

Influence of Self-Efficacy and Social Support on Entrepreneurial Behavior among Universiti Putra Malaysia undergraduate Students

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Abstract

This study examines the influence of self-efficacy and social support on entrepreneurial behavior among Universiti Putra Malaysia undergraduate students. This study applied quantitative research, and correlational research design, the study samples comprised 100 graduate students at Universiti Putra Malaysia, Serdang employed a purposive sampling technique. Data was collected using online Google Forms and analyzed using SPSS version 29.0 for Windows. Findings revealed that self-efficacy and entrepreneurial behavior have a positive relationship, the findings of the study confirmed the argument proposed by the theory of self-efficacy Theory. Future recommendations were also provided in this study, the present study has provided evidence that entrepreneurial self-efficacy is an important constituent of entrepreneurial success which ultimately boosts the economy of a nation, this study is considerable for the universities in employing those study programs that help motivate students to start their businesses and such workshops should be made part of the curriculum to achieve their entrepreneurial goals and reach the expected success in entrepreneurship.

Keywords: Self-efficacy, Social Support, Entrepreneurial Behavior.

Introduction

Entrepreneurship has become vital to economic growth and innovation, particularly in developing countries where young people are critical in driving new business ventures (Peprah & Adekoya, 2020; Corrêa et al., 2024). Universities are increasingly recognized as incubators for entrepreneurial talent, providing academic knowledge and fostering the skills and mindset necessary for entrepreneurial success (Hassan, 2020; Mele et al., 2022; Flores et al., 2024). Among these institutions, Universiti Putra Malaysia (UPM) stands out as a key player in nurturing future entrepreneurs, the journey toward entrepreneurship is influenced by a complex interplay of factors beyond access to education and resources, psychosocial

factors, which encompass both psychological aspects (such as self-efficacy and motivation) and social influences (such as social support and perceived norms), are critical in shaping entrepreneurial behavior (Kautonen et al., 2015; Harima et al., 2021; Tsou et al., 2024). Understanding these factors is essential for universities and policymakers aiming to enhance entrepreneurial outcomes among students.

Entrepreneurial behavior among university students is increasingly seen as a key driver of innovation and economic development (Taghizadeh et al., 2022; Braunerhjelm et al., 2021). However, while significant attention has been paid to the role of education, access to capital, and other tangible resources (Gieure et al., 2020), the impact of psychosocial factors such as self-efficacy and social support on entrepreneurial behavior remains underexplored, particularly in the context of Malaysian universities, it has been said that entrepreneurship is essential to economic growth, as it provides revenue and employment for people in various contexts (Zhao et al., 2005; Ferreira-Neto et al., 2023). Despite the recognized importance of psychosocial influences on entrepreneurial behavior, there remains a gap in empirical research that focuses on students (Aloulou, 2017; van Gelderen et al., 2018; Calza et al., 2020; Meoli et al., 2020). Most past studies on entrepreneurial behavior have primarily focused on Western countries, such as the United States and the United Kingdom, as well as parts of Asia, including China and India, studies indicates that entrepreneurial traits and behaviors are often assumed to be rooted in Western or North American cultures, leading to questions about the generalizability of these traits to other cultural contexts (Ozaralli & Rivenburgh, 2016; Wang et al. 2022; Glavas et al. 2022). This study therefore aims to fill the gap by identifying the influence of self-efficacy and social support on entrepreneurial behavior among university students, providing insights that could inform targeted interventions and support systems within the university.

Literature Review and Hypothesis Development

Entrepreneurial Behavior

The idea of entrepreneurial behavior has influenced many areas of our lives, such as management, marketing, and economics (Wei & Duan, 2024). To promote an entrepreneurial culture among young people, according to the Organization for Economic Cooperation and Development, several nations, including the United States, Japan, Philippines, Malaysia, and Colombia are actively incorporating entrepreneurship-related courses into the curricula of their higher education institutions to foster an entrepreneurial culture among young people are incorporating entrepreneurship-related courses into the curriculum of institutions of higher learning (Rahimi, 2021; OECD, 2022; Rafiana, 2024), these programs are part of an international initiative to acknowledge the value of entrepreneurial training in educating young people for the demands of contemporary society, the purpose is to enhance young people's knowledge, conduct, abilities, and perspectives regarding entrepreneurship (Osemeke, 2012; Yu & Duchin, 2024). For instance, Malaysia government and stakeholders have advocated for entrepreneurship education by establishing mandatory enterprise courses in educational institutions (Lucky & Ibrahim, 2015; Repar & Bogue, 2024). Entrepreneurial behavior can be described as the processes of individuals' development through interaction with the world around them, in this context, the environment refers to social networks, human resources, and the various creative elements that surround an individual, all of which are essential for fostering entrepreneurship (Middleton, 2010;

Orrensalo et al., 2024; Botha & Sibeko, 2024), in other words, a person's environment has a tremendous impact and act as a powerful force shaping their entrepreneurial journey.

Previous studies have identified several behaviors that are commonly observed among entrepreneurs, for instance, entrepreneurs are typically characterized by a strong sense of internal control, a heightened ability to seize opportunities, and a high need for achievement, alongside skills in supervision, self-awareness, and decision-making (Barba-Sánchez et al., 2012; LeCount, 2024). Entrepreneurs use their resources to create and supply goods and services, exercising control and influence to gain economic rewards (Adesoji, 2015; Hamzah & Othman, 2023). An entrepreneur's ability to gather and utilize information is crucial to the success of their business, as they need to stay informed about the behaviors and experiences of successful and struggling business owners (Koellinger et al., 2005; Sarma et al., 2024). This knowledge helps them navigate the business landscape and make informed decisions. Entrepreneurs must also be prepared to take on significant risks, often simultaneously, as these risks are inherent to the entrepreneurial process. Additionally, the level of risk entrepreneurs is willing to take may depend on the size of their business (Endres & Woods, 2003; Hamzah et al., 2023).

The above-stated thought raises the question of whether specific behaviors are what define entrepreneurs or if certain behaviors are common to them but not to others, many of the behaviors exhibited by entrepreneurs may stem from intuition and "animal spirits" rather than calculated probability based on others' expertise (Koellinger et al., 2005; Sarma et al., 2024). It is important to highlight that people's decision-making is often driven by creativity and the selection of optimal choices, this suggests that an entrepreneur's actions may not always be guided by data, but rather by an innate inclination over which they have little control and significant part of this distinctive value includes uniqueness and ingenuity (Endres & Woods, 2003; Hamzah et al., 2023).

Students' entrepreneurial behavior has garnered significant attention from academics, especially as colleges increasingly recognize their role in fostering entrepreneurship, studies suggest that a combination of personal qualities, such as innovative thinking, risk-taking, and positive personality traits, along with environmental factors like mentorship and resource availability, influences entrepreneurial behavior (Lopez et al., 2021; Ignacio et al., 2023). The entrepreneurial community within universities comprising educational activities, development centers, and entrepreneurial networks, plays a crucial role in shaping students' entrepreneurial aspirations and behaviors, this indicates that students exposed to entrepreneurship courses are far more likely to engage in entrepreneurial activities, as these courses equip them with the fundamental knowledge and skills needed to successfully navigate the challenges of starting and managing a business (Jiménez Arribas, 2021; Nájera-Sánchez et al., 2023).

While governmental and educational assistance is important, psychosocial elements also play a significant role in shaping students' entrepreneurial behavior, one crucial factor influencing entrepreneurial intention is self-efficacy, or the belief in one's ability to succeed in ventures (Rocha et al., 2022). Students with a strong sense of self-efficacy are more likely to identify opportunities, take calculated risks, and persevere when faced with challenges, social support from family, friends, and mentors is also vital, as it provides not only technical and skill-based

assistance but also emotional backing, which can bolster entrepreneurial endeavors (Bazan, 2022). Additionally, students may be encouraged or discouraged from pursuing entrepreneurship based on perceived social expectations and cultural norms, depending on how supportive these frameworks are of entrepreneurial activities (Overwien et al., 2024; Mykolenko et al., 2022).

Theoretical Support

Self-Efficacy Theory of Entrepreneurship

Self-efficacy is an individual's conviction in their capacity to do a specific activity, it is commonly believed that the establishment of intentions is a direct result of self-efficacy, there's a good likelihood that a person may develop a drive to accomplish their goals and objectives if they are emotionally invested in their accomplishment (Bandura, 1977; Wang et al. 2022). Certain individuals won't plan on pursuing a goal since they cannot accomplish it. Over time, people develop self-efficacy as they obtain a variety of skills from their everyday lives, including social interactions, and mental, tangible, and linguistic capacities (Huo et al., 2021). Previous successes, such as mastering an activity, increase self-efficacy and lead to larger anticipation or more attainable goals, Self-efficacy can also be attained by self-reflection, positive reinforcement, and careful study of other people's actions (also known as social development or experiential acquisition), therefore, if someone performs well on a task in comparison to similar people they observe and are told they are doing well by other people, they could believe they are capable of taking on the following, more challenging assignment. According to self-efficacy theory, entrepreneurs will only start their own business if they believe they are capable of overcoming the challenges that a particular opportunity presents, if the potential entrepreneur finds the challenge too overwhelming, they could look at other options, like paid employment. Compared to those who feel they could not accomplish more in their lifetimes, those who think their parents were great achievers are more likely to think they would become entrepreneurs someday, due to their greater expertise, children of entrepreneurs also experience the satisfaction of accomplishing the objectives of starting their businesses. (Scherer et al. 1989).

Achievement Goal Theory

The field of research with the most categories and subcategories is based on the setting of goals and orientations for the goals (Bandura, 1997). They correctly identified similar buildings known by several different identities, in addition to the minor but important theoretical differences between various types of objectives that need to be expressed using different language, there seem to be three main perspectives on goals in the literature currently in publication regarding achievement, each of which is highly varied, the study of social cognition on people's ambitions regarding goals or issues is very oriented and focused (Bandura, 1997). These can also be called as target goals (Koestner et al. 1990). Although these aim objectives outline the requirements or standards by which people may assess their achievements, they don't address the motives or reasons why people would desire to meet these goals (Xiaolong et al. 2021). Conversely, a second-level objective focuses on the more general types of goals that are set by those who are targeting them as well as determining the rationale behind their establishment (Dweck & Leggett, 1988). This goal content planning attempts to reduce the variety of objectives that could be used to encourage motivated action, goals from a different perspective, like achievement objectives, provide a compromise between highly detailed targets and the structure of the targets, achievement objectives are

the motivations behind an individual's pursuit of an achievement task; they are most frequently operationalized in the context of academic learning tasks, but they are equally applicable to other contexts of accomplishment, such as corporate or athletic environments. Although a range of contexts and goal kinds (such as pleasure and safety) can be described by job-specific goals and the broader goal content approach, successful goal structures were developed specifically to explain accomplishing motivation and behavior. For similar goals, a variety of titles and labels have been used in achievement goal theory research, for instance, the terms "task-involved," "learning," "mastery objectives," and "task" are used to describe the development of goals and the mindset of people to concentrate on the related task to master it or know the steps required for doing it. When it comes to ego-centric targets, goals that are focused on people's self-focus, abilities, and efficiency sense about others could be considered relative ability. Regarding how these objectives relate to different outcomes like perceptions, fascination, influence, and self-efficacy, determination, autonomy, levels of mental engagement, and choice behaviours, a general response in a number of models and the results is more orientated towards mastery and less orientated towards versatility during functions. The distinction in terms of the authenticity of supporting empirical facts could serve as the foundation for future theory development and study, however, that shouldn't permit the careless usage of these phrases (Pintrich, 2000). According to Domenech-Betoret et al. (2017), this theory also serves as the foundation for determining the mediating function of motivational elements for the achievement of the digital economy in a broader context, therefore, in this study, the motivational variables that served as mediators were business success and entrepreneurial intention, there are several scientifically based explanations for these significant differences in goal stability causal linkages among important target orientations.

Review of Literature and Hypothesis Development

Relationship Between Self-Efficacy and Entrepreneurial Behavior

Self-efficacy

The concept of "self-efficacy" originates from a person's belief in their ability to complete a specific task and achieve success (Bandura, 1977; Shkëmbi & Treska, 2023). It refers to how activities, behaviors, observations, and understanding of the environment interact in a dynamic process (Shahab et al., 2019; Schunk, 2023). Self-efficacy is closely linked to individuals' beliefs about their capacity to reach expected levels of performance, and influencing events that have an undeniable influence on one's lives (Li, 2020; Etherton et al., 2022). While making decisions doesn't ensure the successful execution of the chosen course of action, perceived self-efficacy affects various aspects of decision-making, it represents a belief in one's abilities, while outcome expectations reflect the anticipated results of potential actions (Ajzen, 1991; Bandura, 2001; Drnovšek et al., 2010; Shahab et al., 2019; Annisa & Ginarti, 2023). This perspective suggests that objective beliefs, such as the ability to assess one's capacity to engage effectively in tasks, apply business and managerial principles, or regulate both positive and negative emotions while achieving goals, are key components of entrepreneurial self-efficacy (Drnovšek et al., 2010; Narayanan et al., 2023).

Additionally, individuals' perceptions of their efficacy influence the categories of situations they can envision, create, and manage, highly motivated individuals tend to focus on successful scenarios that provide constructive direction and reassurance for entrepreneurial achievement (Bandura, 1993; Poluektova et al., 2023). In other words, self-efficacy can be

seen as a form of task-specific self-confidence (Shane et al., 2003; Schunk & DiBenedetto, 2021). This perspective emphasizes the strong correlation between behavior and self-efficacy, with human behavior significantly influenced by the belief in one's ability to perform the various actions required for business success (Engle et al., 2010; Hamann et al., 2024). The theory of planned behavior (TPB) connects the belief in one's behavioral efficacy or control to a broader framework, linking one's attitudes, beliefs, intentions, and actions (Ajzen, 1991; Afiat et al., 2023).

Similarly, one's attitude towards behavioral outcomes, individual standards, and perceived behavioral control (self-efficacy) are the three determinants of intention (Schwarz et al., 2009; Wang et al., 2023). Self-efficacy and perceived behavioral control are comparable constructs, as both involve a person's perception of the difficulty in performing a particular task, because both focus on one's perceived capacity to act, perceived behavioral control and self-efficacy are closely related (Ajzen, 2002; Xu et al., 2023). Furthermore, a person with high self-efficacy for a specific task is likely to set and achieve higher goals, work harder for extended periods, persist through difficulties, and develop more effective strategies to accomplish those goals (Shane et al., 2003; Xie et al., 2024), consequently, an individual's tendency toward entrepreneurship increases with their level of self-confidence.

Several researchers have found a strong association between elevated self-efficacy and heightened aspirations for entrepreneurship, suggesting that learners who believe in their entrepreneurial abilities are more likely to engage in entrepreneurial activities (Chen, Greene, & Crick, 1998; Hassan et al., 2022). Studies indicate that self-efficacy not only forecasts entrepreneurial ambitions but also entrepreneurial behaviors, students with higher self-efficacy are more proactive in seeking opportunities, experimenting with new ideas, and pursuing entrepreneurial ventures (McGee et al., 2009; Rocha et al., 2022). The belief that they can overcome challenges and succeed in their entrepreneurial endeavors often drives this behavior, increasing their willingness to take risks and commit to long-term entrepreneurial goals, furthermore, self-efficacy is linked to the ability to recognize opportunities, develop business ideas, and navigate the challenges of launching a business, making it an essential component of the entrepreneurial process (Kickul et al., 2009; Ogba et al., 2022).

Educational activities that emphasize the development of entrepreneurial skills have been shown to significantly enhance individuals' self-efficacy and improve their chances of succeeding as entrepreneurs (Peterman & Kennedy, 2003; Chevalier et al., 2022). While the connection between self-efficacy and entrepreneurial behavior is well-established, the extent to which self-efficacy influences students varies depending on social interactions, educational experiences, and cultural contexts, research suggests that cultural beliefs and societal expectations play a crucial role in shaping self-efficacy, with individuals from cultures that encourage autonomy and innovative thinking generally exhibiting higher levels of self-efficacy (Urban, 2012; Orakci & Durnali, 2023). The development of students' self-efficacy is largely influenced by the quality of instructional materials on entrepreneurship, as well as the availability of mentorship and role models, therefore, while self-efficacy has a clear positive effect on entrepreneurial behavior, further research is needed to explore how these contextual factors shape self-efficacy and, consequently, entrepreneurial success in different educational settings, and such investigations could provide valuable insights for creating

targeted strategies to enhance students' self-efficacy and promote entrepreneurial behavior (Newman et al., 2019; Valdez-Juárez et al., 2023; Ghouse et al., 2024). Accordingly, this study hypothesizes that:

HO1: Self-efficacy significantly influences entrepreneurial behavior among students at UPM

HA1: Self-efficacy will not significantly influence entrepreneurial behavior among students at UPM

Relationship Between Social Support and Entrepreneurial Behavior

Social Support

Social support refers to the extent to which a person interacts with friends and family to whom they feel a sense of attachment, and plays a crucial role in shaping entrepreneurial behavior, in general, social support refers to an individual's expectations and beliefs about the advice, guidance, and assistance they will receive from their social networks (Sahban et al., 2014; Khoshmaram et al., 2020). In the context of entrepreneurial goals, social support is closely aligned with the perception of subjective or social norms (Najafabadi et al., 2016; Gubbins et al., 2020). The key distinction between these concepts is that, while subjective and social norms set expectations for entrepreneurship that individuals are likely to conform to, social support goes beyond this by fostering a supportive environment that actively encourages and aids entrepreneurial behavior (Naudalia, 2022). Unlike merely setting expectations, social support encompasses direct assistance, such as providing start-up capital and technical help, which are critical to the success of new ventures, thus, while family and friends' expectations may influence a person's decision to become an entrepreneur, it is the tangible support they offer that helps aspiring entrepreneurs establish and run their businesses (Lihua, 2022).

Social support can be acquired through essential means (material aid, visible assets), appraisal/informational means (counsel, direction, comments), psychological means (showing concern, being reassured of one's value, showing understanding, showing tenderness), or financial means monetary support in the manner of financing or presents (Levesque, 2014; Ip et al. 2022). Studies have categorized social support into two main dimensions support by family; and support by peer groups, social support includes the practical, psychological, and informational help that others provide and is becoming more widely acknowledged as a critical component affecting students' entrepreneurial behavior, studies indicate that having a robust support system can greatly improve a student's aspirations and behaviors related to entrepreneurship, a person's conviction in undertaking entrepreneurial initiatives, can be increased by having positive connections with friends, relatives, and mentorship, these kinds of connections can offer the emotional supports and useful tools need for navigating the obstacles that come with business (Younis et al. 2021; Sahban et al. 2016; Nasution et al. 2022). Also, it has been demonstrated that social support reduces the perceived dangers and difficulties associated with entrepreneurship, increasing the likelihood that students will take up entrepreneurial pursuits (Djazilan & Darmawan, 2022).

There has been a lot of research done on the relationship between student entrepreneurial behavior and family support in particular, families are frequently the main providers of both psychological and monetary assistance, which is especially important in the initial phases of entrepreneurial pursuits, research has indicated that kids who experience significant support

from their families are inclined to show signs of being entrepreneurial and are more capable to deal with the challenges that come with beginning a business (Maleki, Moghaddam, Cloninger, & Cullen, 2023). This assistance can come in many kinds, such as cash support, business guidance, and psychological support, all of which help the student stay with their entrepreneurial pursuits, subject to the cultural setting, the impact of family support might differ, for example, many cultures place more value on the success of the entire family, which further encourages entrepreneurial endeavors (Le & Loan, 2022; Li et al. 2023).

Peer support is another important factor that influences students' entrepreneurial behavior, students' aspirations to become entrepreneurs are frequently impacted by the entrepreneurial actions of those around them, which fosters an atmosphere where entrepreneurial behavior is accepted and supported, peers can serve as sources of inspiration for novel concepts, offer positive feedback, and contribute important assets and expertise (Haneberg & Aaboen, 2022). In higher education environments, peer support is especially crucial since it provides students with an opportunity to cooperate on entrepreneurial ventures and exposes them to a variety of opinions, a student's probability of participating in business ventures can be considerably increased by the existence of social groups that encourage entrepreneurship, since these groups provide emotional as well as physical assistance (Neneh, 2024). Mentorship is an essential component of social support that has a strong influence on students' entrepreneurial behavior, for aspiring business owners, mentorship offers crucial advice, tools, and expertise, studies have indicated that students who have mentors available to them are likely to have strong entrepreneurial ambitions and be successful in their undertakings (Agbonna, 2022).

Through mentoring students can gain the expertise and abilities necessary to launch and grow a business by bridging the conceptual gap between theory and practice, also, mentoring can help students access valuable relationships and assets, which will further support their entrepreneurial ventures (Zhang, 2023). Even though social support is beneficial in encouraging entrepreneurial behavior, the degree to which it has an impact varies based on situational and specific circumstances, the kind of support emotional, educational, or instrumental can have varying effects on the results of entrepreneurship, a student's traits, such as their degree of uncertainty sensitivity and self-esteem, may limit the impact of social support (Duan et al. 2022; Kartol, 2023). Furthermore, the access and efficacy of social support can be influenced by the societal and sociocultural framework in which persons function, thus, even if social support plays a crucial role in encouraging students to engage in entrepreneurial behavior, more study is required to comprehend how these forces function in various contexts and for several people.

HO2: Social support significantly influences entrepreneurial behavior among students at UPM

HA2: Social support will not significantly influence entrepreneurial behavior among students at UPM

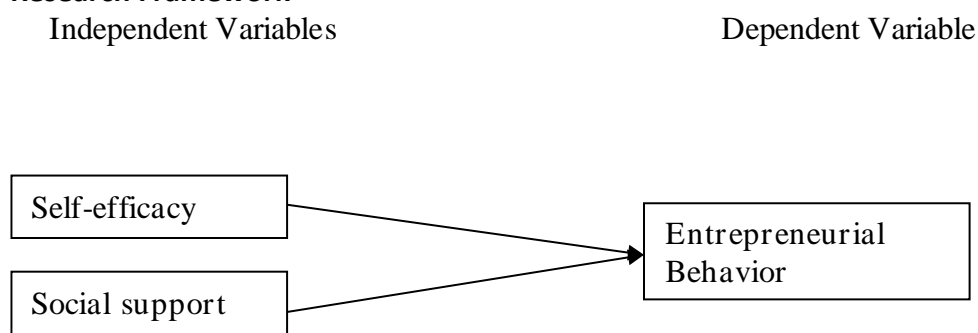
In this regard, several researchers have shown that psychosocial elements such as self-efficacy, and social influences (social support) encourage people to start their businesses (e.g., Ajzen, 1991; Drnovšek et al., 2010; Engle et al., 2010; Chien-Chi et al., 2020; Tsou et al., 2024). Furthermore, research has revealed a relationship between self-efficacy, social support, and entrepreneurial behavior (Drnovšek et al., 2010; Moralista & Delariarte, 2014; Campos, 2016; Odeyemi et al., 2024), which sheds light on the field of scientific research in this area.

However, scholarly research on entrepreneurial behavior is still in its early phases, particularly regarding the connection between social support and self-efficacy (Chen et al., 2015; Harima et al., 2021). There aren't many approaches in the literature that include social support and self-efficacy as determinants of entrepreneurial behavior, this study fills this gap by examining the direct relationship between these factors. Additionally, since entrepreneurial behavior is essential for promoting economic growth at many levels, understanding how such factors drive entrepreneurial actions is crucial for igniting those behaviors.

Furthermore, passion is acknowledged as essential for starting a business venture because it increases intellectual engagement, motivates individuals, and gives daily work meaning, this is particularly relevant for prospective entrepreneurs like university students who may launch businesses to support themselves after completing their education (Anjum et al., 2021; Murad et al., 2024). In light of these considerations, this study addresses the following research problem, what is the impact of self-efficacy and social support as antecedents of entrepreneurial behavior among Universiti Putra Malaysia students? Accordingly, this study is designed to examine the relationship between social support and self-efficacy as predictors of entrepreneurial behavior, understanding this self-motivation is vital for developing targeted educational curricula, strategies, and capital structures that effectively foster entrepreneurial capacity (Hess & McShane, 2021; Saroyan & Frenay, 2023).

Educational institutions, in particular, play an essential role in training students with the critical skills and capital to succeed in the entrepreneurial environment (Charrón Vías & Rivera-Cruz, 2020; Towers et al., 2020; Corbin & Thomas, 2023). However, there is a lack of knowledge regarding the factors influencing entrepreneurial behavior among Universiti Putra Malaysia students, hence, this study aims to fill this gap by examining the impact of psychosocial factors on entrepreneurial behavior among UPM students, it seeks to offer insights that can guide the development of supportive environments for student entrepreneurship and contribute to broader societal and commercial development in Malaysia. Also, this study will contribute to a comprehensive understanding of how to efficiently nurture the next generation of businesspeople within an academic environment (Jones et al., 2021; Cui, 2021; Valencia-Arias et al., 2022).

Research Framework



Methodology

A survey research design was adopted for this study because it can obtain data from large population samples and is well suitable for gathering demographic data that describe the sample's arrangement (McIntyre, 1999; Lavrakas, et al., 2000), while it requires minimal resources to develop and administer and is relatively easy to make generalizations (Bell,

1996). The sample of this study comprised 100 undergraduate students who were selected from Universiti Putra Malaysia. A purposive sampling technique was chosen for this study, and the questionnaire was disseminated to students within Universiti Putra Malaysia, Serdang. The purpose of selecting this technique is based on the postulation that, given the intents and objectives of the study, specific categories of students may hold various and vital views about the concepts and subjects in inquiry and hence need to be included in the sample in the study (Robinson, 2014; Palinkas et al. 2015; Campbell et al. 2020). Data from the survey were analyzed using Statistical SPSS version 29.0 for Windows.

Findings And Discussions

This section discusses the overall information obtained from the respondents who participated in the study. Table 1 indicates that general information such as age, gender, marital status, and level of education were obtained and served a purpose for the study.

Table 1

Demographic Profile of Respondents

Gender	Frequency	Percent
Male	38	38.0
Female	62	62.0
Total	100	100

As shown in Table 1 above the majority of the respondents were female which is 62% of the total respondents, the age of respondents ranged from 19 to 39 with mean and standard deviations of 23.19 and 3.902 respectively, and bachelor's degree was the most prevalent level of education obtained by most of the respondents with 68%, followed by 25% of the respondents who have less than a high school diploma and 7% attained a vocational and technical school diploma, finally, 62% of the respondents are single and 14% are married, the pattern of results obtained in the demography is logical, as it represents information of mainly students.

Table 2

Correlation between Individual factors and Entrepreneurial Development

Variable	Entrepreneurial Behavior	Self-Efficacy	Social Support
Entrepreneurial Behavior	-		
Self-efficacy	0.186*	-	
Social support	-0.050	0.015	-

*Correlation is significant at the 0.05 level (1- tailed)

To determine the relationships between all the variables Pearson product-moment correlation is utilized through SPSS to produce all the necessary information. The relationship strength between variables is categorized as -1 to 1, where the negative value signifies a negative correlation between variables while positive values denote a positive correlation between variables. From Table 2, the relationship between self-efficacy shows a positive

correlation with entrepreneurial behavior with $r = 0.186$, $p < 0.05$, this suggests that the higher self-efficacy of the students, the more displays entrepreneurial behavior. On the other hand, a negative correlation was detected between social support and entrepreneurial behavior with $r = -0.050$, $p < 0.05$, this can be understood that social support does not have any significant impact on the entrepreneurial behavior of the students in this student because these social supports are mainly from school-related activity and family sometimes doesn't necessarily support the student's entrepreneurial intension.

Influence of Self-efficacy, Social Support on Entrepreneurial Behavior

Table 3

Multiple Linear Regression Analysis

Variable	Unstandardized Beta		Std. Beta	t	Sig. t	95% CI	
	β	Std. Error				LB	UB
Self efficacy	0.164	0.085	0.215	2.184	0.032	0.014	0.314
Social Support	-0.304	0.053	-0.289	-3.163	0.002	-0.345	-0.076

$F = 7.864$; $\text{sig-}F = 0.05$; $R^2 = 0.139$

The findings of multiple regression results ($F = 7.8645$, $\text{sig-}F = 0.05$) show that the data fit the regression model at 005 level of significance, in addition, around 14% of the variance in entrepreneurial behavior is explained by self-efficacy and social support specifically, a significant and positive influence of self-efficacy towards entrepreneurial behavior ($\beta = .215$, $t = 2.184$, $\text{sig} - t = .032$), this support empirical evidence suggests that universities should propose educational programs aimed at promoting entrepreneurship with a strong focus on influencing students' self-efficacy (Kaumoana, 2022; Ali, 2022). Given the substantial connection between self-efficacy and entrepreneurial behavior, such programs can significantly increase students' enthusiasm for entrepreneurship by providing the necessary skills, competencies, and opportunities, thereby improving their chances of pursuing and succeeding in entrepreneurial activities, the strong association between self-efficacy and entrepreneurship suggests that students who have confidence in their entrepreneurial abilities are more likely to engage in entrepreneurial pursuits (Chen, Greene, & Crick, 1998; Hassan et al., 2022). Supporting these findings, Ogba et al. (2022) highlight that self-efficacy plays a crucial role in identifying opportunities, generating business ideas, and overcoming the challenges of starting a business, making it an essential component of the entrepreneurial process.

Shawal (2023) similarly found that self-efficacy, as the ability to overcome challenges and succeed in entrepreneurial ventures, often drives entrepreneurial behavior and increases an individual's readiness to seize opportunities and commit to long-term entrepreneurial goals. Studies have shown that educational activities focused on developing entrepreneurial skills significantly boost individuals' self-efficacy and enhance their chances of entrepreneurial success (Peterman & Kennedy, 2003; Chevalier et al., 2022). Furthermore, research indicates that cultural beliefs and societal expectations play a crucial role in shaping self-efficacy, with individuals from cultures that promote autonomy and innovation typically exhibiting higher

levels of self-efficacy (Urban, 2012; Orakci & Durnali, 2023). Self-efficacy is also a reliable predictor of initiating and sustaining a business over time (Caliendo et al., 2023). This aligns with studies that affirm the well-established positive effect of self-efficacy on entrepreneurial behavior and success across various business contexts (Newman et al., 2019; Valdez-Juárez et al., 2023; Ghouse et al., 2024).

Conclusion

The results of this study reveal a clear distinction between the effects of self-efficacy and social support on entrepreneurial behavior, self-efficacy demonstrates a positive relationship with entrepreneurial behavior, indicating that students with higher self-confidence in their abilities are more likely to engage in entrepreneurial activities. On the contrary, social support shows a negative relationship with entrepreneurial behavior among the participants in this study, self-efficacy, which reflects an individual's confidence in their ability to complete tasks and achieve goals, has been revealed significantly influence entrepreneurial behavior, previous research supports this, highlighting that self-efficacy enhances students' entrepreneurial activities by fostering a stronger belief in their capability to overcome challenges and achieve success (Ghouse et al., 2024; Urban, 2012; Orakci & Durnali, 2023). Social support, which encompasses practical, psychological, and informational assistance from others, is recognized as a critical factor affecting entrepreneurial behavior (Sahban et al., 2016; Nasution et al., 2022).

While generally beneficial in promoting entrepreneurship, the impact of social support varies depending on the specific type of support whether emotional, educational, or instrumental as well as individual traits such as uncertainty sensitivity and self-esteem (Duan et al., 2022; Kartol, 2023). Studies have demonstrated that robust support systems can enhance students' entrepreneurial aspirations and behaviors, reducing perceived risks and challenges associated with entrepreneurship (Pham & Le, 2023; Younis et al., 2021; Djazilan & Darmawan, 2022). However, the negative relationship observed in this study suggests that the current forms of social support available to the participants may not effectively contribute to their entrepreneurial pursuits, based on these findings, it is recommended that universities focus on strengthening students' self-efficacy through targeted educational programs and resources designed to build confidence and skills related to entrepreneurship, enhancing self-efficacy could lead to increased entrepreneurial activity and success. Furthermore, institutions need to evaluate and refine their social support systems to ensure they are effectively contributing to students' entrepreneurial development, tailoring support to meet the diverse needs of students and addressing any gaps in current support mechanisms may help foster a more conducive environment for entrepreneurial behavior.

This study has made a valuable contribution by investigating the impact of psychosocial factors on entrepreneurial behavior among Universiti Putra Malaysia students, by demonstrating the effects of social influences, such as social support, and psychological factors, such as self-efficacy, on entrepreneurial behavior, the study enriches both entrepreneurship theory and its cognitive foundations, it highlights the significance of specific psychological characteristics and their influence on entrepreneurial behavior, thereby advancing our understanding of these theoretical constructs. However, the study has certain limitations, one such limitation is the contextual uniqueness of the courses and the use of purposive sampling, which may affect the reliability of the results across diverse contexts, to

address these limitations, future research could adopt mixed methods; first, replicating the model in diverse settings, such as in developed or other developing nations, and second, employing a mixed-methods approach to expand the findings and enhance the robustness of the model presented, also, the study did not incorporate other variables, such as potential awareness, which were beyond its scope. Future studies could explore the inclusion of such variables to provide a more comprehensive understanding of the factors influencing entrepreneurial behavior.

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