

ENTREPRENEURIAL INTENTION: AN EMPIRICAL STUDY AMONG UNDERGRADUATE STUDENTS

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ABSTRACT

The paper identifies the factors that influence entrepreneurial intention among undergraduate students. It combines 2 approaches in influencing entrepreneurial intention (attitude and aspirations) based on the theory of planned behavior. It uses primary data of 260 sample size consists of final year students from the field of social science and the field of science and technology. Selection of the sample was based on those who has taken the subject of entrepreneurship in the educational curriculum at diploma level and has a solid foundation on business-related knowledge. Stratified sampling method was utilized for data collection, which is then analyzed using the descriptive and multiple regression analysis to achieve the objectives of the study. The findings showed that the relationship between all factors involved in the study towards entrepreneurial intention was significant, but with the influence of different strengths. Although this study found a significant impact in explaining the factors that affect entrepreneurial intention, it only takes into account only undergraduate students.

Keywords: entrepreneurial; intention; undergraduate; social science; science and technology.

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1. INTRODUCTION

Entrepreneurship education has a positive impact on the entrepreneurial mindset of young people, their intentions towards entrepreneurship, their employability and finally on their role in society and the economy. Entrepreneurship benefits students from all socioeconomic backgrounds because it teaches student to think outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities and it provides a foundation for entrepreneurs to establish a social or commercial activity.

In the effort of empowering entrepreneurship and forming entrepreneurship society, various changes and programs have been developed not only in terms of education policies and curriculum but also involve large financial allocation in specialized entrepreneurship culture at university level. However, the involvement of graduates in entrepreneurship as a career is still far behind than what the government intends. The majority of graduates will see entrepreneurship as the second or final choice in choosing a career after graduation [1]. According to a study conducted by [2] on Universiti Utara Malaysia (UUM) graduates, less than 0.4% of graduates participate in entrepreneurship after graduation. The issue of reliance on permanent job with salary and the lack of involvement in entrepreneurship graduates not only occur in developing countries but also in developed countries. Recognizing that the problem is getting worse due to the increasing number of graduates as well as the economic inability to provide job opportunities, the government sees the involvement of graduates in entrepreneurship as the best solution. The entrepreneurial involvement not only will create job opportunities, but also solves unemployment problems as well as generate economic growth. Based on the importance of entrepreneurship to the country's economic development, the government has provided various support and assistance programs in the form of financial (capital loans and microcredit programs) and non-financial (advisory services and guidance,

together with the establishment of various agencies related to entrepreneurship) to support the development of the sector. In order to realize the goal of creating more entrepreneurs among qualified and resilient graduates, and thus able to act as a catalyst for the transformation of the national economy, the KPT has shifted the higher education policy to emphasize the application of entrepreneurial elements in the curriculum. The ministry has created three key components in applying entrepreneurial values among IPT students namely entrepreneurial awareness component, entrepreneurial culture component and entrepreneurial strengthening component. The studies conducted by [3-4] prove that applying entrepreneurial values in education is the most effective and efficient way to equip students with knowledge about business management. The involvement of graduates in entrepreneurship as a career option is largely influenced by the application of entrepreneurial values when they were in the university that were formed based on the education curriculum, student and university environments as well as government entrepreneurial policies. Their entrepreneurial intention is not only determined by attitude factors including the characteristics and entrepreneurial skills acquired from past experience as highlighted by [5], but also influenced by attitudes toward behavior, subjective norms and perceived behavioral control as explained by [19]. Compared to developed countries, studies on entrepreneurial intention among university graduates in developing countries are still lacking. Research findings in the context of developed countries are difficult to be adapting completely in the developing countries due to environmental differences. The objective of this study is to identify the factors that influence entrepreneurial intention among undergraduate students. This study combines two approaches in influencing entrepreneurial intention (attitude and aspirations) based on the theory of Planned Behavior. The findings of this study will give significant contribution in supporting theories pertaining to entrepreneurial intention, especially in developing countries as well as providing information to policy makers in formulating a more effective action plan to realize the goal of creating more entrepreneurs among graduates.

2. LITERATURE REVIEW

Previous studies have been conducted to identify factors that can influence the intention of a graduate to choose entrepreneurship as a career. An entrepreneur is not born with the personality traits of entrepreneurship naturally, but it is due to various other factors that can be trained and learned. This includes parent engagement in business and encouragement from family members in motivating a person to choose entrepreneurship as a career [6], entrepreneurial values [7-10] education factor [11, 4], community [12-13, 8] and relational factors [14-15].

According to [16], the intention is a thought that focuses on achieving goals. While, in [17, 8] describe the intention as a feature in each individual that describes the desire to form certain behaviors. This explains that the intention of entrepreneurship is an act towards forming an attitude in order to achieve an entrepreneurial goal. As such, a consistent and strong intention can predict one's behavior. According to [18], the theory of entrepreneurial intention consists of three elements namely acceptable intentions, tolerance and intention to act while The Theory of Planned Behavior introduced by [19] is a theory that describes human behavior. The theory is a revised model that was modified due to some limitations in the Theory of Reasoned Action model developed by [20]. This theory also focuses primarily on the level of desire that encourages behaviour of interest to be presented. It also explains and predicts how the cultural and social environment affects human behavior. In [19] has linked the individual intention as a motivating factor affecting behavior, in which the decision depends on three main elements ie (1) Attitude toward the behavior (personal value) which refers to the level of support for a behavior in which the individual will evaluate whether or not they wish to perform such behavior; (2) subjective norms (social pressures which are felt whether they will do something or not) and (3) perceived behavioral control which is to see how far the individual is able to control the behavior.

2.1. Attitude

An entrepreneurial attitude covers aspects that help individuals to take action including taking responsibility for their own learning, careers and life. The attitude of the alumni is assessed based on the following personal characteristics: sense of initiative, risk propensity,

self-efficacy, need for achievement and structural behaviour. Structural behaviour refers to the ability to work in a structured manner as well as the ability to persevere whenever faced with setbacks and obstacles. There is also empirical evidence related to entrepreneurial education as an intervention tool for impacting adult attitudes toward entrepreneurship [21] and on youth awareness and attitudes about the social and economic desirability of entrepreneurship as a career option [22]. Attitude is an abstract value in each person so that it can shape a person's perception [23]. A person's attitude will be more prone to entrepreneurship when it is influenced by his belief in entrepreneurship [24]. This is very important because the attitude of entrepreneurs can be demonstrated through the behavior of an entrepreneur. Positive attitudes that individuals need to achieve success in making entrepreneurship as a career include having self-confidence, self-reliance, responsible, honest and trustworthy, keeping promises and aggressive.

In [25] has used the Theory of Planned Behavior to identify factors that influence the intention towards entrepreneurship among students who have taken entrepreneurship subjects at public universities. The findings of the study show that the most significant factor in influencing the intention of students to engage in entrepreneurship is attitude. Attitude can be said as a student's perception of the advantages, satisfaction and attractiveness of the entrepreneurial field itself. The results of this study are in line with the findings of the study conducted by [3]. While, the second most influential factor in entrepreneurship engagement is behavior control. When students find it easier for them to become entrepreneurs, this will motivate them to engage in entrepreneurship. This factor is supported by a study conducted by [26]. The results of this study are consistent with the findings by [27], which showed that the main factors influencing entrepreneurial intention among community college students in Malaysia are personal attitudes. While, the second and the third factors are subjective norms and behavioral controls. Therefore, this study presents hypotheses as follows:

H1: Student attitudes towards entrepreneurial activity have a significant positive influence on entrepreneurial intention.

2.2. Entrepreneurial Values

Entrepreneurial values concern about skills needed to turn ideas into action. Overall, alumni indicate that the higher education has given them the skills and knowhow enabling them to run a business, although the level of application is not estimated very high. The level of skills is assessed based on the following characteristics: creativity, analysing, motivating, networking and adaptability. Moreover, given the unemployment problems in most developing countries as well as rising unemployment levels in developed countries in the face of globalization, the development of entrepreneurial skills as well as knowledge and skills in venture creation process prepare students for the realities of life when they graduate. The application of entrepreneurial competencies in daily life empowers students to learn business and enhance their social and life skills. In so doing fosters values and skills that are so dearly needed by today's society.

The personality traits of a person can directly influence many entrepreneurial activities including the intention to start a business venture, succeed in the business and grow the business further [28]. These entrepreneurial characteristics are referred as individual entrepreneurial values. There are many studies and writings conducted by [7-10], explaining the relationship between entrepreneurial values possessed by students with the intention of their involvement in entrepreneurship. The entrepreneurial characteristics described in the previous studies are referred as the entrepreneurial values possessed by the students. These features include optimistic, innovative, risk-taking, and competitive, autonomous, innovative competitiveness and dare to take the risk, creative and innovative, leadership, risk taking, independent, hard working, initiative, self motivation, ability to predict and make the right decisions, fast action and with high commitment. These characteristics are associated with the entrepreneurial values that each student has.

Most of the previous studies explained that these factors are among the most important elements in influencing someone's interest in entrepreneurship. These factors have major influence for someone's involvement in entrepreneurial activity after their graduation. Those who are interested in entrepreneurship have their own entrepreneurial values compared to those who have no intention towards the field. With these characteristics they have the higher

capability to succeed in entrepreneurial activities that they are involved. A study done by [7] found out that two entrepreneurial characteristics which are proactive and innovative have a significant positive influence on a students' entrepreneurial intention, while the risk-taking element does not influence the entrepreneurial intention of the participating students. He said that business management students have a significant personality or characteristic that leads them to the intention of engagement in entrepreneurship compared to those students from agriculture fields. The importance of entrepreneurial values on entrepreneurial intention is also explained by the study conducted by [8]. Their study found out that skills and value perceptions factors were significant and very important in determining entrepreneurial intention among university students. Accordingly, this study proposes the following hypothesis:

H2: Entrepreneurial values have a significant positive influence on entrepreneurial intention.

2.3. Educational Support

Education background has been identified as one of the factors that influence the intention of a person to venture into entrepreneurship. According to [3-4], entrepreneurship education is an efficient way of equipping students with appropriate knowledge related to entrepreneurship. Elements related to education include the terms of generating creative thinking, the influence of university entrepreneurship curriculum on knowledge, skills, interest in entrepreneurship and problem solving ability. A study by [29] also notes that attraction factors from outside of the university are more influential than university's internal attraction factors (entrepreneurship subject exposure, university colleagues, entrepreneurial courses attended, previous entrepreneurial experience and entrepreneurship activities organized by the university) - 51% to 60%. This means that the university environment is less conducive in encouraging students to choose entrepreneurship as a career. Lecturer and practical training are among the factors that do not influence the intention of students to engage in entrepreneurship which is only 51.2% and 50.2%.

A study by [11] shows that students who have taken entrepreneurship subject are reported to have greater intention to engage in entrepreneurship as compared to other students. This shows that the experience and knowledge they got when enrolled this subject has stimulated their interest and dreams to become entrepreneurs. The importance of educational factors on

entrepreneurial intention is consistent with the findings conducted by [4]. Their studies consider three factors: education, relationships and support on entrepreneurial intention among university students. The finding of the study shows that educations are among the factors that influence the intention of a university student to engage in entrepreneurship. Based on the discussion above, the following hypotheses have been established:

H3: Educational factors have a significant positive influence on entrepreneurial intention.

2.4. Societal

Entrepreneurship education is expected to improve the entrepreneurship key competence which will have an impact not only on the role of the individual in the economy (working life) but also in society (social and personal life). A more entrepreneurial role will be played due to entrepreneurship education. Community refers to respondents' environment that can influence entrepreneurship development among students. According to the [30], government and entrepreneurial experts admit that cultural factors constitute an intention to engage in entrepreneurial processes. Whereas, in [12-13] believe that entrepreneurship is the result of the interaction between individual traits and nearby local contexts. In general, structural support involves the government, the university's support and rules, and the campus environment. In [8] study of cultures between Spain in Europe and Taiwan in South Asia found that there was a difference between the student's intentions towards entrepreneurship caused by cultural differences. Students in Spain are more likely to conduct entrepreneurial activities due to personal attraction. Meanwhile, students in Taiwan are more prone to entrepreneurship because of their self-efficacy.

A study by [31], revealed that students who are prioritizing perceived desirability and perceived feasibility for entrepreneurship, have initiative to take culture and participation in ESE (entrepreneurship-specific education) have a higher intention for entrepreneurship. However, students who hold only to the cultural beliefs factor reported to have much lower intensity of intention. This study has suggested the following hypotheses:

H4: Societal factors have a significant positive influence on entrepreneurial intention.

2.5. Relational Support

Relationship factor refers to the role of various parties in students' surrounding in sowing

their interest in entrepreneurship. Support and encouragement from family members, relatives and friends has shown that it is closely related to the development of an entrepreneur [14-15]. Their support will affect expectations and the extent of the entrepreneur's effort in business. The relationship factors that are considered include the involvement of immediate family members in business, support by family and friends as well as advisory and coaching from lecturers. According to a study by [11], the support from immediate individuals received by the respondents is closely related to their intention to engage in entrepreneurship.

Students with parents/relatives who are engaged in business tend to show higher intention in comparison to those who have no parents/relatives that involved in the business. Hence, supporting role by the immediate individual should not be neglected in generating an entrepreneur, especially in Malaysia context where the role played by family and friends is quite significant for an individual. This factor is supported by [25] who found out that the support received from those who are connected with the prospect entrepreneurs is the third factor that most influences the intention of students to engage in entrepreneurship. Support from parents, family members and friends can increase the intention of a person to become an entrepreneur. Therefore, this study proposes the following hypothesis:

H5: Relational factors have a significant positive influence on entrepreneurial intention.

3. METHODOLOGY

3.1. Sample

Population refers to the whole participants in a group, event or things that the researcher is interested to study [32]. In this study, the population consists of final year students from the field of Social Science (SS) and the field of Science and Technology (ST). Selection of the sample study was based on those who has taken the subject of entrepreneurship in the educational curriculum at diploma level and has a solid foundation on business-related knowledge. According to [33], the sample is a subset of the population and it can represent the population that has been studied. Through a staged proportion sampling method, the population is divided according to strata, which is based on the respondents' program of study. The samples for each strata were determined according to the proportion of the strata

population in the whole population (779). Based on the sample size determination method presented by [32], the study sets the number of samples at 260. The population and sample size of each strata are shown in Table 1.

3.2. Measures

The dependent variable in the research framework refers to entrepreneurial intention which is defined as the individual's readiness to conduct entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed, or to create a new business venture [34-35]. There are various concepts in entrepreneurial studies that relate the intention which include attitude [36], desire [16] and motivation [37]. This entrepreneurial intention is examined because the individual's desire for entrepreneurship has important implications in influencing the individual's decision to choose entrepreneurship as a career. Some of the items used in the research instrument are similar to the items used by [8]. The items involved are confidence in entrepreneurship career, ability to compete in the market, high interest in entrepreneurship, ready to do whatever it takes to be an entrepreneur, professional goal to become entrepreneurs, making sure to run a business in the future, serious thinking about starting a business and always working on improving knowledge and information about entrepreneurship. Measurement of the item is based on 5 point Likert scale with frequency 1 = "very disapproved" to 5 = "strongly agree". Respondents are required to state their level of satisfaction on the items of entrepreneurial intention listed in the research instrument. The mean score for all the items is an indicator of the achievement of entrepreneurial intention and thus is the basis of the analysis of the study. For independent variables, based on past studies on factors affecting entrepreneurial intention, this study presents five independent variables. The factors involved are student attitudes, entrepreneurship skills, education factors, social factors and relational factors. Attitude is an abstract value in each person so that it can shape a person's perception [23] and this is one of the factors that can influence someone to engage in entrepreneurship. The aspects used to measure attitudes in the study include self-esteem, patience, self-reliance, diligence, responsibility, aggressive, commitment and honesty and trust. The measurement of the attitude in the study was made using a five-point scale with the frequency of "1 = very low" to "5 = very high". As for entrepreneurial values variables, it is

refer to the entrepreneurial characteristics of the respondents, including leadership, risk-taking, creativity and innovation, emphasize high quality, competitiveness and high resilience as well as communication skills. The item is measured using a five-point scale with a frequency of "1 = very low" to "5 = very high".

Table 1. Sample distribution for programs and areas of study

Programme	N	S	Field	Total	Percentage
Diploma in Investment Analysis	30	10	Social Science		
Diploma in Accountancy	33	11	(SS)	111	42.7
Diploma in Office Management and Technology	60	20			
Diploma in Hotel/Tourism	209	70			
Diploma in Engineering (Electrical, Mechanical/Chemistry)	276	92	Science Technology	149	57.3
Diploma in Computer Science	171	57	(ST)		
Total	779	260			

Notes: N is population size, S is sample size

Educational factors variable are measured by the scale between "1 = strongly disagree" to "5 = strongly agree". Respondents are required to state the level of their consent to items related to educational support involving learning at the university including generating creative thinking and ideas, providing useful knowledge about entrepreneurship, enhancing entrepreneurial value, experience, confidence in solving problems and increasing interest in entrepreneurship. Community factors refer to respondents' environment that can influence entrepreneurship development among students. The items include opportunities provided by the government, government support and assistance, technological advances, access to

information, university roles in entrepreneurial activities, government delivery systems and entrepreneurship activities at universities that can stimulate student interest. All of these items are measured using a five-point scale with a frequency of "1 = very disagreeable" to "5 = strongly agreed". While, relationship factors refer to the role of various parties in the student environment in inculcating their interest in entrepreneurial activities. There are four items used to measure the relationship factor that influence the intention of respondents to entrepreneurship namely family involvement, family support, encouragement and support of friends as well as advice and guidance from lecturers. Measurements are based on the importance with frequency "1 = very insignificant" to "5 = very important" items in influencing respondents' intention toward entrepreneurship. Table 2 shows that the Cronbach's Alpha coefficient for all variables has a high alpha value and exceeding 0.7. This shows that all the items used in the relevant research variables are reliable as [38].

Table 2. Variable reliability analysis

Variables	Coefficient	Number of Item	Cronbach's Alpha
Students' attitude		9	0.83
Entrepreneurial value		14	0.72
Education factor		6	0.90
Societal factor		7	0.86
Relational factor		4	0.83
Entrepreneurial intention		8	0.93

4. RESULTS AND DISCUSSION

The descriptive analysis in Table 3 shows the mean value, standard deviation and correlation between all variables. All variables show the value of more than 3 with the highest record involving relationship variables (3.84). The correlation analysis between the variables shows that there is a significant relationship between all the variables involved. Based on Collinearity Statistics in Table 4, tolerance values (> 0.2) and variance of inflation - VIF (less than 10) clearly indicate that there is no multicollinearity problem in the data. Similarly, the P-P test plot and Q-Q plot clearly describe the data in terms of linearity, normality and

homoscedasticity. All these assumptions are fundamental principles for multiple regression analysis that was done to clarify all the hypotheses of the study.

Table 3. Descriptive and correlation statistics

Variables	Min	Standard Deviation	1	2	3	4	5	6
1. Attitude	3.7385	0.47950	1.000					
2. Entrepreneurial value	3.6258	0.61885	0.664***	1.000				
3. Education	3.7853	0.62045	0.452***	0.472***	1.000			
4. Societal	3.6940	0.59120	0.384***	0.406***	0.503***	1.000		
5. Relational	3.8442	0.70763	0.333***	0.328***	0.476***	0.390***	1.000	
6. Entrepreneurial Intention	3.5712	0.72396	0.480***	0.507***	0.553***	0.460***	0.402***	1.000

Note: N = 260; ***p < 0.01

An analysis on the determinants of entrepreneurial intention among undergraduate students involves five main variables namely attitude, entrepreneurial values, education, societal and relational. These factors are identified from previous studies. Multiple regression analysis is used to involve influence of each variable on entrepreneurial intention. The analysis is done on a comparative basis based on the data in the field of social sciences (SS), science and technology (ST) and overall (SS + ST). The multiple regression analysis results show that the power of the rays (R²) for the three data is in the range of 40 to 50% and F test was significant at 1% (< 0.01). This explains that all five independent variables are capable of significantly explaining the variation in entrepreneurial intention. The findings of multiple regression analysis that used to clarify all the research hypotheses are shown in Table 4.

Model 1 involves two control variables (business experience and number of training) and the analysis find that both variables describe 3% (SS), 4.1% (ST) and 2.0% (SS + ST) variations in determining entrepreneurial intention. In model 2, all five factors involved in the study were simultaneously included. The value of R² for SS field is 48.4%, ST 41.8% and overall is 43.4%. Referring to Table 4, it is clear that for SS field, the attitude factor has no significant

relationship with the intention of entrepreneurship. The same situation is described for samples under the ST field. However, the overall analysis of both categories of the sample clearly indicates a significant positive relationship ($\beta = 0.135$, $p < 0.05$) between attitude factors and entrepreneurial intention. Based on these findings, studies confirm that H1 which explains attitude factors including self confidence, patience, diligence, responsibility, honesty and trust are among the key elements that can influence entrepreneurial intention among undergraduate students.

The results of the multiple regression analysis in Table 4 also show empirically that there is significant positive relationship between the three sample groups, SS ($\beta = 0.174$, $p < 0.01$), ST ($\beta = 0.174$, $p < 0.01$) and overall ($\beta = 0.174$, $p < 0.01$). Based on the overall analysis, the H2 study confirmed that the entrepreneurial values possessed by undergraduate students can influenced their intention toward entrepreneurship. These entrepreneurial features include leadership, risk-taking, creative and innovative, emphasizing high-quality work, information seeking and communication skills. Educational factors refer to the impact of the learning process in particularly related to entrepreneurial courses that they have learned in the university. The findings from empirical multiple regression analysis explains that there is a significant influence of this factor on entrepreneurial intention among students. In fact, this factor is the most important element among the five factors involved in the study. The significant positive correlation between the three sample groups, SS ($\beta = 0.274$, $p < 0.01$), ST ($\beta = 0.304$, $p < 0.01$) and overall ($\beta = 0.286$, $p < 0.01$) confirming H3 which clarifies the relationship between educational factors and entrepreneurial intention among undergraduate students. The education system received by students is a catalyst for generating creative ideas, knowledge, skills, experience, enhancing confidence and increasing their interest in entrepreneurship.

Referring to Table 4, model 2 shows the relationship between the variables of societal factors and the intention of entrepreneurship. Empirically, the analysis of the study shows that only SS group sample ($\beta = 0.195$, $p < 0.05$) and overall ($\beta = 0.145$, $p < 0.05$) have a significant positive influence on entrepreneurial intention. While for the ST group sample, the analysis of the study found that the factor had no significant relationship with dependent variable. Based

on the overall analysis, the study confirmed that H4 explaining that societal factor such as opportunities and support provided by the government, university roles; technological developments and informational sources related to entrepreneurship have significant influence on entrepreneurial intention among undergraduate students. The multiple regression analysis in Table 4 also shows the influence of the relational factor on entrepreneurial intention. These factors include family involvement in business, family support, encouragement from friends and the role of lecturers. Referring to model 2, the finding shows that both sample groups (SS and ST) have no significant influence over entrepreneurial intention. However, the combination of both data (SS + ST) indicates that the factor have a significant positive influence ($\beta = 0.101$, $p < 0.1$) on entrepreneurial intention among undergraduate students. Hence, the study confirms H5 which explains the importance of the relational factor on the student's intention towards entrepreneurial.

Table 4. Results of the multiple regression analysis

Variables	Collinearity Statistics		Model 1			Model 2		
	Tolerance	VIF	SS	ST	SS + ST	SS	ST	SS + ST
Control factor								
Experience	0.947	1.056	0.190*	0.010	0.071	0.062	0.039	0.003
Training	0.967	1.034	0.056	0.202**	0.113*	0.016	0.141**	0.094*
Determinants factor								
Attitude	0.526	1.902				0.154	0.114	0.135**
Values	0.508	1.967				0.174*	0.216***	0.182***
Education	0.583	1.714				0.274***	0.304***	0.286***
Societal	0.683	1.465				0.195**	0.077	0.145**
Relational	0.715	1.400				0.085	0.091	0.101*
R ² (changed)			0.030	0.041	0.020	0.454	0.377	0.414
R ²			0.030	0.041	0.020	0.484	0.418	0.434
R ² (adjusted)			0.012	0.028	0.013	0.449	0.389	0.419
F			1.693	3.102**	2.643*	13.814***	14.455***	27.646***

Note: N = 260; *p < 0.1, **p < 0.05, ***p < 0.01

Note: Entrepreneurial intention as a dependent variable

As a comparisons in terms of entrepreneurial intention between social science respondents (SS) and science and technology (ST), the study conducted free sample t-test. Referring to the t-test in Table 5, the analysis of the study found that there was no significant difference in terms of entrepreneurial intention among students of social science and science and technology ($t(258) = 0.927$, $p = 0.927$ -not significant).

Table 5. Independent samples test

	Levene's Test		t-Test for Equality of Means							
	F	Sig.	t	Df	Sig.	Mean	Std. Error	95% Confidence Interval of the Difference		
	for Equality of Variances				(2-tailed)	Difference	Difference	Lower	Upper	
Intention	Equal	0.316	0.575	0.927	258	0.355	0.08413	0.09080	-0.09466	0.26293
	variances assumed									
	Equal			0.930	240.116	0.353	0.08413	0.09048	-0.09410	0.26236
	variances not assumed									

Table 6 shows the mean comparison of social science field and science and technology field for each item under the variable of entrepreneurial intention. The comparisons made are based on a 5-point scale (1 = "very disagreeable" to 5 = "strongly agree"). For the field of social sciences, all items show a min value greater than 3. High interest for entrepreneurship shows the highest mean value (3.76). While for science and technology field, there are seven items which recorded mean value that are more than 3 with the item of confidence on entrepreneurship career showing the highest mean value (3.70). There is one item which is constantly working to improve knowledge and information about entrepreneurship shows mean less than 3 (2.56). From the 8 items of entrepreneurial intention, social sciences posted

higher mean values in 7 of the items. Science and technology field has higher mean value in only one item which is confidence in entrepreneurial career. The t-test was conducted to see the differences in the two areas. The finding shows that there is no significant difference in all items of entrepreneurial intention between the two fields of study.

Table 6. Comparison of entrepreneurial intention based on the field of study

Entrepreneurial Intention	Mean		t-Stat.
	(SS) (N = 111)	(ST) (N = 149)	
Confidence in entrepreneurship career	3.6757	3.6980	0.226
Able to compete in the market	3.5768	3.5302	0.472
High interest in entrepreneurship	3.7568	3.6376	1.083
I will do anything to become an entrepreneur	3.5046	3.4027	1.008
My professional goal is to become an entrepreneur	3.4685	3.3893	0.695
I will make sure to run a business in the future	3.6577	3.5973	0.527
I'm very serious in thinking of starting a business	3.6577	3.4631	1.712
I am always working on improving knowledge and information about entrepreneurship	3.6577	2.5638	0.815

5. CONCLUSION

This study is an attempt to analyze and evaluate entrepreneurial intention among undergraduate students. This involves a review of factors influencing entrepreneurial intention as well as comparative analysis in terms of entrepreneurial intentions based on the field of study. These factors are identified from previous studies based on [19]. Based on the multiple regression analysis, the study found that the relationship between all factors involved in the study towards entrepreneurial intention was significant but with the influence of different strengths.

Empirical evidence from multiple regression analysis clearly demonstrates the attitude of a student such as patient, diligent in carrying out his duties, being responsible and has high

confidence and endurance is one of the key factors that can influence entrepreneurial intention among undergraduate students. While the separate analysis between students in the field of social science and science and technology showed no relationship between attitude factors and entrepreneurial intention, the combined analysis of both fields of study significantly showed that attitude factor could influence entrepreneurial intention among undergraduate students. These discoveries are consistent with some of the findings of the previous study including research conducted by [3, 25-27].

Other than student attitudes, empirical evidence also suggests that entrepreneurship values such as dare to take risk, high competitiveness and endurance, creative and innovative as well as having communication skill are among the key factors that can influence entrepreneurial intention among university students. The analysis of both sample groups according to the field of study and overall significantly indicates that the entrepreneurship skills factor influence the intention of entrepreneurship. This result supports the findings of the study conducted by [28, 7-10].

Analysis of educational factors involves the impact of the entrepreneurial curriculum they have learned at the university on the formation of student entrepreneurial minds. This includes generating more idea and creative thinking, knowledge, entrepreneurial skills, experience and confidence in problem solving, and stimulating interest in entrepreneurship. Empirical evidence from multiple regression analysis on all three samples (social science, science and technology and the overall) significantly indicates that educational factors greatly influence the entrepreneurial intention towards entrepreneurship. In fact, the influence of this factor on the Intention of entrepreneurship is the most significant compared to the other four factors involved in the study. This finding is consistent and supports the findings conducted by [29, 11, 4].

Empirical evidence from multiple regression analysis also significantly indicates the importance of societal factor towards student entrepreneurial intention. These factors are associated with community support such as by the government in providing facilities and support system, the university as well as current developments in technology. Although separate analysis found that only social science students showed societal influence on

entrepreneurial intention and insignificant for students in the field of science and technology, the overall sample clearly showed that these factor had a significant positive influence on the intention of university students to entrepreneurship. The findings are consistent with the discoveries of the study conducted by [8, 31]. This suggests that the factors surrounding the community, especially the government and the university management, have a huge impact on generating students' inclinations and involvement in entrepreneurial activities.

Research findings also show that relational factors involving the role of parents, immediate families, friends and lecturers also have significant positive relationships with the entrepreneurial intention of a student. Although the analysis of the different samples according to the field of study shows that it is not significant, but the overall analysis clearly indicates that such factor have a significant influence on undergraduate entrepreneurial intention. The stronger the motivation and the assistance from individuals around them, the higher their intention towards entrepreneurship. This finding explains that student engagement and their inclination to engage in entrepreneurial activity are strongly supported by the role of those parties either in the form of moral support, guidance and words of encouragement or financial assistance. This outcome empirically supports the findings of a study conducted by [11, 25].

Discussions on factors affecting entrepreneurial intention in the research framework give a clear picture of the importance of each factor involved. From a policy perspective, students should be exposed to self development and entrepreneurial development programs that are closely linked to the development of student entrepreneurial attitudes and skills. They need to be equipped with the right of entrepreneurial features such as dare to take risks, possess endurance and high competitiveness, creativity and innovative to act on entrepreneur roles, good at taking opportunities, communication skills with customers, suppliers and business environment and have systematic planning. Based on the importance of entrepreneurship curriculum on entrepreneurial intention and business performance, it should be updated accordingly to the needs of global environmental shift. To complement the need for entrepreneurship culture among students, the university should provide a conducive business environment including infrastructure, capital assistance, mentoring and advisory services to

students.

6. LIMITATIONS AND FUTURE RESEARCH

The study only conducted simple tests on the influence of some factors on entrepreneurial intention among undergraduate students. There is still room for further study involving more graduates. In addition, comparative studies between public university students and private universities can also be conducted to get more knowledge on the inclination factors of entrepreneurship among the two different institutions of higher learning. Thus, the possibility of different focus will give more meaningful information about the factors that influence entrepreneurial intention among university students.

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