

Entrepreneurship Perception and Entrepreneurship Intention in Form 4 Pupil Towards Self-Employability

Nuradiana Zaini¹, Nurul Hidayah Liew Abdullah^{2*}

¹ *Fakulti Pendidikan Teknikal dan Vokasional,
Universiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, 86400 MALAYSIA*

² *Jabatan pengajian Teknologi, Fakulti pendidikan Teknikal dan Vokasional,
Universiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, 86400 MALAYSIA*

*Corresponding Author: hidayahl@uthm.edu.my
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Abstract

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. Recently, entrepreneurship gained attention in terms of the development in economics. However, there have been some issues that younger generations prefer to have a career in non related entrepreneurship and consider it better than entrepreneurship. This study aims to investigate entrepreneurship perception and intention towards self-employability. A method connected to entrepreneurship was done to focus entrepreneurship education, particularly among younger generations. To address this issue, this study investigates the entrepreneurship perception and entrepreneurship intentions towards self-employability. The research design in this study is a survey and quantitative approach used in this study and the survey conducted through distribution of questionnaires. This study involves 97 samples of Form 4 pupils. In this study, analysis of frequency distribution, percentage distribution, mean, standard deviation and Pearson Correlation analysis used. The result showed that entrepreneurship perception and entrepreneurship intention towards self-employability are moderate. Besides that, the relationship between entrepreneurship perception and entrepreneurship intention in Form 4 pupils towards self-employability is moderate. Thus, good entrepreneurship perception resulted in the pupils to have the intention to own a business in the future. The research outcome can be used as a reference for the future entrepreneurship study.

1. Introduction

In recent years, entrepreneurship gained attention in terms of the development in economics. In order to maximize the economy of the country, an approach related to entrepreneurship was done to highlight entrepreneurship education especially among students. Entrepreneurship education is the process of teaching people the skills, information, and mindset necessary to establish and run a successful firm or engage in entrepreneurial activities. This type of education focuses to enhance job prospects for young people worldwide, education institutions are deliberately focusing on entrepreneurial education (Vankov & Vankov, 2023). However, although the country aims to produce successful entrepreneurs, current reality shows that entrepreneurial culture is still low among pupils.

More students who want to find work than venture into entrepreneurship is the perception issue that is happening now (Laipat & Othman, 2021). The pupils did not see entrepreneurship as one of the careers in their future. This can be seen from The Global Entrepreneurship Monitor (GEM) Statistical Report in 2017/2018 found that only 17.6 percent of Malaysians have entrepreneurial intentions compared to countries such as Vietnam (25.0%), Thailand (37.4%), Indonesia (28.1%), Colombia (52.5%) and the United Arab Emirates (56.3%) (Global Entrepreneurship Research Association, 2018). The data shows that the intention to self-employability is also low. Another issue that needs to be looked at is pupils are not exposed to entrepreneurship up to the goal of entrepreneurial culture or just the presentation of theory (Laipat & Othman, 2021).

The knowledge of entrepreneurship is flourishing, starting from the basic idea until becoming an organized and comprehensive science discipline. Torres et al., (2023) stated that entrepreneurship education is defined in Malaysia as a process of developing individual potential in all aspects of entrepreneurship through management, curriculum implementation, pedagogy, and assessment in one setting. The environment is structured and designed. It is not limited to those that are planning to start their own business, but also to individuals with existing organisations. It promotes an entrepreneurial mindset and creativity, both of which can fuel growth and competitiveness in a variety of businesses. According to Hansemark (1998), students who take entrepreneurship courses have a strong desire to start their own businesses, and there is a link between entrepreneurial education and the establishment of a new enterprise.

1.1 Background of The Study

Entrepreneurship comes in various types, such as small business, social entrepreneurship, and technology entrepreneurship. All of this needs a good understanding to run it for a good outcome. Good entrepreneurship management comes from a good entrepreneurship education. It is very important to implement educational entrepreneurship in the business field. In today's cutthroat markets, digital innovation is now a key factor in entrepreneurship success (Kreiterling, 2023) which all will come from entrepreneurship education.

One of the primary socioeconomic trends in recent years has been identified as entrepreneurship, which catalyzes innovation, competitiveness, and economic growth (Almeida & Buzády, 2019; Ferreira et al, 2017). Luis-Rico et al., (2020) explained that entrepreneurial competence and its implementation play a critical role at various stages of the education system, according to studies of the socioeconomic function of entrepreneurship. To stimulate the world of entrepreneurship in the future, the application of entrepreneurship to the younger generation must be implemented first (Omar & Othman, 2021). The Ministry of Education (MOE) has made business one of the optional subjects in secondary schools for students in Form 4 and Form 5. This subject is capable of achieving the Malaysian Education Plan (PPPM) 2013-2025 goal of producing students with high knowledge, thinking skills, leadership, and the ability to master bilingualism, ethics, spirituality, and national identity (MOE, 2013).

The 'Kurikulum Bersepadu Sekolah Menengah (KBSM)' aims to increase students' knowledge and interest in the fundamentals of business (Thangavellu et al., 2021). In the Malay Language subject, entrepreneurship is included in chapter 4 and chapter 11 in the Form 4 textbook. The pupils will learn more about entrepreneurship and economics in that chapter. With this standard, the economic improvement of the country is at its peak when the pupils master employability skills which is the first step to becoming a young entrepreneur. Involvement in business means independent employment that leads young people to economic mainstreaming. Hossain et al., (2023) stated that the local community can be revitalized through the provision of important goods and services, the development of new skills and jobs, the encouragement of creativity and flexibility, and the accessibility of the new economic environment for youth.

An individual's deliberate decision and plan to engage in entrepreneurial activities in the future is referred to as entrepreneurship intention (Wasim et al., 2023). The intentions are mostly influenced according to the idea of planned behavior, factors such as attitude toward entrepreneurship, subjective standards, and perceived behavioral control. Entrepreneurship perception and intention are two different aspects that will affect the outcome of entrepreneurship education. Students who are interested in entrepreneurship typically come from families who own businesses (Lokman et al., 2022). Intention relates to the decision and plan for the future of the entrepreneurial activities while entrepreneurship perception is to address how the students understand the notion of entrepreneurship, entrepreneurs, and the entrepreneurial process.

The intention to become an entrepreneur is low among the students due to lack of encouragement, intellectual support, and the quality of the entrepreneurship studies program not updated will affect the standard of the entrepreneur studies. Some of the reports stated that there is no substantial variation in entrepreneurial interest at the secondary education level (Luis-Rico et al., 2020). Students' personal features, goals, and prior experiences all play an important part in molding their entrepreneurial intentions (Wasim et al., 2023). The intention will look at the desire of the student to own or start a new business.

Perception is a cognitive process used by individuals to interpret and understand the world around them (Abdul Rahim et al., 2020). Pupil perception of self-employability plays a big part in entrepreneurship education

as this is closely related to self-efficacy. Self-efficacy can be a key predictor of entrepreneurial ambition (Subhadrammal et al., 2023). Pupils will have their own way of valuing entrepreneurship and it can be a positive or negative perception depending on factors like personal, culture, and environment. From what they have studied in the syllabus of entrepreneurship, they can have entrepreneurship creativity or what we call business minded or non-business minded people.

The entrepreneurship perception and entrepreneurship intention will relate to each other in determining the outcomes of the entrepreneurship education effect on the students. They might go with the decision to be an entrepreneur and plan for their business or choose a different career path and not further in business. Not only does educational background affect the decision of students, but family background and finances also play a big part in the decision to be an entrepreneur. Some of them have a non-avorable ecosystem to do business and have the fear of success as entrepreneurship has a high risk, especially in financial risk.

1.2 Objectives

In this study, it is important that the research objectives are being done. Mainly, entrepreneurship perception and intention will play a big part in the decision to self-employability. These objectives guide the research and help focus the study. In this research, there are few objectives that need to be completed.

1. To determine Form 4 pupils entrepreneurship perception towards self-employability in SMK Tunku Mahmood Iskandar.
2. To determine Form 4 pupils entrepreneurship intention towards self-employability in SMK Tunku Mahmood Iskandar.
3. To study the relationship between entrepreneurship perception and intention in Form 4 pupils towards self-employability in SMK Tunku Mahmood Iskandar.

2. Literature Review

2.1 Entrepreneurship Education

A broad variety of programs and courses are under the umbrella term "entrepreneurship education," all with the common goal of preparing pupils for careers as entrepreneurs or encouraging them to develop an entrepreneurial attitude. Entrepreneurship education is critical for the development of human capital that society requires (Rahman et al., 2015). From elementary and secondary schools to universities and beyond, these programs are available at all levels of education. Various styles and models of entrepreneurship education will affect the perception and intention of students about the entrepreneurship field. Malaysia places full attention on entrepreneurship and innovation, as stated in the Nation Transformation Program and the New Economic Model (NEAC, 2010). In the Malay Language subject, entrepreneurship is included in chapter 4 and chapter 11 in the Form 4 textbook. The pupils will learn more about entrepreneurship and economics in that chapter.

Entrepreneurship education provides students with the extra information, qualities, and abilities needed to use these skills in the context of establishing a new enterprise or firm (Saptono et al., 2019). Entrepreneurship is crucial in education and skill training. Minister Datuk Seri Ahmad Maslan said based on existing statistics, only 40 percent of the 500,000 Malaysian Certificate of Education (SPM) graduates continue their studies to Form Six, public and private higher education institutions (HEIs) and Technical Education and Vocational Training (TVET) (Ministry of Finance (MOF), 2023). The Malaysian Ministry of Education has a long history of fostering entrepreneurial ideals in topics such as Life Skills, Commerce, and Principles of Entrepreneurship (Sheikh & Buang, 2019). Entrepreneurship education should begin in secondary school to provide pupils with early exposure so that the country can create more entrepreneurs in the future and is critical for developing entrepreneurial abilities, intents, and behaviors among pupils. With practical training and education about entrepreneurship, pupils will be able to get the feeling of how to be an entrepreneur. Kakava (2024) and Ajayi (2021) found that integrating entrepreneurship education in secondary schools might improve students' entrepreneurial ambitions and drive them to pursue entrepreneurship as a profession by providing them with essential information and skills. Furthermore, Dorji (2021) and Marques et al. (2012) advocate including entrepreneurship education into secondary school curricula to help students build entrepreneurial skills.

Biney (2023) explained that the encouragement of personal development and an entrepreneurial spirit may inspire young people to strike out on their own. Due to the contributions of entrepreneurial activities to the growth of the economies for their innovation and job creation, entrepreneurship is a hot topic for the students especially to start a new business and come out with an innovation. The implementation of systems within the educational system that facilitates the development of stronger entrepreneurial attitudes among students is recommended (Mensah et al., 2023).

Malaysia's Ministry of Education has expressed its commitment to the implementation of entrepreneurship education in providing students with the opportunity and potential to pursue a career as an entrepreneur. The entrepreneurship component was introduced across the curriculum in the syllabus during junior high school and

then proceeded to senior high school where students learned more in the syllabus. Table 2.1 shows the standard mastery level of students based on the MOE. Pupils who have completed the KSSM's Entrepreneurship education module will have a thorough understanding of entrepreneurial knowledge, skills, and attitudes. This involves the capacity to recognize and assess business prospects, create company plans, and carry out entrepreneurial endeavors. Form 4 pupils usually score mastery level 4 in entrepreneurship as they can analyze the entrepreneurial environment by using knowledge and basic entrepreneurial skills according to procedure or systematically.

Table 2.1 *KSSM overall mastery level statement entrepreneurship education (MOE, 2018)*

Mastery level	Interpretations
1	Knowing terms, concepts and skills basic entrepreneurship.
2	Understand and explain terms, concepts, and basic entrepreneurial skills in an entrepreneurial environment.
3	Apply knowledge, skills and entrepreneurial value in a certain situation.
4	Analyzing the entrepreneurial environment by using knowledge and basic entrepreneurial skills procedurally or systematically.
5	Assess new situations in the environment entrepreneurship by using basic knowledge and skills entrepreneurship consistently and positively procedurally or systematically.
6	Generate creative and innovative ideas as well as making decisions in entrepreneurial environment behave well and be an example stick

2.2 Entrepreneurship Perception

Entrepreneurship perception includes several facets of how people perceive and interact with entrepreneurship. It includes attitudes about entrepreneurship as a vocation, perceptions of societal norms that influence entrepreneurial activity, and opinions on the ease or difficulty of becoming an entrepreneur (Sari, 2024). Motivation, locus of control, income expectations, and accounting understanding all have an impact on these views. Entrepreneurial risk perception, on the other hand, refers to people's judgments of the risks associated with business initiatives, as well as the tendency of risk-averse people to experience losses more strongly than benefits (Moyo, 2019).

The students decided to further their career in entrepreneurship mainly due to the entrepreneurship perception which later they will come out to become entrepreneurs. According to recent studies, those who establish their firms have a greater degree of education than those who do not (Peterman & Kennedy, 2003). Main of the perception will include self-efficacy and entrepreneurship creativity. All these are the triggering factors for them to decide whether entrepreneurship is the path they want to choose or go into another career.

Özarallı and Rivenburgh (2016) discuss how perceptions of feasibility and desirability, influenced by cultural and social environments, are important factors in shaping intentions to start a business. Moreover, perceptions about entrepreneurship encompass attitudes toward the profession and entrepreneurship creativity, and these perceptions are influenced by various factors such as education and prior entrepreneurial experiences, as noted (Peterman & Kennedy, 2003). Furthermore, positive perceptions towards entrepreneurship have been linked to increased engagement in entrepreneurial activities (Fabian & Uzoamaka, 2022).

With a good entrepreneurship attitude, having a positive outlook on entrepreneurship can encourage individuals to seek out possibilities to establish their businesses. This is because a favourable mindset frequently results in an improved view of potential chances, empowering individuals to identify and seize entrepreneurial prospects. To understand the specific causes that motivate an entrepreneur to start an activity, you must compare groups of entrepreneurs with the same educational level (Crecente-Romero et al., 2016). Entrepreneurship perception in this study includes the perception of self-efficacy and entrepreneurship creativity.

Students who are inclined and interested in the subject of entrepreneurship will comprehend and be able to differentiate the notion of an entrepreneur as well as the qualities of an entrepreneur. Entrepreneurship education based on successful entrepreneurial role models may positively influence students' entrepreneurial attitudes and intentions, leading to a higher orientation of student perception towards social benefits of entrepreneurship (new jobs) rather than financial benefits (high income) (Boldureanu et al., 2020). With a good attitude of entrepreneurship, an individual will have the power to grow and be successful in the business that they choose.

Entrepreneurship perceptions are important in affecting people's attitudes, intentions, and behaviors toward entrepreneurship. Education, self-efficacy, and creativity all have an impact on how people see things.

Understanding and correcting these assumptions is critical for cultivating an entrepreneurial attitude and promoting entrepreneurial actions. Korhonen et al. (2015) and Tshehla et al. (2021) conducted studies that highlighted the significance of understanding students' views of entrepreneurial ability, as well as the influence of experiential learning on cultivating entrepreneurial intents. These findings are critical for developing successful entrepreneurship education programs that connect with pupils and help them achieve their future business goals. This is also because nowadays entrepreneurship has become one of the sectors that drive economic prosperity and influence extends beyond financial advantages to include job creation, innovation, and overall societal well-being.

2.2.1 Self-Efficacy

According to Newman et al. (2019), self-efficacy refers to a person's conviction in his or her capacity to accomplish duties and positions targeted at achieving entrepreneurial results. When someone has good self-efficacy, that person can have good motivation, personal accomplishment, and well-being. This kind of perception helps a lot in educational achievement which applies in entrepreneurship education that gives the pupils intention to pursue a career as an entrepreneur. Self-efficacy is focused on execution rather than the consequence of the activity accomplished (Shaheen & Al-Haddad, 2018).

Piperopoulos and Dimov (2014) noted that the success of entrepreneurship education in promoting entrepreneurial intentions is determined by how it interacts with self-efficacy. This relationship is impacted by the content, environment, and pedagogies used in entrepreneurship education (Piperopoulos & Dimov, 2014). According to Shah et al. (2020), self-efficacy, attitude toward entrepreneurship, and subjective norms are all important predictors of entrepreneurial ambitions. Furthermore, Hassan et al. (2020) pointed out that self-efficacy is more likely to enhance entrepreneurial intention when coupled with proper entrepreneurship education, implying that belief in one's capabilities can be reinforced through education to increase the intention to undertake entrepreneurial ventures.

Pupil perception based on self-efficacy is one of the ideal perceptions for entrepreneurship. This insight makes them experience that they can change or increase their sense of self-efficacy as they engage with their surroundings (Shaheen & AL-Haddad, 2018) which the pupils later can study further from the entrepreneurship education the behavior of entrepreneurs. The individuals with high self-efficacy will have the tendency and intentions to involve in entrepreneurship than someone that has low self-efficacy. Self-efficacy, an important element of human behavior, develops from a variety of causes, as described in Bandura's Social Cognitive Theory. These sources include mastery experience, vicarious experience, verbal persuasion, and emotional states. Individuals who have a mastery experience acquire confidence and conviction in their talents as a result of personal victories and accomplishments.

Vicarious experience helps to improve self-efficacy by witnessing others successfully accomplish tasks, which might impact one's ideas about one's own talents (Rashid et al., 2021). Another type of persuasion is verbal persuasion, which involves getting encouragement, feedback, or positive reinforcement from others, which can boost one's self-efficacy views (Sharoni et al., 2017). Emotional arousal and physiological reactions can impact self-efficacy, affecting confidence and conviction in one's skills (Özcan et al., 2021). The development of self-efficacy is a dynamic process influenced by mastery experiences, vicarious experiences, verbal persuasion, and affective states. By employing targeted strategies in each of these areas, individuals can build a robust sense of self-efficacy, enhancing their ability to achieve their goals and overcome challenges.

According to Mei et al. (2020), research driven by the Social Cognitive Career Theory (SCCT) has shown that self-efficacy in entrepreneurial decision-making can predict entrepreneurial intention development. Furthermore, entrepreneurial self-efficacy and intention can impact individuals' entrepreneurial decisions (Mei et al., 2020). Duong and Trang (2019), entrepreneurial self-efficacy not only directly influences entrepreneurial intention, but it also moderates the interactions between attitude toward entrepreneurship, subjective norms, perceived behavioural control, and entrepreneurial intention. Self-efficacy serves as a link between educational programs aimed at promoting entrepreneurship and people's real intentions to engage in entrepreneurial activity.

Furthermore, characteristics of self-efficacy, such as the bravery to start an independent firm, the confidence to operate a successful business, and the capacity to manage business issues, have been found to promote pupils' entrepreneurial intentions (Wahyuningsih & Arisnawati, 2021). Entrepreneurship processes that Shaheen and Al-Haddad (2018) studied explained that in an endeavor like entrepreneurship, self-efficacy is developed via the following four processes: I) performance achievements; II) vicarious experience; III) verbal persuasion; and IV) physiological states or physiological arousal. These four processes can be improved through entrepreneurship education programs, which will increase self-efficacy and, ultimately, encourage entrepreneurial behavior (Shaheen & AL-Haddad, 2018). So, in order to have a good self-efficacy, entrepreneurship education programs that the pupils studied in class will have a good impact on the perception of the pupils.

The interaction between self-efficacy and entrepreneurship education is critical in creating entrepreneurial goals, emphasizing the need of instilling self-belief and confidence in prospective entrepreneurs. Nurturing

entrepreneurial self- efficacy in students requires a multifaceted strategy that includes effective entrepreneurship teaching, supportive learning settings, personal resilience, and the development of favorable attitudes toward entrepreneurship. By addressing these issues, educators and politicians may help students gain the confidence and conviction in their talents needed to pursue entrepreneurial ventures.

2.2.2 Entrepreneurship Creativity

A successful business means that the creativity of the business is on a good term. Creativity is defined as an act that redefines or recombines analytical categories to form an item, process, or perspective that did not exist prior to the creative act (Caton, 2019). Entrepreneurship is described as “practice begins with action and creation of new organization” (Diandra et al., 2020; Barot, 2015).

More commercial prospects have arisen as a result of growing globalization and technological advancements, but the marketplace has also gotten more congested, and competition has intensified (Fillis & Rentschler, 2010). Based on the study of Fillis and Rentschler (2010), creativity helps the entrepreneur to capitalize on these chances in ways that provide the organization with a competitive edge. From entrepreneurship education, the pupils will gain some experience to build up their creativity to be an entrepreneur and their idea can be based on the existing entrepreneur. Entrepreneurial creativity is defined as the capacity to use current resources to produce new ideas for creative company endeavours (Shi et al., 2020). This creativity is important not just in product creation but also in efficient product marketing, which requires a high degree of imagination.

Entrepreneurial creativity is widely acknowledged in higher education as a crucial engine for developing students' inventive skills. Entrepreneurship flourishes in the creative industry because proactive individuals use their imagination to promote business growth (Utomo et al., 2019). The creative industry sector requires ongoing innovation and uniqueness, making creativity an essential component of entrepreneurial success. Education programs designed specifically for creative industry entrepreneurs are critical in cultivating inventive behaviour and establishing an entrepreneurial culture (Matetskaya, 2015). These programs provide individuals with the required skills and expertise to negotiate the intricacies of the creative economy and seize emerging possibilities. The development of creative entrepreneurship is a strategic objective for universities and educational institutions because it provides students with the skills and mentality required to flourish in the entrepreneurial environment (Rudenko et al., 2022). By incorporating creative entrepreneurial components into educational curricula, institutions may foster a new generation of inventive thinkers and problem solvers. Furthermore, the importance of passion in entrepreneurship cannot be overstated, as it acts as a motivator for people to follow their entrepreneurial dreams (Thuy et al., 2020).

Entrepreneurship and creativity are strongly related ideas in business and innovation. Creativity is essential in entrepreneurship since it entails the invention and execution of fresh and relevant ideas to launch new businesses (Fillis & Rentschler, 2010). Entrepreneurial creativity is seen as an important personality attribute for business innovation and is frequently used to identify entrepreneurs (Yu, 2023). This inventiveness is necessary for identifying possibilities, developing novel ideas, and propelling the entrepreneurial process ahead (Chen, 2007).

In addition to individual creativity, the whole socioeconomic environment has a considerable impact on entrepreneurial innovation. Local economic circumstances, such as access to infrastructure and human resources, can impact the formation of entrepreneurial ecosystems that foster creativity and innovation (Jonek- Kowalska & Wolniak, 2021). Cities that stimulate creativity and innovation are more likely to encourage entrepreneurial activity and generate economic growth by generating new companies and ideas.

Entrepreneurship education has been shown to improve students' creative talents, inventive capacities, and personal grit, all of which are linked to higher participation in entrepreneurial activities (Epie & Ewa, 2024). This emphasizes the need of adding creativity into entrepreneurship education in order to pique students' interest and engagement in entrepreneurial activities. Furthermore, research suggests that entrepreneurship education should focus on developing students' creativity, entrepreneurial efficacy, and abilities in order to encourage entrepreneurial ambitions (Saptono et al., 2019; Shi et al., 2020).

The pupil's perception in creativity needs to come with their motivation to have the intentions to involve in entrepreneurship. When creativity is encouraged in the school setting, it has an effect on pupils' inventiveness, which determines their entrepreneurial intentions (Rahman et al., 2015). Perceived creativity will be the turning point of a pupils to lead them to have the intentions to involve in entrepreneurship. Creativity has been linked to pupils' entrepreneurial ambitions, with greater levels of student creativity driving pupils' entrepreneurial goals (Machali et al., 2021; Runco & Pritzker, 2020). The synergy between entrepreneurship and creativity is vital for driving innovation and economic development. By fostering creativity through entrepreneurship education and promoting innovative thinking among students, societies can cultivate a new generation of entrepreneurs who are equipped to tackle complex challenges and drive progress.

2.3 Entrepreneurship Intention

Entrepreneurial intention, according to Hmieleski and Corbett (2006) and explained further by Adekiya and Ibrahim (2016), may be characterized as a desire to launch a high-growth firm. If the entrepreneurship intention is recognized, perhaps certain frameworks can be put in place to help their aspirations come true (Lord Opoku-Antwi et al., 2012). With the implications of entrepreneurship education, this will give the pupils choice to have the intentions to involve in entrepreneurship or not. If the perception is positive, then the intention to business is positive and when the perception is negative, then the intention is negative. Entrepreneurship intentions is the desire to initiate entrepreneurial events such as establishing new ventures. From the perception, good intentions will lead to goal intention and the action that the pupils will take in the future for them to become an entrepreneur. Educational institutions may successfully foster and strengthen pupils' intentions to become entrepreneurs by adding successful role models, addressing attitude and behavioural control variables, and taking into account contextual subtleties.

Entrepreneurial intention is a multidimensional notion with significant implications in the realm of entrepreneurship. It is commonly characterized as a potential entrepreneur's subjective attitude toward participating in entrepreneurial activities (Aryati, 2024). This aim is a fundamental component in new business creation research (Thompson 2009). According to studies, different criteria best describe entrepreneurial intention, including choice intention, commitment to entrepreneurship, and nascent entrepreneurship (Vamvaka et al., 2020). Furthermore, according to planned behavior theory (Wathanakom et al., 2020), entrepreneurial purpose is a precondition for entrepreneurial action. Entrepreneurial intention is a conscious state of mind that guides attention, experience, and behavior toward a specified objective or path to achieve it (Liu et al., 2020). It is an important factor that determines an individual's readiness to engage in entrepreneurship (Ali & Himel, 2019). According to research, entrepreneurial ambition is a major predictor of entrepreneurial behavior and program success (Mathews et al., 2020). Furthermore, entrepreneurial purpose is critical in shaping entrepreneurs' actions toward targeted goals (Khan & Khan, 2022).

According to research, exposure to entrepreneurship programs can dramatically improve students' intentions to start their own businesses (Souitaris et al., 2007). Furthermore, including successful entrepreneurial role models into education might significantly affect students' views and intentions toward entrepreneurship by stressing social benefits above financial profits (Boldureanu et al., 2020). Furthermore, using the competency variable as a mediator in entrepreneurship education might boost students' entrepreneurial inclinations (Supardi et al., 2022). Teaching techniques and the development of entrepreneurial skills are important variables in determining entrepreneurial intention. According to one research, entrepreneurial intention is influenced by a variety of cognitive and non-cognitive characteristics such as financial literacy, entrepreneurial knowledge, creativity, uncertainty management, entrepreneurial mentality, and core self-evaluation (Chaker & Dellagi, 2022). Furthermore, entrepreneurship education is seen as an important instrument for increasing entrepreneurial activity and ambitions (Thomas, 2022).

The role of schools, curriculum, and teaching approaches in fostering entrepreneurial intent is critical. Unlike traditional education, entrepreneurship education focuses on developing students' critical thinking, entrepreneurial goals, and experiential learning skills (Karki, 2023). Furthermore, Hidayatulloh and Ashoumi identify creativity and entrepreneurial expertise as important factors in promoting entrepreneurial intent among vocational school students. Intentionality, as explained by Adekiya and Ibrahim (2016), intention is a state of mind that directs a person's attention, experience, and action toward a specified goal or route to achieve something. So, when that person has an intention, it is easier to plan and construct what they want to do. Intentions are strong indicators of actual behaviour in applied situations, according to meta-analyses (Adekiya & Ibrahim, 2016). Intentions can be considered as the attitudes, perceived behavioural control (PBC), and subjective norm. Adekiya and Ibrahim (2016) also stated that entrepreneurial intention is defined by one's attitude toward the formation of a new enterprise, as well as the opinion of the feasibility and attractiveness of a new endeavour. This means that if the mindset is positive and there is a high likelihood or desire to start the entrepreneurship, this will tend to convert into real venture creation action.

While some studies have found that entrepreneurship education programs improve entrepreneurial inclinations, others have yielded mixed outcomes. For example, research indicated that competitive entrepreneurship programs geared at elementary school students improved entrepreneurial skills but had no significant influence on entrepreneurial knowledge, and even led to a decrease in entrepreneurial intention over time (Brentnall et al., 2018). However, entrepreneurship programs in secondary schools have a big influence since pupils study entrepreneurship across the curriculum.

Entrepreneurship predicts intentions, which predict actual behavior, and a potential entrepreneur is expected to first develop an attitude toward new venture creation, which will lead to the intention to initiate a start-up, and then, if the intention for such an initiative is strong enough, the entrepreneur takes steps to turn it into action (Adekiya & Ibrahim, 2016). The previous study of Samydevan (2021), highlighted that the study contributes to entrepreneurship research by emphasizing the significance of additional inquiry, development, and stimulation

of secondary school students' desire to become entrepreneurs. Theory of effectuation gives indications that are highly important in the study of entrepreneurial intention since it enables for in-depth exploration of ambiguous scenarios such as those experienced by teenagers who are asked to determine whether they want to be entrepreneurs when they graduate from high school (Patuelli et al., 2020).

Entrepreneurial intention is an important idea that determines entrepreneurial behavior and success. It is influenced by attitudes, creativity, educational experiences and other aspects. Understanding and nurturing entrepreneurial purpose via education and skill development is critical for boosting entrepreneurship and cultivating an innovative and business-friendly culture. When planned successfully, entrepreneurship education may have a substantial impact on students' entrepreneurial intentions by emphasizing practical skills, role models, creativity, and personal values. Educators and politicians should keep these characteristics in mind when establishing entrepreneurship programs to help a new generation of entrepreneurs.

2.4 Self-Employability

Self-employability is the ability of individuals to effectively operate their own enterprises or work independently, frequently as entrepreneurs. It refers to a set of abilities and qualities that allow people to create chances for themselves, manage their career pathways, and effectively negotiate the hurdles of self-employment (Kiss et al., 2019). According to research, self-employment provides non-monetary rewards that entice people to pursue it despite potentially lower beginning wages and earnings growth compared to paid employment. These advantages include freedom and the ability to direct one's career path (Woronkowicz & Noonan, 2017). Self-employment initiatives are viewed as the engine that propels economies across nations due to their contribution to job creation (Dakung et al., 2017). An individual's resolve to make a living by founding a business. One of the sectors that can help economic growth and job creation that is well known around the world is self-employability. Acquiring employability skills is critical for individuals, particularly recent graduates, to improve their self-employment prospects. These abilities include entrepreneurship, professional growth, teamwork, self-management, communication, and problem-solving (Ng et al., 2021). Furthermore, having management and leadership abilities might impact students' decision to seek self-employment as a career path (Edokpolor & Abusomwan, 2019).

In addition, self-efficacy and employment skills influence how professionals, such as occupational therapists, see their jobs in different situations, stressing the need of including employment skills into professional training programs (Fogel & Lamash, 2021). People embraced self-employment after the collapse of the last vestiges of the socialist economic system in 1991 and the global economic meltdown of 2008, which peaked with worrying job losses resulting from the collapse of blue-chip companies around the world (Dakung et al., 2017; Kritikos, 2014; Mazanai & Fatoki, 2012; Guess, 2011; Naude, Amorós, & Cristi, 2014; Valliere & Peterson, 2009). In order to increase the quality of peoples' life, self-employment is an option for job creation. The integration of entrepreneurship education will influence the self-employment career and gives the need to study the factors that boost self-employment efforts of pupils (Dakung et al., 2017). Job market needs, as well as the requirement for differentiation, force students to be prepared to compete for positions (Tino & Fedeli, 2022).

Self-employment can be considered as a simple entrepreneurship since self-employment seldom necessitates considerable financial commitment, specialized managerial skills, or knowledge of the regulations associated in establishing or running a firm. Pupils can prepare better to be self-employed with the knowledge they have from entrepreneurship education and this initiative can develop into a profitable commercial activity that one can do on their own. Applying the creative, self-efficacy and social valuation will lead to the intentions to self-employability.

Self-employment also plays an important role in economic growth and poverty alleviation. Wan (2017) emphasizes that self-employment helps to generate innovation, promote economic growth, expand employment possibilities, and improve job quality. However, self-employment may be a significantly less desirable situation selected grudgingly by those who are unable to obtain suitable paid work under present labour market conditions. Individuals seeking flexible working hours, for example, may choose self-employment if a paid job contract with adequate flexibility is unavailable (Olanipekun & Sokefun, 2021). It is considered that self-employability will be one of the main sectors the pupils target to go for their career. Olanipekun & Lateef (2018) explained that Volkmann (2004) predicted that entrepreneurship will become "the major academic discipline for business education in the twenty-first century" owing to the global expansion and complexity of entrepreneurial programs.

Research suggests that developing personal attributes like self-determination and self-efficacy might lead to better post-school job and adult outcomes (Baluku et al., 2018). Work-integrated learning programs have been acknowledged for improving student employability skills, which are essential for entering the workforce (Adegbite & Govender, 2021). Not to mention, the government's involvement in raising entrepreneurial awareness among pupils is critical to increasing entrepreneurial intentions and self-employment.

Self-employment is strongly connected to the development of employable skills, an entrepreneurial mentality, and self-efficacy. Individuals who possess a combination of technical competence, interpersonal skills, and self-motivation are more likely to succeed in self-employment endeavours. Individuals hoping to prosper in the ever-

changing terrain of self-employment must have a diverse range of talents and characteristics. As a result, cultivating entrepreneurial intentions through education and practical learning can have a considerable influence on students' self-employment and entrepreneurial goals. Self-employment is significant because it improves job satisfaction, general life satisfaction, mental health, well-being, economic progress, and personal happiness.

2.5 Relationship Between Entrepreneurship Perception and Entrepreneurship Intention Towards Self-Employability

Entrepreneurship perception is critical in forming entrepreneurial intents, which are necessary for engaging in entrepreneurial activity. Several researches have investigated the link between entrepreneurship perception and entrepreneurship intention, offering insight on the numerous elements that impact people's decisions to pursue entrepreneurial ventures. The research emphasizes the importance of entrepreneurship education in creating entrepreneurial goals. Ceresia (2018) found that entrepreneurship education encourages students to see entrepreneurship as a feasible career route, resulting in a better link with entrepreneurial goals than regular business education. Furthermore, Li's (2016) research emphasizes the relevance of entrepreneurship education in shaping students' perceived expectations and feasibility, which in turn influence their entrepreneurial intentions. Educational initiatives that improve students' perceptions of the feasibility and attractiveness of entrepreneurship can successfully inspire entrepreneurial ambitions. This is consistent with the findings of Thuy et al. (2017) found that entrepreneurship intention is a major predictor of actual entrepreneurial actions, emphasizing the importance of understanding and cultivating entrepreneurial aspirations.

Entrepreneurship education significantly affects the entrepreneurship perception in the aspects of self-efficacy and entrepreneurship creativity to have the entrepreneurship intentions among pupils. This emphasizes the necessity of school support in creating an entrepreneurial ecosystem that fosters entrepreneurial intents. Nguyễn et al. (2021) found that entrepreneurship, extracurricular activities, inspiration, and self-efficacy all have a significant impact on students' entrepreneurial intentions, highlighting the complex factors that influence entrepreneurial decision-making. Zhang et al. (2022) investigate the mediating effects of entrepreneurial opportunity recognition and self-efficacy on the relationship between entrepreneurship education and entrepreneurial intentions, highlighting the mechanisms by which educational interventions can shape individuals' intentions to become entrepreneurs. This emphasizes the necessity of not just delivering entrepreneurship education, but also cultivating essential abilities and perspectives that drive entrepreneurial purpose.

In denouement, the integration of these studies emphasizes the complex link between entrepreneurship perception and intention. Entrepreneurship, creativity and self-efficacy play important roles in molding people's perceptions of entrepreneurship and, eventually, their intentions to participate in entrepreneurial activities. Understanding these dynamics is critical for developing successful entrepreneurship education programs and support systems that can foster an entrepreneurial culture and motivate individuals to pursue entrepreneurial opportunities.

3. Methodology

The research design for this study used survey design. Survey design used to get the precise and unbiased questions contribute to the accurate data collections. All the research was collected from the data of potential people that use sampling methods and through surveys, polls and also questionnaires (Cooper & Schindler, 2014). The populations of form 4 pupils at Parit Raja based on the statistics provided from MOE website. The populations were chosen at SMK Tunku Mahmood Iskandar for the same syllabus and background of the pupils. The target populations were people from non-related fields and related fields. Probability sampling, also known as random sampling, used a simple random sampling approach.

The survey will use Krejcie and Morgan tables to get the sample size of the population needed to take part in the survey. A simple random sampling method was used to collect the data from the pupils. This method used as the target populations come from the same culture, learn the same syllabus and same background. Based on the setting of table Krejcie and Morgan (1970), with the population of 123 pupils, the minimum sample of 97 pupils was the total needed for the survey to get the data of the research. So, 97 Form 4 pupils from SMK Tunku Mahmood Iskandar were the ones needed. Survey form used in this research. The questionnaire consists of three parts, namely parts A, B and C. Part A was the demographics of the respondents which includes gender and races. While for part B the questionnaire was adapted, from entrepreneurship perception divided into 2 parts which were the perceived self-efficacy and entrepreneurship creativity. The items in part C were the entrepreneurship intention to self-employability. Table 3.1 shows the questionnaire distributions.

Table 3.1 Questionnaire distributions

Section	Items	Source	No. of items
A	Personal information		2
B	Entrepreneurship perception B1: Self-efficacy B2: Entrepreneurship creativity	Chew (2018)	17 8 9
C	Entrepreneurship intention to self-employability	Chew (2018) Linan & Chan (2009)	10
Total items			29

The survey form analysed uses Likert Scale. The Likert scale was widely used in various fields, including psychology, sociology, health care, marketing, attitude, a person's opinion and so on (Chakrabartty & Nath Chakrabartty, 2019). As a result, it was simple to read and complete from the respondent's perspective. The researcher utilized 4 scales as a measure of assessment by the respondents to measure the items in this study.

A pilot test was conducted for 30 samples to refine reliability and validity of questions and identify deficiencies in the design of questions prior to the actual survey (Chew, 2018). The pilot test was conducted at SMK Datin Onn for Form 4 pupils with the same culture, learning the same syllabus and same background with the actual study. Reliability is determined through the interpretation of the Cronbach's Alpha, a reliability coefficient that indicates how well the items in a set are positively correlated with each other (Sekaran & Bougie, 2010). This study uses Cronbach's Alpha to test the stability and consistency of the instrument developed. The function of Cronbach's Alpha is to make sure that the data analysis results are correct. Table 3.2 shows the values of Cronbach's Alpha and the interpretations. Based on Table 3.2, the value of Cronbach's Alpha less than 0.5 indicates the interpretations as unacceptable. When Cronbach's Alpha is more than 0.7, the pilot study can be used for the actual research because the interpretation is acceptable.

Table 3.2 Values of Cronbach's Alpha (Zahreen et al., 2018)

No	Cronbach's alpha	Interpretations
1	$\alpha > 0.9$	Excellent
2	$0.8 < \alpha < 0.9$	Good
3	$0.7 < \alpha < 0.8$	Acceptable
4	$0.6 < \alpha < 0.7$	Questionable
5	$0.5 < \alpha < 0.6$	Poor
6	$\alpha < 0.5$	Unacceptable

SPSS version 26.0 was used to conduct the reliability test. The reliability was determined by the interpretations of Cronbach's Alpha. Table 3.3 is the result of the pilot test. The Cronbach's Alpha indicated the interpretations of the reliability test and questionnaire can be used when the items Cronbach's Alpha is more than 0.7.

Table 3.3 Pilot test (N=30)

Elements	No of elements	Cronbach's alpha
Entrepreneurship perception	17	0.884
Entrepreneurship intention	10	0.793

4. Data Analysis and Findings

Table 4.1 shows the demography of the respondents. The sample size of the research was 97 respondents among Form 4 pupils in SMK Tunku Mahmood Iskandar with the background information of different gender and races.

Table 4.1 Demography

No	Demographic	Categories	Frequency	Percentages (%)
1	Gender	Male	44	45.36
		Female	53	54.64
2	Races	Malay	97	100
		Chinese	0	0
		Indian	0	0
Total			97	100

From Table 4.1, male pupils make up 44 out of 97 with 45.36% respondents and balanced 53 with 54.64% respondents by female pupils. 97 valid questionnaires were returned which made the response rate at 100%. All the questionnaires were answered as the researcher distributed a hardcopy questionnaire and waited for the pupils to answer the questionnaire.

4.1 Entrepreneurship Perception Towards Self-Employability

The first objective for this study is to investigate the entrepreneurship perception of Form 4 pupils towards self-employability. The mean with highest value ($m = 3.28$, $SD = 0.70$) is item 5, 'Entrepreneurship is a noble career field'. The second highest mean ($m = 3.23$, $SD = 0.65$) is item 12 'I prefer to solve problems in my own way'. Middle mean is ($m = 2.92$, $SD = 0.64$) for item 16, 'I like jobs that require the person to think before starting a task' and ($m = 2.90$, $SD = 0.57$) for item 10, 'I like to try unusual activities that are not typical'. The lowest mean is ($m = 2.34$, $SD = 0.71$) for item 4, 'I can solve problems in the field of entrepreneurship'. The second lowest mean ($m = 2.46$, $SD = 0.65$) is item 3, 'I have the entrepreneurship skills to start a business'. Table 4.2 shows the descriptive statistics of entrepreneurship perception. On average, the pupil perception of self-employment is moderate ($m = 2.80$, $SD = 0.35$).

Table 4.2 Descriptive statistic entrepreneurship perception

No	Items	Mean	Standard Deviation	Interpretation Result
1	I can start my own business. <i>Saya boleh memulakan perniagaan sendiri.</i>	2.59	0.70	Moderate
2	I have the necessary knowledge to start a business. <i>Saya mempunyai pengetahuan yang diperlukan untuk memulakan perniagaan.</i>	2.59	0.63	Moderate
3	I have the entrepreneurship skills to start a business. <i>Saya mempunyai kemahiran keusahawanan untuk memulakan perniagaan.</i>	2.46	0.65	Moderate
4	I can solve problems in the field of entrepreneurship. <i>Saya boleh menyelesaikan masalah dalam bidang keusahawanan.</i>	2.34	0.71	Moderate
5	Entrepreneurship is a noble career field. Keusahawanan ialah satu bidang kerjaya yang mulia.	3.28	0.70	Moderate
6	I found that being an entrepreneur gave me more advantages than disadvantages. Saya mendapati bahawa menjadi seorang usahawan memberikan lebih banyak kelebihan daripada keburukan kepada saya.	3.03	0.71	Moderate
7	I prefer being an entrepreneur to any other job. Saya lebih suka menjadi seorang usahawan berbanding dengan pekerjaan lain.	2.52	0.69	Moderate

No	Items	Mean	Standard Deviation	Interpretation Result
8	I am a risk taker. Saya merupakan seorang yang berupaya mengambil risiko.	2.64	0.68	Moderate
9	I like to try new activities but not necessarily risky. Saya suka mencuba aktiviti baharu tetapi tidak semestinya berisiko.	3.05	0.57	Moderate
10	I like to try unusual activities that are not typical. Saya suka mencuba aktiviti luar biasa yang bukan tipikal.	2.90	0.57	Moderate
11	I prefer to try my own way when learning new things. Saya lebih suka mencuba dengan cara saya tersendiri apabila mempelajari perkara baharu.	3.22	0.65	Moderate
12	I prefer to solve problems in my own way. Saya lebih suka menyelesaikan masalah dengan cara saya sendiri.	3.23	0.65	Moderate
13	I often solve problems in unique ways. Saya sering menyelesaikan masalah dengan cara yang unik.	2.48	0.69	Moderate
14	I love starting new projects even if it's risky. Saya suka memulakan projek baharu walaupun berisiko.	2.54	0.66	Moderate
15	My friends or teachers or parents often ask me to participate in activities that involve creativity. Rakan-rakan atau guru-guru atau ibu bapa saya sering meminta saya menyertai aktiviti yang melibatkan kreativiti.	2.71	0.78	Moderate
16	I like jobs that require the person to think before starting a task. Saya suka pekerjaan yang memerlukan pelakunya berfikir sebelum memulakan sesuatu tugas.	2.92	0.64	Moderate
17	I try to be a creative person. Saya berusaha menjadi seorang yang kreatif.	3.18	0.77	Moderate
	Average Mean	2.80	0.35	Moderate

Entrepreneurship perception of self-employability was determined by the descriptive statistic of the mean value of entrepreneurship perception. The result of the descriptive statistic stated there was a moderate entrepreneurship perception in the form 4 pupils to self-employability. These findings are in line with the study by Vanara (2023), which explained that learning and improving entrepreneurship abilities is considered moderately significant. The study of Sarah and Akbari (2022) stated that an entrepreneur is someone who has a warrior spirit, is bold, noble, and courageous, and deserves to be an example in the world of business by standing on his own feet which most of the respondents agree that entrepreneurship is a noble career and was the highest in the perception aspects. Several studies have emphasized the importance of perceptions in shaping entrepreneurial actions, especially towards self-employability. Souitaris et al. (2007), emphasize that perceptions of the environment can predict entrepreneurial actions more strongly than facts.

Entrepreneurship is considered not a typical activity and needs a person to have creativity which corresponds with the statement by Chang and Chen (2020), entrepreneurship creativity is the intellectual process by which firm founders combine talents, knowledge, and logical reasoning to generate innovative ideas indicated that non-typical activities will consist the pupils to use creativity to generate innovative idea. Entrepreneurship skills can

be learned through programs and courses to master the skill (Koe et al., 2018). This indicates that entrepreneurship skills need to be learned and not only from your own knowledge. The study of Yeap and Thien (2021) also underlines that entrepreneurship education not only prepares students for future leadership roles in innovation and management, but also provides them with the skills, knowledge, and attitudes required to successfully address global concerns. Entrepreneurship perception of self-employability is moderate and the result is essential for trainers, curriculum creators, and academic institution administration to provide appropriate training tools (Kisubi et al., 2021). The implementation of entrepreneurship education such as training programs is designed to address market failures and target the Form 4 pupils, to foster entrepreneurship and self-employment among Form 4 pupils. Entrepreneurship promotion during recessions might strengthen the process of transitioning to self-employment, emphasizing the interdependence between entrepreneurship and self-employment (Fairlie et al., 2015).

4.2 Entrepreneurship Intention Towards Self-Employability

Entrepreneurship intention in the study means the result can be seen in Table 4.3. The highest mean ($m = 2.94$, $SD = 0.85$) is item 1, 'I have a high interest in starting a business one day'. Next was the second highest mean for the entrepreneurship intention ($m = 2.92$, $SD = 0.83$) was item 7 'I want to have my own business'. The middle mean ($m = 2.76$, $SD = 2.14$) was item number 6 'I like doing business since I was in school' and middle mean ($m = 2.68$, $SD = 0.70$) was item 4, 'I have the opportunity to become an entrepreneur'. The lowest mean value ($m = 2.30$, $SD = 0.65$) was for item 8, 'I have no other way to earn money other than entrepreneurship'. The second lowest mean ($m = 2.45$, $SD = 0.80$) was the item 5 'I aspired to be an entrepreneur since childhood'. Overall, the pupil entrepreneurship intention to self-employability is at moderate ($m = 2.67$, $SD = 0.59$).

Table 4.3 Descriptive statistic entrepreneurship intention

No	Items	Mean	Standard Deviation	Interpretation Result
1	I have a high interest in starting a business one day. <i>Saya mempunyai minat yang tinggi untuk memulakan perniagaan suatu hari nanti.</i>	2.94	0.85	Moderate
2	My professional goal is to become an entrepreneur. <i>Matlamat profesional saya adalah untuk menjadi seorang usahawan.</i>	2.55	0.76	Moderate
3	I will try my best to manage my own business. <i>Saya akan berusaha sedaya upaya untuk menguruskan perniagaan saya sendiri.</i>	2.80	0.72	Moderate
4	I have the opportunity to become an entrepreneur. <i>Saya mempunyai peluang untuk menjadi usahawan.</i>	2.68	0.70	Moderate
5	I aspired to be an entrepreneur since childhood. <i>Saya bercita-cita hendak menjadi usahawan sejak kecil.</i>	2.45	0.80	Moderate
6	I like doing business since I was in school. <i>Saya suka berniaga sejak di bangku sekolah lagi.</i>	2.76	2.14	Moderate
7	I want to have my own business. <i>Saya berhajat untuk mempunyai perniagaan sendiri.</i>	2.92	0.83	Moderate
8	I have no other way to earn money other than entrepreneurship. <i>Saya tidak mempunyai cara lain untuk menjana pendapatan selain daripada keusahawanan.</i>	2.31	0.65	Low
9	I want to be an entrepreneur because I have flexible time. <i>Saya ingin menjadi seorang usahawan kerana mempunyai masa yang fleksibel.</i>	2.52	0.74	Moderate
10	After finishing my studies, I want to start a small business. <i>Selepas tamat belajar, saya hendak berniaga secara kecil-kecilan.</i>	2.80	0.87	Moderate
	Average Mean	2.67	0.59	Moderate

The result of entrepreneurship intention in Form 4 pupils stated there was a moderate entrepreneurship intention to self-employability. The study of Barba-Sánchez et al., (2022) explained that environmental awareness may provide a precedent for the entrepreneurial goal of sustainable firms. This study was done in a rural area, compared to metropolitan regions, many rural locations have fewer job prospects. Because there may not be as many possibilities for traditional work, self-employment, and entrepreneurship may seem more appealing. However, the study of Pato and Teixeira stated that due to reliance on internal markets, rural businesses frequently underperform metropolitan counterparts in terms of size and performance as this study was done in the rural area.

Stated that most of the pupils have a high interest in starting a business one day due to their strong mindset. Wang et al., (2016) stated that the utilization of views about attitude and self-control in the mediation of entrepreneurial intention is important to gain the goal. Most of the pupils prefer to have their own business and when people believe they have adequate capacity and control to operate a company, their attitude toward this goal increases, resulting in a favorable influence on entrepreneurial intention (Zhao et al., 2015).

The perceived feasibility of self-employment as a career option can be improved by exposure to and familiarity with self-employment in the family of origin (Criaco et al., 2017). Pupils are inspired to self-employ as they are born with a family from an entrepreneurship background and financially stable family. However, Liu et al., (2022) highlighted that economic status also hinders pupils from piquing their interest in entrepreneurship as they lack financial capital and resources. In this study, the pupils come from various economic statuses and some will have difficulties getting involved in entrepreneurship and choosing another career. Georgescu & Herman (2020) indicated that children with self-employed parents are twice as likely to be self-employed. Some of the pupils already started doing business in school and this can be affected by the entrepreneurship education they learned.

4.3 Relationship Between Entrepreneurship Perception and Entrepreneurship Intention Towards Self-Employability

The normality test used skewness and kurtosis as it categorised as descriptive statistics (Mohd & Khairani, 2020). The skewness of entrepreneurship perception is -0.591 and skewness of entrepreneurship intention at value -0.035 which means that the distribution is normally distributed. The rule of skewness value that exceeds +2.58 indicates that the distribution is non-normal (Orcan, 2020). Table 4.4 shows that all the variable skewness did not exceed +2.58 which indicated that the variables were normally distributed. In this study, Pearson correlation analysis used to determine the relationship of the entrepreneurship perception and entrepreneurship intention.

Table 4.4 Skewness value (n=97)

	Entrepreneurship perception	Entrepreneurship intention
Mean	2.8035	2.6732
Standard deviation	0.35139	0.58994
Skewness	-0.591	-0.035
Std. Error of skewness	-0.245	-0.245
Kurtosis	1.973	-.153
Std. Error of kurtosis	-.485	-.485

The relationship between entrepreneurship perception and entrepreneurship intention to self-employability. For this purpose, Pearson correlation analysis used to determine the relationship between the entrepreneurship perception in the aspects of self-efficacy and entrepreneurship creativity with entrepreneurship intention of the pupils to self-employability. The result of the measurement shown in Table 4.5. Pearson correlation coefficient (r) = 0 indicates that there is no linear relationship between the variables. As the coefficient approaches +1 or -1, the relationship is either positive relationship or negative relationship (Schober & Schwarte, 2018). For the r value of 0.70 – 0.89, the correlation of the variables is strong and the negligible correlation of the variable is when the r at the value of 0.00 – 0.10 (Schober & Schwarte, 2018). From the study, the relationship between the entrepreneurship perception and entrepreneurship intention in form 4 pupils to self-employability is generally positive and significant (r = 0.628, p = 0.01). The variables are in moderate correlation. Thus, indicated when entrepreneurship perception increases, entrepreneurship intention increases.

Table 4.5 *Correlation of independent variable and dependent variable*

Variables	Correlation coefficient	Entrepreneurship perception	Entrepreneurship Intention
Entrepreneurship perception	Pearson correlation sig. (2-tailed)	1 .000	.628** .000
Entrepreneurship intention	Pearson correlation sig. (2-tailed)	.628** .000	1 .000

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

There is a significant relationship between entrepreneurship perception and entrepreneurship intention in moderate correlation. Pei et al., (2021) stated that perceived self-confidence positively influences students' attitudes towards entrepreneurship intentions to self-employability. This is why the perception of pupils increases and correlates with the intentions to self-employed. The study by Puni et al., (2018) also found a favorable correlation between self-efficacy and entrepreneurial education which increases intention to self-employability. Entrepreneurship self-efficacy is a key factor in transforming entrepreneurial education into entrepreneurship intention through intrinsic motivation (Miranda et al., 2017). It has been noted that self-efficacy plays a mediating role in the link between entrepreneurship education and entrepreneurial aspirations, suggesting that self-belief is essential for converting knowledge into company startup ambitions (Oyugi, 2015). The previous study indicated that self-efficacy encompasses the confidence to have the intention to start and run a business successfully.

Entrepreneurship intentions are favorably correlated with creativity and past entrepreneurial experiences but negatively correlated with risk perception (Moyo, 2019). This study showed that when entrepreneurship perception increases, entrepreneurship intention also increases as there is a positive correlation with entrepreneurship creativity but risk perception has a negative correlation which indicates that when risk perception increases, entrepreneurship intention decreases. Motivation for entrepreneurship is closely correlated with perceptions of entrepreneurship risk (Jiang et al., 2022) and this will show no significant relationship between entrepreneurship perception and entrepreneurship intention. Individuals with great creativity can keep a positive attitude and self-confidence during business activities (Shi et al., 2020). Young creative people will have higher entrepreneurship intentions and according to Anjum et al., (2021) creative mind has more ideas to start a project and the impact on entrepreneurship intention is prominent. Individuals with a creative mindset are more likely to pursue entrepreneurship due to their increased self-confidence and optimistic outlook (Guerrero et al., 2020).

To determine entrepreneurship intention, the study of entrepreneurship perception is important and this is consistent with the study of Thuy et al. (2017) found that entrepreneurship intention is a major predictor of actual entrepreneurial actions, emphasizing the importance of understanding and cultivating entrepreneurial aspirations. A good assessment of one's capacity to develop and transform ideas into company operations has a considerable influence on entrepreneurial intention (Wardana et al., 2020) to have the intention towards self-employability. However, the study of Alshagawi and Ghaleb (2022) revealed that entrepreneurial risk perception has a negative and substantial influence on students' entrepreneurial attitude, perceived behavioral control, and intention, stressing the deleterious effect of negative views on entrepreneurial ambitions. This shows that when people view entrepreneurship to be dangerous, they are less likely to pursue it.

5. Conclusion

Assessing the perception and intention, the study gets a better knowledge of the relationship between entrepreneurship perception and entrepreneurship intentions toward self-employability. From the analysis of the data collected, entrepreneurship perception in Form 4 pupils towards self-employability is moderate, and entrepreneurship intention in Form 4 pupils towards self-employability is also moderate. The study showed that there is a significant moderate relationship between entrepreneurship perception and entrepreneurship intention in Form 4 pupils towards self-employability. This also indicated that when entrepreneurship perception increases, entrepreneurship intention also increases.

The final chapter in this research discussed the data analysis from the previous chapter based on the objective and discussion on statistical analysis and findings of the hypotheses. The recommendation in this study is stated to support the improvement of future research. This research achieved the research objective and answered the

research question. Future research regarding entrepreneurship among pupils is important to develop entrepreneurship intentions to produce young entrepreneurs in the future. Entrepreneurship also plays a role in improving socio-economic and reducing the rate of unemployment in Malaysia. In a nutshell, the researcher hoped this study would provide a better understanding and useful knowledge to understand the correlation between entrepreneurship perception and entrepreneurship intention among pupils.

6. Recommendation

A few aspects can be done for future researchers who are interested in this topic of research.

- I. To have a more diverse response, research can be done in schools with various ethnicities. This is because some races participate better in entrepreneurship, so a diverse response can be gained.
- II. The researcher can also compare the perception and intention by the gender because gender also plays a part in the result.
- III. The research can be done in urban area schools. This is to see the trend whether rural and urban areas have the same perspective or not.
- IV. To get more precise data, the study can be conducted using a larger sample at multiple schools to study the trend of each school.

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