

**THE IMPACT OF ENTREPRENEURSHIP
EDUCATION, ROLE MODEL, AND UNIVERSITY
SUPPORT ON THE ENTREPRENEURIAL MINDSET
AMONG UNIVERSITY STUDENTS**

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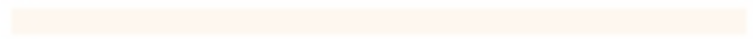
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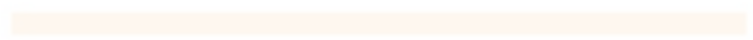
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The Impact of Entrepreneurship Education, Role Model,
and University Support on the Entrepreneurial Mindset
Among University Students

by

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A thesis submitted in fulfillment of the requirements for the degree of
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2024

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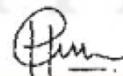
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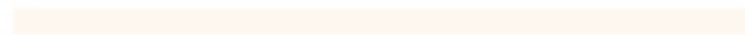
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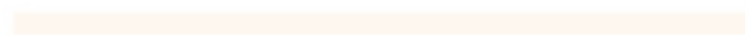
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$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \varepsilon$$

LIST OF ABBREVIATIONS

| | |
|--------|---|
| Et al. | Et Alia (And Others) |
| GUESS | Global University Entrepreneurial Spirit Students’ Survey |
| HEIs | Higher Education Institutions |
| MOHE | Ministry of Higher Education |
| NEP | National Entrepreneurhi Policy |
| TEA | Total early-stage |
| SCT | Social Cognitive Theory |
| SPSS | Statistical Package for the Social Sciences |



ABSTRAK

Kadar pengangguran siswazah adalah salah satu isu semasa yang sedang dibincangkan oleh Institusi Pengajian Tinggi. Setiap tahun, terdapat lebih daripada 250,000 pelajar yang mendapat ijazah, tetapi satu dari setiap lima siswazah baharu kekal menganggur 6 bulan selepas mendapat ijazah. Di antara siswazah baharu ini dengan pendidikan tinggi, kira-kira 26% pemegang ijazah pertama menganggur. Oleh itu, Kementerian Pendidikan Tinggi (KPT) menyeru semua institusi pengajian tinggi untuk membangunkan minda keusahawanan melalui pendidikan keusahawanan di institusi-institusi tersebut. Tujuan kajian ini adalah untuk menentukan sumbangan pendidikan keusahawanan, model peranan, dan sokongan universiti, terhadap minda keusahawanan di kalangan pelajar universiti. Data dikumpulkan daripada pelajar sarjana muda tahun akhir di Malaysia. Kajian ini menggunakan teknik persampelan bertujuan untuk memilih kumpulan individu atau unit tertentu untuk analisis. Hasil kajian menunjukkan bahawa pendidikan keusahawanan, sokongan universiti, dan model peranan mempunyai hubungan yang signifikan dengan minda keusahawanan. Selain itu, dapatan menunjukkan bahawa pendidikan keusahawanan dan sokongan universiti telah menyumbang secara positif terhadap minda keusahawanan di kalangan pelajar universiti dengan pendidikan keusahawanan sebagai penyumbang tertinggi. Oleh itu, kajian ini berjaya menemui beberapa implikasi yang mana, tahap pengetahuan keusahawanan yang tinggi menunjukkan bahawa keusahawanan diterima dengan baik sambil menjadi salah satu pilihan kerjaya yang dapat dicapai, dan dengan sokongan berterusan dari pengurusan universiti akan membantu mencipta budaya keusahawanan di universiti. Oleh itu, hubungan yang signifikan antara pendidikan keusahawanan, model peranan, dan sokongan universiti terhadap minda keusahawanan menunjukkan bahawa pembangunan dan kemajuan model kurikulum yang melibatkan pelajar universiti adalah penting untuk mempunyai usahawan yang lebih berjaya.

ABSTRACT

The graduate unemployment rate is one of the current issues being discussed by Higher Education Institutions. Every year, there are more than 250,000 students graduate, but one in five fresh graduates remain unemployed 6 months after graduation. Among these fresh graduates with tertiary education, about 26% first-degree holders are unemployed. Due to that, the Ministry of Higher Education (MOHE) urges all higher learning institutions to develop entrepreneurial mindset through entrepreneurship education in the institutions. The purpose of this study is to determine the contribution of entrepreneurship education, role model, and university support, towards entrepreneurial mindset among university students. The data was collected from the final-year undergraduate students in Malaysia. This study used a purposive sampling technique to select a specific group of individuals or units for analysis. The results shows that entrepreneurship education, university support and role model have a significant relationship with entrepreneurial mindset. Furthermore, the findings indicated that entrepreneurship education and university support have contributed positively towards the entrepreneurial mindset among university students with entrepreneurship education as the highest contributor. Consequently, this study managed to discover several implications which are, high level of entrepreneurship knowledge shows that entrepreneurship is well-received while also becoming one of the achievable career choices, and with continuous support from university management will help create an entrepreneurial culture in universities. Therefore, the significant relationship of entrepreneurship education, role models, and university support on entrepreneurial mindset indicates that further development and advancement of the curricular model involving university students are essential to have more successful entrepreneurs.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Entrepreneurship is an important way to improve a nation's economy (Kadiyono & Ashriyana, 2017), and it can provide more employment opportunities and accelerate innovation. The landscape of business and the global economy has undergone significant transformations due to the entrepreneurial revolution (Rozan et al., 2018). Over the last two decades, entrepreneurship has emerged as the most powerful economic force, leading to a parallel rise in the field of entrepreneurship education, and it is now apparent that certain facets of entrepreneurship can indeed be effectively taught (Rozan et al., 2018). The entrepreneurs with their crucial role in economic growth have the ability to transform innovation into new, efficient, and valuable goods and services by leveraging their unique attributes, thereby contributing significantly to the economic development of the country (Kouakou et al., 2019).

According to Global Entrepreneurship Monitor, the number of entrepreneurs exceeds 594 million, with 274 million being female entrepreneurs. The engagement of individuals in entrepreneurial activities worldwide is on the rise, leading to a reduction in the sizes of businesses (Gallagher, 2022). The achievements of entrepreneurship among American university students and the impact of Silicon Valley have underscored the significance of fostering entrepreneurship among university students for many countries (Zhao et al., 2020). Globally, numerous nations have embraced diverse strategies to boost entrepreneurship, particularly among university students, aiming to expedite the integration of new technologies and stimulate innovation (Zhao et al., 2020).

The notion of an entrepreneurial mindset is gradually gaining recognition within the realm of entrepreneurship, playing a vital role in fostering the skills and capabilities of students (Kouakou, 2019). Therefore, instilling an entrepreneurial mindset via entrepreneurship

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education is the essential first step in capturing the students' attention (Kouakou, 2019). Entrepreneurship also addresses challenges related to social and environmental issues by establishing new businesses and implementing innovative technologies and products (Stephan et al., 2016). Furthermore, it is worth noting that the Malaysian government has set its sights on transitioning the country into a knowledge-driven economy by 2020, with the term 'entrepreneurship' gaining prominence in Malaysia in recent years, partly due to the government's ambitious initiatives (British Council Malaysia, 2023).

Higher Education Institutions are now tasked with the responsibility of providing education that nurtures an entrepreneurial mindset among students. Fostering this mindset is crucial in supporting the emergence of innovative business ideas among university students (Abbasianchavari & Moritz, 2021). Entrepreneurs typically possess a mindset that continually seeks and seizes business opportunities, even when basic needs have been met (Thompson, 2004). Some scholars have highlighted that the entrepreneurial mindset can be cultivated through the teaching and learning process in entrepreneurship courses at universities (Mahfud et al., 2020). One of the key objectives outlined in the Malaysia Higher Education Blueprint 2015 – 2025 is the cultivation of well-rounded, entrepreneurial graduates. The Ministry of Higher Education aims to transform Malaysian graduates into job creators rather than job seekers, with the target of having seven to eight percent of graduates pursue entrepreneurship as a career by 2020. To achieve this, initiatives have been introduced to integrate entrepreneurial components into their curricula, particularly in specialised areas such as digital, social, and techno-preneurship.

The success of entrepreneurship among Malaysian university students has underscored the importance of entrepreneurship education in fostering economic growth. Countries worldwide have adopted various strategies to stimulate entrepreneurship, especially among university students, as it accelerates the adoption of new technologies and encourages innovation (Zhao

et al., 2020). The increase in unemployment rates following the 2020 financial crisis has further driven local governments to promote entrepreneurship among university students (Lee et al., 2023). Students who adopt an entrepreneurial mindset can indirectly influence their entrepreneurial actions. This mindset represents the perspective of aspiring entrepreneurs who view uncertain conditions and ambiguity as opportunities to initiate business ventures (McGrath & MacMillan, 2000). To foster a conducive environment for entrepreneurial endeavours, various supportive elements come into play, including entrepreneurship education, the presence of role models, and university support.

1.2 Problem Statement

Entrepreneurship has been regarded as a stimulus in the creation of wealth for the current emerging and developing economies (Hulten & Tumunbayarova, 2020). According to Anjum (2021), entrepreneurship is seen as the driving force of economic growth and is now receiving a significant amount of attention from academics and researchers as it is rapidly progressing. There are approximately 594 million entrepreneurs in the world in 2023 which is around 7.4% of today's total population (Hill et al., 2023). This trend of entrepreneurship is also growing in Malaysia as more individuals start their own businesses. In 2021, the total early-stage entrepreneurial activity (TEA) rate was 15.4% which is a little over the 14.9% average for Southeast Asia (Hill et al., 2023). This depicts that Malaysia has a strong entrepreneurship environment. However, a previous study done by Guelich and Bosma (2019), found that the total early-stage (TEA) for individuals aged from 18 to 34 in Malaysia is as low as 2.8 %, which indicates that most entrepreneurs in this country are older entrepreneurs. The study also discovered that young entrepreneurs face significant barriers to start their own businesses, such as their lack of mentors as well as skills in business and management, while lacking financial aspect and access to current markets (Guelich & Bosma, 2019).

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In Malaysia, there are a total of 11,146,000 youth, among that total, 4,509,000 are individuals between the age 20 until 29 years old (Mahat et al., 2022). In addition, based on the data of Ministry of Higher Education Malaysia (2022), there were a total of 290,140 students graduating from Higher Education Institutions in 2021. The lack of job opportunities in a market that is very competitive unfortunately causes these graduates to be unemployed, which results in them choosing entrepreneurship as the best alternative solutions (Al-Suraihi et al., 2020). However, the absence of entrepreneurship education has caused their business to fail in a short period of time. Research related to entrepreneurial mindset is very relevant in this context. This is because, entrepreneurial mindset enables a person to think and act entrepreneurially because it forms the foundation of successful future strategies (Cui et al., 2021). This can be further strengthened when the fundamental component of entrepreneurship and potential determinant of business performance is the opportunity recognition, which is strongly tied to entrepreneurial mindset (Cui et al., 2021). Moreover, previous studies have also highlighted entrepreneurship education on entrepreneurial knowledge, skills and behaviour, and entrepreneurial intent (Sun, 2023). Therefore, this study will explore new entrepreneurship education impact on entrepreneurial mindset.

Furthermore, this study wants to highlight the impact of role models on entrepreneurial mindset. Previous studies have revealed that between 35% to 70% of entrepreneurs are influenced by successful role models when launching their businesses (Fellnhofer, 2017). This can be supported by the claim that a role model is someone who is perceived by others as being somewhat unmatched, which inspires others to emulate certain characteristics of their role model's traits or behaviours (Aloamaka et al., 2020). According to the Department of Statistic Malaysia (2022), The number of graduates in Malaysia had increased by 4.7% in 2021 to a total of 5.61 million people, from 5.36 million the year before. Additionally, 6.4% (290,400) of them are graduates that fall into the category of 'own account worker' which can also be

associated with entrepreneurship. The number of graduates who became entrepreneurs might be influenced by the existence of role models. Numerous studies have discovered the positive impact of role models on entrepreneurial intention, however there is limited research that emphasises the impact of role models on entrepreneurial mindset among university students.

Moreover, there is also a study that argues the effectiveness of role model presence. As successful role models can influence individuals positively, they can also impact individuals negatively by becoming a failed role model (Wywich et al., 2019). It is well established from previous research that fear of failure reduces entrepreneurial intentions and activity (Sternberg et al., 2019). This causes individuals to have a similar effect in the sense of 'If they can fail, I can, too' (Wywich et al., 2019). This has affected individuals like university students to not continue their entrepreneurial activity as they get discouraged from seeing their role model failing in their business. Therefore, it is important for individuals, especially university students, to have a significant role model who directly or indirectly impacts their entrepreneurial mindset, and this study aims to deliver valuable insights on this matter.

In addition, this study would also like to identify the impact of university support on entrepreneurial mindset. Universities play a significant role in positively influencing student's intentions and efforts towards entrepreneurship and making them able to develop new ventures (Anjum et al., 2021). According to Liao (2022), entrepreneurial support programs are essential because they allow individuals to experience exploration and revitalization. This can be supported by Abbas (2022) who stated that university support through entrepreneurial programmes offer chances for someone to gain more self-assurance in their ability to start their own business. According to the Department of Statistics Malaysia (2022), there are around 290,400 graduates who fit the description of 'own account workers' which can be related to entrepreneurship. Young entrepreneurs like graduates often faced difficulties in launching their

own company, these include, the lack of mentors, lack of skills in business and management, lack of funding and limited access to current markets (Guelich & Bosma, 2019).

However, there have been a number of university support programmes such as contests or competitions for student entrepreneurs. As well as government support like the National Entrepreneurship Policy which was introduced in 2020 to encourage women and young entrepreneurs across Malaysia to explore new business ideas, and entering the market by offering support, tools, and training for them. Unfortunately, university students still have not managed to grab these opportunities despite the continuous support from their university. This is concerning because the dynamics of the working world are shifting very fast amidst the growing demand of new technologies, as well as the changing of competitive position within the market, changing of institutional regulations and the changing of the global landscape (Shittu et al., 2021). Young graduates who do not possess appropriate competencies such as risk taking, innovativeness and problem-solving skills, will unlikely manage to secure desirable professions (Shittu et al., 2021). This further reaffirms the need of university students to engage in university support programmes which subsequently impact their entrepreneurial mindset and motivate them in their entrepreneurship journey. Therefore, this study aims to better understand the impact of entrepreneurship education, role models, and universities support on entrepreneurial mindset among university students.

1.3 Research Questions

1. What is the relationship between entrepreneurship education and the entrepreneurial mindset among university students?
2. What is the relationship between role model and the entrepreneurial mindset among university students?
3. What is the relationship between university support and the entrepreneurial mindset among university students?
4. What is the most influence factors of entrepreneurship education, role model, and university support towards entrepreneurial mindset among university students?

1.4 Research Objectives

1. To determine the relationship between entrepreneurship education and the entrepreneurial mindset among university students.
2. To determine the relationship between role model and the entrepreneurial mindset among university students.
3. To determine the relationship between university support and the entrepreneurial mindset among university students.
4. To identify the most contribution factors of entrepreneurship education, role model, and university support towards entrepreneurial mindset among university students.



1.5 Scope of the Study

The scope of this research is to study the various factors that influence the development of an entrepreneurial mindset among university students. The sample comprises final-year undergraduate students because students that pursue their studies in entrepreneurship education gain the drive, skills, and knowledge to start a new business (Othman et al., 2023). The study explores the development of an entrepreneurship education program, both within and outside the university curriculum, and fostering entrepreneurial skills, knowledge, and attitudes towards entrepreneurship. It is also delved into the significance of role models in inspiring and shaping the entrepreneurial aspirations and beliefs of students. This also includes the identification of successful entrepreneurs as mentors' figures that students admire. Furthermore, the research investigates the role of universities in providing support and resources to encourage entrepreneurial thinking, such as incubators, networking opportunities, and financial aid for entrepreneurial ventures.

The study primarily relies on quantitative methods, utilising a questionnaire distributed through Google Forms to collect data. This approach allows for a large-scale survey of university students, enabling the collection of structured and numerical data related to their experiences with entrepreneurship education, the influence of role models, and the level of university support they receive. The quantitative analysis provides a comprehensive understanding of the entrepreneurial mindset development process among university students, by aggregating responses and conducting statistical analysis to identify patterns and correlations.

1.6 Significance of the Study

This study investigates the impact of entrepreneurship education, role model, and university support on entrepreneurial mindset among university students. This topic stimulates the interest of many people in the professions of entrepreneurship education. Not only that, but this study also assists the research group in determining how entrepreneurship education affects the entrepreneurial attitude in higher education settings. The outcomes of this study contribute to the future design and evaluation of entrepreneurship education programmes.

Furthermore, the purpose of this study is to determine the interaction between entrepreneurship education, role models, and the relationship between university support and entrepreneurial mindset among university students. This study employs social cognitive theory to explain the relationship between entrepreneurship education and students' entrepreneurial mindsets, revealing the interaction between personal abilities, environmental circumstances, and behaviour. This theory provides a logical framework for understanding entrepreneurship education comprehensively from a cognitive psychology perspective.

Moreover, the practical significance is the study's actual outcome and the reality in which it occurs if certain criteria are met. The researcher explained in this study that entrepreneurship education will expose learning to successful entrepreneurs. Not only that, but entrepreneurship education can also help to develop talent, which be a key driving force in the future. Students can increase their knowledge in order to recognise opportunities and accumulate the necessary wealth. Even if students have not taken this course, this study directly encourages them to pursue a career in entrepreneurship. It is not a problem because an entrepreneur needs self-assurance and inherent talent.

Lastly, entrepreneurship education, role model, and university support are powerful variables that can affect and strengthen students' entrepreneurial mindsets. At the same time, it provides inspiration, knowledge, and tools that might provide confidence and skills to continue

engaging with the subject. This can be related to the National Entrepreneurship Policy (NEP), which are to form a Malaysian society with entrepreneurial mindset and culture, to increase the number of entrepreneurs with qualities like viable, resilient, globally minded, and competitive, as well as selecting entrepreneurship as a career choice.

1.7 Definition of the Term

1.7.1 Entrepreneurial Mindset

Entrepreneurial mindset is defined as the capacity to think innovatively, driven by personal emotions, and self-belief in one's abilities (Lackeus, 2016). The study conducted by Pihie and Arivayagan (2016), which extensively explored the entrepreneurial mindset within the field of entrepreneurship, delineated the concept as a comprehensive understanding of generating innovative ideas, assessing opportunities and risks, and initiating and managing a business. According to Nazmi (2020), entrepreneurship mindset can be defined as the portrayal of our perceived performance or actions in entrepreneurial endeavours, we can associate entrepreneurship with mindset. This association refers to the perception or paradigm we hold regarding entrepreneurship, elucidating, or defining the interpretation of what constitutes an entrepreneurial mindset. In this study, entrepreneurial mindset is characterised as the ability to think creatively while being motivated by personal emotions and self-belief in one's own skills.

1.7.2 Entrepreneurship Education

According to Cui et al. (2019) and Yuan and Wu (2020), entrepreneurship education is described as a learning activity that is related with the improvement of knowledge, abilities, skills, and personal character regarding entrepreneurship education. In their article "Entrepreneurial Education: Enabling People to Have Capability," Wardana et al. (2020) address the ways in which entrepreneurship education enables people to have capability by providing them with an awareness of how to identify opportunities and build

their attitude towards entrepreneurship. According to Handayati et al. (2020), entrepreneurship education encourages individuals to think and behave more like entrepreneurs from two different vantage points. To begin, individuals are better able to cultivate an entrepreneurial culture and obtain a deeper understanding of entrepreneurship when they receive an entrepreneurship education. In this study, entrepreneurship education plays a significant role in developing the entrepreneurial mindset among university students. By providing students with the knowledge, skills, and support they need, entrepreneurship education can help students to become more innovative, resilient, and risk-taking.

1.7.3 Role Model

According to San-Martin et al. (2022) research, role models are those who provide a model for others to follow. It is also defined as an important person in a person's life, whether they are parents, relatives, or adults who have nothing in common. In the meantime, role models include persons who are unfamiliar but have met or become acquainted with through the media or other forms of communication. Furthermore, the exemplary construct has become a significant example in the fields of education and business education. This is an effective method of establishing professional principles, attitudes, and behaviours in students (Boldureanu et al., 2020). In this study, role models may teach students how to cope with problems and be disciplined in whatever they do, especially when launching new businesses. These individuals can serve as a constant source of inspiration for students, encouraging them to solve a problem. It is obvious that role models immediately contribute to one's personal growth and development in conquering obstacles and motivating students.

1.7.4 University Support

University support in the entrepreneurial mindset among students refers to the assistance provided by the university to students in building entrepreneurial mindsets and skills (Loboda et al., 2019). In other words, the university provides a variety of programmes involving entrepreneurship as well as innovative opportunities to nurture students' talents in the field they pursue, as the field of entrepreneurship has become an increasingly popular job choice not only for experienced individuals but also for university graduates. According to a research and statistical study conducted by Kirby et al. (2011), universities around the world strive to develop students' entrepreneurial skills through formal academic programmes and extracurricular activities that aim to cultivate an entrepreneurial mindset in individuals engaged in business. In short, universities play an important role in creating graduates who are skilled in a wide range of industries. In this study, university support encourages students to think creatively, take risks, and explore entrepreneurial opportunities, whether by starting their own business or contributing to innovative enterprises inside existing organisations. Thus, it may help students who are interested in pursuing a career in this industry.

1.8 Organization of the Thesis

This study has been divided into five chapters, the first part includes a review of the study's history, a problem statement, research questions, study objectives, the significance of the study, definitions of terms, the scope of the research paper, and the organisation of the proposal. The second part of this study is a literature review, which includes a previous study as well as a theoretical framework. This chapter also includes an outline of the relevant literature, the study's key hypotheses, and an overview synopsis.

The third chapter then covers the methodology, which includes identification methods and techniques, study design, data collection methods, sample population, sampling, data analysis

methods, research tools, and measurements. This chapter also describes the data analysis technique. The fourth chapter is the data analysis and findings which covers the preliminary analysis, demographic profile of respondents, descriptive analysis, reliability test, and the hypotheses result. The last chapter includes key findings, discussion, implications of the study, limitations of the study, suggestions for future research and the overall conclusion for this study.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The review of literature is the emphasis of this chapter. A literature review is a summary that builds on an existing body of literature by examining previous research and finding, refuting, and advancing the theoretical foundations. (Kraus et al., 2022). A literature study also includes looking for information that is closely linked to the topic under consideration. This can assist the researcher identify the study issue and organise a frame of mind that is compatible with the theory and results of previous studies in order to confront the problem in the research. In this study, the researcher reviewed the impact of entrepreneurship education, role model, and university support on the entrepreneurial mindset among university students. This chapter includes fundamental theory, previous research, hypotheses statements, and conceptual frameworks.

The literature surrounding "The Impact of Entrepreneurship Education, Role Models, and University Support on the Entrepreneurial Mindset Among University Students" reflects a comprehensive exploration of factors influencing the development of an entrepreneurial mindset in higher education. Numerous studies underscore the pivotal role of entrepreneurship education, elucidating how it equips students with the essential knowledge and skills crucial for navigating the challenges of entrepreneurship.

Additionally, an array of scholarly works emphasizes the significance of role models in inspiring and shaping the entrepreneurial aspirations of university students, offering insights into real-world experiences. Moreover, the literature highlights the critical role of university support mechanisms, such as incubators, mentorship programs, and collaborative environments, in fostering a conducive atmosphere for the cultivation of an entrepreneurial mindset. The convergence of these three elements emerges as a focal point in the literature,

showcasing their collective impact on nurturing a mindset characterized by innovation, risk-taking, and a proactive approach among university students.

2.2 Previous Studies

2.2.1 Entrepreneurial Mindset

Entrepreneurial mindset is a foundation for thinking and acting entrepreneurially in various aspects of life, not limited to business endeavours. Previous research by Karyaningsih et al. (2020), indicates a positive association between entrepreneurship education and the development of an entrepreneurial mindset. The entrepreneurial mindset is often characterised as an inclination or disposition that fosters the capacity for creative and innovative thinking (Günzel-Jensen et al., 2017). It is described as an inclination or disposition that nurtures the ability to think creatively and innovatively (Morris & Tucker, 2021).

Furthermore, numerous scholars delve into entrepreneurial thinking (mindset) and its components, including creative ideas, skills, knowledge, capabilities, and attitudes toward entrepreneurship, and posit that entrepreneurial thinking is closely connected to individual attitudes and entrepreneurial actions (Greene & Rosiello, 2020). A recent study by Wardana et al. (2020), explores how entrepreneurship education empowers individuals to unlock their potential and enhances their attitudes toward entrepreneurship.

Additionally, Handayati et al. (2020), find that entrepreneurship education fosters individual entrepreneurial thinking from two perspectives. Firstly, it helps individuals cultivate a deeper understanding of entrepreneurship and its culture. Secondly, entrepreneurship education raises awareness about the importance of gaining additional experience before embarking on a new business venture (Barnard, 2019). Therefore, our research suggests that individuals who receive comprehensive entrepreneurship training

are more likely to possess the entrepreneurial mindset necessary for launching their own businesses.

2.2.2 Entrepreneurship Education

Entrepreneurship education is a process that teaches students to identify commercially feasible opportunities and to create vision and identity, as well as acquiring the necessary knowledge and abilities to act upon them (Othman et al., 2022). Previous research findings indicate that entrepreneurship education nurtures an entrepreneurial mindset in students, providing them with the necessary attributes and skills for entrepreneurship upon graduation (Nwokolo, 2018). This is because when students acquire vital entrepreneurial skills through entrepreneurship education, they become motivated to consider entrepreneurship as a future career option (Shah et al., 2020). The positive relationship between entrepreneurship education and the entrepreneurial mindset has also been noted by earlier scholars (Shah et al., 2020).

Additionally, other researchers, such as Mushtaq et al. (2011), have identified a positive correlation between entrepreneurship education and the intention to initiate new businesses. Jaafar and Aziz (2008), arrived at similar conclusions, finding that entrepreneurship courses significantly influence students to pursue new business ventures later in their careers. However, the successful implementation of entrepreneurship courses and related programs faces challenges in developing economies (Ibidunni et al., 2020).

Past studies have emphasised the importance of integrating entrepreneurial skills into university curricula to prepare future entrepreneurs and ensure that graduates meet the professional expectations and demands of their respective fields (Din et al., 2017). Therefore, it is essential to incorporate a core entrepreneurship module in all university curricula to introduce students to its fundamentals, significance, and role in generating job

opportunities, enhancing quality of life, and contributing to economic progress by fostering creative and resourceful entrepreneurs (Gamede & Uleanya, 2018).

Higher Education Institutions (HEIs) must restructure their curricula to make entrepreneurship education a mandatory component in all disciplines. This transformation can help the country evolve into an entrepreneurial nation, fostering an innovative and entrepreneurial culture that permeates all aspects of society (Nwokolo, 2018). Core Strategy 1 outlined in the National Entrepreneurship Policy (NEP) 2030 can cultivate an entrepreneurial culture within the Malaysian education system, involving university students in entrepreneurship. This approach aims to generate numerous high-quality and skilled groups of entrepreneurs, ensuring long-term strengthening and improvement of the existing entrepreneurial ecosystem until 2030.

2.2.3 Role Model

Role models are individuals whose lives and actions serve as inspiration for others, shaping their perception of an ideal or anticipated behaviour. From the previous study by Zhang et. al (2023), found that entrepreneurial role models were positively associated with university students' entrepreneurial attitudes and calling. Rajchamaha and Prapojanasomboon (2021), also explained in their studies that entrepreneurial role models indirectly influenced the entrepreneurial skills of science and technology undergraduates. It suggests that universities can support students in developing an entrepreneurial mindset by providing access to entrepreneurial role models.

It also can be supported by Jiatong (2023), that role models, entrepreneurship education, entrepreneurial support, and green values are important factors that influence students' entrepreneurial intentions. It suggests that universities can support students in developing an entrepreneurial mindset by providing access to role models, entrepreneurship education, and entrepreneurial support. Role models are vital in

entrepreneurship education as a potential entrepreneur. This is because it serves as an instrument for the transfer of business information and influences individuals' beliefs, attitudes, and intentions toward entrepreneurship. Furthermore, the individual can help to develop entrepreneurial abilities and mindset.

Another researcher defined a role model as an individual who functions as a standard to refer to actions, inspire and influence an individual's decision. In other words, when it comes to the development of entrepreneurial activities, this model works as a reinforcement for an entrepreneur's aim. This is supported by the previous study by Soelaiman (2022). The researcher was able to define the effect of role models on an individual based on the findings of the previous study. Self-confidence can be developed in order to achieve success in the field of entrepreneurship. They feel that since they have similar backgrounds or problems to successful entrepreneurs, their results are comparable. Thus, for university students, the experience and accomplishment provided by the context may turn into abstract concepts.

2.2.4 University Support

Cahyani et al. (2022) suggests, that having a business incubator centre on campus, which is a form of university support, can increase risk tolerance which is an indicator of entrepreneurial mindset. The study also suggests that universities can support students in developing an entrepreneurial mindset by offering entrepreneurship education in the curricular. This research is substantiated by the findings in the Global University Entrepreneurial Spirit Students' Survey (GUESS) report of 2021. The report reveals that various courses across different university degree programs contribute to students' comprehension of entrepreneurial values, motivations, necessary actions, practical and management skills for initiating a business, networking abilities, and opportunity identification skills (Samo et al., 2021).

FACULTY ENTREPRENEURSHIP AND BUSINESS

The previous paper by Stelzer (2016) provides an overview of the theoretical foundation of the concept of "entrepreneurial mindset" and shows how universities can foster the entrepreneurial mindset in their students, staff, and researchers. It suggests that universities can support students in developing an entrepreneurial mindset by offering entrepreneurship education, fostering an entrepreneurial atmosphere, providing facilities and resources, and supporting the development of an entrepreneurial mindset in their staff and researchers.

Based on the research results of Mukhtar et. al (2020), the study suggests that universities can support students in developing an entrepreneurial mindset by offering entrepreneurship education and promoting an entrepreneurial culture. The study also found that entrepreneurship education and culture in the curricular promote students' entrepreneurial intention, and the provision of knowledge and skills in entrepreneurship courses can help students become skillful in handling business activities.

Studies indicate that when universities create an optimal environment, students are more inclined to pursue entrepreneurship in the future. A campus atmosphere supportive of entrepreneurship enhances students' capacity to seize entrepreneurial opportunities, as emphasised by Keat et al. (2011). Universities aim to cultivate students' entrepreneurial mindset and enthusiasm by incorporating a range of mandatory and elective entrepreneurship courses across diverse majors. Therefore, the entrepreneurship environment in university can positively impact entrepreneurial mindset among students.

2.3 Underpinning Theory

2.3.1 Theory of Social Cognitive

In order to explain the relationship between entrepreneurship education, role model, university support, and entrepreneurial mindset, this study uses Social Cognitive Theory (SCT) developed by Bandura (2001). Social Cognitive Theory (SCT) is a theory that demonstrates the dynamic interplay between an individual's behaviour, environmental determinants, and personal factors and how those elements can influence or change one another (Islam et al., 2023). This theory constructs includes observational learning, self-efficacy, behavioural capability, reinforcement, and self-control. Students enrolled in entrepreneurship courses may opt for entrepreneurship as a career path upon graduation, guided by the notion that becoming an entrepreneur is a conscious and cognitive decision. Building upon Bandura's SCT (1986), an individual's career choice is better forecasted by their mindset. To gain insights into why students choose entrepreneurship after completing their university education, it is crucial to comprehend the social cognitive factors that influence the entrepreneurial mindset. Therefore, we consider SCT the most suitable framework for this study because it offers a comprehensive structure to explore one's actions and their outcomes in relation to personal, cognitive, behavioural, and environmental factors (Hmieleski & Baron, 2009).

2.4 Hypotheses Statement

Based on the theory and previous studies, a few hypotheses have been formed that influence entrepreneurial mindset among university students. There is four hypotheses statement have been shown below:

H₁: There is a significant relationship between entrepreneurship education and entrepreneurial mindset among university students.

H₂: There is a significant relationship between role model and entrepreneurial mindset among university students.

H₃: There is a significant relationship between university support and entrepreneurial mindset among university students.

H₄: There is significant contribution of entrepreneurship education, role model, and university support towards entrepreneurial mindset among university support.

2.5 Conceptual Framework

Entrepreneurial mindset is a cognitive personal variable in this study that is impacted by contextual variables in entrepreneurship education. In this study, the researcher applied the social cognitive theory (SCT). Bartlett (2011) defines social cognitive theory as an emphasis on learning from one's surroundings in society. The theory's scope has grown to include processes such as self-regulation. It is also a model used to forecast individual behaviour in order to take action in response to a threat. At the same time, this theory can take into account the social environment in which individuals engage in the action. However, other than referring to previous experiences, this theory does not involve a person's feelings and motivation.

Figure 2.1 shows the independent variables which are entrepreneurship education, role model, and university support that impact the dependent variables which is entrepreneurial mindset among university students.

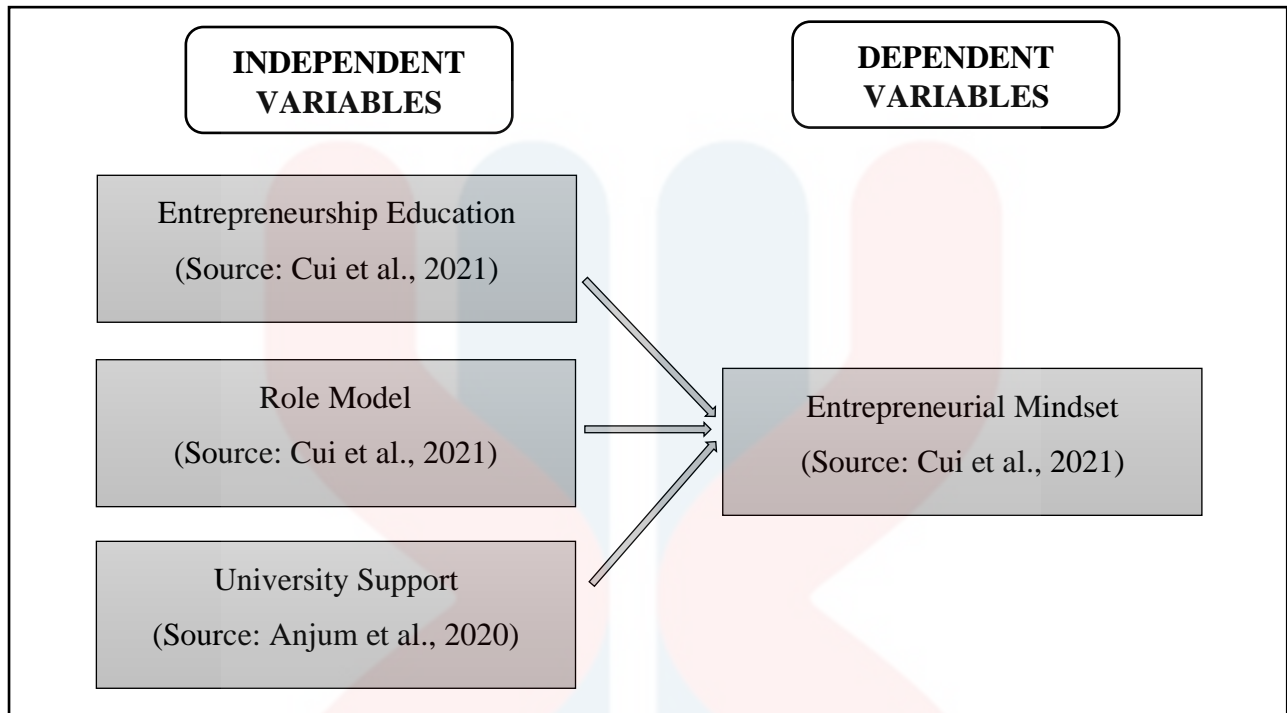


Figure 2.1: Conceptual framework model of the research

As a result, social cognitive theory can explain the impact of entrepreneurship education, role model, and university support on the entrepreneurial mindset among university students in broad terms.

2.6 Summary/ Conclusion

Finally, a literature review might assist the researcher in ensuring that each theory is compatible. They might look to past research to discuss the goals and challenges in their studies, including the impact of entrepreneurship education, role model, and university support on the entrepreneurial mindset among university students. If the literature review is done correctly during the research process, it can immediately assist the researcher enhance current knowledge while also contributing to the field's progress. Thus, the research conducted can be used as a model for future researchers.

CHAPTER 3

RESEARCH METHOD

3.1 Introduction

This chapter describes the research methods used to collect, analyse, and interpret data in order to address the study's objectives and concerns. The importance of the study's findings is one of the factors that influences the research method. Four key components of a research methodology are the research design, data collection method, sampling strategy, and data analysis plan. This chapter also discusses the research tools used, how the collected or selected data was analysed, and the rationale for using these methods. Therefore, this chapter describes the methods used in this study and the overall research process (Sileyew, 2019).

3.2 Research Design

The research design is the plan for how the study is conducted. It includes the methods that used to collect and analyse data. The researcher chose a quantitative research design for this study because it is appropriate for assessing the relationship between independent and dependent variables. A quantitative research design involves collecting data through questionnaires or surveys and then analysing it using statistical methods (Asenahabi, 2019). The questionnaire of this study focuses on the impact of entrepreneurship education, role model, and university support on the entrepreneurial mindset among university students.

The questionnaire makes it easy to identify problems and determine whether or not questions based on observations have been answered. The questionnaire was chosen as the data source for this study because it can be created quickly and efficiently, and it can save money while improving the quality of data collection (Grassini et al., 2020).

3.3 Data Collection Methods

3.3.1 Primary Data

Questionnaires are a valuable tool for quantitative data collection because these tools are quick, easy, convenient, and cost-effective, and can be used to collect a wide range of data confidentially and anonymously (Pozzo et al., 2019). This study uses a quantitative data collection method using a questionnaire. The researchers distribute questionnaires to collect data from university students in Malaysia using social media platforms such as WhatsApp, Telegram, and Twitter.

3.4 Study Population

According to Westreich et al. (2019), a population is a full set of items recognized by the researcher's sampling criteria, either people or objects with some common traits. The population refers to the complete collection of studied units. This study population consists of final-year undergraduates from Malaysian universities. Based on the statistics of Higher Education Institutions (2022), there are 405,126 final-year students studying at Higher Education Institutions in Malaysia. Final-year undergraduate students are chosen due to the fact that they may enter the workforce following graduation, and this is the stage that will provide significant insight on their level of readiness to proceed to the next phase (Mahat et al., 2022). Therefore, this study focuses on final-year students so that they can put their talents and advantages to use in the field in which they are involved.

3.5 Sample Size

A sample size is the portion of the population that must be included in order to guarantee that there is enough data to make inferences (Memon et al., 2020). Based on the statistics of Higher Education Institutions 2022, there are 405,126 final-year students studying in Malaysia and as referred to Krejcie and Morgan (1970), the recommend minimum sample size to collect is 384. Therefore, this study collected 400 respondents, ensuring a sufficient sample size and

achieving a minimum response rate, with an increase of 4.17% in the sample size. The questionnaire was distributed to final-year students studying in Malaysia through social media. In summary, the respondent should meet the required characteristics for the survey regarding the relationship of entrepreneurship education, role model and university support on the entrepreneurial mindset among university students.

3.6 Sampling Techniques

In this section, in order to address the problem of legitimate research findings for a target community, researchers frequently turn to database analysis, which is believed to be or is known to be an accurate reflection of the study population, or one of several population sampling methodologies. Sampling is the process of choosing a subset of the population to reflect the target population as a whole (Andrade, 2020) There are two primary categories of sampling techniques for creating a research sample which is probability and non-probability sampling. In this study, researchers have used one of the non-probability sampling methods, which is purposive sampling technique. A non-probability sampling is a method that uses non-randomized methods to draw the sample. The non-probability sampling technique mostly relies on judgement. The selection process uses accessibility to determine participation rather than randomly (Showkat & Parveen, 2017). The final year students are selected because they have a greater chance of starting their own businesses after graduating, which explained the reason in choosing purposive sampling technique.

Among the characteristics of the sample are, final-year undergraduate students who are studying in Malaysia and students aged from 21 until 24 years old. Based on the responses, the sample becomes more purposeful the more inclusion and exclusion criteria are established, each for a necessary reason (Andrade, 2020) Purposive samples have numerous advantages. To achieve statistical significance, researchers may, for instance, limit their study to a specific population of interest, homogenise the sample, or exclude subjects who pose a serious risk of

adverse events. This can help researchers to reduce the risk of bias in the sample, which can lead to inaccurate conclusions about the population (Campbell et al., 2020).

3.7 Research Instrument Development

According to Umoh (2019), researchers have the flexibility to utilize diverse evaluation methods, such as surveys, case studies, and questionnaires, depending on the nature of their research. A questionnaire was employed to collect data and gather information in this study. The instrument of the questionnaire divides into five sections: Section A, B, C, D and E (Appendix B). The respondent's personal information is obtained in section A. This section was adapted from Alakaleek et al. (2023). Section B was designed to collect data regarding university student's entrepreneurial mindset, this section was adapted from Hulten and Tumunbayarova (2020). Moreover, section C adapted from Jiatong et al., (2021), was developed with the purpose of gathering the data on entrepreneurship education relationship with university students' entrepreneurial mindset. Furthermore, section D was created to collect the data on role model relationship upon entrepreneurial mindset and was adapted from Cahyadi and Selamat (2023). Last but not least, section E adapted from Makai and Dory (2023), was designed to gather the data on university support impact on entrepreneurial mindset among undergraduates' university students.

Table 3.1: Questionnaire composition

| Section | Item | Number of Items | Adapted Sources |
|---------|----------------------------|-----------------|--------------------------------|
| A | Demographic Data | 12 | Alakaleek et al., (2023) |
| B | Entrepreneurial Mindset | 8 | Hulten & Tumunbayarova, (2020) |
| C | Entrepreneurship Education | 7 | Jiatong et al., (2021) |
| D | Role Model | 5 | Cahyadi & Selamat, (2023) |
| E | University Support | 5 | Makai & Dory, (2023) |

Furthermore, the instrument also included a seven-point scale question, ranging from strongly disagree to strongly agree. Respondents require to fill out the questionnaire through the Google Form platform in order to complete the survey. Each question is presented in two languages, English and Malay. The links of the survey is posted on platforms like WhatsApp and Telegram, through online groups and contacts. The purpose of using online platforms is because it allows university students to respond easily and quickly which is influenced by the high accessibility of the internet among university students. However, filter questions were created to ensure that the respondent fulfil the criteria required in the survey of this study. Therefore, providing a more accurate and significant results for development this study.

3.8 Pilot Test

A pilot test is carried out in advance of the actual distribution of questionnaires to respondents. The purpose of conducting a pilot test is to determine the validity of each variable, to identify defects and errors in the questionnaires, and to check that the material and questions were clear and easy to comprehend (In, 2017). In essence, a pilot test is conducted to prevent the occurrence of a fatal flaw in a study that is costly in time and money (Lowe, 2019). Some

studies recommend over 30 samples per group while some suggest 12 per group. This is because finding the right sample size is important to understand the feasibility of participant recruitment and the study design (In, 2017).

In this study, 30 respondents are selected from the study population, specifically focusing on Universiti Malaysia Kelantan undergraduate final-year students. The students are chosen because they are future graduates who have a higher possibility to open up new business enterprises after graduating. The result of the pilot test would be tested for its reliability later on using Cronbach's alpha reliability test. The Cronbach's alpha allows researchers to assess the internal consistency and its reliability among multiple items, measurements, or ratings using the Cronbach's alpha scale. For instance, findings that are more than 0.9 indicate excellence which is very reliable, but if the findings are less than 0.5 then it indicates unacceptable, therefore unreliable (Chua et al., 2020).

3.9 Procedure for Data Analysis

The researchers utilised a closed-ended questionnaire, consisting of options A, B, C, D, and E, to gather information from respondents. Subsequently, the researchers processed and interpreted the questionnaire data by entering it into a spreadsheet, converting the respondents' responses into numerical data. The collected data is subjected to analysis and evaluation using the Statistical Package for the Social Sciences (SPSS) Version 27. SPSS statistic is a software package used for analysis of statistical data (Roller & Lavrakas, 2023). SPSS is one of the software that can be used to analyse the data that have been collected.

3.9.1 Descriptive Analysis

The researchers employ descriptive analysis to analyse the collected data, utilising measures such as means and standard deviation using SPSS. SPSS statistic is a software package used for analysis of statistical data (Roller and Lavrakas, 2023). The primary goal of descriptive analysis is to provide a concise and clear summary of sample size and data,

facilitating easy interpretation (Moreau et al., 2022). Descriptive analysis is particularly useful for examining demographic parameters such as age, religion, education level, gender, and similar factors (Potter et al., 2019). Therefore, the researchers employ descriptive analysis to scrutinise the demographic data of the respondents, focusing primarily on questionnaire Section A.

3.9.2 Inferential Analysis

Inferential analysis was used to test the hypotheses of the study by examining the relationships between the independent variables (entrepreneurship education, role model, and university support) and the dependent variable (entrepreneurial mindset). The specific inferential analyses used in this study are Spearman's Rho correlation and multiple regression. In simpler terms, inferential analysis is used to draw conclusions about a population based on a sample (Salas-Parra, et al. 2023).

i) Spearman's Rho Correlation Coefficient

The Spearman's Rho Correlation Coefficient was utilized as the inferential test to examine associations between variables. The assessment of the data set concerning entrepreneurship education, role model, university support, and entrepreneurial mindset level was evaluated using rank biserial correlation. According to Chua (2013), the data set, being nominal and ordinal, warranted the application of Spearman's correlation coefficient. Additionally, Spearman's correlation coefficient was employed to assess the variables between entrepreneurship education, role model, university support, and entrepreneurial mindset. The correlations proved statistically significant at $p < 0.05$. The representation of the R-value of Spearman's Rho Correlation (Dancey & Reidy, 2004) is depicted in Table 3.2, illustrating the strength of relationships among the variables.

Table 3.2: Meaning Spearman’s Rho Correlation Coefficient Value ®

| Spearman’s Rho Correlation Coefficient Value (R) | Strength of Correlation |
|--|--------------------------------|
| 0.01 – 0.19 | None or very weak relationship |
| 0.20 – 0.29 | Weak relationship |
| 0.30 – 0.39 | Moderate relationship |
| 0.40 – 0.69 | Strong relationship |
| ≥ 0.70 | Very strong relationship |

Sources: Jahan, M. (2021)

ii) Multiple Regression Analysis

Multiple regression analysis is a statistical method that can be used to identify the relationship between two or more independent variables and one dependent variable (Babu et al., 2022). It does this by calculating the coefficient of multiple determination (R-squared) and the regression equation. R-squared measures the proportion of the variation in the dependent variable that can be explained by the independent variables (Fernando, 2023). In other words, the multiple linear regression equation that satisfies assumptions are linearity, normality of error, equality of variance, independence of errors, multicollinearity, and cook’s distance analysis. It tells us how well the independent variables can predict the dependent variable. Thus, the researchers use multiple regression analysis to examine the relationship between entrepreneurial mindset (dependent variable) with entrepreneurship education, role model, and university support (independent variables).

The researchers employed the Stepwise method of multiple linear regression. In this approach, when entering variables into the model in a Stepwise

manner, an assessment is conducted regarding each variable's relative contribution (Ghani & Ahmad, 2010). Variables making an insignificant or non-significant contribution are assessed and subsequently eliminated from the model. Therefore, this study utilizes multiple independent variables which are entrepreneurship education, role model, and university support.

The formula of multiple linear regression is provided below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \varepsilon$$

Figure 3.1: Formula of multiple linear regression

Source: Dawson, C. (2021)

Y = Dependent variable (response variable)

β_0 = Y intercept

β_1 / β_2 = Slope coefficient

X_2 = Independent variables (predictors)

It is necessary to do a multiple regression analysis requirements test before starting any data analysis. The result for linearity assumption test can be identify by looking at the scatterplot for variable entrepreneurship education, role model, university support and entrepreneurial mindset. The scatterplot shows that, the assumption is met because the relationship between all variables is linear (Appendix A). For this study, the normality assumption can be identified by using Kolmogorov-Smirnov normality test. The result shows that the p-value is less than 0.5, this imply that the data in this research were not normally distributed (Appendix 4).

Moreover, the homoscedasticity assumption or the equality of variance assumption which pertains to the distribution of residuals or error terms. There were no overt indications of funnelling in our plot of the standardised residuals

against the standardised expected values, indicating that the homoscedasticity assumption was satisfied (Appendix 7). The analysis of collinearity statistic shows that the assumption for this has been met, as the VIF of each independent variable valued below 10 (Appendix 5). Next, the tolerance scores for each variable are above 0.2, implying that there is no multicollinearity in this data (Appendix 5).

Furthermore, the assumption of Durbin-Watson has been met as the statistic shows that the discovered value was close to 2 with a value of 1.570 (Appendix 6). Next, each of the Cook's Distance values in the study were less than one, indicating that no particular case was disproportionately affecting the model (Appendix 8). Additionally, this study also conducts outlier test to determine whether the dataset's values may plausibly be the consequence of chance variation or if they are extremely severe, indicating other potential causes such an odd test sample, human error, or instrument malfunction. The box plot was employed to test the outlier on entrepreneurship education (Appendix 9), role model (Appendix 10) and university support (Appendix 11). The dataset will be removed if the data display an outlier in the box plot, the results are shown in the Appendix.

3.9.3 Reliability Test

The reliability test refers to how well it measures without error. It can be conceived of as the efficiency with which the measurement occurs without error (Franzen, 2011). They assess how accurate a measuring tool is. A measurement's reliability is how consistent and dependable it is. Repeating a reliable measurement should produce similar results. Reliability is important in research and assessment to ensure the accuracy and dependability of data. The researchers use Cronbach's alpha on a sample of data to determine whether the items in the questionnaire measure the same latent variable, which allows us to create a Likert scale. Cronbach's alpha assesses the internal consistency or

reliability among multiple items, measurements, or ratings. It gauges the extent to which responses from a questionnaire or a specific domain within it, an instrument, or ratings provided by subjects are dependable. This estimation reflects the stability of the tools used for evaluation (Chua et al. 2020).

Table 3.3: Scale of Cronbach’s Alpha

| Cronbach’s Alpha | Internal Consistency |
|----------------------------|----------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 \geq \alpha \geq 0.8$ | Good |
| $0.8 \geq \alpha \geq 0.7$ | Acceptable |
| $0.7 \geq \alpha \geq 0.6$ | Questionable |
| $0.6 \geq \alpha \geq 0.5$ | Poor |
| $0.5 \geq \alpha$ | Unacceptable |

Sources: Chua et al. (2020)

3.10 Summary/ Conclusion

This chapter provides an overview of the researcher's research strategy. The study design, data collection methods, study population, sampling procedure, sample size, development of study tools, variable measurement, and analytic methodology are all covered in this topic. The purpose of this study is to see the impact of entrepreneurship education, role models, and university support on entrepreneurial mindset among university students.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter aims to assess the data obtained from the distribution of 400 questionnaires among final-year undergraduate students in Malaysian universities. The analysis of this data was conducted using the Statistical Package for Social Science (SPSS) Version 27. Commencing with an evaluation of the reliability test based on pilot test data, the chapter proceeds to examine the demographic profiles of respondents, encompassing factors such as gender, age, race, field of study, types of university, and participation in past entrepreneurship courses. Subsequently, descriptive analysis is presented through tables, detailing responder demographics and information on aspects like having a business role model, experience in business, possession of a business, duration of business experience, types of business, and average annual sales. The ensuing sections involve reliability testing, hypotheses testing, Spearman’s Rho correlation coefficient analysis, multiple regression analysis, and concluding with a summary or conclusion.

4.2 Preliminary Analysis

The pilot test was limited to 30 respondents before being distributed to 400 respondents through an online survey method.

Table 4.1: Results on reliability of Cronbach's Alpha for the variables

| Variables | Number of terms | Cronbach’s Alpha | Alpha Strength |
|----------------------------|-----------------|------------------|----------------|
| Entrepreneurial Mindset | 8 | 0.845 | Good |
| Entrepreneurship Education | 7 | 0.832 | Good |
| Role Model | 5 | 0.890 | Good |
| University Support | 5 | 0.808 | Good |
| Overall | 25 | 0.843 | Good |

Based on Table 4.1, Cronbach's alpha was used to evaluate the data reliability in the pilot test. The variables' Cronbach's alpha value, which ranges from 0.808 to 0.890, is greater than 0.6. This showed and proved all the variables in this study were reliable. Researchers began to collect the actual data and distribute the questionnaire to individuals in the target population after obtaining Cronbach's alpha value to complete the research purpose.

4.3 Demographic Profile of Respondents

The demographic profile of this study was recruited from final-year undergraduate students in Malaysia. A total of 400 respondents participated in this survey. Table 4.2 shows the demographic profile of this study. There were 206 respondents (51.5%) male and 194 respondents (48.5%) female respondents involved in this study. Based on the group of age, the highest number of respondents fell under the category of 23 years old with a total of 284 respondents (71%). The second highest was 24 years old and above with 98 respondents (24.5%) and the third highest was 22 years old with a total of 15 respondents (3.8%), followed by the age 21 years old with 3 respondents (0.8%).

Table 4.2: Demographic information of respondents (N=400)

| Demographic Information | Particulars | Frequency | Percentage (%) |
|-------------------------|------------------------|-----------|----------------|
| Gender | Male | 206 | 51.5 |
| | Female | 194 | 48.5 |
| Age | 21 years old and below | 3 | 0.8 |
| | 22 years old | 15 | 3.8 |
| | 23 years old | 284 | 71.0 |
| | | | |

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| | | | |
|---|--|-----|------|
| | 24 years old and above | 98 | 24.5 |
| Race | Malay | 232 | 58.0 |
| | Chinese | 63 | 15.8 |
| | Indian | 62 | 15.5 |
| | Iban | 19 | 4.8 |
| | Dusun | 9 | 2.3 |
| | Kagayan | 7 | 1.8 |
| | Kadazan | 8 | 2.0 |
| Field of study | Social Science | 239 | 59.8 |
| | Literary and Humanitarians | 66 | 16.5 |
| | Science, Health Sciences, and Medicine | 50 | 12.5 |
| | Engineering and Technology | 45 | 11.3 |
| Institution of education | Public university | 290 | 72.5 |
| | Private university | 110 | 27.5 |
| Have you enrolled in any entrepreneurship courses in the past? | Yes | 313 | 78.3 |
| | No | 87 | 21.8 |

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| | | | |
|--|-----|-----|------|
| Do you have role model in business? | Yes | 323 | 80.8 |
| | No | 77 | 19.3 |
| Do you have any experience in business? | Yes | 184 | 46.0 |
| | No | 216 | 54.0 |
| Do you have a business? | Yes | 127 | 31.8 |
| | No | 273 | 68.3 |

The data shows a group of races involving the three major races Malay, Chinese, and Indian, including other ethnicities like Iban, Kadazan, Banjar, Dusun, and Kadayan from Sabah and Sarawak. The majority of the respondents were Malay with 58% which was a total of 232 final-year students, followed by Chinese with 15.8% which was 63 students, and Indian respondents with 15.5% which is a total of 62 students. Moreover, the total number of respondents was also by Iban with 19 respondents (4.8%), Dusun with 9 respondents (2.3%), Kadazan with 8 respondents (2%), and Kagayan with 7 respondents (1.8%).

Next, the highest percentage of respondents who had answered the questionnaire in the field of study was Science Social with 239 respondents (59.8%), while the lowest percentage that had answered the questionnaire was Engineering and Technology which indicated 45 respondents (11.3%). In addition, Literary and Humanitarian, which 66 of the respondents (16.5%) had answered in this survey followed Science, Health Sciences, and Medicine courses, there are 50 of the respondents (12.5%). Based on institution of education, the majority of the respondents are from public universities with a total 290 respondents (72.5%) and followed by private universities with a total of 110 respondents (27.5%).

The number of final-year undergraduate students who have enrolled in any entrepreneurship courses in the past are 313 respondents (78.3%) meanwhile 87 respondents

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(21.8%) have never been enrolled in entrepreneurship courses in the past. Additionally, 323 respondents (80.8%) have a role model in business while 77 respondents (19.3%) do not have any role model in business. The table also shows that 184 respondents (46%) have had experiences in business while 216 respondents (54%) do not have any experience in business. Meanwhile, there were only 127 respondents (31.8%) own a business while 273 respondents (68.3%) do not own any business.

Table 4.3 shows the demographic business information of respondents. Out of 127 respondents that own a business, the majority of the respondents have less than 1 year of experience with a total of 76 respondents (59.9%). Meanwhile 37 respondents (29.1%) have 1 to 3 years' experience and 14 respondents (11%) have more than 3 years of experience in business.

Table 4.3: Demographic business information's of respondents (N=127)

| Demographic Information | Particulars | Frequency | Percentage (%) |
|--|--------------------|-----------|----------------|
| How long is your experience in business? | Less than 1 year | 76 | 59.9 |
| | 1 to 3 years | 37 | 29.1 |
| | More than 3 years | 14 | 11.0 |
| Types of business | Food and beverages | 59 | 46.5 |
| | Clothing | 23 | 18.1 |
| | Beauty products | 21 | 16.5 |
| | Electronics | 13 | 10.2 |
| | Home and furniture | 10 | 7.9 |
| | Construction | 1 | 0.8 |

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| | | | |
|-------------------------------------|-------------------------|----|------|
| Average sales (annually) | Less than RM10,000 | 99 | 78.0 |
| | RM10,000 to RM15,000 | 21 | 16.5 |
| | RM15,000 to RM20,000 | 1 | 0.8 |
| | More than RM20,000 | 6 | 4.7 |

The data represents food and beverages as the highest business that is run by the final-year undergraduate students which is 59 respondents (46.5%) and construction business is the lowest with 1 respondent (0.8%). Clothing, beauty products, electronics, and home and furniture business represents the number of respondents with 23 (18.1%), 21 (16.5%), 13 (10.2%), and 10 (7.9%) respectively.

Lastly, the number of respondents based on annual average sales. Among 127 respondents who run a business, the majority of the respondents are getting less than RM10,000 with 99 respondents (78%), and the minority with 1 respondent (0.8%) getting RM15,000 to RM20,000 in running their business. Next, 21 respondents (16.5%) have an average sale of RM10,000 to RM15,000 annually and 6 respondents (4.7%) have more than RM20,000 average sales annually.

4.4 Descriptive Analysis

In this section, the researcher implemented the analysis by mean for every part of the independent and dependent variables. The main reason for describing the descriptive analysis is to provide the basic information about the independent variables and dependent variables in the dataset. For our study, 400 respondents had been chosen to answer the questionnaire. The

result shows that the mean and standard deviation for each part of the question is based on the variables.

4.4.1 Dependent Variables: Entrepreneurial Mindset

Table 4.4: Descriptive analysis of entrepreneurial mindset

| No. | Entrepreneurial Mindset | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1. | I manage to find business opportunities despite limited resources. | 5.92 | 1.031 |
| 2. | I often find potential opportunities to improve new product. | 6.03 | 1.064 |
| 3. | I often find opportunities that I can carry out. | 6.08 | 1.019 |
| 4. | I possess the ability to bring potential ideas to market. | 5.95 | 1.104 |
| 5. | I possess the ability to bring new products or services to the market. | 5.96 | 1.078 |
| 6. | I have the ability to think creatively. | 6.10 | 0.989 |
| 7. | I engage in activities that are considered as high-risk activities. | 5.94 | 1.148 |
| 8. | I am prepared to take high-risk decisions. | 6.02 | 1.094 |

According to the Table 4.4 shows the mean and standard deviation of the dependent variables which is entrepreneurial mindset. All of the questions in an entrepreneurial mindset have a high mean value which is more than 5.0. The table shows question 6 has the highest mean among the eight questions which is 6.10 while the lowest mean value is question 1 which only contains 5.92. Then, the mean value for question 4 and 5 only differs 0.01 which is 5.95 and 5.96, respectively. Same goes to question 2 and 8 that indicates 6.03 and 6.02, respectively. Followed by question 3, the mean value is 6.08 more than the

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mean value on question 7 which is 5.94. The mean value for all the questions shows that most of the respondents agreed with the questions.

4.4.2 Independent Variables: Entrepreneurship Education

Table 4.5: Descriptive analysis of entrepreneurship education

| No. | Entrepreneurship Education | Mean | Standard Deviation |
|-----|---|------|--------------------|
| 1. | The entrepreneurship education in university promotes the creative ideas. | 6.09 | 0.944 |
| 2. | By taking entrepreneurship course, I can learn more about entrepreneurship. | 6.18 | 0.917 |
| 3. | Entrepreneurship education in university can improve entrepreneurial skills. | 6.18 | 0.968 |
| 4. | The entrepreneurship education allows opportunities for students to begin a business. | 6.18 | 0.919 |
| 5. | The entrepreneurship courses help university student to develop their leadership skills that are required to become entrepreneur. | 6.18 | 0.963 |
| 6. | The entrepreneurship education provides the knowledge required to start a new business. | 6.20 | 0.940 |
| 7. | I believe that entrepreneurship education in university encourage students to be entrepreneur. | 6.21 | 0.970 |

Table 4.5 shows the mean and standard deviation of the independent variable which is entrepreneurship education. From the table above, we can see the mean value all over 6.0. Question 7 had the highest mean value among all the seven questions which is 6.21. The respondents strongly agree with the statements of “I believe that entrepreneurship

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education in university encourages students to be entrepreneurs.” On the other hand, the lowest mean value is question 1 (The entrepreneurship education in university promotes creative ideas) which contains 6.09. The second highest for the mean value is question 6 which is 6.20. Question 2 to 5 had the same value of mean which is 6.18. From those values, we can see that the respondents agreed with all the statements given and most of them understood entrepreneurship education.

4.4.3 Independent Variables: Role Model

Table 4.6: Descriptive analysis of role model

| No. | Role Model | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1. | Role models help university students to develop their innovative spirit. | 5.88 | 1.089 |
| 2. | Role models help to inspire university students to build their business. | 5.89 | 1.076 |
| 3. | Role model provides university students with an overview of risk management strategies for their business. | 5.82 | 1.159 |
| 4. | Role models encourage university students to face challenges in entrepreneurship. | 5.92 | 1.073 |
| 5. | Role models help university students to overcome obstacles in entrepreneurship. | 5.93 | 1.074 |

Table 4.6 above illustrates the mean and standard deviation of the second independent variable which is the role model. There were five items that had been analysed and the highest mean value had been calculated was 5.93 which fall in question 5. The result shows that most of the respondents agree that every role model can help all

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university students to overcome the obstacles in entrepreneurship. Therefore, the lowest mean value is 5.88. From this value, it shows the respondents agreed that role models help some students develop their innovative spirit. Followed by question 4, it contains 5.92 the mean value and it shows that the respondents agreed the role model encourages students to face any challenges in entrepreneurship. The mean values for question 2 and 3 are 5.89 and 5.82, respectively.

4.4.4 Independent Variables: University Support

Table 4.7: Descriptive analysis of university support

| No. | University Support | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1. | The university helps me if I want to establish a new startup company. | 5.60 | 1.354 |
| 2. | I can get the financial information through my university. | 5.61 | 1.381 |
| 3. | The university helps me find an investor to launch my startup company. | 5.50 | 1.522 |
| 4. | The university always organises programmes or business competitions to student. | 5.64 | 1.284 |
| 5. | If I were to raise a startup business, I think the university would contribute to enhancing the recognition of my company. | 5.51 | 1.488 |

According to Table 4.7, it shows the mean and standard deviation of the last independent variable which is called university support. The highest mean value is 5.64 which falls in question 4 following question 2 which is 5.61. The result shows they can get any financial information through university. Therefore, the lowest mean value is 5.50

which means that the university helps students to find investors to launch their start-up business. Question 1 contains 5.60 the mean value and 5.51 for question 5.

4.5 Validity and Reliability Test

This section analyzed the reliability of the questionnaire employed in this study, which reflects both the dependent variable which is entrepreneurial mindset, and the independent variables, namely entrepreneurship education, role model, and university support. This part investigated and reported the Cronbach's Alpha of each question for each variable in each part of the questionnaire, beginning with Section B and continuing until the last section. This reliability test was performed to check whether the items in the questionnaire remained reliable after responses were gathered from a total of 400 respondents. In contrast to the pilot test, which only collected 30 respondents to assess the reliability of the questions before distributing the questionnaire.

Table 4.8: Results of reliability Cronbach's Alpha for the variables

| Number of Items | Study Variables | Cronbach's Alpha | Alpha Strength |
|-----------------|----------------------------|------------------|----------------|
| 8 | Entrepreneurial Mindset | 0.961 | Excellent |
| 7 | Entrepreneurship Education | 0.962 | Excellent |
| 5 | Role Model | 0.967 | Excellent |
| 5 | University Support | 0.969 | Excellent |

Once the reliability of the pilot test had been established, the genuine dependability of the questionnaire could be evaluated. According to Table 4.8, the Cronbach's Alpha of entrepreneurial mindset was 0.961, indicating an excellent coefficient value. As a result, the questions for this variable are both valid and reliable. Next, as independent variables, entrepreneurship education, role model, and university support have excellent coefficient

values of 0.962, 0.967, and 0.969, respectively. As a result of the excellent consistency and stability of the coefficient obtained for the questions, all questions utilized for this variable are valid and reliable.

4.6 Hypotheses Testing

There were four hypotheses examined in this study. The linear relationship (H₁, H₂, and H₃) between two variables is examined using Spearman’s Rho correlation and multiple linear regression (H₄).

4.6.1 Hypotheses 1

The related hypotheses tested as stated follow:

H₁: There is a significant relationship between entrepreneurship education and entrepreneurial mindset among university students.

Table 4.9: Spearman’s Rho correlation coefficient results between entrepreneurial mindset and entrepreneurship education

| | | Entrepreneurial Mindset |
|-------------------------|------------------------|-------------------------|
| Entrepreneurship | Correlation | 0.799** |
| Education | Coefficient | |
| | Sig. (2-tailed) | 0.000 |

Table 4.9 indicates that the correlation takes value of 0.799. In this study, based on the result, there is a very strong positive correlation. The p-value is 0.000, which is based on the alternate hypothesis, there is a significant relationship between entrepreneurship education and entrepreneurial mindset among university students. The entrepreneurship education and entrepreneurial mindset were significant and very strongly positively correlated by 0.799, with a significance value of $p < 0.05$. Therefore, there was a statistically significant relationship between entrepreneurship

education and entrepreneurial mindset. It was a positive correlation. This means that this study accepted the hypothesis.

4.6.2 Hypotheses 2

The related hypotheses tested as stated follow:

H₂: There is a significant relationship between role models and entrepreneurial mindset among university students

Table 4.10: Spearman’s Rho correlation coefficient results between entrepreneurial mindset and role model

| | | Entrepreneurial Mindset |
|------------|-----------------|-------------------------|
| Role Model | Correlation | 0.659** |
| | Coefficient | |
| | Sig. (2-tailed) | 0.000 |

Table 4.10 indicates that the correlation takes value of 0.659. In this study, based on the result, there is a strong positive correlation. The p-value is 0.000, which is based on the alternate hypothesis, there is a significant relationship between role model and entrepreneurial mindset among university students. The role model and entrepreneurial mindset was significant and strongly positively correlated by 0.659, with a significance value of $p < 0.05$. Therefore, there was a statistically significant relationship between role model and entrepreneurial mindset. It was a positive correlation. This means that this study accepted the hypothesis.

4.6.3 Hypotheses 3

The related hypotheses tested as stated follow:

H₃: There is a significant relationship between university support and entrepreneurial mindset among university students.

Table 4.11: Spearman’s Rho correlation coefficient results between entrepreneurial mindset and university support

| | | Entrepreneurial Mindset |
|--------------------|-------------------------|-------------------------|
| University Support | Correlation Coefficient | 0.596** |
| | Sig. (2-tailed) | 0.000 |

Table 4.11 indicates that the correlation takes value of 0.596. In this study, based on the result, there is a strong positive correlation. The p-value is 0.000, which is based on the alternate hypothesis, there is a significant relationship between university support and entrepreneurial mindset among university students. The university support and entrepreneurial mindset were significant and strongly positively correlated by 0.596, with significance value of $p < 0.05$. Therefore, there was a statistically significant relationship between university support and entrepreneurial mindset. It was a positive correlation. This means that this study accepted the hypothesis.

4.6.4 Hypotheses 4

The related hypotheses tested as stated follow:

H₄: There is significant contribution of entrepreneurship education, role model, and university support towards entrepreneurial mindset among university students.

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Table 4.12: The contribution of entrepreneurship education and university support towards entrepreneurial mindset among university students (Stepwise method, N = 400).

| Model | Variable | Multiple Linear Regression | | | | |
|-------|----------------------------|----------------------------|-----------------|---------|---------------------|---------|
| | | R Square | R Square Change | β | T-stat (95%, CI) | P-value |
| 2 | Entrepreneurship Education | 0.621 | 0.621 | 0.799 | 21.030(0.724,0.874) | < 0.001 |
| | University Support | 0.642 | 0.021 | 0.119 | 4.746(0.70,0.168) | < 0.001 |

Dependent Variable: Entrepreneurial Mindset

The results in Table 4.12 shows that r square for model 2 are 0.621 for entrepreneurship education, which indicates that 62.1% of the variation in the entrepreneurial mindset. On the other hand, r square for university support is 0.642 which indicates 64.2% of the variation in the entrepreneurial mindset. The most contribution carriable is entrepreneurship education which contributes 62.1% to entrepreneurial mindset. It is followed by university support which contributes 2.1% to entrepreneurial mindset.

Based on the Model 2 in Table 4.12, the beta value for entrepreneurship education is 0.799 and university support is 0.119. This showed that entrepreneurship education has more impact or influence towards entrepreneurial mindset compared to university support. From this study, the Y-intercept (constant) is 0.401 and the scope of the entrepreneurship education is 0.799 (X_1) and the scope of university support is 0.119 (X_2).

The final equation is based on $y = b_0 + b_1 x_1 + b_1 x_2$

$$y = 0.401 + 0.799 (\text{entrepreneurship education}) + 0.119 (\text{university support})$$

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Based on the regression equation of this study, the regression analysis using stepwise depict that only entrepreneurship education and university support has contribution towards entrepreneurial mindset, while role model has no contribution towards entrepreneurial mindset. Therefore, the hypothesis was not accepted.

4.7 Hypotheses Results

Table 4.13 exhibits the summary of the results regarding objectives that are to find the relationship between entrepreneurship education, role model, and university support on the entrepreneurial mindset among university students.

Table 4.13: Summary of hypotheses testing results of Spearman's Rho

| Research Objective | Hypotheses | Results | Spearman's Rho Correlation | Status | Decision |
|---|--|---------------------|----------------------------|----------|--------------------------|
| R₁: To determine the relationship between entrepreneurship education and the entrepreneurial mindset among university students. | H ₁ : There is a significant relationship between entrepreneurship education and entrepreneurial mindset among university students. | p=0.000 (p<0.05) | r=0.799 | Accepted | Very strong and positive |
| R₂: To determine the relationship between role | H ₂ : There is a significant relationship | p=0.000 (p<0.05) | r=0.659 | Accepted | Strong and positive |

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|---|--|------------------|---------|----------|---------------------|
| model and the entrepreneurial mindset among university students. | between role model and entrepreneurial mindset among university students. | | | | |
| R₃: To determine the relationship between university support and the entrepreneurial mindset among university students. | H ₃ : There is a significant relationship between university support and entrepreneurial mindset among university students. | p=0.000 (p<0.05) | r=0.596 | Accepted | Strong and positive |

Table 4.14: Summary of hypotheses testing result of multiple linear regression

| Research Objective | Hypotheses | Results | Regression | Status | Decision |
|---|--|------------------|--|---------------|---|
| R₄: To identify the most contribution of entrepreneurship education, role | H ₄ : There is significant contribution of entrepreneurship education, role | p=0.000 (p<0.05) | Entrepreneurship education and university support has contribution | Not Accepted | Entrepreneurship education has the highest contribution towards |

| | | | | | |
|---|--|--|--|--|--------------------------|
| model, and university support towards entrepreneurial mindset among university students. | model, and university support towards entrepreneurial mindset among university students. | | towards entrepreneurial mindset, but role model has no contribution towards entrepreneurial mindset. | | entrepreneurial mindset. |
|---|--|--|--|--|--------------------------|

4.8 Summary/ Conclusion

In chapter four, a literature review and survey are made to obtain data factors that impact the entrepreneurship education, role model, and university on the entrepreneurial mindset among university students. The results of some data from 400 respondents were compiled and analysed using the Statistical Package for Social Science (SPSS) software Version 27. Preliminary analysis, respondent demographics, descriptive analysis, validity and reliability tests, normality tests, Spearman's rho correlation coefficient, and multiple regression analysis are among the SPSS results. Hypotheses testing is also used to answer all research hypotheses. As a result, the researcher found that all research hypotheses were accepted. Therefore, this explains that there is a strong relationship between the two variables used, which are the dependent variable and the independent variable.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

In this chapter, it discusses the results of the research conducted in previous chapter. Key findings, discussion of hypotheses, implications, limitations of the study, and recommendations or suggestions for future research are among the topics covered in this chapter. Four hypotheses were proposed and discussed in more detail while building on previous studies. This study also has some implications that can serve as a reference for some related parties. The limitations of this study were also pointed out as the researcher conducted the study. The researcher also suggested further research on this study, as a basic reference or overview of how to conduct project research. Finally, there is a summary of the entire study.

5.2 Key Findings

This quantitative study examines the influence of entrepreneurship education, role models, and university support on the entrepreneurial mindset among university students. All the specific objectives in this study have been successfully achieved. The comprehensive analysis of overall results conducted using SPSS software based on the questionnaire administered to the respondent. In chapter four, the methods employed for result determination, particularly through reliability analysis, are detailed. The findings reveal that the reliability test coefficients fall within the range of zero to one. The results indicate that all measurement tests conducted on the variables yield Cronbach's Alpha Coefficients ranging from 0.80 to less than 0.90.

In conducting demographic analysis, 400 respondents were classified according to gender, age, race, field of study, and institution. The findings from the research questionnaire indicate that the majority of respondents are male, accounting for 51.5%, while females constitute 48.5% of the sample. The predominant racial group among the respondents was Malay, comprising 58%, followed by other races. Among the 400 respondents, the largest demographic

group consisted of individuals aged 23, comprising a total of 284 respondents (71%). Additionally, the highest percentage of respondents in terms of field of study belonged to the social sciences category, with 239 respondents (59.8%). Examining the educational institutions, the majority of respondents, totalling 290 (72.5%), were affiliated with public universities, while 110 respondents (27.5%) were associated with private universities.

All the study findings demonstrate a positive correlation between the factors and the dependent variable, which is the entrepreneurial mindset. As observed in the finding's hypotheses tested using Spearman's Rho correlation methods reveals a substantial positive correlation between an entrepreneurial mindset and entrepreneurship education among university students, with the highest correlation coefficient observed at $r = 0.799$ ($N = 400$, $p < .001$). The comprehensive results of this study affirm, by answering the fourth objective and hypotheses of the study that a significant majority of the respondents acknowledge entrepreneurship education as the paramount factor influencing the entrepreneurial mindset among university students. Therefore, the results highlight that with a value of 62.1% entrepreneurship education exerts a more significant contribution on the entrepreneurial mindset among university students.

5.3 Discussion

This study addresses four hypotheses proposed. The current study aims to assess the relationship between entrepreneurship education, role model and university support on the entrepreneurial mindset among university students based on the social cognitive theory.

5.3.1 Entrepreneurship Education and Entrepreneurial Mindset

Based on the findings, this study shows that there is a significant relationship between entrepreneurship education and entrepreneurial mindset among university students. This study's findings support those of earlier researchers (Karyaningsih et al., 2020), that indicates a positive association between entrepreneurship education and the

development of an entrepreneurial mindset, as entrepreneurial mindset can be characterised as a tendency or attitude that encourages the ability to think creatively and innovatively. The results of this study provide new insights into entrepreneurship education which aids in giving students knowledge and experience about starting and running a new company. Among those insights are, students who receive entrepreneurship education are more equipped to recognise and take advantage of business opportunities. This is because entrepreneurship education helps students in becoming aware of potential business opportunities.

By exposing them to various entrepreneurial concepts, market trends, and innovation strategies, students are better equipped to identify and capitalise on business opportunities when they arise. Other than that, it is also discovered that entrepreneurship education equips university students with fundamental knowledge regarding entrepreneurship, enabling them to become competent and well-informed about the process of starting a new business (Deng & Wang, 2023). This is because entrepreneurship education provides students with theoretical and practical knowledge about various aspects of starting and running a business. This knowledge transfer equips students with the necessary skills and information to navigate the complexities of entrepreneurship. Moreover, entrepreneurship education also includes experiential learning components such as case studies, internships, or practical projects. This hands-on experience allows students to apply the theoretical concepts in real-world scenarios, which then foster the development of an entrepreneurial mindset.

Next, the findings found that entrepreneurship education encourages students to develop their entrepreneurial mindset and become more skilled and encouraging individuals. This is because entrepreneurship education encourages creativity and innovation, cultivating a mindset that values thinking outside the box and finding unique

solutions to problems. This mindset is crucial for entrepreneurs who need to adapt to the changing market conditions and for them to generate innovative business ideas. It is also because, entrepreneurship education can enhance students' self-efficacy by providing them with the abilities and confidence needed to take on entrepreneurial challenges. Increased self-efficacy contributes to a positive entrepreneurial mindset, which empower university students to believe in their ability to initiate and manage a business successfully. This is aligned with previous research that indicates entrepreneurship education nurtures an entrepreneurial mindset in students, providing them with the necessary attributes and skills for entrepreneurship upon graduation (Nwokolo, 2018).

Furthermore, this study indicated that entrepreneurship education influences students' entrepreneurial mindsets in order to teach them about entrepreneurship and help them make wise career decisions. This is because entrepreneurial education addresses the perception and management of risks associated with starting and managing a business. Students who receive such education are more likely to develop a realistic understanding of entrepreneurial challenges and are better prepared to assess and manage risks effectively, especially when choosing entrepreneurship as a career choice. Therefore, based on this study, it is essential according to past researchers (Gamede & Uleanya, 2018) to incorporate entrepreneurship modules in all university curricula to acquaint students with its foundations, importance, and role in improving quality of life, and advancing economic progress through the development of innovative and resourceful entrepreneurs.

5.3.2 Role Model and Entrepreneurial Mindset

Based on the findings, this study proves that there is a significant relationship between role model and entrepreneurial mindset among university students. This implies that college students' inclination towards entrepreneurship grows as a result of the exemplary role that entrepreneurial role models play. This is because the qualities that set

apart entrepreneurial role models are their enthusiasm for business, their understanding of its importance, and their sense of self as an entrepreneur (Zhang et al., 2023). In the process of following and emulating their role models, university students will see and acquire these traits from their role models, cultivate an entrepreneurial drive, and ultimately find more purpose in entrepreneurship. The results of this study provide new insights into role models whose presence is essential for university students to follow as it gives them encouragement and enlightens them to further pursue entrepreneurship. The first finding is that the majority of the respondents agree that role models help university students to develop their innovative spirit. This is because individuals learn by observing and modelling the behaviour of others, especially those they perceive as role models. University students, when exposed to entrepreneurial role models, may consciously or unconsciously adopt certain attitudes, behaviours, and thought processes associated with entrepreneurship. The following finding is aligned with previous literature (Jiatong et al., 2023) where the researcher suggests that role models serve as an instrument to transfer business information as well as influence individuals' belief, attitudes, and intentions toward entrepreneurship.

Next, the majority of the university students agree that role models help to inspire university students to build their business. This is because role models serve as a source of inspiration and motivation. Observing successful entrepreneurs can inspire university students to aspire to similar achievements. The achievements and success stories of role models can instil a sense of purpose and determination, fuelling the students' motivation to pursue entrepreneurship. Next, the majority of the respondents also agree that role models provide university students with an overview of risk management strategies for their business. This is because entrepreneurial role models often have experiences of overcoming failures and setbacks. Emulating such role models can contribute to the

development of resilience and an increased tolerance for risk among students (Martin et al., 2022). Witnessing that failure is a natural part of the entrepreneurial journey can positively impact students' mindset and willingness to take calculated risks.

Next, the majority of respondents also agree that role models encourage university students to face challenges in entrepreneurship. This is because role models provide tangible examples of behaviours and practices that contribute to entrepreneurial success. Students who emulate the behaviours and strategies of successful entrepreneurs may find themselves better equipped to face challenges, make decisions, and navigate the complexities of entrepreneurship. Lastly, the majority also agree that role models help university students to overcome obstacles in entrepreneurship. This is because role models can shape the cognitive frameworks of individuals. When students identify with entrepreneurial role models, their thought processes, problem-solving approaches, and strategic thinking may align more closely with the entrepreneurial mindset. This cognitive alignment can lead to a more natural and effective adoption of entrepreneurial thinking patterns. This was supported by an earlier study by Selamat (2022), who suggested that role models can function as a standard to refer to actions, inspire and influence a person's decision.

Therefore, it becomes clear that role models can have a profound impact on the entrepreneurial mindset of university students. The influence of role models extends beyond mere inspiration, encompassing behavioural, cognitive, and social dimensions that collectively contribute to the observed significant relationship between role models and entrepreneurial mindset. This also aligns with the previous studies results of where it can be seen that the more university students emulate their role models, the stronger their entrepreneurial mindset.

5.3.3 University Support and Entrepreneurial Mindset

Based on the findings, this study contends that there is a moderate significant relationship between university support and entrepreneurial mindset among university students. The entrepreneurial ecosystem is reflected in university support, which can enhance the entrepreneurial mindset as indicated by risk propensity, optimism, communication and teamwork, creativity and innovation, critical thinking, and future orientation. The study's findings are consistent with other research (Cahyani et al., 2022), which shows that having a business incubator centre on campus, which is a form of university support, can increase risk tolerance as it is an indicator of entrepreneurial mindset. Other than that, in this current study it is also essential to encourage university students by providing entrepreneurship support programs through well-organised entrepreneurial start-up awareness training programs.

The first finding is that the majority of the respondents agree that the university will help if they want to establish a new start-up company. This is because university support programs can provide students with access to resources such as mentorship, funding opportunities, and networking events. Access to these resources is essential for students to gain practical insights into entrepreneurship, fostering a mindset that is attuned to the challenges and opportunities of starting and managing a business. Other than that, universities often have legal and intellectual property experts who can provide guidance to student start-ups. Ensuring that the start-up complies with legal requirements and protects its intellectual property can contribute to a professional and trustworthy company image (Rohendi et al., 2023).

Next, the majority of the university students agree that they can get the financial information through their university. This is because financial information is integral to the business planning and strategic decision-making process. Universities that provide

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students with financial tools and resources empower them to create realistic business plans, set financial goals, and make informed strategic decisions. This support aligns with the practical needs of students preparing to launch entrepreneurial ventures. Next, the majority of the respondents also agree that the university will help them to find investors to launch my start-up company. This is because many universities have networks or programs that connect student start-ups with potential investors or funding sources. Securing funding from reputable sources associated with the university can positively influence the perceived financial stability and potential of the start-up (Rohendi et al., 2023). Entrepreneurship support programs also often facilitate networking opportunities with experienced entrepreneurs, industry professionals, and potential collaborators. These connections can broaden students' perspectives, provide valuable insights, and contribute to the development of a network-oriented mindset, which is crucial for entrepreneurship.

Moreover, the majority of the respondents also agree that the university always organises programmes or business competitions for students. This is because entrepreneurial start-up awareness training programs offer students the opportunity for experiential learning. Engaging in real-world scenarios, case studies, and practical projects helps students apply theoretical concepts, promoting a deeper understanding of entrepreneurship and the development of a practical mindset. This is consistent with previous research (Stelzer, 2016) that suggested universities can support students in developing an entrepreneurial mindset by fostering an entrepreneurial atmosphere, providing facilities and resources, and supporting the development of an entrepreneurial mindset.

Lastly, the majority also agree that if they were to raise a start-up business, they think the university would contribute to enhancing their company image. This is because universities can actively showcase the success stories of student start-ups that have thrived

with university support. Highlighting these success stories through various channels, such as newsletters, websites, and events, not only promotes the start-ups but also enhances the reputation of the university's entrepreneurial ecosystem. This is aligned with Keat et al. (2011) where it was found that a campus atmosphere supportive of entrepreneurship enhances student's capacity to seize entrepreneurial opportunities. Therefore, by providing a supportive ecosystem that encompasses mentorship, resources, and opportunities, universities can significantly contribute to enhancing the company image of student start-ups. This support not only benefits the individual start-ups but also adds to the overall reputation of the university's commitment to fostering entrepreneurship and innovation.

5.3.4 Contribution of Entrepreneurship Education, Role Model, and University Support Towards Entrepreneurial Mindset

Based on the result, entrepreneurship education has the most significant contribution towards entrepreneurial mindset compared to university support. This is proven under the multiple regression analysis, where in order to compare the contribution of each independent variable the use of r square change was essential. According to the data, the largest r square change value is entrepreneurship education, followed by university support. This can be justified by entrepreneurship education involves a systematic transfer of knowledge and skills related to starting and managing a business. It covers a wide range of topics, including business planning, financial management, market analysis, and innovation. The structured nature of entrepreneurship education ensures comprehensive coverage and depth of knowledge, providing students with a solid foundation for developing an entrepreneurial mindset (Deng & Wang, 2023). In addition to that, many entrepreneurship education programs incorporate experiential learning opportunities such as case studies, simulations, and real-world projects. These hands-on experiences allow students to apply theoretical concepts in practical scenarios, fostering a deeper

understanding of entrepreneurship and contributing to the development of a mindset grounded in real-world application.

The next contributor is university support, this can be justified with university support programs can offer tailored educational resources that directly address the needs of student entrepreneurs. Workshops, seminars, and training sessions focused on practical skills and knowledge contribute to the development of an entrepreneurial mindset grounded in real-world application (Anjum et al., 2021). Moreover, it is followed by university support as university support becomes an incubator and accelerator programs. This is because many universities operate business incubators or accelerators that provide student start-ups with physical space, mentorship, and access to resources. Being associated with a university-affiliated program can add credibility to a start-up, contributing positively to its company image.

Furthermore, based on the result it is discovered that role model has no contribution towards entrepreneurial mindset. This is because role models often serve as sources of inspiration and motivation, but their impact may be limited in terms of interactive learning (Wyrwich et al., 2019). While students can observe and learn from the experiences of role models, the direct interaction and engagement are typically less than what is experienced in a structured educational setting. The characteristics and qualities of role models can influence their impact on entrepreneurial mindset. If role models are perceived as having achieved success through unique circumstances or factors not easily replicable, students may view their experiences as less applicable to their own entrepreneurial journey. Students may become demotivated if role models are portrayed as possessing extraordinary levels of achievement or ability. In this regard, more is not necessarily better, even though it may be tempting to make the role model appear like a superman for all they have accomplished. Students may conclude, "I could never do all that," and seek elsewhere

for a career (Gladstone & Cimpian, 2021). This highlights the notion that role models do not have a significant contribution to the entrepreneurial mindset. This situation can be related to the commitment of the educational institution to entrepreneurship education can also play a role (Sauh et al., 2022). If the institution places a strong emphasis on providing high-quality entrepreneurship courses, resources, and faculty expertise, students are more likely to receive robust support that significantly influences their mindset.

Other than r square change value, statistical significance (Sig.) value indicates whether or not the variables are adding something unique and statistically significant to the equation. According to the data presented in this study, entrepreneurship education and university support both contributed statistically significantly. The role model on the other hand, does not significantly contribute to the prediction. This is most likely because entrepreneurship education is often integrated into the academic curriculum, ensuring that students receive a structured and sustained exposure to entrepreneurial concepts. The integration allows for a more comprehensive and continuous learning experience compared to occasional interactions with role models or university support programs. Therefore, entrepreneurship education gives students the opportunity to have both a theoretical foundation on the concept of entrepreneurship and the attitudes, behaviours, and mindset of being an entrepreneur (Gamede & Uleanya, 2018).

5.4 Implications of the Study

Firstly, the implication when there are high levels of entrepreneurship among university students, the Ministry of Higher Education (MOHE) strives to endorse entrepreneurship as a viable career option. This underscores the students' receptiveness to novel insights in entrepreneurship education, impacting their inclination towards entrepreneurship as an alternative to conventional employment. Implicitly, the cultivation of an entrepreneurial culture within the university is evident and well-appreciated by students, educational administrators,

and other university stakeholders. Moreover, students express approval for initiatives aimed at fostering an entrepreneurial culture among university graduates.

Secondly, the elevated proficiency in entrepreneurial knowledge among university students indicates a positive reception of entrepreneurship education by the student community. For this reason, entrepreneurship education will be effective if taught in all educational institutions at different levels of education as a formal medium of knowledge transfer in entrepreneurship. When the level of entrepreneurship knowledge is high, they can participate in small business entrepreneurship with their existing knowledge about entrepreneurship and help them prepare for future careers. Furthermore, universities are considered ideal places to form an entrepreneurial culture among students during their studies. Therefore, it is important for universities to provide a friendly environment for entrepreneurship by encouraging and promoting a culture of entrepreneurship.

Lastly, the key findings between university support and entrepreneurial mindset will lead to improvements in the upper management of universities and other stakeholders of programs related to various start-ups to show their support in promoting entrepreneurial culture in universities. The Ministry of Higher Education (MOHE) aims to equip students with business skills for future career development. Furthermore, the entrepreneurial spirit of university students will create graduates with an entrepreneurial mindset and instil a culture of entrepreneurship in the university environment.

5.5 Limitations of the Study

Several limitations were encountered when doing this study. It is limited to Malaysian undergraduate final-year students. The time required to collect respondent data is extremely restricted, so we need to catch-up to guarantee that the number of respondents is adequate. Furthermore, some inaccurate data was collected from respondents. This is due to the fact that not all responders are willing to take part in this survey. Due to this issue, the multiplier needed

to recruit more respondents to finish the online questionnaire. Finally, the researcher was able to gather all of the respondents required to complete this research assignment.

This study concentrated on three independent variables which are entrepreneurial education, role model, and university support. The researcher utilised a purposive sampling approach in this study, which is a sample technique started with a goal linked to the study. Furthermore, it is sometimes known as judging or selective sampling because the sample is chosen with a certain aim or objective in mind. As a result, the sample is chosen depending on the qualities or attributes of interest to the researcher.

5.6 Recommendations/Suggestions for Future Research

Several recommendations and suggestions for future research can be made to enhance the depth and breadth of understanding in this field. Firstly, it is advisable to broaden the scope of the study beyond Malaysian undergraduate final-year students to include a more diverse sample, encompassing various academic levels, cultural backgrounds, and educational institutions. This would contribute to a more comprehensive and generalized understanding of the factors influencing entrepreneurial intentions. To address the issue of time constraints in data collection, future researchers may consider adopting a longitudinal research design. This would allow for the collection of data over an extended period, providing a more nuanced perspective on the dynamics of entrepreneurial intentions among students.

Additionally, alternative data collection methods, such as interviews or focus group discussions, could be employed to supplement and validate the findings obtained through the Google form questionnaire. Given the challenges associated with respondent enthusiasm and the collection of accurate data, future studies should explore strategies to enhance participant engagement and mitigate the risk of incorrect responses. Implementing incentives, developing user-friendly survey interfaces, and ensuring clear communication about the study's significance may contribute to a more cooperative and accurate response from participants.

Furthermore, expanding the number of independent variables and examining their interplay in influencing entrepreneurial intentions could provide a more comprehensive understanding of the underlying mechanisms.

Exploring additional factors such as personal traits, family influences, and socio-economic backgrounds may contribute to a more effective analysis. In terms of sampling methodology, future researchers are encouraged to explore alternative approaches, such as stratified sampling or cluster sampling, to address the limitations associated with purposive sampling. These methods may offer a more targeted and representative selection of participants, especially when dealing with large and diverse populations. In conclusion, the recommendations outlined above aim to guide future research endeavours in overcoming the limitations identified in this study, thereby contributing to a more robust and effective understanding of the factors influencing entrepreneurial mindset among students.

5.7 Overall Conclusion of the Study

Entrepreneurship education, role model, and university support have a significant relationship with Malaysian university students' entrepreneurial mindset. Entrepreneurship education where it has information and skills, creating the mindset via education as well as building real-world skills for business chances is one of the aspects that influence the entrepreneurial mindset. Furthermore, entrepreneurship education not only prepares students for future occupations but also assists them in developing real-life skills such as problem-solving, critical thinking, team spirit, and resilience. This is to cultivate an entrepreneurial mindset in oneself. Furthermore, entrepreneurship education can influence the mind and prepare students to think and act like entrepreneurs.

The framework of the study project is designed and supported by existing journal and article literature. In this study, the researcher employed a theoretical framework and discovered that the hypotheses were validated by earlier research. The researcher employed primary data

collection methods in this study. A questionnaire data was collected from 400 respondents in Malaysia among final-year undergraduate students, to examine the impact of entrepreneurship education, role models, and university support on the entrepreneurial mindset. The researcher collected data and analysed it using SPSS software for descriptive, reliability analysis, spearman correlation coefficient, and multiple regression. Based on Spearman's Rho, three hypotheses in this study, namely entrepreneurial education, role model, and university support, are accepted as all three has significant relationship with entrepreneurial mindset. However, based on multiple linear regression, one hypothesis was not accepted because only two factors which are entrepreneurship education and university support have significant contribution towards entrepreneurial mindset while role model does not have any contribution.

Additionally, one of the subjects covered in this research is data collection. This is because the final outcomes of the study are affected by any inaccuracies in the data acquired. The researcher has therefore offered some recommendations to enhance the technique of gathering data. Ultimately, this study has only succeeded in three of its four objectives. Finally, this research will therefore be beneficial to scholars and students who plan to launch a business in the future. By integrating all the factors into university's curriculum, it can promote entrepreneurial attitudes, abilities, and mindsets, which will help to increase the number of innovative business ventures. Therefore, education about entrepreneurship, having a role model, and university support can all benefit university students in their entrepreneurship journey.

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APPENDIX A – TABLES

Table A.1: The table of determining sample size of a known population

Table 3.1

Table for Determining Sample Size of a Known Population

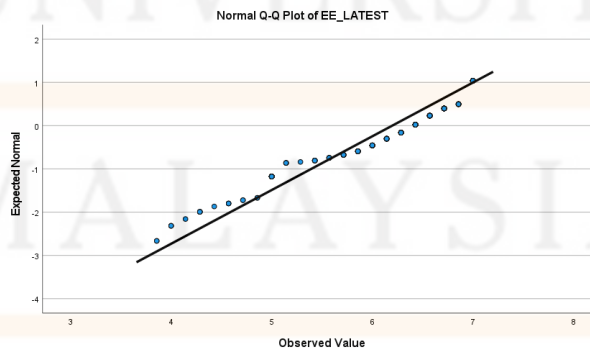
| N | S | N | S | N | S | N | S | N | S |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 346 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 100000 | 384 |

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

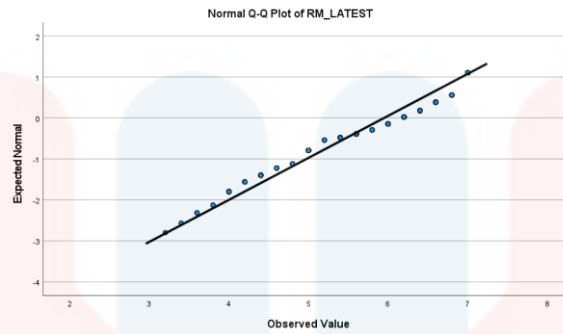
Sources: Krejcie & Morgan (1970)

Assumptions Results of Regression

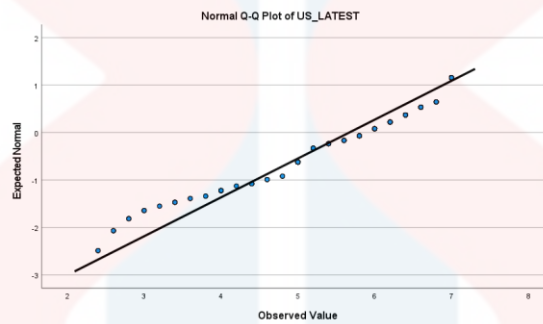
Appendix 1: Assumption Test (Entrepreneurship education)



Appendix 2: Assumption Test (Role Model)



Appendix 3: Assumption Test (University Support)



Appendix 4: Assumption Test (Kolmogorov-Smirnov)

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|-----|-------|--------------|-----|-------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| EM_LATEST | .139 | 387 | <.001 | .899 | 387 | <.001 |
| EE_LATEST | .160 | 387 | <.001 | .866 | 387 | <.001 |
| RM_LATEST | .143 | 387 | <.001 | .892 | 387 | <.001 |
| US_LATEST | .138 | 387 | <.001 | .896 | 387 | <.001 |

a. Lilliefors Significance Correction

Appendix 5: Assumption Test

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | 95.0% Confidence Interval for B | | Collinearity Statistics | | |
|-------|------------|-----------------------------|------------|---------------------------|--------|---------------------------------|-------------|-------------------------|-----------|-------|
| | | B | Std. Error | Beta | t | Sig. | Lower Bound | Upper Bound | Tolerance | VIF |
| 1 | (Constant) | .581 | .219 | | 2.653 | .008 | .150 | 1.011 | | |
| | EE_LATEST | .879 | .035 | .788 | 25.095 | <.001 | .810 | .948 | 1.000 | 1.000 |
| 2 | (Constant) | .401 | .216 | | 1.854 | .064 | -.024 | .826 | | |
| | EE_LATEST | .799 | .038 | .716 | 21.030 | <.001 | .724 | .874 | .804 | 1.243 |
| | US_LATEST | .119 | .025 | .162 | 4.746 | <.001 | .070 | .168 | .804 | 1.243 |

a. Dependent Variable: EM_LATEST

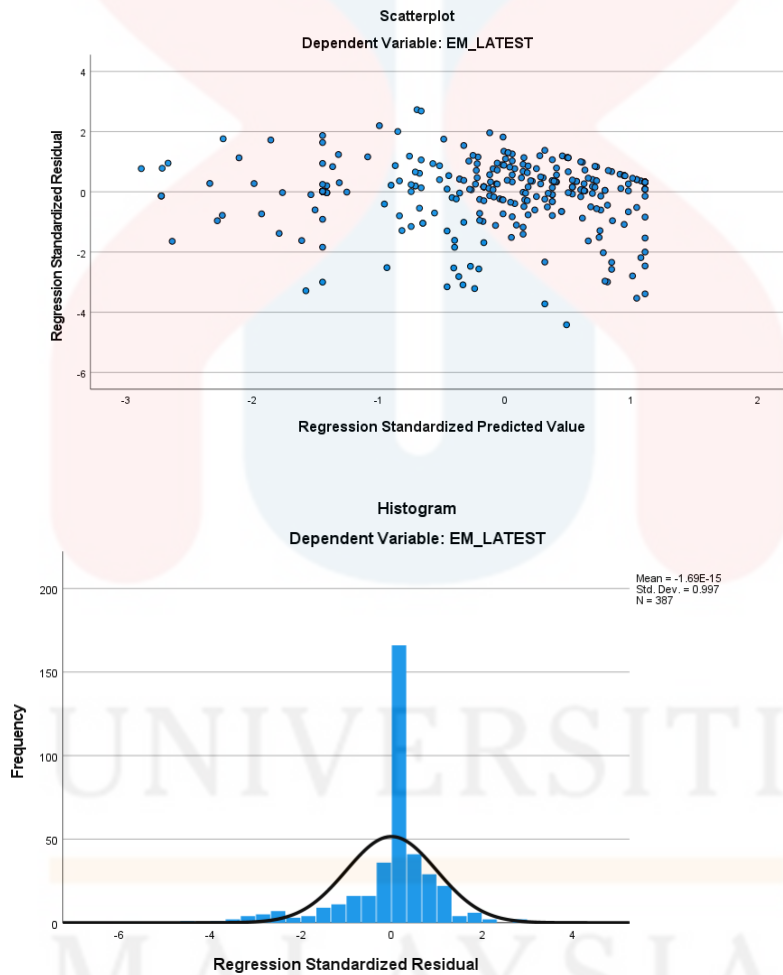
Appendix 6: Assumption Test (Durbin-Watson)

Model Summary^c

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | Sig. F Change | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-----|---------------|---------------|
| | | | | | | F Change | df1 | df2 | | |
| 1 | .788 ^a | .621 | .620 | .55388 | .621 | 629.775 | 1 | 385 | <.001 | |
| 2 | .801 ^b | .642 | .640 | .53902 | .021 | 22.525 | 1 | 384 | <.001 | 1.570 |

- a. Predictors: (Constant), EE_LATEST
- b. Predictors: (Constant), EE_LATEST, US_LATEST
- c. Dependent Variable: EM_LATEST

Appendix 7: Assumption Test



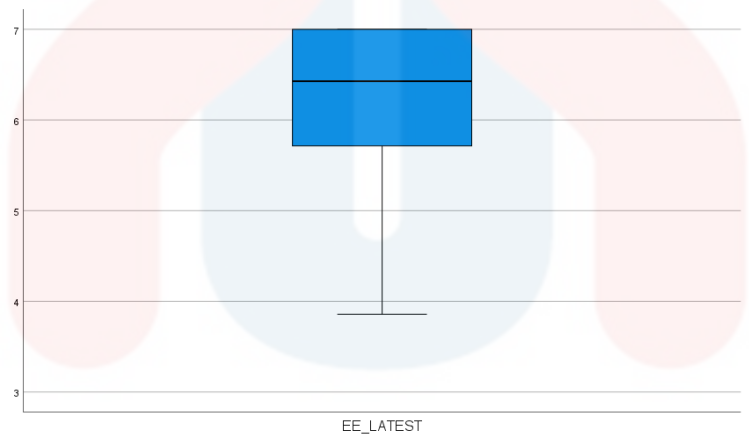
Appendix 8: Assumption Test (Cook's Distance)

Residuals Statistics^a

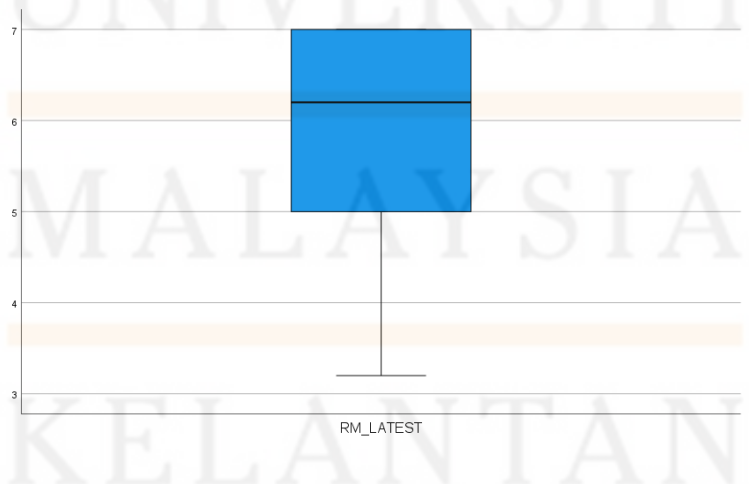
| | Minimum | Maximum | Mean | Std. Deviation | N |
|-----------------------------------|----------|---------|--------|----------------|-----|
| Predicted Value | 3.9588 | 6.8268 | 6.0275 | .71937 | 387 |
| Std. Predicted Value | -2.876 | 1.111 | .000 | 1.000 | 387 |
| Standard Error of Predicted Value | .027 | .093 | .045 | .014 | 387 |
| Adjusted Predicted Value | 3.9483 | 6.8388 | 6.0270 | .71973 | 387 |
| Residual | -2.37979 | 1.47157 | .00000 | .53762 | 387 |
| Std. Residual | -4.415 | 2.730 | .000 | .997 | 387 |
| Stud. Residual | -4.442 | 2.756 | .000 | 1.001 | 387 |
| Deleted Residual | -2.40918 | 1.49991 | .00042 | .54196 | 387 |
| Stud. Deleted Residual | -4.555 | 2.780 | -.001 | 1.008 | 387 |
| Mahal. Distance | .005 | 10.534 | 1.995 | 2.121 | 387 |
| Cook's Distance | .000 | .081 | .003 | .007 | 387 |
| Centered Leverage Value | .000 | .027 | .005 | .005 | 387 |

a. Dependent Variable: EM_LATEST

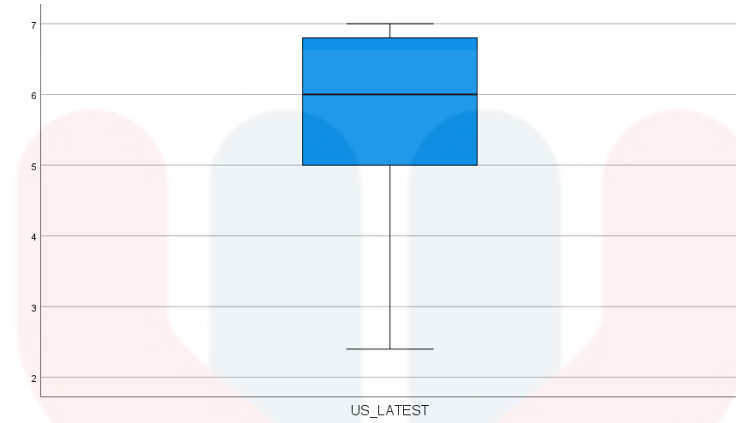
Appendix 9: Outlier Test (Entrepreneurship Education)



Appendix 10: Outlier Test (Role Model)



Appendix 11: Outlier Test (University Support)



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APPENDIX B – QUESTIONNAIRE



Dear respondents,

We are final-year students of Bachelor of Entrepreneurship (Commerce) with Honours from the Faculty of Entrepreneurship and Business (FKP) in Universiti Malaysia Kelantan (UMK). We are currently conducting a research survey regarding **THE IMPACT OF ENTREPRENEURSHIP EDUCATION, ROLE MODEL AND UNIVERSITY SUPPORT ON THE ENTREPRENEURIAL MINDSET AMONG UNIVERSITY STUDENTS**. We would greatly appreciate your participation in this questionnaire to help us fulfill this task. Please note that this research is solely for academic purposes and all your responses will be kept **CONFIDENTIAL**. Your cooperation and the time invested in answering this questionnaire are highly valued.

Responden yang dikasihi,

*Kami merupakan pelajar tahun akhir Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan kepujian dari Fakulti Keusahawanan dan Perniagaan (FKP) di Universiti Malaysia Kelantan (UMK). Kami sedang menjalankan tinjauan penyelidikan berkenaan **'IMPAK PENDIDIKAN KEUSAHAWANAN, MODEL PERANAN DAN SOKONGAN UNIVERSITI TERHADAP MINDA KEUSAHAWANAN DALAM KALANGAN PELAJAR UNIVERSITI'**. Kami amat menghargai penyertaan anda dalam soal selidik ini untuk membantu kami memenuhi tugas ini. Sila ambil perhatian bahawa penyelidikan ini adalah semata-mata untuk tujuan akademik dan semua informasi anda akan **DIRAHSIAKAN**. Kerjasama anda dan masa yang anda laburkan untuk menjawab soal selidik ini amat kami hargai.*

Sincerely,
Yang ikhlas,

MUHAMMAD UZAIR BIN ISMAIL
AISYATUL AMANIYAH BINTI MUSA
NUR HAWA AINAFATINI BINTI MOHD FADZIL
ROSLINA BINTI ALIMUDDIN

The instrument for the questionnaire divides into five sections: Sections A, B, C, D, and E.
Instrumen soal selidik dibahagikan kepada lima bahagian: Bahagian A, B, C, D dan E.

SECTION A: DEMOGRAPHIC
BAHAGIAN A: DEMOGRAFI

Please read each question carefully and indicates your response by selecting the most appropriate choice.

Sila baca setiap soalan dengan teliti dan nyatakan jawapan anda dengan memilih pilihan jawapan yang paling sesuai.

1. Gender/ *Jantina*
 - Male/ *Lelaki*
 - Female/ *Perempuan*

2. Age/ *Umur*
 - 21 years old and below/ *21 tahun dan kebawah*
 - 22 years old/ *22 tahun*
 - 23 years old/ *23 tahun*
 - 24 years old and above/ *24 tahun dan keatas*

3. Race/ *Bangsa*
 - Malay/ *Melayu*
 - Chinese/ *Cina*
 - Indian/ *India*
 - Others (State)/ *Lain-lain (Nyatakan):* _____

4. Field of study/ *Bidang pengajian*
 - Science Social/ *Sains Sosial*
 - Literary and Humanitarians/ *Sastera dan Kemanusiaan*
 - Science, Health Sciences, and Medicine/ *Sains, Sains Kesihatan, dan Perubatan*
 - Engineering and Technology/ *Kejuruteraan dan Teknologi*

5. Types of university/ *Jenis university*
 - Public university/ *Universiti awam*
 - Private university/ *Universiti swasta*

6. Have you enrolled in any entrepreneurship courses in the past? / *Pernahkah anda mendaftar dalam mana-mana kursus keusahawanan pada masa lalu?*
 - Yes/ *Ya*
 - No/ *Tidak*

7. Do you have role model in business?/ *Adakah anda mempunyai model peranan dalam perniagaan ?*
 - Yes/ *Ya*
 - No/ *Tidak*

FACULTY ENTREPRENEURSHIP AND BUSINESS

8. Do you have experience in business?/ *Adakah anda mempunyai pengalaman dalam perniagaan?*

- Yes/ *Ya*
- No/ *Tidak*

9. Do you have a business?/ *Adakah anda mempunyai perniagaan?*

- Yes/ *Ya*
- No/ *Tidak*

The respondents who answered 'YES' on question number 9 must answer the following question further./ *Responden yang menjawab 'YA' pada soalan nombor 9 perlu menjawab soalan seterusnya.*

10. How long is your experience in business?/ *Berapa lamakah pengalaman anda dalam perniagaan?*

- Less than 1 year/ *Kurang dari 1 tahun*
- 1 to 3 years/ *1 hingga 3 tahun*
- More than 3 years/ *Melebihi 3 tahun*

11. Types of business/ *Jenis perniagaan*

- Food and beverages/ *Makanan dan minuman*
- Clothing/ *Pakaian*
- Beauty products/ *Produk kecantikan*
- Electronics/ *Barangan elektrik*
- Home and furniture/ *Barangan rumah dan perabot*
- Others (State)/ *Lain-lain (Nyatakan):* _____

12. Average sales (annually)/ *Purata jualan (tahunan)*

- Less than RM10,000/ *Kurang dari RM10,000*
- RM10,000 to RM15,000/ *RM10,000 hingga RM15,000*
- RM15,000 to RM20,000/ *RM15,000 hingga RM20,000*
- More than RM20,000/ *Melebihi RM20,000*

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SECTION B, C, D, AND E

Please read each question carefully and indicates your response by selecting the most appropriate choice.

In this section, the respondents need to answer the given questions based on the following scale:

- (1) Strongly disagree
- (2) Disagree
- (3) Somewhat disagree
- (4) Neutral
- (5) Somewhat agree
- (6) Agree
- (7) Strongly agree

BAHAGIAN B, C, D, DAN E

Sila baca setiap soalan dengan teliti dan nyatakan jawapan anda dengan memilih pilihan jawapan yang paling sesuai.

Dalam bahagian ini, responden perlu menjawab soalan yang diberikan berdasarkan skala berikut:

- (1) Sangat tidak setuju
- (2) Tidak bersetuju
- (3) Agak tidak bersetuju
- (4) Berkecuali
- (5) Agak setuju
- (6) Setuju
- (7) Sangat setuju

| No. | SECTION B: ENTREPRENEURIAL MINDSET BAHAGIAN B: MINDA KEUSAHAWANAN | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|---|---|---|---|---|
| 1. | I manage to find business opportunities despite limited resources. <i>Saya mampu mencari peluang perniagaan walaupun dengan sumber terhad.</i> | | | | | | | |
| 2. | I often find potential opportunities to improve new product. <i>Saya sering mencari peluang yang berpotensi menambah baik produk baharu.</i> | | | | | | | |
| 3. | I often find opportunities that I can carry out. <i>Saya sering mencari peluang yang boleh saya laksanakan.</i> | | | | | | | |
| 4. | I possess the ability to bring potential ideas to market. <i>Saya mempunyai keupayaan untuk membawa idea yang berpotensi ke pasaran.</i> | | | | | | | |
| 5. | I possess the ability to bring new products or services to the market. <i>Saya mempunyai keupayaan untuk menghasilkan produk dan perkhidmatan baharu ke pasaran.</i> | | | | | | | |

FACULTY ENTREPRENEURSHIP AND BUSINESS

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| 6. | I have the ability to think creatively. <i>Saya mempunyai keupayaan untuk berfikir secara kreatif.</i> | | | | | | | |
| 7. | I engage in activities that are considered as high-risk activities. <i>Saya melibatkan diri dalam aktiviti yang dianggap sebagai aktiviti berisiko tinggi.</i> | | | | | | | |
| 8. | I am prepared to take high-risk decisions. <i>Saya bersedia untuk mengambil keputusan yang berisiko tinggi.</i> | | | | | | | |

| No. | SECTION C: ENTREPRENEURSHIP EDUCATION BAHAGIAN C: PENDIDIKAN KEUSAHAWANAN | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|---|---|---|---|---|
| 1. | The entrepreneurship education in university promotes the creative ideas. <i>Pendidikan keusahawanan di universiti dapat menggalakkan idea kreatif.</i> | | | | | | | |
| 2. | By taking entrepreneurship course, I can learn more about entrepreneurship. <i>Dengan mengikuti kursus keusahawanan saya dapat mempelajari lebih banyak tentang keusahawanan.</i> | | | | | | | |
| 3. | Entrepreneurship education at the university can improve entrepreneurial skills. <i>Pendidikan keusahawanan di universiti dapat meningkatkan kemahiran keusahawanan.</i> | | | | | | | |
| 4. | The entrepreneurship education allows opportunities for students to begin a business. <i>Pendidikan keusahawanan dapat membuka peluang kepada pelajar untuk memulakan perniagaan.</i> | | | | | | | |
| 5. | The entrepreneurship courses help university student to develop their leadership skills that are required to become entrepreneur. <i>Kursus keusahawanan dapat membantu pelajar universiti untuk membangunkan kemahiran kepimpinan yang diperlukan untuk menjadi usahawan.</i> | | | | | | | |
| 6. | The entrepreneurship education provides the knowledge required to start a new business. <i>Pendidikan keusahawanan dapat menyediakan pengetahuan yang diperlukan untuk memulakan perniagaan baru.</i> | | | | | | | |
| 7. | I believe that entrepreneurship education in university encourage students to be entrepreneur. | | | | | | | |

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FACULTY ENTREPRENEURSHIP AND BUSINESS

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| <p><i>Saya percaya pendidikan keusahawanan di universiti menggalakkan pelajar menjadi usahawan.</i></p> | | | | | | | |
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| No. SECTION D: ROLE MODEL BAHAGIAN D: MODEL PERANAN | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| <p>1. Role models help university students to develop their innovative spirit. <i>Model peranan membantu pelajar universiti mengembangkan semangat inovatif mereka.</i></p> | | | | | | | |
| <p>2. Role models help to inspire university students to build their business. <i>Model peranan dapat membantu memberi inspirasi kepada pelajar universiti untuk membangunkan perniagaan mereka.</i></p> | | | | | | | |
| <p>3. Role model provides university students with an overview of risk management strategies for their business. <i>Model peranan dapat memberi pelajar universiti dengan gambaran keseluruhan tentang strategi pengurusan risiko untuk perniagaan mereka.</i></p> | | | | | | | |
| <p>4. Role models encourage university students to face challenges in entrepreneurship. <i>Model peranan dapat menggalakkan pelajar universiti menghadapi cabaran-cabaran dalam keusahawanan.</i></p> | | | | | | | |
| <p>5. Role models help university students to overcome obstacles in entrepreneurship. <i>Model peranan dapat membantu pelajar universiti untuk mengatasi halangan dalam keusahawanan.</i></p> | | | | | | | |

| No. SECTION E: UNIVERSITY SUPPORT BAHAGIAN E: SOKONGAN UNIVERSITI | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| <p>1. The university helps me if I want to establish a new startup company. <i>Universiti membantu saya jika saya ingin menubuhkan syarikat baharu.</i></p> | | | | | | | |
| <p>2. I can get the financial information through my university. <i>Saya boleh mendapatkan maklumat kewangan melalui universiti saya.</i></p> | | | | | | | |
| <p>3. The university helps me find an investor to launch my startup company. <i>Universiti membantu saya mencari pelabur untuk menjayakan syarikat saya.</i></p> | | | | | | | |

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| <p>4.</p> | <p>The university always organises programmes or business competitions to student. <i>Universiti sentiasa menganjurkan program-program atau pertandingan perniagaan untuk pelajar.</i></p> | | | | | | | |
| <p>5.</p> | <p>If I were to raise a startup business, I think the university would contribute to enhancing the recognition of my company. <i>Jika saya ingin memulakan perniagaan baharu, saya rasa universiti akan menyumbang untuk meningkatkan pengiktirafan syarikat saya.</i></p> | | | | | | | |

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APPENDIX C – GANTT CHART

| Task | Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|--|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| First meeting with supervisor | | ■ | | | | | | | | | | | | | |
| Suggestion on proposal topic and draft | | | ■ | | | | | | | | | | | | |
| Draft Chapter 1: Introduction 1.1 Background of the Study 1.2 Problem Statement 1.3 Research Questions 1.4 Research Objectives 1.5 Scope of the Study 1.6 Significance of the Study 1.7 Definition of the Term 1.8 Organization of the Proposal | | | | ■ | | | | | | | | | | | |
| Draft Chapter 2: Literature Review 2.1 Introduction 2.2 Previous Studies 2.3 Underpinning Theory 2.4 Hypotheses Statement 2.5 Conceptual Framework 2.6 Summary/ Conclusion | | | | | ■ | | | | | | | | | | |
| Draft Chapter 3: Research Methods 3.1 Introduction 3.2 Research Design 3.3 Data Collection Methods 3.4 Study Population 3.5 Sample Size 3.6 Sampling Techniques 3.7 Research Instrument Development 3.8 Pilot Test 3.9 Procedure for Data Analysis 3.10 Summary/ Conclusion | | | | | | ■ | | | | | | | | | |
| Submission full report and presentation PPTA 1 | | | | | | | ■ | | | | | | | | |
| Finalize questionnaire | | | | | | | | ■ | | | | | | | |
| Blast questionnaire to respondents | | | | | | | | | ■ | | | | | | |
| Draft | | | | | | | | | | | ■ | | | | |

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|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Chapter 4: Data Analysis and Findings | | | | | | | | | | | | | | | | | | | | | |
| 4.1 Introduction | | | | | | | | | | | | | | | | | | | | | |
| 4.2 Preliminary Analysis | | | | | | | | | | | | | | | | | | | | | |
| 4.3 Demographic Profile of Respondents | | | | | | | | | | | | | | | | | | | | | |
| 4.4 Descriptive Analysis | | | | | | | | | | | | | | | | | | | | | |
| 4.5 Validity and Reliability Test | | | | | | | | | | | | | | | | | | | | | |
| 4.6 Hypotheses Testing | | | | | | | | | | | | | | | | | | | | | |
| 4.7 Hypotheses Results | | | | | | | | | | | | | | | | | | | | | |
| 4.8 Summary/ Conclusion | | | | | | | | | | | | | | | | | | | | | |
| Draft | | | | | | | | | | | | | | | | | | | | | |
| Chapter 5: Discussion and Conclusion | | | | | | | | | | | | | | | | | | | | | |
| 5.1 Introduction | | | | | | | | | | | | | | | | | | | | | |
| 5.2 Key Findings | | | | | | | | | | | | | | | | | | | | | |
| 5.3 Discussion | | | | | | | | | | | | | | | | | | | | | |
| 5.4 Implications of the Study | | | | | | | | | | | | | | | | | | | | | |
| 5.5. Limitations of the Study | | | | | | | | | | | | | | | | | | | | | |
| 5.6 Recommendations/ Suggestion for Future Research | | | | | | | | | | | | | | | | | | | | | |
| 5.7 Overall Conclusion of the Study | | | | | | | | | | | | | | | | | | | | | |
| Create and submit poster for colloquium | | | | | | | | | | | | | | | | | | | | | |
| Submission of article paper | | | | | | | | | | | | | | | | | | | | | |
| Submission of final report | | | | | | | | | | | | | | | | | | | | | |
| Presentation final report at colloquium | | | | | | | | | | | | | | | | | | | | | |