



A Study of the Factors Affecting Universiti Tun Hussein Onn Malaysia Students' Entrepreneurial Intention

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Abstract: Unemployment is an issue in most of the countries, both developing and developed. Students spend their available life, money, and efforts in education for getting a good job. However, when they finish their education, they spend much time looking for a job and sometimes stay unemployed. It is believed that one of the best solutions for this problem is to start a private business. Thus, this study embarked to study the factors that affect UTHM students' entrepreneurial intention. It followed the quantitative method and collected the data via online and hard questionnaires. The data then was analyzed using the Statistical Package for Social Science (SPSS) version 22.0. Four main variables were studied in this research namely, attitude, perceived behavior control, need for achievement, and family background. The findings of this study showed that all the variables were correlated with entrepreneurial intention. Moreover, the study also showed that all factors have a significant impact on entrepreneurial intention, except for the family background which was found to have no significant impact.

Keywords: Entrepreneurial intention, attitude, perceived behavior control, need for achievement, family background

1. Introduction

The economy plays an indispensable job in estimating the achievement or success of each nation around the world. Therefore, every country is resolved to discover various approaches to improve its economy and one of the generally realized choices and widely known is through entrepreneurship. Without a doubt, numerous countries around the globe believe that the way to economic improvement is through entrepreneurship (Rayeji *et al.*, 2021; Mustapha & Selvaraju, 2015).

Numerous researchers and economists are also in favor of the way that entrepreneurship is a significant factor in the improvement of society (Jidi *et al.*, 2021; Shamsudin *et al.*, 2016). Entrepreneurship has built up its situation as the most dominant economic power during the most recent decades. What's more, entrepreneurship is seen as the motor that drives the economy and thus, there is a rising interest for the advancement of education programs that promote entrepreneurship (Hattab, 2023). Entrepreneurship is a strategic field that is continually advancing and changing with time. Entrepreneurship is viewed as the driver of the economic development of the country and assurance of the endurance of society. Entrepreneurship is one of the significant supporters of a country's economic development, advancement, and competitiveness (Bejarano Auqui *et al.*, 2023).

One of the factors driving the growth of entrepreneurship in any country is the position of universities through the preservation of entrepreneurship education. The university is liable for educating and enabling its graduates and motivating them to choose entrepreneurship as their profession. University needs to implement specific entrepreneurial learning examples dependent on experimental contribution to furnish students with important information so as to encourage student motivation for entrepreneurship (Christensen *et al.*, 2023). This is because entrepreneurs are the most dynamic, creativity and innovative. They are prepared to face uncertainty through creativity and determination to succeed. This spirit has led them to see the opportunity and the confidence to seize the opportunity. Therefore, entrepreneurs need to create and venture into new fields to enhance their competitiveness by giving people more choices (Al-Mamary & Alshallaqi, 2022). Studies have recommended that entrepreneurship can be learned or by one way or another supported through entrepreneurship education (Manik & Sidharta, 2016). In addition, entrepreneurship education can likewise be considered as the proper exchange of innovative abilities and entrepreneurial competencies, that allude to the ideas, aptitudes, and mental mindfulness that people use during the time spent starting, developing and building up their development growth-oriented ventures (Shamsudin *et al.*, 2016).

Nowadays, unemployment among graduates has been a significant issue in Malaysia (Baker *et al.*, 2022). And the issue of unemployment among graduates is not new and is a problem for the country. The genuine circumstance today is that an ever-increasing number of graduates are joining the joblessness queue. And that unemployment problem occurs every time a university releases thousands of graduates each year. Youthful and fresh graduates, specifically, experience challenges in securing their first employment (Taha *et al.*, 2017). As the quantity of graduates surpasses the market request, the joblessness pace of new graduates additionally increments. This is because of the absence of openings for work (Taha *et al.*, 2017). Consequently, the involvement of graduates in entrepreneurship can curb and reduce the problem of unemployment. Even this field offers employment opportunities to others. Therefore, graduates need to be exposed to this field from an early age (George, 2017).

Several studies reveal that most countries these days are confronting an increase in unemployment problems. Along these lines, entrepreneurial knowledge and aptitudes may assist the nations with reducing the joblessness problem (Saraih *et al.*, 2018). Restricted chances to gain work happened for the most part in competitive environments. With this statement, graduates from colleges and universities face challenges to get a job in both the public and private sectors because of the present economic environment condition (Saraih *et al.*, 2018). It has been realized that tertiary education providers produce graduates for whom there is no business market. The period among graduation and work has kept on increasing and has turned into the basis of a disappointment for Malaysian graduates (Hoque, 2018).

According to the statistics revealed by Eduadvisor (2018), about 290,000 students finish their higher education. One out of five of these students remain unemployed, most of whom are degree holders. The number of these unemployed people account for about 55% of the unemployed people in Malaysia. The Figure 1 below also shows data on the unemployed fresh graduates based on their fields of specialization.

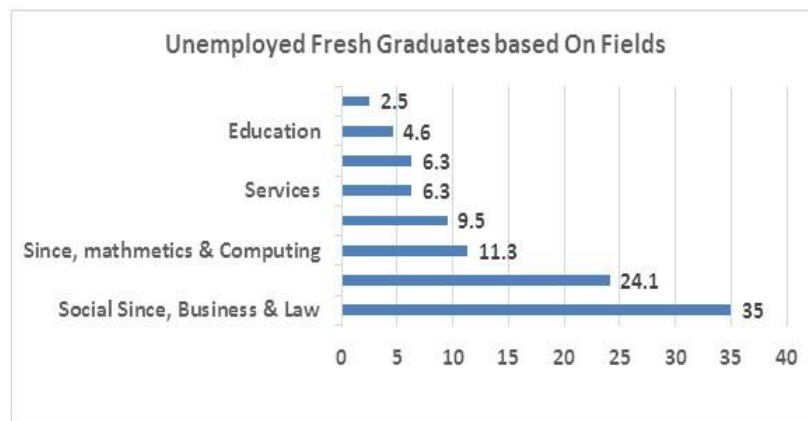


Fig. 1 - Unemployed fresh graduates based on fields
Source: Eduadvisor (2018)

In the present conditions, it is asserted that one of the potential choices is for these graduates to move toward becoming entrepreneurs (Hoque, 2018). However, like any other problem-solutions, there are some factors that probably affect the students to start their own businesses. These factors are attitude, perceived behavioral control, family background, and need for achievement. First, attitude plays a great rule since students probably have no idea about being entrepreneur, so this affects their intention negatively. Thus, it is important to study UTHM students' attitudes toward the entrepreneurial intention. Second, perceived behavioral control is also significant because it is the nature of humans to have no intention to do behaviors which the individuals do not have the ability to perform. Family background is also- having a considerable effect because people always inclined to follow others in life. The last factor

is the need for achievement. Since the introduction of David McClelland on motivation, the need for achievement is considered as a characteristic of entrepreneurs (Dina *et al.*, 2016).

While the pace of growth of jobless graduates is increasing, entrepreneurship is viewed as one of the variables that can increase work and be a critical factor for economic growth in creating nations (Hoque, 2018). Thus, this research aims at identifying the factors that affect the students' intention to become entrepreneurs. Given that, independent work as an entrepreneur is a profession that must be given consideration as an option for graduates (Mazdan, 2015).

2. Literature Review

Regardless of the shifting meanings of 'entrepreneurship' and the nonattendance of one generally definition meaning of the term, all the accepted definitions rotate around the thought of start up a business or endeavoring to start up a business (Hoque, 2018). Intent can be defined as a state of mind directing an individual's consideration towards a particular item or a way to accomplish something (Israr & Saleem, 2018). The entrepreneurial intention, along these lines, can be defined as a person's choice to begin their very own venture later (Hakimin *et. al.*, 2015). Entrepreneurial intentions can likewise be defined as the state of mind of a person that directs the person toward the idea of venture creation (Manik & Sidharta, 2016), without intentions activity is far-fetched. The expression of entrepreneurial intention has a comparative assignment to different terms that are every now and again used, for instance, entrepreneurial mindfulness, entrepreneurial potential, trying entrepreneurs, entrepreneurial proclivity, entrepreneurial affinity, and entrepreneurial direction (Nguyen, 2018).

Entrepreneurial intention is the beginning stage of the choice to participate in any business or venture, making it an increasingly significant indicator of future entrepreneurial contrasted with characteristic and demographic models or frames of mind and outside factors that are by and large situational (Jumamil *et al.*, 2017). Being a procedure, it is a purposeful conceptualization or change to make or include an incentive through the composed utilization use of resources (Jumamil *et al.*, 2017).

Entrepreneurial intention as a perspective that advances the improvement or foundation of new business. In other words, it is a mentality impacting the decision of entrepreneurship and offering basic bits of knowledge and vision into procedures including opportunity accepted, concluded that a solid entrepreneurial intention should bring about an inevitable endeavor to begin a business notwithstanding prompt changes in conditions like marriage, childbearing, graduation, work which may cause delays (Koe, 2016). It is theoretically believed that providing a person with education and entrepreneurial experience from an early age can increase one's potential to become an entrepreneur (Hussaina, 2017).

Jumamil *et. al.* (2017) conducted a study on UPLB (University of the Philippines Los Baños) graduates to investigate the factors affecting entrepreneurial intention. The results showed that self-efficacy, attitude, and knowledge on the availability of entrepreneurial support were the most influential factors towards entrepreneurial intention. Other demographic factors like gender, entrepreneur parents and friends were also found affecting the entrepreneurial intention. More than that the researcher has stressed the importance of entrepreneurial intention in taking decisions to engage in business more than the demographics, attitudes or external factors. This researcher stated that entrepreneurial intention predicts future business engagement, while the others are only situational.

Saraih *et al.* (2018) studied the effect of self-efficacy in the engineering students' intention to become entrepreneurs in one of the Malaysian universities. The study used a quantitative method and following the Bandura Social Learning Theory. The findings showed that respondents have a high interest to become entrepreneurs and a moderate level of self-efficacy. Moreover, the study revealed that there is a significant relationship between the entrepreneurial intention and the self- efficacy.

Another quantitative study was conducted by Anas Al Bakri & Ahmed Mehrez (2017) at Qatar University. This study focused on the role model, university role, and demographics as factors affecting the students' entrepreneurial intention. University's role was the most influential factor. It was also revealed that male students are more inclined to be entrepreneurs than females. The role model factor scored a mean of 6.72 which indicates that respondents think of entrepreneurial role models, and there is a positive relationship between the availability of role models and students' preferences towards entrepreneurship.

Popescu *et al.* (2016) has studied psycho-behavioral traits including the need for achievement and its effect on entrepreneurial intention. The finding revealed that the need for achievement does have a strong effect on the students to become entrepreneurs. The results were like the findings of Pillis and Reardon (2007), the students to start their businesses to acquire a higher state of well-being which they consider as self-achievement. The studies also showed that the respondents need to gain recognition, self-realization, prosperity and never stay without work, which can be achieved through starting new businesses.

Shirokova *et al.* (2015) studied the gap between intention and behavior. The study suggested that although the intention-behavior relationship in other fields is at a high level, the research regarding this relation in entrepreneurship is still lacking the king and scarce. Thus, the study examined the relationship between entrepreneurial intention and action among the students regarding the contextual factors and environmental characteristics. One of the main factors was the family entrepreneurial background. The findings revealed that the Entrepreneurial family background factor has a strong influence on the students' intention to become entrepreneurs.

Another study was conducted by Ambad & Damit (2016) in Kota Kinabalu, Sabah, Malaysia. This paper applied the Theory of Planned Behavior to identify the factors that affect the entrepreneurial intention among the students because most of the literature indicates that entrepreneurial intention can be determined by using this theory. The study focused on educational support the students perceived, subjective norms, perceived structural support, personal attitude, and perceived behavioral control. The findings revealed that only three factors that have an impact on the students' intention to become entrepreneurs which are personal attitude, perceived behavioral control, and perceived relational support. Thus, this study suggests that the students will incline to be entrepreneurs if they have a positive attitude, feel the ease of starting a business and have friends and family support.

2.1 Personal Attitude

Attitudes toward any certain behavior is the good or bad evaluation a person has toward the behavior (Grandom and Mykytyn, 2004). Attitude is an essential part of producing different choice behavior and intentions. Beliefs and feelings are what form the attitude (Zanna & Rempel, 1988). Attitudes are formed and saved in mind; this makes the decision making easier and strengthen the decision quality. Xavier *et al.* (2009) defined the relation between attitude entrepreneurial intention as the perceived benefits the individual probably feel they can obtain from starting a new business.

Gelard Saleh (2011) stated that there is a good relation between attitude and entrepreneurial intention. This was refuted by (Skosana, 2012). Krueger (2000) conducted a survey on students and the findings supported the theory of Planned Behavior except for the perceived social norm which was found to have non-significant effect on the students' entrepreneurial.

Another study was by Franke and Luthje (2004) on entrepreneurial intention among business students at two universities in Germany and one of the leading USA academic institutions. The findings revealed the positive relation between the students' intention toward starting a business and their attitude. The results also supported by the findings of Dohse & Walter (2009) and Paço *et al.*, (2011) which found that the attitude toward the behavior has direct and positive effect on entrepreneurial intentions.

2.2 Perceived Behavioral Control

Perceived behavioral control refers to the individuals' perception regarding their ability to control certain events or actions that influence their lives (Hussaina, 2017). The Perceived behavioral control orientation involves assuming the belief that the results of our actions are influenced by what we do (Jumamil *et al.*, 2017). It is considered that entrepreneurs, unlike other people, can have greater control over the results of their actions (Dina *et al.*, 2006). Perceived behavioral control is behavior based on the level of control of an individual's belief system, the Perceived behavioral control of an entrepreneur should be understood as a clear cause of the entrepreneur's ability to control the entrepreneur's belief system throughout his life (Shirokova *et al.*, 2016).

The concept of Perceived behavioral control refers to an individual's belief in himself (the locus of internal control) or his belief that he is influenced by an external factor (locus of external control (Koe, 2016). The Perceived behavioral control over expectations to control one's environment and beliefs in order to control the level of self-control and environmental pressures and to overcome them, meanwhile, perceived behavioral control refers to the degree to which one feels that his success or failure depends on himself (Bin Yusoff *et al.*, 2015). This statement implies whether an individual has the power or self-confidence in the events that occur to him or her. Individuals who believe that they can influence their own lives are expected to have internal control, while individuals who think they cannot influence the environment are said to have an external locus of control (Hussaina, 2017).

2.3 Family Background

Entrepreneurial family background alludes to those individuals whose parents or family members are associated with independent work (Shirokova *et al.*, 2016). The family, and specifically the dad or mother, assumes the most powerful role in setting up the attractive quality and believability of entrepreneurial action for an individual (Hussaina, 2017). Numerous researchers contend that the presence of an entrepreneurial parent makes a domain wherein entrepreneurial development is empowered and success is stressed. Social encounters picked up by kids, for example, observing an entrepreneur, may direct the person's quest for a career like those early learning experiences (Shamsudin *et al.*, 2017). There are several pieces of proof in student entrepreneurship literature proposing that students with family business background foundation come from a specific familial setting that may impact their future job intentions (Kadir & Merican, 2017).

Growing up in an entrepreneurial environment offers a chance to gain from independently employed parents, who fill in as good examples (Shirokova *et al.*, 2016) making along these way positive convictions about an entrepreneurial vocation and an ideal disposition towards shared with into entrepreneurial activities, which thusly may make youngsters just want to become toward becoming entrepreneurs, Moreover, the family business background gives bits of knowledge into entrepreneurial activity and basic leadership forms and decision-making processes the being students originating from entrepreneurial families (Shirokova *et al.*, 2016).

2.4 Need for Achievement

The need for achievement is an important determinant of an individual's entrepreneurial intentions, the construct need for achievement is regarded as a major influential element behind human action (McClelland, 1964). As a concept, the need for achievement is the satisfaction felt by an individual when he or she achieves a goal through his or her own efforts. Therefore, it is not surprising that such people are always looking for success, both of their own and of those with whom they are working (Hoque, 2018). However, to achieve their goals, they prefer tasks of moderate difficulty, avoiding, as much as possible, the challenges with a high degree of difficulty. At the same time, the tasks that are too easy are not interesting for them (Hussaina, 2017). The need for achievement seems to be more important in the case of small and medium businesses (Hattie, 2013), being a very good predictor for the entrepreneurial intentions of those who will begin such an activity (Popescu et al., 2016).

3. Methodology

This study is quantitative in nature. The data was collected with the use of the questionnaire method and then analyzed by SPSS Version 22.0. The researcher managed to collect back 345 questionnaires from the respondents. This constitutes a sum of 92 % response rate. According to Fellows *et al.* (1997), the normal useable response rate is ranging from 25% to 35%. Therefore, the total response received is considered sufficient for the purpose of this research.

The questionnaires were collected from online and by hard copies. The online questionnaires returned were 71 which accounts for almost 29% of the total number, while the collected hard copies questionnaires were 274 questionnaires which accounted for 79.42% of the total questionnaires. Thus, most of the questionnaires were collected through the hard copies distributed among the students because the students seem to be not responsive to fill the questionnaire form online. More than that the university was about to close due the Corona Virus, so the researcher tried to distribute more hard questionnaires as it is more effective way to get the data. In Addition, many statistical analyses were conducted to achieve the main objectives of the study. These include reliability test, descriptive analysis of the data, correlation analysis, and the regression analysis.

4. Data Analysis and Discussion

4.1 Reliability Test

According to Table 1, the Cronbach's Alpha reliability coefficient on the analysis of the factors affecting the students' entrepreneurial intention among the collected result with a value of 0.872 that is Very Good Reliability.

Table 1 - Reliability of the study (Cronbach Alpha)

Cronbach's Alpha	Reliability Statistics	
	N of Items	Number of Respondents
0.872	31	25

4.2 Demographic of Respondents

4.2.1 Respondent's Gender

In this study, the respondents were 345 from different faculties at University Tun Hussein Onn Malaysia (UTHM). This part is explaining the gender information of the respondents as shown in Table 2. This survey provides an accurate data finding among the genders from the students' male and females. This is because the data pointed that more men students participated in the survey than women students. According to Table 2, the numbers of male respondents were 220 which make 63.8% of the total number. On the other hand, the number of female respondents was 125 which accounted for 36.2%. Thus, most of the respondents were males.

Table 2 - Frequency of respondent's gender

Gender	Number	Percentage
Male	220	63.8%
Female	125	36.2%
Total	345	100%

4.2.2 Respondent's Age

Table 3 presents data on the age of the respondents. The data shows that most students are between 23 and 27 years old whose percentage was (45.2%). The second biggest category was those students aged between 18-22. Their percentage was 33.9%. The third category was for those students aged between 28-32. These students accounted for

almost 12.5%. The smallest number of respondents was from the last category with the average age above 32. The data analysis of the respondents' age showed that most of the respondents were Bachelor or Master Students.

Table 3 - Respondents' age

Age	Number	Percentage
18-22	117	33.9%
23-27	156	45.2%
28-32	43	12.5%
Above 32	29	8.4%
Total	345	100%

4.2.3 Respondents Race

This section shows data about the respondents' race. Overall, most of the respondents were Malay. From the information in Table 4, the number of respondents whose race is Malay was 141. This number was the highest number among the other groups. It accounts for 40.9 % of the overall number. The second big number was the Arab respondents whose number was 96, and their percentage was 27.8%. In addition, the number of Chinese respondents and the number of Indian respondents were almost similar (32 and 26 respectively), and their percentage was 9.3% for the Chinese, and 7.5% for the Indians. Moreover, 50 respondents chose the category "Others" which refers to other countries like Pakistan, Somalia, and other countries. The percentage of these respondents was 14.5%.

Table 4 - Frequency of respondents race

Race	Number	Percentage
Malay	141	40.9%
Chinese	32	9.3%
Indian	26	7.5%
Arab	96	27.8%
Others	50	14.5%
Total	345	100%

4.2.4 Respondents Education Level

Table 5 shows the educational background of the respondents. Among the survey from UTHM students, the output recorded 229 out of the demographic which 66.4% were Bachelor students. Thus, Bachelor students were the majority of the respondents in this study. The second category was pointed as Master students with percentage 26.4% and that accumulate 26.4%. This is followed by the third category which is the PhD students whose number was 25 which accounted for only 7.2% out of the total respondents.

Table 5 - Frequency of respondents' education level

Education Level	Number	Percentage
Degree	229	66.6%
Master	91	26.4%
PhD	25	7.2%
Total	345	100%

4.2.5 Respondents Faculties

Table 6 - Frequency of respondents' faculties

Faculty	Number	Percentage
FPTP	97	28.1%
FSKTM	65	18.8%
FPTV	32	9.3%
FKAAS	52	15.1%
FKMP	60	17.4%
FKEE	39	11.3%
Total	345	100%

Table 6 shows data on the faculties of the respondents. The biggest number of respondents were from the FPTP whose number was 97 and their percentage was 28.1%. This figure was followed by the students from FSKTM and

FKMP as their numbers were almost similar (65 and 60 respectively), and their percentage was 18.8% and 17.4% respectively. A good number of respondents was from the FKAAS as their number was 52 (15.1%). Finally, the small number of respondents came from the FKKEE and FPTV as their numbers were 39 and 32, and they accounted for 11.3% and 9.3% respectively. To conclude, many number of respondents were from the FPTP.

4.2.6 Family Business

This section shows the data regarding the respondents' family business background. The respondents were asked whether their families have business or not. From the information in table 7, number of respondents were 345. From this number, 149 respondents answered "Yes". This number accounts for 43.2% of the total number. On the other hand, 196 of the respondents answered "No". The percentage of these respondents is 56.8% of the total number. Thus, the number of respondents who their families do not have business is more than the number of respondents whose family do have business.

Table 7 - Frequency of respondents' family business

Family Business	Number	Percentage
Yes	149	43.2%
No	196	56.8%
Total	345	100%

4.3 Descriptive Analysis

4.3.1 The Findings of Objective 1

The first objective was to identify the factors that affect UTHM students' intention to become entrepreneurs. There are four main factors being examined in this study; attitude, perceived behavior control, need for achievement, and the family background. This objective was first achieved by discussing these factors in the literature review of the study in Chapter 2. To fully satisfy the first objective of the study and answer its related question, the mean analysis was selected as the best method to determine the central tendency of the factors which will specify the average mean of each variable and its level of tendency. The results are presented in Table 8.

Table 8 - Descriptive statistics

Factors	Average Mean	Std. Deviation	Total Average mean	Interpretation
Intention	3.90	.916	3.78	High
	3.69	.980		
	3.72	.993		
	3.84	.966		
Attitude	3.93	.868	4.02	High
	4.11	.807		
	4.02	.859		
	4.04	.784		
Perceived Behavior Control	4.00	.886	3.44	Average
	3.29	1.038		
	3.34	1.025		
	3.42	.912		
Need for Achievement	3.51	.915	3.75	High
	3.66	.915		
	3.68	.904		
	3.61	.822		
Family Background	3.85	.831	3.80	High
	3.79	.831		
	3.83	.879		
	3.85	.906		
	3.94	.872		
	3.71	.942		
	3.81	.946		
	3.72	.938		
	3.81	.911		

The mean and the standard deviation were summarized in the previous table after they have been extracted from the SPSS Version 22.0. One main dependent variable was studied in this research which is the intention of the respondents toward the entrepreneurial intention. While the independent variables are four factors as stated in the table. The five-point Likert scale was used to measure the tendency level of the variables starting from 1 that is strongly disagree to 5 meaning strongly agree. Based on this five-point Likert scale, the results will take different forms as such 1.00 – 2.33 means that the mean level is very low, 2.34 – 3.67 means that the mean level is moderate, and 3.68 – 5.00 means that the mean is high.

The second type of data that was represented in the table is the standard deviation of the items in the study. In fact, standard deviation measures the dispersion of the items from their mean. The standard deviation is very high for most of the items. Q7 and Q8 are the first two items in the table with the standard deviation of .916 and .980. These levels of standard deviation show that majority of the respondents agreed on the statements in the questionnaire that was distributed.

Overall, based on the data of the mean and standard deviation in Table 8, it is clear that the mean of the variables was high and average. The mean scores of the variables ranged from 3.44 to 4.02 while the standard deviation ranged from .784 to 1.038.

Based on the data, the highest mean value among the variables is the value of the attitude toward the entrepreneurial intention as it scored 4.02 (Std. Dev: .565). Need for achievement and family background were almost having similar mean score as they scored 3.75 and 3.80 respectively, and (Std. Dev: .629 and .661). Finally, perceived behavioral control was having the smallest mean score, which was 3.44, and its standard deviation was .720.

Thus, it can be concluded that the finding of objective one of this study was that all the factors are affecting the entrepreneurial intention of the UTHM students with variation in the percentage. Attitude was found the most influential factor with the average mean of 4.02. It was followed by the family background and need for achievement. The last variable was the perceived behavior control.

4.3.2 The Findings of Objective 2

The second objective of this study was to determine the relationship between the factors of attitude, perceived behavioral control, family background, and need for achievement and UTHM students' intention to become entrepreneurs. Entrepreneurial intention is the dependent variable while the others are independent variables. Four main hypotheses were formulated under this objective which are tested in this section. Two main tests were conducted in this section (Correlation Analysis and Regression Analysis) that have been determined effective to achieve objective number two of the study. However, a normality analysis will be first conducted to examine the normality of distribution and to determine which type of test should be run.

4.3.3 Normality Test

As shown in Table 9, it is the results of the normality of data. Since the sample size was more than 200, the Kolmogorov-Smirnov test was used. This showed that the data are not normally distributed. In this case, the significance value is 0.000, suggesting a violation of the assumption of normality according to Pallant (2011). The analysis shows that the results are not usually distributed because the significant values are less than 0.05.

Table 9 - Normality test

Study Variables	Kolmogorov-Smirnov Significant	Shapiro-Wilk Significant
Entrepreneurial Intention	.000	.000
Attitude	.000	.000
Perceived Behavior Control	.000	.000
Need for Achievement	.000	.000

Since the questionnaires, were not normally distributed, Pearson correlation was selected as an effective tool to examine the relationship as shown in next section.

4.3.4 Correlation

Correlation analysis was selected as the first method to examine the relationship between the variables. It will show the variables are correlated to each other. The result of the correlation analysis is shown in Table 10. Overall, all the variables were found correlated to the dependent variable. Based on the data, is clear that the strongest relationship was found between the need for achievement and the entrepreneurial intention of the students ($r=.557$, $p\text{-value} = 0.000$). The second strongest relationship was between Perceived Behavior Control and the entrepreneurial intention of students. However, the weakest correlation was between the Family background and the entrepreneurial intention ($r=.367$, $p\text{-value}=.000$).

Table 10 - Correlation analysis

Entrepreneurial Intention	Attitude	Perceived Behavior Control	Need for Achievement	Family Background
Correlation	.465**	.452**	.557**	.367**
Sig. (2-tailed)	.000	.000	.000	.000
N	345	345	345	345

4.3.5 Multiple Regression Analysis

In the previous section, correlation analysis was used to test the correlation of between the entrepreneurial intention and the independent variables. However, it is believed that correlation analysis is not enough to satisfy the findings. Thus, Regression analysis was also used in this study because it perfectly predicts the effect of the independent variables on the dependent variable. Unlike the correlation which shows the sufficient relationship between the variables, the regression shows the magnitude (how much) and the direction (positive or negative) relationship between the dependent and the independent variables.

The following table shows the ANOVA data of the regression analysis. This result shows the significance of the overall model. Based on the table the model is significant and the data are significant since the significance score was .000 which is less than .05. This also means that the model has achieved a satisfactory level in predicting the variance of entrepreneurial intention towards the other four independent variables. The results are presented in Table 11.

Table 11 - ANOVA of the regression analysis

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	91.087	4	22.772	60.63	.000 ^b
	Residual	127.629	340	.375		
	Total	218.716	344			

a. Dependent Variable: EI
b. Predictors: (Constant), FB, PBC, A, NFA

Table 12 shows the results of the regression analysis. Based on the table the standardized coefficient of the attitude is .296, perceived behavior control .189, need for achievement .347, and family background .000. More than that the results show that attitude, perceived behavior control and the need for achievement are the main variables that affect the respondents' entrepreneurial intentions because their significant value is less than .05. However, family background was found not having significant effect on the respondents' entrepreneurial intentions because its significant value is .980 which is more than the .05 level. In other words, family background has no contribution to the entrepreneurial intention.

Table 12 - Coefficients of the regression analysis

		Coefficients ^a		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	-.269	.276		-.973	.331
	Attitude	.417	.066	.296	6.304	.000
	Perceived Behavior Control	.209	.055	.189	3.775	.000
	Need for Achievement	.440	.069	.347	6.370	.000
	Family Background	.002	.060	.000	.26	.980

Dependent Variable: Entrepreneurial Intention

Thus, based on the T test in the previous table, there are only one variable that is not relevant to the equation that is the family background. The hypothesis of the family background, thus, was not supported. The R value in Table 13 also strengthen the results. In more clear words, the R Square score indicates that all the variables can -express 41.60% of the changes in the entrepreneurial intention.

Table 13 - Regression analysis model summary

Model Summary				
Model	R	Adjusted R Square	Std. Error of the Estimate	
1	.645 ^a	.416	.410	.613

a. Predictors: (Constant), FB, PBC, A, NFA

5. Conclusions and Recommendations

This study was on the factors affecting UTHM entrepreneurial intention. Attitude scored the highest mean. The correlation analysis also shows that all the factors are correlated with the entrepreneurial intention. However, the regression analysis shows that all the factors are having impact on the dependent variable, except for the family background which has no effect.

Some recommendations were formulated. First, it is recommended that this study should be conducted in other universities in Malaysia. The future research should also conduct the study in a bigger scope such as conducting the study in more than one university in both private and public universities which will enable the researcher to compare the results between different universities. This would be very helpful for the policy and decision makers in the government. Furthermore, future research should focus on more factors to be conclusive. Besides, the policy and decision makers in the government should take the findings of this study with other studies into consideration. Thus, the government should make the process of establishing new businesses easier. More than that they should provide some financial support and loans because perceived behavioral control is one of the main factors that were found having positive correlation and impact on the entrepreneurial intention, and finding support from government such as loans and financial support of course contributes to the increasing of the perceived behavior control among the graduates. In addition, students should get more knowledge in the entrepreneurship while they are still at the university. They should think how they can apply this specific specialization and knowledge in the real life by developing private businesses that can generate return.

Finally, like any other research, some limitations were identified during the conducting of this study. These limitations should be taken to consideration when findings and results of this study are interpreted. The first main limitation is the limit of the scope. This study was conducted among the students of only one public university in Johor. Thus, the results may not be generalized and might not be applicable to the other states in Malaysia. The second limitation of this study is that only four entrepreneurial factors were studied in this research. So, the study is not inclusive. The framework of the study did not include all the factors found in the literature review. The third limitation is the short time devoted to completing this study which resulted in some of the abovementioned limitations. Nevertheless, the study has followed a scientific and systematic process to conduct all the steps of the formal research starting from the study background, identifying objectives, collecting and analyzing the data and finally discussing the results and the findings.

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