

**STUDENTS ON ENTREPRENEURSHIP EDUCATION:
ENTREPRENEURIAL INTENTION AMONG IPTA
STUDENTS IN KELANTAN**

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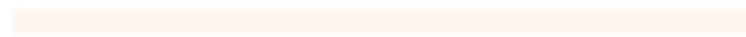
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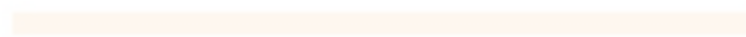
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Students on Entrepreneurship Education: Entrepreneurial Intention Among IPTA Students in Kelantan

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A thesis submitted in fulfillment of the requirements for the degree of
Entrepreneurship (Commerce) with Honours

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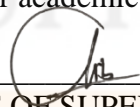
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LIST OF ABBREVIATIONS

EC	Entrepreneurial Curriculum
TM	Teaching Method
EE	Entrepreneurial Environment
EI	Entrepreneurial Intention

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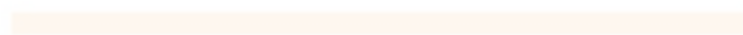
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Pelajar Dalam Pendidikan Keusahawanan: Niat Keusahawanan Dalam Kalangan

Pelajar IPTA di Kelantan

ABSTRAK

Organisasi di Kelantan berinisiatif dalam menawarkan peluang kepada pelajar untuk menyertai semua aspek keusahawanan. Keusahawanan di Kelantan juga semakin berkembang berikutan niat keusahawanan yang ingin menyertai dunia perniagaan. Bagi isu-isu ini, keusahawanan dilihat sebagai fasa penting untuk generasi akan datang terutamanya dalam kalangan pelajar Institusi Pengajian Tinggi Awam (IPTA) di Kelantan, di mana lebih tertumpu kepada ilmu pengetahuan dan pengurusan perniagaan. Satu set soal selidik telah mengumpulkan sebanyak 380 responden daripada berlainan jantina, umur, universiti, tahun pengajian, dan kursus pengajian. Soal selidik yang dibuat bagi mengumpulkan maklumat adalah responden yang merupakan daripada kalangan pelajar IPTA di Kelantan, dan hasilnya telah menunjukkan kepentingan bagi kurikulum keusahawanan, persekitaran keusahawanan, kaedah pengajaran, dan peranan universiti dalam pendidikan keusahawanan. Hasilnya, adalah penting untuk meningkatkan keselesaan dan pengetahuan tentang keusahawanan. Justeru, ia juga akan merangsang dan melonjakkan hasrat keusahawanan dalam diri pelajar. Oleh itu, universiti awam di Kelantan harus memperkasakan lagi penyampaian pendidikan keusahawanan mereka.

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Students On Entrepreneurship Education: Entrepreneurial Intention Among IPTA

Students in Kelantan

ABSTRACT

The organization in Kelantan initiatives to offer students the opportunity to participate in all aspects of entrepreneurship. Entrepreneurship in Kelantan also has been growing following the entrepreneurial intention who want to join in the business world. For these issues, entrepreneurship is seen as an essential phase for the upcoming generations especially among IPTA student in Kelantan, which the knowledge and business management. A set of questionnaire has collected 380 respondents from different gender, age, university, year of study, and course of study. The designed questionnaire gathers information from respondents who are IPTA students in Kelantan, and the results have shown the significance for entrepreneurial curriculum, entrepreneurial environments, teaching methods, and university roles in entrepreneurship education. As a result, it is crucial to improve comfort and knowledge about entrepreneurship. Thus, it will stimulate and boost students' entrepreneurial intention. Therefore, universities public in Kelantan should strengthen their entrepreneurship education delivery even further.

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CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Since the wave of covid-19 that hit the whole world, Malaysia has not been spared from the disease. This is dangerous and also has the same effect as other country which is a lack of jobs while there are also employers who have to throw away their workers to save their companies. The big effect that can be seen from this covid-19 wave is that many housewives and teenagers are starting to contribute ideas to start an online business that can support their lives. The improvement of the quality of life in oneself and a community is also caused by the improvement of the efforts made by entrepreneurs (Talib et al., 2012). Therefore, the future direction of a business venture is important to learn because it can determine a person's future with guaranteed survival, progress in business ventures and sustainability. Further, the intention is conceptual as an individual's cognitive state which is the most immediate and best predictor for that individual subsequent behaviour (Ajzen, 1991).

The purpose of this study is to examine entrepreneurial intentions among IPTA students on the Kelantan of Malaysia. This study is able to measure the level of entrepreneurship in students regardless of the faculties and universities in Kelantan. It is common knowledge that there are many fresh graduate students who do not yet have a job for several reasons that can contribute to the increase in the unemployment rate in Malaysia. Therefore, the presence of entrepreneurial intention in the student can be a motivation for the student to start a business that can help develop the national economy. Therefore, with the existence of this study, it is possible to find out the entrepreneurial intentions of students studying in universities around Kelantan to ensure that the students have entrepreneurial intentions acquired while at university, such as entrepreneurial curriculum, teaching method, university role and entrepreneurial environment.

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Unfortunately, studies on the intentions of future entrepreneurs are very rare. Generally, the intention is considered to be an individual's indication of what he will do in the future. Accordingly, the intention of an individual is his intention or plan to carry out the intended action in the future. Current intention can determine the direction of a wise person and determine the financial value found in their account. Therefore, attitudes, beliefs, and intentions usually correspond.

1.2 Problem Statement

Through Twelfth Malaysia plan (RMK-12), various initiatives are intensifying to produce competitive and sustainable entrepreneurs to increase entrepreneurship development through encouraging entrepreneurs based on innovation. Taking into account aspects of the national transformation plan, various initiatives will be carried out to increase innovative entrepreneurs including youth, Bumiputera and target groups especially in strategic and high-impact industries such as smart agriculture and the digital economy in line with the industrial revolution 4.0. According to Mohamad Idham, this will increase the competitiveness of local entrepreneurs at the global level. The subject of entrepreneurship is the core of most public and private higher education institutions in Malaysia to train and apply entrepreneurship knowledge among students.

There is a study done by Ali Kayani (2017) showing that entrepreneurship education programs contribute to the development of entrepreneurship intentions, he also explains that entrepreneurial activities are increasing which will be strengthened in the coming years as the country has a huge influx of intellectuals in the form of ambitious young students who aspire to start entrepreneurs their efforts; however, the problem lies in giving them a proper instruction

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and guidance in the form of education. This is losing link where entrepreneurship education plays its role in transforming students' education.

Therefore, the statement of the problem researchers encountered is whether the entrepreneurship education available at the Universiti Malaysia Kelantan (UMK) and Universiti Teknologi MARA (UiTM) can produce undergraduates and graduates with entrepreneurial characteristics and subsequently the existence the intention to become an entrepreneur. This situation can make them an entrepreneur and then create job opportunities further reducing the country's unemployment rate. Hence, study research has been conducted to review the effectiveness and appropriateness of programs and education entrepreneurship towards the entrepreneurial intentions carry out in these two universities among UMK and UiTM students.

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1.3 Research Objective

There is the research objective of this study:

- I. To examine the relationships between entrepreneurial curriculum and entrepreneurial intention among IPTA student in Kelantan.
- II. To examine the relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan.
- III. To examine the relationship between university role and entrepreneurial intention among IPTA students in Kelantan.
- IV. To examine the relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan.

1.4 Research Question

- I. Is there any relationships between entrepreneurial curriculum and entrepreneurial intention?
- II. Is there any relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan?
- III. Is there any relationship between university role and entrepreneurial intention among IPTA students in Kelantan?
- IV. Is there any relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan?

1.5 The Scope of The Study

This research focus on IPTA Kelantan students which involving Universiti Teknologi MARA (UiTM), and Universiti Malaysia Kelantan (UMK). This study conducted by questionnaire to determine entrepreneurial intention among public university students in Kelantan. The researcher makes scopes to these three public university students that study entrepreneurship education. In this research, researcher may only take 100 to 150 respondents as sample randomly. The number that researchers take represent as a whole students by using sample size. Researchers using questionnaire as researcher's medium to collect data from the respondent so that researcher could accomplish the objective of the study.

1.6 Significance of Study

This study is to evaluate the impact of factors that affect the entrepreneurial intention among public universities student. This result of this research can help researchers to assist researchers in the future in their pursuit for quality and competitive entrepreneurs.

According to this argument, entrepreneurship education could aid entrepreneurs in understanding the effects of their choices. Researchers have also evaluated the connection between entrepreneurship education attitudes and entrepreneurial intentions.

Moreover, the aim for this study is to evaluate the factors whether it could affect student's mind to lead them in entrepreneurial intention. In addition, the entrepreneurship education helps the born of new entrepreneurs which lead to the improvement in the development in economics' country. Other than that, this study also to improve the level of entrepreneurial intention among public university students in Kelantan, Malaysia. With the entrepreneur education that provided from the university, the government, and the people around them, they can assist them in developing an interest in the students and, as a result,

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the interest will lead to have an entrepreneurial intention in assist them to pursue for their career to become an entrepreneur in the future.

Furthermore, this study will give understanding in benefit of entrepreneurship education to the country. Entrepreneurship education plays a role in enhancing the country's economic state by providing job opportunities. Unemployment rates will rise due to a lack of employment opportunities, which will slow down a country's rate of development. With entrepreneurship education, it will inspire students and young graduates to produce job opportunities for themselves. With having competitive entrepreneurs, it will attract more investor to invest in the country which help improve the economic growth. In addition, the government also play part as policy maker which will help and motivate young entrepreneur to start a business themselves by giving financial support and programmes such Small and Medium Enterprise (SME).

Finally, the researcher attempts to enhance the understanding of entrepreneurship education and strive to lead students to become entrepreneur in future. All of the factors that discussed have a strong impact to the entrepreneurial intention among public university students. By conducting this research, the objective can be successfully achieved.

1.7 Definition of Term

1.7.1 Entrepreneurship education

Entrepreneurship education can be defined as the process of enabling people to locate and analyze economic opportunities, as well as to boost their self-confidence, knowledge, and entrepreneurial skills (Abdul Rahim & Mukhtar, 2021). Therefore, entrepreneurial education can affect how well entrepreneurs do by increasing their likelihood of survival, profitability, entrepreneurial spirit, and attitude (Jena, 2020).

1.7.2 Entrepreneurial Intention

Entrepreneurial intentions are mental orientations like desires, wishes, and hopes that might affect one's entrepreneurial decisions (Abdul Rahim & Mukhtar, 2021). One of the most effective indicators of entrepreneurial behavior, entrepreneurial intention is a constant and essential concept in the world of entrepreneurship (Ukil & Jenkins, 2022).

1.7.3 Entrepreneurial opportunities

As entrepreneurship includes the intersection of two phenomena: the presence of lucrative opportunities and the presence of enterprising persons," entrepreneurial opportunities are one side of the "coin" of entrepreneurship. Importantly, they define opportunities as "lucrative" (Gümüşay, 2018). In an ever-changing environment, entrepreneurs are viewed as risk-takers who respond to market opportunities and work to maintain a healthy balance in the economy (Jabeur et al., 2022).

1.8 Organization of the proposal

This proposal is organized as follows. First, the problem statement, research questions and objective and the scope of the study are presented in the introduction of chapter 1. Next, in chapter 2, the underpinning theory and previous study are explained, followed by the hypotheses statement and conceptual framework. Other than that, in chapter 3, research methods will be explained about research design, data collection, and study population. This study will also explain the sample and sampling size in detail.

1.9 Summary

In this chapter's summary, researchers discussed the study's background, problem statement, research objective and question, scope of study, and other topics. Researchers collected all of the data and information in the journal, article, and website. Next, researchers also explained some simple things, but with full explanations to present. Following this chapter, researchers will present the main words, along with their meanings and explanations from the author, as well as data gathered from IPTA students in Kelantan.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Upon graduation, graduates generally have a great desire to continue their careers by following various programs and courses that can help prepare and equip them with the skills they need for employment upon graduation. This can also give help them to face the challenges already faced by Malaysian graduates in the labour market. One of the courses that can help students to have a career ready and focused is entrepreneurship education. Entrepreneurship education also teaches students about the knowledge and motivation needed to successfully start and grow a business as well as the importance of communication skills. With the nature and desire to be entrepreneurs can improve people's lives in terms of increasing employment opportunities, further encouraging the eradication of poverty and good economic vitality can provide motivation to the whole world. As a result, entrepreneurship has been recommended and approved as one of the courses to be taught in educational institutions primary, secondary and higher education institutions as entrepreneurial or entrepreneurship education development studies.

2.1.1 Entrepreneurship Curriculum

An entrepreneurial curriculum contains information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, grow new enterprises and case studies which should be discussed in the classroom to provide students with another venue for examining entrepreneurial strategies and learning about the successes and failures of new ventures. Entrepreneurship curriculum is defined as the specific nature of the curriculum material, content, and teaching. Strategy and feedback, and also assessment practices

used by the university to promote student entrepreneurship skills, behaviour, attitude and competencies (GEM, 2005). Textbooks, teaching aids, lecture notes and more are curriculum materials including the resources needed to deliver specific curriculum. Teaching strategies are the methods used to deliver curriculum content (2Torres-Barreto et al., 2020). Entrepreneurial competence can be developed in accordance with the curriculum instructions that determine Feedback and assessment practices that are important.

2.1.2 Teaching Method

A study by Solomon et al (2002) emphasized that the most popular teaching method in entrepreneurship education is the creation of business plans, case studies, and lectures Lee et al.,. However, Hytti and O'Gorman (2004) propose a different view because they think that there are many ways to offer entrepreneurship education, depending on educational objectives. The lack of a good business plan may be perceived as a lack of intention or commitment on the part of the party from the founder. Many entrepreneurs find that preparing a well-designed business plan can be a daunting assignment. If the objective of education is to increase understanding of entrepreneurship that is about the most effective way to achieve the objective is to provide information through public channels such as media, seminars or lectures. This method is effective in terms of relevant delivery information to a wider population in a relatively short period of time. If the objective is to equip the individual with entrepreneurial skills, which are used directly to work, the best way is to provide education and training enable individuals to be directly involved in the entrepreneurial process, such as industrial training. Finally, if the objective of education is to prepare individuals to act as entrepreneurs, the most effective technique is to facilitate experimentation by trying entrepreneurship in a

controlled environment, for example through business simulation or role playing (Ahmad et al, 2004).

2.1.3 Entrepreneurial Environment

The entrepreneurial environment was found to be a significant positive predictor of entrepreneurial intentions (Wu and Mao, 2020). Ethel et al. (2020) found that a good entrepreneurial environment can promote entrepreneurial intentions through empirical research. In addition, some scholars have found that social entrepreneurship intentions have declined due to the impact of the pandemic. For example, Inés Ruiz-Rosa et al. (2020) found that the epidemic has caused a severe socioeconomic crisis and great uncertainty, causing a decline in students' willingness to start a business. However, the entrepreneurial environment in the post-pandemic era has undergone earth-shaking changes. Under the guidance of epidemic prevention and control, Chinese and foreigners have experienced online activities such as online shopping and online education, and people's way of thinking and lifestyle have also changed at the same time, and they are more accepting of new lifestyles which is brought about the Internet economy. Although the outbreak has dealt a heavy blow to service industries such as transport, travel and retail. However, online applications such as telecommunications, telemedicine, online education, and online entertainment, as well as emerging industries such as driverless delivery and smart manufacturing, all show strong growth potential. Regardless, there is no strong evidence on how accurately the post-pandemic entrepreneurial environment predicts entrepreneurial intentions.

2.1.4 University role

The goal of an entrepreneurial university is to provide an environment that encourages students to be easily attracted to entrepreneurship and be able to take risks and be

interested in doing innovative activities. The main characteristic of an entrepreneurial university is to explore new ideas by using curiosity that has the potential to create good business opportunities in the market. There will be more pressure on universities with the motive to transform themselves with entrepreneurial concepts so that students are able to integrate new technologies and business practices. To push students into the new economic landscape, universities need to incorporate more entrepreneurial initiatives on campus so that students can hone their entrepreneurial nature.

2.1.5 Entrepreneurial Intention

Entrepreneurial intention accepts various approaches to test the nature and entrepreneurial intention in a person. There are opinions that claim that attitudes, social norms, and controlled behaviour can predict intentions and produce actions. Previous research on entrepreneurial intentions using the theory of planned behaviour has explored these three determinants. For example, from the attitude aspect, researchers have studied how individual attitudes affect IT professionals' intentions to start a business (Lee et al. 2011). This theory claims that social norms, attitudes, and regulated behaviours predict the intention of an action. According to Lee et al. (2011) previous studies on entrepreneurial intentions using the theory of planned behaviours have explored these three determinants. For example, from the aspect of attitudes, researchers have studied how individual attitudes affect IT professionals' intentions to start a business.

2.2 Underpinning Theory

The theory of planned behaviour (TPB) provides a framework for understanding the environmental factors that affect a person's intention and behaviour (Ajzen, 1991). This theory also has been applied to wide variety of topics that influence with human behaviour and

individual intention. The planned behaviour theory believes that there is a connection between beliefs and behaviour, and that this connection exists between having the intention to start a business and becoming an entrepreneur himself (Ajzen, 1991). Other than that, this theory emphasizes that attitude, perceived behavioural control, and subjective norm influence individual intention and behaviour which lead the one of individual intention to becoming an entrepreneur and start a business (Mohd Noor et al., 2021).

Attitude is the first variable that may affect entrepreneurial intention. These are behavioural convictions that have an impact on how people act and behave. Second, the subjective norm explains how community support affects whether a behaviour is accepted or rejected. The third variable is perceived behavioural control, which is focused on the elements that either encourage or inhibit human behaviour. The TPB model has been widely used to analyse behaviour and intention, however, it also use to criticised for its logic to explain and observe many things that related to individual behaviour which is not explained. Based on this study, this study has included particular factors, including the influence entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment which may influence in individual intention.

2.3 Previous studies

The term of previous studies refers to all previous investigations of the subject under study through analysis and study. A strong basis and vital knowledge about continuing research are provided by prior studies, which also contribute to the advancement and enrichment of the research.

2.3.1 Entrepreneurial curriculum

The entrepreneurial curriculum can spark student's interest. In order to allow students to become more pragmatic and hands-on rather than viewing entrepreneurship as a theoretical course, it is important to bring together interests, feelings, and attitudes about the entrepreneurship curriculum in all aspects of entrepreneurship education, as stated in previous studies (Chinonye et al., 2014). Higher education institutions' curriculum encourage the inclusion of structured entrepreneurship courses, the study's author says, making the classroom the ideal setting to build background and develop entrepreneurial ambitions (Naqvi et al., 2022). While findings from other previous research indicate that students in Nigeria are receiving professional guidance and support to help them develop their business ideas by involving local entrepreneurs in the development of entrepreneurship curriculum (Adesola et al., 2019). According to a previous study by Abdul Rahim & Mukhtar (2021), the entrepreneurial curriculum and entrepreneurial intentions are significantly related. He claims that the results of the study are consistent with those of previous studies, that is from Abd Hadi (2014) finding that engineering students who take entrepreneurship courses are more entrepreneurial intention than engineering students who do not.

2.3.2 Teaching method

Teaching integrated working and active learning methods has become a popular form of experiential teaching strategy in higher education institutions, placing students at the center of learning rather than treating them as passive listeners. It will be useful to find teaching strategies that can best stimulate students' entrepreneurial intention, as different teaching methods are considered appropriate in entrepreneurship. In practice, educators should use teaching method that promote creativity in dynamic learning

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environments, and work-integrated learning techniques should be promoted to increase people's creativity even in large courses, based on the results of previous studies (Nguyen & Do, 2021). It is important to assess current teaching method. Entrepreneurship training seems to be a step beyond convention. In addition, taking entrepreneurship courses can improve your learning efficiency and enjoyment of the program (Anjum et al., 2022).

2.3.3 University role

The growing interest in the entrepreneurship and innovation literature focuses on entrepreneurial universities. Increased student interest reflects the expansion of the university's which includes knowledge and technology transfer. To overcome barriers to entrepreneurship such as hierarchical structures, regulations, rules and processes, and lack of entrepreneurial skills, the University's entrepreneurial philosophy aims to infuse and live the culture of entrepreneurship (Dolan et al., 2019). According to previous studies, official university support for entrepreneurship plays an important role in creating and maintaining an entrepreneurial climate, which in turn encourages students' entrepreneurial intentions. However, this support does not directly influence students' entrepreneurial intentions (Sim et al., 2021). Despite the fact that most universities invest in promoting entrepreneurship, there is little evidence of the success of these efforts, as other previous research has shown. In the author's view, university should use measures other than the number of courses, student participation in entrepreneurship training, business plan competitions, and student attendance at meetings with entrepreneurs (Wegner et al., 2020).

2.3.4 Entrepreneurial environment

According to Jena (2020), universities and other associated educational institutions should focus more on creating an entrepreneurial atmosphere that will enhance the meaning of entrepreneurship education and increase its efficacy. While according to Ebewo & Nesamvuni (2020) claims that a supportive entrepreneurial environment is a key element for entrepreneurship growth. Legal regulations, government support measures, and procedures for starting a new business are examples of environmental factors that affect entrepreneurial intentions. The findings of Jena (2020) study demonstrate that entrepreneurial intention can be influenced by the support that entrepreneurs receive from their environment (Mentor, Government, and Financial intuitions).

2.3.5 Entrepreneurial intention

It has been proven that the most important indicator of future entrepreneurial behavior is entrepreneurial intent (Ilevbare et al., 2022). Entrepreneurs employ what is known as entrepreneurial intention is the mind of linking the information to seize the chances and resources required to launch and build a firm. According to Ciptono et al (2022) the theory of planned behavior (TPB), was used to create an intention model based on the concept that all behaviors require planning. There is a new area of research that focuses on what can prevent otherwise motivated potential entrepreneurs from putting their entrepreneurial intentions into action. Most research focuses on the antecedents of entrepreneurial intentions, with an emphasis on understanding the factors that promote intentions (Ukil & Jenkins, 2022). Among students who have taken entrepreneurship courses and have access to business incubator resources, there is a positive relationship between entrepreneurial intention and education (Leiva et al., 2021). The results of

other previous research indicate that, of the three categories of university support, perceived educational support and perceived concept development support are favorably related to entrepreneurial intent (Sidratulmunthah et al., 2018).

The entrepreneurial curriculum and teaching methods have a substantial association with entrepreneurial intention, according to Abdul Rahim & Mukhtar (2021) prior research. The university role variable, on the other hand, exhibits the opposite outcome, namely, no significant connection with entrepreneurial intention. The influence of the entrepreneurial environment on entrepreneurial intention is also examined in a study from Jena (2020), taking into account control variables such as gender and entrepreneurial family background. The hypotheses formulated in this study are all largely supported.

This study will use the independent and dependent variables from previous studies that are, from Abdul Rahim & Mukhtar (2021) and Jena (2020) but adapted to the context of this study. Studies from previous researchers will help this study to examine the extent of the relationship between the independent variables, which are entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment, with the dependent variable that is entrepreneurial intention among IPTA students in Kelantan.

2.4 Hypothesis Statement

This study of the research had already developed the hypothesis to study about entrepreneurial intention among IPTA students in Kelantan and the other four independent variables which are entrepreneurial curriculum, teaching method, and university role and entrepreneurship environment.

H1: There is a significant relationship between entrepreneurial curriculum and entrepreneurial intention.

H2: There is a significant relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan.

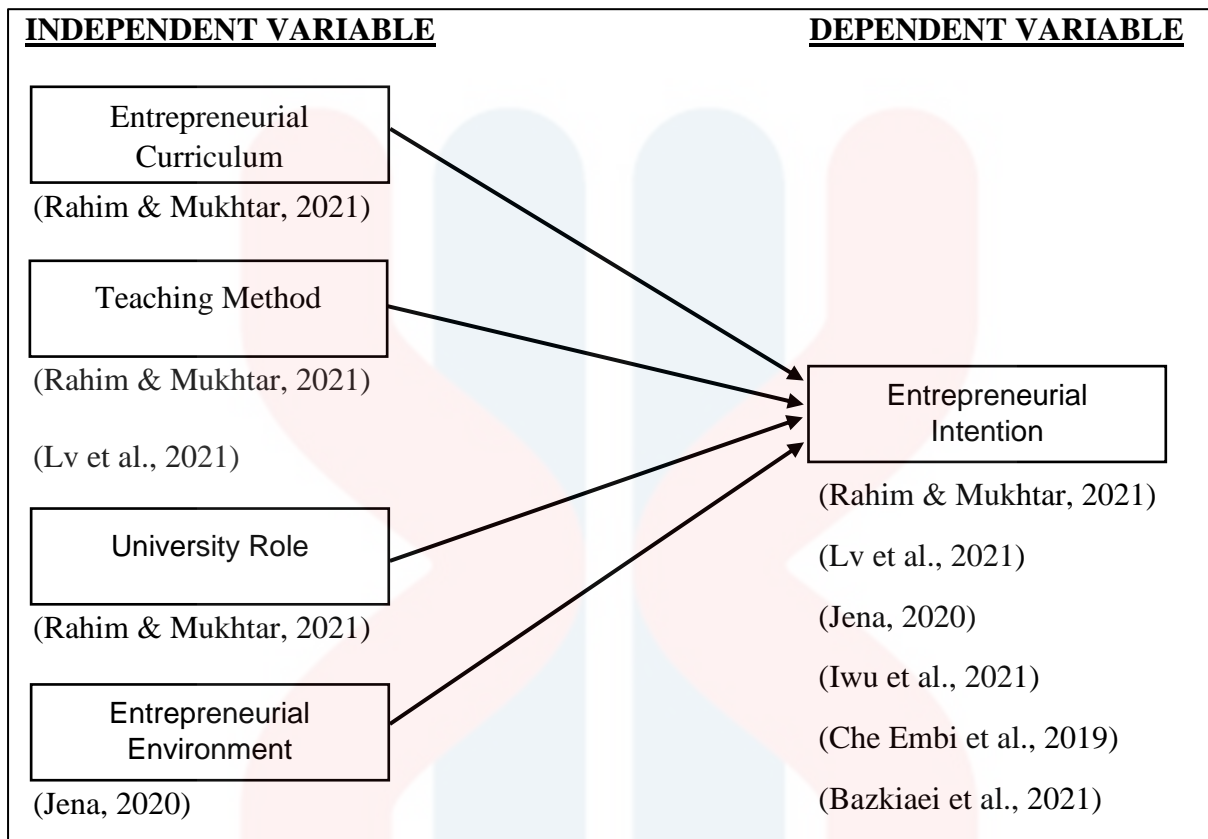
H3: There is a significant relationship between university role and entrepreneurial intention among IPTA students in Kelantan.

H4: There is a significant relationship between entrepreneurship environment and entrepreneurial intention among IPTA students in Kelantan.

2.5 Conceptual Framework

Learning the theoretical components could use a lot of more work by understanding the level of entrepreneurial intention and their level of associations. The conceptual framework model is created and is shown in Figure 2.1 below in order to translate the above relationship into the hypotheses of this study.

The conceptual framework has four key major components: entrepreneurial curriculum, teaching method, university role, entrepreneurial education and entrepreneurship intention. Entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment serves as the independent variable of this study. The entrepreneurial intention is the dependent variable.



Source: Rahim & Mukhtar, 2021; Lv et al., 2021; Jena 2020; Iwu et al., 2021; Che Embi et al., 2019; Bazkiaei et al., 2021

Figure 2.1: Conceptual framework on the students on entrepreneurship education: entrepreneurial intention among IPTA students in Kelantan

2.6 Summary

To conclude this section after reviewing the literature, graduates often pursue numerous programmes and courses to graduation. The suggested theoretical framework was built based on a survey of the literature. These researchers examined the link between all the dependent variables in this study, which were entrepreneurial curriculum, teaching technique, university role, and perception of entrepreneurship education, among IPTA students in Kelantan. The next chapter discusses the many methods used to uncover and contribute to the knowledge gained from this study.

3.1 Introduction

Research method is crucial because it can help researchers create a clear plan to follow when conducting their studies. The methods used for data collection and analysis in this research are discussed and explained in chapter three on research methodology. In chapter 3, the study will begin with the research design and how the study data will be collected. Next in this chapter, explanation on study population, sample size, sampling techniques and research instrument development will be discussed. Chapter 3 will end with a description related to measurement of the variables and procedure for data analysis.

3.2 Research Design

Research design is the overarching framework for the many research methods and approaches used by researchers (*Research design*, 2022). This study employed a quantitative method using questionnaires as a technique to collect data from respondents. Correlational research is the type of research that will be used in this study. A correlational study design examines the relationship between variables without any of the variables being under the direct control or manipulation of the researcher (Bhandari 2021). The data will help the researcher determine the relationship between entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment with entrepreneurial intention among IPTA students in Kelantan.

3.3 Data Collection Methods

One of the most crucial phases of doing research is data collection. Data collection begins with identifying the type of data required, choosing a sample from a specific population, and using specific instruments to gather data from the selected sample (Kabir, 2016). Data can be collected using various instruments. This study, will analyze data collected from questionnaires given to UMK and UiTM students who take entrepreneurship education. The primary method used by researchers to gather information from their target audience is the use of questionnaires (Cleave, 2021). The questionnaire will be distributed via google form to 380 respondents. Apart from that, data collected from the respondents will be correct, as all relevant information will be provided.

3.4 Study Population

The study population this time targets several study groups. For example, Universiti Malaysia Kelantan (UMK) has 11413 active registered students, for Universiti Teknologi MARA (UiTM) there are 20386 students. Therefore, this study was conducted on the student population in Kelantan to find out the students' perception of entrepreneurship education. It helps to determine the impression of students in each different university in Kelantan among students.

3.5 Sample Size

A term often used in statistics and market research for this study is the sample size. To produce the sample size, data is very important to get the right sample size. Sampling size indicates the sampling method and the outcome measure it refers to the sample size

produced by the number of students who have participated in this study. The population is almost 31799 undergraduate students in Kelantan. Researchers use 380 sample data of students in two universities in Kelantan namely UMK, and UiTM which will help to prepare and succeed this questionnaire.

Table 3.1: Determine Sample Size of a Known Population

Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie, R. V., & Morgan, D. W. (1970). *Determining Sample Size for Research Activities. Educational and Psychological Measurement, 30(3), 607–610.*

3.6 Sampling Technique

Sampling techniques have two techniques for example probability sampling and non-probability sampling. Researchers chose non-probability sampling because it is convenient for respondents and saves time. It is also reducing the burden on respondents to complete the questionnaire since the respondents are students and the time is very short for students to carry out their responsibilities as students and answer the

questionnaire at the same time. It has some non-probability sampling like purposive sampling, snowball sampling, convenience sampling, quota sampling and voluntary response sampling. It will be collected via an online platform (Google Forms) to distribute the survey questionnaire about students' perception of entrepreneurship education

3.7 Research Instrument Development

Survey questionnaire is used as a measurement tool by the researcher to obtain the data for this study from the target respondent. Respondents are questioned on their opinions and views relating to this study in the questionnaire. The questionnaire will be written in English and Bahasa Melayu. This questionnaire consists of three sections which Section A, Section B, and Section C. Section A consists of questions on demographic information, such as gender, age, race, university, year of study, and course of study. For Section B consists of questions on independent variables regarding the four independent variables of entrepreneurship education that will lead to student entrepreneurial intention which is entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment. Section C consists of questions on dependent variable which entrepreneurial intention.

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Table 3.2: Content of the Questionnaire

Part	Item	Number of Question	Source
Part A	Respondent Profile	5	Mohd Noor et al., (2021)
Part B	Entrepreneurship Curriculum	6	Rengiah (2013)
	Teaching Methods	6	Rengiah (2013)
	University Role	7	Rengiah (2013)
	Entrepreneurial Environment	5	Jena (2020)
Part C	Entrepreneurial Intention	6	Rengiah (2013)

Source: Mohd Noor et al., (2021); Rengiah (2013); Jena (2013)

3.8 Measurement of the Variables

In this study, researcher use a set of close-ended questionnaire forms adapted to the needs of the study from the questionnaire developed by (Rengiah, 2013). The questionnaire consisted of three sections: Part A (Respondent Profiles), Part B (Entrepreneurship Curriculum, Teaching Methods, University Role, Entrepreneurial Environment), and Part C (Entrepreneurial Intention).

The respondents' actual level of measurement for the relevant variables was obtained for all sections of this questionnaire apart from section A, by using a 5-point Likert Scale. Every question had a scale from 1 to 5, and the answers ranged from minimum to maximum

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on each scale. The scale represents respondent answers which is (1=Strongly Disagree, 2=Disagree, 3=Neutral/Disagree nor Agree, 4=Agree, and 5=Strongly Agree) and shown in Table 3.3 below.

Table 3.3: Five-Point Likert Scale

Strongly Disagree	Disagree	Neutral/Disagree nor Agree	Agree	Strongly Agree
1	2	3	4	5

Source: Emerson, R. W. (2017)

The variables that will be measured which are entrepreneurial curriculum, teaching methods, university's role, entrepreneurial environment, and entrepreneurial intentions.

3.8.1 Nominal Scale

A nominal scale is the first level of measurement which used as qualitative findings, and where the numbers are used to categorise or label the items. A nominal scale typically deals with non-numeric variables or numbers without any value. Researcher use nominal scale in Section A which measure respondent's demographics on the questionnaire. It used to determine each respondent's demographics profile such gender, age, race, year of study, and university based on target respondents.

3.8.2 Interval Scale

The interval scale is the third level of the measurement scale. It is a quantitative measuring scale with a meaningful difference between the two variables. To put it another way, the variables are measured precisely rather than in a relative sense where the occurrence of zero is imprecise. Researcher use 5-point Likert scale (1=Strongly

Disagree, 2=Disagree, 3=Neutral/Disagree nor Agree, 4=Agree, and 5=Strongly Agree) which intended to assess how strong the statements in respondent's opinion or views. As a result, the Likert scale was used to determine and evaluate each item with respondent's views as we provide the in the questionnaire Section B and C.

3.9 Procedure for Data Analysis

The Statistical Package for Social Science (SPSS) version 23.0 was used to analyse the data in this study. The exploratory analysis techniques were used in this study to maximise the number of variants explained for the dependent variable (Chin, 1998; Hair, Hult, Ringle, & Sarsted, 2014). Given that the purpose of this study was to create a multi-dimensional framework relating entrepreneurship education to entrepreneurial curriculum, teaching method, university role, entrepreneurship education, and the PLS-SEM technique, Reliability analysis, descriptive analysis, Pearson's correlation, and multiple linear regressions were the four types of analysis.

3.9.1 Reliability Analysis

The usefulness of the measurement, particularly when adopted, is critical to the study's findings. To ensure that the results are appropriate, the reliability of the data analysis must be explicitly assessed. This reliability analysis procedure was used to assess the instrument's consistency. Cronbach's alpha measures how consistent the respondents are. This relationship is dependent on the variable's variable and the dependent variable, which is the entrepreneurial education.

3.9.2 Descriptive Analysis

This descriptive analysis was used to analyse data in term of means, median, mode, and other measurement level following collected data. In data analysis chapters, the whole dataset was split use demographic to identify factors such as gender, age, education, and university. The comparison was carried out on the sub-datasets to examine whether there were any possible differences regarding the entrepreneurial intention among student IPTA in Kelantan.

3.9.3 Pearson Correlation

Pearson's product moment in statistics, the correlation coefficient is a measure of the linear correlation between two variables X and Y, with a value ranging from +1 to -1, where +1 is the total of positive correlations, 0 is no connection, and -1 is the total of negative correlations. It is commonly used in studies as a measure of the toxicity of two variables' linear dependency. Numerous set points, with x and y correlations of the coefficients to each set. It is vital to highlight that correlations represent the non-linear model and direction of a linear connection, not the relationship's non-slope or many features of the nonlinear relationship. The correlation was found when the figure towards the centre was in the additional 0 slope. If the figure at the centre was discovered in the extra 0 slope, the correlation coefficient cannot be computed because the variance Y is zero.

3.10 Summary

In summary, this chapter is clearly about researcher's research design, data collection methods, study population, sample size, and sampling methodologies. As the researchers have seen throughout this chapter, entrepreneurship education is a distinct way of looking at Kelantan, regardless of whether they want to build their own business or not. The primary goal of the study was to determine if students believe entrepreneurship education is necessary or not. The study also found that gender had no impact on entrepreneurial intention desire. The findings will be further examined and discussed in Chapter 4.

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CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

The data analysis and findings of the study are discussed in chapter 4. From the distributed questionnaire, 380 replies were successfully obtained. The data analysis was conducted using the Statistics Package for Social Science (SPSS), and the findings are presented in chapter 4. In this chapter, the study will begin with an initial analysis followed by an analysis of the demographic profile of the respondents. Next, an explanation of descriptive analysis, validity, and reliability test will be discussed. This chapter will end with hypotheses testing.

4.2 Preliminary analysis

According to this study, the researcher randomly selected 30 participants for a pilot test. After completing the pilot test, the researcher conducted the reliability test to evaluate the reliability information gathered. Pilot test assist the researcher in evaluating the validity of the research methodology. Based on the table 4.1 reliability test for pilot test shows that all the Cronbach's Alpha values are more than 0.70 for all study variables and indicate acceptable internal consistency.

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Table 4.1: Reliability Test (Pilot Test)

Number of items	Study variable	Cronbach's alpha	Remark
6	Entrepreneurial curriculum	0.790	Acceptable
6	Teaching method	0.836	Good
7	University role	0.889	Good
5	Entrepreneurial environment	0.763	Acceptable
6	Entrepreneurial intention	0.802	Good

Source: SPSS Output

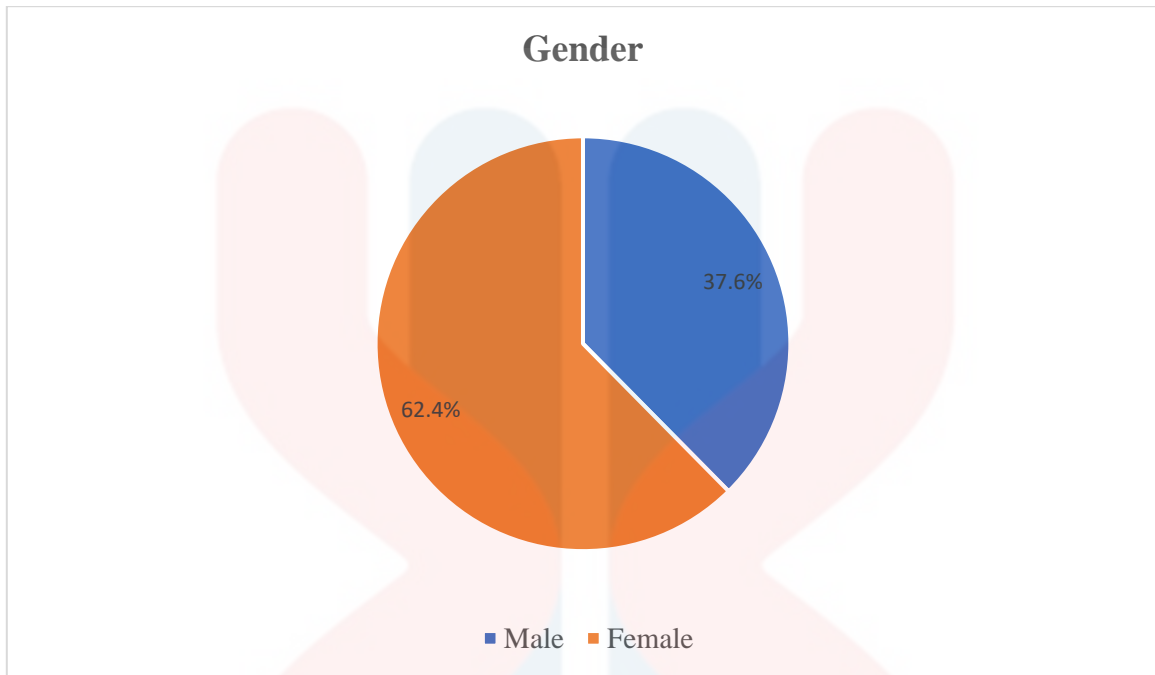
4.3 Demographic profile of respondents

4.3.1 Gender

Table 4.2: Respondent's Gender

CHOICES	FREQUENCY	PERCENT
Male	143	37.6
Female	237	62.4
TOTAL	380	100.0

Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.1: Respondent’s Gender

The research collected a total of 380 respondents. Table 4.2 and Figure 4.1 show that the percentage of men among the 380 respondents is lower, 37.6% or 143 respondents, compare to the percentage of women, 62.4% or 237 respondents.

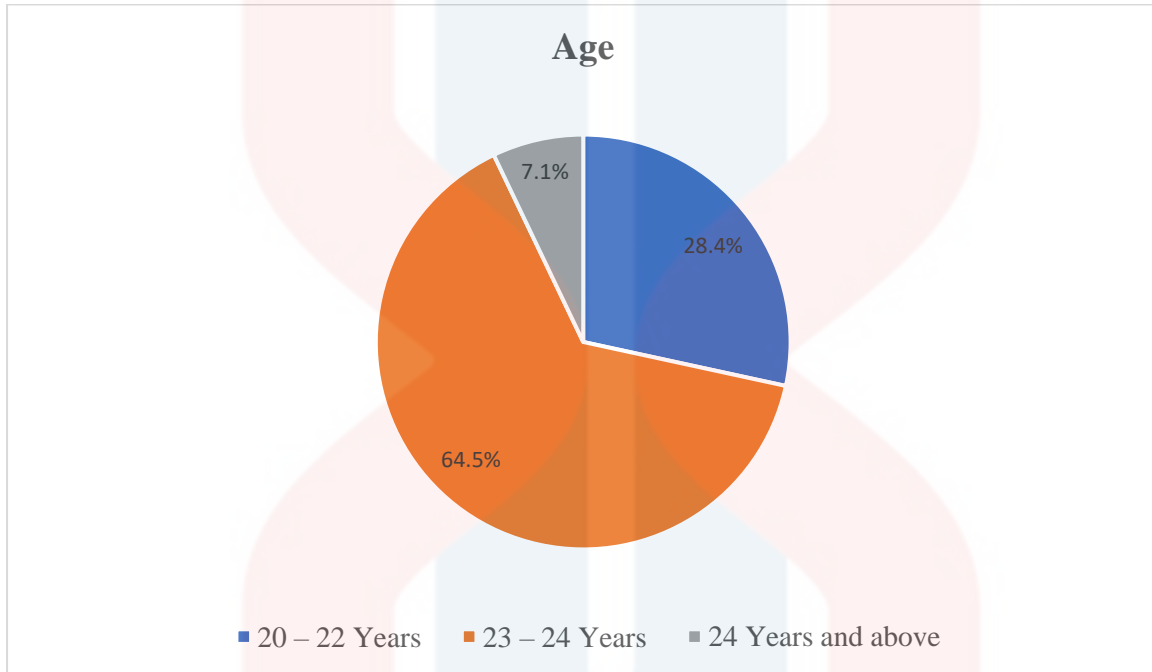
4.3.2 Age

Table 4.3: Respondent’s Age

CHOICES	FREQUENCY	PERCENT
20 – 22 Years	108	28.4
23 – 24 Years	245	64.5
24 Years and above	27	7.1

TOTAL	380	100.0
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Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.2: Respondent’s Age

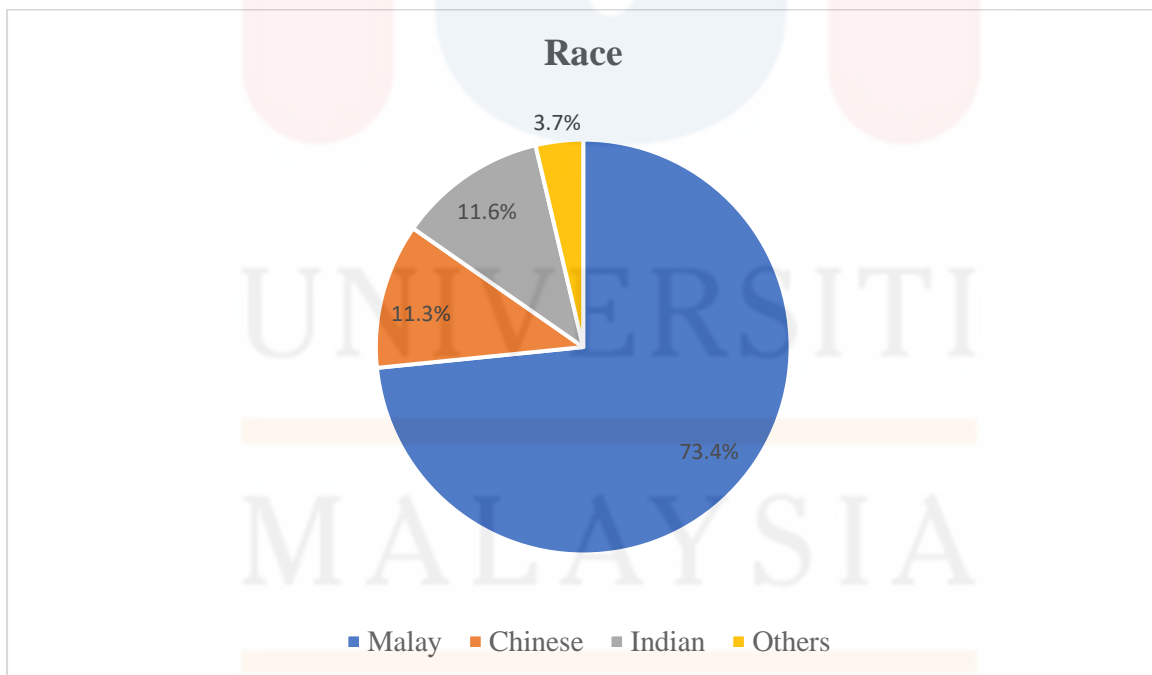
Based on the table 4.3 shows that the majority age of the respondent falls into the ranges of 23-24 years old or 64.5%, followed by the age 20 – 22 years old or 28.4%. Lastly the minority group of 25 years and above had 27 (7.1%) respondents. The total frequency is 380 respondents in this study.

4.3.3 Race

Table 4.4: Respondent's Race

CHOICES	FREQUENCY	PERCENT
Malay	279	73.4
Chinese	23	11.3
Indian	44	11.6
Others	14	3.7
TOTAL	380	100.0

Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.3: Respondent's Race

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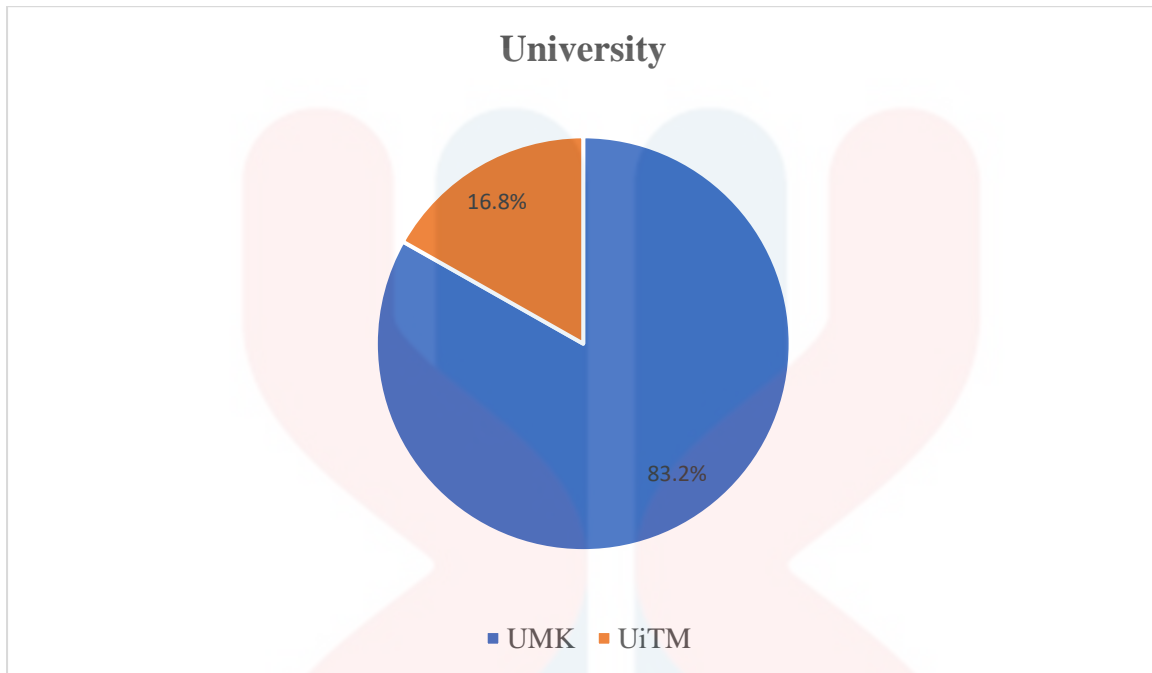
According to table 4.4 and figure 4.3, out of 380 respondents who have been questioned, the majority of 279 people or 73.4% were Malay. Next, the Chinese respondents are the second highest, with 23 (11.3%) respondents followed by Indian respondents, which are 44 (11.6%) respondents. Lastly, respondents of other races are the fewest, with 14 (3.7%) respondents.

4.3.4 University

Table 4.5: Respondent's University

CHOICES	FREQUENCY	PERCENT
UMK	316	83.2
UiTM	64	16.8
TOTAL	380	100.0

Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.4: Respondent’s University

According to table 4.5 and figure 4.4, the highest number of university students involved in this study is Universiti Malaysia Kelantan (UMK), which has a total of 316 (83.2%) respondents. Followed by respondents from Universiti Teknologi MARA (UiTM) Kelantan, a total of 64 (16.8%) respondents.

4.3.5 Year of study

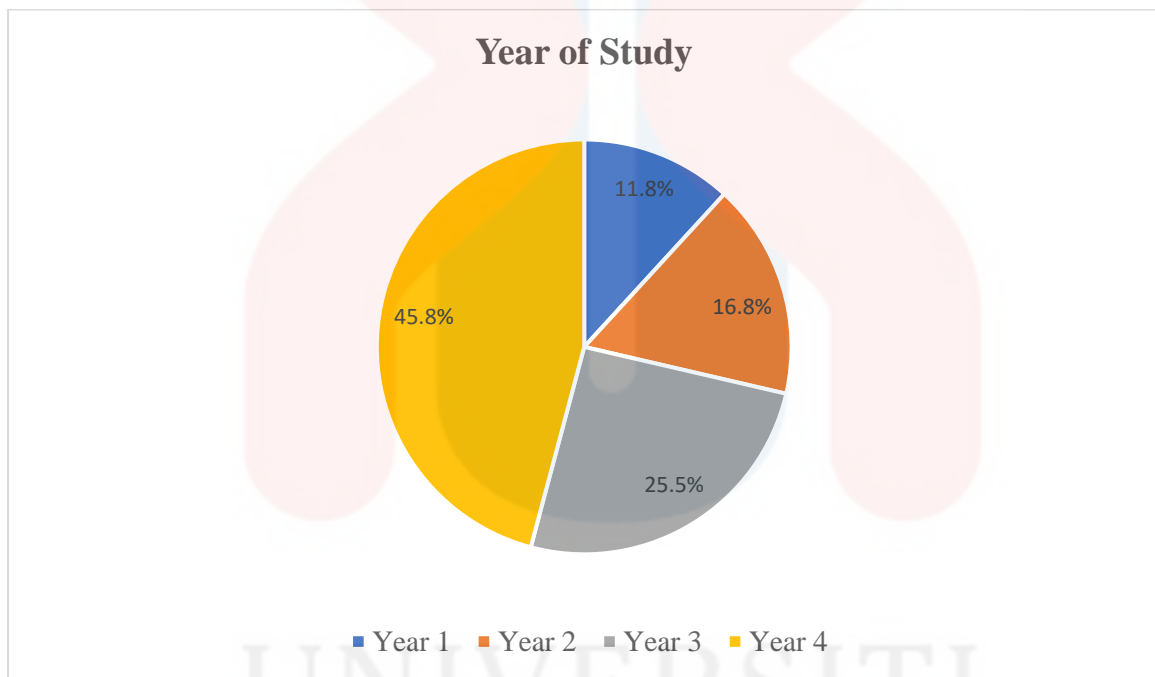
Table 4.6: Respondent’s Year of study

CHOICES	FREQUENCY	PERCENT
Year 1	45	11.8

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Year 2	64	16.8
Year 3	97	25.5
Year 4	174	45.8
TOTAL	380	100.0

Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.5: Respondent’s Year of study

Table 4.6 shows the year of study respondents participated in the survey. The highest number of 174 (45.8%) respondent came from year 4. The second highest group was year 4 representing total of 97 (25.5%) respondents followed by year 2 had 64 (16.8%) respondents. The minority group were from year 1 with 45 (11.8%) respondents.

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4.3.6 Course of study

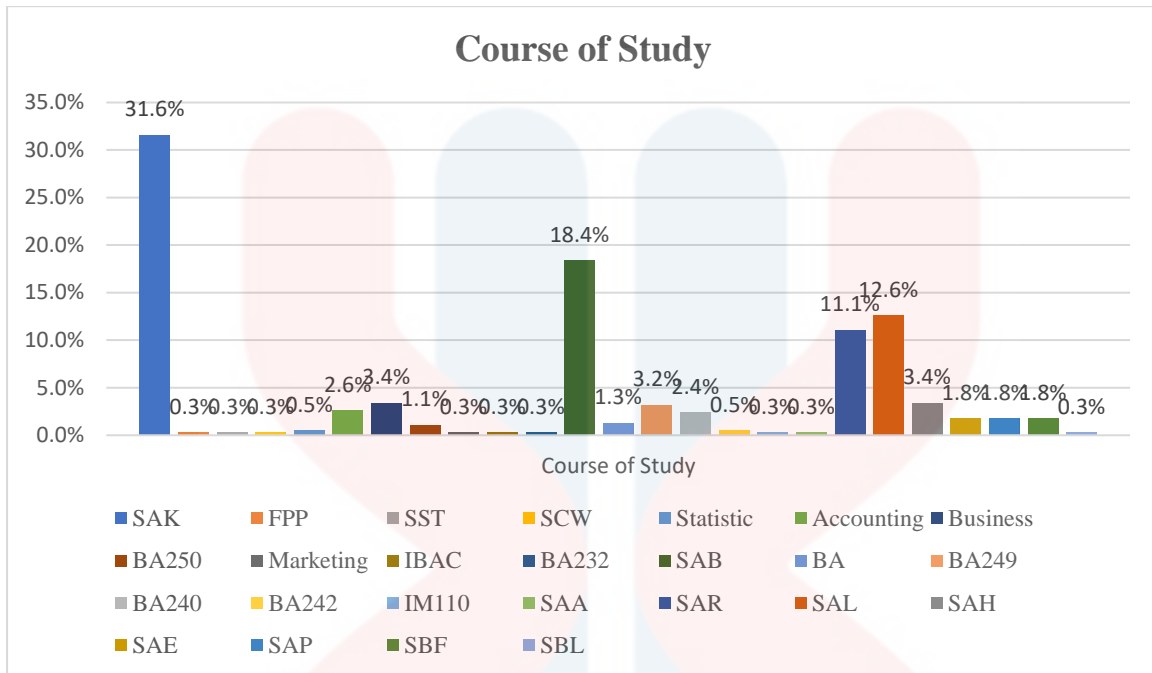
Table 4.7: Respondent's Course of Study

CHOICES	FREQUENCY	PERCENT
SAK	120	31.6
FPP	1	0.3
SST	1	0.3
SCW	1	0.3
Statistic	2	0.5
Accounting	10	2.6
Business	13	3.4
BA250	4	1.1
Marketing	1	0.3
IBAC	1	0.3
BA232	1	0.3
SAB	70	18.4
BA	5	1.3
BA249	12	3.2
BA240	9	2.4

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BA242	2	0.5
IM110	1	0.3
SAA	1	0.3
SAR	42	11.1
SAL	48	12.6
SAH	13	3.4
SAE	7	1.8
SAP	7	1.8
SBF	7	1.8
SBL	1	0.3
TOTAL	380	100.0

Source: Primary data from researcher questionnaire



Source: Primary data from researcher questionnaire

Figure 4.6: Respondent’s Course of Study

Table 4.7 shows the study courses taken by the respondents. Based on table 4.7 and figure 4.6 shows that there are 25 types of study course taken by respondents. The cost of studying SAK is the highest with 120 respondents (31.6%), while the course of studying FPP, SST, SCW, Marketing, IBAC, BA232, IM110, SAA and SBL is the lowest with one respondent (0.3%) for each course of study. SAB is the second highest course of study taken by the respondents, which are 70 (18.4%) respondents, followed by SAL with 48 (12.6%) respondents and SAR with 42 (11.1%) respondents. Next is Business and SAH with total of 13 (3.4%) respondents for each course of study. BA249 with 12 (3.2%) respondents, Accounting with 10 (2.6%) respondents, BA240 with 9 (2.4%) respondents, BA with 5 (1.3%) respondents and BA250 4 (1.1%) respondents. Other than that, total of 2 (0.5%) respondents who took courses in Statistics and BA242 for each course of study. While SAE, SAP, SBF study courses showed a total of 7 (1.8%) respondents for each study course

4.4 Descriptive analysis

This section presents the finding of the descriptive analysis performed on the items for each variable provided in mean and standard deviation. A type of data analysis called descriptive analysis helps to explain, illustrate, or summarize data points in a useful way so that patterns can emerge that do justice to each condition of the data. A total of 380 randomly selected respondents from UMK and UiTM Kelantan students who took entrepreneurship education were included in the descriptive study.

4.4.1 Entrepreneurship Curriculum

Table 4.8: Descriptive Statistic for Entrepreneurship Curriculum

No	Entrepreneurship Curriculum	Mean	Std. Deviation
1	This entrepreneurial course is organized in accordance with the curriculum criteria.	4.42	0.800
2	I gained new experience through this entrepreneurial course	4.54	0.666
3	I am more interested in learning about entrepreneurship than any other subject.	4.27	0.982
4	I can hone my entrepreneurial skills through this course.	4.50	0.680

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5	My knowledge of business has increased after taking this course.	4.58	0.613
6	I am interested in studying this entrepreneurial course as it relates to real-world situations	4.43	0.830
Total		4.46	0.762

Source: SPSS Output

Table 4.8 shows the mean and standard deviation of entrepreneurship curriculum. There are six questions in the questionnaire with the highest mean is 4.58 for the item on the statement “My knowledge of business has increased after taking this course” which indicate respondent agree on the item. While the lowest mean is 4.27 was for the item “I am more interested in learning about entrepreneurship than any other subject” which indicate respondent very close to agree on the item. The mean value for other four items were 4.54 (I gained new experience through this entrepreneurial course), 4.50 (I can hone my entrepreneurial skills through this course), 4.43 (I am interested in studying this entrepreneurial course as it relates to real-world situations), and 4.42 (This entrepreneurial course is organized in accordance with the curriculum criteria) which indicate respondent agree on the item. The overall mean of 4.46 indicates that respondents generally concur with the question.

4.4.2 Teaching Methods

Table 4.9: Descriptive Statistic for Teaching Methods

No	Teaching Methods	Mean	Std. Deviation
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1	Lecturers have successfully applied this entrepreneurial course to real-world situations	4.41	0.741
2	Lecturers are experienced in teaching entrepreneurship courses	4.56	0.598
3	The way in which entrepreneurship courses are delivered by lecturers is interesting	4.43	0.736
4	I am interested in the subject of entrepreneurship because of the interactive way of learning	4.43	0.761
5	Practical training helps a lot in understanding the subject of entrepreneurship	4.50	0.695
6	Lecturers are good at engaging students in entrepreneurship courses through teaching method	4.45	0.689
Total		4.46	0.703

Source: SPSS Output

Table 4.9 show the mean and standard deviation of teaching methods. There are six questions in the questionnaire with the highest mean is 4.56 for the item on the statement “Lecturers are experienced in teaching entrepreneurship courses” which indicate respondent agree on the item. While the lowest mean is 4.41 was for the item “Lecturers have successfully applied this entrepreneurial course to real-world situations” which indicate respondent very

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close to agree on the item. The mean value for other four items were 4.50 (Practical training helps a lot in understanding the subject of entrepreneurship), 4.45 (Lecturers are good at engaging students in entrepreneurship courses through teaching method), 4.43 (The way in which entrepreneurship courses are delivered by lecturers is interesting), and 4.43 (I am interested in the subject of entrepreneurship because of the interactive way of learning) which indicate respondent agree on the item. The overall mean of 4.46 indicates that respondents generally concur with the question.

4.4.3 University Role

Table 4.10: Descriptive Statistic for University Role

No	University Role	Mean	Std. Deviation
1	My university's focus is on entrepreneurship	4.53	0.694
2	The subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university	4.39	0.891
3	The policy at my university promotes entrepreneurship education	4.50	0.668
4	The university environment inspires me to develop innovative ideas for new business	4.42	0.790
5	I think university is the best place to be trained about entrepreneurship	4.48	0.706

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6	The university provides resources to assist students in entrepreneurship	4.50	0.691
7	In university, I had the opportunity to meet many people who have great ideas in business	4.47	0.766
Total		4.47	0.744

Source: SPSS Output

Table 4.10 show the mean and standard deviation of university role. There are seven questions in the questionnaire, with the highest mean is 4.53 for the item on the statement “My university's focus is on entrepreneurship” indicating respondent agree on the item. While the lowest mean is 4.39 was for the item “The subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university” which indicate respondent very close to agree on the item. The mean value for other five items were 4.50 (The policy at my university promotes entrepreneurship education), 4.50 (The university provides resources to assist students in entrepreneurship), 4.48 (I think university is the best place to be trained about entrepreneurship), 4.47 (In university, I had the opportunity to meet many people who have great ideas in business), and 4.42 (The university environment inspires me to develop innovative ideas for new business) which indicate respondent agree on the item. The overall mean of 4.47 indicates that respondents generally concur with the question.

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4.4.4 Entrepreneurship Environment

Table 4.11: Descriptive Statistic for Entrepreneurship Environment

No	Entrepreneurship Environment	Mean	Std. Deviation
1	Malaysia is an excellent country to start a business	4.41	0.758
2	My local community or government supports entrepreneurs	4.43	0.725
3	It would be very difficult to raise the money needed to start a new business in Malaysia	4.34	0.861
4	I know how to have access to the assistance I would need to start a new business	4.32	0.851
5	I am aware of programmes the country provides to help people start businesses	4.34	0.834
Total		4.37	0.806

Source: SPSS Output

Table 4.11 show the mean and standard deviation of the entrepreneurship environment. There are five questions in the questionnaire, with the highest mean is 4.43 for the item on the statement “My local community or government supports entrepreneurs” which indicate respondent agree on the item. While the lowest mean is 4.32 was for the item “I know how to have access to the assistance I would need to start a new business” which indicate respondent

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very close to agree on the item. The mean value for other three items were 4.41 (Malaysia is an excellent country to start a business), 4.34 (It would be very difficult to raise the money needed to start a new business in Malaysia) and 4.34 (I am aware of programmes the country provides to help people start businesses) which indicate respondent agree on the item. The overall mean of 4.37 indicates that respondents generally concur with the question.

4.4.5 Entrepreneurial Intention

Table 4.12: Descriptive Statistic for Entrepreneurial Intention

No	Entrepreneurial Intention	Mean	Std. Deviation
1	I thought of entrepreneurship as a career choice	4.23	0.967
2	The chance of failure will be high if I work alone	3.87	1.129
3	I cannot take the risk of being an entrepreneur	3.76	1.233
4	Being an entrepreneur is the best way to get rich	4.18	0.965
5	Entrepreneurs are born and cannot be formed	3.63	1.380
6	I am amazed at the success of those with their own businesses.	4.63	0.655

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Total	4.05	1.055
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Source: SPSS Output

Table 4.12 show the mean and standard deviation of entrepreneurial intention. This questionnaire received responses from 384 people. There are six questions in the questionnaire, with the highest mean is 4.63 for the item on the statement “I am amazed at the success of those with their own businesses” indicating respondent agree on the item. While the lowest mean is 3.63 was for the item “Entrepreneurs are born and cannot be formed” which indicate respondent very close to agree on the item. The mean value for other four items were 4.23 (I thought of entrepreneurship as a career choice), 4.18 (Being an entrepreneur is the best way to get rich), 3.87 (The chance of failure will be high if I work alone) and 3.76 (I cannot take the risk of being an entrepreneur) which indicate respondent agree on the item. The overall mean of 4.05 indicates that respondents generally concur with the question.

4.5 Validity and Reliability Test

Table 4.13: Results of Reliability Cronbach’s Alpha for the Variable

Number of items	Study variable	Cronbach’s Alpha	Remarks
6	Entrepreneurial Curriculum	.886	Acceptable
6	Teaching Method	.904	Good
7	University Role	.904	Good

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5	Entrepreneurial Environment	.858	Acceptable
6	Entrepreneurial Intention	.810	Acceptable

Source: SPSS Output

Table 4.13 shows the result of reliability analysis for the study variable. Based on the table above, the Cronbach's Alpha for Entrepreneurial intention is 0.810 (dependent variable), Teaching Method is 0.904, University Role is 0.904 while for Entrepreneurial Environment is 0.858 and lastly Entrepreneurial Curriculum is 0.886 (independent variable). The value of Cronbach's Alpha for all variables was over 0.70 which is between 0.80 up to 0.90. Two independent variable was over 0.70 and obtained acceptable values which is Entrepreneurial Curriculum is 0.886 and Entrepreneurial Environment is 0.858 also there are dependent variable was Entrepreneurial Intention is 0.810 means that not every student able to measure what factors that affecting entrepreneurial intention. Another two independent variables is good which is Teaching Method and University Role is 0.904. As a conclusion, this study was approximating to acceptable and positively correlated one to another based on the Cronbach's Alpha.

4.6 Normality Test

Normality can be assumption and examine by using the Kolmogorov-Smirnov or Shapiro-Wilks tests. Shapiro-Wilks test is used to test for normality of the data when the sample size is less than 50 while for Kolmogorov-Smirnov test is used when the sample size is more than 50 (Gerald, 2018). When P is greater than 0.05, the null hypothesis is accepted and the data are known to be normally distributed (Mishra et al., 2019). Since the sample size of this study is more than 50, Kolmogorov-Smirnov test will be used.

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Table 4.14: Normality Test Result

	Kolmogorov-Smirnova			Shapiro-Wilk		
	statistic	df	Sig.	statistic	df	Sig.
Entrepreneurial Curriculum	.193	380	.000	.831	380	.000
Teaching Method	.201	380	.000	.846	380	.000
University Role	.186	380	.000	.832	380	.000
Entrepreneurial Environment	.175	380	.000	.862	380	.000

a Lilliefors Significance Correction

Source: SPSS Output

The table 4.14 above shows the results of Kolmogorov-Smirnov and Shapiro-Wilk test normality for the variable. The Kolmogorov-Smirnov test will be interpreted since the result shows more than 50 observations. The test statistic for Entrepreneurial Curriculum is $D(380) p=0.193$ while for Teaching Method is $D(380) p=0.201$. Also, the statistic for University Role is $D(380) p=0.186$ and lastly the statistic for Entrepreneurial Environment is $D(380) p=0.175$. Therefore, the p-value of 4 variables shows that it is rejected the null hypothesis of normality.

4.7 Hypothesis Testing

Recording to Gebrehiwet (2017) says, Pearson correlation coefficient used due to the non-normal distribution of the p-value in normality test. Pearson’s rank correlation coefficient: - used to assess the relationship between two variables. The value of Rs ranged from -1 to 1 and indicated as if -1 or 1 perfect negative or positive correlation, between -1 to -0.5 or 1 to 0.5, strong negative or positive correlation, between -0.5 to 0 or 0 to 0.5, weak negative or positive correlation and 0 no correlation.

Table 4.15: Rule of Thumb of Correlation Coefficient

Coefficient range (r)	interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very High Positive (Negative) Correlation
0.70 to 0.90 (-0.70 to -0.90)	High Positive (Negative) Correlation
0.50 to 0.70 (-0.50 to – 0.70)	Moderate Positive (Negative) Correlation
0.30 to 0.50 (-0.30 to 0.50)	Low Positive (Negative) Correlation
0.00 to 0.30 (-0.30 to 0.00)	Negligible Correlation

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Table 4.16: Correlation Between Entrepreneurial Curriculum and Entrepreneurial Intention

Correlations			
		E C	E I
E C	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	380	380
E I	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: SPSS Output

Hypothesis 1: There is a significant relationship between entrepreneurial curriculum and entrepreneurial intention among students IPTA in Kelantan.

Based on the table above, it shows the correlation between entrepreneurial curriculum and entrepreneurial intention. The r value for entrepreneurial curriculum is 0.637. the result indicates there is moderate positive correlation between entrepreneurial curriculum and entrepreneurial intention while the p-value is less than 0.01. The hypothesis 1 is accepted because the result shows that there is a relationship between entrepreneurial curriculum and entrepreneurial intention. That means entrepreneurial curriculum helps many student at Kelantan to understand more about entrepreneurial and from here the intention to become

entrepreneur grow. This also means that entrepreneurial curriculum can be impact to the next generation entrepreneur. But it is cannot be deny that many people who do not get a better curriculum entrepreneur have a good solution in solving a problem than a student who join a curriculum. It is because they solving problem by experience while for student they use their understanding to solving problem.

Table 4.17: Correlation between Teaching Method and Entrepreneurial Intention

Correlations			
		T M	E I
T M	Pearson Correlation	1	.606**
	Sig. (2-tailed)		.000
	N	380	380
E I	Pearson Correlation	.606**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: SPSS Output

Hypothesis 2: There is a significant relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan

Based on the table, it shows the correlation between teaching method and entrepreneurial intention among students IPTA in Kelantan. The r value from result of teaching

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method is 0.606 and that result indicates there is moderate positive correlation between teaching method and entrepreneurial intention. Besides, the p-value is less than 0.01 and show that there is a relationship between teaching method and entrepreneurial intention. Hypothesis 2 is accepted. Teaching method is referred to how the lecturer can make the student understand the subject not just to pass the examination but also can make the student use the knowledge outside university. Nowadays, many peoples became entrepreneur by using a media social to guide them to build their first business.

Table 4.18 Correlation between University Role and Entrepreneurial Intention

Correlations			
		U R	E I
U R	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	380	380
E I	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: SPSS Output

Hypothesis 3: There is a significant relationship between university role and entrepreneurial intention among IPTA students in Kelantan.

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Based on table above, it shows the correlation between university and entrepreneurial intention among IPTA students in Kelantan. The result from university role is 0.623. That shows there is moderate positive correlation between university role and entrepreneurial intention. The p-value also shows it is less than 0.01. Hypothesis 3 is accepted because the result shows that there is a relationship between teaching method and entrepreneurial intention. The r value is higher compare to the teaching method which is 0.606. University role can give many opportunities to students to grow their intention or give student solution to be an entrepreneur. Example likes give a sponsor to students that have a good pointer. But this also cannot be means that a person who do not go to school can't have a little intention to became entrepreneur.

Table 4.19: Correlation between Entrepreneur Environment and Entrepreneurial Intention

Correlations			
		E E	E I
E E	Pearson	1	.691**
	Correlation		
	Sig. (2-tailed)		.000
	N	380	380
E I	Pearson	.691**	1
	Correlation		
	Sig. (2-tailed)	.000	

N	380	380
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****.** Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output

Hypothesis 4: There is a significant relationship between entrepreneurship environment and entrepreneurial intention among IPTA students in Kelantan.

Based on the table above, it shows the correlation between entrepreneurship environment and entrepreneur intention among student IPTA in Kelantan. The r value of entrepreneurship environment is 0.691. The result indicated there is moderate positive correlation between entrepreneurship environment and entrepreneur intention. Besides, the p-value is less than 0.01. This result shows that there is a relationship between entrepreneurship environment and entrepreneur intention. Therefore, hypothesis 4 is accepted. The r value for entrepreneurship environment is the higher among another hypothesis. Environment also can be the main factors that can give student an intention to be entrepreneur. Many people and student inherited the family business from generation to generation.

4.8 Conclusion

This chapter had discussed specific data analysis and results in this chapter. Like preliminary analysis, pilot test that we tested with 30 respondent, demographic profile of respondent such as gender, and age also the descriptive analysis. Then there are validity and reliability test that have done for all the data. Normality test had been using Kolmogorov-Smirnov test since the sample size of this study is more than 50. Lastly, the hypothesis using Pearson's rank correlation coefficient and used to assess the relationship between two variables.

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CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter will discuss about key findings, implications, research limitations and suggestions for further study. In section 5.1 is explained about introduction of chapter 5. For section 5.2 about the key findings of this study. There is about the fictitious of results. There are four hypotheses in this research. Next is section 5.3, which is the findings. It explained more about the result of the hypothesis. It is supported by earlier research. Next is section 5.4 which is explained about the implications of this research. Some implications of this research to the relevant people and organizations. After that section 5.5 is about the limitations of this research. There are some limitations that encountered while doing this research. Next is section 5.6 is about the recommendations that related to this research. There are some recommendations for the researcher as well as for upcoming researchers who desire to do this topic. Lastly is section 5.7 which is explained about the summary of this research.

5.2 Key Findings

Table 5.1: Summary of Hypothesis Testing Result

Research Question	Hypothesis Result	Finding
RQ 1: Is there any relationship between Entrepreneurial curriculum and entrepreneurial intention?	$p=0.00$ $(p<0.01)$ $r=0.637$	There are positive relationship between entrepreneurial curriculum and entrepreneurial intention

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RQ 2: Is there any relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan?	p=0.00 (p<0.01) r=0.606	There are positive relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan
RQ 3: Is there any relationship between university role and entrepreneurial intention among IPTA students in Kelantan?	p=0.00 (p<0.01) r=0.623	There are positive relationship between university role and entrepreneurial intention among IPTA students in Kelantan
RQ 4: Is there any relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan?	p=0.00 (p<0.01) r=0.691	There are positive relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan

Source: SPSS Output

5.3 Discussion

The hypothesis in this study will be further discussed in this chapter. The hypothesis is for a statistical test and will can be used to determine whether the hypothesis assumed for a sample of data is true in entire students. In other words, a hypothesis that is evaluated to

ascertain the correlation between two sets of data, which is Independent Variables and Dependent Variables. Also, the hypothesis could be used to observations by modelled of a student in Kelantan to set a random variable.

5.3.1 Hypothesis 1: There are positive relationships between entrepreneurial curriculum and entrepreneurial intention.

Based on Table 5.1, the result shows that there is relationship between entrepreneurial curriculum and entrepreneurial intention for this study. According to hypothesis 1, there is a relationship between entrepreneurial curriculum and entrepreneurial intention is positive. Referring to 2Torres-Barreto et al., (2020), textbook, teaching aids, lecture note and more are curriculum materials including the resources needed to deliver specific curriculum. This could be a good experience and informative to students in entrepreneurial curriculum.

Entrepreneurial curriculum can define as the specific nature of the curriculum materials, content, and teaching. Strategy and feedback, and also assessment practices used by the university to promote student entrepreneurship skills, behaviour, attitude and competencies. (GEM,2005).

5.3.2 Hypothesis 2: There are positive relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan.

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Based on Table 5.1, the result showing that there is relationship between teaching method and entrepreneurial intention. For hypothesis 2, this study can be concluded that there is positive relationship between teaching method and entrepreneurial intention among IPTA students in Kelantan. From Ahmad et al, (2004), the objective of education is to prepare individuals to act entrepreneurs, the most effective technique is to facilitate experimentation by trying entrepreneurship in a controlled environment, for example through business simulation or role playing.

Teaching method defined by Solomon et al (2002), emphasized that the most popular teaching method in entrepreneurship education is the creation of business plans, case studies and lectures. (Lee et al,.). However, purpose a different view because they think that there are many ways to offer entrepreneurship education, depending on educational objectives. (Hytti and O’Gorman 2004). Here can observation that students can learned comfortable, enhance knowledge about entrepreneur and will give spirit in to becoming successful businessman.

5.3.3 Hypothesis 3: There are positive relationship between university role and entrepreneurial intention among IPTA students in Kelantan.

Based on Table 5.1 can define that there is a relationship between university role and entrepreneurial intention. For hypothesis 3, this study can be concluded that there is positive relationship between university role and entrepreneurial intention among IPTA students in Kelantan. According adapted by Rengiah (2013), provide an environment that encourages students to be easily attracted to entrepreneurs and be able to take risks and be interested in doing innovative activities. The main characteristics

of an entrepreneurial university is to explore new ideas by using curiosity that has the potential to becoming a successful businessman in the future.

University role will be more pressure on universities with the motivate to transform themselves in entrepreneurial concepts. That could make students are able to integrate a new technologies and business practices and can push students into the new economic landscape, universities need to incorporate more entrepreneurial initiatives on campus.

5.3.4 Hypothesis 4: There are positive relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan.

Based on table 5.1 the result showing that there is relationship between entrepreneurial environment and entrepreneurial intention. For hypothesis 4, this study can be concluded that there is positive relationship between entrepreneurial environment and entrepreneurial intention among IPTA students in Kelantan. From Inés Ruiz-Rosa et al ,(2020). The epidemic has caused a severe socioeconomic crisis and great uncertainty, causing a decline in student's willingness to start a business.

Entrepreneurial environment defined by Wu and Moa, (2020). Entrepreneurial inclinations have found to be significantly predicted positively by the entrepreneurial environment. According to empirical studies, an ideal entrepreneurial environment can foster entrepreneurial intentions. As a result of the epidemic, several researchers has also discovered that social entrepreneurship intention has decreased. However, the post-

pandemic entrepreneurial environment has undergone seismic shifts. Under the supervision of epidemic prevention and control, Chinese and foreigners have participated in online activities such as online shopping and online education, and people's way of thinking and lifestyle have also changed, and they are more accepting of new lifestyles brought about by the Internet economy. Regardless, there is no strong evidence on how well the post-pandemic entrepreneurial environment predicts entrepreneurial intentions.

5.4 Implication of the Study

There are some implications of the study. Firstly, these findings suggests that meeting great people, being in an environment with other entrepreneurs, and learning about entrepreneurship from knowledgeable mentors or lecturers and which have unique characteristics can all inspire students, as they positively affect their entrepreneurial intention. This study can help the students. By using the information in this study, it can help them to realise where students can find good way to improve their mindset as they learned entrepreneurship education and becoming an entrepreneur. They can use the factors that this study using which is entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment.

Besides that, lecturers also get the implication of this study which is they can use this study to increase the number of students who become entrepreneurs. Lecturers also play an important role in entrepreneurship education, as students see their lecturers as their role model. A future lecturers or researchers can use the information in this study to help them develop more interactive way and provide all the material needed that can help students more pursuit to become an entrepreneur in future. Several factors that have been discuss in this study such

as social influence, perceive security and trust must be used to help them develop and pursuit them to have entrepreneurial intention.

Next, it could improve the level of education to educational institution in Malaysia. Educational institution plays important roles for help students in order to provide them a comfortable place, practice, and informative studies about entrepreneurship education. This is very important because it will give the student a good surrounding, indirectly it would expose them to becoming a successful entrepreneur in future. Students that study entrepreneurship are really concern about the university role in assist them by provide enough facilities.

Lastly, is to the future researcher. They, as the future researcher who will study this subject, can use the variables used in this study as a guide for their own future research. They can use the variable which is entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment in their research. Additionally, they can use variables that are more appropriate for this subject or based on their target respondent.

5.5 Limitation of the Study

There are some limitations of the study. Firstly, this study only focuses on students at public university, Kelantan which may not representing whole university and also Malaysia. The location selected for this study is only cover some public university at Kelantan. This scope is might be small for this study. Other university's students that are not from the selected university cannot be the respondent of the study. This is the major limitation of the study.

Next is, the study is only focus at students who takes subject or study in entrepreneurship education. The results of this study only representing the student's opinion and we know the student is not just a single student that study at university but it came from

many universities. Someone who aspires to be an entrepreneur not just from students but from all levels of society. Yet those society cannot be the respondent of the study because they not target respondent as researcher intend to use as their research.

Lastly, the limitation of this study is researcher choose the students from certain department or faculties which study entrepreneurship, as for the respondent to answer the questionnaire. The population at the public university, Kelantan might not all student in the university consider to study entrepreneurship education and becoming an entrepreneur.

5.6 Suggestion for Future Research

From the research, there are some limitations occurs throughout the process of study. So, there are some suggestions towards the limitations. Firstly, include more level of society and broader the area of target respondent. The target of respondent's area should be widened in the future research. Public university's student not the only target respondent that suitable for this topic because other levels of society such as individual, family, and community. Added more level of society instead of focusing only students, it can broaden the result and findings in the future research. In terms of the respondents who are chosen, there will be no limitation. Consequently, it can resolve the limitation that arises over the course of the study. The research can be different from the past research by including more variables and adding more to the future study. Finally, the researcher suggested future researchers need to give full commitment to complete the study. Time constraints must be avoided to measure the right respondents for this research.

5.7 Overall Conclusion of the Study

The main aim for this research is to examine entrepreneurial intentions among IPTA students on the Kelantan of Malaysia. There are four variable that been using as the factors which are entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment. Total 380 questionnaires have been using for this research and have been distributed to the selected population. All the data of the research was analysed by using descriptive analysis and Pearson correlation analysis in SPSS. The objectives of this research is to examine the independent variable which are entrepreneurial curriculum, teaching method, university role, and entrepreneurial environment towards entrepreneurial intention among IPTA students in Kelantan. Public university's students were chosen in this research because researcher want to examine the factors that lead to entrepreneurial intention especially university student that study about entrepreneurship education. So, researcher choose public university students in Kelantan as the population of this study.

Based on the research problem, the researcher investigates the factors that affecting the entrepreneurial intention IPTA students at Kelantan. Nowadays, many students study entrepreneurship education just because they have to, it is not just to become entrepreneur themselves in future. University-level courses in entrepreneurship assist students who want to start their own businesses, but the quality of the instruction or the surrounding circumstances can also influence students' entrepreneurial intention to start their own businesses. From this, the researcher wants to know the factors that influence student entrepreneurial intention.

This research was using a theory to support the information regarding this topic. The theory that researcher used is Theory Planned Behaviour (TPB). This theory is suitable and related to this study. Many previous studies been using this theory to support the information related to this topic which entrepreneurial intention.

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The findings of this research is, the researcher found that four factor that been using in this research have a relationship towards the dependent variable which is entrepreneurial intention among IPTA students. Due to the effect of the entrepreneurial curriculum, teaching methods, university roles, and entrepreneurial environment, public university students in Kelantan may develop entrepreneurial intentions. The research also shows that the hypothesis was accepted. Thus, the factors have a strong relationship towards entrepreneurial intention among IPTA student.

In this research, there are also some limitations, implication and also recommendation regarding this topic. In summary, both the independent variable and the dependent variable generated positive results, indicating that the study's findings are logical, correct, and significant. As a result, the research can be continued for further study and learning.

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MALAYSIA

KELANTAN

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Appendix A – Draft of Questionnaire



UNIVERSITI
MALAYSIA
KELANTAN

UNIVERSITI MALAYSIA KELANTAN
FACULTY OF BUSINESS AND ENTREPRENEURSHIP
BACHELOR OF COMMERCE (HONS)

**STUDENT ON ENTREPRENEURSHIP: ENTREPRENEURIAL INTENTION AMONG IPTA
STUDENT IN KELANTAN**

Pelajar Keusahawanan: Niat Keusahawanan Dalam Kalangan Pelajar IPTA di Kelantan

Dear respected respondents,

We are final year students of Bachelor of Entrepreneurship (Commerce) with Honors under the Faculty of Entrepreneurship and Business at University Malaysia Kelantan City Campus. We were asked to carry out a research survey as part of our Final Year Project (FYP). The purpose of this study is to examine entrepreneurial intentions among IPTA students on the Kelantan of Malaysia. Therefore, we humbly request the cooperation of IPTA students in Kelantan to spare some of your time to answer this survey. We greatly appreciate the cooperation and time given by you and the information provided is confidential and intended to be used in this project.

Thank You.

Responden yang dihormati,

Kami merupakan pelajar tahun akhir Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan Kepujian di bawah Fakulti Keusahawanan dan Perniagaan di Universiti Malaysia Kampus Kota Kelantan. Kami diminta untuk menjalankan tinjauan penyelidikan sebagai sebahagian daripada Projek Tahun Akhir (FYP) kami. Tujuan kajian ini adalah untuk mengkaji hasrat keusahawanan dalam kalangan pelajar IPTA di Negeri Kelantan. Oleh itu, kami dengan rendah hati memohon kerjasama pelajar IPTA Kelantan untuk meluangkan sedikit masa anda menjawab tinjauan ini. Kami amat menghargai kerjasama dan masa yang diberikan oleh pihak tuan dan maklumat yang diberikan adalah sulit dan bertujuan untuk digunakan dalam projek ini.

Terima Kasih.

Programme	SAK
Name of Supervisor	Encik Muhammad Naqib Bin Mat Yunoh
Name of Students	(SAK40) Prepared by:

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	1. Muhammad Amirul Fikri Bin Mat Nasir (A19A0329) 2. Nur Fatimah Binti Bakri (A19A0558) 3. Nurul Syazwani Binti Zaini (A19A0776) 4. Syamhudi Bin Hafifudin (A19A1138)
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SECTION A: DEMOGRAPHIC PROFILE

Please tick (/) on the appropriate answer / Sila tandakan (/) pada jawapan yang sesuai

1. Gender / Jantina

Male / Lelaki

Female / Perempuan

2. Age / Umur

20 – 22 Years / Tahun

23 – 24 Years / Tahun

25 Years and above / Tahun dan ke atas

3. Race / Bangsa

Malay / Melayu

Indian / India

Chinese / Cina

Others / Lain-lain: ____ (Please specify/ sila nyatakan)

4. University / Universiti

UMK

UiTM

5. Year of Study / Tahun Pengajian

Year 1 / Tahun 1

Year 2 / Tahun 2

Year 3 / Tahun 3

Year 4 / Tahun 4

6. Course of Study / Kursus Pengajian

(Please specify) _____

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SECTION B

Using the provided scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree. Please tick (/) ONE only on the relevant answer that represents the best of your opinion based on each statement below. Menggunakan skala yang disediakan 1 sehingga 5, di mana 1 bermaksud sangat tidak bersetuju dan 5 bermaksud sangat bersetuju. Sila tandakan (/) SATU sahaja jawapan berkaitan yang mewakili pandangan anda yang terbaik berdasarkan setiap pernyataan di bawah.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Sangat Tidak Setuju</i>	<i>Tidak Setuju</i>	<i>Neutral</i>	<i>Setuju</i>	<i>Sangat Setuju</i>
1	2	3	4	5

ENTREPRENEURSHIP CURRICULUM / KURIKULUM KEUSAHAWANAN

1	This entrepreneurial course is organized in accordance with the curriculum criteria. / <i>Kursus keusahawanan ini dianjurkan mengikut kriteria kurikulum.</i>	1	2	3	4	5
2	I gained new experience through this entrepreneurial course. / <i>Saya mendapat pengalaman baru melalui kursus keusahawanan ini.</i>	1	2	3	4	5
3	I am more interested in learning about entrepreneurship than any other subject. / <i>Saya lebih berminat untuk belajar tentang keusahawanan berbanding subjek lain.</i>	1	2	3	4	5
4	I can hone my entrepreneurial skills through this course. / <i>Saya boleh mengasah kemahiran keusahawanan melalui kursus ini.</i>	1	2	3	4	5
5	My knowledge of business has increased after taking this course. / <i>Pengetahuan saya tentang perniagaan bertambah selepas mengikuti kursus ini.</i>	1	2	3	4	5
6	I am interested in studying this entrepreneurial course as it relates to real-world situations. / <i>Saya berminat untuk mempelajari kursus keusahawanan ini kerana ia berkaitan dengan situasi dunia sebenar.</i>	1	2	3	4	5

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TEACHING METHODS / KAEDAH PENGAJARAN

1	Lecturers have successfully applied this entrepreneurial course to real-world situations / <i>Pensyarah telah berjaya mengaplikasikan kursus keusahawanan ini dalam situasi dunia sebenar.</i>	1	2	3	4	5
2	Lecturers are experienced in teaching entrepreneurship courses / <i>Pensyarah berpengalaman mengajar kursus keusahawanan</i>	1	2	3	4	5
3	The way in which entrepreneurship courses are delivered by lecturers is interesting. / <i>Cara penyampaian kursus keusahawanan oleh pensyarah menarik.</i>	1	2	3	4	5
4	I am interested in the subject of entrepreneurship because of the interactive way of learning. / <i>Saya meminati subjek keusahawanan kerana cara pembelajaran yang interaktif.</i>	1	2	3	4	5
5	Practical training helps a lot in understanding the subject of entrepreneurship. / <i>Latihan amali banyak membantu dalam memahami subjek keusahawanan.</i>	1	2	3	4	5
6	Lecturers are good at engaging students in entrepreneurship courses through teaching methods. / <i>Pensyarah pandai melibatkan pelajar dalam kursus keusahawanan melalui kaedah pengajaran.</i>	1	2	3	4	5

UNIVERSITY ROLE / PERANAN UNIVERSITI

1	My university's focus is on entrepreneurship. / <i>Fokus universiti saya ialah keusahawanan.</i>	1	2	3	4	5
2	The subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university. / <i>Mata pelajaran keusahawanan perlu diwajibkan bagi meningkatkan semangat keusahawanan universiti.</i>	1	2	3	4	5

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3	The policy at my university promotes entrepreneurship education. / <i>Dasar di universiti saya menggalakkan pendidikan keusahawanan.</i>	1	2	3	4	5
4	The university environment inspires me to develop innovative ideas for new business. / <i>Persekitaran universiti memberi inspirasi kepada saya untuk membangunkan idea-idea inovatif untuk perniagaan baharu.</i>	1	2	3	4	5
5	I think university is the best place to be trained about entrepreneurship. / <i>Saya fikir universiti adalah tempat terbaik untuk dilatih tentang keusahawanan.</i>	1	2	3	4	5
6	The university provides resources to assist students in entrepreneurship / <i>Universiti menyediakan sumber untuk membantu pelajar dalam bidang keusahawanan</i>	1	2	3	4	5
7	In university, I had the opportunity to meet many people who have great ideas in business / <i>Di universiti, saya berpeluang bertemu dengan ramai orang yang mempunyai idea yang hebat dalam perniagaan.</i>	1	2	3	4	5

ENTREPRENEURIAL ENVIRONMENT / PERSEKITARAN KEUSAHAWANAN

1	Malaysia is an excellent country to start a business / <i>Malaysia adalah sebuah negara yang cemerlang untuk memulakan perniagaan</i>	1	2	3	4	5
2	My local community or government supports entrepreneurs / <i>Komuniti atau kerajaan tempatan saya menyokong usahawan</i>	1	2	3	4	5
3	It would be very difficult to raise the money needed to start a new business in Malaysia / <i>Ia amat sukar untuk mengumpul wang yang diperlukan untuk memulakan perniagaan baharu di Malaysia</i>	1	2	3	4	5
4	I know how to have access to the assistance I would need to start a new business / <i>Saya tahu cara mendapat akses kepada bantuan yang saya perlukan untuk memulakan perniagaan baharu</i>	1	2	3	4	5

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5	I am aware of programmes the country provides to help people start businesses / <i>Saya mengetahui program yang disediakan oleh negara untuk membantu orang ramai memulakan perniagaan</i>	1	2	3	4	5
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SECTION C

ENTREPRENEURSHIP INTENTION / NIAT KEUSAHAWANAN

1	I thought of entrepreneurship as a career choice. / <i>Saya menganggap keusahawanan sebagai pilihan kerjaya.</i>	1	2	3	4	5
2	The chance of failure will be high if I work alone. / <i>Peluang untuk gagal adalah tinggi jika saya bekerja sendiri.</i>	1	2	3	4	5
3	I cannot take the risk of being an entrepreneur. / <i>Saya tidak boleh mengambil risiko untuk menjadi seorang usahawan.</i>	1	2	3	4	5
4	Being an entrepreneur is the best way to get rich. / <i>Menjadi seorang usahawan adalah cara terbaik untuk menjadi kaya.</i>	1	2	3	4	5
5	Entrepreneurs are born and cannot be formed. / <i>Usahawan dilahirkan dan tidak boleh dibentuk.</i>	1	2	3	4	5
6	I am amazed at the success of those with their own businesses. / <i>Saya kagum dengan kejayaan mereka yang mempunyai perniagaan sendiri.</i>	1	2	3	4	5

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SECTION C

ENTREPRENEURSHIP INTENTION / NIAT KEUSAHAWANAN

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Appendix B – Gantt Chart

FKP

WEEK \ TASK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Identify research title															
Finding 3 main articles															
State IV and DV, then present to our SV															
Briefing with our SV related to research project															
Start writing chapter 1															
Present research objective, question, and conceptual framework to our SV															
Chapter 1 submission															
Correction for chapter 1															
Start writing for chapter 2 and 3															

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FKP

Chapter 2 and 3 submission																				
Correction for chapter 2 and 3																				
Submission of proposal research report																				
Presentation Final Year Project 1																				
Collecting Data																				
Analyse data and discussion																				
Prepare conclusion and summary																				
Preparation colloquium, research paper and poster																				
Submission poster, video presentation, and research paper																				
Submission of final report																				
E-colloquium																				