

Factors Towards Entrepreneurial Orientation Among UTHM Students

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Abstract

Entrepreneur is commonly seen as an innovator, a source of new ideas, goods services, and business/or procedures. Universities now play a larger role in encouraging entrepreneurship among students, which has resulted in the creation of fresh approaches, unique cultures, and structures. The limited number of resources and support networks available to UTHM students is difficult in encouraging an entrepreneurial orientation. Besides, lack of consideration dedicated to ethnic and social factors presents another difficulty in analysing the relationship between factors and entrepreneurial orientation among UTHM students. The main objective of this study is to identify the factors towards entrepreneurial orientation among UTHM students and to determine the relationship between factors and entrepreneurial orientation among UTHM students. The scope of this study is FFTP students who currently studying in UTHM. Quantitative method was used to gather data from the targeted respondents. The online survey form was distributed to 320 respondents to obtain data on factors toward entrepreneurial orientation. The SPSS statistical software was used in analysing data gathered. The factors towards entrepreneurial orientation among university students are autonomy, innovativeness, proactiveness and risk-taking. The level of autonomy, innovativeness, proactiveness and risk-taking was moderate. The findings show the autonomy, innovativeness, proactiveness and risk-taking have relationship with the entrepreneurial orientation. The outcome of this study can be used as input to FFTP UTHM in designing entrepreneurship programs.

1. Introduction

Entrepreneurship has been highlighted as the major driver to support Malaysia's aim of attaining its business goal as the country transitions from a middle-income economy to a high-income economy in 2020. Therefore, the government's budget distribution and incentives for small and medium-sized businesses in order to promote entrepreneurship have increased awareness and attention regarding entrepreneurship.

Entrepreneurship has taken center stage in the nation with the advent of entrepreneurial initiatives and procedures supporting entrepreneurship activities' growth (Ghura *et al.*, 2022). These initiatives and methods aspire to boost the nation's economic expansion, which will afterward increase job prospects. This initiative is essential to address the country's graduate unemployment issues.

Although the Malaysian government has made numerous efforts to encourage more people, particularly students at higher education institutions, to become entrepreneurs, The knowledge is little about the

entrepreneurial orientation that students face when beginning a business, especially at the level of postgraduate (Twum *et al.*, 2021). Therefore, it is essential to comprehend the entire process of determining entrepreneurship, specifically why and how entrepreneurship got started and carried out, in order to encourage the growth of entrepreneurs in higher education as well as to help them to face any entrepreneurial orientation with confidence.

Entrepreneurship has no universal consensus on defining it. The entrepreneur is frequently viewed as an inventor, a source of fresh concepts for products, services, businesses, or processes. Entrepreneurs and entrepreneurship are seen as essential growth agents of a country to accomplish economic, social, technological, and organizational development (Bosma *et al.*, 2018). Universities have changed how they engage entrepreneurship, introducing novel ideas like the usage of business simulators. (Samašonok *et al.*, 2020). Universities now play a larger role in encouraging entrepreneurship among students, which has resulted in the creation of fresh approaches, unique cultures, and structures.

To accomplish the intended result of such an ambitious objective, it is essential to comprehend the basic elements in the particular context supporting entrepreneurial development. Studies show that, in contrast to self-employed people without university degrees, new-age entrepreneurs have the opportunity to obtain formal university education and training (Ferreira & Trusko, 2018; Koe, 2016). Universities have moved their emphasis from conventional to entrepreneurship-oriented education, giving aspiring entrepreneurs the courage to make their business ideas become realities (Lindberg *et al.*, 2017). Additionally, entrepreneurship education supports the development of university students' abilities or entrepreneurial orientation (Lindberg *et al.*, 2017).

Universities should put their main focus on offering their students a strong support structure so that they can become entrepreneurs rather than job seekers (Tomy & Pardede, 2020). Higher education institutions developed competence-centered strategy to advances students education and skill transmission (Bratianu *et al.*, 2020). Entrepreneurial orientation has an impact on students' entrepreneurial behavior (Gawke *et al.*, 2019). Student entrepreneurship led to the developed of mechanisms to support start-ups by both graduates and current students. Student entrepreneurship is not just related to one particular topic of study. Young entrepreneurs attend many different courses, such as economic-statistical, politics, social sciences, and engineering. the university ecosystem is crucial in helping students develop their entrepreneurial abilities and knowledge, so it is imperative for academic research to determine how the entrepreneurial context affects how students behave within the university ecosystem (Ferreira & Trusko, 2018).

The limited number of resources to students in higher education is difficult in encouraging an entrepreneurial orientation (De Fátima Pires da Cruz *et al.*, 2021). Entrepreneurship may be a difficult endeavor, and in order for students to successfully traverse the entrepreneurial environment, they frequently need advice, mentorship, and access to useful tools. However, the absence of adequate support structures in higher education institutions limits students' access to connections with seasoned business owners, professionals from the field, and investors (Wang *et al.*, 2021). The lack of resources and may limited the efforts of UTHM students to turn their entrepreneurial aspirations into workable strategies. The lack of a strong support system is a major obstacle to higher education students developing and growing entrepreneurial attitude (Wang *et al.* 2020).

The lack of consideration dedicated to ethnic and social factors presents another difficulty in analyzing the relationship between factors and entrepreneurial orientation among students in higher education. Different cultural, socioeconomic, and environmental elements that vary across different areas and nations have an impact on entrepreneurial orientation (Neumann *et al.*, 2021). However, a lot of research on entrepreneurial orientation among university students has been done in Western contexts, ignoring the possible influence of cultural and environmental elements in non-Western settings. This research restriction limits the generalizability of outcomes and ignores the distinctive cultural effects that might impact entrepreneurial orientation among higher education students in different parts of the country. The lack of cultural and regional viewpoints restricts an in-depth understanding of the relationship between determinants and entrepreneurial orientation, necessitating the inclusion of different cultural contexts in future studies (Chen *et al.*, 2021). Thus, this study is to aim to determine the dominant factors towards entrepreneurial orientation among UTHM students and determine the relationship between dominant factors and entrepreneurial orientation among UTHM students.

2. Introduction

2.1 Entrepreneurial Orientation

A multidimensional notion that reflects entrepreneurial orientation is the extent to which a company or person exhibits innovative, proactive, and risk-taking behavior. For higher education students, entrepreneurial orientation is an important factor in forming their entrepreneurial goals and behaviors, as it relates to the growth of entrepreneurial abilities and success in entrepreneurship. In fact, since more than three decades ago, the concept of entrepreneurial orientation has become one of the most widely studied in the literature on

entrepreneurship and management (Covin *et al.*, 2019). There are few valuable entrepreneurial orientation study domains in the literature considering the availability of articles on the topic in well-known periodicals for entrepreneurship and related areas (Covin *et al.*, 2019). Research has looked at how entrepreneurial orientation and other related concepts relate to students in higher education. Boso *et al.* (2016) found that Entrepreneurial orientation was positively related to higher education student for entrepreneurs, focusing on the significance of an entrepreneurial orientation for entrepreneurship success. Another research has shown how crucial it is to support initiatives that encourage entrepreneurial orientation among students in higher education.

2.1.1 Autonomy

Autonomy is a crucial role that improve the quality of work and the well-being of higher education student. Autonomy plays an important role in encouraging entrepreneurial orientation, allowing individuals to adapt an entrepreneurial behavior, take sensible risks, and transform creative ideas into profitable businesses. Research have pointed out the value of autonomy in encouraging entrepreneurial orientation. For instance, Kickul and Gundry (2016) found that autonomy was positively related to entrepreneurial intentions among higher education students, indicating its role in shaping individuals' attitudes towards entrepreneurship. Additionally, certain aspects of autonomy that are connected to an entrepreneurial orientation have been uncovered through research.

Chen *et al.* (2020) found that perceived control, a dimension of autonomy, played an important role in encouraging entrepreneurial orientation among higher education students. Zhang *et al.* (2020) found that entrepreneurial orientation mediated by autonomy, showing that autonomy can strengthen the influence of perceived control on entrepreneurial. Furthermore, it has been proposed that several aspects of entrepreneurial are linked to autonomy. It has been discovered that student autonomy has a favorable effect on their capacity to create, recognize new opportunities, and take risks (Vasquez *et al.*, 2020). Additionally, autonomy enables entrepreneurs to keep their identities and values while exploring their endeavors, which increases levels of adaptability and wellness (Koellinger *et al.*, 2020).

2.1.2 Innovativeness

Innovativeness is an aspect of entrepreneurial orientation that describes how open-minded a person or organization is about introducing new concepts, ideas, or services. Understanding the significance of innovation in entrepreneurial orientation is essential for university students to develop their entrepreneurial goals and success. Research has studied the factors that affect innovativeness in entrepreneurial among higher education students. Urbano *et al.* (2017) found that Higher education students' creativity and problem-solving skills had a favorable impact on their entrepreneurial orientation, highlighting the importance of these skills in cultivating an innovative mindset. Additionally, Kim and Kim (2017) found that access to social networks positively influenced innovativeness in entrepreneurial orientation among higher education students, demonstrating the value of social networks in promoting knowledge exchange and idea production. Finally, studies have explored the effects of innovativeness in entrepreneurial orientation on entrepreneurial behavior and success.

2.1.3 Risk-taking

Risk-taking is a key component of entrepreneurial orientation, which define a firm or individual's willingness to take risks, develop, and be diligent in seeing new possibilities. Risk-taking is vital for entrepreneurial endeavors as it includes betting on a fresh concept or entrepreneurial initiative with potentially unclear results. For higher education students, entrepreneurial orientation. Entrepreneurship provides the chance to acquire entrepreneurial skills necessary for success in the workplace in the future, such as initiative and creativity. Hsu *et al.* (2017) found that risk-taking is crucial for encouraging innovation in higher education students because those who took more risks were more likely to engage in innovative activities, such as generating new products and services. Kolvereid and Isaksen (2016) found that higher education students' risk-taking behaviors were positively correlated with their plans to start their own businesses, showing that individual who are more willing to take risks are likely to choose to start their own businesses. Furthermore, the importance of promoting entrepreneurship education programs that encourage risk-taking among higher education students. For example, Mitra *et al.* (2019) found that a simulation-based entrepreneurship education course that emphasizes taking risks and seeing possibilities has enhanced students' entrepreneurial orientation and aspirations.

2.1.4 Proactiveness

Proactiveness refers to an individual's ability to recognize and seize potential opportunities. For higher education students, being proactiveness in one's thinking and actions is essential for entrepreneurial success since it makes it possible to spot and take advantage of new trends and possibilities. Fayolle *et al.* (2016) found that Self-efficacy, or the belief in one's ability to accomplish goals, had a favorable influence on the entrepreneurship of higher education students. Another research also explored how higher education students' proactiveness and other dimensions of entrepreneurial orientation related to one another. For instance, Boso *et al.* (2016) found that the favorable correlations between proactiveness and innovativeness and risk-taking in entrepreneurship showed the importance of proactive behavior in nurturing these behaviors. Besides that, there is a significance of encouraging entrepreneurship education activities that encourage initiative among university students. Kuckertz *et al.* (2017) found that the favorable correlations between proactiveness and innovativeness and risk-taking in entrepreneurship showed the importance of proactive behavior in nurturing these behaviors.

2.2 Factors Toward Entrepreneurial Orientation

2.2.1 Access to Financing

The availability of financial resources or startup capital is a key predictor of entrepreneurial propensity at the level of business. Having access to financial resources gives entrepreneurs more confidence to launch, run, and succeed in their entrepreneurial activities (Cetindamar *et al.*, 2012). Researchers generally recognize financial resources as one of the most important antecedents in supporting entrepreneurial activities as a result of the perceived relationship between it and entrepreneurial talent. These startup funds can be acquired from a variety of sources, including personal funds, seed funding, venture capital funding, and bank loans, among others (Farooq, 2018). Although it is undeniable that having access to funding or resources might encourage someone's favorable propensity toward entrepreneurial (Farooq *et al.*, 2018).

2.2.2 Access to Business Information

The ambitious entrepreneur actively engages in information gathering because it is essential to the start-up, expansion, and success of new business initiatives. Information systems can be used to facilitate, coordinate, provide outcomes, or be widespread in entrepreneurial processes (Nambisan *et al.*, 2017). An entrepreneur can get a competitive edge by using business intelligence by creating a distinctive value proposition that sets the company apart from its competitors. An intellectual procedure that affects the impression of a business' feasibility influences the decision to start it. This judgment is diminished by easily accessible and trustworthy information about the potential entrepreneurial and its surroundings (Altinay *et al.*, 2016). Likewise, entrepreneurial orientation is a person's perspective encompassing strategic decision-making to pursue an entrepreneurial career, may be impacted by information gathering and applying.

2.2.3 Social Network

Social networks allow students access to the tools, information, community, and chances needed to succeed as entrepreneurs. Entrepreneurs establish and utilize their social networks for both personal and professional networking, which is important in acquiring resources like funding, human capital, logistics, and expertise that are necessary for the survival and expansion of growing entrepreneurial ideas (Farooq *et al.*, 2018). According to prior research, an individual's social network size and strength have a substantial impact on their intention, conduct, and success as an entrepreneur (Farooq *et al.*, 2018). A strong social network can also guarantee a consistent inflow of resources for venture commencement and encouragement, which reduces their risk perception and influences their decision to pursue an entrepreneurial career.

2.2.4 University Support

According to a previous study (Sahoo & Panda Rajeev, 2019), the perceived support or limitations existing in the university's surroundings have a major impact on university students' decision to pursue entrepreneurship. University plays a crucial role in developing students' knowledge, belief, awareness, and courage by providing lots of entrepreneurship courses and numerous training programs on business formation and entrepreneurial culture development (Iglesias-Sánchez Patricia *et al.*, 2016). An analysis of 900 undergraduate students was recently conducted by (Sahoo and Panda Rajeev, 2019), who identified a substantial association and called for empirical studies to investigate this ambiguous relationship in the literature.

2.3 Hypothesis and Research Framework

According to the proposed framework above, there were a few hypothesis constructed to test, as shown in the proposed structure above:

H1: Access to financing has a positive relationship with the entrepreneurial orientation.

H2: Access to business information has a positive relationship with the entrepreneurial orientation.

H3: Social network has a positive relationship with the entrepreneurial orientation.

H4: University support has a positive relationship with the entrepreneurial orientation.

The conceptual framework of this study is presented in Fig. 1.

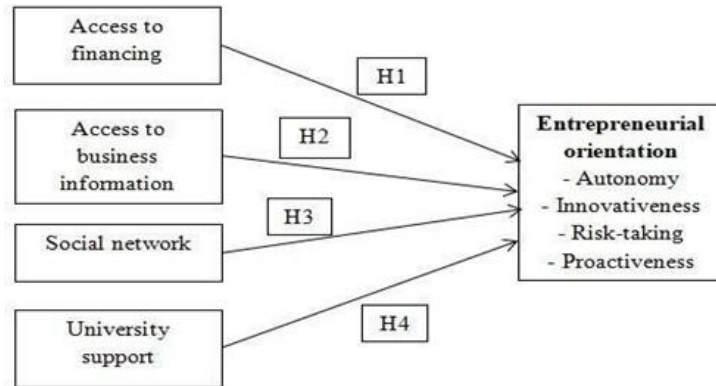


Fig. 1 Conceptual framework

3. Research Methodology

3.1 Research Design

In this study, the researcher used quantitative research techniques. Statistical examination of numerical data gathered through the use of extensive survey research is the main focus of quantitative research. A precise and standardized design is used in the quantitative analysis (Rutberg & Bouikidis, 2018). A quantitative approach was adopted and carried out through a survey by sending a questionnaire to respondents to achieve the research goals of this study and perform descriptive research. The research data was collected with close-ended question through the online survey which is using Google Forms to obtain the primary data for this study. All of the respondents were asked the same question to ensure the accuracy of recording, standardization, comparability of the data across the survey. In this study, SPSS statistical software was selected to support the researcher in the processing of data analysis.

3.2 Data Collection

Online platform was used to distribute questionnaire. This method can encourage respondents to provide more feedback and systems to record more systematic data (Amin *et al.*, 2019). The internet-based questionnaire used in this study by using google form. The questionnaire was created online so that the student entrepreneurs can access to the website and can take their time responding to the questionnaire.

3.2.1 Population and Sample Size

According to Kermorvant *et al.* (2020), creating a survey is important step in choosing a sample size and sampling method. The gathering of appropriate information with a large sample size produces reliability. Although a large sample size may increase survey expenses, it will increase the accuracy of population prediction. The sample quality is unchanged due to the equal likelihood of selection for each participant. This sampling method is suitable for populations that are relatively homogeneous (Bhardwaj, 2019). The researcher will use convenience sampling to identify the sample size. This is because using convenience sampling will more easy and readily accessible. Instead of using a random or proportional sampling method, convenience sampling determines participants based on their convenient accessibility.

The population of this research is students from Faculty of Technology Management and Business (FPTP), Universiti Tun Hussein Onn Malaysia (UTHM). Even though sample size explanation is occasionally required in journal submission rules, it is sometimes just given without explanation when presenting a grant to an advertise or a proposal to an ethical review board. This makes determining the degree of information in research challenging. Before gathering data, researchers should fully describe their sample size to avoid issues later becoming evident, such as after a not significant hypothesis test has been detected (Lakens, 2022). According to the management of FPTP, there is a total number of 1909 students who are currently studying at FPTP. Based on

the sample size of Krejcie and Morgan’s table, researchers found that the needed sample size for population of 1909 people is 320.

3.2.2 Research Instrument

Researchers used nominal scale and 5-points of Likert Scale that include strongly disagree, disagree, moderate, agree and strongly agree in a questionnaire. The survey will divide into three parts which is Section A, known as self-information, while part B is related to factors that will be measured through terms of access to financing, access to business information, social network and university support. Section C questions the entrepreneurial orientation to be measured in autonomy, innovativeness, risk-taking and proactiveness.

3.3 Data Analysis

3.3.1 Pilot Study

Table 1 below shows the validity test result for pilot study of the research in which all the values are acceptable.

Table 1 *Validity test result*

Variables	No. of item	Cronbach’s Alpha	Interpretation
Access to financing	5	0.795	High Reliability
Access to business information	5	0.794	High Reliability
Social network	5	0.720	High Reliability
University support	5	0.794	High Reliability
Entrepreneurial Orientation			
Autonomy	5	0.647	Moderate Reliability
Innovativeness	5	0.634	Moderate Reliability
Risk-taking	5	0.675	Moderate Reliability
Proactiveness	5	0.703	High Reliability

3.3.2 Validity Test

According to Lütffi *et al.* (2020), a measuring instrument's validity is an indicator of how well it performs its function and concerns whether it accurately captures the behavior or attribute that it is intended to assess. The validity test is a key idea in research, which assures that the information gathered, and the findings reached are accurate and significant. Surveys and questionnaires are just a few examples of the types of research instruments that go through validity testing to see if they adequately represent the concepts or variables of importance (Taherdoost & Hamed, 2016). The proper and relevant comprehension of the data generated by the measuring instrument as a result of the analysis determines validity. The use of verified measurement tools ensures the correctness of the conclusions obtained from the analyses. The researchers choose some experts to participate in the validity analysis process to verify whether the instrument employed in this study contains a sufficient number of questions that correspond to specific constructs. There was some expert person who have assisted researchers in creating validity analysis such as two lecturers from UTHM. Several corrections to the questionnaire instruments were made after the validation of lecturers.

3.3.3 Reliability Test

The Cronbach Alpha coefficient is the internal consistency metric that is most frequently applied. When using the Likert scale, it is acknowledged as the most dependable measurement. The pretest questionnaires will be attached equally to the chosen respondents to get a cross-sectional feeling of the respondents. Using SPSS to examine the validity of the Alpha Cronbach's value range will assist in determining the instrument's durability. According to Taherdoost and Hamed (2016), excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (0.50 and below).

3.3.4 Descriptive Statistics

Researcher used descriptive statistics method to determine the factors toward entrepreneurial orientation among UTHM students. Descriptive statistics characterizing a population using tools like frequency distribution tables, percentages, and other measures of central tendency such as the mean. Researchers applied descriptive statistical techniques to conduct descriptive analysis, such as frequency analysis, percentage, and mean score.

3.3.5 Correlation Coefficient

Researcher applied correlation coefficient to determine the relationship between factors and entrepreneurial orientation among UTHM students. A correlation coefficient is a statistical measure that expresses how strongly and in way of the relationship between two variables. It offers a numerical number indicating the strength of the linear relationship between the variables. The range of the correlation coefficient is from -1 to 1, with -1 denoting a perfect negative correlation, 1 denoting a perfect positive correlation, and 0 denoting no correlation at all between the variables. A positive correlation coefficient means that when the first variable rises, the second variable tends to climb as well, while a negative correlation coefficient means that as the initial variable rises, the second variable tends to fall.

4. Results and Discussion

4.1 Demographic Profile

Table 2 provides the demographic profile of the respondents. It includes information on gender, age, race, course, and business activities. The table shows the frequency and percentage of respondents for each category. For gender, it indicates that 261 respondents (80.3%) were male, and 64 respondents (19.7%) were female. In terms of age, there were no respondents in the 18-20 or 27 and above age groups. However, 167 respondents (51.4%) were in the 21-23 age group, and 158 respondents (48.6%) were in the 24-26 age group. Regarding race, 60 respondents (18.5%) were Chinese, 201 respondents (61.8%) were Malay, and 64 respondents (19.7%) were Indian. For the course, 15 respondents (4.6%) were in BPA, 45 respondents (13.8%) were in BPB, 201 respondents (61.8%) were in BPC, 47 respondents (14.5%) were in BPD, and 17 respondents (5.2%) were in BPP. All 325 respondents indicated that they were currently involved in some form of business activities or projects. Among those, 164 respondents (50.5%) were engaged in online business, and 161 respondents (49.5%) were involved in service-based businesses. There were no respondents engaged in kiosk businesses at UTHM.

Table 2 Demographic profile of the respondents

Profile	Description	Frequency	Percentage (%)
Gender	Male	261	80.3
	Female	64	19.7
Age	18-20	0	0
	21-23	167	51.4
	24-26	158	48.6
	27 and above	0	0
Race	Chinese	60	18.5
	Malay	201	61.8
	India	64	19.7
Course (FPTP)	BPA	15	4.6
	BPB	45	13.8
	BPC	201	61.8
	BPD	47	14.5
	BPP	17	5.2
Do you currently have any business activities/project?	Yes	325	100
	No	0	0
If yes, what type of business are you doing?	Online business	164	50.5
	Service	161	49.5
	Kiosk	0	0

4.2 Descriptive Statistics

Table 3 presents the mean and standard deviation values for various profiles, shedding light on both central tendency and the dispersion of data within each category. Starting with the Access to Financing (AF) profile, the mean value of 2.43 implies an average assessment level, while the standard deviation of 0.6731 indicates a moderate dispersion of responses around this mean. Similarly, the Access to Business Information (ABI) profile exhibits a mean of 2.43, representing an average perceived ability to innovate, with a standard deviation of 0.6731 reflecting variability in responses. Moving on to the Social Network (SN) profile, a mean of 2.52 suggests an average perception of social norms, while the standard deviation of 0.6751 signifies dispersion around this mean. For University Support (US), a mean of 2.33 indicates an average perception of usefulness, and a standard deviation of 0.6698 implies variability in responses. Autonomy (A) is characterized by a mean of 2.30, representing an average attitude score, with a standard deviation of 0.6720 indicating dispersion. Innovativeness (I) demonstrates a mean of 2.35, reflecting an average intention score, and a standard deviation of 0.6704 showing variability. The profiles of Risk Taking (RT) and Proactiveness (P) both share a mean of 2.35, indicating average readiness to change and perceived behavioral control, respectively. Their standard deviations of 0.6704 highlight the extent of variability in responses around these mean values.

Table 3 Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Access to Financing	325	1.0	4.00	2.43	0.6731
Access to business Information	325	1.0	4.00	2.43	0.6731
Social Network	325	1.0	4.00	2.52	0.6751
University Support	325	1.0	4.00	2.33	0.6698
Autonomy	325	1.0	4.00	2.30	0.6720
Innovativeness	325	1.0	4.00	2.35	0.6704
Risk Taking	325	1.0	4.00	2.35	0.6704
Proactiveness	325	1.0	4.00	2.35	0.6704

4.3 Reliability Analysis

The reliability analysis for the various variables, as presented in Table 4, offers valuable insights into the internal consistency of the measurement items within each construct.

Table 4 Reliability analysis

	No. of items	Cronbach's Alpha	No. of respondents
Access to Financing	5	0.781	325
Access to business Information	5	0.815	325
Social Network	5	0.753	325
University Support	5	0.779	325
Autonomy	5	0.787	325
Innovativeness	5	0.786	325
Risk Taking	5	0.792	325
Proactiveness	5	0.808	325

4.4 Test of Significance

Statistical tests were conducted by the researcher after a descriptive analysis was used to gauge performance, motivation, and satisfaction to establish whether there was an effect of the performance appraisal system on any of the three variables. Moore *et al.* (2013) stated that comparing observed data to a null hypothesis is the role of the test of significance. The significance level will be calculated in this process to evaluate whether to reject the null hypothesis. Since this is a normal data, the researcher additionally used SPSS's bivariate correlation to get the Pearson correlation coefficient.

4.5 Normality Test

Table 5 shows the result of normality test. It shows that all the variables are normally distributed since the significance (p-value) is more than 0.05. Therefore, Pearson Correlation is used.

Table 5 Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Access to Financing (AF)	.108	325	<.001	.977	325	<.001
Access to business Information (ABI)	.108	325	<.001	.977	325	<.001
Social Network (SN)	.110	325	<.001	.977	325	<.001
University Support (US)	.109	325	<.001	.977	325	<.001
Autonomy (A)	.109	325	<.001	.977	325	<.001
Innovativeness (I)	.110	325	<.001	.977	325	<.001
Risk Taking (RT)	.110	325	<.001	.977	325	<.001
Proactiveness (P)	.110	325	<.001	.977	325	<.001

a. Lilliefors Significance Correction

4.6 Bivariate Correlation Analysis

Table 6 shows the correlation of independent variables towards dependent variable.

Table 6 The correlation of independent variables towards dependent variable

	AF	ABI	SN	US	A	I	RT	P
AF Pearson Correlation		1.000**	.973**	.991**	1.000**	.999**	.999**	.999**
Sig. (2-tailed)		.000	<.001	<.001	.000	.000	.000	.000
N		325	325	325	325	325	325	325
ABI Pearson Correlation	1.000**		.973**	.991**	1.000**	.999**	.999**	.999**
Sig. (2-tailed)	.000		<.001	<.001	.000	.000	.000	.000
N	325		325	325	325	325	325	325
SN Pearson Correlation	.973**	.973**		.995**	.977**	.984**	.984**	.984**
Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001	<.001
N	325	325		325	325	325	325	325
US Pearson Correlation	.991**	.991**	.995**		.993**	.997**	.997**	.997**
Sig. (2-tailed)	<.001	<.001	<.001		<.001	.000	.000	.000
N	325	325	325		325	325	325	325
A Pearson Correlation	1.000**	1.000**	.977**	.993**		.999**	.999**	.999**
Sig. (2-tailed)	.000	.000	<.001	<.001		.000	.000	.000
N	325	325	325	325		325	325	325
I Pearson Correlation	.999**	.999**	.984**	.997**	.999**		1.000**	1.000**
Sig. (2-tailed)	.000	.000	<.001	.000	.000		.000	.000
N	325	325	325	325	325		325	325
RT Pearson Correlation	.999**	.999**	.984**	.997**	.999**	1.000**		1.000**
Sig. (2-tailed)	.000	.000	<.001	.000	.000	.000		.000
N	325	325	325	325	325	325		325
P Pearson Correlation	.999**	.999**	.984**	.997**	.999**	1.000**	1.000**	
Sig. (2-tailed)	.000	.000	<.001	.000	.000	.000	.000	
N	325	325	325	325	325	325	325	

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

The correlation between "Access to Financing" and "Autonomy" is perfect ($r = 1.000$), indicating a complete linear relationship between the two variables. Similarly, the correlation between "Access to Financing" and "Innovativeness" is very high ($r = 0.999$), suggesting a nearly perfect positive linear association. Additionally, there is a very high correlation of 0.999 between "Access to Financing" and both "Risk Taking" and "Proactiveness," indicating strong positive relationships between the independent variable and these dependent variables. Likewise, the correlation analysis for the independent variable "Access to Business Information" and the dependent variables "Autonomy," "Innovativeness," "Risk Taking," and "Proactiveness" reveals extremely high correlations. Specifically, the correlation between "Access to Business Information" and "Autonomy" is perfect ($r = 1.000$), indicating a complete linear relationship. The correlations with "Innovativeness," "Risk Taking," and "Proactiveness" are all very high, with values of 0.999, suggesting nearly perfect positive linear associations. Similarly, the correlation analysis for the independent variable "Social Networking" and the dependent variables "Autonomy," "Innovativeness," "Risk Taking," and "Proactiveness" indicates very high correlations. The correlation between "Social Networking" and "Autonomy" is ($r=0.977$), indicating a complete linear relationship. The correlations with "Innovativeness," "Risk Taking," and "Proactiveness" are all very high, with values of 0.984, suggesting nearly perfect positive linear associations. Finally, the correlation analysis for the independent variable "University Support" and the dependent variables "Autonomy," "Innovativeness," "Risk Taking," and "Proactiveness" reveals very high correlations ($r =0.993$) between "University Support" and "Autonomy." The correlations with "Innovativeness," "Risk Taking," and "Proactiveness" are all very high, with values of 0.997, indicating nearly perfect positive linear associations.

4.7 Discussion

4.7.1 To Identify the Factors Towards Entrepreneurial Orientation Among UTHM Students

Access to financing - The availability of financial resources or startup capital is a key predictor of entrepreneurial propensity at the level of business. Having access to financial resources gives entrepreneurs more confidence to launch, run, and succeed in their entrepreneurial activities (Cetindamar *et al.*, 2012). Researchers generally recognize financial resources as one of the most important antecedents in supporting entrepreneurial activities as a result of the perceived relationship between it and entrepreneurial talent. These startup funds can be acquired from a variety of sources, including personal funds, seed funding, venture capital funding, and bank loans, among others (Farooq, 2018). Although it is undeniable that having access to funding or resources might encourage someone's favorable propensity toward entrepreneurial (Farooq *et al.*, 2018).

Access to business information - An entrepreneur can get a competitive edge by using business intelligence by creating a distinctive value proposition that sets the company apart from its competitors. An intellectual procedure that affects the impression of a business' feasibility influences the decision to start it. This judgment is diminished by easily accessible and trustworthy information about the potential entrepreneurial and its surroundings (Altinay *et al.*, 2016). If business knowledge is made available to university students in an ethical manner, is integrated into the curriculum, is backed by technology, and includes feedback mechanisms, it can have a substantial positive impact on their entrepreneurial orientation. It's a dynamic process that ought to develop in response to industry and student feedback as well as the shifting demands of the business environment.

Social network - Social networks allow students access to the tools, information, community, and chances needed to succeed as entrepreneurs. Entrepreneurs establish and utilize their social networks for both personal and professional networking, which is important in acquiring resources like funding, human capital, logistics, and expertise that are necessary for the survival and expansion of growing entrepreneurial ideas (Farooq *et al.*, 2018). A strong social network at university is an important tool for encouraging students to become like entrepreneurs. It offers an ideal environment for teamwork, the exchange of ideas and resources, mentoring, and the growth of a community that encourages entrepreneurship.

University support - The perceived support or limitations existing in the university's surroundings have a major impact on university students' decision to pursue entrepreneurship. University plays a crucial role in developing students' knowledge, belief, awareness, and courage by providing lots of entrepreneurship courses and numerous training programs on business formation and entrepreneurial culture development (Iglesias-Sánchez Patricia *et al.*, 2016). An entire university support for an entrepreneurial mindset includes social media, academic, financial, and practical aspects. Universities play a major role in promoting innovation and equipping students for the opportunities and challenges of the entrepreneurial world by establishing an environment that supports and promotes student entrepreneurs.

4.7.2 To Determine the Relationship Between Factors and Entrepreneurial Orientation Among UTHM Students

The relationship between access to financing and entrepreneurial orientation can be proven through data analysis that has been made in previous chapters. The results found are significant value in correlation coefficient which has a value of 0.000 less than 0.05, $0.000 < 0.05$. This data proves that hypothesis has been accepted. These findings are also same with the previous research where it has also been stated that access to financing has a positive relationship with the entrepreneurial orientation. The findings obtained are same with the findings of past studies that looked at the relationship between factor and entrepreneurial orientation (Farooq *et al.*, 2018).

H1: Access to financing has a positive relationship with the entrepreneurial orientation.

The relationship between access to business information and entrepreneurial orientation can be proven through data analysis that has been made in previous chapters. The results found are significant value in correlation coefficient which has a value of 0.000 less than 0.05, $0.000 < 0.05$. This data proves that hypothesis has been accepted. These findings are also same with the previous research where it has also been stated that access to business information has a positive relationship with the entrepreneurial orientation. The findings obtained are same with the findings of past studies that looked at the relationship between factor and entrepreneurial orientation (Altinay *et al.*, 2016).

H2: Access to business information has a positive relationship with the entrepreneurial orientation.

The relationship between social network and entrepreneurial orientation can be proven through data analysis that has been made in previous chapters. The results found are significant value in correlation coefficient which has a value of 0.000 less than 0.05, $0.000 < 0.05$. This data proves that hypothesis has been accepted. These findings are also same with the previous research where it has also been stated that access to business information has a positive relationship with the entrepreneurial orientation. The findings obtained are same with the findings of past studies that looked at the relationship between factor and entrepreneurial orientation (Farooq *et al.*, 2018).

H3: Social network has a positive relationship with the entrepreneurial orientation.

The relationship between social network and entrepreneurial orientation can be proven through data analysis that has been made in previous chapters. The results found are significant value in correlation coefficient which has a value of 0.000 less than 0.05, $0.000 < 0.05$. This data proves that hypothesis has been accepted. These findings are also same with the previous research where it has also been stated that access to business information has a positive relationship with the entrepreneurial orientation. The findings obtained are same with the findings of past study that looked at the relationship between factor and entrepreneurial orientation (Iglesias-Sánchez Patricia *et al.*, 2016).

H4: University support has a positive relationship with the entrepreneurial orientation.

5. Conclusion

In conclusion, the objective of this study is to determine the dominant factor towards entrepreneurial orientation among UTHM students and to determine the relationship between dominant factors and entrepreneurial orientation among UTHM students. Hence, after conducting the research, there will be found the factors towards entrepreneurial orientation. Besides, it also will identify the relationship between dependent and independent variables. 320 FFTP students were selected for this study by simple random sampling to complete the questionnaire. Hence, the sample accurately represents the population of the study. The SPSS statistical software will be used to analyze the data collected. The objectives of the study were achieved through the findings of the study and analysis of the data obtained. The findings showed the relationship between factors and entrepreneurial orientation among UTHM students. Study have also proven that there is a positive relationship between factors and entrepreneurial orientation among UTHM students. This concludes that the entrepreneurial orientation can be influenced by various factors.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

Author Contribution

The authors confirm contribution to the paper as follows: **study conception and design:** Ching Chao Quan, Siti Anisah Atan; **data collection:** Ching Chao Quan; **analysis and interpretation of results:** Ching Chao Quan, Siti Anisah Atan; **draft manuscript preparation:** Ching Chao Quan, Siti Anisah Atan. All authors reviewed the results and approved the final version of the manuscript.

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