
The Influence of Entrepreneurial Intention and Entrepreneurial Behaviour Through the Theory Planned Behaviour Among University Students in Malaysia

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Abstract

The present study is needed for investigating entrepreneurial intention among students is impacted individuals' specific propensities seemly to foster entrepreneurial behaviour. The study used primarily a quantitative approach of a questionnaire survey for data collection. In this cross-sectional survey, the study utilized the Google form for the expected number of 300 "sample size" respondents for five months since February 2022. With the online instruments of Google form, the questionnaire survey was distributed with self-monitoring through multi social media online platforms as means to share the survey link among students in Malaysia. The result in the chi square is indicated that there is influence in the relationship between the entrepreneurial intention and entrepreneurial behaviour through the theory planned behaviour include the attitude toward the behaviour, the subjective norms and perceived the control behaviour. This study highlights the importance of policy and practice in fostering entrepreneurship success, involving industry practitioners, stakeholders, and university students in developing supportive policies and practices. This study concluded that the entrepreneurial behavioural among university students in Malaysia was affected in the analysis of this study, as investigated by the use of the underpinning theory of entrepreneurial intention.

Keywords: *Entrepreneurial Intention, the theory planned behaviour, entrepreneurial behaviour*

1. Introduction

Entrepreneurial behaviour is defined as "a subset of entrepreneurial activities concerned with understanding, predicting, and influencing individual behaviour in entrepreneurial settings." (McAdam and Cunningham, 2019). That has led to the growth of interest in how entrepreneurial behaviour affects and shapes the form, and viability of new ventures also supporting their growth and sustainability, (McAdam and Cunningham, 2019). Entrepreneurial intention considered variables affecting entrepreneurial behaviour among undergraduate and

postgraduate students in Malaysia that develop his/her own business and demonstrating the behaviour stemming from this desire (Koe et al., 2012, 2015; Wibowo et al., 2019). According to the Global Entrepreneurship Monitor (GEM) (2021,2022) report, Malaysia has a low level of entrepreneurial intention among university students, with only 4.9% of students expressing a desire to start their own business within the next three years. This is lower than the average of 13.9% for Southeast Asia and 16.6% for the world. The report also found that the percentage of university students with low entrepreneurial intention in Malaysia is higher among females (6.7%) than males (3.1%). This is consistent with the findings of other studies, which have shown that females are generally less likely to express an interest in entrepreneurship than males. The theoretical and managerial research problem of this study is that higher education institutions needed to support their performance with the enlargement of the entrepreneurship domain, rising attention has been turned to entrepreneurial behaviour in several practices searching for entrepreneurial opportunities, (Boldureanu et al., 2018; McAdam and Cunningham, 2019). Improvement in the form of competitive advantage between public and private institutions needs to contribute to the emergence of university students, that is way it could take a long-term process and add to Bazkiaei et al.,(2020) state that entrepreneurial education plays a significant role in helping to create jobs and grow economy as driven by understanding, forecasting, and controlling individual behaviour in a practical enterprise environment, (Azizan et al., 2019; Boldureanu et al., 2018). The focus on students 'interest in entrepreneurship as a career choice, Bazkiaei et al., (2020) stated that in Malaysia entrepreneurship is a consideration by education institutions required to boost economic growth and create better opportunities for university students. Bazkiaei et al., (2020) stated that Malaysian education needs to support the society, especially the young population to take up the steps of being an entrepreneur as Malaysian students could stimulate the competitiveness and economic growth of the country after graduation through their involvement in entrepreneurship activities (Martínez-González et al., 2019). Bazkiaei et al., (2020) state that the higher education institutions in Malaysia need to support entrepreneurial education and entrepreneurial behaviour as two subjects in management courses for students that contribute to this level of education in Malaysia. Therefore, this study intends to answer the research question if there is influence relationship between entrepreneurial intention and entrepreneurial behaviour in the theory planned behaviour that examine their correlation in this study.

2. Literature Review

Entrepreneurial intention (EI) is a “set of beliefs, rooted in the vision, dreams, and emotions of entrepreneurs and refers to a person’s interest in striving to develop his/her own business and demonstrating the behaviour stemming from this desire” (Wibowo et al., 2019). EI is not just about a person's desire to start a business. It is also about their beliefs about their ability to succeed as an entrepreneur. These beliefs may be based on their skills and experience, as well as their personal values and aspirations. Various researchers have tried to define EI from their point of view, and therefore, there is no strict definition for entrepreneur intention. Thus, in this research, we align ourselves with Fanea-Ivanovici and Baber (2021) and define EI as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviours such as setting a new enterprise and choosing a career path to become an entrepreneur is influenced by the motivation from the university environment that a student finds themselves studying in”. Hence, EE programs and training courses that students take or learn can influence EI (Draksler & Sirec, 2021). Some studies such as (Israr, 2017) stated that students have attempted to focus on the impact of entrepreneurial education on entrepreneurial intentions and have attributed the difference to entrepreneurship education. The author (Israr, 2017) went on to say that entrepreneurship education is important in developing entrepreneurial intentions and that entrepreneurship education programs (EEP) aimed at non-business students have also been shown to have a positive impact on entrepreneurial intentions, (Fayolle et al., 2006; Souitaris et al., 2007).

According to the authors (Israr, 2017; Israr & Hashim, 2015; Liñán & Fayolle, 2015) the focus of researchers on entrepreneurial intentions has increased since the formation of the entrepreneurial event model (EEM), even though the literature available on entrepreneurial intentions and the issues discussed are extremely diverse. The author (Israr, 2017) stated that some researchers focus on the basic models of entrepreneurial ambitions or the influence of entrepreneurship education, while others focus on the entrepreneurial process and contextual variables. Furthermore, the author (Israr, 2017) claimed that most research on the subject of entrepreneurial intentions has concentrated on personal level factors of individuals, as well as an individual's history, to better understand the phenomena of entrepreneurial ambitions. The reason for this is that the author (Israr, 2017) attempted to study the role of self-efficacy while studying the full mediation of the relationship of perceived learning, previous entrepreneurship experience, and risk on entrepreneurial intentions by self-efficacy. Previous literature has

sought to discover context-related variations in individuals' entrepreneurial intentions, and several cross-cultural studies were done to find differences in individuals' entrepreneurial intentions, (Israr, 2017). According to the authors (Israr & Hashim, 2015), locate one or more distinct research on entrepreneurial inclinations that are compared to one or more different areas. Although these researches uncover disparities in entrepreneurial ambitions among nations, they fail to address the underlying causes of the discrepancies, (Israr, 2017). A survey of existing research, on the other hand, reveals that the bulk of studies on entrepreneurial ambitions focuses on the problem of an individual's personality traits, psychological variables, and background circumstances (Israr, 2017). These factors include personality traits, such as risk-taking and independence, psychological variables, such as self-efficacy and motivation, and background circumstances, such as family business ownership and education.

Entrepreneurial intention reflects the encouragements of a person to be a qualified entrepreneur. Indeed, the entrepreneurial intention among students is influenced by their education. (Daim et al., 2016) reviewed several papers that the educational setting has an impact on students' intention toward being enterprise along with other related aspects (curriculum structure, perceived skill, self-esteem, and personal control differences). Curriculum structure refers to the organization of the curriculum and the courses that are offered. Daim et al. (2016) found that educational settings with a strong focus on entrepreneurship education were more likely to have students with high entrepreneurial intentions. Entrepreneurship education can teach students about the different aspects of starting and running a business, such as business planning, marketing, and finance. It can also help students to develop the skills and mindset necessary to be successful entrepreneurs. Perceived skills refer to students' beliefs about their own abilities. Daim et al. (2016) found that students who perceived themselves to have the skills and abilities necessary to be successful entrepreneurs were more likely to have high entrepreneurial intentions. Entrepreneurship education can help students to develop their entrepreneurial skills and to increase their self-efficacy, which is the belief in one's ability to succeed in a particular situation. Self-esteem refers to a person's overall evaluation of themselves. Daim et al. (2016) found that students with high self-esteem were more likely to have high entrepreneurial intentions. Self-esteem is important for entrepreneurs because it gives them the confidence to take risks and to pursue their goals. Entrepreneurship education can help students to develop their self-esteem by providing them with opportunities to succeed and to receive positive feedback from others. Personal control differences refer to students' beliefs about their ability to control their own outcomes. Daim et al. (2016) found that students

with a high internal locus of control were more likely to have high entrepreneurial intentions. An internal locus of control means that students believe that they are in control of their own destiny, rather than being controlled by external factors. Entrepreneurship education can help students to develop an internal locus of control by teaching them about the importance of taking responsibility for their own actions and by providing them with opportunities to make their own decisions.

Beforehand opening an actual company, the education built in with the aim of entrepreneurship education is to develop actual entrepreneurial intention, as it determines the initial step of the creation of a new business, (Bakar et al., 2021). The author explained that entrepreneurial intention is the desire and willingness of an individual to start and run their own business. It is a complex construct that is influenced by a variety of factors, including individual characteristics, environmental factors, and educational experiences. He explained also that entrepreneurship education is the process of teaching students about entrepreneurship and how to start and run a business. It can be delivered through a variety of methods, such as formal education programs, workshops, and mentorship. Entrepreneurship education can play a vital role in developing students' entrepreneurial intentions. By teaching students about the different aspects of entrepreneurship, such as business planning, marketing, and finance, entrepreneurship education can help students to develop the knowledge and skills they need to start and run a successful business. Additionally, entrepreneurship education can help students to develop the mindset and motivation necessary to be successful entrepreneurs. Furthermore, the motive of entrepreneurial behaviour reflects “an individual’s desire to choose to be an entrepreneur as his or her profession”, (Bakar et al., 2021). Individuals that have entrepreneurial ambitions are forecasting beforehand to take actions for their business such as taking calculated risks, collecting financial needs, or even setting up their own projects. In an entrepreneurial environment the individual intention “purpose” initiates the act of entrepreneurship.

The entrepreneurial intention has been linked to the theory of planned behaviour by Ajzen (1991, 2005 and 2020) where the TPB “is based on the idea that human beings are rather rational in their choices and individual’s intentions may lead or may not lead to certain behaviour”, (Küttim et al., 2014). That is also referred to as (TPB), see Figure 2.1. There are three main concepts to be considered in the TPB. One is the attitude toward behaviour reveals “the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behaviour in

question”. Two is the subjective norm, which means “the perceived social pressure to perform or not to perform the behaviour”. Three is the perceived behavioural control which refers to “the perceived ease or difficulty of performing the behaviour and it is assumed to reflect past experiences as well as expected obstacles”, (Ajzen, 1991; Küttim et al., 2014).

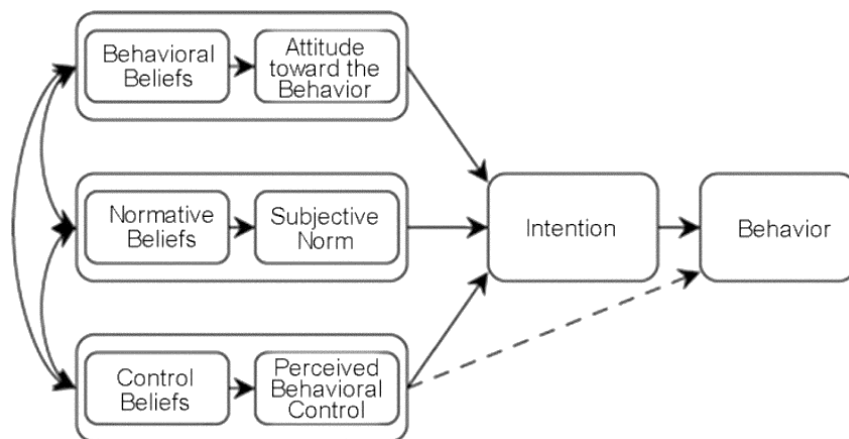


Figure 2.1. Theory of Planned Behaviour (TPB) by (Ajzen, 1991) in Entrepreneurial Intention Framework.

The TPB model was found to be useful in many major research areas to predict individual intention in behaving in a certain way, (Küttim et al., 2014), including the choices of, for example, health and physical (diet and exercise), environmental actions, recycling waste, educational choices, school attending, political (voting), social (volunteer) and ethical (donation), etc. Furthermore, the implementation of TPB theory in entrepreneurial setup seems unlimited, including research that compares the framework models and discovers factors impacting the intention in the TPB theory for example the er differences, the entrepreneurial decision or prediction of nascent entrepreneurship, (Küttim et al., 2014). The authors, (Küttim et al., 2014), indeed reviewed and confirmed the positive impact of entrepreneurship education on entrepreneurial intentions, as well as, the reversed research.

In other words, Wach et.al (2023) stated that the TPB (Ajzen 1991, 2020) is the main conceptual framework used to study the antecedents and consequences of EI. According to the TPB, intentions are directly predicted by three components, namely, perceived behavioural control (PBC), attitudes towards the behaviour (ATB), and subjective norms (SN) (Ajzen 1991) as cited by Wach et.al (2023) . Perceived behavioural control (PBC) is composed of self-efficacy

(the perceived ease or difficulty of performing the behaviour) and controllability (the extent to which performance is up to the actor), thus capturing both the actual situation and the individuals' expectation regarding the successful performance of the target behaviour (Autio et al. 2001 & Wach et al, 2023).

The attitudes towards the behaviour (ATB) describe the degree to which a person has a favourable or unfavourable appraisal of a specific behaviour depending on its outcome or some other attributes such as costs arising by performing the target behaviour (Ajzen 1991). Social norms (SN) refer to the perceived social pressure exerted by significant others to perform or not to perform the target behaviour (Ajzen 1991). The basis for those norms is so-called normative beliefs which can be influenced by the behaviour and attitudes of important others in a person's life, e.g. parents or peers (Ajzen 1988). Ajzen (1991) suggests the following general rule: The greater the PBC, the more favourable the ATB, and the higher the SN, the stronger the person's intention to perform a particular behaviour. A comprehensive meta-analysis of the TPB shows that intentions explain between 20% and 30% of the variance in actual behaviour (Armitage and Conner, 2001).

The studies (Bazkiaei et al., 2020; Dewi Astuti & Martdianty, 2012; Kusmintarti et al., 2014; Potishuk & Kratzer, 2017), looked into these entrepreneurial characteristics, which consist of; locus of control, need for achievement, and propensity to risk, creativity, social networking, and tolerance for ambiguity. Thus, entrepreneurial intention can be determined as “the genuine commitment of a person with the knowledge, courage and the desire to enter a field of business through creative, innovative ideas to then plan, organize, accept risk and develop the resulting enterprise to achieve the goal”, (Permatasari & Agustina, 2018). An entrepreneur needs to be capable of looking for opportunities that occur and be able to take advantage of them through consistent work with high spirits. To measure the entrepreneurial intention in this research, Table 2.1. reveals the attributes of TPB in this study.

Table 2.1. Constructed elements of TPB theory and form of attribute statements related to this research.

Elements	Psychology Research Definitions of TPB Theory by (Ajzen, 1991)	Entrepreneurial Intention
Attitude	“the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behaviour in question”	Fondness of being an entrepreneur <i>(businessperson)</i>
Normative beliefs	“the perceived social pressure to perform or not to perform the behaviour”	Social / External burden on achieving entrepreneur goals
Perceived behavioural control	“the perceived easy or difficulty of performing the behaviour and it is assumed to reflect past experiences as well as expected obstacles”	Being an entrepreneur is easy or difficult Is it due to past- experience or Is it due to predicted situations

2.1 Underpinning Theory

Demonstrating entrepreneurial intention through the theory of planned behaviour was a social cognitive theory that explains how attitudes, subjective norms, and perceived behavioural control influence intentions and behaviours. Wach, D., Kruse, P., Costa, S., & Antonio Moriano, J. (2023) stated that the TPB (Ajzen 1991, 2020) is the main conceptual framework used to study the antecedents and consequences of EI. He explained that attitudes are the person's evaluation of the behaviour, whether they think it is good or bad. Subjective norms are the person's perception of social pressure to perform the behaviour. Perceived behavioural control is the person's belief in their ability to perform the behaviour. In the context of entrepreneurship, the TPB suggests that people who have a positive attitude towards entrepreneurship, believe that others expect them to become entrepreneurs, and believe that they have the ability to become entrepreneurs are more likely to have entrepreneurial intentions. Research has shown that the TPB is a good predictor of entrepreneurial intentions. For example, a study by Krueger and Brazeal (1994) found that attitudes, subjective norms, and perceived behavioural control all had a significant influence on entrepreneurial intentions. Another study by Ajzen (1991) found that the TPB explained 40% of the variance in entrepreneurial intentions. This suggests

that the TPB is a powerful theory for explaining and predicting entrepreneurial behaviour. In addition to the TPB, there are a number of other theories that have been used to explain entrepreneurial behaviour. These include Theories of personality, these theories suggest that certain personality traits, such as risk-taking and achievement motivation, are associated with entrepreneurial behaviour. Theories of learning, these theories suggest that people learn to become entrepreneurs through observation, imitation, and reinforcement. These theories suggest that people's thoughts and beliefs about entrepreneurship play a role in their decision to become entrepreneurs. While the TPB is one of the most widely used theories for explaining entrepreneurial behaviour, for example in the attitudes in an entrepreneur with a positive attitude towards entrepreneurship is more likely to see the benefits of starting their own business and to be motivated to overcome the challenges involved. Another example of subjective norms is an entrepreneur who believes that their family and friends expect them to start their own business is more likely to feel social pressure to do so. In addition, perceived behavioural control as an entrepreneur who believes that they have the skills and knowledge necessary to start a successful business is more likely to believe in their ability to do so. This figure 2.2 shows the entrepreneurial intention that is linked with entrepreneurial behaviour

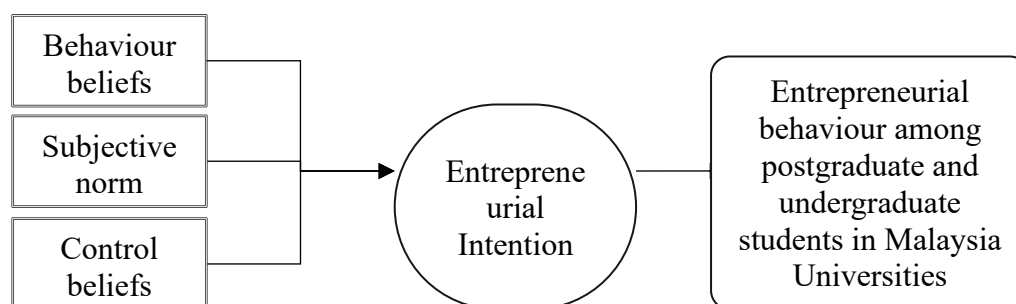


Figure 2.2. Entrepreneurial Intention Context.

3. Methodology

The study utilized quantitative methods to test chi square on university students in Malaysia, using a sample size of 300 students, based on recommendations from Malhorta (2010), Permatasari and Agustina (2018), and Conard (2006). The study used questionnaires from previous studies, influenced by online data collection. Lidasan (2018) utilized the Statistical Package for Social Sciences (SPSS) platform for descriptive statistics including mean, standard deviation, and chi-square test.

4. Results and Discussion

4.1 Descriptive Analysis of the Latent Constructs

Descriptive statistics of the variables in this study are presented in this section. The means and standard deviations for the latent variables were computed in this regard. True and false were used for statement values labelled from (1) true and (-1) false. For a better understanding of descriptive statistics, it is suggested to view the mean values in comparison with the mean range by (Baba, 1997; Israr, A. ,2017). Table 4.1 provides the range of the values to better understand the mean scores in this study. Furthermore, the results of the descriptive statistics are presented in Table 4.1.

Table 4.1. The Mean Value Interoperation. Source: by (Baba, 1997).

Mean Rang	Interoperation
1.00 – 2.00	Low Level
2.01 – 3.00	Moderately Low Level
3.01 – 4.00	Moderately High Level
4.01 – 5.00	High Level

Table 4.2. Descriptive Statistics for this Study Latent Construct.

Latent Construct	N* of Items	Mean	Std. Deviation
Entrepreneurial Intention	5	0.12	2.75
Total	5	0.12	2.75

Table 4.2, presents the descriptive statistics which may be interpreted using the key presented in Table 4.1, as suggested by (Baba, 1997; Israr, A.,2017). Table 4.1, presents the mean score for the latent variables which ranged between 0.13 and 11.07. In particular, the mean for entrepreneurial intention was 0.12, with a standard deviation of 2.75, suggesting that the respondents reported themselves as moderately proactive. However, the respondents tended to have a low reasonable level of entrepreneurial intention.

4.1.1 Mean and Standard deviation of Entrepreneurial Intention

Table 4.3 Mean and Standard deviation of Entrepreneurial Intention

No.	Item	Mean	SD
1	I am fond of being an entrepreneur (businessperson)	.23	.974
2	There is social or external burden to be entrepreneur	.55	.839
3	Being an entrepreneur is ease	-.62	.786
4	because I had past-experience in entrepreneurship	-.06	1.000
5	because I can predict the situation / obstacles I will face	.03	1.001

Table 4.3 above presents the mean and standard deviation of five items representing entrepreneurial intention. Item number two ‘There is a social or external burden to be an entrepreneur’ recorded the highest mean score of 0.55(M=0.55) concurrently and the standard of 0.839(SD=0.839) respectively. The result presents that the social or external burden of being entrepreneurial is the major determining factor of EI.

4.2 Chi Square test

This part of the analysis is used the assessment of the categorical variable to perform this test in the SPSS. Table 4.4 and Table 4.7 present that entrepreneurial intention and each element of the entrepreneurial intention if it is significantly supported or no with entrepreneurial behaviour.

Table 4.4 Attitude Toward the Behaviour**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	141.563 ^a	85	.000
Likelihood Ratio	178.753	85	.000
Linear-by-Linear Association	63.223	1	.000
N of Valid Cases	300		

a. 170 cells (98.8%) have expected count less than 5. The minimum expected count is .38.

Table 4.5 The Subjective Norm**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	90.294 ^a	85	.327
Likelihood Ratio	104.381	85	.075
Linear-by-Linear Association	3.068	1	.080
N of Valid Cases	300		

a. 163 cells (94.8%) have expected count less than 5. The minimum expected count is .23.

Table 4.6 The Perceived Behaviour Control

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	100.698 ^a	85	.118
Likelihood Ratio	130.051	85	.001
Linear-by-Linear Association	21.754	1	.000
N of Valid Cases	300		

a. 170 cells (98.8%) have expected count less than 5. The minimum expected count is .49.

Table 4.7 Entrepreneurial Intention

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	485.884 ^a	425	.022
Likelihood Ratio	433.949	425	.372
Linear-by-Linear Association	54.319	1	.000
N of Valid Cases	300		

a. 516 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

Table 4.4 and Table 4.7, entrepreneurial intention signifies a person's desire to establish their own business and exhibit their actions based on this vision, dreams, and emotions. Fanea-Ivanovici and Baber (2021) define EI as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviours such as setting a new enterprise and choosing a career path to become an entrepreneur is influenced by the motivation from the university environment that a student finds themselves studying in. the entrepreneurial intention has linked to theory planned behaviour by Ajzen (1991, 2005 and 2020) where attitude towards behaviour refers to a person's evaluation or appraisal of a behaviour. Subjective norm refers to the perceived social pressure to perform or not to perform the behaviour. Perceived behavioural control refers to the perceived ease or difficulty of performing the behaviour, which is assumed to reflect past experiences and expected obstacles.

Research objective one examines the relationship between entrepreneurial intention and entrepreneurial behaviour. The result of the path coefficient analysis in the previous chapter is significant suggesting that the entrepreneurial intention attributes have significant effects on entrepreneurial behaviour among university students in Malaysia. As it suggests there is a significant influence of behaviour beliefs, subjective norms, and perceived control beliefs on entrepreneurial intention among university students in Malaysia. This means that when the entrepreneurial intention is supported, the university students are more likely to perform well as industry practitioners and stakeholders perform well.

The structural dimension of entrepreneurial intention is found to affect entrepreneurial behaviour. The significant association between structural entrepreneurial intention and entrepreneurial behaviour can be supported through prior studies by Ajzen (1991, 2005 and 2020) where industry practitioners and stakeholders can influence entrepreneurial intentions and behaviour in a number of ways. Provide role models as industry practitioners and stakeholders can serve as role models for aspiring entrepreneurs. This can help to show students that it is possible to be successful in business. Provide mentorship as industry practitioners and stakeholders can provide mentorship to aspiring entrepreneurs. This can provide students with valuable advice and support. Provide funding as industry practitioners and stakeholders can provide funding to aspiring entrepreneurs. This can help to reduce the financial risk of starting a business. University students can also influence their own entrepreneurial intentions and behaviour. For example, they can take entrepreneurship courses to provide students with the knowledge and skills they need to start a business. Participating in entrepreneurship

competitions can give students the opportunity to test their business ideas and get feedback from experienced entrepreneurs. Networking with other entrepreneurs can help students to learn from others and get involved in the entrepreneurial community. By working together, industry practitioners, stakeholders, and university students can help to promote entrepreneurship and create a more supportive environment for new businesses. Here is an example of how TPB can be used to explain the relationship between industry practitioners, stakeholders, and university students and entrepreneurial intention and behaviour. An aspiring entrepreneur is considering starting a business. They have positive attitudes towards entrepreneurship (they believe that it is a rewarding career path) and they perceive strong subjective norms (they know that many of their friends and family members are supportive of entrepreneurship). However, they have low perceived behavioural control (they are not sure if they have the skills and resources to be successful in business). Industry practitioners and stakeholders can help to increase the aspiring entrepreneur's perceived behavioural control by providing them with mentorship, funding, and networking opportunities. University students can also help to increase the aspiring entrepreneur's perceived behavioural control by taking entrepreneurship courses, participating in entrepreneurship competitions, and networking with other entrepreneurs. As the aspiring entrepreneur's perceived behavioural control increases, their entrepreneurial intentions are likely to increase as well. This may lead them to take steps to start their business, such as developing a business plan or securing funding.

5. Conclusion and Recommendation

The study analyzed entrepreneurial behaviour among university students in Malaysia using an integrated framework of entrepreneurial intention through theory planned behaviour. However, entrepreneurial behaviour was limited and impacted by intention, subjective norm, and controlled beliefs. Entrepreneurial behaviour and entrepreneurial intention are crucial factors in shaping the success of individuals and organizations in the dynamic and competitive business world. Understanding the interplay between these concepts and their implications for industry practitioners, stakeholders, and university students is essential for fostering a more entrepreneurial society and driving economic growth. Some recommendations for future research in this area that conduct in-depth studies to identify the various factors that contribute to the development of entrepreneurial behaviour, including individual characteristics, environmental influences, and social norms. Investigate the long-term outcomes of entrepreneurial behaviour, examining not only the success or failure of entrepreneurial ventures

but also the broader impact on individuals, organizations, and society. Employ mixed-method approaches, combining quantitative and qualitative data collection techniques, to gain a comprehensive understanding of the antecedents and consequences of entrepreneurial behaviour. Examine how industry practitioners and stakeholders can effectively identify, nurture, and support promising entrepreneurs within their organizations and communities. Investigate the impact of mentorship programs, networking opportunities, and access to funding on the entrepreneurial journey of individuals with high entrepreneurial potential. Develop strategies for industry practitioners and stakeholders to collaborate with universities and other institutions to create a supportive ecosystem for entrepreneurship.

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