

MODELLING THE STUDENTS' PERCEPTION TOWARDS ENTREPRENEURSHIP IN HIGHER EDUCATIONAL INSTITUTION USING MULTIPLE LINEAR REGRESSION MODEL

(Memodel Persepsi Pelajar Terhadap Keusahawanan di Institusi Pengajian Tinggi
Menggunakan Model Regresi Linear Berganda)

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ABSTRACT

Entrepreneurship is neither science nor art. It is indeed a practice. Despite the increase in Malaysia's economy, people still have a low perception towards entrepreneurship. Due to the current-pandemic issue, graduated students face problems of becoming unemployed after graduating. The rate of unemployment keeps rising day by day. Entrepreneurship might be one of the solutions to cater for this issue. Hence, this study is conducted to know the factors influencing students' perception towards entrepreneurship in higher education institutions. A cross-sectional study was done in UiTM Kota Bharu with a sample of 300 students selected by using stratified random sampling. The data was collected using a questionnaire form. Independent sample *t*-test and multiple linear regression were used for the data analysis. The independent *t*-test shows a difference in the mean of students' perception towards entrepreneurship between two faculties, and there is no significant difference in the mean of students' perception towards entrepreneurship among gender. Furthermore, the result of multiple linear regression shows four factors are significantly influencing the students' perception towards entrepreneurship. These factors are faculty, university's role, family background and entrepreneurial traits. However, the government's role and gender factors were insignificant in predicting students' perception towards entrepreneurship. The entrepreneurial trait factor was found to be the most important variable in predicting students' perception towards entrepreneurship.

Keywords: entrepreneurship; perception; students; unemployment

ABSTRAK

Keusahawanan bukanlah sains atau seni. Ianya merupakan suatu yang praktikal. Walaupun terdapat peningkatan dalam ekonomi Malaysia, masyarakat masih mempunyai persepsi yang rendah terhadap keusahawanan. Oleh kerana masalah pandemik, pelajar-pelajar berijazah berhadapan dengan masalah sebagai penganggur setelah tamat pengajian. Kadar pengangguran terus meningkat dari hari ke hari. Keusahawanan mungkin menjadi satu daripada jalan penyelesaian untuk mengatasi masalah ini. Oleh itu, kajian ini dijalankan untuk mengetahui faktor-faktor yang mempengaruhi tanggapan pelajar terhadap keusahawanan di institusi pengajian tinggi. Satu kajian keratan rentas telah dilakukan di UiTM Kota Bharu dengan suatu sampel 300 orang pelajar dipilih menggunakan pensampelen rawak berstratum. Data telah dikumpulkan menggunakan borang soal selidik. Ujian-*t* sampel tidak bersandar dan regresi linear berganda digunakan dalam kajian ini. Ujian-*t* sampel tidak bersandar menunjukkan bahawa terdapat perbezaan dalam min persepsi pelajar terhadap keusahawanan antara dua fakulti dan tiada perbezaan bererti bagi min persepsi pelajar terhadap keusahawanan antara jantina. Tambahan pula, keputusan bagi regresi linear berganda menunjukkan empat faktor telah mempengaruhi secara signifikan persepsi pelajar terhadap keusahawanan. Faktor-faktor tersebut ialah fakulti, peranan universiti, latar belakang keluarga dan sifat keusahawanan. Walau bagaimanapun, faktor peranan kerajaan dan jantina didapati tidak signifikan untuk

meramalkan persepsi pelajar terhadap keusahawanan. Faktor sifat keusahawanan didapati merupakan pemboleh ubah terpenting dalam meramalkan persepsi pelajar terhadap keusahawanan.

Kata kunci: keusahawanan; persepsi; pelajar; pengangguran

1. Introduction

In this era of globalisation, entrepreneurship is well-known as Malaysia's initiative to achieve the goals of transforming the country from a middle-income economy to a high-income economy country in 2020 (Ooi & Shuhymee 2012). According to Martin (2019), entrepreneurship is an act of creating a business to generate profit from building and scaling it, whereas an entrepreneur is a person who set up the business. In contrast, modern entrepreneurship also defines transforming the world by solving big problems such as creating social change. Despite the hard work that has been done, citizens of Malaysia still have low perception towards entrepreneurship itself. The need of increasing the perception towards entrepreneurship is necessary for making sure that people are aware of the importance of entrepreneurship in their life. Besides, the high risk faced when starting a new business might also cause the low intention towards entrepreneurship.

A study by Lame and Yusoff (2013) found that there were multiple challenges faced in establishing entrepreneurship such as inadequate funding, lacking well-trained entrepreneurship lecturers, and lacking enabling entrepreneurship environment. This somehow shows that the risk that may be faced when handling entrepreneurship may cause the declining interest towards entrepreneurship itself. The entrepreneur will be the bearer of uncertainty and risk. In addition, the increase in the unemployment rate is also worrisome right now. Entrepreneurship might be one of the best solutions to cater for this issue. Hence this study was carried out to determine the mean difference of response on students' perception towards entrepreneurship between demographic profiles (genders and faculties), and to determine the relationship between dependent variable (perception of students towards entrepreneurship) and independent variables (government's role, university's role, family background, entrepreneurial trait, genders, faculties).

2. Literature Review

Entrepreneurial intention is the state of one's mind to foster the new business or venture creation (Jabeen *et al.* 2013). A person will only initiate entrepreneurial actions when one's entrepreneurial conviction is high in relation to the perceived requirements of a specific opportunity. Riaz *et al.* (2011) in their study clearly revealed that the tendency towards entrepreneurship among Malaysian postgraduates is high. Motivation is one of the factors why an entrepreneur continues to engage in entrepreneurship. For young people who wish to start up a business, one must possess the traits and how a typical entrepreneur sustains his own venture. Awit (2016) in his study that was focused on the Philippines Undergraduate students also stated that the motivation could be internal and external in nature. It can be push or pull factors.

Furthermore, the role of university was also classified as a factor that contributes to students' perception towards entrepreneurship. According to Yeng (2012), students gain the necessary knowledge, as well as how entrepreneurs think and behave. Therefore, educational institutions will be a good medium to promote the engagement of students in

entrepreneurship. The government also plays a vital role in affecting students' perception on entrepreneurship. According to Vargas-Hernandez and Noruzi (2009), one of the government roles in developing entrepreneurship is by providing the education and training regarding entrepreneurship, especially in secondary and university levels and attract the youths into entrepreneurship.

In addition, an individual attitude or behaviour might be influenced by his or her family and fortunately, it can come up with great support financially or physiologically (Akinbode *et al.* 2018). Generally, an entrepreneur's family could impact in many ways such as supplying necessary resources, serving as role models and moulding the entrepreneur's decision and entrepreneurial thinking (Josh & Zellweger 2018). Therefore, an individual coming from a family with an entrepreneurial background will have higher chances to embark in entrepreneurship.

The gender factor also has been closely examined in many previous studies. According to Wang and Wong (2004), determinants of interest in entrepreneurship among university undergraduate students in Singapore found that male students have higher tendency and strong desire in entrepreneurship. A study by Riaz *et al.* (2011), also stated that gender was said to be the significant factor in influencing entrepreneurial inclinations. The study involving postgraduate students from various Malaysian universities found that male postgraduate students have higher tendencies towards entrepreneurship rather than female students.

Besides, Peprah *et al.* (2015) stated that the mechanism that drives the capability to act as entrepreneur is defined as entrepreneurial trait. Korunka *et al.* (2003) and Shook *et al.* (2003) mentioned that there are three main types of entrepreneurial traits that can affect business startups. The traits included achievement, locus of control and tendency in taking risk. These three factors will affect the decision of a person to be self-employed or not.

As we all are aware, the person who starts their own business or entrepreneurship is not solely a person who comes from a business study background. It may be the one that is from a non-business-related area of study or may be the one that is already from the business area. Based on a study regarding Undergraduate non-business students from the Faculty of Computing Sciences of Gulf College by Sibayan *et al.* (2016), students technical faculty stated that they do have the intention to start or run their own business if they are given a chance to be involved in the market. This shows that non-business students also have an interest in involving the business market.

Jeger *et al.* (2014) stated that a study for the intentions of entrepreneurial should be done with a sophisticated data analysis method. Previous studies by Ahmed *et al.* (2010), Autio *et al.* (2001) and van Gelderen *et al.* (2008) showed that correlation analysis and simple linear regression was widely dominating the test of the relationship between the various variable. However, this kind of method may not be the best choice as it didn't really help in boosting the predictive power of the model. To encounter the weakness and improve the studies, the author chooses multiple linear regression as the main analysis in analysing the factor that influence students' perception towards entrepreneurship itself.

3. Methodology

This research study was done to determine factors that influence students' perception towards entrepreneurship. A single cross-sectional design was used in this study since the data were collected only once. The total population of this study is 1324 full time undergraduate students from UiTM Kota Bharu, excluding students that were currently in the internship. All these students are from two different faculties at UiTM Kota Bharu, which are Faculty of

Business and Management (FPP) and Faculty of Mathematical and Computer Sciences (FSKM). There are 949 students from FPP and 375 students from FSKM, respectively. By using Raosoft Software, with 5% margin of error and 95% confidence level, the minimum sample required for this study is 300 students. The sample was randomly selected using stratified random sampling and the stratum is referring to the different faculties. This technique was used because the characteristic within the strata is homogeneous and between the strata is heterogeneous in nature (Sibayan *et al.* 2016). The sample was then selected from each stratum to ensure that no bias in the sample selection procedure. Table 1 below shows the summary of the minimum sample required for each stratum. The proportionate sample size for FSKM is 85 (i.e., $(375/1324) \times 300$) and 215 for FPP (i.e., $(949/1324) \times 300$).

In addition, primary data was used in this study since the data were collected first handed from the respective respondents. Personally administered questionnaires were used as the data collection method. A brief explanation regarding the questionnaire and ample time was given to the respondent so that the respondent could answer the question truthfully. The questionnaire consists of six parts: Part A (Demographic Profile); Part B (Perception towards Entrepreneurship); Part C (Role of Government), Part D (Role of University); Part E (Family Background) and Part F (Entrepreneurial Trait). The questionnaire which was suited with the objective of this study was adapted from Awit (2016) for Part B, Part C, Part D and Part E while Part F was adapted from Zeffane (2013). Part A was a combination of nominal and ordinal measurement, while for Part B, Part C, Part D, Part E and Part F were in interval measurement. The variables of Perception Towards Entrepreneurship, Government's Role, University's Role, Family Background and Entrepreneurial Trait was represented by the mean score of the corresponding parts. Summary for the questionnaire was shown in Table 2.

The dependent variable was Perception Towards Entrepreneurship while the independent variables consisted of six variables which are government's role, university's role, family background, entrepreneurial traits, gender, and faculties. The theoretical framework of the study was shown in Figure 1.

The pilot study was conducted to check the reliability and validity of the questionnaire. Thirty students were selected in this pilot study. Reliability analysis by using Cronbach's Alpha was done to make sure the accuracy of the assessment for the questionnaire. The minimum Cronbach's Alpha value that was acceptable is 0.7 as suggested by Nunnally (1978). The descriptive analysis was conducted to assess the information on the demographic profiles of the respondents. It was analysed graphically by using the frequency table. The normally distribution of data and homogeneity of variance were analysed before conducting the independent sample *t*-test. This test was used to identify whether there is a significant difference in the mean of students' perception towards entrepreneurship among gender and faculties.

Table 1: Sample size for each study

Faculties	Number of Students	Proportionate Sample Size
Faculty of Science Computer (FSKM)	375	85
Faculty of Business Management (FPP)	949	215
Total	1324	300

Table 2: Summary of questionnaires

Part	Section	Number of Items	Measurement
	Demographic Profile	4	
A	Gender and Faculty		Nominal
	Age and Semester		Ordinal
B	Perception Towards Entrepreneurship	8	Interval
C	Government's Role	7	Interval
D	University's Role	8	Interval
E	Family Background	7	Interval
F	Entrepreneurial Trait	8	Interval

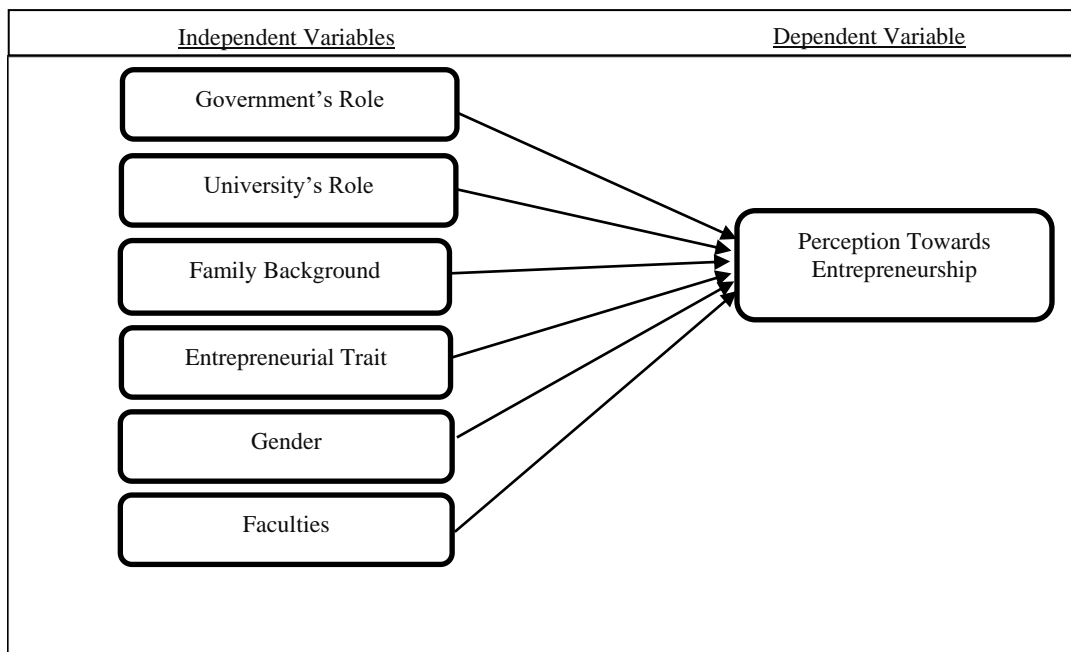


Figure 1: Theoretical Framework

To analyse the factors that significantly contribute to students' perception towards entrepreneurship, multiple linear regression model was conducted. The initial model of the multiple linear regression model was presented in Eq. (1).

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon \quad (1)$$

where:

β_0 is the constant value while $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ and β_6 are the coefficient of six independent variables.

Y = students' perception towards entrepreneurship

X_1 = family background

X_2 = entrepreneurial traits

X_3 = government's role

X_4 = university's role

X_5 = gender (where 0=Female and 1=Male)

X_6 = faculties (where 0=FSKM and 1=FPP)

\mathcal{E} = error of the model

The model adequacy checking involved in this analysis includes the normality distribution of the residuals, homoscedasticity of error variance and independence of the error terms. As suggested by Gilad-Bachrach *et al.* (2004), the researcher used Backward Elimination to obtain the most suitable model for the study especially to cater for the problems with the redundancy attributes.

4. Results and Discussion

Table 3 shows the result of Cronbach's alpha value for each variable in pilot and actual study. Based on the result, all Cronbach's alpha values are greater than 0.7 (Nunnally 1978) for pilot and actual studies. It can be concluded that the questions in the study are reliable.

Table 3: Reliability analysis result

Variables	Pilot Study		Actual Study	
	Cronbach's Alpha	No. of Items	Cronbach's Alpha	No. of Items
Perception of students towards entrepreneurship	0.767	8	0.780	8
Government's role	0.924	7	0.938	7
University's role	0.918	8	0.923	8
Family background	0.810	7	0.812	7
Entrepreneurial traits	0.935	8	0.940	8

The descriptive analysis for the demographic profile of respondents was analysed by using frequency distribution. The result clearly indicates that it is about 75% (225) of the respondents are female, while another 25% (75) of respondents are male students. The result also shows that 71.67% (215) of FPP's students and 28.33% (85) of FSKM students, respectively are involved in this study. Most of the respondents are 22 years old with 49.33% (148), while the least respondents come from the age group of below 20 years old with 5% (15). About 38.67% (116) of Semester 4 students are participating in this study. The summary of the descriptive analysis in this study was summarised in Table 4.

Table 4: Summary of descriptive analysis

Variable	Group	Frequency (<i>n</i>)	Percentage (%)
Gender	Male	75	25
	Female	225	75
Faculty	FPP	215	71.67
	FSKM	85	28.33
	<=20 years old	15	5
	21 years old	78	26

continued ...

	22 years old	148	49.33
	>=23 years old	59	19.67
	<=3	107	35.67
Semester	4 and below	116	38.67
	5	49	16.33
	>=6	28	9.33

Table 5 shows the skewness value of students' perception towards entrepreneurship between gender and faculties. The result shows that the skewness for male and female groups were -0.615 and -0.435 respectively. Both values were in the range between -1 and 1, indicating that the students' perception towards entrepreneurship between gender was normally distributed (Awang 2015). Correspondingly, the value of skewness of students' perception towards entrepreneurship between faculty were also in the range between -1 and 1, which are -0.027 for FSKM and -0.683 for FPP. The values also indicate that the students' perception towards entrepreneurship between studies also normally distributed.

Table 5: Skewness values for gender and studies

Variable	Group		Skewness
	Gender	Male	
Students' Perception Towards Entrepreneurship	Female		-0.615
		Female	-0.435
	Faculties	FSKM	-0.027
		FPP	-0.683

The result of homogeneity of variances between gender in Table 6 shows that the p -value obtained from Levene's Test for gender and faculties are 0.863 and 0.295 respectively. It indicates that the p -value for both groups are greater than 0.05 level of significance. Therefore, it can be concluded that the variances of the perception towards entrepreneurship for gender (male and female) and faculties (FPP and FSKM) are equal. Both variables come from populations with equal variance and therefore, the assumption for equality of variance was met.

Table 6: Homogeneity of variance test for gender and studies

Variable	Levene's Statistic	p -value
Gender	0.030	0.863
Studies	1.101	0.295

Table 7 shows that p -value of the independent sample t -test for gender was 0.153 ($t=1.434$). This indicates there is no difference in the mean of students' perception towards entrepreneurship between male and female since the p -value is greater than 0.05 significance level. In addition, the result of independent t -test for faculties shows there is a significant difference in the mean of students' perception towards entrepreneurship among the two faculties (p -value <0.001).

Table 7: Independent sample t -test on students' perception towards entrepreneurship by gender and studies

Group	t statistic	p -value
Gender	1.434	0.153
Studies	-3.661	<0.001

The normal P - P plot was construct in Figure 2. The plot shows that most of the plots was lie approximately on the straight line. Thus, it can be concluded that the errors were normally distributed hence the normality assumptions of the error term were satisfied.

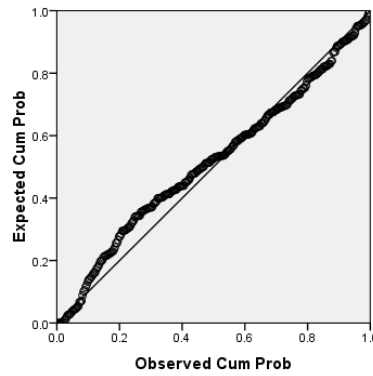


Figure 2: Normal P-P plot of residual

Based on the scatter plot shown in Figure 3, no obvious pattern and all the points seem to be randomly scattered. Therefore, it can be concluded that the error terms have constant variances; hence the assumptions of homoscedasticity of the error term were fulfilled.



Figure 3: Residual plot of equality of error variance

Based on the plot of residual versus predicted observations shown in Figure 4, it can be concluded that the errors are independent since the plots were randomly scattered and do not show any obvious pattern. Hence, the assumption for independence of error terms was satisfied.

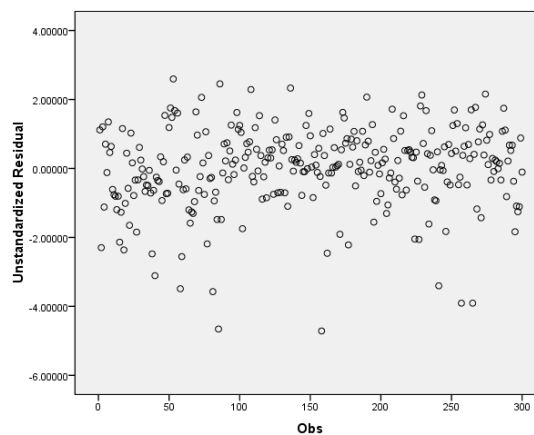


Figure 4: Residual plot of the independence of error terms

Based on Table 8, the Tolerance (TOL) values are greater than 0.1 and Variance Inflation Factors (VIF) values were less than 10 for all variables. Hence, there was no presence of multicollinearity problem in the data and the multicollinearity assumption was satisfied.

Table 8: Multicollinearity of variables

Variable	TOL	VIF
Government's Role	0.654	1.529
University's Role	0.645	1.550
Family Background	0.829	1.206
Entrepreneurial Traits	0.617	1.622

Table 9 shows that the values for *R*-squared and Adjusted *R*-squared were 0.424 and 0.414, respectively. It indicates that only 42.40 percent variation of students' perception towards entrepreneurship was explained by government's role, university's role, family background and entrepreneurial traits.

Table 9: Goodness of fit and significance of model

Goodness of Fit	Value	Significant of Model	Value
<i>R</i> -Squared	0.424	<i>F</i>	43.232
Adjusted <i>R</i> -Square	0.414	<i>p</i> -value	<0.001
<i>p</i> -value	<0.001		

In addition, from Table 9, the value for *F* statistic was 43.232 (*p*-value <0.001). This indicates that at least one of the predictor variables used in the study significantly affects the students' perception towards entrepreneurship.

The multiple linear regression model was obtained from the study using backward elimination after removing all the insignificant variables. All significant values for variable faculties, university's role, family background and the entrepreneurial trait was lower than 0.05. Hence, all the variables were significant to the model. The estimated coefficient for each of the significant variables corresponding to its significant values is shown in Table 10.

Table 10: Final fitted model

Variables	<i>B</i>	<i>T</i>	Significance
(Constant)	0.436	1.066	0.287
Faculties	0.506	3.456	0.001
University's Role	0.271	4.596	<0.000
Family Background	0.232	5.349	<0.000
Entrepreneurial Trait	0.327	5.459	<0.000

Hence the final model the result of the estimated regression equations obtained was as in Eq.(2).

$$\hat{y} = 0.436 + 0.506 * \text{Faculties} + 0.327 * \text{Entrepreneurial Trait} + 0.232 * \text{Family Background} + 0.271 * \text{University's Role} \quad (2)$$

Variables university's role, family background and entrepreneurial trait did influence students' perception towards entrepreneurship. Among all the variables, entrepreneurial trait

was found to be the most important variable since it has the highest beta coefficient value compared with the other value of beta coefficient. The finding of this study is supported by Awit (2016) where in his study, entrepreneurial traits did affect students' perception towards entrepreneurship. Nevertheless, the government's role was found to be insignificant in determining students' perception towards entrepreneurship. The finding was contrasted with the result from the study by Riaz *et al.* (2011) where the government did contribute to the students' perception towards entrepreneurship.

5. Conclusions

Based on the descriptive statistic, females consist of 225 students (75%) while males consist of 75 students (25%). The majority of the respondents came from FPP studies which comprised 215 students, while FSKM consists of 85 students. Furthermore, most of the respondents came from groups of age 22 and semester 4 and below.

For the first objective, from the independent sample *t*-test, it was revealed that there exists a significant mean difference between responses of FSKM and FPP students on students' perception towards entrepreneurship where FPP students' perception towards entrepreneurship is higher compared to FSKM students. This finding was acceptable since FPP students were more exposed to business-oriented subjects compared to FSKM students. However, for variable gender, the result showed that there is no significant difference in response of male and female respondents on students' perception towards entrepreneurship. Variables university's role, family background and entrepreneurial trait did influence students' perception towards entrepreneurship. Among all the variables, entrepreneurial trait was found to be the most important variable since it has the highest beta coefficient value compared with the other value of the beta coefficient.

This study allowed the researcher to measure the respondents' engagement and their inclination towards entrepreneurship. The result of the study helped the cooperation between the private and government sector in providing laws and regulations that helped our country in becoming the true entrepreneurial nation, as hoped by our country leader.

Furthermore, this study also contributed to society in terms of economical, social and also organisational by conveying the significance of developing entrepreneurship in our country. Indirectly, this encouraged more people to choose entrepreneur as a career option.

This study also gave insight into the relationship between entrepreneurship education and a student's intention to embark on entrepreneurship. The responsible authorities, such as the Minister of Education, is able to improve the quality of the entrepreneurial education syllabus, thus giving better exposure of the entrepreneurial.

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