

FACULTY ENTREPRENEURSHIP AND BUSINESS

**FACTORS INFLUENCING THE INTENTION OF IPTA
STUDENTS TOWARDS ENTREPRENEURSHIP IN
KELANTAN**

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DEGREE OF ENTREPRENEURSHIP (COMMERCE) WITH HONOURS

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FACULTY ENTREPRENEURSHIP AND BUSINESS



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KELANTAN

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List of Abbreviations

UMK	Universiti Malaysia Kelantan
UiTM	Universiti Teknologi Mara
IPTA	Institut Pendidikan Tinggi Awam.
SPSS	Statistics Package for the Social Sciences
B40	Below 40
TPB	Theory of Planned Behaviour
SCT	Social Cognitive Theory
EEM	Entrepreneurial Event Model
POS	Point of Sale
DV	Dependent Variable
IV	Independent Variable
RQ	Research Question
H1	Hypothesis 1
H2	Hypothesis 2.
H3	Hypothesis 3
H4	Hypothesis 4

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List of Symbols

%	Percent
N	Population size
S	Sample size
>	More than
<	Less than
p	Pearson
Sig.	Significant.
r	Multiple correlation coefficient
df	Degrees of freedom
-	Minus
+	Plus
=	Equal

**FAKTOR YANG MEMPENGARUHI NIAT KEUSAHAWANAN DI KALANGAN
PELAJAR IPTA TERHADAP KEUSAHAWANAN DI KELANTAN.**

ABSTRAK

Faktor yang mempengaruhi niat keusahawanan di kalangan pelajar IPTA terhadap keusahawanan di Kelantan. Niat keusahawanan mampu mengubah cara pemikiran dan tingkah laku pelajar IPTA di Kelantan untuk menjadikan bidang keusahawanan sebagai pilihan kerjaya pada masa hadapan. Objektif kajian ini adalah untuk menentukan hubungan diantara niat keusahawanan dan peraturan sosial yang dirasakan, sikap, sokongan yang dirasakan dan pendidikan dalam kalangan pelajar IPTA di Kelantan. Kajian ini memfokuskan kepada empat pembolehubah tidak bersandar yang terdiri daripada peraturan sosial yang dirasakan, sikap, sokongan dan pendidikan yang dirasakan yang boleh mempengaruhi pembolehubah bersandar iaitu niat keusahawanan di kalangan pelajar IPTA di Kelantan. Kajian ini juga menjalankan satu tinjauan melalui borang soal selidik kepada 377 orang pelajar IPTA (UMK & UiTM) di Kelantan. Pengkaji juga menggunakan perisaian SPSS versi 27 untuk menganalisis data dan mendapatkan hasil kajian ini. Pengkaji membincangkan penemuan kajian dan mengkaji objektif kajian ini dapat dicapai atau tidak. Hasil kajian ini juga menunjukkan bahawa semua pembolehubah tidak bersandar (peraturan sosial yang dirasakan, sikap, sokongan dan pendidikan) mempunyai hubungan signifikan diantara pembolehubah bersandar (niat keusahawanan). Oleh itu, semua hipotesis telah diuji, hipotesis tidak satupun ditolak dan diterima dalam kajian ini.

**FACTORS INFLUENCING THE INTENTION OF IPTA STUDENTS TOWARDS
ENTREPRENEURSHIP IN KELANTAN**

ABSTRACT

Factors that influence entrepreneurial intention among IPTA students towards entrepreneurship in Kelantan. Entrepreneurial intentions are able to change the way of thinking and behavior of IPTA students in Kelantan to make the field of entrepreneurship a career choice in the future. The objective of this study is to determine the relationship between entrepreneurial intention and perceived social rule, attitude, perceived support and education among IPTA students in Kelantan. This study focuses on four independent variables consisting of perceived social rule, attitude, perceived support and education that can influence the dependent variable which is entrepreneurial intention among IPTA students in Kelantan. This study also conducted a survey through a questionnaire to 377 IPTA students (UMK & UiTM) in Kelantan. The researcher also used SPSS version 27 to analyze the data and obtain the results of this study. The researcher discusses the findings of the study and examines whether the objectives of this study can be achieved or not. The results of this study also show that all independent variables (perceived social rule, perceived support, attitude and education) have a significant relationship between the dependent variable (Entrepreneurial Intention). Therefore, all hypotheses were tested, none of the hypotheses were rejected and accepted in this study.

CHAPTER 1: INTRODUCTION

1.1 Introduction

In this introductory section, there are many sub topics that are analyzed and identified by the researcher. First of all, the researcher explains the background of the study. Explaining in depth about entrepreneurship and entrepreneurial intentions among IPTA students. In addition, the researcher discussed the problem statement. This explains how entrepreneurial intentions can influence IPTA students. The researcher also discussed the research questions and research objectives which cover four factors that influence entrepreneurial intention among IPTA students in Kelantan. In addition, the researcher discussed the scope of the study and the importance of the study. This section describes the theoretical framework and practical implications. The researcher also discussed the definition of the term. It provides an explanation and description of terms for this study. The researcher explains the proposed organization and finally the researcher discusses the summary for Chapter 1.

1.2 Background of the Study

Today, entrepreneurship is a key driver of economic growth and an extraordinary challenge in Malaysia. The field of entrepreneurship can also provide job opportunities and economic improvement in Kelantan. Entrepreneurship can also meet the achievement requirements among IPTA students in Kelantan who have creative, innovative and risk-taking tendencies in learning before and after running a business. It benefits IPTA students to increase their own interests, business opportunities and self-involvement in entrepreneurial activities such as seminars and entrepreneurial carnivals. Entrepreneurial intentions are not always fixed because they can change according to the individual's intentions (Van Gelderen, Kautonen & Fink, 2015). The conclusion, entrepreneurial intentions in IPTA students can be nurtured

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through entrepreneurship training organized by the University of Malaysia Kelantan and University Teknologi Mara in Kelantan. This can stimulate the entrepreneurial mindset of students and monitor the career path needs of IPTA students in Kelantan. The intention of IPTA students to engage in entrepreneurship is to be able to improve entrepreneurial skills and reduce unemployment among students after graduation.

Entrepreneurial intentions among IPTA students can increase the number of young people involved in starting a business. There are two local universities that create entrepreneurship courses in Kelantan namely UiTM Machang, UiTM Kota Bharu and UMK. Entrepreneurship courses are organized to increase the potential among potential young entrepreneurs to get opportunities in this industry. Therefore, entrepreneurial intention must be accompanied by entrepreneurial spirit which is the heart of the debate, modern management according to Fayolle and Linan (2014). He thinks that research related to entrepreneurial intentions should be reconsidered because it is the importance of start-up activities related to employment and the national economy.

1.3 Problem Statements

The issue of unemployment is often a major topic that occurs among IPTA students who have completed their studies at the bachelor's degree level. This is impacted by the country's economic structure, which is worsening, resulting in fewer work prospects in the professional area. In addition, mental health is also affected due to unemployment and the occurrence of social pressure that affects self-esteem and feelings of helplessness in the near future (Azhar, n.d). This create to the perception of social rules against an individual when there is social pressure from family members and closest friends. Therefore, an individual must think about the decision to start a business because he has to face social pressure from the closest people (Fayolle, Gailly, & Lassas-Clerc, 2006).

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Next, unemployment also results in poverty and also affects the entrepreneurial intention of an individual to change the standard of living, economic stability of the family and achieve the ideals they dream of. This is because the intention to become an entrepreneur as a career is increasing among IPTA students in the B40 group and those who have parents who are involved in the field of entrepreneurship. Through entrepreneurship education it is possible to help the individual increase awareness and intention of entrepreneurship as a career. (Abdullahi et al., 2021).

Furthermore, unemployment is a discrete life event and the main psychologically appropriate objective for an individual in the stress literature (Wheaton 2009). There are several four factors that influence entrepreneurial intentions, one of which is the attitude of IPTA students to determine an entrepreneurial career and personal holdings to be able to change their standard of living. The more positive an individual's attitude towards a scenario (entrepreneurial ambitions) the higher the probability of that individual being successful (Tiwari et al., 2019). Therefore, unemployment will not affect the attitude of an individual to succeed in the field of entrepreneurship.

Every year, institutions of higher learning will produce a large number of new graduates but the percentage of graduates who get a job is very low (Shamsuddin, 2013). This has a negative impact on economic development and graduates, thus encouraging them to commit crimes because they are unable to support themselves financially. Receiving support from family members is a very important factor for unemployed graduates. This is because the family influences the respondent's career choice after the individual's personal experience (Henderson and Robertson, 2000). The main relationship support is the emotional and financial support of family and friends. If a person knows such support then they will start a business and choose entrepreneurship as their main career. Therefore, graduates will not interfere.

1.4 Research Questions

- a) Is there any relationship between perceived social rules and the intention of IPTA students towards entrepreneurship in Kelantan?
- b) Is there any relationship between attitude and the intention of IPTA students towards entrepreneurship in Kelantan?
- c) Is there any relationship between perceived support and the intention of IPTA students towards entrepreneurship in Kelantan?
- d) Is there any relationship between education and the intention of IPTA students towards entrepreneurship in Kelantan?

1.5 Research Objectives

This research is to focus on the factors that influence the intention of IPTA students towards entrepreneurship in Kelantan. The objective of study as stated below:

- a) To examine the relationship between social rule and entrepreneurship intention among IPTA students in Kelantan.
- b) To examine the relationship between attitude and entrepreneurship intention among IPTA students in Kelantan.
- c) To examine relationship between perceived of support and entrepreneurship intention among IPTA students in Kelantan
- d) To examine the relationship between education influence and entrepreneurship intention among IPTA students in Kelantan.

1.6 Scopes of Study

According to this study, factors influencing entrepreneurial intention of IPTA students in Kelantan. This study also uses quantitative methods because the subject of the study is subjective and the limited availability of alternative research methodologies in Kelantan. The soft copy questionnaire is used as a review and reference for the researcher. In order to get the findings of this study, IPTA students from UiTM and UMK are given precedence or selected to answer the questions included in the questionnaire. This research was only conducted in Kelantan to get an overview of the study being conducted.

1.7 Significance of Study

This research project aims to investigate factors influencing the intention of IPTA students towards entrepreneurship in Kelantan. Entrepreneurship has become increasingly popular in higher education in recent years. However, there is limited research on the factors influencing the intentions of IPTA students towards entrepreneurship in Kelantan. Existing research has focused primarily on the effect on the country if the students don't have the intention towards entrepreneurship rather than the effect on the students after they graduate. In this study, we can determine the factors that discriminate between students with strong entrepreneurial intentions and those without strong entrepreneurial intentions. So that's why many researchers are attracted to doing some research about the factors that lead students to become entrepreneurs.

1.7.1 Theoretical Framework

This theory has provided a positive link with the study variable, which gives the study direction. The theoretical framework is built in accordance with the existing evidence. Essentially, this study looked at the link between independent and dependent variables.

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This can be demonstrated using Ajzen's (1991) Theory of Planned Behaviour (TPB), in which the individual's behaviour is best predicted by one's intentions, where the intentions are predicted by attitudes about behaviour, subjective norms, and perceived behaviour control, and these factors are actually controlled by the individual. Furthermore, this theoretical model employs the Entrepreneurial Event Model, developed by (Shapero & Sokol, 1982), which explains that desirability and feasibility are the key aspects that determine an individual's intents to create a business.

1.7.2 Practical Implication

In research methodology, "practical implications" are the ways that research results can be used and their effects in the real world. They are the ways that the results, recommendations, or conclusions of a research project can be used in real life. When doing research, it is important to think about how the results will be used in the real world to make sure they will be useful to practitioners, lawmakers, and other stakeholders. These effects can affect how decisions are made, how people act in the future, and how tactics or interventions are made. Depending on the type of study and its goals, the practical effects can be different. Here are some practical implications that can be applied to this research. For examples, data collection, a powerful tool for collecting data that researchers can use is an online site. With surveys, questionnaires, and other interactive features, researchers can get a lot of information from a wide range of people more quickly and for less money than with standard methods. Other than that, are expanded sample size and diversity for example online platforms can help researchers get around geographical limits and reach a larger and more diverse pool of participants. This means that more people can be included and that the results may be more general. Besides that, Real-Time Data Analysis Where online tools can make real-time data analysis easier, making it faster for researchers to

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process and understand data. This makes it possible to learn more quickly and change study plans based on new trends or surprising results.

1.8 Definition of Term

1.8.1 Entrepreneurial Intention

B. Bird (1988) defines entrepreneurial intention as a conscious state of mind that drives activity and directs experience (and hence action and experience) towards a certain purpose (goal) or techniques to attain it. There has been much discussion on the importance of personality qualities in creativity and business. For example, a debate creates a contradiction by proving the important relationship between many aspects of personality. These components include extraversion, conscientiousness, cognitive sensitivity, and emotional maturity (Al-Jubari et al., 2019). Those who lead in identifying possible research directions and new perspectives of entrepreneurial intention to revive it, according to Fayolle, Linan, and Moriano (2014), are among those who lead in identifying possible research directions and new perspectives of entrepreneurial intention to revive it. They contend that by supplementing the entrepreneurial intention model with other theories and/or methodological improvements such as mediation effects, the entrepreneurial decision making process may be better understood.

1.8.2 Perceived Social Rule

According to Autio et al., 2001, perceived social rules necessitate perceived social concepts from an individual's perspective and surroundings in order to do particular acts or not, such as the notion of starting a business. People's ideologies and perceptions of significant things in their life might be influenced by perceived social rules, especially

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when they desire to establish a business (Asimakopoulos et al, 2019). According to similar study, perceived social rules are an essential element influencing students' entrepreneurial inclinations (Gultom et al., 2020; Oftedal et al., 2018).

1.8.3 Attitude

Based on Ajzen (1991), an individual's attitude towards entrepreneurship is defined as the degree to which they believe that starting a new enterprise is a good idea. As explained by Tsordia and Papadimitriou (2015), when a person develops an opinion about something, their attitude towards it changes (entrepreneurial intention). It will shape a person's attitudes by influencing their full collection of significant ideas and their related judgements. The only things that govern a person's conduct are their ideas and attitudes, and these factors have a major influence on that person's behaviour (Rohana et al., 2016).

1.8.4 Perceived Support

According to Ismail M. et al. (2009), financial aid and support from family and friends are very vital in instilling a passion for a certain business venture. Individuals who feel the business climate is favourable may be more motivated to engage in entrepreneurial activity. This is known as a trigger effect. Individuals who feel there are business opportunities (e.g., access to capital, availability of business skills) are more inclined to start their own company.

1.8.5 Education

Academic institutions may have a substantial impact on young people's motivation to pursue entrepreneurial careers. According to Gibb (1993, 2005), they are frequently criticised of being excessively intellectual and not encouraging entrepreneurship. To address this issue, most colleges have suggested entrepreneurial courses or programmes at

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the undergraduate and graduate levels. Galloway and Brown (2002) evaluated the impact of entrepreneurship electives and discovered that the long-term return on investment in entrepreneurship education is more likely than the immediate return.

1.9 Organization of the Proposal

This proposal is arranged according to the suitability of the factors involved in this case. Starting with the use of problem statements, research questions and objectives together with the scope of the study contained in the introduction of chapter 1. Next, chapter 2 describes the basic theory and previous studies, hypothesis statements and conceptual frameworks. In addition, chapter 3, which is the research method, explains the study design, data collection and study population. Finally, a more in-depth description of the sample and sampling size.

1.10 Summary

In this chapter's summary, researchers discussed the study's background, problem statement, research question and objective, scope of study and other topics. Researchers collected all the data and information in the journal, article and website. Next, researchers also explained some simple things, but with full explanations to present. The next chapter will explain about literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter additionally presents a synopsis of the topic, previous research, conceptual frameworks, and hypothesis statements for informational purposes. Section 2.1 is about the introduction of the chapter 2 and then Section 2.2 explains about Underpinning theory that is used for this study. Moreover, in section 2.3 are explained about previous studies that are regarding the dependent variables for the study. Section 2.4 is about hypothesis statements of this study that relate the significant relationship between independent variable and dependent variable about the intention of IPTA students toward entrepreneurship. For section 2.5 are about conceptual Framework that are significantly influenced dependent variable and independent variable. Lastly are section 2.6 summary for overall content that contains in chapter 2 about the influence entrepreneurial intention of IPTA students toward entrepreneurship in Kelantan.

2.2 Underpinning Theory

2.2.1 Perceived Social Rule

People prefer to follow the social norms that they feel to be correct in their social groups or cultures because they believe these norms reflect the right and desired acts in a given situation, according to believed social regulations. Individuals' subjective conceptions of social norms are dependent on signs from their interactions and environment, and are not always the same as the real standards or behaviours of the majority. The impact of perceived social rules on the inclination of IPTA students in Kelantan towards

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entrepreneurship might be either favourable, contingent on their perception of entrepreneurship as a respected and encouraged career path (Wayne W. LaMorte, 2023).

H1: There is a significant relationship between perceived social rule and the intention of IPTA students towards entrepreneurship in Kelantan.

2.2.2 Attitude

My web search indicates that this topic has been studied using a number of theories and models, including the social cognitive theory (SCT), the entrepreneurial event model (EEM), and the theory of planned behaviour (TPB). These ideas focus on a variety of environmental, social, educational, contextual, cognitive, psychological, and demographic factors that impact students' desire to start their own businesses. (Nasip et al. 2017; Shah and Soomro 2017; Biswas and Verma 2021).

The term "attitude towards entrepreneurship" describes one's assessment of being an entrepreneur, both positively and negatively, as well as the perceived advantages and disadvantages of doing so. Students are more likely to have a higher intention to become entrepreneurs if they have a positive attitude towards entrepreneurship. (Tun Hazirah Tun Hamiruzzaman, Norashimah Ahmad, Nor Azira Ayob 2020).

H2: There is a significant relationship between the attitude and the intention of IPTA students towards entrepreneurship in Kelantan.

2.2.3 Perceived Support

Perceived support, in this idea, refers to an employee's belief that they are supported and encouraged as a part of their organisation. Depending on whether IPTA students in Kelantan believe their organization values their contribution and is concerned about their

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well-being, POS may have a favourable or negative impact on their inclination to pursue entrepreneurship. For instance, IPTA students in Kelantan may be more inclined to have a good attitude and intention towards entrepreneurship if they believe that their organization offers them sufficient resources, training, feedback, recognition, and job possibilities (David E. Eagle, Celia F. Hybels & Rae Jean Proeschold-Bell, 2019).

H3: There is a significant relationship between perceived support and the intention of IPTA students towards entrepreneurship in Kelantan.

2.2.4 Education

Formal or informal learning experiences that introduce students to entrepreneurial concepts, principles, and practices are referred to as "entrepreneurship education." In addition to giving students access to pertinent data and networks, entrepreneurship education can improve their attitudes towards entrepreneurship, perceived behavioural control, and entrepreneurial self-efficacy. (Tun Hazirah Tun Hamiruzzaman, Norashimah Ahmad, Nor Azira Ayob 2020).

H4: There is a significant relationship between education and the intention of IPTA students towards entrepreneurship in Kelantan.

2.3 Previous Studies

The meaning of past research is all previous investigations against the subject being studied according to analysis and research. A solid foundational knowledge is very important to the ongoing studies established by previous studies. Previous research has also contributed to the growth and style of research.

2.3.1 Perceived Social Rules

According to the previous study, an individual is subjected to social pressure from family members, relatives, and friends. An individual must think about the decision to begin a business because he has to face social pressure from the closest people (Fayolle, Gailly, & Lassas-Clerc, 2006). Nevertheless, the tenacity and decisiveness of an individual in achieving their dream of becoming an entrepreneur, of course the individual remains with the decision to start a business despite having to face various risks. Subjective normative constructs are likely to be contradictory and consist of the subjective for their inner nature. The construct of subjective norms in the TPB framework is social pressure or support on individuals who perceive when making a decision for a behaviour. Individuals are motivated to make better decisions because they have the support of family members and close friends. This causes individuals to be able to distinguish between good and bad decisions that can have a positive impact on the business. Support or social pressure from the people closest to the entrepreneur can influence the perception of the entrepreneur to dare to take risks in terms of finance, human resources and infrastructure facilities in the business. Finally, one's theoretical and empirical background and hence one's profile can impact one's intention to undertake an innovative business.

2.3.2 Attitude

In a previous study, entrepreneurship in terms of individual attitude can be defined as the level of view of individuals who have a good idea to start a new business (Ajzen, 1991). An individual's attitude changes when someone has a view about something (entrepreneurial intention). This causes a comprehensive belief to be important for a person and their attitude is shaped by relevant evaluations (Tsordia & Papadimitriou,

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2015). Entrepreneurial attitudes consist of personal thoughts, feelings and ideas regarding entrepreneurship. (Ajzen, 1991). Entrepreneurial attitude is a function of business values, profitability and trust. Entrepreneurship is comprised of four major personality factors: the need for achievement, personal control over behaviour, self-esteem, and innovation. (Robinson et al., 2019).

2.3.3 Perceived Support

Previous studies have shown that family background factors can also influence entrepreneurial intentions. According to a study by Henderson and Robertson (2000), family is one of the factors that can influence respondents to choose a career after the individual's personal experience. This causes the influence of job selection to be through support from family and friends. Meanwhile, the next study shows that the main support is sentimental and financial support from family and friends. If an individual knows the existence of such sentimental and financial support, of course entrepreneurship is their career choice. In addition, some past studies show the importance of entrepreneurship at university can influence students' entrepreneurial intentions. The study of Gomen and Hanion (1997) states that entrepreneurial attributes are positively supported through entrepreneurial activities. Therefore, effective entrepreneurship education support is one of the elements that influence people to choose entrepreneurs as a career (Henderson and Robertson, 2000).

2.3.4 Educational Factors and Entrepreneurial Intention

According to the previous study, higher education, such as IPTA, has a crucial role in enhancing students' basic entrepreneurship knowledge, as well as various cognitive and non-cognitive abilities, through entrepreneurial programs. (Walter and Block 2016: Brune

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and Lutz 2020). There are entrepreneurship models and theories that are used to investigate factors regarding entrepreneurship intention towards a student. The use of behavioral theory models can analyze students' entrepreneurial intentions. Nabi et al. (2017) studied a systematic literature review in order to analyze the factors on the entrepreneurship intention of students where entrepreneurship education is considered. The research Zhao et al. (2005) gave recommendations to research institutions to create various different educational methods for increasing the self-efficacy of entrepreneurship for students. A prior research by Turker and Selcuk (2009) found that education has a positive influence on students' entrepreneurial intentions in Turkey. According to the research paper, it states that educational institutions that provide more motivation and new knowledge about entrepreneurship among students. This can increase young people to be more involved in business and give suggestions to the university to improve the structure and education provided.

2.4 Hypotheses Statement

This study had already developed the hypothesis to study the intention of IPTA students towards entrepreneurship in Kelantan and other four independent variables which are perceived social rule, attitude, perceived support and education.

H1: There is a significant relationship between perceived social rule and the intention of IPTA students towards entrepreneurship in Kelantan.

H2: There is a significant relationship between attitude and the intention of IPTA students towards entrepreneurship in Kelantan.

H3: There is a significant relationship between perceived support and the intention of IPTA students towards entrepreneurship in Kelantan.

H4: There is a significant relationship between education and the intention of IPTA students towards entrepreneurship in Kelantan.

2.5 Conceptual Framework

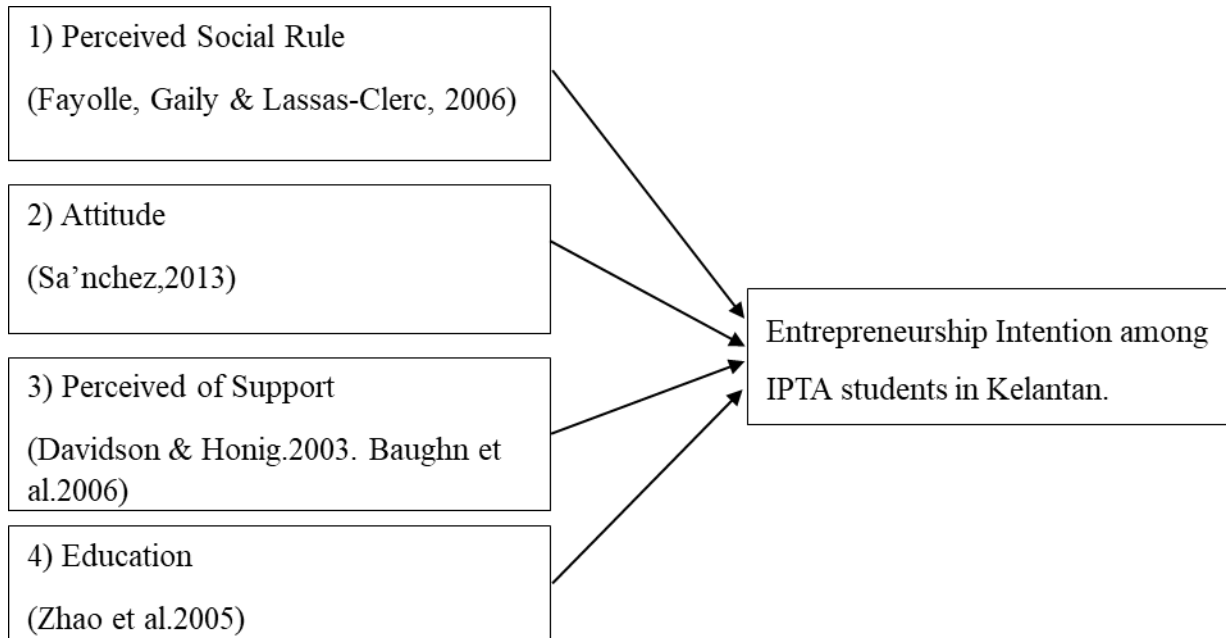


Figure 2.1: Conceptual Framework

Based on figure 2.1, this literature review has chosen a conceptual framework to answer all questions in more depth. A conceptual framework can be defined as the researcher's knowledge to examine the relationship between various research variables. This causes this conceptual framework to function as the identification of variables that need to be studied by researchers. There are four factors of entrepreneurial intention that can influence IPTA students towards entrepreneurship in Kelantan which consist of perceived social rule, attitude, perceived support and education. Figure 2.1 shows the relationship between the dependent variable (entrepreneurship intention among IPTA students in Kelantan) and the independent variable (perceived social rule, attitude, perceived support and education) which are related to each

other. The objective of this study is to analyze the relationship between IPTA students' entrepreneurial intentions towards entrepreneurship in Kelantan.

2.6 Summary

In conclusion, this chapter 2 explains about the underpinning theory, previous studies, hypothesis statement, conceptual framework found in this research. The summary of the second chapter shows the overview of the stated analysis. Next, the discussion of chapter 3 which consists of research design, data collected methods and others. Chapter 3 which is research methods will discuss the conceptual structure of the analysis and the methods used in this study.

CHAPTER 3: RESEARCH METHODS

3.1 Introduction

The research method is very important for the researcher to make an accurate and clear plan to follow when conducting this study. However, chapter three is the research methodology that discusses and explains the methods that need to be used to collect and analyse data in this research. First of all, the researcher explains and describes the research design and how to collect research data. Besides that, the researcher explains about the study population, sample size, sampling technique and the development of research instruments that will be reviewed. Finally, an explanation of variable measurement and data analysis procedures.

3.2 Research Design

A research design definition is an overall framework for diverse research methodologies and procedures utilised by researchers. (Research design, 2022). The use of quantitative methods through questionnaires that function as a method of collecting data and information from respondents consisting of IPTA students in Kelantan. The type of research used is correlational and descriptive research which is basic research related to primary data according to a quantitative approach. Furthermore, the design of the correlation study is to study the relationship between variables without any variable being under the manipulation of the researcher (Bhandari 2021). The researcher can determine the relationship between perceived social rule, attitude, perceived support and entrepreneurial education so that entrepreneurial tendencies towards IPTA students in Kelantan are more sustainable.

3.3 Data Collection Methods

The type of data required for the study needs to be identified before choosing a data collection strategy (Kabir, 2016). To navigate between the various data collection techniques and data sources based on these categories, this section attempts to provide an overview of the potential data types. But we also need to recognize what is data? Data embedded in terms of facts or statistics and used for analysis for various calculations and finally obtaining results to address research questions or test hypotheses is as information (Hurrel, 2005). Therefore, the researcher used two data collection methods consisting of primary data and secondary data in this study.

3.3.1 Primary data

Primary data can be collected through direct experience and not from the past. The researcher collects data through the primary data collection method as a research motive and is very accurate to be used in this study. The questionnaire is the primary data used by the researcher. The use of questionnaires by researchers to be given and distributed to IPTA students in Kelantan through Whatsapp, Telegram and email applications. Questionnaires distributed using google form online with only respondents clicking and answering their answer choices. This primary data collection method is easily used by researchers to obtain information and data immediately from IPTA student respondents in Kelantan. Therefore, this method of primary data collection can help the researcher to complete all the data and information that must be present in the study.

3.3.2 Secondary data

In this study, the researcher collected and found data from secondary data collection methods. According to Sabitha Marican (2005), data obtained and collected by other

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researchers is secondary data. The researcher used books and journals from the website to get more accurate and clear information and data to complete this study. The researcher makes references from scientific books in order to be able to analyze and identify important theories and contents contained in the references. The researcher also analyzed information and data found in journals on websites such as Science Direct, Emerald and Scopus to obtain more scientific and acceptable sources in this study. Therefore, the use of secondary data can help researchers to analyze data and information quickly and clearly in this study.

3.4 Study Population

This time, the study population includes a number of study groups. For instance, Universiti Teknologi MARA (UiTM) has 8000 students, whereas Universiti Malaysia Kelantan (UMK) has 13584 currently enrolled students. In order to ascertain how students felt about entrepreneurship education, a study was carried out on the Kelantan student population. It aids in ascertaining the opinions of students at the various universities in Kelantan. The total population for both public universities such as UMK and UiTM is 21554 people in Kelantan.

3.5 Sample Size

In research studies, sample size refers to the number of individuals or items included in a survey, experiment, or other data collection technique. Data plays an important role in determining the appropriate sample size. The sample size created by the student population participating in the study is the outcome measure, while the sampling size represents the sampling process. The student population consists of 21,554 people from public universities selected by the researcher in this study. According to Krejcie and Morgan's table (2019), the

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researcher had to recruit 377 students from two universities in Kelantan, namely UMK and UiTM, who studied entrepreneurship and business. This can help and facilitate the researcher to collect and record the questionnaires given to the students who have been selected in this study.

Table 3.1: Determine Sample Size of a Known Population

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

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

Source: Krejcie & Morgan, 1970

Source: Krejcie, & Morgan, D. W. (1970). Determine Sample Size for Research Activities. Educational and Psychological Measurement, 30(3), 607-610

3.6 Sampling Techniques

In this study, the researcher has chosen a simple random sample which is one of the existing sampling techniques. According to Lauren Thomas (2020), a simple random sample can be defined as a randomly selected subset of the population. This is because every member of the population has the same chance to be selected in this sampling method. The simple random sample method is the simplest probability sampling method to complete this study. This method involves only a single random selection and requires little prior knowledge of the population. Due to the use of the method is random, the researcher does a high internal and external validity and the risk is lower which is done on the sample in this study. Therefore, this method can reduce the research risk of sampling bias and selection bias.

3.7 Research Instrument Development

A research instrument is a device used to collect, calculate, and analyse research data. To collect data from the targeted respondents for this experiment, the researcher employed a survey questionnaire as a measuring instrument. Respondents were asked about their opinions and feelings regarding this study via a questionnaire. There will be two versions of the questionnaire: English and Malay. Section A, Section B, and Section C comprise the three sections of this questionnaire. Questions about gender, age, race, university, year of study, and course of study are included in Section A's demographic section. The four factors—perceived social rules, attitude, perceived support, and education—that affect IPTA students' motivation to start their own business in Kelantan are the subject of independent variable questions in

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Section B. Section C concludes with questions concerning the dependent variable, entrepreneurial intention.

3.8 Measurement of the Variables

According to this study, the researcher used a set of questionnaire research forms for the purposes of the study, and the questionnaire was prepared by (Rengiah, 2013). The questionnaire has three sections, the first of which is Section A (respondent profile), Section B (Entrepreneurial Intention), Section C (perceived social rule, attitude, perceived support and education). Next, all parts of the questionnaire except Section A are obtained from the actual measurement level of the respondents through the variables of this study. It is obtained by using a 5-point Likert scale. The scale starts from 1 to 5 for each question. Minimum to maximum use on each scale for the answer section. The table below 3.2 is the respondent's answer scale consisting of (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5).

Table 3.2: Five-Point Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Source: Emerson, R.W (2017)

3.8.1 Nominal Scale

The nominal scale definition refers to the first measurement level used for quantitative findings and categorizing items using numbers. Next, variables or non-numeric numbers with no value are on a nominal scale. The nominal scale consists of Section A which is used by the researcher to measure the demographics of the respondents on the questionnaire from IPTA students in Kelantan. The nominal scale functions as a determinant of the respondent's demographic profile which consists of gender, age, race, name of study institution, year of study and others.

3.8.2 Interval Scale

The interval scale is the third level in the measurement scale. An interval scale is a quantitative measurement scale with a different meaning between the two variables. It also means that the variable is measured according to the accuracy and also not from the relative meaning i.e. the occurrence of zero is said to be imprecise. The use of a 5-point Likert scale consisting of (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5). It serves as an assessment of how accurate the respondent's statements are regarding this research point of view. Finally, the Likert scale used by the researcher can determine and evaluate each item through the respondent's opinion regarding the questionnaire in Sections B and C.

3.9 Procedure for Data Analysis

The Statistical Package for Social Science (SPSS) was utilized to analyze the data in this investigation. In this work, exploratory analytical approaches were used to maximise the number of variations explained for the dependent variables. The present study aimed to

establish a multifaceted framework that would link entrepreneurship intention to perceived social rule, attitude, perceived support, and education. For this purpose, the IBM SPSS version 27 technique was used to obtain reliability, descriptive, and Pearson correlation analysis results.

3.9.1 Reliability Analysis

The measure's usefulness, especially when put into practice, is essential to the study's findings. It is important to confirm the reliability of the data analysis in order to ensure that the outcomes are appropriate. This reliability assessment technique aims to ascertain the consistency of the instrument. A gauge of respondents' consistency is Cronbach's Alpha. A reliability coefficient called Cronbach's Alpha evaluates how strongly objects are related to one another. A Cronbach's Alpha of 0.7 to 0.8 is thought to be adequate, while 0.8 to 0.9 is thought to be remarkable. The independent and dependent variables—both of which are entrepreneurial intentions—determine this relationship. Therefore, a substantial relationship between the dependent and independent variables is implied when the Cronbach's Alpha value is less than one. Consequently, the study may be accepted provided the results are consistent.

3.9.2 Descriptive Analysis

In this study, we analyzed the data in terms of percentage, frequency, mean, median, mode, and standard deviation using descriptive analysis. Regardless of sample size or composition, descriptive analysis may rapidly and readily summarize information and data sets, which is why we plan to employ it. We employed descriptive analysis to simplify data analysis. To find out if IPTA students in Kelantan have different entrepreneurial aspirations, sub-dataset comparisons are conducted. Frequencies, percentages, and data analysis are commonly used for demographic factors including age,

gender, education level, and so on. Consequently, we used this descriptive analysis to look at the demographic information provided by the respondents, namely in section A of the questionnaire.

3.9.3 Pearson Correlation

Pearson's product moment, also known as the coefficient of correlation in statistics, is a measure of the linear correlation between two variables, X and Y, with values ranging from +1 to -1, where +1 denotes complete positive correlation and 0 denotes no association. However, -1 indicates the complete negative correlation. It is frequently used in research to assess the toxicity of two variables' linear relationship. Multiple set points, each having X and Y coefficient correlations. It's worth noting that the correlation depicts a non-linear model with a linear direction of connection, rather than a non-slope relationship or numerous non-linear aspects. Correlation is detected when the figure towards the middle has a slope of 0 addition. Because the variance of Y is zero, determining the correlation coefficient is impossible if the image in the middle has an additive slope of 0.

3.10 Summary

This chapter explains about research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurements of the variables and procedure for data analysis. We can see the overview described in the summary of this third chapter. Research findings and discussion in this study continue to chapter 4.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

In chapter 4, which begins with section 4.1 introduction, which lays the groundwork for a thorough grasp of our research's findings. In this chapter, we concentrate on data analysis and findings. Section 4.2 provides a preliminary analysis that illuminates the early insights obtained from the data that was gathered. Section 4.3 is discussed, the demographic profile of the respondents. Which provides a clear picture of the study's participation population. Furthermore, section 4.4 on descriptive analysis, which offers a detailed study of a crucial variable. Section 4.5 conducts a validation and reliability test. However, section 4.6 is about the normality test. After that it continues with, section 4.7 about hypothesis testing culminating the analytical journey, each hypothesis in section 4.7.1, 4.7.2, 4.7.3 is meticulously examined, and aligning empirical evidence with the formulated conjecture. Lastly, section 4.8 discusses summary and conclusion for the whole chapter 4.

4.2 Preliminary Analysis

This study shows that a total of 30 respondents were randomly selected by the researcher for the pilot test. The reliability test was conducted by the researcher after conducting a pilot test to evaluate the information regarding the reliability collected. Through this pilot test, it can help the researcher evaluate the validity of the research methodology. Table 4.1 shows the reliability test for the pilot test involving all Cronbach's Alpha values that exceed 0.70 for all study variables and internal consistency is accepted.

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Table 4.1: Reliability Test (Pilot Test)

Number of items	Study variable	Cronbach's alpha	Remark
5	Entrepreneurial Intention	0.858	Good Reliability
5	Perceived social rule	0.810	Good Reliability
5	Attitude	0.941	Good Reliability
5	Perceived support	0.843	Good Reliability
5	Educational factors	0.806	Good Reliability

Sources: SPSS Output

4.3 Demographic Profile of Respondents

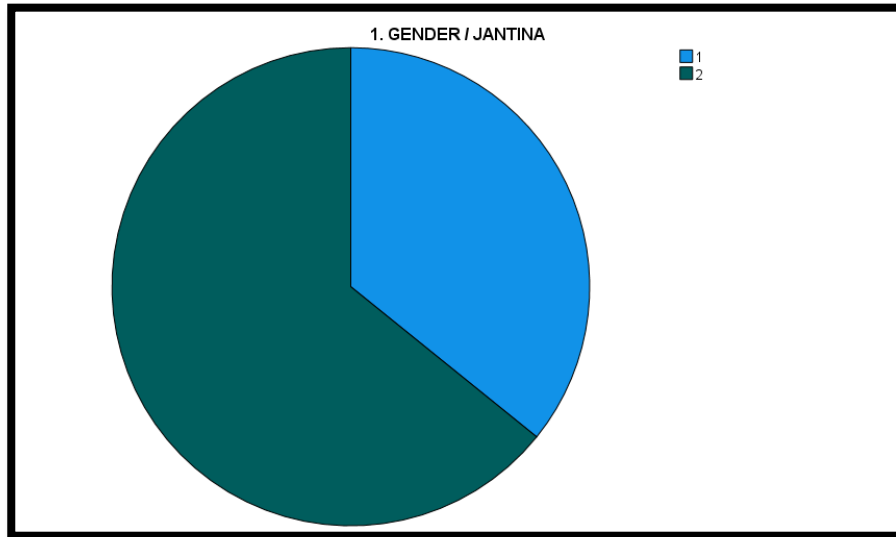
4.3.1 Gender

Table 4.2: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	135	35.8	35.8	35.8
2	242	64.2	64.2	100.0
Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires.

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Source: Primary data obtained by researchers from questionnaires.

Figure 4.1: Respondent's Gender.

Based on table 4.2 and figure 4.1 above, the number of respondents is 377 people in this study. The number of gender frequency for men is lower as many as 135 people and the percentage is 35.8% while for women it is higher as many as 242 people and the percentage is 64.2%.

4.3.2 Age

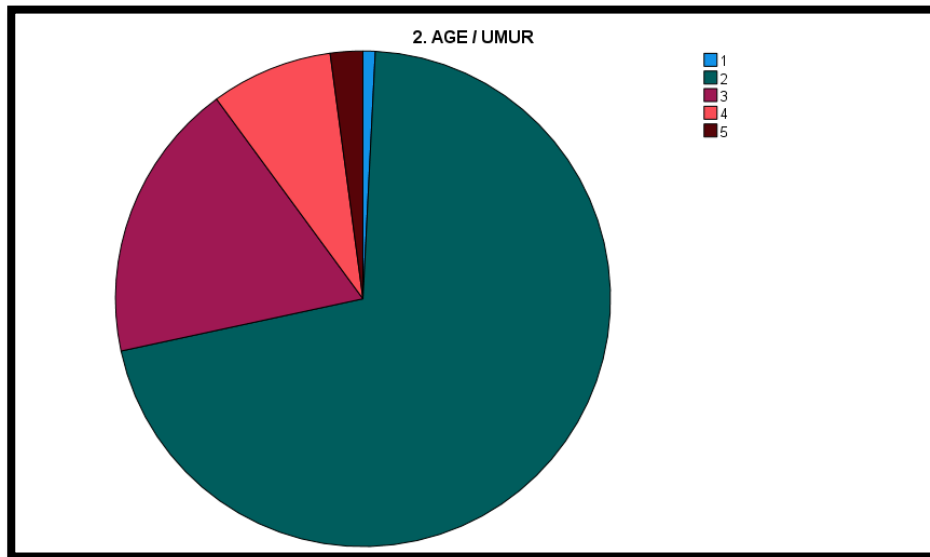
Table 4.3: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	.8	.8	.8
2	267	70.8	70.8	71.6

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3	69	18.3	18.3	89.9
4	30	8.0	8.0	97.9
5	8	2.1	2.1	100.0
Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires



Source: Primary data obtained by researchers from questionnaires.

Figure 4.2: Age

Based on table 4.3 and figure 4.2. there is the highest frequency of respondents age between 19-23 years old is a total of 267 people and the percentage is 70.8% and followed by the age group of respondents between 24-28 years old is a total of 69 people and the percentage is 18.3%. The number of high frequency respondents between 20-33 years old is 30 people and the percentage are 8.0% while the low frequency of respondents

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above 33 years old is 8 people and the percentage is 2.1%. The lowest frequency of respondent age among below 18 years old is 3 people and the percentage are 8%.

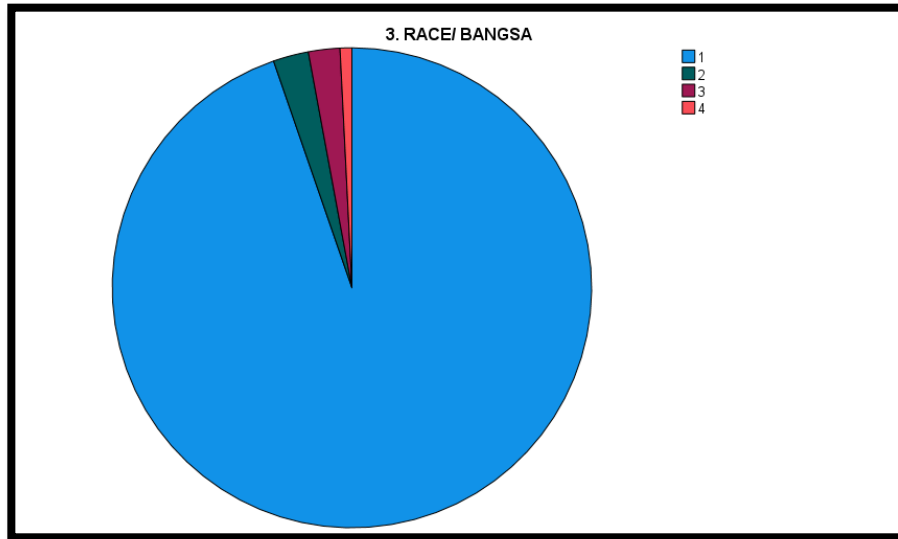
4.3.3 Race

Table 4.4: Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	357	94.7	94.7	94.7
	2	9	2.4	2.4	97.1
	3	8	2.1	2.1	99.2
	4	3	.8	.8	100.0
	Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires.

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Source: Primary data obtained by researchers from questionnaires.

Figure 4.3: Race

Based on the table and pie chart above, there are a total of 377 respondents who have been successfully collected and the highest Malay majority is 357 people and the percentage are 94.7%. The number of Chinese race is high as many as 9 people and the percentage is 2.4% while the Indian race is as low as 8 people and the percentage is 2.1%. The number of respondents in terms of race for others is the lowest of 3 people and the percentage is 0.8%.

4.3.4 Occupation

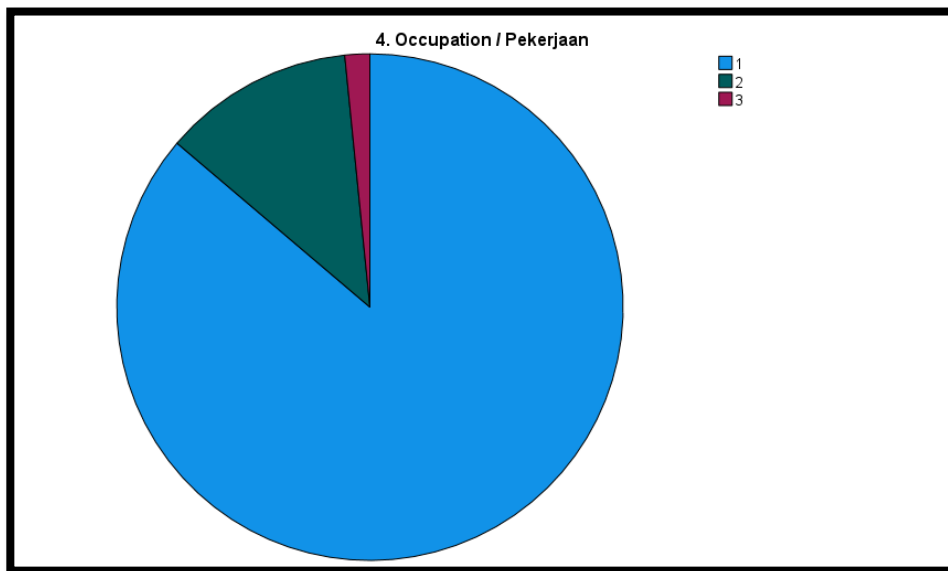
Table 4.5: Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	325	86.2	86.2	86.2
	2	46	12.2	12.2	98.4

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3	6	1.6	1.6	100.0
Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires.



Source: Primary data obtained by researchers from questionnaires.

Figure 4.4: Occupation

Based on table 4.5 and figure 4.4, the highest number of respondents among students is 325 people and the percentage is 86.2%. Next, the frequency of respondents among employees is as high as 46 people and the percentage is 12.2% compared to respondents among the unemployed is as low as 6 people and the percentage is 1.6%.

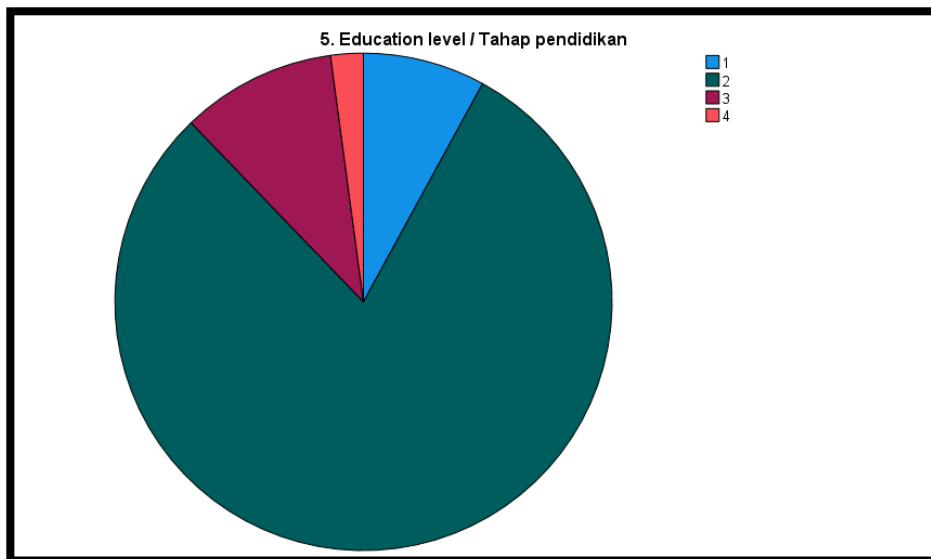
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4.3.5 Education level

Table 4.6: Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	8.0	8.0	8.0
	2	301	79.8	79.8	87.8
	3	38	10.1	10.1	97.9
	4	8	2.1	2.1	100.0
	Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires.



Source: Primary data obtained by researchers from questionnaires.

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Figure 4.5: Education Level

Based on the table and pie chart above, showing the frequency of respondents in terms of education level, the highest number is degree level with 301 people and the percentage is 79.8% while the PHD level is the lowest with 8 people and the percentage is 2.1%. Next, the frequency of respondents at the master's level in terms of education level is high with 38 people and the percentage is 10.1% compared to the diploma level which is low with 30 people and the percentage is 8.0%.

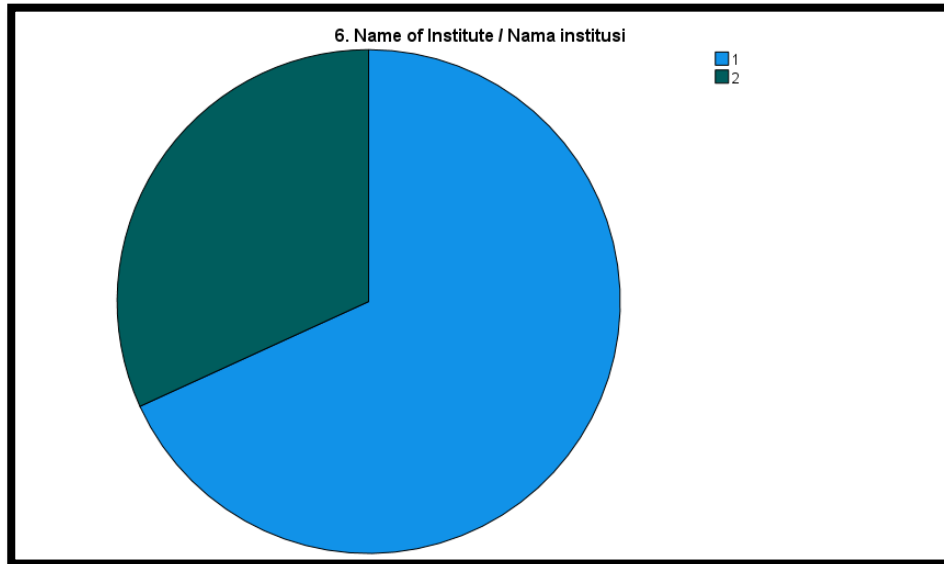
4.3.6 Name of Institute

Table 4.7: Name of Institute

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	257	68.2	68.2	68.2
	2	120	31.8	31.8	100.0
	Total	377	100.0	100.0	

Source: Primary data obtained by researchers from questionnaires

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Source: Primary data obtained by researchers from questionnaires.

Figure 4.6: Name of Institute

Based on the table and pie chart above, there is a number of respondents in terms of the name of the institution which is Universiti Malaysia Kelantan which is the highest which recorded a total of 257 people and the percentage is 68.2% while Universiti Teknologi Mara is lower and recorded a total of 120 people and the percentage is 31.08.

4.4 Descriptive Analysis

The descriptive analysis that conducted on the variable using means and standard deviation indicated is highlighted in this section. A collection of data analysis used in descriptive analysis contributes in provide a useful argument and summary of the data. A set of 377 respondents was randomly selected from UMK & UiTM students in Kelantan, who took entrepreneurship education.

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4.4.1 Perceived Social Rule

Table 4.8: Descriptive Statistics for Perceived Social Rule

Perceived social rule			
Descriptive Statistics			
	N	Mean	Std. Deviation
1) My family needs to support my decision to start a business.	377	4.41	.538
2) My friends should support my decision to start a business.	377	4.60	.584
3) The people around me should support me in making the decision to start a business.	377	4.46	.643
4) My family will be happy when I decide to work on my own after graduation.	377	4.51	.606
5) If my family has a business then they definitely support and motivate me	377	4.59	.540
Valid N (listwise)	377	4.51	0.582

```
DESCRIPTIVES VARIABLES=IV21 IV22 IV23 IV24 IV25
/STATISTICS=MEAN STDDEV.
```

Sources: SPSS output

The table 4.8 shows the mean and standard deviation of perceived social rule. There are 5 questions in the questionnaire with the highest means 4.60 for the item on statements "My friends should support my decision to start a business." with an indicated response agree on the item. Meanwhile, the lowest means is 4.41 for the item "My family needs to support my decision to start a business". The overall mean for the perceived social rule is 4.51 indicates that respondents generally concur with the questions.

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4.4.2 Attitude

Table 4.9: Descriptive Statistics for Attitude

Attitude	Descriptive Statistics		
	N	Mean	Std. Deviation
1) If given the chance, I would like to establish my own business.	377	4.57	.571
2) Being an entrepreneur will provide me with a lot of fulfilment.	377	4.54	.540
3) I'm interested in becoming an entrepreneur.	377	4.60	.612
4) I want to have fun as an entrepreneur.	377	4.54	.631
5) I'd rather be an entrepreneur than a corporate employee.	377	4.49	.640
Valid N (listwise)	377	4.55	0.60

```
DESCRIPTIVES VARIABLES=IV31 IV32 IV33 IV34 IV35  
/STATISTICS=MEAN STDDEV.
```

Source: SPSS Output

The table 4.9 shows the mean and standard deviation of attitude. There are 5 questions that highlights in the questionnaire with the highest mean is 4.60 for the item on the statement "I'm interested in becoming an entrepreneur..." with an indicated response agreeing on the item. Meanwhile, the lowest means is 4.49 for the item " I'd rather be an entrepreneur than a corporate employee. "The overall mean for the attitude is 4.55 indicate that respondents generally concur with the questions.

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4.4.3 Perceived Support

Table 4.10: Descriptive Statistics for Perceived Support

Perceived support			
Descriptive Statistics			
	N	Mean	Std. Deviation
1) If my finances are insufficient to continue the business, my family must support and help me.	377	4.48	.593
2) My family and friends think that I should pursue a career as an entrepreneur after graduation.	377	4.45	.682
3) You need to be concerned about the opinion and support of your family and friends in making the decision to pursue a career as an entrepreneur after graduation.	377	4.43	.589
4) Entrepreneurial education at my university has inspired me to develop ideas for a new business.	377	4.49	.584
5) Did you agree if government should give a funding to start a new business for fresh graduate?	377	4.55	.558
Valid N (listwise)	377	4.48	0.601

```
DESCRIPTIVES VARIABLES=IV41 IV42 IV43 IV44 IV45
/STATISTICS=MEAN STDDEV.
```

Source: SPSS Output

The table 4.10 shows the mean and standard deviation of perceived support. There are 5 questions that highlights in the questionnaire with highest mean is 4.55 "Did you agree if the government should give funding to start a new business". Meanwhile, the lowest means is 4.43 for the item "You need to be concerned about the opinion and support of your family and friends in making the decision to pursue a career as an entrepreneur after graduation.". The overall mean for the attitude is 4.48 indicates that respondents generally concur with the questions.

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4.4.4 Education

Table 4.11 Descriptive Statistics for Education

Education			
Descriptive Statistics			
	N	Mean	Std. Deviation
1.The entrepreneurship courses that I have attended have increased my knowledge and skills about entrepreneurship.	377	4.46	.560
2.The entrepreneurship courses that I have attended have provided me with useful tools and methods to evaluate business opportunities.	377	4.51	.556
3.The entrepreneurship courses that I have attended have enhanced my confidence and self-efficacy to become an entrepreneur.	377	4.54	.564
4.The entrepreneurship courses that I have attended have stimulated my interest and motivation to start a new business.	377	4.57	.561
5.The entrepreneurship courses that I have attended have exposed me to successful entrepreneurs and role models.	377	4.64	.523
Valid N (listwise)	377	4.54	0.553

Source: SPSS Output

The table 4.11 shows the mean and standard deviation of education. There are 5 questions highlighted in the questionnaire with highest mean is 4.64 "The entrepreneurship courses that the entrepreneur course that I have attended have exposed me to successful entrepreneurs and role models". Meanwhile, the lowest means is 4.46 for the item "The entrepreneurship courses that I have attended have increased my knowledge and skills about entrepreneurship.". The overall mean for the attitude indicated 4.54. The respondents generally understand the questions.

4.5 Validity and Reliability Test

Table 4.12: Results of Reliability Cronbach's Alpha for the Variable

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Number of Items	Study Variable	Cronbach's Alpha	Remarks
5	Perceived Social Rule	.702	Acceptable
5	Attitude	.776	Acceptable
5	Perceived Support	.731	Acceptable
5	Education	.715	Acceptable
5	Entrepreneurial Intention	.708	Acceptable

Source: SPSS Output

Table 4.12 shows the results of reliability analysis for the study variable. Based on the table above, the Cronbach's Alpha for Entrepreneurial Intention is 0.708 (dependent variable), Perceived Social Rule is 0.702, Attitude is 0.776, Perceived Support is 0.731 and lastly Education is 0.715 (independent variable). The value of Cronbach's Alpha for all variables is over 0.70 but not reached 0.80. All value for the variables is acceptable for Cronbach's Alpha. According to result Cronbach's Alpha, this study was close to acceptable and positively connected one to another.

4.6 Normality Test

Normality test are employed to determine if a data set follows a normal distribution, allowing researcher to make decision about the applicability of certain statistical technique. The provided data presents the results of normality tests, specifically the Kolmogorov-Smirnov

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and Shapiro-Wilk tests, for multiple variables. The purpose of these tests is to assess whether the data for each variable follows a normal distribution

Table 4.13: Result for Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
DV	.210	377	<.001	.850	377	<.001
IV1	.166	377	<.001	.896	377	<.001
IV2	.202	377	<.001	.823	377	<.001
IV3	.144	377	<.001	.897	377	<.001
IV4	.169	377	<.001	.897	377	<.001

a. Lilliefors Significance Correction
 Entrepreneurship Intentions (DV), Perceived of Social Rule (IV1), Attitude (IV2),
 Perceived Support (IV3), Education (IV4).

Source: SPSS Output

The table 4.13 above shows the result of Kolmogorov-Smirnov and Shapiro-Wilk to test the normality for the variable. However, for the Kolmogorov-Smirnov test, the statistic values range from 0.144 to 0.210, with degrees of freedom at 377 for each test. The associated p-values for all variables are reported as <.001, indicating that the data significantly deviates from a normal distribution. Similarly, for the Shapiro-Wilk test, the statistic values range from 0.823 to 0.897, with degrees of freedom at 377 for each test. The p-values for all variables are once again reported as <.001, signifying significant deviation from normality.

4.7 Hypothesis Testing

Pearson Correlation

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According to Gebrehiwet (2017), the Pearson correlation coefficient is employed when the p-value in a normality test has a non-normal distribution. A tool for evaluating the relationship between two variables is the Pearson's rank correlation coefficient. Rs had a value between -1 and 1 and shown as though there were four possible correlations: strong negative or positive, from -0.5 to 0 or 0 to 0.5, perfect negative or positive, between -1 and -0.5 or 1 to 0.5, weak negative or positive, and 0 no association. Pearson correlation coefficients have been used by the researcher to identify the significant relationship between the dependent variable (Entrepreneurial Intention (DV) and independent variables (Perceived Social Rule (IV1), Attitude (IV2), Perceived Support (IV3), and Educational Factor (IV 4)).

Rule of Thumb for Interpreting the Size of a Correlation Coefficient'

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	negligible correlation

Figure 4.7 Interpretation of Correlation

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Table 4.14: Results of Correlation for All Variable

		Correlations				
		DV	IV1	IV2	IV3	IV4
DV	Pearson Correlation	1	.585**	.642**	.580**	.507**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	377	377	377	377	377
IV1	Pearson Correlation	.585**	1	.646**	.597**	.541**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	377	377	377	377	377
IV2	Pearson Correlation	.642**	.646**	1	.630**	.589**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	377	377	377	377	377
IV3	Pearson Correlation	.580**	.597**	.630**	1	.607**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	377	377	377	377	377
IV4	Pearson Correlation	.507**	.541**	.589**	.607**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	377	377	377	377	377

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

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Table 4.15: Result for Hypothesis Testing

Hypothesis	Spearman's correlation	Result
<p>H1: There is a significant relationship between attitude and intention of IPTA students in Kelantan towards Entrepreneurship.</p>	<p>$r = 0.585, p < 0.01$ (Positive correlation)</p>	<p>Accepted</p>
<p>H2: There is a significant relationship between perceived social rule and intention of IPTA students in Kelantan towards Entrepreneurship.</p>	<p>$r = 0.642, p < 0.01$ (Positive correlation)</p>	<p>Accepted</p>
<p>H3: There is a significant relationship between perceived support and intention of IPTA students in Kelantan towards Entrepreneurship.</p>	<p>$r = 0.580, p < 0.01$ (Positive correlation)</p>	<p>Accepted</p>
<p>H4: There is a significant relationship between educational factors and intention of IPTA students in Kelantan towards Entrepreneurship.</p>	<p>$r = 0.507, p < 0.01$ (Positive correlation)</p>	<p>Accepted</p>

Source: SPSS Output

4.7.1 Hypothesis 1: There is significant relationship between Entrepreneur intention (DV) and Perceive Social Rule among IPTA student in Kelantan.

Based on the table 4.15 above, it shows the correlation between entrepreneurial intention and perceived support among IPTA student in Kelantan. The analysis shows a strong positive relationship between entrepreneurial intention (DV) and perceived social support (IV), with a Pearson correlation coefficient of .585**. This correlation found to be statistically significant at the 0.01 level (2-tailed), indicating a robust relationship between the two variables. The sample size for this analysis is 377.

4.7.2 Hypothesis 2: There is significant relationship between Entrepreneur intention (DV) and among IPTA student Attitude in Kelantan.

Based on the table 4.15 above, it shows the correlation between entrepreneurial intention and perceived support among IPTA student in Kelantan. The analysis shows a strong positive relationship between entrepreneurial intention (DV) and Attitude, with a Pearson correlation coefficient of .642**. This correlation found to be statistically significant at the 0.01 level (2-tailed), indicating a robust relationship between the two variables. The sample size for this analysis is 377.

4.7.3 Hypothesis 3: There is significant relationship between Entrepreneur intention (DV) and Perceive Support (IV3) among IPTA student in Kelantan.

Based on the table 4.15 above, it shows the correlation between entrepreneurial intention and perceived support among IPTA student in Kelantan. The analysis shows a strong positive relationship between entrepreneurial intention (DV) and perceived social

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support (IV3), with a Pearson correlation coefficient of .580**. This correlation found to be statistically significant at the 0.01 level (2-tailed), indicating a robust relationship between the two variables. The sample size for this analysis is 377.

4.7.4 Hypothesis 4: There is significant relationship between Entrepreneur intention (DV) and Education (IV4) among IPTA student in Kelantan.

Based on the table 4.15 above, it shows the correlation between Entrepreneurial intention and Education among IPTA student in Kelantan. The results indicate a strong positive correlation between these two variables, with a Pearson correlation coefficient of .507**. Similar to the previous correlation, this relationship is statistically significant at the 0.01 level (2-tailed) and is based on a sample size of 377.

4.8 Summary

The details of the data analysis and findings were covered in this chapter. Such as the descriptive analysis, the demographic profile of the respondent, including age and gender, and the preliminary analysis and the pilot test, which we conducted with thirty respondents. After that, there are dependability tests for each and every data set. Kolmogorov-Smirnov test was used for the normalcy test because the study's sample size exceeded 50. Finally, the hypothesis evaluates the link between two variables using Pearson's rank correlation coefficient.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter will address the major findings, implications, limitations, and suggestions for further research studies. The study's primary conclusions are covered in detail in Section 5.1 and Section 5.2, which precedes Chapter 5. There's the problem of erroneous results. There are the four hypotheses of this investigation. The results are presented in Section 5.3. It gave more information about the conclusion of the hypothesis. It ought to be supported by earlier research. The following section, section 5.4, discusses the implications of this revelation. Some ramifications for the pertinent individuals and organisations from this research. Section 5.5 discusses the research's shortcomings after that. During conducting this investigation, there were a few restrictions. Next up is Section 5.6 discusses the recommendations pertaining to this study. There are some suggestions for the researcher and for future researchers who would like to work on this subject. Section 5.7, which provides an explanation of the research summary, is the last section.

5.2 Key Findings

Table 5.1: Summary of Hypothesis Testing Result

Research Question	Hypothesis Result	Findings
RQ 1: Is there any relationship between perceived social rules and the intention of IPTA students in	p=0.00 (p<0.01) r=0.585	There is positive relationship between perceived social rules and the intention of IPTA students in Kelantan towards entrepreneurship.

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<p>Kelantan towards entrepreneurship?</p>		
<p>RQ 2: Is there any relationship between attitude and the intention of IPTA students in Kelantan towards entrepreneurship?</p>	<p>p=0.00 (p<0.01) r=0.642</p>	<p>There is positive relationship between attitude and the intention of IPTA students in Kelantan towards entrepreneurship.</p>
<p>RQ 3: Is there any relationship between perceived support and the intention of IPTA students in Kelantan towards entrepreneurship?</p>	<p>p=0.00 (p<0.01) r=0.580</p>	<p>There is positive relationship between perceived support and the intention of IPTA students in Kelantan towards entrepreneurship.</p>
<p>RQ 4: Is there any relationship between education and the intention of IPTA students in Kelantan towards entrepreneurship?</p>	<p>p=0.00 (p<0.01) r=0.507</p>	<p>There is positive relationship between education and the intention of IPTA students in Kelantan towards entrepreneurship.</p>

Source: SPSS Output

5.3 Discussion

This study's hypothesis will be examined further in this chapter. A hypothesis is a type of statistical test that may be used to assess if the hypothesis assumed for a sample of data is true for the complete population. In other words, the hypothesis is tested to determine the relationship between two sets of data, the Independent Variable and the Dependent Variable. The hypothesis may also be employed for observation by simulating a student in Kelantan and assigning a random variable.

5.3.1 Hypothesis 1: There is positive relationship between perceived social rules and the intention of IPTA students in Kelantan towards entrepreneurship.

Based on table 5.1, the result shows that there is relationship between perceived social rules and the intention of IPTA students in Kelantan towards entrepreneurship for this study. According to hypothesis 1, there is a relationship between perceived social rules and entrepreneurial intention is positive.

According to Bandura (1977), we can learn various behaviors about ourselves from other people such as family and friends. This causes them to be able to influence our behavior through encouragement and support so that we consider their views to be important to make a decision in this study. The results of this interaction are cross-national and possibly universal according to their ability to influence the entrepreneurial intentions of IPTA students (Engle, R.L., et al, 2010). Asimakopoulus G., et al, 2019, stated that this study aims to identify the effects of the environment that can promote entrepreneurial intentions. This is because a person's level of self-efficacy is high. This shows that the high value of entrepreneurial self-efficacy causes social norms to have a positive and significant effect.

5.3.2 Hypothesis 2: There is positive relationship between attitude and the intention of IPTA students in Kelantan towards entrepreneurship.

Based on table 5.1, the result shows that there is relationship between attitude and the intention of IPTA students towards entrepreneurship for this study. For hypothesis 2, this study can be concluded that there is a positive relationship between attitude and the intention of IPTA students in Kelantan towards entrepreneurship.

Education and entrepreneurial attitude can have a significant effect on entrepreneurial intention among students (H2). An individual's attitude towards entrepreneurship is defined as the degree to which they believe that starting a new enterprise is a good idea (Ajzen, 1991). The main influencing factor is entrepreneurial attitude. The existence of entrepreneurship courses can strengthen students' feelings, experience and skills related to entrepreneurship. This can increase the entrepreneurial desire of IPTA students in Kelantan more significantly in terms of attitude. Entrepreneurship courses provided at IPTA, Kelantan can improve skills and knowledge about entrepreneurship, increase the entrepreneurial ideas of IPTA students in Kelantan. The attitude of a person who is more inclined towards entrepreneurship can be fostered by creating innovative entrepreneurship competitions that focus on commercial publicity and formalism. It is a very important role to promote entrepreneurship courses among IPTA students in Kelantan.

5.3.3 Hypothesis 3: There is positive relationship between perceived support and the intention of IPTA students towards entrepreneurship in Kelantan.

Based on table 5.1, there is a relationship between perceived support and IPTA students' intentions towards entrepreneurship in Kelantan. Hypothesis 3 shows that there is a

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positive relationship between perceived support and IPTA students' intentions towards entrepreneurship in Kelantan. Ismail M. et al. (2009) stated that the importance of financial assistance and support from family and friends to increase the enthusiasm to start and develop a business. IPTA students who have high motivation by engaging in entrepreneurial activities. This causes IPTA students to see business opportunities such as access to capital and business skills so that they tend to start their own businesses after graduation.

Support refers to employees' belief that they are supported and encouraged as part of their organization. Support from educational institutions can also increase the spirit of entrepreneurship in IPTA students in Kelantan by offering sufficient resources, training, feedback, recognition and job opportunities. Therefore, public universities need to play an important role by providing more effective educational support to IPTA students in Kelantan so that their careers are guaranteed in the future.

5.3.4 Hypothesis 4: There is positive relationship between education and the intention IPTA students towards entrepreneurship in Kelantan.

According to table 5.1, there is a relationship between education and IPTA students' intentions towards entrepreneurship. Hypothesis 4 states that there is a positive relationship between education and IPTA students' intentions towards entrepreneurship in Kelantan in this study. Gibb (1993, 2005) they are often criticized for being too intellectual and are not encouraged to enter the field of entrepreneurship. This issue can be addressed by creating courses in entrepreneurship at undergraduate and graduate levels. This can encourage IPTA students to want to continue their studies at a higher level related to entrepreneurship courses.

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According to Galloway and Brown (2002), an evaluation of the elective effect of entrepreneurship and found that the long-term return on investment in entrepreneurship education is likely to be immediate. Entrepreneurship education can influence entrepreneurial intentions to make a career as an entrepreneur can provide high income in the long term. Therefore, entrepreneurship education can open high career opportunities for IPTA students who do not like working in the corporate field and can change the way a student views entrepreneurship.

5.4 Implication of Study

Through this study, it can conclude that to make a great research, we need to study and make a finding about the topic that we choose. By utilizing the data from the study, it can be able to identify areas in which students may enhance their perceived of social rule, attitude, perceived support and education while learning about entrepreneurship and how to become successful entrepreneurs by using the information in this study.

Apart from this research, lecturer can also use the study's implication to guide faculty in developing program that nurture entrepreneurial spirit. Also, the roles of lectures are to contribute to shaping the next generation of entrepreneur by providing targeted guidance and mentorship. Next, it could enhance the quality of education at Malaysian educational institutions, which are crucial for supporting students with a conducive environment, practical experience, and informative studies on entrepreneurship. This is vital as it provides students with a positive setting, indirectly fostering their potential success as entrepreneurs. Students studying entrepreneurship are particularly concerned about universities supporting them by offering adequate facilities.

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In conclusion, for future researchers, they can use the variables from this study as a reference for their own research on this subject. They may incorporate variables such as perceived of social rule, attitude, perceived support and education into their research. Moreover, they can choose variables that are more suitable for their subject or target respondents.

5.5 Limitations of the Study

This study has several limitations. This is because this study only focuses on public university students and Kelantan does not represent the entire university. The researcher chose only a few public universities in Kelantan to analyze and describe this study. This study consists of a small scope. Respondents who are not from the university chosen by the researcher in this study, then those respondents cannot answer this questionnaire. This is because this study has a major limitation. Therefore, the researcher only involved two public universities in Kelantan such as Universiti Malaysia Kelantan and Universiti Teknologi Mara.

This study focused on IPTA students who majored in entrepreneurship and business at public universities. The results of this study only have the views of students and we are also aware that it is not just one student who studies at the university but there are many respondents from public universities who were selected in this study. Many students have entrepreneurial intentions in pursuit of their ideals as successful entrepreneurs and so is the community. However, the community cannot be part of the respondents in this study. This is because the researcher did not target respondents from the community in this study.

In conclusion, the limitations of the study show that the researcher selected students from certain areas of cost and faculty who took the field of entrepreneurship and business at a

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public university in Kelantan. Students at public universities also do not necessarily all students want to join the field of entrepreneurship and become entrepreneurs as a career.

5.6 Recommendations/ Suggestion for Future Research

Recommendations for future research can be done by examining how entrepreneurial passion functions as a moderator may help to strengthen the influence of perceived attractiveness, perceived feasibility, and entrepreneurial attitude on students' intentions to engage in sustainable entrepreneurship. Students from other faculties, including law and commerce, might have their entrepreneurial ambitions compared. Can look at how different fields differ in terms of perceived innovativeness, perceived risk, and perceived educational support. An organized examination of the literature on the variables influencing students' aspirations to start their own business could help you pinpoint the most influential research, the key ideas, and the areas of unmet need.

5.7 Overall Conclusion of the Study

The goal of the current study was to find out what aspects Kelantan's IPTA (Institut Pengajian Tinggi Awam) students felt influenced by entrepreneurial purpose. The four variables that have been used as factors are the perceived social rule, attitude, perceived support, and the educational factors. A total of 377 questionnaires were delivered to the chosen population as part of this study. Using SPSS, descriptive analysis and Pearson correlation analysis were used to analyze all of the study's data. The purpose of this study is to investigate the relationship between entrepreneurial intention and the independent variables of entrepreneurial curriculum, instructional methodology, university role, and entrepreneurial environment.

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Students of IPTA in Kelantan. Students from public universities which is UMK Kota Campus and UiTM were selected for this study because the researchers wanted to look at the variables that influence entrepreneurial intention, particularly for those who attend universities to study entrepreneurship education. Thus, Kelantan public university students were selected by the researcher to be the study's population. The researcher looks into the variables influencing the research problem in order to IPTA students at Kelantan have an entrepreneurial spirit. These days, a lot of student's study entrepreneurship education merely out of obligation; they do not study it with the intention of becoming entrepreneurs in the future. The study's conclusions indicate that there is a relationship between the dependent variable—entrepreneurial intention among IPTA students—and the four factors that were included in the investigation. Because of the impact of perceived social rule, attitude, perceived support, and educational factors, public university students in Kelantan may grow to want to start their own business. Additionally, the study demonstrates that the hypothesis was approved.

As a result, there is a significant correlation between the parameters and IPTA students' propensity to pursue entrepreneurship. There are a few restrictions, implications, and recommendations related to this study with relation to this subject. To summaries, the study's conclusions are reasonable, accurate, and noteworthy as both the independent and dependent variables produced favorable results. Consequently, the research can go on for more analysis and education.

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Appendix A – Draft of Questionnaire

“FACTORS INFLUENCING THE ENTREPRENEURIAL INTENTION AMONG IPTA STUDENTS IN KELANTAN”

Greetings to all dear respondents,

We are the fourth-year students from Faculty of Entrepreneurship and Business (FKP) Universiti Malaysia Kelantan (UMK) pursuing Degree in Bachelor of Entrepreneurship (Commerce) with Honours. We currently conducting a research survey regarding “Factors Influencing the Entrepreneurial Intention among IPTA Students in Kelantan”. Your participation in this research is greatly appreciated. The questionnaire will take about 5 to 10 minutes of your valuable time. Your response will be kept fully private and use exclusively for academic purpose only.

Sincerely,

A20A1315 DIVANEY A/P RAVICHANDAR

A20A1775 NUR SARAH ALYAA BINTI ROSLI

A20A1997 SITI SURIATEY BINTI ITHNEN

A21B2468 FATIN NASUHA BINTI ABD KARIM

SECTION A: DEMOGRAPHIC INFO

You are required to place a tick (/) at the appropriate answer.

1. Gender

Male	
Female	

2. Age

Below 18 years old	
19-23 years old	
24-28 years old	
29-33 years old	
34 years old and above	

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3. Race

Malay	
Chinese	
Indian	
Others	

4. Occupation

Student	
Employed	
Unemployed	

5. Education Level

Diploma	
Degree	
Master	
PhD	

6. Name of Institute

University Malaysia Kelantan (UMK)	
University Technology Mara (UiTM)	

SECTION B: DEPENDENT VARIABLE

This section will measure your entrepreneurial intention. Please mark your answer based on the scale from 1 to 5.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

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ENTREPRENEURIAL INTENTION	SD	D	N	A	SA
Entrepreneur is an interesting career for me when I have a lot of resources, I want to start a business.	1	2	3	4	5
A career as an entrepreneur is attractive to me.	1	2	3	4	5
I have no other means of making an income. So, I want to be an entrepreneur.	1	2	3	4	5
I have the competencies to be an entrepreneur.	1	2	3	4	5
I am amazed at the success of those with their own businesses.	1	2	3	4	5

SECTION C: INDEPENDENT VARIABLE

This section will measure perceived social rule, attitude, perceived support and education towards entrepreneurial intention. Please mark your answer based on the scale from 1 to 5.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Perceived Social Rule		SD	D	N	A	SA
1	My family needs to support my decision to start a business.	1	2	3	4	5
2	My friends should support my decision to start a business.	1	2	3	4	5

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3	The people around me should support me in making the decision to start a business.	1	2	3	4	5
4	My family will be happy when I decide to work on my own after graduation.	1	2	3	4	5
5	If my family has a business then they definitely support and motivate me.	1	2	3	4	5

Attitude		SD	D	N	A	SA
1	If given the chance, I would like to establish my own business.	1	2	3	4	5
2	Being an entrepreneur will provide me with a lot of fulfilment.	1	2	3	4	5
3	I'm interested in becoming an entrepreneur.	1	2	3	4	5
4	I want to have fun as an entrepreneur.	1	2	3	4	5
5	I'd rather be an entrepreneur than a corporate employee.	1	2	3	4	5

Perceived Support		SD	D	N	A	SA
1	If my finances are insufficient to continue the business, my family must support and help me.	1	2	3	4	5
2	My family and friends think that I should pursue a career as an entrepreneur after graduation.	1	2	3	4	5
3	You need to be concerned about the opinion and support of your family and friends in making the decision to pursue a career as an entrepreneur after graduation.	1	2	3	4	5

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4	Entrepreneurial education at my university has inspired me to develop ideas for a new business.	1	2	3	4	5
5	Did you agree if government should give a funding to start a new business for fresh graduate?	1	2	3	4	5

Educational factors		SD	D	N	A	SA
1	The entrepreneurship courses that I have attended have increased my knowledge and skills about entrepreneurship.	1	2	3	4	5
2	The entrepreneurship courses that I have attended have provided me with useful tools and methods to evaluate business opportunities.	1	2	3	4	5
3	The entrepreneurship courses that I have attended have enhanced my confidence and self-efficacy to become an entrepreneur.	1	2	3	4	5
4	The entrepreneurship courses that I have attended have stimulated my interest and motivation to start a new business.	1	2	3	4	5
5	The entrepreneurship courses that I have attended have exposed me to successful entrepreneurs and role models.	1	2	3	4	5

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Appendix B – Gantt Chart

TASK		WEEK													
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
CHAPTER 1	1.1 Introduction	■	■												
	1.2 Background of Study	■	■												
	1.3 Problem Statement	■	■												
	1.4 Research Question	■	■												
	1.5 Research Objective	■	■												
	1.6 Scope of Study	■	■												
	1.7 Significance of Study	■	■												
	1.8 Definition of Term	■	■												
	1.9 Organization of the Proposal	■	■												
	1.10 Summary	■	■												
CHAPTER 2	2.1 Introduction			■	■	■									
	2.2 Underpinning Theory			■	■	■									
	2.3 Previous Studies			■	■	■									
	2.4 Hypotheses Statement			■	■	■									
	2.5 Conceptual Framework			■	■	■									
	2.6 Summary			■	■	■									
CHAPTER 3	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 7 Research Instrument Development						■	■	■						
	3.8 Measurement of the Variable						■	■	■						

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	3.9 Procedure for Data Analysis														
	3.10 Summary														
CHAPTER 4	4.1 Introduction														
	4.2 Preliminary Analysis														
	4.3 Demographic Profile of Respondent														
	4.4 Descriptive Analysis														
	4.5 Validity and Reliability Test														
	4.6 Normality Test														
	4.7 Hypothesis Testing														
	4.8 Summary														
CHAPTER 5	5.1 Introduction														
	5.2 Key Findings														
	5.3 Discussions														
	5.4 Implication of Study														
	5.5 Limitation of the Study														
	5.6 Recommendation for Future Research														
	5.7 Overall Conclusion of the Study														