					
8	My family is sensitive to my personal needs					
9	I get good ideas about how to do things from my family					
10	My family members will approve my action					

11	If necessary, my family members will loan me money to help me start my own business					
12	If necessary, my family members will provide me material and equipment to help me start my own business					
13	My family members will give me advice to start my own business					
11	ENT 530 provides student with the knowledge required to start a new company					
12	UiTM offers elective courses on entrepreneurship					
13	UiTM provides students with ideas to start a new business					
14	UiTM provides students with the knowledge needed to start a new business					
15	UiTM uses its reputation to support students that start a new business					
16	Even if I am capable, hardworking and ambitious, if I do not have the money, I cannot start a business					
17	I enjoy working in unstructured situations					
18	I am willing to take high risks for high returns					

19	I accomplish most when I am alone, under no direct supervision of anyone					
20	I cannot wait and watch things happen; I prefer to make things happen					
21	I believe success is a product of luck and fate rather than personal effort					
22	In unclear situations, I like to make decisions and take the "lead"					
23	I find difficulty in asserting myself against the opinion of majority					

**- THANK YOU -**

## APPENDIX 2 (SPSS OUTPUT)

### Frequencies

#### Statistics

		GENDER	AGE	RESULTS ENT530	CLASS
N	Valid	52	52	52	52
	Missing	0	0	0	0

### Frequency Table

#### GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	19.2	19.2	19.2
	Female	42	80.8	80.8	100.0
Total		52	100.0	100.0	

#### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19 - 21 years	15	28.8	28.8	28.8
	22 - 24 years	36	69.2	69.2	98.1
	25 years and above	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

#### RESULTS ENT530

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pass	52	100.0	100.0	100.0

#### CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5A	18	34.6	34.6	34.6
	5B	18	34.6	34.6	69.2
	5C	16	30.8	30.8	100.0
	Total	52	100.0	100.0	

## Reliability

### Scale: Family Background

#### Case Processing Summary

		N	%
Cases	Valid	52	100.0
	Excluded <sup>a</sup>	0	.0
	Total	52	100.0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
.876	8

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	23.32	10.957	.652	.859
C2	23.42	11.351	.537	.870
C3	23.76	11.288	.536	.870
C4	23.54	10.621	.678	.856
C5	23.40	11.143	.646	.860
C6	23.64	9.868	.719	.851
C7	23.66	9.943	.676	.857
C8	23.42	10.738	.664	.858

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.88	13.781	3.712	8

## Reliability

### Scale: University Environment

**Case Processing Summary**

		N	%
Cases	Valid	52	100.0
	Excluded <sup>a</sup>	0	.0
	Total	52	100.0

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

**Reliability Statistics**

Cronbach's Alpha	N of Items
.820	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1	17.3269	5.793	.417	.839
D2	17.0769	5.641	.541	.804
D3	17.2308	4.926	.800	.731
D4	17.2885	4.719	.779	.732
D5	17.3846	5.065	.567	.801

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
21.5769	7.817	2.79598	5

## Reliability

### Scale: Attitude Towards Entrepreneurship

#### Case Processing Summary

		N	%
Cases	Valid	52	100.0
	Excluded <sup>a</sup>	0	.0
	Total	52	100.0

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

#### Reliability Statistics

Cronbach's Alpha	N of Items
.876	8

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1	23.32	10.957	.652	.859
E2	23.42	11.351	.537	.870
E3	23.76	11.288	.536	.870
E4	23.54	10.621	.678	.856
E5	23.40	11.143	.646	.860
E6	23.64	9.868	.719	.851
E7	23.66	9.943	.676	.857
E8	23.42	10.738	.664	.858

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.88	13.781	3.712	8

## Correlations

Correlations

		Entrepreneurs hip intention	Family background	University environme nt	Attitude towards entreprene urship
Entrepreneurship intention	Pearson Correlation	1	.610**	.483**	.675**
	Sig. (2-tailed)		.000	.000	.000
	N	52	52	52	52
Family background	Pearson Correlation	.610**	1	.396**	.413**
	Sig. (2-tailed)	.000		.004	.002
	N	52	52	52	52
University environment	Pearson Correlation	.483**	.396**	1	.460**
	Sig. (2-tailed)	.000	.004		.001
	N	52	52	52	52
Attitude towards entrepreneurship	Pearson Correlation	.675**	.413**	.460**	1
	Sig. (2-tailed)	.000	.002	.001	
	N	52	52	52	52

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

## Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	FAMILY_BACKGROUND, UNIVERSITY_ENVIRONMENT, ATTITUDE_TOWARDS_ENTREPRENEURSHIP		Enter

a. Dependent Variable:  
ENTREPRENEURSHIP\_INTENTION

b. All requested variables entered.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 <sup>a</sup>	.567	.539	.38954

a. Predictors: (Constant), FAMILY\_BACKGROUND,  
UNIVERSITY\_ENVIRONMENT,  
ATTITUDE\_TOWARDS\_ENTREPRENEURSHIP

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.151	3	3.050	20.102	.000 <sup>b</sup>
	Residual	6.980	48	.152		
	Total	16.131	51			

a. Dependent Variable: ENTREPRENURSHIP\_INTENTION

b. Predictors: (Constant), FAMILY\_BACKGROUND, UNIVERSITY\_ENVIRONMENT, ATTITUDE\_TOWARDS\_ENTREPRENEURSHIP

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	.491	.735		.668
	EDUCATIONAL_SUPPORT	.427	.140	.345	3.037
	PSYCHOLOGICAL_CHARACTERISTICS	.407	.157	.369	2.591
	RELATIONAL_SUPPORT	.529	.157	.418	3.365

**Coefficients<sup>a</sup>**

Model		Sig.
1	(Constant)	.507
	EDUCATIONAL_SUPPORT	.004
	PSYCHOLOGICAL_CHARACTERISTICS	.013
	RELATIONAL_SUPPORT	.002