

The Relationship between Attitude, University Support, Risk Propensity and Entrepreneurial Intention among Students in Higher Education Institutions

Norhafiza Abdullah, Radin Siti Aishah Radin A. Rahman

Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor

Email: radin@ukm.edu.my

Corresponding Author Email: norhafiza1224@gmail.com

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v15-i8/26175>

Published Date: 05 August 2025

Abstract

Although earlier research have emphasized the distinct effects of attitude, university support, and risk propensity on entrepreneurial intention, there is limited understanding of how these factors interact collectively. The majority of research concentrates on one or two factors, frequently ignoring the combined impact of these factors. Addressing these gaps is crucial to developing a holistic understanding of the dynamics influencing entrepreneurial intentions among students and inform educational policies and programs aimed at fostering entrepreneurship in higher education settings. This research aim to determine the relationship between attitude, university support, risk propensity and entrepreneurial intention among students in Higher Education Institutions. Moreover, the research objectives is to identify the level of attitude, university support and risk propensity and entrepreneurial intention among student in Higher Education Institutions. This research also determined the relationship between attitude, university support, risk propensity and entrepreneurial intention among students in Higher Education Institutions. This research is a survey research design with an online questionnaire involving 384 students from higher education institutions in Selangor district were selected by random stratification. This research assessed instrument reliability using Cronbach's alpha. Results indicated acceptable internal consistency for all constructs: Attitude(0.782), University Support (0.750), Risk Propensity (0.811), and Entrepreneurial Intention (0.784). For content validity, it was established through expert review, ensuring item relevance, clarity and accuracy. The research finding indicate that the level of attitude, university support, risk propensity, and entrepreneurial intention among students are high. The correlation pearson analysis, on the other hand, shows a strong positive corelation between attitude, university support, and risk propensity towards entrepreneurial intention among students of Higher Education Institutions. This research confirms that attitude, university support, and risk propensity are all important to making

higher educational institution students' entrepreneurial intentions. It also highlights how important it is for universities to create environments that boost perceived behavioral control and encourage risk-taking in order to develop future entrepreneurs. Additionally, it can serve as a reference for future researchers in gaining an understanding of the increased involvement of the younger generation, especially university students, in participating in entrepreneurial activities or programs to foster their entrepreneurial determination. Then, the problem of post-graduation unemployment will then be addressed.

Keywords: Entrepreneurial Intention, Attitude towards Entrepreneurship, University Support, Risk Propensity, Higher Education Institutions

Introduction

A nation's economic growth is accelerated by entrepreneurship, particularly when it comes to addressing the issue of unemployment among university students. There is a pressing need to boost students' interest in entrepreneurship in the context of higher education institutions (HEIs), especially in the state of Selangor. This is because, more than 90,000 graduates have faced unemployment issues due to a lack of job opportunities, in addition to the 'excessive' output of university graduates by local higher education institutions (Hassan 2023).

According to the 2022 Graduate Tracer Research Report, the rate of graduates entering the field of entrepreneurship decreased by 1.5 percent in 2022 (8.2%) compared to 9.7 percent in 2021. From this trend, we can conclude that the country's initiative in addressing the issue of unemployment among graduates in entrepreneurship is somewhat affected. Most graduates still view the entrepreneurship education offered by higher education institutions (HEIs) with contempt, and the majority of graduates do not see the business opportunities offered in the field of entrepreneurship as a profession that can secure their future (Khan et al., 2019). The biggest obstacle to starting a business in Malaysia, according to the Global Entrepreneurship Monitor (GEM) report, is the country's high rate of failure-related anxiety. The GEM 2019/2020 report shows that the fear of failure prevents about 33% of adults who can identify business opportunities from starting a business or entrepreneurship.

Previous literature reviews have also reported a gap between the government's expectations regarding youth, especially graduates, involvement in entrepreneurship and the actual number of graduate youths involved. Furthermore, the attitude of students who are overly selective about jobs after they graduate also contributes to the issue of unemployment, especially in the state of Selangor. If we look at the employability rate of graduates, there are still many graduates who do not get jobs. Basically, graduates and university students, in particular, need to be more realistic because, in reality, there is a high probability that they will not be able to work in line with their qualifications after becoming graduates.

For university graduates, choosing a career is crucial since it has a direct impact on their future (Nasharudin & Harun, 2010). Because of the fierce rivalry in today's professional market, academic credentials by themselves do not ensure that graduates will land jobs, claim Mohamad and Othman (2018). As a result, the National Entrepreneurship Policy (DKN) 2030 has made entrepreneurship one of the nation's top priorities for raising communal

standards of living. Since graduates have a hard time finding jobs that fit their subjects of research, entrepreneurship has long been a popular career choice (Aziz et al., 2018).

Therefore, the government, through various initiatives, has tried to bridge this gap at the higher education level. Among the initiatives undertaken by the Ministry of Higher Education in supporting entrepreneurship at institutions of higher learning (IHL) is the introduction of the Integrated Entrepreneurship Education guidelines, which serve as a holistic model to refine the curriculum and entrepreneurship programs at IHL. This aligns with the responsibility of higher education institutions (HEIs) in nurturing students' talents to possess strong entrepreneurial thinking, attributes, and values. Moreover, higher education institutions (HEIs) are also responsible for producing more entrepreneurs among students who are creative and innovative, as well as willing to take risks and explore opportunities to advance themselves while simultaneously reducing the unemployment rate. This is because higher education institutions (HEIs) are seen as an important platform in producing successful entrepreneurs among their alumni. This research is also expected to reduce the existing research gap, particularly involving risk propensity, before a conclusion can be drawn to provide more beneficial implications for practitioners in higher education institutions.

Literature Review

Entrepreneurial Intention

Determination or intention towards a certain behavior has been identified as the best indicator for planned behavior, especially if the behavior is rare, difficult to observe, and involves an indeterminate duration (Mazurah 2015). According to earlier research, entrepreneurial intention can be defined as either the desire to work for oneself (Douglas & Shepherd, 2002) or to launch a new company (Krueger & Brazeal 1994; Zhao et al., 2005). Numerous research has examined the influence of education on entrepreneurial intention, including those by Taha et al. (2017) and Walter et al. (2016). By developing attitudes and abilities in addition to knowledge, education strengthens students' intentions or commitment to take entrepreneurship seriously.

Student's Attitudes towards Entrepreneurship

The term "personal attitude" describes how someone feels about their own motivation to pursue entrepreneurial endeavors (Tshikovhi & Shambare, 2015). Along with entrepreneurial thought and conduct, which also help shape an entrepreneur's identity, entrepreneurial attitude is a crucial factor in determining an individual's success in reaching their objectives (Nor Aishah, 2011). When starting a new firm, an individual's attitude response might be evaluated either positively or negatively (Liñán et al., 2011). According to Maheswari et al. (2023), a person's activities to pursue entrepreneurial objectives or determination will be higher the better they exhibit an attitude toward a particular behavior. Attitudes have a big impact on career decisions (Salleh et al. 2016). Individual attitudes are still thought to be the best indicator of a person's degree of interest in a given vocation. Students' attitudes and behaviors are crucial in the field of entrepreneurship, according to Ravi and Nor Aishah (2016), whose research indicates that attitudes are high. Additionally, finding from Nen et al. (2024) shown that there is a significant relationship between entrepreneurial attitudes and entrepreneurial career aspirations for Generation Z in Community Colleges.

University Support

In this research, the social support involved is university support. Universities need to have an action plan to promote an entrepreneurial culture among students. This is because entrepreneurship is a very important career field in Malaysia at this time to reduce the unemployment rate, especially among graduates. Additionally, according to Kumar and Kurniawan (2019), it is the responsibility of schools and higher education institutions to produce quality entrepreneurs in line with the government's aspirations in the 2030 Entrepreneurship Policy. Among the studies supporting the existence of a positive relationship between university support and entrepreneurial intention is the research conducted by Abid et al. (2024). The findings show that subjective norms, namely university support, have a weak but positive effect on the entrepreneurial intention of Malaysian students. Additionally, self-efficacy was found to mediate the relationship between subjective norms and entrepreneurial intention. Adelowo et al. (2015) and Olofinyehun et al. (2022) have clearly identified the need to strengthen university support in terms of existing entrepreneurship education programs in the country to stimulate wealth and job creation among the youth.

Risk Propensity

Risk propensity is important in the entrepreneurial industry (Densberger, 2014; Kessler et al., 2012; Sangeeta, 2014; Zhao et al., 2005). Risk propensity can be defined as an individual's tendency to take risks (Antoncic et al., 2018). Risk propensity is the willingness to face any problems or difficulties in business that may arise in the future (Verheul et al., 2015). The inclination towards risk varies according to the situation, frequency, and impact of the risk (Nurul Shahnaz & Aundrey, 2015). Norfadhilah and Norasmah (2016) state that someone who has experience, especially in the field of entrepreneurship, will not do it without considering the risks.

Theoretical Research

The Theory of Planned Behavior (TPB) by Ajzen (1991) is used as the theoretical framework in this research. This theory is a model that explains how an individual's intention to perform a behavior is influenced by three main factors: attitude, subjective norm, and perceived behavioral control. In summary, the Theory of Planned Behaviour by Ajzen (1991) encompasses three variables, namely:

- I. Attitude Towards Behavior
- II. Social Norm
- III. Perceived Control Behavior

A positive attitude towards entrepreneurship is important in influencing students' decisions to choose a career in the field of entrepreneurship. Studies show that students who have a positive and good attitude towards entrepreneurship are more likely to pursue this field after graduation. This aligns with the focus of the research, which emphasizes the application of entrepreneurial interest in shaping students' positive attitudes towards an entrepreneurial career. Students' interest in entrepreneurship is largely influenced by support from universities including entrepreneurship programs and other activities.

Universities can assist students in higher education in developing the skills and knowledge necessary to thrive in the field of entrepreneurship by offering resources, training,

and exposure to the entrepreneurial environment. Effective university support has been shown to boost university students' propensity to pursue an entrepreneurial career. Risk propensity is an important aspect of entrepreneurship. Students who are willing to take risks are more likely to start businesses and face challenges in the complex and competitive world of entrepreneurship.

According to TPB, the main factor influencing behavior is intention. That is, the more strongly someone intends to do something, the more likely they are to do it. This idea has been widely applied to understand and forecast human behavior in a variety of domains, including education. In this regard, students' desire to enter the business world will be boosted by a positive outlook on entrepreneurship and social support. It is intended that this research would help universities and other stakeholders develop more efficient training and educational initiatives to boost university students' interest in entrepreneurship and lower Selangor's unemployment rate.

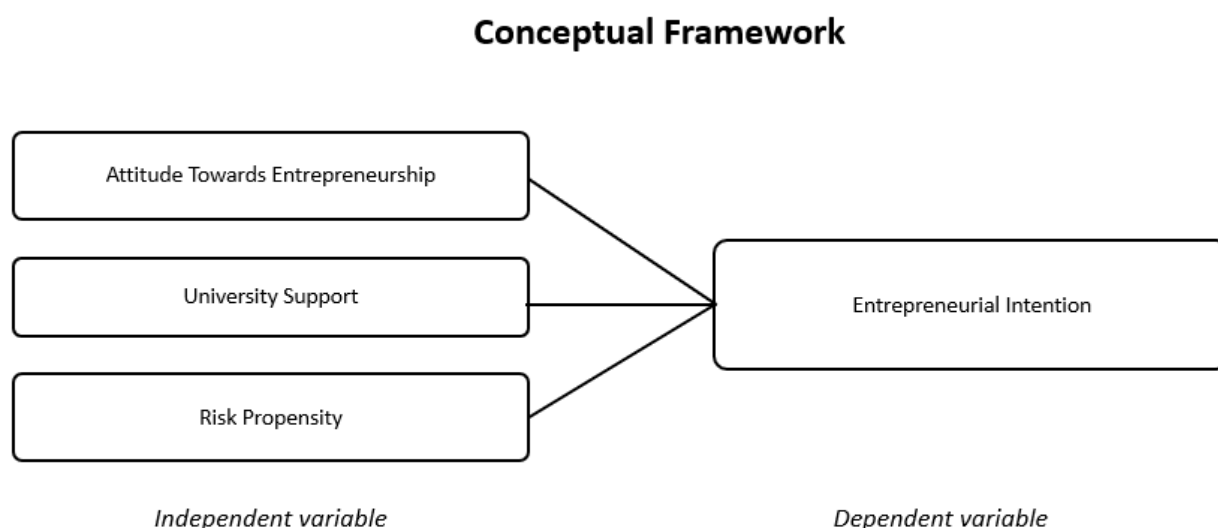


Figure 1. Conceptual Framework

Methodology

Research Design

This research uses a quantitative approach and the research design employs the survey method through online questionnaires. This method was chosen because the data obtained is comprehensive and allows researchers to make meaningful generalizations about the population, in addition to providing broader access to respondents and reducing costs and time. This research has obtained ethical approval from the Malaysian Ministry of Higher Education (Reference: KPT.600-2/1/1(94) under Policy and Research Division dated 07 October 2024. This research has obtained ethical approval by the Universiti Kebangsaan Malaysia and permission has been granted by the Faculty of Education.

Research Sample/Participants

The research population consists of 388,184 students from higher education institutions in Selangor. Stratified sampling technique was used to determine the research sample, which consisted of 384 respondents based on the Krejcie and Morgan (1970) sample calculation. The first step, the population is divided into strata based on the type of higher education institution, namely public strata (IPTA) and private strata (IPTS). Then the second step is to determine the sample size for each stratum. For the calculation, the number of students representing public universities (IPTA) is 147 students, while private universities (IPTS) is 237 students. Each stratum was then randomly sampled to ensure that all sub-groups within the population were well represented. This allows for a more specific selection of students from each stratum without bias.

Data Collection Method/Instrumentation

The items in the questionnaire were adapted from Ravi (2016), Liñán and Chen (2009), Mamat et al. (2009), Saeed et al. (2018), Westhead and Solesvik (2016), and Mwiya et al. (2017). The pilot research involved 35 students from public and private higher education institutions in Selangor. To test the internal reliability of the instrument, Cronbach Alpha was used as an indicator to assess the reliability of a construct. The Cronbach's Alpha reliability coefficient recorded scores of 0.782 (Attitude), 0.750 (University Support), and 0.811 (Risk Propensity) representing the independent variables. Meanwhile, the dependent variable recorded a score of 0.784 (Entrepreneurial Intention). These scores indicate a satisfactory level of internal consistency, because values above 0.7 are generally considered acceptable in social science research.

For the content validity of this questionnaire, it has been evaluated by three expert judges consisting of two lecturers from two different universities and a former lecturer who is currently serving at the Institute of Strategic Studies. The evaluators were selected based on their experience in the field of business and entrepreneurship academia to verify that the constructed items represent the measured constructs, including language accuracy, spelling, and sentence structure. The study enhances its credibility and strengthens its findings by getting feedback from experts in the field. All this contributes to a more trustworthy research result.

Data Analysis Method

The collected data was analyzed using The Statistical Package for The Social Sciences (SPSS) version 27 software. Data were analyzed descriptively and inferentially. Pearson r correlation analysis has been used to assess the relationship between variables. The interpretation of Jackson's scale (2006) was used as a guide to assess the strength and direction of the relationship.

Findings and Discussion

A total of 384 students from higher education institution in Selangor were surveyed, with a slight majority being female (55.5%, $n = 213$) compared to male (44.5%, $n = 171$). Ages ranged from under 18 to over 40, with the largest proportion (78.9%, $n = 303$) falling between 19 and 29 years. Other age groups included under 18 (7.8%, $n = 30$), 30-39 (10.7%, $n = 41$), and 40 plus (2.6%, $n = 10$). The sample was predominantly Malay (87.2%, $n = 335$), followed by Chinese (6.7%, $n = 26$) and Indian (5.7%, $n = 22$), with a small representation from other ethnic

groups (0.3%, $n = 1$). In terms of education level, Bachelor's degree students formed the largest group (60.5%, $n = 232$), followed by Diploma holders (20.8%, $n = 80$), Master's students (16.6%, $n = 64$), and Doctoral candidates (2.1%, $n = 8$). A significant proportion of students reported having entrepreneurial experience (71.1%, $n = 273$), with a higher percentage of these students coming from IPTS (42.2%, $n = 162$) compared to IPTA (28.9%, $n = 111$). This indicates that students from both types of institutions have considerable exposure to entrepreneurship.

The Level of Entrepreneurial Attitude Towards Entrepreneurial Intention Among Students of Higher Education Institutions.

Table 1

Frequency, mean score and standard deviation of entrepreneurial attitude towards entrepreneurial determination among students of Institute of Higher Education in Selangor.

No	Attitude Towards Entrepreneurship	SD		DNA		D		A		TA	
		Bil	%	Bil	%	Bil	%	Bil	%	Bil	%
A1	I always ensure that every task given will be completed well.	11	2.9	15	3.9	21	5.5	154	40.1	183	47.7
A2	I often sacrifice personal comfort for the benefit of good opportunities.	12	3.1	23	6.0	26	6.8	156	40.6	167	43.5
A3	I feel satisfied when I have to work hard to improve myself.	10	2.6	12	3.1	16	4.2	153	39.8	193	50.3
A4	I feel proud when the work I do is completed excellently.	10	2.6	11	2.9	11	2.9	152	39.6	200	52.1
A5	Among various options, I prefer to be an entrepreneur.	13	3.4	11	2.9	30	7.8	141	36.7	189	49.2
A6	I find a career as an entrepreneur very interesting.	10	2.6	12	3.1	21	5.5	156	40.6	185	48.2
Mean Score		= 4.271									
Standard Deviation		= 0.638									
Intepretation		= High									

Table 1 shows the detailed findings of the mean scores for entrepreneurial attitudes among higher education students in Selangor, which are at a high level. Overall, the mean score for entrepreneurial attitude is 4.271 with a standard deviation of 0.638. If examined in detail, it was found that the percentage of students who gave a negative perception (SD and DNA) for all items was low, ranging from 2.6 percent to 3.4 percent. It can also be seen that the majority of students responded positively (A and TA) to all items, ranging from 36.7 percent to 52.1 percent. This explains that the students' entrepreneurial attitude towards entrepreneurial determination is at a high level, with the majority of students showing a positive inclination towards aspects of entrepreneurial attitude including commitment, sacrifice, satisfaction from hard work, and pride in achieving excellent work.

These findings are in line with the studies by Izquierdo and Buelens (2011) and Zaidatol and Bagheri (2011), which found that a positive entrepreneurial attitude influences entrepreneurial intention. The higher the entrepreneurial attitude of students, the more they

will build determination towards entrepreneurship. Maheshwari et al (2022) also state that the better an individual shows an attitude towards a certain behavior, the higher the likelihood of that individual continuing their entrepreneurial intention or determination. Pihie and Bagheri (2011) state that those who possess an entrepreneurial attitude within themselves will have a high tendency to engage in entrepreneurship. Additionally, attitude refers to the feelings of individuals expressed through behaviors such as career choices in the field of entrepreneurship. The entrepreneurial attitude that has been instilled trains students to think creatively, solve problems critically, communicate better, and can foster an entrepreneurial culture and behavior towards career choices in the field of entrepreneurship. An individual's decision to choose entrepreneurship as a career is based on their positive attitude towards this field.

In summary, based on the analysis of the research, the level of entrepreneurial attitude is high among university students in Selangor. This proves that university students in Selangor have a good and positive attitude towards entrepreneurial determination.

The Level of University Support Towards Entrepreneurial Intention Among Students of Higher Education Institutions.

Table 2

Frequency, mean score and standard deviation of university support for entrepreneurial determination among students of Institutes of Higher Education in Selangor

No	University Support	SD		DNA		D		A		TA	
		Bil	%	Bil	%	Bil	%	Bil	%	Bil	%
B1	University support has encouraged students to start businesses on campus.	13	3.4	10	2.6	12	3.1	164	42.7	185	48.2
B2	I am confident that entrepreneurial activities at higher education institutions encourage students to choose entrepreneurial careers after graduation.	10	2.6	10	2.6	11	2.9	155	40.4	198	51.6
B3	The establishment of a university entrepreneurship center can coordinate student entrepreneurship activities.	10	2.6	11	2.9	11	2.9	165	43.0	187	48.7
B4	My university is organizing a conference/workshop on entrepreneurship.	10	2.6	10	2.6	10	2.6	173	45.1	181	47.1
B5	My university raises awareness about entrepreneurship as one of the career options.	2	0.5	4	1.0	13	3.4	172	44.8	193	50.3
B6	My university provides students with the knowledge needed to start a new business.	11	2.9	10	2.6	13	3.4	164	42.7	186	48.4
Mean Score		= 4.339									
Standard Deviation		= 0.630									
Interpretation		= High									

Table 2 shows the overall findings for the level of university support (mean score = 4.339, standard deviation = 0.630). It can be concluded that, on average, the level of university support for entrepreneurial intention among students is at a high level. The majority of

students agree that the organization of entrepreneurship conferences and workshops at the university level has provided students with the opportunity to become aware of career options involving entrepreneurship, in addition to believing that university support in the form of promoting and supporting entrepreneurial activities also adds significant value to students' entrepreneurial determination. This statement is supported by positive response findings (S and SS) for all items, ranging from 40.4 percent to 51.6 percent.

The findings of this research are in line with the research by Shazad et al. (2021), which states that the university environment has supported the increase in entrepreneurial intention among students by showing a significant positive relationship between the support provided by the university and students' interest in venturing into entrepreneurship. Research by Fayolle and Linan (2014) also shows that university support, such as entrepreneurship centers, serves as an important source of information and guidance for students interested in starting their own businesses in the future. Entrepreneurial activities at universities have provided students with entrepreneurial experiences in building and shaping positive attitudes towards entrepreneurship (Kowang et al., 2021). Students who are not exposed to an entrepreneurial environment find it difficult to develop the desire, interest, positive attitude, and self-efficacy towards entrepreneurial determination or self-employment determination (Bustami 2017). Additionally, Anuar et al (2022) also agree that university support from the dimension of entrepreneurship education can enhance the entrepreneurial mindset within students to assist them in making career choices as entrepreneurs in the future. Universities are seen as platforms that offer entrepreneurship education as an intervention tool in community building to improve living standards in line with DKN 2030. The entrepreneurial skills developed through university support via entrepreneurship education are very important for higher education students to remain resilient in competing in the global market (Halim & Sahid 2020).

However, university support alone is not enough to encourage students to choose entrepreneurship as a career. This is because university support that does not align with changes in student attitudes will lead to other conflicts that will undermine the entrepreneurial determination among students. Additionally, the findings of Arranz et al. (2017) indicate that the impact of entrepreneurship curriculum elements varies among different higher education institutions (HEIs). These differences exist because each institution teaches entrepreneurship subjects in different ways or methods, including how the course content is designed and the teaching methods used, as both factors also influence students' learning achievements and subsequently their entrepreneurial determination.

Therefore, with the majority of respondents providing positive feedback on various aspects of university support, higher education institutions (HEIs) are advised to continue strengthening entrepreneurship programs and to provide more resources to further enhance interest and entrepreneurial skills among HEI students in Selangor.

The Level of Risk Propensity Towards Entrepreneurial Intention Among Students of Higher Education Institutions

Table 3

Frequency, mean score and standard deviation of risk propensity towards entrepreneurial determination among students of the Institute of Higher Education in Selangor.

No	Risk Propensity	SD		DNA		D		A		TA	
		Bil	%	Bil	%	Bil	%	Bil	%	Bil	%
C1	I enjoy the thrill of uncertain risks.	10	2.6	12	3.1	33	8.6	164	42.7	165	43.0
C2	I am willing to take a big risk if the reward obtained is high enough.	11	2.9	10	2.6	19	4.9	178	46.4	166	43.2
C3	I see the possibility of starting a business as a potential opportunity to explore.	11	2.9	10	2.6	21	5.5	173	45.1	169	44.0
C4	If I don't start my own business, I might miss out on a great opportunity.	10	2.6	13	3.4	33	8.6	167	43.5	161	41.9
C5	Overall, I would consider the choice to start a business as something positive.	11	2.9	13	3.4	11	2.9	180	46.9	169	44.0
C6	Although facing difficulties, I will carry out the task well.	11	2.9	10	2.6	11	2.9	164	42.7	188	49.0
Mean Score		= 4.243									
Standard Deviation		= 0.688									
Intepretation		= High									

Table 3 shows the analysis of mean, standard deviation, frequency and percentage, as well as the level of risk inclination towards entrepreneurial intention among higher education students in Selangor. The level of risk inclination towards entrepreneurial intention among higher education students in Selangor is at a high level with a mean value of 4.243 and a standard deviation of 0.688. Detailed analysis shows that the percentage of students who have a negative perception (SD and DNA) towards all items is low, ranging from 2.6% to 3.4%. This indicates that the majority of students gave positive responses (A and TA) with percentages ranging from 42.7% to 49.0% for all items. The findings reflect that students overall have a positive view towards risk-taking in the context of entrepreneurship. The majority of students believe that even when facing difficulties, they are confident they can perform their tasks well and consider the choice to start a business as something positive. In addition, they also enjoy the uncertainty of risk in order to obtain rewards. It reflects the resilience and commitment of students in facing various challenges and large-scale risks if the rewards obtained are high enough.

Overall, the analysis findings indicate that the risk inclination among respondents is at a high and positive level. This reflects their courage and confidence in exploring business opportunities as well as their readiness to face the uncertainties and challenges they will

encounter in the business world. This finding also emphasizes the importance of educational institutions to continue supporting and encouraging a risk-taking attitude among students, in order to produce a competitive and innovative generation of entrepreneurs in the future. The ability to manage risk is a critical necessity that every entrepreneur must possess in navigating the current competitive business world (Ariffin and Radin 2019). A person's experience in their chosen field will make it easier for them to navigate the challenges they will face (Yusoff et al., 2021). Oliver and Velji (2019) state that many successful entrepreneurs are not those who easily take risks, but are still willing to start a business for other interests. This finding aligns with the fact that most students possess a willingness to take risks, often sacrificing personal comfort to gain the benefits of better opportunities, yet choosing not to tolerate high risks despite the promise of high returns. According to Noh et al., 2024, some experts believe that the level of risk a person is willing to take is influenced by several factors. Among the factors involved are experience, age, risk perception, and gender. This is because students' experiences in facing business failures during entrepreneurial activities or learning sessions can influence their risk tolerance in the future. Similarly, gender also plays a role where men are more likely to take risks compared to women. This is reinforced by a research from Hatak et al. (2015) based on previous research, reporting lower entrepreneurial intentions among women due to gender stereotypes. Furthermore, according to Kassim et al. (2023), individuals or students are often seen as being reluctant to take risks in starting a business due to lack of preparedness and low spiritual strength.

However, these findings contradict previous studies which found that the level of risk inclination among graduate entrepreneurs remains low and entrepreneurial intention shows a declining trend when viewed from the analysis of graduate entrepreneur studies as reported by the Ministry of Higher Education Malaysia (2022), which is also in line with the findings of GEM (2017) and several past studies (Kassim et al., 2023; Mohamed et al., 2019; Hisam & Othman 2018).

Therefore, the inclination towards risk is an important element in meeting the demands of entrepreneurial determination. From the dimension of previous literature, it can be concluded that risk can be categorized from various perspectives.

The Level of Entrepreneurial Intention Among Students of Higher Education Institutions

Table 4

Frequency, mean score, and standard deviation of entrepreneurial intention among students of Higher Education Institutions in Selangor.

No	Entrepreneurial Intention	SD		DNA		D		A		TA	
		Bil	%	Bil	%	Bil	%	Bil	%	Bil	%
D1	I am willing to do anything to become an entrepreneur.	0	0	5	1.3	31	8.1	163	42.4	185	48.2
D2	My professional goal is to become an entrepreneur.	11	2.9	11	2.9	23	6.0	169	44.0	170	44.3
D3	I will strive diligently to start and run my own business.	13	3.4	15	3.9	14	3.6	177	46.1	165	43.0
D4	I am determined to establish my own business in the future.	11	2.9	12	3.1	18	4.7	167	43.5	176	45.8
D5	I have been seriously thinking about starting a business.	11	2.9	17	4.4	26	7.6	163	42.4	164	42.7
D6	I am determined to start my own business someday.	11	2.9	11	2.9	24	6.3	163	42.4	175	45.6
Mean Score		= 4.253									
Standard Deviation		= 0.637									
Intepretation		= High									

Table 4 shows the findings for frequency, mean score, and standard deviation as well as the level of entrepreneurial intention among university students in Selangor. Based on this analysis, the level of entrepreneurial intention among higher education students in Selangor is high with a mean score of 4.253 and a standard deviation of 0.637. Detailed analysis shows that the percentage of students who have a negative perception (STS) towards all items is low, ranging from 0% to 1.3%. This indicates that the majority of students gave positive responses (S and SS) with percentages ranging from 42.4% to 48.2% for all items. These findings indicate that the involved students are determined to establish their own businesses in the future, ready to face any obstacles, and willing to do whatever it takes to become entrepreneurs. In addition, the findings also indicate a strong potential for the serious involvement of the students in starting a business.

In summary, the analysis results indicate that the entrepreneurial determination among the respondents is at a high level, with the majority showing commitment and dedication to becoming entrepreneurs. These findings reflect a strong aspiration among the involved students to explore entrepreneurial opportunities and demonstrate good potential in their engagement in the increasingly challenging business world. The high level of entrepreneurial determination among students indicates that they are increasingly aware of the importance of entrepreneurship as an alternative career path. These findings are consistent with and align with the research by Kristiansen and Indarti (2004), where there are significant differences in entrepreneurial intention among students in Indonesia and Norway,

due to the differing national economies and societal cultures. The application was used in this research where students in Malaysia, particularly in Selangor, are increasingly aware of the uncertain economic conditions and the lack of job guarantees in line with their qualifications, so they need to take action and consider entrepreneurship as a career alternative for themselves.

Based on Sekaran and Bougie (2010), the Spearman correlation test includes the strength, direction, and significance of the bivariate relationship between all variables measured at the ordinal or interval level. The larger the correlation coefficient, the stronger the degree of association, whether positive or negative, depending on the direction of the relationship between the variables (Lee et al, 2012). The fifth to seventh research questions aim to address the second objective, which is to determine the relationship between entrepreneurial attitude, university support, and risk propensity towards entrepreneurial intention among higher education students in Selangor.

Data Provisioning Process

In the context of this research, Pearson correlation analysis has been used to examine the relationship between entrepreneurial attitude, university support, risk propensity, and entrepreneurial intention among university students in Selangor. In the data provisioning process, there are several important steps to ensure that the data used is accurate and relevant. The important steps are testing and analyzing data normality. Among the important steps is testing and analyzing the normality of the data. According to Fauzi et al (2014), the assumption that data is normally distributed is a prerequisite for most statistical analysis techniques. This normality test analysis is conducted to determine whether the overall data obtained from respondents is normally distributed or not (Pallant 2001; Coakes 2005). In this analysis, visualization using histograms and Normal P-P Plots is employed to evaluate the normality of the data. Histogram provides a visual representation of data distribution, where a distribution resembling a bell curve indicates normality. Normal P-P plots the cumulative distribution of the sample data against the cumulative standard normal distribution. Data that is normally distributed will lie along the diagonal line on the plot.

Analysis of Histogram

The histogram shows a normal distribution of data, with most of the data concentrated in the middle and decreasing towards the ends. There are no significant extreme values, and the data distribution is uniform. The histogram provides visual evidence that the data conforms to the required normality assumption. The visualized distribution approaches a symmetric bell shape, with the standardized residual mean close to zero ($-5.24E-15$) and a standard deviation of 0.996. However, the Normal PP test is needed to statistically reinforce this finding.

Analysis of Normal P-P Plot

The data points generally follow a diagonal line, indicating that the residuals approach a normal distribution. Although there are some deviations from the straight line, particularly in the middle section of the plot, these deviations are not significant enough to indicate a serious violation of the normality assumption. Therefore, it can be concluded that the assumption of residual normality is largely met, and the results of the regression analysis can be considered valid.

Analysis of the Relationship between Attitude and Entrepreneurial Intention Among Students of Higher Education Institutions

Table 5

Analysis of the correlation between attitude and entrepreneurial intention

Variable	r	Sig.	Interpretation
Attitude	0.681	0.00	Moderate

A Pearson correlation was conducted to evaluate the relationship between students' attitudes towards entrepreneurship (S_Mean) and their entrepreneurial intentions (TK_Mean). The analysis findings indicate a moderate positive correlation between entrepreneurial attitude and entrepreneurial intention among students of Higher Education Institutions in Selangor, with a correlation coefficient of ($r=0.681$, $p<.001$, $N=384$). These findings indicate that as students' attitudes become more positive, their entrepreneurial intentions also tend to increase. The analysis was based on a sample size of 384 students, which adds credibility to the results. The correlation coefficient of (R^2) was 0.463, indicating that approximately 46.3% of the variance in entrepreneurial intentions can be explained by students' attitudes. This suggests that while attitudes are a significant predictor of entrepreneurial intentions, other factors not included in this analysis may also play a role in shaping students' entrepreneurial intentions. The findings align with existing literature that highlights the importance of attitude as a key driver of entrepreneurial behavior: a positive attitude towards entrepreneurship among students can enhance their desire to work in this field. Previous studies have also shown that although other elements, such as social norms and entrepreneurial efficacy, also influence entrepreneurial intention, entrepreneurial attitude remains the primary driver. Therefore, educational institutions should focus on instilling a positive attitude towards entrepreneurship among university students in Selangor. Fayolle & Gailly et al. (2015) found that attitudes, perceptions, and behaviors among students play an important and interconnected role in the issue of choosing a career as an entrepreneur. This is supported by literature that finds a positive and strong relationship between entrepreneurial attitude and entrepreneurial intention, explaining that entrepreneurial attitude plays an important role in shaping entrepreneurial intention (Masri et al., 2022).

Analysis of the Relationship between University Support and Entrepreneurial Intention among Students of Higher Education Institutions

Table 6

Analysis of the correlation between university support and entrepreneurial intention

Variable	r	Sig.	Interpretation
University Support	0.686	0.00	Moderate

A Pearson correlation was conducted to assess the relationship between University Support (SU_Mean) and their entrepreneurial intentions (TK_Mean). The results indicated a moderate positive correlation between these two variables, with a correlation coefficient of ($r=0.686$, $p<.001$, $N=384$). This suggests that as university support become more positive, their entrepreneurial intentions also tend to increase. The significance level ($p<.001$) indicates that the correlation is statistically significant. The analysis was based on a sample size of 384 students, which adds credibility to the results. The correlation coefficient of (R^2) was 0.470 indicates a moderate positive linear relationship, suggesting that university support is a

significant predictor of entrepreneurial intentions. These findings showed that students' desire to become entrepreneurs is directly influenced by university support. These results confirm that higher education institutions can enhance students' desire to become entrepreneurs by providing adequate support such as resources and assistance. These findings are consistent with previous research, particularly in the context of developed and developing countries (Asimakopoulou, Hernández, & Peña Miguel, 2019; Saeed et al., 2018). These findings indicate that university support in creating an entrepreneurial environment has supported and influenced students' entrepreneurial intentions both directly and indirectly through entrepreneurial characteristics. According to Rocha et al., 2022, the results of his research on university students in Brazil show that the university environment and support positively influence entrepreneurial behavior and determination among students. The significant positive relationship between entrepreneurship education provided at universities and entrepreneurial intention, mediated by self-efficacy, was also confirmed in the research by Nowiński et al. (2019). In the Malaysian context, that there is a statistically significant relationship between entrepreneurship education at the university and the inclination towards entrepreneurship among university students. Noorkartina, Lim, Norhafezah, and Soon (2015) found that student involvement in entrepreneurial activities encourages them to become entrepreneurs compared to those who are not involved in any entrepreneurial activities. A case research by Ginanjar (2016) also confirmed that education is an important variable in fostering an entrepreneurial mindset among university students.

Therefore, university entrepreneurship support has a significant positive impact on students' entrepreneurial intentions. This can then shape their behavior towards entrepreneurship, especially if it is based on experiential learning as it provides them with practical experience to understand entrepreneurship more effectively, thereby directly influencing the entrepreneurial intention among university students (Ho et al., 2014). Therefore, to encourage more students to become entrepreneurs, educational institutions should continue to strengthen entrepreneurship support programs, including courses and training. Students will have greater confidence in taking steps towards entrepreneurship, thereby contributing to the country's economic growth and reducing the issue of unemployment among graduates.

Analysis of the Relationship between Risk Propensity and Entrepreneurial Intention Among Students of Higher Education Institutions

Table 7

Analysis of the correlation between risk propensity and entrepreneurial intention

Variable	r	Sig.	Interpretation
Propensity	0.751	0.00	Strong

A Pearson correlation analysis was conducted to evaluate the relationship between Risk Propensity (KR_Mean) and their entrepreneurial intentions (TK_Mean). The results revealed a strong positive correlation between these two variables, with a correlation coefficient of ($r=0.751$, $p<.001$, $N=384$). This finding suggests that as risk propensity increases, their entrepreneurial intentions also tend to rise. The significance level of $p<.001$ indicates that this correlation is statistically significant. The analysis was based on a sample size of 384 students, which enhances the reliability of the findings. The correlation coefficient of (R^2) was 0.564 indicates a strong positive linear relationship, suggesting that risk propensity is a significant

predictor of entrepreneurial intentions among students. This aligns with existing literature that emphasizes conventional interpretations of correlation strength, this represents a strong positive correlation, suggesting that risk propensity directly affects students' entrepreneurial intention. The results indicate that students with a tendency to take risks are more likely to have a strong determination or intention to become entrepreneurs. This is consistent with previous research that shows that being willing to take risks is an important trait for those who want to become entrepreneurs. Therefore, higher education institutions should focus on instilling this attitude in students through education and entrepreneurial activities. This will enable students to be better prepared to face challenges in the business world and enhance their opportunities.

Conclusion

This research shows that the use of the Theory of Planned Behavior (TPB) in the context of fostering entrepreneurial interest as an alternative career path has a significant impact on reducing the unemployment rate among university students in Selangor. The majority of students have a positive attitude towards entrepreneurship, which highlights the importance of increasing their awareness and interest in choosing entrepreneurship as a career alternative. Research findings indicate a moderate positive correlation between entrepreneurial attitude and entrepreneurial intention with a correlation coefficient ($r=0.681$, $p<0.001$, $N=384$). This indicates that the more positive the students' attitudes, the higher their entrepreneurial intentions. The coefficient of determination $R^2=0.463$ indicates that 46.3% of the variation in entrepreneurial intention can be explained by entrepreneurial attitude. This correlation supports the principle of the Theory of Planned Behavior (TPB), which states that attitude is the main factor influencing behavioral intention. A large sample provides greater confidence in the research results, indicating that the Theory of Planned Behavior (TPB) is effective in explaining how attitudes influence entrepreneurial intentions and can be used to predict and enhance those intentions by improving students' entrepreneurial attitudes.

Research shows a moderate positive correlation between university support and entrepreneurial intention with a correlation coefficient of ($r=0.686$, $p<0.001$, $N=384$). This indicates that the more positive the university support, the higher the entrepreneurial intention of the students. The coefficient of determination $R^2=0.470$ indicates that approximately 47% of the variation in entrepreneurial intention can be explained by university support, which supports the principle of the Theory of Planned Behavior (TPB) that environmental factors such as university support influence behavioral intentions. These results indicate that the TPB is effective in explaining how environmental support influences entrepreneurial intentions and can be used to predict and enhance those intentions by improving university support. Other research also supports that environmental factors such as subjective norms have a significant influence on entrepreneurial intentions, further reinforcing the applicability of the TPB in this context.

Meanwhile, the research findings between risk propensity and entrepreneurial intention show a strong positive correlation with a correlation coefficient ($r=0.751$, $p<0.001$, $N=384$). This indicates that the higher the risk propensity, the higher the entrepreneurial intention of the students. The coefficient of determination $R^2=0.564$ indicates that approximately 56.4% of the variation in entrepreneurial intention can be explained by risk propensity, which supports the principle of the Theory of Planned Behavior (TPB) that factors

such as risk propensity influence behavioral intention. This strong correlation indicates that the Theory of Planned Behavior (TPB) is effective in explaining how risk propensity influences entrepreneurial intention, which is an important aspect of understanding entrepreneurial behavior. These results also indicate that the TPB can be used to predict and enhance entrepreneurial intentions by improving risk propensity, thus proving that risk propensity is an important factor in influencing students' intentions to become entrepreneurs.

In addition, by understanding the factors that influence entrepreneurial intentions, the government can design more effective programs to increase youth involvement in entrepreneurship, such as training programs that focus on developing a healthy risk propensity. Stakeholders such as the Selangor state government, in particular, can use the research as a reference in implementing state policies that support an entrepreneurial culture in higher education institutions in Selangor to inspire students. Furthermore, by improving course curriculum and implementing effective programs with the help of entrepreneur culture policy will also help students with the various knowledge and skills necessary to start a business that can change students' attitudes to be more positive towards entrepreneurship, thereby reducing their selectivity towards jobs and increasing their interest in starting businesses. Besides that, students can also benefit from participating in entrepreneurial activities as it gives them the opportunity to build a wider professional network.

Therefore, future research should also consider the social and contextual factors that influence individual decisions, especially among students, to become entrepreneurs by providing a more holistic understanding of the factors affecting students' entrepreneurial intention.

References

- Abid, M. A., Mohsin, M., Tofique, M., Azeem, N., & Shahzadi, S. S. (2024). From campus to CEO: Unveiling the entrepreneurial intentions among university students: Investigating the mediating effect of role model and moderating role of university support. *Migration Letters*, 21(S9), 311–331.
- Adelowo, C. M., Ukpabio, M. G., Olaopa, O. R., & Siyanbola, W. O. (2015). Exploring business incubation practices in developing economies: Lessons for Nigeria. Paper presented at the 2nd Africalics International Conference, University of Rwanda, Kigali, November 13–17.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Antoncic, J. A., Antoncic, B., Gantar, M., Hisrich, R. D., Marks, L. J., Bachkirov, A. A., ... & Kakkonen, M. L. (2018). Risk-taking propensity and entrepreneurship: The role of power distance. *Journal of Enterprising Culture*, 26(1), 1–26.
- Anuar, A. S., & Sahid, S. (2022). Kesan pendidikan keusahawanan ke atas set minda keusahawanan: Pengaruh pengantara faktor kognitif. *Akademika*, 92(3), 195–207.
- Arranz, N., Ubierna, F., Arroyabe, M. F., Pérez, C., & Fdez. de Arroyabe, J. C. (2017). The effect of curricular and extracurricular activities on university students' entrepreneurial intention and competences. *Studies in Higher Education*, 42(11), 1979–2008. <https://doi.org/10.1080/03075079.2015.1130030>

- Asimakopoulous, G., Hernández, V., & Peña Miguel, J. (2019). Entrepreneurial intention of engineering students: The role of social norms and entrepreneurial self-efficacy. *Sustainability*, 11(16), 4314. <https://doi.org/10.3390/su11164314>
- Aziz, N. E. M., Harun, N., Esa, M. M., Yaacob, M. R., & Rahman, A. A. A. (2018). Pendidikan keusahawanan di institusi pengajian tinggi (IPT) dalam melahirkan usahawan berjaya di Malaysia. *Journal of Business Innovation*, 3(1), 73.
- Bin Mohd Yusoff, M. S., & Bin Abdullah, N. A. (2021). Pengaruh pengalaman keusahawanan terhadap kecenderungan keusahawanan dalam kalangan pelajar jurusan perakaunan Kolej Matrikulasi Perak. *Jurnal Penyelidikan Dedikasi*, 13, 1–23.
- Bustami, F. R. A. (2017). *Tekad keusahawanan dalam kalangan graduan kelompok pertama Universiti Malaysia Kelantan* [Doctoral dissertation, Universiti Malaysia Kelantan].
- Coakes, S. J. (2005). *SPSS version 12.0 for Windows: Analysis without anguish*. National Library of Australia.
- Densberger, K. (2014). The self-efficacy and risk-propensity of entrepreneurs. *Journal of Enterprising Culture*, 22(4), 437–462. <https://doi.org/10.1142/S0218495814500186>
- Douglas, E. J., & Shepherd, D. A. (2002). Self-employment as a career choice: Attitudes, entrepreneurial intentions, and utility maximization. *Entrepreneurship Theory and Practice*, 26(3), 81–90.
- Fayolle, A., Liñán, F., & Moriano, J. A. (2014). Beyond entrepreneurial intentions: Values and motivations in entrepreneurship. *International Entrepreneurship and Management Journal*, 10, 679–689.
- Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75–93.
- Fauzi, H., Jamal, A., & Mohd Saifoul, Z. N. (2014). *Kaedah penyelidikan & analisis data SPSS*. UUM Press.
- Halim, N. H., & Sahid, S. (2020). Kemahiran kesediaan kerja, efikasi sendiri, tingkah laku keusahawanan dan eksplorasi kerjaya dalam kalangan graduan. *Akademika*, 90(S3).
- Hassan, M. S. (2023, February 17). 90,000 bakal menganggur. *Harian Metro*, 1–3.
- Hatak, I., Harms, R., & Fink, M. (2015). Age, job identification, and entrepreneurial intention. *Journal of Managerial Psychology*, 30(1), 38–53.
- Hisam, N. S. M., & Othman, N. (2018). Persepsi terhadap risiko dan kecenderungan pengambilan risiko dalam kalangan pelajar politeknik aktif pendidikan keusahawanan. In *1st International Conference on Humanities, Education and Society* (pp. 221–233), Johor, Malaysia.
- Izquierdo, E., & Buelens, M. (2011). Competing models of entrepreneurial intentions: The influence of entrepreneurial self-efficacy and attitudes. *International Journal of Entrepreneurship and Small Business*, 13(1), 75–91.
- Kasim, R. S. R., & Salleh, N. A. (2023). Pembangunan item bagi kesejahteraan spiritual Islam sebagai mediator terhadap hubungan kecenderungan pengambilan risiko dan tekad keusahawanan dalam kalangan graduan usahawan di Malaysia. *i-IEcons E-Proceedings*, 713–721.
- Kessler, A., Korunka, C., Frank, H., & Lueger, M. (2012). Predicting founding success and new venture survival: A longitudinal nascent entrepreneurship approach. *Journal of Enterprising Culture*, 20(1), 25–55. <https://doi.org/10.1142/S0218495812500021>

- Khan, S. A., Sharma, P. P., & Thoudam, P. (2019). Role of attitude and entrepreneurship education towards entrepreneurial orientation among business students of Bhutan. *International Journal of Recent Technology and Engineering*.
- Kowang, T. O., Apandi, S. Z. B. A., Hee, O. C., Fei, G. C., Saadon, M. S. I., & Othman, M. R. (2021). Undergraduates entrepreneurial intention: Holistic determinants matter. *International Journal of Evaluation and Research in Education*, 10(1), 57–64.
- KPT. (2024). *Laporan kajian pengesanan graduan 2023*. Kementerian Pengajian Tinggi Malaysia.
- Krueger, N., & Brazeal, D. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice*, 18(3), 91–105.
- Kumar, S., & Kurniawan, D. (2019). The relationship between entrepreneurial education, family background, innovativeness, and entrepreneurial capabilities toward entrepreneurial intention. In *3rd International Conference on Family Business and Entrepreneurship* (pp. 631–642).
- Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593–617. <https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Liñán, F., Rodríguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Journal of Entrepreneurial Behaviour & Research*, 17(2), 195–218.
- Lv, Y., Chen, Y., Sha, Y., Wang, J., An, L., Chen, T., ... & Huang, L. (2021). How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence. *Frontiers in Psychology*, 12, 655868.
- Maheshwari, G., Kha, K. L., & Arokiasamy, A. R. A. (2023). Factors affecting students' entrepreneurial intentions: A systematic review (2005–2022) for future directions in theory and practice. *Management Review Quarterly*, 73(4), 1903–1970.
- Mamat, I., Nawang, W. M. Z. W., & Ramli, N. N. (2009). Nilai, sikap dan amalan pegawai kanan institut pengajian tinggi terhadap program pembangunan usahawan siswa. *Jurnal Kemanusiaan*, 7(2).
- Masri, N., Abdullah, A., & Asimiran, S. (2022). Hubungan faktor terpilih dengan tekad keusahawanan pelajar di Kolej Vokasional Zon Tengah, Semenanjung Malaysia. *Malaysian Journal of Social Sciences and Humanities*, 7(5), e001508.
- Mazurah, M. (2015). *Keberkesanan pembelajaran berasaskan konsultasi terhadap tekad keusahawanan pelajar politeknik*. Penerbit Universiti Kebangsaan Malaysia.
- Mohammad, N. A., & Nordin, N. (2019). Risk-taking propensity, entrepreneurship orientation, and business performance: An exploratory study of Malaysia SMEs. *Journal of Social Sciences and Humanities*, 2(4), 24–33.
- Mwiya, B., Wang, Y., Shikaputo, C., Kaulung'ombe, B., & Kayekesi, M. (2017). Predicting the entrepreneurial intentions of university students: Applying the theory of planned behaviour in Zambia. *Africa Journal of Management*.
- Nasharudin, N., & Harun, H. (2010). Aspirasi kerjaya keusahawanan dalam kalangan pelajar institusi pengajian tinggi awam. *Jurnal Pendidikan Malaysia*, 35(1), 11–17.
- Nen, L. B., Rahman, R. S. A. R. A., & Othman, N. (2024). Correlation of entrepreneurial attitudes towards entrepreneurial career aspirations for Generation Z in community colleges. *Advanced International Journal of Business, Entrepreneurship and SMEs*, 6(20).

- Noh, N. M., Othman, N., & Rahman, R. S. A. R. A. (2024). Cabaran pelajar kolej komuniti dalam menguasai minda keusahawanan. *Advanced International Journal of Business, Entrepreneurship and SMEs*, 6(20).
- Nowiński, W., Haddoud, M. Y., Lančarič, D., Wach, K., & Schøtt, T. (2019). The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. *Studies in Higher Education*, 44(2), 361–379. <https://doi.org/10.1080/03075079.2017.1365359>
- Nurul Shahnaz Ahmad Mahdzan, & Audrey Boey Oi Lin. (2015). *Risk management and insurance*. Oxford University Press.
- Oliver, J. J., & Velji, N. (2019). Are entrepreneurs becoming more risk averse? *Strategic Direction*, 35(1), 1–2.
- Olofinyehun, A., Egbetokun, A., & Adelowo, C. (2022). Pooled dataset on entrepreneurial of undergraduates in selected universities in Nigeria. *Data in Brief*, 40(2), 107718. <https://doi.org/10.1016/j.dib.2021.107718>
- Othman, N., & Nasrudin, N. (2016). Entrepreneurship education programs in Malaysian polytechnics. *Education + Training*, 58(7/8), 882–898.
- Pallant, J. (2001). *SPSS survival guide: A step by step guide to data analysis using SPSS*. Allen & Unwin.
- Pihie, Z. A. L., & Bagheri, A. (2011). Teachers' and students' entrepreneurial self-efficacy: Implication for effective teaching practices. *Procedia - Social and Behavioral Sciences*, 29, 1071–1080.
- Pihie, Z. L., & Bagheri, A. (2011). Malay secondary school students' entrepreneurial attitude orientation and entrepreneurial self-efficacy: A descriptive study. *Journal of Applied Sciences*, 11(2), 316–322.
- Rahman, R. S. A. R. A., Othman, N., Pihie, Z. A. L., & Wahid, H. A. (2016). Entrepreneurial intention and social entrepreneurship among students in Malaysian higher education. *International Journal of Economics and Management Engineering*, 10(1), 175–181.
- Ravi, N., & Nor Aishah, B. (2016). The relationship between attitude, intention, and entrepreneurship career choice among Malaysian Indian undergraduates. *Akademika*, 86(2), 43–52.
- Rocha, A. K. L. D., Moraes, G. H. S. M. D., & Fischer, B. (2022). The role of university environment in promoting entrepreneurial behavior: Evidence from heterogeneous regions in Brazil. *Innovation & Management Review*, 19(1), 39–61.
- Saeed, S., Yousafzai, S. Y., Yani-de-Soriano, M., & Muffatto, M. (2015). The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management*, 53(4), 1127–1145. <https://doi.org/10.1111/jsbm.12090>
- Salleh, N. H. M., Rani, S. H. A., & Latief, D. A. (2016). The influence of college experience on the entrepreneurial intention among IKBN students. *Sains Humanika*, 8(4-2), 117–119.
- Sangeeta, B. B. (2014). 10 talents that drive entrepreneurial success. In *Entrepreneurial Strengths Finder* (pp. 132–143). Gallup Business Journal.
- Shahzad, M. F., Khan, K. I., Saleem, S., & Rashid, T. (2021). What factors affect the entrepreneurial intention to start-ups? The role of entrepreneurial skills, propensity to take risks, and innovativeness in open business models. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3), 173.
- Taha, K. A., Ramlan, S. N., & Noor, I. M. (2017). The factors affecting entrepreneurial intentions of university students in Malaysia. *International Journal of Business Technopreneurship*, 7(2), 189–202.

- The Global Entrepreneurship Monitor (GEM). (2019). *Global report 2019/2020*. GEM.
- Tshikovhi, N., & Shambare, R. (2015). Entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students. *Journal of Entrepreneurship Education*.
- Verheul, I., Block, J., Burmeister-Lamp, K., Thurik, R., Tiemeier, H., & Turturea, R. (2015). ADHD-like behavior and entrepreneurial intentions. *Small Business Economics*, 45(1), 85–101.
- Walter, S. G., & Block, J. H. (2016). Outcomes of entrepreneurship education: An institutional perspective. *Journal of Business Venturing*, 31(2), 216–233.
- Westhead, P., & Solesvik, M. Z. (2016). Entrepreneurship education and entrepreneurial intention: Do female students benefit? *International Small Business Journal*, 34(8), 979–1003.
- Zhao, H., Hills, G. E., & Seibert, S. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265–1272.