FACTORS INFLUENCING THE ENTREPRENEURIAL INTENTION AMONG 2U2I STUDENTS AT UNIVERSITY MALAYSIA KELANTAN

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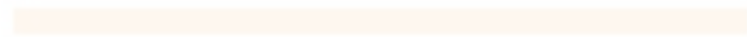WAN NUR NABILA BINTI ROSUHAIMI
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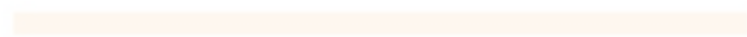
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Factors Influencing the Entrepreneurial Intention Among 2u2i Students at University Malaysia Kelantan

by

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1. Theory of Reasoned Action (TRA)
2. Theory of Planned Behavior (TPB)
3. Entrepreneurial Intention (EI)
4. Attitude (A)
5. Subjective Norms (SN)
6. Perceived Behavior Control (PBC)
7. Entrepreneurial Education (EE)
8. Bachelor of Entrepreneurship with Honors (SAE)
9. Faculty Entrepreneurship and Business (FEB)
10. University Malaysia Kelantan (UMK)
11. 2 tahun di university + 2 tahun di industry (2u2i)

ABSTRACT

According to the Department of Statistics Malaysia (DOSM), the number of unemployed graduates rose 22.5% last year to 202,400 from 165,200 in 2019. This phenomenon could be overcome by academics and the government. This paper is investigating the relationship between entrepreneurial Among 2u2i Students at University Malaysia Kelantan. The paper used a Theory of Reasoned Action (TRA) and Theory of Planned Behavior (TPB) as a main framework of examining entrepreneurial intention. The variables that we use are Attitude (A), Subjective Norms (SN), Perceived Behavior Control (PBC) and the last one is entrepreneurial education (EE). A sample size of 151 was drawn from students in Bachelor of Entrepreneurship with Honors / SAE under Faculty Entrepreneurship and Business (FEB), University Malaysia Kelantan (UMK). Data was analyzed using Reliability Test, Frequency Analysis, Descriptive Analysis and Pearson Correlation Analysis. The findings show that attitude, subjective norm, perceived behavioral control and entrepreneurial education (EE) are significant towards entrepreneurial intention.

Keywords: The Theory of Reasoned Act (TRA), attitude, Subjective Norms, Entrepreneurial Education, Perceived Behavioral, Entrepreneurial Intention.

ABSTRAK

Menurut Jabatan Perangkaan Malaysia (DOSM), jumlah graduan menganggur meningkat 22.5% tahun lepas kepada 202,400 daripada 165,200 pada 2019. Fenomena ini dapat diatasi oleh ahli akademik dan kerajaan. Kertas kerja ini menyiasat hubungan antara keusahawanan dalam Kalangan Pelajar 2u2i di Universiti Malaysia Kelantan. Kertas kerja tersebut menggunakan Teori Tindakan Beralasan (TRA) dan Teori Tingkah Laku Terancang (TPB) sebagai rangka kerja utama meneliti niat keusahawanan. Pembolehubah yang kami gunakan ialah Sikap (A), Norma Subjektif (SN), Kawalan Tingkah Laku Persepsi (PBC) dan yang terakhir ialah pendidikan keusahawanan (EE). Saiz sampel sebanyak 151 telah diambil daripada pelajar Ijazah Sarjana Muda Keusahawanan dengan Kepujian / SAE di bawah Fakulti Keusahawanan dan Perniagaan (FEB), Universiti Malaysia Kelantan (UMK). Data dianalisis menggunakan Ujian Kebolehpercayaan, Analisis Frekuensi, Analisis Deskriptif dan Analisis Korelasi Pearson. Dapatan kajian menunjukkan bahawa sikap, norma subjektif, kawalan tingkah laku yang ditanggap dan pendidikan keusahawanan (EE) adalah signifikan terhadap niat keusahawanan.

Kata kunci: Teori Tindakan Beralasan (TTB), sikap, Norma Subjektif, Pendidikan Keusahawanan, Tingkah Laku Persepsi, Niat Keusahawanan.

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

The first chapter's goal is to provide an overview of the study issue. The introduction to this proposal introduces and studies the definition of research problems or questions, the presentation of a research framework, and the evaluation of research methodologies appropriate to the study's objectives. This section, which is separate from the main body of the research, covers the significance of the question, the rationale behind the concepts required to build the ideational framework, and the limitations of the research that followed.

1.1 BACKGROUND OF STUDY

According to Han (2019), for more than 40 years, China's economy has grown rapidly due in part to entrepreneurship. In addition to seeking to improve corporate performance, the sustainable entrepreneurial spirit based on the sustainable growth of the economy, ecology, and society also takes environmental protection seriously and strives for happiness. Environmentally conscious businesspeople will consider ecological issues more while making manufacturing and management decisions. On the one hand, the green manufacturing model has somewhat hurt business interests and had a detrimental impact on local economic development. It can energise the drive for production and contribute to the expansion of the local economy. Entrepreneurs that aim to make society happier and consider social issues like employment and livelihood when conducting business. Through this situation, the entrepreneurship had been viewed as crucial in developing economic growth.

Aside from that, entrepreneurs frequently discover new technology, produce new goods or advancements in manufacturing processes, and open up new markets. Radical innovations frequently result in economic expansion. Entrepreneurs who commercialize discoveries make

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significant value-creating contributions to economic development. Fresh businesses make more investments in looking for new prospects than do established businesses. Existing businesses may be less inclined to innovate due to organizational inertia, which impairs their ability to respond to market changes, or because new items would be in direct competition with their current product lineup.

Entrepreneurs also heighten the level of competition. As an illustration, 2u2i students who start new firms make the rivalry for those already operating more intense. Lower prices and a wider selection of products as a result benefit consumer. A measure of market mobility that quantifies the impacts of new company creation on existing firms has been established by researchers. A shift in the order of established companies according to their staff count denotes a change in market share and increased market mobility. This effect is most pronounced when five years of entrepreneurial activity are considered, indicating a significant time lag in the impact of start-ups on market mobility.

Business lectures are getting more specific, and many students are taking additional classes and participating in extracurricular activities to learn how to succeed in business (Hitka et al., 2021). The academy's crucial function in introducing spirituality has taken its proper place and is now having a significant impact both inside and outside of university gates (Salcedoand B Lazatin, 2021). Higher education institutions support students in preparing for long-term success and bettering their post-college relationships. Universities that offer entrepreneurial education require the assistance of all stakeholders, particularly the government (Salisu, 2020). To assess students' aspirations to become entrepreneurs and promote a supportive atmosphere, the entrepreneurship education experience in Indonesia calls for a particular attitude (Handayati et al., 2020).

In the literature, it is possible to find several authors addressing the dimensions of the entrepreneurial behavior. From others researcher had classified entrepreneurial behavior in

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three areas which is technical skills, personal and managerial characteristics. Technical skills can be described as those involving the skills of writing, speaking, listening, and processing information. Personal characteristics include several personality factors such as being innovative, persistent, prone to change, willing to take risks and visionary. Management characteristics are those that involves areas of creation such as marketing, management, & company development such as administration, finance & operations (Dornales, 2018).

Despite the positive effects, the definition of entrepreneurship was not very straightforward. An entrepreneur can be defined as an agent who buys means of production at certain prices to combine them into a product that he going to sell at prices that are uncertain at the moment at which he commits himself to his costs. In this definition Cantillon emphasized the function of risk taking and uncertainty bearing. The entrepreneur is designated as dealer who purchases the means of production for combining them into marketable products.

We think that by carrying out this study, 2u2i students will be interested in the study needs. The first is to serve as an example or a source of inspiration. Aside from that, we also think that these 2u2i students will attempt to enter the field of entrepreneurship thanks to this study. Next, with the existence of new businesses and from here many job opportunities are offered, and it will increase the national income.

Today, as we can see a lot of people were interested/tending to be an entrepreneur as their career choice as entrepreneurship had strategic flexibility working environment. In an entrepreneurship organizational context, flexible environment will be able to generate and implemented the convenience workforce.

1.2 PROBLEM STATEMENT

The increase in the number of graduates in higher education institutions every year has caused unemployment among graduates to increase. According to the Fourth Edition Council,

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unemployment is the state of people not having a job. Based on the Labor Force Statistics data from the Department of Statistics Malaysia in 2021, we found that the student group is the highest contributor to the total unemployment in Malaysia. The proof is that the number of unemployed in Malaysia has increased from 40,600 people or 5.6 percent to 768,700 people compared to 728,100 in May 2021. This situation can give a negative effect to society and country.

One of the causes of unemployment among students is the attitude of students who like to choose the type of job. Nowadays, students are more likely to work in the public sector after completing their studies. This is because, some parents, think that it will provide a good guarantee of life if their child works in the public sector. A career in the public sector offers many benefits such as potential promotions and annual salary increases. In addition, in the public sector there are also many benefits that will be given including other advantages such as maternity leave, annual leave, EPF, bank loan facilities, and many more. This is a factor that encourages students to venture into the public sector instead of becoming entrepreneurs.

Next, students currently are also more likely to choose jobs that pay well and do not belong to 3D jobs, which are jobs that are dirty, difficult, and dangerous. This can be proven through the number of local workers who work in the agriculture, industry and construction sectors as manual labor is very little when compared to foreigners. Unfortunately, the job that is the choice and dream of most youth is very limited when compared to the number of graduates produced by the Institute of Higher Education (IPT) every year.

As we all know, University Malaysia Kelantan (UMK) has also received recognition as the first public university in Malaysia to receive international accreditation as an Entrepreneurial University. Various entrepreneurial academic programs have been offered by Universiti Malaysia Kelantan to student to shaping their entrepreneurial knowledge, skill, attitude, and education. In line with the motto of University Malaysia Kelantan which is

"Entrepreneurship is Our Thurst", UMK aims to produce many more entrepreneurs in the future who can open up many job opportunities for the public. According to Professor Dr Nik Maheran Nik Muhammad (UMK Vice-Chancellor), since the establishment of UMK, it is estimated that nearly 4,000 graduates from the university have become entrepreneurs involving an average of 300 students per year.

1.3 RESEARCH QUESTIONS

The research questions for this study are: What are the determinants that factor influencing the entrepreneurial intention among 2u2i students at University Malaysia Kelantan?

The specific questions are:

1.   What is the relationship between attitude and entrepreneurial intention?

2.   What is the relationship between subjective norm and entrepreneurial intention?

3.   What is the relationship between perceive behavioral control and entrepreneurial intention?

4.   What is the relationship between entrepreneurial education and entrepreneurial intention?

1.4 RESEARCH OBJECTIVES

The general objective of the research is where to recognize the relationship between entrepreneurial behavior and education toward entrepreneurial intention. The specific objectives are:

1.   To examine the relationship between attitude and entrepreneur intention.

2.   To identify the relationship between subjective norm and entrepreneur intention.

3.   To investigate the relationship between perceived behavioral control and entrepreneur intention.

4.   To evaluate the relationship between entrepreneurial education and entrepreneur intention.

1.5 SCOPE OF THE STUDY

We can see many new entrepreneurs emerging nowadays. However, we don't know what caused these people to start a business. Therefore, this study was conducted to identify whether the influence of behavior and knowledge on the intention of entrepreneurs is one of the factors that motivate an entrepreneur to start a business or vice versa.

The scope of the study is limited to active 2u2i students at the University of Malaysia Kelantan who will be contacted through their email addresses or WhatsApp. This contact period will last for a maximum of 1 month and will end when either 140 students have been reached or 1 month has passed. Each student for the study will be asked to complete a short questionnaire to assess their intentions in starting a business.

From this example, we can immediately see that the scope of the study has placed a constraint on the sample size to be used and/or the time frame for reaching the entrepreneur. Moreover, the conclusion is presented by referring to the article and the journal that also include an online questionnaire that will be used as a research instrument tool which will be distributed among selected respondents of an entrepreneur. It makes it very clear what kind of data must be gathered through research methods for the study to reach the most reasonable findings and establishes the scope of the investigation and the primary themes that will guide the investigation.

1.6 SIGNIFICANCE OF THE STUDY

The preceding discussion offers evidence that Malaysia's economic growth is being held back by a lack of entrepreneurial activity; as a result, this issue urgently requires attention. An investigation of the variables that prevent young people from going into self-employment might be one way to accomplish this goal. This is the impetus of the research, which is to investigate the realities that lie behind the scenes.

The success of an entrepreneur is significantly influenced, for the better, by their level of education. The decision to concentrate on university students, who are often young and have a high level of education, is justified by the fact that these individuals have the potential to play an important role in the future economic growth of Malaysia. In addition, new firms that are started by students and recent graduates of universities are a strong instrument that may bring new information and tactics to the market, which in turn helps to promote the increase of productivity and the creation of new jobs (Ferrante, Federici and Parisi, 2016). Therefore, college students represent the most competent part of the future supply of people interested in starting their own businesses, and the policy implications that can be drawn from their responses might be quite interesting.

1.7 DEFINITION OF TERMS

Table 1.0: Definition of terms

Terms	Definition	Authors
Entrepreneur	Due to its efficacy in lowering the unemployment rate, income inequality, and poverty, entrepreneurship is often regarded as a crucial development effort at the national level. To minimize graduate unemployment and	Samuel O. Olutuase, Pradeep Brijlal, and

	promote economic growth, this event brings together policymakers in the fields of both development and education.	Bingwen Yan, 2020
Entrepreneurial Intention	an entrepreneur's entrepreneurial intention is comprised of the internal knowledge, the desire, and the behavioral predisposition to establish a new enterprise. To put it more simply, entrepreneurial intention is a mental posture that assists us in concentrating on the most critical goals for our organization.	Fanzhu Kong, Lily Zhao and Cheng-Hung Tsai, 2020
Attitude	The attitude is the tendency to behave in a manner that is commensurate with the threats that are in store for an organization in the future.	Christina Whidya Utami's, 2017
Subjective Norm	The pressures exerted by society on a person, as experienced by that individual, to participate in a certain behavior are referred to as subjective norms. Subjective norms are the views of people who urge a person to participate in or abstain from a given conduct. Subjective norms may vary from culture to culture.	Yunita Ismail Masjud, 2020
Perceived Behavioral Control	This factor refreshes to the perceived ease or difficulty performing the behavior, and it assumes to reflect experience as well as anticipates impediment and obstacles.	Ajzen, 1988
Entrepreneurial Education	Refers to the deliberate efforts made by people to raise their level of knowledge about entrepreneurship.	Gerba, D.T., 2012

1.8 ORGANIZATION OF THE PROPOSAL

Chapter 1 of this study will go over the study's background, problem statements, research objective, research question, scope of the study, significance of the study, definition of terms, and proposal organization. The second chapter discusses the journal or article's literature review that included underpinning theory, previous studies, hypotheses statements, conceptual framework, and a summary of the literature review. Moreover, Chapter 3 discusses research methods, which are strategies, processes, or techniques used in the collection of data or evidence for analysis to uncover new information or create a better understanding of a topic. Other than that, Chapter 4 will discuss about the data analysis and findings of the research which the implications and contributions to knowledge, as well as practical theoretical implications. The final chapter which is chapter 5 discussion and conclusion will discover hypothesis, implications, limitations, suggestions for future research and overall conclusions of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses the current literature and then develops and builds up some insights into the dimensions of entrepreneurial intention. The conceptual framework and hypotheses would be constructed and presented at the end of this chapter.

2.2 UNDERPINNING THEORY

The Theory of Reasoned Act (TRA) was the foundation upon which the Theory of Planned Behavior (TPB) was built. Martin Fishbein and Icek Azjen published their Theory of Reasoned Act in 1967. Social behavior may be understood and predicted with the use of a model called the Theory of Planned Behavior. To the degree of its effectiveness, it may also serve as a theoretical basis for program designed to encourage desirable behavioral modifications. Reasoned action and planned behavior are words used in the TPB because of the underlying assumption that most human behavior of any significance to the person is not just impulsive.

The TPB states that the desire to do a behavior, as tempered by volitional control, is the immediate antecedent or determinant of that behavior. That is, it is anticipated that human beings would act in ways that are consistent with their objectives to the degree that they are able to. In turn, the intention is influenced by three factors: the individual's attitude toward the behavior, which represents their personal preference; the subjective norm, which is the perceived social pressure to perform or not perform the behavior; and the individual's perceived control or self-efficacy (Erno Tornikoski, Adnane Maalaoui, 2019) in relation to the behavior, also called perceived behavioral control.
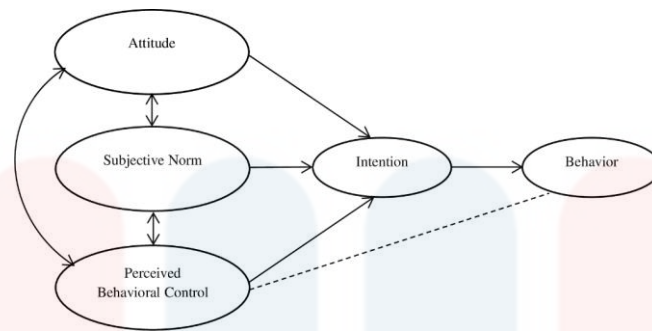
Figure 2.1: Theory of Planned Behavior (TBP)

2.3 PREVIOUS STUDIES

2.3.1 ENTREPRENEURIAL INTENTION

In this chapter, we received many references from previous study. There are many opinions from various scholar who express their respective idea. For example, according to (Fridoline, 2019), the entrepreneurial intention plays an important role identifying tendency of individual to start up a business. Entrepreneurial intention has been seen as a vital component in the literature of entrepreneurship over the last few decades (Drennan et., al) and continues gain advertency of many researchers because of the entrepreneurship contributes to the growth for many countries (Fox et al., 2019).

Entrepreneurial intention reflects the individual's commitment to carrying out of an action or actions in the future to creates his or her own business or becoming self-employed driven by desirability for autonomy and expectation of economic income (Drost, 2020).

2.3.2 ATTITUDE

According to Efendi, F. and Makhfudli, 2022, attitude is a readiness to react to certain objects in the environment as an appreciation of the object. Whereas Cruz et al., (2019) define attitude is the reaction of an individual to an object in the environment, in the study of these objects is entrepreneurship.

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The relationship of attitude and intention is described in Theory Planned of Behavior. It states that intention is determined by individual's attitude toward the behavior, subjective norm, and perceived behavioral control (Ajzen, 1991; Ajzen, 2005). So, attitude is one of intention predictors. This study defines entrepreneurial attitude as a tendency to give a positive or negative response to entrepreneurship. Someone who has a respect to entrepreneurship may establish a new business in the future. Luthje dan Franke (2003) stated that entrepreneurial attitude has a strong and significant influence on entrepreneurial intention.

2.3.3 SUBJECTIVE NORM

Subjective norms are the conviction that a significant individual or group will acclaim and support a specific behavior. The perceived social pressure from others to behave a specific way and the urge to agree with those people's opinions are what constitute subjective norms.

Study conducted by Wedayanti, and Giantari, (2019) analyzed the influence of entrepreneur intention among founder in Malaysia said subjective norm subjective norms are the views that are considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that was considered important. Next, according to Maulana (2022), subjective social norms are a person's beliefs about how and what to think about important people, and they are motivated to follow that thought.

Additionally, previous studies have revealed a connection between the aspiration to become an entrepreneur and subjective norms. The concept that one should follow directions or suggestions from those around them to engage in entrepreneurial activity is known as a subjective norm (Cruz et al., 2015).

2.3.4 PERCEIVED BEHAVIORAL CONTROL

Perceived behavioral control (PBC) is an individual's perception of the ease or difficulty of establishing and operating a business. PBC is an important component of the theory of planned behavior. Perceived behavioral control is incorporated into Atkinson's (1964) theory of achievement motivation. It is the perceived likelihood of accomplishing a specific task successfully. PBC distinguishes Ajzen's (1991) theory of planned behavior from the previous theory of reasoned action, which it replaces. According to the theory of planned behavior, PBC, along with behavioral intention, may be a good predictor of an individual's success in a particular field. Bandura and his colleagues conduct most of the research in the field of perceived behavioral control (Adams, & Beyer, 1977; Bandura, Adams, Hardy, & Howells, 1980). Self-efficacy beliefs have a substantial impact on a person's task selection, level of effort, as well as his or her mental and emotional stability (Bandura, 1981).

Lastly, the previous study conducted by Christina Whidya Utami (2017) found that behavior control can be specified in the form of self-efficacy, which refers to the condition in which individuals believe that certain behavior is either easy or difficult to perform. It is commonly held that one of the more challenging things to do can serve as a barrier or challenge to entrepreneurial endeavors.

2.3.5 ENTREPRENEURSHIP EDUCATION

Amofah and Saladrigues (2022) define that entrepreneurial education is a process that enhances students' entrepreneurial abilities. These are the skills that will aid in the identification of opportunities and boost the self-confidence of students with no business experience. An individual who has received entrepreneurial education is able to identify opportunities, and this education assists aspiring entrepreneurs in collecting and organizing resources in a way that reduces their risk aversion (Jones and English, 2004). Amofah and Saladrigues (2022) also

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stated that entrepreneurial education is a method of equipping students with knowledge of marketing, accounting, management, and information technology, among others, and skills that enable them to recognize opportunities and capitalize on them.

A previous study by Gerba, D.T. (2012) found that business management students who receive more entrepreneurship education have entrepreneurial intentions than engineering students who do not while Hynes (1996) stated that even in non-business education students, entrepreneurial education can increase EI, so by providing entrepreneurial education, the likelihood of students becoming entrepreneurs can be increased. Education can hone entrepreneurship intentions. This shows that the implementation of entrepreneurship education gives positive feedback on entrepreneurial intention.

2.4 HYPOTHESIS STATEMENT

A hypothesis is an explanation provided for an observation. Observations and experiments can help validate a theory, but they cannot entirely validate it. The suggested hypothesis is to construct and experiment to see if there is a cause-and-effect relationship between the independent and dependent variables. The focus of this study is to see the positive relationship between entrepreneurial intention among 2u2i student at University Malaysia Kelantan. As a result, the following hypothesis are being tested in this study:

H1: There is a positive relationship between attitude and entrepreneurial intention.

H2: There is a positive relationship between subjective norm and entrepreneurial intention.

H3: There is a positive relationship between perceived behavioral control and entrepreneurial intention.

H4: There is a positive relationship between entrepreneurial education and entrepreneurial intention.

2.5 CONCEPTUAL FRAMEWORK

A theoretical framework based on two types of variables which Independent Variables and Dependent Variables, is depicted in Figure 2.5.1 below. The Independent Variables were attitudes, subjective norm, perceived behavioral control and entrepreneur education. Entrepreneurial Intention are represented as Dependent Variables.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES

ATTITUDE — H1

SUBJECTIVE NORM — H2

PERCEIVED BEHAVIORAL CONTROL — H3

SUBJECTIVE NORM — H4

ENTREPRENEURIAL INTENTION
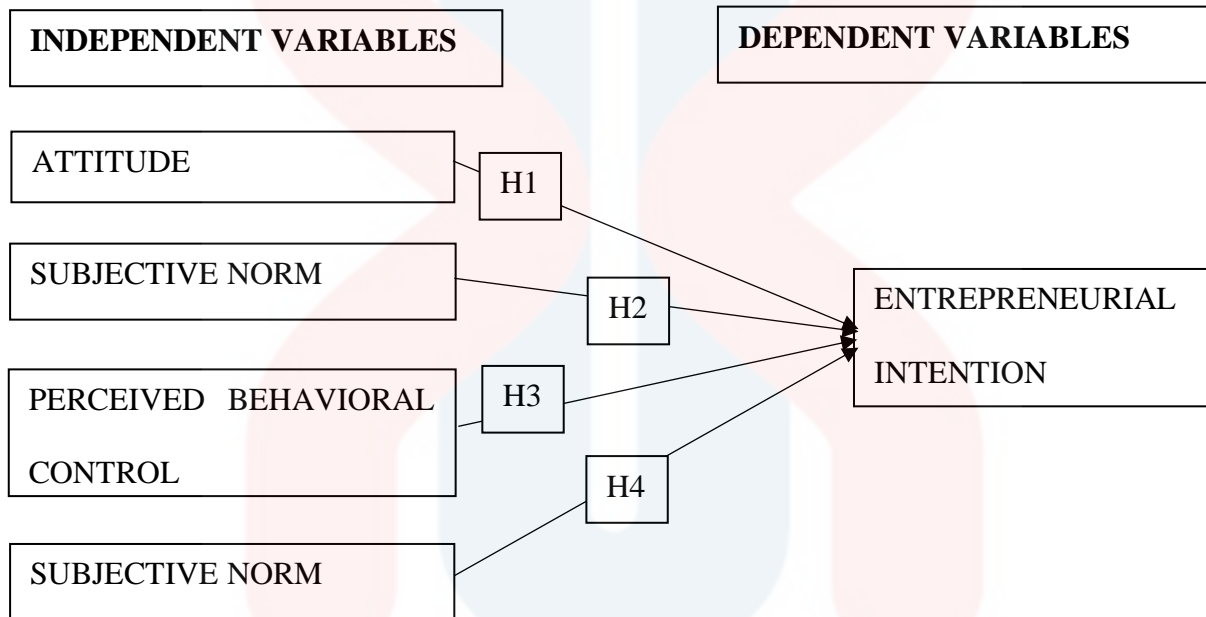
Figure 2.2: A Theoretical Framework

2.6 SUMMARY

In conclusion, this chapter addressed a review of the literature on each of the variables in this research. It discusses the study's introduction, underpinning theory, previous studies on the variables, hypothesis statement, and conceptual statement. This chapter is essential for the researcher to understand of the factors influencing entrepreneurial intention among 2u2i students.

The goal of this research paper is to identify the factors influencing entrepreneurial intention among 2u2i students at such as attitude, subjective norm, perceived behavioral control

and education towards entrepreneurial intention. The outcomes of this study will disclose the primary elements that determined the factors influencing entrepreneurial intention among 2u2i students.
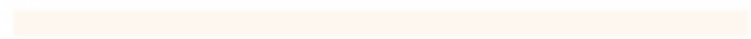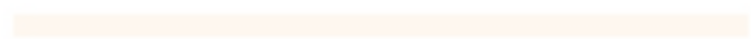
CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the study's realistic, positivist research philosophy and logical method to data collection and analysis. In addition, the descriptive and quantitative study designs and methods are described. This chapter also goes into the research's reliability and validity, as well as its ethical implications, as well as the methods used to acquire the data.

3.2 RESEARCH DESIGN

According to Creswell & Plano Clark, (2007), research design is procedures for collecting, analyzing, interpreting, and reporting data in research investigations. Overall, it acts as a link between conceptual and empirical research problems by laying out the actions involved in gathering and analyzing the necessary data and how to answer the research questions (Grey, 2014).

Exploratory and conclusive research designs are the two most common. To help researchers better grasp the issues they face, exploratory research is conducted (Malhotra, 2010). As a result, exploratory investigations are designed to uncover a wide variety of possible causes and solutions to a single problem. It is possible to draw conclusions or make decisions based on the results of conclusive research design. An additional benefit of this approach is that "bigger sample sizes and more sophisticated statistical tests are more likely to be used in exploratory research than exploratory studies" (Nargundkar, 2008). To evaluate the presented hypotheses and draw conclusions about the link between entrepreneurial behavior and education with entrepreneurial intention, a conclusive research design may be used.

There are two sorts of conclusive research: descriptive and causal. To define aspects, causes, or phenomena in the research domain, whereas to examine the cause-effect linkages

that may generally be enhanced through designed tests, the former is used (Malhotra, 2010). As a result, descriptive research can provide decisive evidence because of its quantitative ability, which is generally carefully organized, aiming to get measurable data. This research method was chosen for this study because it has the characteristics of a well-defined problem, explicit hypotheses, and specified data requirements for assessing the impact of the findings on the general population.

Cross-sectional and longitudinal studies in the descriptive sector are also vital to keep in mind when performing this study. Longitudinal cross-sectional studies, on the other hand, study specific issues and gather data just once, during a short period of time, whereas longitudinal studies collect data over a longer period. Cross-sectional research was chosen for this study because of its relevance and fit to the study's primary goal.

3.3 DATA COLLECTION

Primary and secondary data will be used to gather and analyze the data in this study to provide a solid basis for discussing the findings.

3.3.1 PRIMARY DATA

Data that may be gathered from many sources, such as interviews, observations, and surveys, by researchers to accomplish their research's goal is primary data (Saunders et al., 2012). Primary data for this study is gathered by a survey questionnaire. To gather data, a questionnaire is a form that may be filled out by the responder in writing (Polit & Beck, 2004). Many researchers use it because it has a variety of advantages, including high response rates and anonymity when specific criteria are satisfied (Williams, 2003). Survey questionnaires are the most common instrument researchers use to acquire quantitative data from subjects so they can go on to the next stage of their research.

3.3.2 SECONDARY DATA

The use of previously gathered data for study is both essential and commonplace in today's digital era, when vast amounts of information are routinely collected, processed, and preserved (Andrews et al., 2012; Smith et al., 2011). Secondary data, as described by Johnston (2017), is data that has been acquired by someone else for another main reason with the intention of saving time and resources. In addition, secondary data may assist researchers obtain a greater understanding of the investigated issue, which may lead to primary research, the identification of respondents, and the gathering of data from these individuals (DiCicco-Bloom & Crabtree, 2006).

3.4 TARGET POPULATION AND UNIT ANALYSIS

According to Paraho K (1997), population is "the total number of the data can be collected", such as individuals, artifacts, events, or organizations. Meanwhile, according to Burns N, Grove K. (2003), population was described as all the elements that meet the criteria for put in a study.

In this study, we have chosen students from the Faculty of Entrepreneurship and Business and focused on Bachelor of Entrepreneurship (SAE) students as the target population. UMK was the 19th public university in Malaysia and it has the population with more than 3000 undergraduate's students in this faculty. According to the enrolment of undergraduate's student in 2022/2023, the total of student who studying in Bachelor of Entrepreneurship (SAE) is 215 students. The respondent was then confined to all students majoring in Bachelor of Entrepreneurship (SAE) from the Faculty of Entrepreneurship and Business (FKP) as the unit of analysis of this study, regardless of their year of study, race, and gender.

3.5 SAMPLE SIZE

Sample size is the number of respondent that researcher selected from the population. According to Salkind (2003), sample size was carefully selected because the good sampling, the more accurate the data. This research study is a descriptive study and has many populations. To determine the selection of a sample size that consistent with required accuracy before conducting the survey, an estimation was required by using the table given by Krejcie & Morgan (1970). According to the enrolment of undergraduate's student in 2022/2023, the total of student who studying in Bachelor of Entrepreneurship (SAE) is 215 students. However, the population for this study is 140 respondents from 220 sample size student who majoring in Bachelor of Entrepreneurship (SAE) from the Faculty of Entrepreneurship and Business (FEB) due to the unexpected respondent.

Table 3.1: Krejcie & Morgan.

Table for Determining Sample Size from a Given Population

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

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

3.6 SAMPLING TECHNIQUES

The selection of the respondents was based on the stratified simple random method of sampling due to the population of this study which is majoring in Bachelor of Entrepreneurship (SAE) from the Faculty of Entrepreneurship and Business (FEB) is too large number of populations. Therefore, by using the stratified simple random technique of sampling, researchers selected the random of a total number of 140 student who studying in course Bachelor of Entrepreneurship (SAE) as a sample size each of the respondent were given same questioners to answer and independent chance of answer section.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

For this study, we will be utilizing the quantitative approach which is the research tool that is the most appropriate for our research proposal. The purpose of incorporating quantitative approaches into our research proposal is to achieve a deeper level of comprehension regarding the surrounding social environment. Researchers often turn to quantitative methods to investigate the conditions or occurrences that have an impact on people. Quantitative research results in the generation of objective facts that can be succinctly communicated using statistics and numbers. Using a questionnaire is one of the methods that we employ to collect information from our respondents. The use of techniques such as questionnaires will be of great assistance to us in obtaining data from the respondents through the application of quantitative approaches.

One of the techniques for collecting data from respondents is known as a questionnaire technique. A questionnaire technique consists of a series of questions and responses that are written or typed in a specific order on a form that is intended to collect information from respondents. It is common practice to send questionnaires to the individuals who are the subject of the investigation via email, with the request that they respond to the questions and send the questionnaires back. Before responding in the space provided in the questionnaire, informants

are expected to read the questions and ensure that they have a full understanding of them. The information that is required has been translated into a series of questions that the informants are able to answer and will answer in the questionnaire because it has been designed in such a way.

Using the questionnaire technique, the researchers need to distribute the questionnaire online to our respondents. This is in response to the relationship between entrepreneurial intention among 2u2i student at University Malaysia Kelantan. This approach is used selectively, where a series of survey questions are distributed to a target sample, and members of that sample answer the questions over the internet. For our research proposal, our target population is active 2u2i students at the University of Malaysia Kelantan to find out what motivates them in starting the business. We make our research recommendations by focusing on active 2u2i students at the University of Malaysia Kelantan.

We will give our respondents questionnaires with two different parts. The first part is the segment on demographic analysis. Investopedia says that 20 demographic analysis is the study of the characteristics of a population, such as age, race, and gender. Demographic data is a set of numbers that show things like employment, education, income, marriage rates, birth rates, death rates, and so on. For the demographic analysis part of our research proposal, our questionnaire asks about gender, age, race, marital status, religion, and types of business. The demographic analysis gives us the information we need for our research proposal, which is called the relationship between entrepreneurial intention among 2u2i student at University Malaysia Kelantan.

The second segment of our research proposal questionnaire will be divided into four parts. The four sections are for each independent variable of our research project, namely attitude, subjective norm, perceived behavior control, and entrepreneurial education. We will question our respondents according to each of our dependent variables to independent

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variables. Each question will be given answer options on a five-point Likert scale. A Likert scale is a type of psychometric response scale in which respondents indicate their level of agreement with a statement usually in five points: (1) Strongly disagree; (2) Disagree; (3) Disagree or disagree; (4) Agree; (5) Strongly agree.

3.8 MEASUREMENT OF THE VARIABLES

A variable is anything, event, thought, sentiment, time, or category being measured. It is anything whose value varies, or changes based on circumstances or treatment (Nwankwo & Emunemu, 2014). A variable is something that can be measured as well as manipulated and controlled by a researcher. In this study, two crucial variables are employed: independent and dependent variables. In general, its value depends on changes in the independent variable termed the dependent variable, whereas the variable that influences the dependent variable is known as the independent variable.

The dependent variable that is being used in this research is the entrepreneurial intention and the independent variables that the influence of entrepreneur behavior and education which is attitude, subjective norms, perceived behavior control, and entrepreneurial education toward the entrepreneurial intention.

3.9 PROCEDURE FOR DATA ANALYSIS

The process of inspecting, purifying, manipulating, and modelling data to find relevant information, support judgments, and help decision-making. Data analysis is utilized in several fields of business, science, and social science and has many dimensions and methodologies. It includes various techniques and goes by many different names. Data analysis contributes to more scientific decision-making and more efficient business operations in the modern business world.

3.9.1 PILOT TEST

To identify any potential questionnaire issues, such as unclear questions, a pilot test will be conducted questions. Fifteen surveys will be included in the pilot test, and the input will be used to improve the query's consistency. Additionally, to guarantee that the respondent can use the Google Form. Another objective of the pilot test is to validate that the Google Form for QR codes when respondents scan the code to provide answers to the questionnaire, we ask them to answer. Any errors found during the final review process must be resolved before distributing the Google Form to respondents. We'll fix the pilot test. The Social Science will be used to carry out the dependability test. After the questionnaire has been collected, statistical package (SPSS). The accuracy test must consider the Cronbach's alpha.

3.9.2 RELIABILITY ANALYSIS

The characteristics of measuring scales and the items that make up the scales will be investigated using reliability analysis. The reliability analysis technique offers information regarding the relationships between the scale's individual items as well as a variety of regularly used metrics of scale reliability. The dependability model that will be applied in Alpha. Based on the average inter-item correlation, this model is one of internal consistency. The reliability of the survey with many Likert scale questions will be evaluated using the Cronbach's Alpha. These inquiries assess the most recent unobservable variable. The researchers will be able to determine how closely related a group of test items are using this model because these are very challenging to measure in real life. A score of more than 0.7 is typically considered to be very good when using the rule of thumb for the outcome.

3.9.3 DESCRIPTIVE ANALYSIS

The information from the variables in Sections A, B, and C will be analyzed using a descriptive analysis. Measures of frequency will be employed as the type of descriptive

analysis in section A. Knowing how frequently a specific event is likely to occur is crucial. Demographic characteristics like gender, age, and education are typically represented as percentages and frequencies. It was useful in the questionnaire's Section A, which required respondents to submit demographic data. Considering this, the data can be made much more accessible by applying this analysis to measure. The analysis of sections B and C will next be done using measures of the central tendency. Three averages are used to measure central tendency (mean, median, mode). Think of a poll where the weight of 140 respondents must be determined. The mean average would be a great descriptive statistic to use in this situation to measure mid-values.

3.9.4 PEARSON CORRELATION

The method for numerical variables in this study will be the Pearson Correlation method. A number between -1 and 1 is assigned, with 0 denoting no correlation, 1 denoting total positive correlation, and -1 denoting total negative correlation. A descriptive statistic, such as the Pearson correlation coefficient, summarizes the features of a dataset. The degree and direction of the linear relationship between the quantitative variables are specifically described. Although different professions perceive relationship strength differently, the table below provides general guidelines.

3.10 SUMMARY

We go over our study's research procedures and study designs in this chapter. We cover the study design, data collection methodologies, sample size, sampling methods, construction of study instruments, measurement of variables, and data analysis procedures. Following a thorough conversation, we were able to pinpoint the research techniques and study designs. We have conducted numerous tests and evaluations throughout this investigation to guarantee the reliability and validity of our findings. Not to mention, we have covered a thorough analysis of

how the variables affect the failure and delay in the distribution of inheritance throughout the community in this chapter.
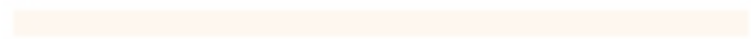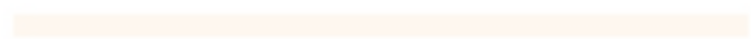
CHAPTER 4

FINDINGS

4.1 INTRODUCTION

This chapter included preliminary analysis, demographic profile of respondents, descriptive analysis, validity and reliability test, normality test, and hypothesis testing. The results of the research data were obtained from 151 respondents. In this research, the IBM SPSS Statistics version 26 was used to analyse the data after the data have been collected.

4.2 PRELIMINARY ANALYSIS

Preliminary analyses on any data set include checking the reliability of measures, evaluating the effectiveness of any manipulations, examining the distributions of individual variables, and identifying outliers. The goals of preliminary data analysis are to edit the data to prepare it for further analysis, to describe the data's key features, and to summarize the results.

In other words, a measure's reliability is an indicator of the instrument's measure definition stability and consistency. The Cronbach Alpha test will be use in this study to calculate the instrument's reliability in this reliability test. Cronbach's Alpha is a test reliability technique that requires only one test administration to provide a unique estimate of a test's reliability (Joseph & Rosemary, 2003).

Table 4.1: Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good

0.8 to < 0.9	Very Good
0.9	Excellent

Source: Hair et al. (2007)

Table 4.1 illustration the overall consistency (pilot test) for the dependent and independent variable. The pilot test had been done to 30 respondents before it was distributed to 151 respondents through online survey method.

Table 4.2: Result of preliminary analysis for the independent variables and dependent variable

Variables	Number of items	Cronbach's Alpha Coefficient	Strength of Association
Entrepreneurial Intention	5	0.826	Very Good
Attitude	5	0.914	Excellent
Subjective Norms	5	0.914	Excellent
Perceived Behavioral Control	5	0.895	Very Good
Entrepreneurial Education	5	0.901	Excellent

Table 4.2 showed the overall value of Cronbach's Alpha Coefficient for the dependent variables and independent variable in this research. From the table, we can conclude all the variables were above the value of 0.6 and the highest variables were 0.914. Therefore, the result shown is reliable and it can be accepted in this research.

There were five questions were used in measuring the relationship between entrepreneurial intention among 2u2i student at University Malaysia Kelantan.

Table 4.2 showed that Cronbach's Alpha result for this section's question was 0.826, which resulted as very good. Thus, the coefficient obtained for the questions in entrepreneurial intention were reliable.

In addition, in measuring the next variable, which is subjective norms. The result of Cronbach's Alpha result for this section's question was 0.914, which resulted as excellent. Thus, the coefficient obtained for the questions in subjective norms were reliable.

Besides, in measuring the next variable, which is perceived behavioral control. The Cronbach's Alpha result for this section's question was 0.895, which resulted as very good. Therefore, Thus, the coefficient obtained for the questions in perceived behavioral control in entrepreneurial intention among 2u2i students were reliable.

Lastly, in measuring the entrepreneurial education were used and the Cronbach's Alpha result for this section's question was 0.901, which the resulted excellent. Thus, the coefficient obtained for the questions in entrepreneurial education in entrepreneurial intention among 2u2i students were reliable.

In conclusion, it can be concluded that all the reliability has proven that the respondent understood the questions provided well and this means the questionnaires has been accepted for this research.

4.3 DEMOGRAPHIC PROFILE OF RESPONDENTS

4.3.1 GENDER

Table 4.3.1: Gender

		Frequency	Percent (%)	Valid percent (%)	Cumulative percent (%)
Valid	**Female**	106	70.2	70.2	70.2
	Male	45	29.8	29.8	100.0
	Total	151	100.0	100.2	
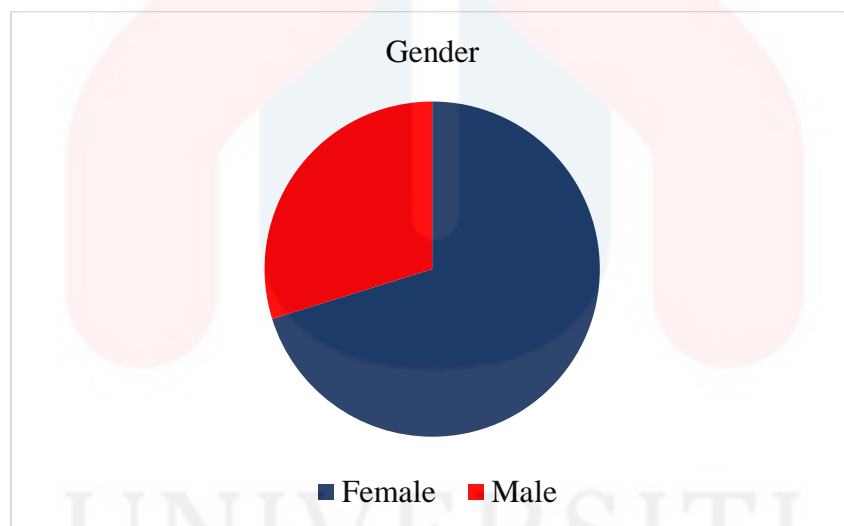
Figure 4.3.1: Gender chart

The table 4.3 and the figure 4.1 shows the gender of respondent in percentage. Out of the total of respondents is (N=151), there are a total of 106 respondents representing 70.2% are female while 45 respondents representing 29.8% are male.

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4.3.2 AGE

Table 4.3.2: Age

		Frequency	Percent (%)	Valid percent (%)	Cumulative percent (%)
Valid	18 - 20 years old	57	37.7	37.7	37.7
	21 - 23 years old	75	49.7	49.7	87.4
	24 - 26 years old	16	10.6	10.6	98.0
	27 and above	3	2.0	2.0	100.0
	Total	151	100.0	100.0	
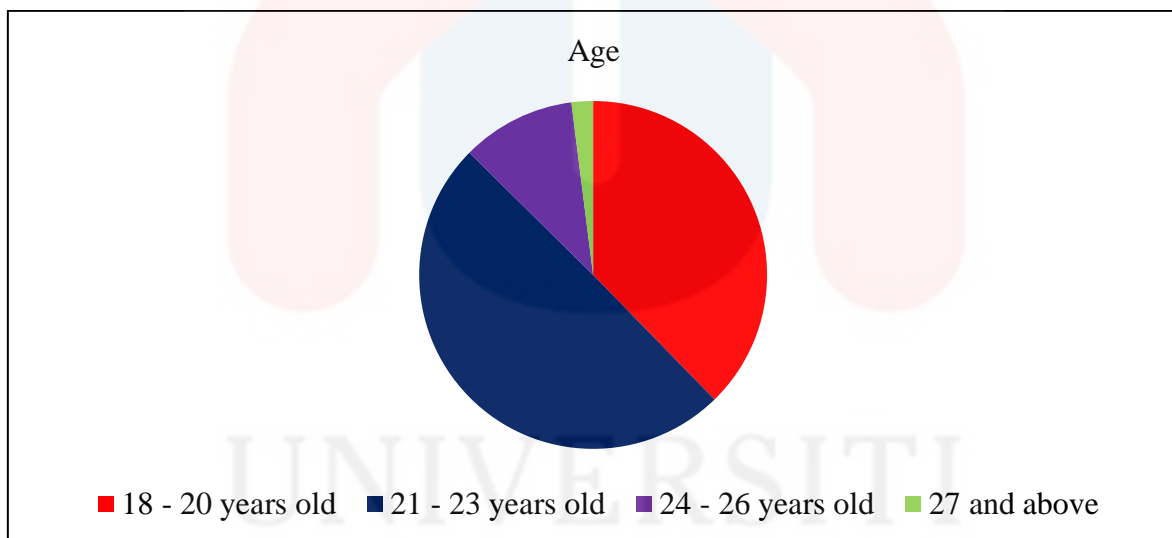
Figure **4.3.2**: *Age chart*

The table 4.4 and the figure 4.2 shows the percentage by age group of respondents which is where categorized into four age of groups. Out of the total of respondents is (N=151), 57 respondents (37.7%) are of 18 to 20 years old. Next, 75 respondents (49.7%) are 21 to 23 years old, and 16 respondents (10.6%) are 24 - 26 years old. There are only 3 respondents (2.0%) are 27 and above.

4.3.3 YEAR OF STUDY

Table 4.3.3: Year of study

		Frequency	Percent (%)	Valid percent (%)	Cumulative percent (%)
Valid	Year 1	41	27.2	27.2	27.2
	Year 2	56	37.1	37.1	64.2
	Year 3	23	15.2	15.2	79.5
	Year 4	31	20.5	20.5	100.0
	Total	151	100.0	100.2	
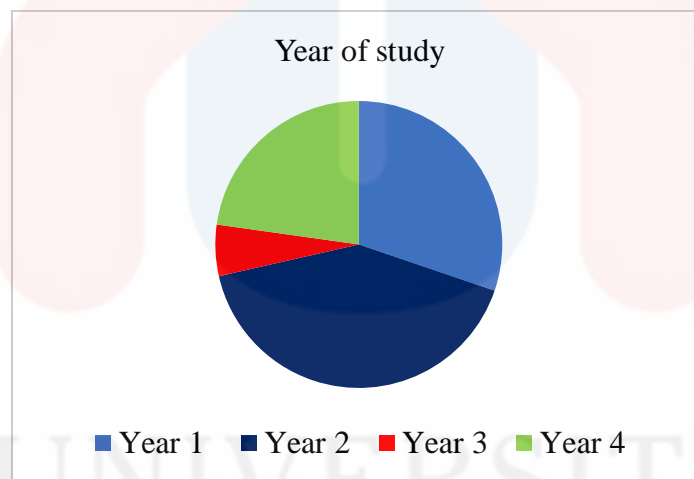
*Figure **4.3.3: Year of study chart***

The table 4.5 and the figure 4.3 shows the percentage of the respondents by years of study. The questioners run for four category years of study which are first year's students, second years students, third years student and fourth years students. Majority of the total respondents were second year student by 37.1%, which were 56 respondents out of 151 respondents. Its followed first year students by 27.2%, which were 41 respondents, followed by fourth years student 20.5%, which were 31 respondent and there's are only 23 respondents from third year student which were 15.2%.

4.3.4 RACE

Table 4.3.4: Race

		Frequency	Percent (%)	Valid percent (%)	Cumulative percent (%)
Valid	Chinese	24	15.9	15.9	15.9
	Indian	17	11.3	11.3	27.2
	Malay	110	72.8	72.8	100.0
	Total	151	100.0	100.2	
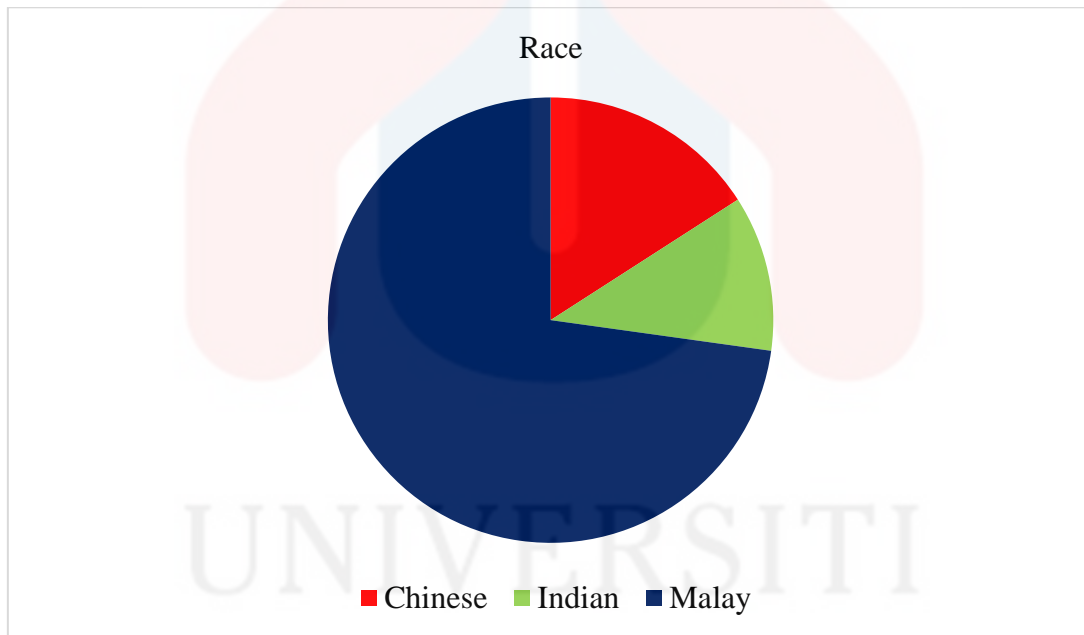
Figure **4.3.4:** *Race chart*

The table 4.6 and the figure 4.4 shows the race of respondent in percentage. Out of the total of respondents is (N=151), 110 respondents (72.8%) are Malay, 24 respondents (15.9%) are Chinese, and 17 respondents (11.3%) are Indian.

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4.3.5 STATUS

Table 4.3.5: Status

		Frequency	Percent (%)	Valid percent (%)	Cumulative percent (%)
Valid	Married	8	5.3	5.3	5.3
	Single	143	94.7	94.7	100.0
	Total	151	100.0	100.2	
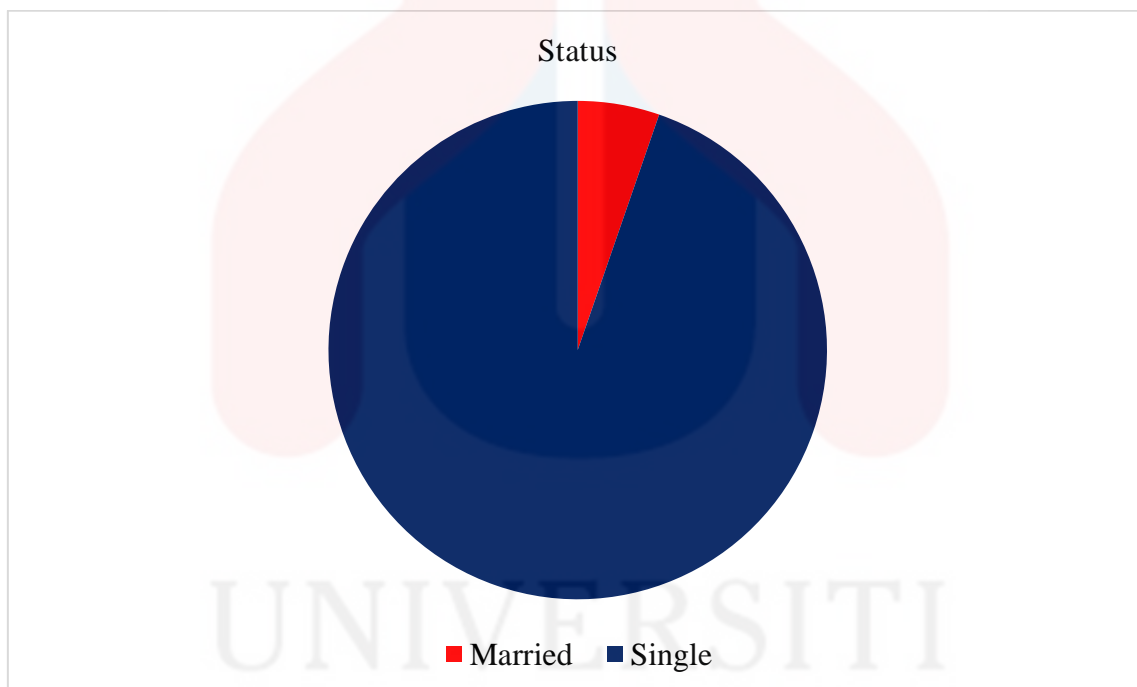
Figure **4.3.5:** *Status chart*

The table 4.3.5 and the figure 4.3.5 shows the status of respondent in percentage. Majority of the total respondents was single by 94.7%, which were 143 respondents out of 151 respondents. There's are only 5.3%, which were 8 respondents are already married.

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4.4   DESCRIPTIVE ANALYSIS

In descriptive analysis, the researchers have come out with this analysis to find the mean for every section of independent variables and dependent variables.

Table 4.4 Level of Mean

Means value	Interpretation of Precautions
Below 1.5	Very Low
1.5 to 3.0	Low
3.0 to 4.5	High
Above 4.5	Very High

Table 4.10 was to determine the level for mean for every factor. The level of mean was range from 0.00 to 5.00. if the means was below 1.5, it means that the respondents were strongly disagreed with the question. However, if the mean was above 4.5, its mean that the respondent was strongly agreed with the questions.

4.4.1   INDEPENDENT VARIABLE AND DEPENDENT VARIABLE

Table 4.4.1: Descriptive Analysis for Independent Variable and Dependent Variable

Variables	Mean	Std. Deviation
Entrepreneurial Intention	4.3656	.6436
Attitude	4.4172	.6269
Subjective Norms	4.4371	.6650
Perceived Behavioral Control	4.3934	.6785
Entrepreneurial Education	4.4649	.64397

Table 4.8 showed the number of respondents, mean and standard deviation of independent variables and dependent variables. For the independent variables, the highest mean

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was entrepreneurial education, which is 4.4649 and followed by attitude, which was 4.4172, followed by subjective norms, which is 4.4371 and perceived behavorial control was 4.3934. The mean for dependent variable was 4.3656.

4.4.2 DESCRIPTIVE ANALYSIS FOR ENTREPRENEURIAL INTENTION (DV)

Table 4.4.2: Descriptive Analysis for Entrepreneurial Intention (DV)

	Mean	Std. Deviation	N
Choose the path of self-employment rather than work for others	4.2781	.84978	151
Choosing a career as an entrepreneur better than the labor force in others	4.3179	. 86696	151
Planning to start a business after acquiring the theory of entrepreneurship courses through the program.	4.3974	.69358	151
My professional goal is to become an entrepreneur	4.3907	.71156	151
I will make every effort to start and run my own firm.	4.4437	.70839	151

Table 4.4.2 shows the mean values for dependent variables which is entrepreneurial intention among student Bachelor of Entrepreneurship (SAE). As the table above shown, the highest mean score is 4.4437 which is most of the SAE student agree that they make every effort to start their own business. Meanwhile, the lowest mean score is 4.2781 which show that most respondent like to choose the path of self-employment rather than work for others.

4.4.3 DESCRIPTIVE ANALYSIS FOR ATITUDE (IV)

Table 4.4.3: Descriptive Analysis for Attitude (IV)

	Mean	Std. Deviation	N
I am always keen to take advantage of new business opportunities	4.4172	.76033	151
My positive outlook on business failure I experienced	4.3907	.74810	151
I'm always willing to risk whatever comes	4.3907	.70213	151
Being an entrepreneur means more advantages than disadvantages to me	4.4106	.70495	151
Being an entrepreneur would entail great satisfactions for me	4.4768	.68151	151

Table 4.4.3 shows the mean value for independent variable, attitude. As the table above shown, the highest mean score is 4.4768 which show most of the respondents agree that being an entrepreneur would entail great satisfied. Meanwhile, respondent agree that always willing to risk comes is the lowest mean score which is 4.3907.

4.4.4 DESCRIPTIVE ANALYSIS FOR SUBJECTIVE NORMS (IV)

Table 4.4.4: Descriptive Analysis for Subjective Norms (IV)

	Mean	Std. Deviation	N
Confidence role of the family can help in starting a business.	4.4967	.71995	151

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	Mean	Std. Deviation	N
The existence of confidence in the efforts of those who are considered important.	4.4901	.68184	151
The support of friends so it can trigger in a business	4.4106	.78546	151
If I decided to create a company my close family would approve of that decision	4.4172	.72441	151
If I decided to create a company my friends would approve of that decision.	4.3709	.77128	151

Table 4.4.4 shows the mean value for independent variable, subjective norms. As the table above shown, the highest mean score is 4.4967 which show that student Bachelor of Entrepreneurship (SAE) are always confidence role of the family can help in starting a business. Meanwhile, the lowest mean score is 4.3709 which is most of the respondent's moderates in agree that if they decided to create a company my friends would approve of that decision.

4.4.5 DESCRIPTIVE ANALYSIS FOR PERCEIVED BEHAVIOR CONTROL (IV)

Table 4.4.5: Descriptive Analysis for Perceived Behavior Control (IV)

	Mean	Std. Deviation	N
Having confidence in the ability to manage the business	4.3377	.83176	151
The leadership of Human Resources may determine someone in business	4.4172	.72441	151
Starting a business can instigate someone to be creative	4.5033	.67205	151

	Mean	Std. Deviation	N
Start a firm and kept it working would be easy for me	4.3709	.76259	151
I believe can control the creation process of a new firm	4.3377	.79906	151

Table 4.4.5 shows the mean value for independent variable, Perceived Behavior Control. As the table above shown, the highest mean score is 4.5033 which show that student Bachelor of Entrepreneurship (SAE) are always starting a business can instigate someone to be creative. Meanwhile, student Bachelor of Entrepreneurship (SAE) think that by having confidence in the ability to manage the business and believe can control the creation process of a new firm is the get the same rating from respondent which is 4.3377.

4.4.6 DESCRIPTIVE ANALYSIS FOR ENTREPRENURIAL EDUCATION (IV)

Table 4.4.6: Descriptive Analysis for Entrepreneurial Education (IV)

	Mean	Std. Deviation	N
Entrepreneurial education is very important to start a business	4.4570	.71866	151
Entrepreneurial education program can foster the entrepreneurial desire	4.4967	.71995	151
Entrepreneurial education programs can increase knowledge in the field of entrepreneurship	4.4503	.69942	151
Entrepreneurial education programs to grow the awareness of business opportunities	4.4437	.70839	151

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The help from the University was able to push me to build the network needed to start a firm with the education I had	4.4768	.68151	151

Table 4.4.6 shows the mean value for independent variable, Entrepreneurial Education. As the table above shown, the highest mean score is 4.4967 which show that student Bachelor of Entrepreneurship (SAE) agree that Entrepreneurial education program can foster the entrepreneurial desire. Followed by means score 4.4570 which is respondent agree that entrepreneurial education is very important to start a business. Meanwhile, the lowest mean score is 4.4437 which is most of the respondent's moderates in agree that entrepreneurial education programs to grow the awareness of business opportunities.

4.5 VALIDITY AND RELIABILITY TEST

The reliability and validity of a survey may be evaluated by running it through a reliability test to see how consistently respondents answer survey questions (George & Mallery, 2003). Cronbach's Alpha is frequently used by scientists to verify the consistency of their results. This method divides the criterion in half for the purpose of studying and comparing the two pieces. From zero to one, the resulting coefficient indicates whether there is a link between the two variables. As a guideline, a dependability level of at least 0.65 is recommended for the analytical variables. For further information, see Kopalle and Lehmann (1997).

Table 4.9: Reliability test

Variables	Cronbach's Alpha	N of Items
Entrepreneurial intention	.891	5
Attitude	.914	5

Subjective norms	.931	5
Perceived behavioral control	.929	5
Entrepreneur education	.934	5

There is a wide range in the alpha values of Cronbach's alpha, which range from 0 to 1 (Bryman & Bell, 2011). To ensure that the variables in the study are genuine, the value must be greater than or equal to 0.65. All variables in the following tables have Cronbach's alpha values greater than or equal to 0.65, indicating that they are appropriate for this investigation.

4.6 NORMALITY TEST

In statistics, normality tests are used to compute the likelihood of a random variable and to verify whether a data set is well-modeled by a normal distribution. the data set is assumed to be regularly distributed. More specifically, the tests are results of model selection, and depending on one's interpretations, they can be interpreted in a variety of ways. Without passing judgement on any underlying variables, descriptive statistics examines the goodness of fit of a normal model to the data. If the fit is low, the data are not properly described by a normal distribution in that aspect.

Table 4.10: Test of Normality

	Shapiro- Wilk		
	Statistic	df	Sig.
Entrepreneurial Intention	.867	151	.000
Attitude	.840	151	.000
Subjective Norms	.767	151	.000
Perceived Behaviour Control	.810	151	.000

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Entrepreneurial Education	.772	151	.000

Based on table above, the normality test in this study conducted by Shapiro Wilk result. The Shapiro Wilk result indicated all variables in this study are no normal since the P-Value is 0.00 which not aligned with the recommendations from Hair et.al. (2010) justify that P-Value should be more than 0.05. However, in this study, the researchers justify that the data is normal due to the sample size in this study is 151 respondents which Pallant (2007) and Elliot (2007) recommended if a study has sample size more than 30 or 40. Parametric procedure can be conducted although the data are not normal distributed. (Pallant and Elliot, 2007)

4.7 HYPOTHESIS TESTING

Table 4.11: Pearson Correlation Coefficient (Source: SPSS Analysis)

		EI	A	SN	PBC	EE
EI	Pearson Correlation	1	.789**	.714**	.722**	.672**
	Sig. (1-tailed)		.000	.000	.000	.000
	N	151	151	151	151	151
A	Pearson Correlation	.789**	1	.829**	.826**	.732**
	Sig. (1-tailed)	.000	.000	.000	.000	.000
	N	151	151	151	151	151
SN	Pearson Correlation	.714**	.829**	1	.853**	.842**
	Sig. (1-tailed)	.000	.000	.000	.000	.000

	N	151	151	151	151	151
PBC	Pearson Correlation	.722**	.826**	.853**	1	.863**
	Sig. (1-tailed)	.000	.000	.000	.000	.000
	N	151	151	151	151	151
EE	Pearson Correlation	.672**	.732**	.842**	.863**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000
	N	151	151	151	151	151

**. Correlation is significant at the 0.01 level (1-tailed).

4.7.1 HYPOTHESIS 1

H 1: There is positive relation between Attitude and Entrepreneurial Intention.

Table 4.12: Hypothesis for entrepreneurial intention and attitude

		Entrepreneurial Intention	Attitude
Entrepreneurial Intention	Pearson Correlation	1	.789**
	Sig. (1-tailed)		.000
	N	151	151
Attitude	Pearson Correlation	.789**	1
	Sig. (1-tailed)	.000	
	N	151	151

**, Correlation is significant at the 0.00 level (1-tailed).

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The table above displays the results of the hypothesis testing, the significant value, and the 151 responses. The correlation coefficient's value of.789 suggested a moderate to strong positive correlation between the two. Based on the significant value of the result (P0.00), it can be concluded that there is a significant connection between entrepreneurial intention and attitude. The significant level also demonstrates the strong significance of both variables. Therefore, the first hypothesis is adopted.

4.7.2 HYPOTHESIS 2

H2: There is positive relationship between Subjective Norm and Entrepreneurial Intention.

Table 4.13: Hypothesis for entrepreneurial intention and subjective norm

		Entrepreneurial Intention	Subjective Norm
Entrepreneurial Intention	Pearson Correlation	1	.714**
	Sig. (1-tailed)		.000
	N	151	151
Subjective Norm	Pearson Correlation	.714**	1
	Sig. (1-tailed)	.000	
	N	151	151

**. Correlation is significant at the level 0.00 level (1-tailed).

Based on table above, the hypothesis testing, significant value, and respondents (151) are all displayed. The correlation coefficient value of 0.714 demonstrated a strong positive association between the two. According to the outcome of the significant value is (0.00). This demonstrates that there is a significant relationship between subjective norm and entrepreneurial intention. The second hypotheses accepted.

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4.7.3 HYPOTHESIS 3

H3: There is positive relationship between Perceived Behavioral Control and Entrepreneurial Intention.

Table 4.14: Hypothesis testing for entrepreneurial intention and perceived behavioral control.

		Entrepreneurial Intention	Perceived Behavioral Control
Entrepreneurial Intention	Pearson Correlation	1	.722**
	Sig. (1-tailed)		.000
	N	151	151
Perceived Behavioral Control	Pearson Correlation	.722**	1
	Sig. (1-tailed)	.000	
	N	151	151

**. Correlation is significant at the level 0.00 level (1-tailed).

Based on table above, the hypothesis testing, significant value, and respondents (151) are all displayed. The correlation coefficient's result of 0.722 revealed that there is a strong positive relationship between the two. Based on the significant value of (0.00), it may be concluded that there is a significant connection between perceived behavioral control and entrepreneurial intention. The third hypothesis is accepted in this study.

4.7.4 HYPOTHESIS 4

H4: There is positive relationship between Entrepreneurial Education and Entrepreneurial Intention.

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Table 4.15: Hypothesis for entrepreneurial intention and entrepreneurial education

		Entrepreneurial Intention	Entrepreneurial Education
Entrepreneurial Intention	Pearson Correlation	1	.672**
	Sig. (1-tailed)		.000
	N	151	151
Entrepreneurial Education	Pearson Correlation	.672**	1
	Sig. (1-tailed)	.000	
	N	151	151

**. Correlation is significant at the level 0.00 level (1-tailed).

Based on table above, the hypothesis testing, significant value, and respondents (151) are all displayed. The correlation coefficient's value of 0.672 suggested that there is a moderate positive relationship between the two. Based on the substantial value of (0.00), it concluded that there is a significant connection between entrepreneurial intention and education. The hypothesis in this study is accepted.

4.8 CHAPTER SUMMARY

The data analysis was conducted to identify the relationship between the factors towards entrepreneurial intention among 2u2i students at the University Malaysia Kelantan concludes this chapter. To determine the link between the independent variables (attitude, subjective norm, perceived behavioral control, and entrepreneurial education) and the dependent variable which is entrepreneurial intention. the researcher performed with reliability tests and correlation analyses in this study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

The primary finding is discussed in this chapter, which is followed by a discussion of factors influencing the entrepreneurial intention among 2u2i. The researcher also compares the overall results of the study to the goal that was established at the outset. Additionally, the researcher suggested for further study. In this chapter, the researcher additionally adds a few restrictions to the study.

5.2 KEY FINDINGS

This is research to examine the relationship between independent variables (attitude, subjective norms, perceived behavioral control, and entrepreneurial education) and dependent variable (Entrepreneurial intention) among 2u2i students at University Malaysia Kelantan. The data was analyzed after the survey was collected from 151 respondents, of which the total sample size of this study was 140 respondents. A quantitative method was used in the research, in which data was collected from a questionnaire distributed to 2u2i students at University Malaysia Kelantan.

The key findings are about the findings that have been analyzed from the data of the questionnaire which was distributed. The data from the questionnaire showed the result of respondents' demographic profiles. Firstly, the demographic profile starts with gender, which is male with 29.8%, and female with 70.2% of respondents which show higher than the male respondents. Secondly, the demographic profile is an age which is 18 - 20 years old with 37.7%, 21-23 years old with 49.7%, 24-26 years old with 10.6%, and 27 years old and above with 2.0% respondents. Thirdly, is the year of study which is Year 1 with 27.2%, Year 2 with 37.1%, Year 3 with 15.2%, and Year 4 with 20.5%. Next is race which is Malay with 72.8%, Chinese

with 15.9%, and Indian with 11.3%. Lastly is the status which is single with 94.7% which is higher than married with 5.3%.

It is important to use Cronbach's alpha to measure the reliability test of this study. Cronbach's alpha value is considered good when it is $0.7 \leq a \geq 0.9$, the Cronbach's alpha value for the dependent variable, which is the relationship between entrepreneurial intention among 2u2i students at University Malaysia Kelantan, is 0.891. Cronbach's alpha value for independent variables Attitude is 0.914, Subjective Norms is 0.931, for Perceived Behavioral Control is 0.929 and Entrepreneurial Education is 0.934.

The Pearson Correlation Coefficient analysis was utilized in this study to determine the link between the independent variable and the dependent variable. According to the entrepreneurial intention, the association between attitude and entrepreneurial intention among 2u2i students at University Malaysia Kelantan is strongly favorable at 0.789 because of P 0.005. Additionally, the observation correlation coefficient, r, is 0.714, which suggests a strong relationship correlation between subjective norms and entrepreneurial intention, with a significant level of P 0.005. The found correlation coefficient, r, is 0.722 and suggests a strong relationship association between perceived behavioral control and entrepreneurial intention, with a significant level of P 0.005. Lastly, is correlation coefficient, r is 0.672 which is a moderate relationship between entrepreneurial education and entrepreneurial intention.

Table 5.1: Summary of Findings

	Research Question and Objective	Result	Findings of Data Analysis
H1	RQ 1: What is the relationship between attitude and entrepreneurial intention?	r = .789** p = 0.000 High	There is a significant relationship between attitude and entrepreneurial intention among 2u2i student at University

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	RO 1: To examine the relationship between attitude and entrepreneur intention.		Malaysia Kelantan. H1 is accepted.
H2	RQ 2: What is the relationship between subjective norm and entrepreneurial intention? RO 2: To identify the relationship between subjective norm and entrepreneur intention.	r = .714** p = 0.000 High	There is a significant relationship between subjective norms and entrepreneurial intention among 2u2i student at University Malaysia Kelantan. H2 is accepted.
H3	RQ 3 What is the relationship between perceive behavioral control and entrepreneurial intention? RO 3: To investigate the relationship between perceived behavioral control and entrepreneur intention.	r = .722** p = 0.000 High	There is a significant relationship between perceived behavior control and entrepreneurial intention among 2u2i student at University Malaysia Kelantan. H3 is accepted.
H4	RQ 4: What is the relationship between entrepreneurial education and entrepreneurial. RO 4: To evaluate the relationship between entrepreneurial education and entrepreneur intention.	r = .672** p = 0.000 Moderate	There is a significant relationship between entrepreneurial education and entrepreneurial intention among 2u2i student at University Malaysia Kelantan. H4 is accepted.

5.3 DISCUSSION

This section summarizes the result in Chapter 4, which focuses on the research objective, research question, and hypothesis for this analysis.

5.3.1 HYPOTHESIS 1

From the previous chapter, the first objective of this research is to examine the relationship between attitude and entrepreneurial intention among 2u2i students at University Malaysia Kelantan. This study's findings showed a high relationship between attitude and entrepreneurial intention with a correlation coefficient of 0.789 and a P value is 0.000 which is a P < 0.005. This discussion indicates that this research objective was achieved, and hypothesis 1 (H1) is accepted.

5.3.2 HYPOTHESIS 2

Based on the previous chapter, the second objective of this research is to identify the relationship between subjective norm and entrepreneurial intention among 2u2i students at University Malaysia Kelantan. This study's findings showed a high relationship between subjective norm and entrepreneurial intention among 2u2i students at University Malaysia Kelantan.of 0.714 and a P value of 0.000 which is P < 0.005. This hypothesis got a strong relationship. The study conducted by Cruz et al., (2015), which investigate the influence of using the Theory of Planned Behavior in entrepreneurial aspirations, stir students at economic faculties in Unpaz, Dili, and Timor Leste demonstrate that there is an impact of the subjective norm variable on the desire to engage in entrepreneurial activity. Students in Indonesia have an aim to start their own businesses, but there is also a factor of subjectivity involved in this decision. The indicator titled "Confidence role of the family may aid in beginning a company" has both the largest standard deviation and the average yield of all the indicators. The fact that most students came from business backgrounds in their families is a given.

5.3.3 HYPOTHESIS 3

Based on the previous chapter, the third objective of this research is to investigate the relationship between perceived behavioral control and entrepreneurial intention among 2u2i students at University Malaysia Kelantan. This study's findings showed a high relationship between perceived behavioral control and entrepreneurial intention with a correlation coefficient of 0.722 and a P value is 0.000 which is a P < 0.005. This hypothesis got strong relationship.

5.3.4 HYPOTHESIS 4

Based on the previous chapter, the last objective of this research is to evaluate the relationship between entrepreneurial education and entrepreneurial intention among 2u2i students at University Malaysia Kelantan. This study's findings showed a moderate relationship between entrepreneurial education and entrepreneurial intention with a correlation coefficient of 0.672 and a P value is 0.000 which is a P < 0.005. This hypothesis got moderate relationship. A study from Gerba, D.T. (2012) defines people making a concerted effort to increase their level of understanding of entrepreneurship. Education in entrepreneurship is one of the driving aspects that may help nurture the ambitions of starting a business.

5.4 IMPLICATION OF THE STUDY

In this study, it was found that the implications of the study are based on the overall picture of the study findings. A study on factor influencing entrepreneurial intention among 2u2i students at University Malaysia Kelantan. Since a lot of research has been done, we have successfully identified one that entrepreneurial education is the one of the factors influencing entrepreneurial intention among 2u2i students at University Malaysia Kelantan to venture into the field of entrepreneurship. From an educational perspective, entrepreneurship courses have been made compulsory in public higher education institutions (IPTAs) starting in 2007.

Following that, the Basic Entrepreneurship Cultivation Module has been used by all IPTAs to strengthen the teaching of the course. Entrepreneurship has also become an important component of global economic and social development (Landstrom, 2019). Entrepreneurial activities foster innovation, increase employment opportunities, and boost a company's global competitiveness (Bygrave, 2018; Bennett 2020).

5.5 LIMITATION OF THE STUDY

There are a few limitations being discovered during the process conducting this research. The limitations merely provided platforms for future studies and thus do not divert the significance of the findings.

Next, the limitation in this research is variable. This research is only focus on the four independent variables, which are attitude, subjective norms, perceived behavior control (PBC) and entrepreneurial education. In addition, this research examines only the relationship between entrepreneurial intention. Because of that, the output of this research is only limited to the 2u2i student at University Malaysia Kelantan.

Besides, the limitation in this research is about target respondent. In this study, the sample size is only limited to 151 respondents. This is small sample size is difficult to detect the reliability of the research and unable to represent option of all students from different course. This is because we are only focusing on student Bachelor of Entrepreneurship (SAE). All UMK's student should be taken into consideration to get better insight into entrepreneurial intention. Besides, this study highlights the different age group of individuals might have different thinking towards entrepreneurship. Thus, opinions from individual of different age group should be considered.

Furthermore, data collection method is also one of the limitations of this research. In this research, researcher only use online survey for the data collection method. Moreover, using

online survey will take a lot of time for the respondents to answer the questionnaire and this will make the process of data collection delay.

Subsequently, sampling location is also our limitation of this research. There is only higher learning institution included on this study and the sampling location is only University Malaysia Kelantan, City Campus. Therefore, the research outcomes are unable to represent the opinions of all students as there are many higher learning institutions situated in Malaysia. the researchers should expend the sampling location to include universities throughout Malaysia to obtain research outcomes with high accuracy.

The last limitation of this research is this research is quantitative research, which is questionnaire. This research only focusses on quantitative research so there are no expansion of the research. When there is no further research on this research especially in qualitative research, the other researcher cannot know further about 2u2i students at University Malaysia Kelantan. Therefore, the other researcher cannot get better understanding about this research.

5.6 RECOMMENDATION FOR FUTURE STUDY

This research paper can be used for future researchers as a reference to further their research in similar field, but they should conduct the research in higher learning institutions all over the Malaysia to get the higher accuracy of the university students' feedback to avoid the bias that might be incurred. Besides, there are only 151 respondents from the sample size in this research. Future research should enlarge the sample size of respondents to better represent the opinions of whole student in higher education institution's populations around Malaysia.

Besides, this study can conduct qualitative research like create some open-ended questions or interview method for respondents instead of respondents answer the scaling questionnaire through online ways. Through the open-ended questions and interview method,

it can increase the rate of respondents answer the question, followed up immediately and save the time of answering the questionnaire.

As for recommendation for future research, this researcher suggest that further studies can be carried out on the youtubers or business founders to find out the factors that influence their entrepreneurial intention. Since this study had only focus on UMK students it could see whether there are many similarities in the findings. If this research will apply to youtubers or business founders in Malaysia, it can produce the different results.

Lastly, future researchers should conduct the research with longer period. This can ensure that they can get consistent result that entrepreneurial intention of individuals can lead to an actual action in the real life.

5.7 OVERALL CONCLUSION OF THE STUDY

This study helped to clarify the factors (attitude, subjective norm, education, and perceived behavior control) that affect students' intention to start their own business. In general, an individual's attention and actions are directed toward supporting entrepreneurial behavior, developing new business concepts, and pursuing an entrepreneurial career when they have entrepreneurial aim. It is important for learners to realize their interest in and aim for an entrepreneurial career, as well as the fact that entrepreneurship is a realistic career option for them.

There had 151 respondents who took part of this study through the online survey method which questionnaire. The data have been collected and analyze by SPSS software version 26 based on descriptive statistic, reliability analysis, and correlation analysis. From the result of the reliability analysis, all the variables were above the value of 0.6 and the highest variables were 0.934 while the lowest variables were 0.891. Therefore, the result shown is reliable and it can be accepted in this study.

Therefore, it is important to conduct future research with in-dept knowledge on this topic because entrepreneurship has very important position in the hastily changing socio-economic scenario in the world, and entrepreneurial also play an important role in assisting the development of nations as they will help to reduce the unemployment rate in Malaysia.

Besides, this study has implications for university students' future career paths. A better option for their career development is made possible by understanding their talents and weaknesses as well as their intentions. They can recognize their individual traits, attitudes, and self-efficacy, which in turn aids in determining their aim toward becoming self-employed. In conclusion, researchers believe that this study will help university students better understand how one's personal education will affect their intention to become an entrepreneur.

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APPENDIX A

QUESTIONNAIRES

Dear Respondents,

We are undergraduate student from the program of Bachelor of Entrepreneurship (Commerce) with Honors in University Malaysia Kelantan. Currently we are involved in conducting a research on "**THE INFLUENCE OF ENTREPRENEURIAL BEHAVIOR AND EDUCATION TOWARD ENTREPRENEURIAL INTENTION AMONG 2U2I STUDENTS AT THE UNIVERSITY OF MALAYSIA KELANTAN**" in order to complete our Final Year Project.

Therefore, we would like to invite you to help us to complete the questionnaire. The questionnaire is divided into three sections, namely Sections A, B, and C. The time will take is 5 to 10 minutes to answer all sections. We request your kind service to take the time to answer this questionnaire in order to help us to conduct this study. All information provided is confidential and each respondent will remain anonymous. This information will be used for academic purposes only. Your cooperation is highly appreciated. Thank You.

Responden yang dihormati,

*Kami merupakan pelajar Sarjana Muda dari program Sarjana Muda Keusahawanan (Perdagangan) Dengan Kepujian di Universiti Malaysia Kelantan. Pada masa ini, kami terlibat dalam menjalankan penyelidikan mengenai "**PENGARUH TINGKAH LAKU DAN PENDIDIKAN KEUSAHAWANAN TERHADAP NIAT KEUSAHAWANAN DALAM KALANGAN PELAJAR 2U2I DI UNIVERSITI MALAYSIA KELANTAN**" bagi menyiapkan Projek Tahun Akhir kami.*

Oleh itu, kami ingin menjemput anda untuk membantu kami untuk melengkapkan borang soal selidik. Soal selidik terbahagi kepada tiga bahagian iaitu Bahagian A, B, dan C. Masa yang akan diambil ialah 5 hingga 10 minit untuk menjawab semua bahagian. Kami memohon jasa baik tuan untuk meluangkan masa menjawab soal selidik ini bagi membantu kami menjalankan kajian ini. Semua maklumat yang diberikan adalah sulit dan setiap responden akan kekal tanpa nama. Maklumat ini akan digunakan untuk tujuan akademik sahaja. Kerjasama anda amat dihargai.

Sincerely / Yang Ikhlas,

No.	Name	No. Matrix	Phone Number
1	Nur Syazwina Binti Harun	A19A0636	011 – 39191404
2	Siti Fatimah Binti Hambali	A19A0850	013 - 6732953
3	Wan Nur Nabila Binti Rosuhaimi	A19A1148	012 - 4896298
4	Zaim Haiqal Bin Shamddin	A18A096	019 - 5192615

Jika terdapat sebarang keraguan, boleh hubungi kami di nombor diatas. Terima kasih.

SECTION A: DEMOGRAPHIC / BAHAGIAN A: DEMOGRAFI

Please specify your answer by tick *(√)* on the relevant answer provided.

Sila nyatakan jawapan anda dengan tandakan (√) pada jawapan yang relevan yang disediakan.

1. What is your gender? / Apakah jantina anda?

( ) Male / Lelaki

( ) Female / Perempuan

2. What age are you? / Berapakah umur anda?

( ) 18 – 20 years old / *18 - 20 tahun*

( ) 21 - 23 years old / *21- 23 tahun*

( ) 24 - 26 years old / *24 – 26 tahun*

3. What is your current year of study?

( ) Year 1 / Tahun 1

( ) Year 2 / Tahun 2

( ) Year 3 / Tahun 3

( ) Year 4 / Tahun 4

4. What is your race? / Apakah bangsa anda?

( ) Malay / Melayu

( ) Chinese / Cina

( ) Indian / India

5. What is your status/ Apakah status anda?

( ) Single / Bujang

( ) Married / Berkahwin

SECTION B / BAHAGIAN B

Please circle your answer to each statement using 5 Likert scale.

[(1) =strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

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

DEPENDENT VARIABLE: ENTREPRENEURIAL INTENTION

PEMBOLEH UBAH BERGANTUNG: NIAT KEUSAHAWANAN

No.	Question / Soalan	1	2	3	4	5
1.	Choose the path of self-employment rather than work for others / Pilih jalan bekerja sendiri daripada bekerja untuk orang lain.					
2.	Choosing a career as an entrepreneur better than the labor force in others / Memilih kerjaya sebagai usahawan lebih baik daripada tenaga buruh orang lain					
3.	Planning to start a business after acquiring the theory of entrepreneurship courses through the program / Merancang untuk memulakan perniagaan selepas memperoleh teori kursus keusahawanan melalui program tersebut.					
4.	My professional goal is to become an entrepreneur / Matlamat profesional saya adalah untuk menjadi seorang usahawan					
5.	I will make every effort to start and run my own firm / Saya akan berusaha sedaya upaya untuk memulakan dan menjalankan firma saya sendiri					

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INDEPENDENT VARIABLE: ATTITUDE

PEMBOLEH UBAH BEBAS: SIKAP

No.	Question / Soalan	1	2	3	4	5
1.	I am always keen to take advantage of new business opportunities / Saya sentiasa berminat untuk memanfaatkan peluang perniagaan baharu					
2.	My positive outlook on business failure I experienced / Pandangan positif saya terhadap kegagalan perniagaan yang saya alami					
3.	I'm always willing to risk whatever comes / Saya sentiasa bersedia untuk mengambil risiko apa sahaja yang datang					
4.	Being an entrepreneur means more advantages than disadvantages to me / Menjadi seorang usahawan bermakna lebih banyak kelebihan daripada kekurangan bagi saya					
5.	Being an entrepreneur would entail great satisfactions for me / Menjadi seorang usahawan akan memerlukan kepuasan yang besar untuk saya					

INDEPENDENT VARIABLE: SUBJECTIVE NORM

PEMBOLEH UBAH BEBAS: NORMA SUBJEKTIF

No.	Question / Soalan	1	2	3	4	5
1.	Confidence role of the family can help in starting a business / Keyakinan daripada keluarga boleh membantu dalam memulakan perniagaan					
2.	The existence of confidence in the efforts of those who are considered important / Wujudnya keyakinan terhadap usaha mereka yang dianggap penting					
3.	The support of friends so it can trigger in a business / Sokongan daripada rakan-rakan supaya boleh mencetuskan dalam perniagaan					
4.	If I decided to create a company my close family would approve					

No.	Question / Soalan					
	of that decision / Jika saya membuat keputusan untuk mewujudkan syarikat keluarga terdekat saya akan bersetuju dengan keputusan itu					
5.	If I decided to create a company my friends would approve of that decision / Jika saya membuat keputusan untuk mewujudkan sebuah syarikat rakan saya akan bersetuju dengan keputusan itu					

INDEPENDENT VARIABLE: PERCEIVED BEHAVIORAL CONTROL

PEMBOLEH UBAH BEBAS: KAWALAN TINGKAH LAKU

No.	Question / Soalan	1	2	3	4	5
1.	Having confidence in the ability to manage the business / Mempunyai keyakinan terhadap keupayaan untuk menguruskan perniagaan.					
2.	The leadership of Human Resources may determine someone in business / Kepimpinan Sumber Manusia boleh menentukan seseorang dalam perniagaan					
3.	Starting a business can instigate someone to be creative / Memulakan perniagaan boleh mendorong seseorang untuk menjadi kreatif.					
4.	Start a firm and kept it working would be easy for me / Mulakan firma dan pastikan ia berfungsi akan menjadi mudah bagi saya					
5.	I believe can control the creation process of a new firm / Saya yakin mampu mengawal proses penciptaan firma baharu					

INDEPENDENT VARIABLE: ENTREPRENEURIAL EDUCATION

PEMBOLEH UBAH BEBAS: PENDIDIKAN KEUSAHAWANAN

No.	Question / Soalan	1	2	3	4	5
1.	Entrepreneurial education is very important to start a business / Pendidikan keusahawanan sangat penting untuk memulakan perniagaan					

2.	Entrepreneurial education program can foster the entrepreneurial desire / Program pendidikan keusahawanan mampu memupuk keinginan keusahawanan					
3.	Entrepreneurial education programs can increase knowledge in the field of entrepreneurship / Program pendidikan keusahawanan boleh meningkatkan pengetahuan dalam bidang keusahawanan					
4.	Entrepreneurial education programs to grow the awareness of business opportunities / Program pendidikan keusahawanan untuk meningkatkan kesedaran tentang peluang perniagaan					
5.	The help from the University was able to push me to build the network needed to start a firm with the education I had / Bantuan daripada Universiti dapat mendorong saya membina rangkaian yang diperlukan untuk memulakan firma dengan pendidikan yang ada.					

GANT CHART

	PPTA 1				PPTA 2			
	Week 1-3	Week 4-6	Week 7-9	Week 10-12	Week 1-3	Week 4-6	Week 7-9	Week 10-12
Choose the topic	■							
Literature review	■	■	■	■			■	■
Find the research problem			■					
Design the research methodology			■	■				
Prepare the research proposal				■				
Proposal submission and presentation				■				
Final proposal submission after edit factor that influence entrepreneurial intention among 2u2i student at UMK				■				
Design and prepare questioners					■	■		
Collecting data						■	■	
Analyzing data							■	■
Prepare and complete the research report								■

APPENDIX C

ENROLMENT PELAJAR AKTIF IJAZAH SARJANA MUDA SESI 2022/2023

(MENGIKUT PROGRAM DAN SEMESTER PENGAJIAN)

	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8	Sem 9	Sem 10	Sem 11	Total
SAE – B. Ent. (Hons)	49	-	54	-	48	-	57	1	6	-	-	215
SAB – BBA. (Hons)	220	-	202	2	200	-	199	3	21	-	-	847
SAL – B. Ent (Hons) (Logistic)	189	-	200	-	208	-	228	5	5	-	-	835
SAR – B. Ent. (Hons) (Retailing)	179	-	189	2	184	14	168	2	15	1	1	755
SAK - B. Ent (Hons) (Commerce)	185	1	189	-	218	2	225	1	13	1	2	837

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Universiti Malaysia KELANTAN	**REKOD PENGESAHAN PENYARINGAN** *TURNITIN* *VERIFICATION RECORD OF TURNITIN SCREENING*

Kod/Nama Kursus*:*

Code/ Course Name:

Sesi/*Session:*

Semester*:*

Nama Program/*Name of Programme:* SAK, SAB, SAL, SAR, SAP, SAH, SAW

Fakulti/Pusat/*Faculty/Centre:* Fakulti Keusahawanan Dan Perniagaan/

        Faculty of Entrepreneurship and Business

Pengesahan Penyaringan Plagiat/ *Verification of Plagiarism Screening*

Saya,……………………………………………………………………………(Nama),No.Matrik
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Tajuk Kertas Kerja Penyelidikan/ *The Tittle of Research Project Paper*: -

……

……

Tandatangan/*Signature*

…………………………………………….

Nama Pelajar/*Student Name*:

No.Matrik/*Matrix No*:

Tarikh/*Date*:

Pengesahan   Penyelia/*Supervisor*:   Tandatangan/*Signature:*   Tarikh/*Date:*

FAKULTI KEUSAHAWANAN DAN PERNIAGAAN

UNIVERSITI MALAYSIA KELANTAN

BORANG KELULUSAN PENYERAHAN

LAPORAN AKHIR PROJEK PENYELIDIKAN TANPA JILID

Kepada,

Dekan,

Fakulti Keusahawanan dan Perniagaan

Universiti Malaysia Kelantan

Kelulusan Penyerahan Draf Akhir Laporan Akhir Projek Penyelidikan Tahun Akhir Tanpa Jilid

Saya, ..., penyelia kepada pelajar berikut, bersetuju membenarkan penyerahan dua (2) naskah draf akhir Laporan Akhir Projek Penyelidikan Tahun Akhir tanpa jilid untuk pentaksiran.

Nama Pelajar: _____ **No Matrik:** _____

Tajuk Penyelidikan:

_____

_____

Sekian, terima kasih

_____

Tandatangan Penyelia

Tarikh: