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The Influences between the Planned Behavior, the Resilience and the Student Entrepreneurship Intention

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Abstract

This exploratory study seeks to determine the influence between planned behavior (TPB), resilience (RE) and entrepreneurial intention (EI) among matriculation college students in Malaysia. Specific goals are: 1) to determine the influence of TPB on EI matriculation college students in Malaysia; 2) to determine the influence of TPB on RE student matriculation college in Malaysia; 3) to determine the influence of RE on EI matriculation college students in Malaysia; 4) to determine RE mediates the relationship between TPB and EI matriculation college students in Malaysia; 5) to determine the involvement of students in business activity moderates the relationship between TPB and EI matriculation college students in Malaysia; 6) to determine family involvement in business activity moderates the relationship between TPB and EI matriculation college students in Malaysia. An attempt has been made in this paper to provide an overview of the available TPB, RE and EI literature by classifying and then critically reviewing the material to develop a framework for TPB, RE and EI and suggest future research directions. This also includes model and two measurements for TPB, RE and EI. A summary of research findings and conclusions are reported at the end of the research view.

Keywords: Entrepreneurship; Planned Behavior; Resilience; Entrepreneurial Intention; Student Involvement In Business Activities; Family Involvement In Business Activities

Introduction

Entrepreneurship has been emphasized in many areas of academic research which includes different approaches. However, there are not enough known personal factors related to entrepreneurial intention. Entrepreneurship has been linked to social, economic and family circumstances, but the psychological features of individuals who intend to start a business are less likely to receive the same attention. Among the characteristics of personal psychology is such as self-efficacy, hope, confidence and RE (Luthans, 2002). Among the individual variables associated with entrepreneurial behavior are to be decisive (Kim-Soon et al., 2013), have the tendency to take short-term risk (Zhang, Wang, & Owen, 2015) and have high requirements for achievement (Mat, Maat, & Mohd, 2015).

The intention is very well-known from social psychology as a precursor to TPB. This variable is highly relevant as it appears that people with high potential entrepreneurship usually have high EI (Jakopec, Miljković Krečar, & Sušanj, 2013). There is evidence that EI relies on individual attitudes towards entrepreneurship (Morianio et al., 2012), perceived family expectations and beliefs seen on entrepreneurial behavior, perceived behavioral control and perceived ability to perform entrepreneurial behavior. Thus, entrepreneurial behavior can be predicted accurately by studying the intention (Krueger, Reilly, & Carsrud, 2000).

In addition, the RE variable has emerged as a critical phenomenon in entrepreneurship and entrepreneur. Academics, journalists and bloggers have shown the personal significance of psychological traits to succeed (Hedner, Abouzeedan, & Klofsten, 2011; Francis, 2014; Jozefak, 2011). In entrepreneurship, RE is grouped as a phenomenon related to entrepreneurial aspects such as individuals, businesses and teams (Hayward et al., 2010; Hedner et al., 2011). This variable is very important because resilient individuals will succeed in entrepreneurship (Rosemary et al., 2016; Yang & Danes, 2015). Next, RE adds unique variants in predicting EI (Hlatywayo, Marange, & Chinyamurindi, 2017).

In this paper, there have three domain constructs in TPB namely (1) attitudes towards behavior (ATB); (2) subjective norm (SN); and (3) perceived behavioral control (PBC).

In the next section, this paper review the literature on TPB, RE and EI measures as well as the influence of TPB and RE on EI and hypothesis development. Next in Section 3, the researcher are more focus on methodology and proposed conceptual model and as a conclusion for this section are to discuss the future agenda for research and practice.

Literature Review

Planned behavior

TPB built on the basis of the research-action theory (RAT) (Ajzen & Fishbein, 1975) takes into account personal and social factors (Rueda et al., 2015). This theory has three main constructs: ATB (referring to the extent to which the individual sees the attraction of the behavior in question), SN (refers to the perceived social pressures of other important persons such as family, friends, role models and others to show behavior) and PBC (refers to self-assessment of one's competence to the task or action) (Ajzen, 1991). In TPB, the three main constructs representing individual experiences and observations, shape and develop three essential beliefs: behavioral beliefs, normative beliefs and beliefs gained from experience (Engle, Schlaegel, & Dimitriadi, 2010). It is said that the better ATB and SN and the greater PBC, the higher the intention to carry out behavior (Ajzen, 1991; Solesvik et al., 2012; Nishimura & Morales, 2011). In addition, according to theory, PBC can be used together with an intention to predict behavior (Ajzen, 1991) directly. The study by Nguyen (2017), Ozaralli and Rivenburgh (2016), and Rueda, Moriano, and Linan (2015) confirm that TPB predicts EI.

In this paper, research on TPB focuses on the relationship between the implementation of TPB with multiple constructs namely ATB, SN and PBC. A summary of this TPB constructs used in this research is given in Table 1.

Table 1 The Summary research finding on TPB constructs

<i>TPB constructs</i>	<i>Literature/authors</i>	<i>Findings</i>
ATB	Chuah, F. et al. (2016)	ATB university students in Malaysia have the greatest impact on EI.
	Mohammed, B.S. et al. (2017)	ATB university students in Algeria have a positive relationship with EI.
SN	Yang (2013)	SN Chinese student not only improves EI significantly, but also a better predictor than PBC.
	Khuong and An (2016)	SN Vietnamese student has no influence on EI.
PBC	Nguyen, C. (2017)	PBC international students in Vietnam remain the best predictor of EI.
	Mohammed, B.S. et al. (2017)	PBC university students in Algeria do not contribute much to explain intentions and behaviors.

In this study, the influence of TPB on EI will be investigated. A hypothesis regarding the influence of TPB on EI is formulated as follow:

H₁: There is no significant influence of TPB on student EI.

Resilience

RE has been recognized in recent years as a core element to explain entrepreneurial behavior related to overcoming difficulties, adapting to uncertainty and learning from previous failures (Jin & Jia, 2017). Thus, RE becomes an important phenomenon in the context of successful entrepreneurship. The characteristics of entrepreneurs are linked to their efforts as part of an explanation for success (Ahangar, 2010; Wee, 2008; DeAngels, 2011).

Research has been conducted to test RE as a feature of entrepreneurship or entrepreneurial organization (Powell & Baker, 2012; Branzei & Abdelnour, 2010; Steiner & Cleary, 2014; Yang & Danes, 2015), entrepreneurial team (Blatt, 2009), family (Chrisman, Chua, & Steier, 2011; Jaskiewicz, Combs, & Rau, 2015) and the community (Junaid et al., 2014; Gebhardt, 2012; Dewald & Bowen, 2010; Ayala & Manzano, 2014). Individual RE stand out in the context of research for children and adolescents with good results despite their high risk status (Garmezy, 1996; Werner, 1995). Alexander (2013) detects the origin and application of RE agree with Masten (2014) that RE has grown across multiple disciplines and domains.

The study of resilient entrepreneurs focuses on whether more resilient entrepreneurs will be more successful in their business (Ayala & Manzano, 2014; Hayward et al., 2010) or how they adapt

to changes and recovery in harsh conditions (Bullough & Renko, 2013; Bullough, Renko, & Myatt, 2014). Given that entrepreneurs are exposed to high risk of failure and uncertainty, RE is the key to continued testing and success.

RE is important to understand as it can serve as a protective measure in the face of stress, trauma and extreme difficulty (Grenn et al., 2014) and inform programs designed to prevent less-than-stressed outcomes of stress, trauma and difficulty (Ballenger, Browning, & Johnson, 2010). Entrepreneurship is a business field characterized by stress and difficulty and also in some traumatic situations. Therefore, entrepreneurs need to be resilient and this is suggested as part of the explanation of their success. Table 2 shows a summary of previous studies on RE.

Table 2 The summary research finding on RE

Researcher/year	Sample/location/country	Target respondents	Key findings
Petrowski, K. et al. (2014)	Germany	Household	Parental behavior has a relationship with RE.
Li-Ching Ma et al. (2013)	Taiwan	Patient	Behavioral promoting health affects patient RE.
Aude D'Andria et al. (2018)	France	Entrepreneur	In high uncertainty, strong RE and logical shifts of action contribute to the success of business acquisitions.
Kirkwood et al. (2017)	New Zealand	Ekopreneur	Ekopreneur has developed a resilient and durable nature to ensure business continuity.
Fisher et al. (2016)	Australia	Entrepreneur	The level of RE entrepreneurs is conceptualized as fortitude and perseverance as well as forecasting the success of entrepreneurship.
Sheppard, L. dan Hicks, R.E. (2017)	Australia	University student	RE as a partial mediator between perfection and psychological stress.
Magnano, P. et al. (2016)	Italy	Employee	RE mediates the relationship of emotional intelligence with motivation.
Petrowski, K. et al. (2014)	Germany	Household	RE mediates parental behavioral relationships with anxiety and depression.

Therefore, the influence of TPB on RE, the influence of RE on EI and RE mediates the relationship between TPB and EI will be investigated deeply via this paper propose. This discussion leads to the following hypotheses:

- H₂: There is no significant influence of TPB on RE.
 H₃: There is no significant influence of RE on EI students.
 H₄: RE mediates the relationship between TPB and EI students.

Entrepreneurial Intention

EI is a reflection of the state of mind that encourages one to work alone (Gerba, 2012; Karimi et al., 2016). EI can be defined as individual engagement or intention to start a new business (Dinis et al, 2013). It also deals with the behavior and commitment of individuals who are motivated or encouraged to start a new venture (Gerba, 2012). The existing literature has emphasized that intention is an important consequence of TPB (Ajzen, 1991; Krueger, 2002; Edelman et al., 2008) and most of these literature examine the reasons why students at other universities and institutes take the challenge of entrepreneurship. Lee et al. (2005) in cross-cultural studies in four countries found that young university students would be involved with entrepreneurship if each country could provide suitable entrepreneurial education. In addition, Wang and Wong (2004) examine the interests of Singaporean entrepreneurship students based on their personal background and find that gender, education level and experience from family businesses are an important factor that explains the entrepreneurial interests among students.

Hence, entrepreneurial success can be achieved through an important cognitive process of RE Entrepreneurship (Ayala & Manzano, 2010). High impact challenges impact the firm's performance by determining its survival and success, especially in the first five years (Awotoye, & Singh, 2017). Thus, a resilient entrepreneur will make a decision reflecting positive cognition and determination to see the business continue to survive and grow in the midst of a bad situation. Ayala and Manzano (2014) questioned RE's legality in entrepreneurship and found that entrepreneurial success was predicted by RE. Table 3 shows a summary of previous studies on EI related studies.

Table 3 The summary research finding on EI

Researcher	Year	Factors	Context
Farooq, M.S. et al.	2018	Social Network	Malaysia (Business Students)
Barreto, K.S. et al.	2017	Previous Exposure and Education Environment	Chile and Columbia (Business Students)
Gelaidan, H.M. and Abdullateef, O.	2016	Self-confidence, Education, and relationship support	Malaysia (Business Students)

Student Involvement in Business Activities

Individuals with experience in entrepreneurial activity have higher EI than individuals with no experience (Kolvereid, 1996). Accordingly, Mazzarol et al. (1999) reported that individuals employed in the government sector were less interested in starting a new business venture compared with

experienced individuals in the private sector. The statement was supported by Basu and Virick (2008) study of 123 San Jose University students who found that students with entrepreneurial experience were more positive towards entrepreneurship. This argument is consistent with Samuel et al. (2013) on 136 Sunyani Politeknik Marketing Program students confirming that students' exposure to entrepreneurship has a significant relationship with TPB. Table 4 shows a summary of previous studies on student involvement in business activities.

Table 4 The summary research finding on student involvement in business activities

Researcher/year	Sample/location/country	Target respondents	Key findings
Israr, M. dan Saleem, M. (2018)	Italy	University student	Experience has the strongest impact on EI.
Barreto, K.S. et al. (2017)	Chile and Columbia	Business management students	Previous work experience directly affects EI.
Militaru, G. et al. (2017)	Romania	Engineering student	Work experience has no significant moderating effect on the relationship between entrepreneurship education and EI.
Petrowski, K. et al. (2014)	Germany	Household	No support is found for the effect of self-employed experience on EI.

Therefore, these discussions led to the following hypothesis:

H₅: Student involvement in business activity moderates the relationship between TPB and EI students.

Family Involvement in Business Activities

In Singapore and Australia, students are more likely to start a new venture after graduation if their parents are in business (Phan et al., 2002; Breen, 1998). According to Van Auken et al. (2006), families with business backgrounds often influence and motivate their siblings to engage in entrepreneurial activities and they are expected to have a higher incentive to start a business in the future. Interestingly, in terms of the influence of the role of the gender of the household, the father have a strong influence on the children's decision to become entrepreneurs from self-employed mothers (Kirkwood, 2007). The argument was supported by the Yang (2013) study on 1330 college students in China and found that parents' entrepreneurial experience had a significant impact on students' TPB. The findings are in line with Aykol and Gurbuz (2008) study of 324 university students in Istanbul who found that one of the determinants of EI is having entrepreneurial parents. Therefore, it is

reasonable to argue that families play an important role in helping someone become entrepreneurs. Table 5 summarizes the results of previous studies on family involvement in business activities.

Table 5 The summary research finding on family involvement in business activities

Researcher/year	Sample/location/country	Target respondents	Key findings
Tao Shen et al. (2017)	United States of America	College student	Family support plays an important role in improving attitudes and EI.
Arrighetti, A. et al. (2016)	Italy	University students	Students with role model in the family are more oriented towards entrepreneurship.

Table 5 The summary research finding on family involvement in business activities (continued)

Researcher/year	Sample/location/country	Target respondents	Key findings
Scholin, T. (2016)	Sweden	Entrepreneur	The influence of family factors on the individual's intention to work alone is strong.

Therefore, these discussions led to the following hypothesis:

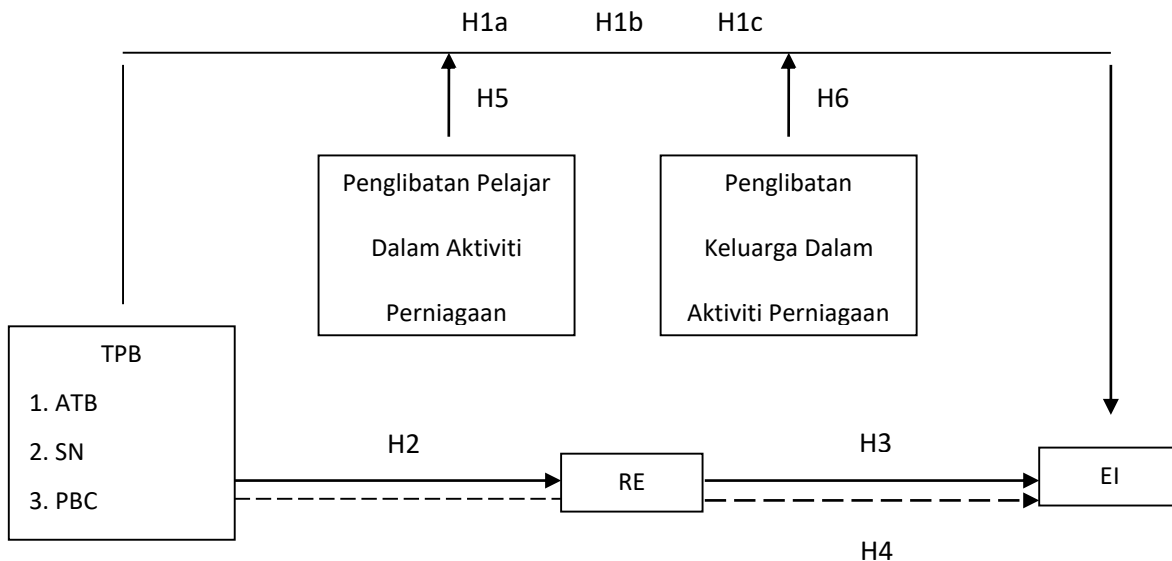
H₆: Family involvement in business activity moderates the relationship between TPB and EI students.

Proposed Conceptual Model

The study is going to use quantitative survey in the matriculation college in Malaysia. Population of this study comprised business management course student, matriculation college in Malaysia. Samples were selected through a quota and purposive sampling method. The set of questionnaire used was adopted from the questionnaire which has been used and proven its quality and effectiveness.

Statistical Package for Social Science (SPSS) version 25 will be used to analyze the initial data and provide descriptive analysis of samples such as min, standard deviation and frequency. Next is the inference analysis to identify the relationship between the different constructs of the proposed research model. This paper uses SPSS software to investigate the relationship between TPB, RE and EI as shown in Figure 1.

Figure 1 Proposed conceptual model



Conclusion

Due to the lack of research on the above mentioned problems, attempts have been made to determine the influence of TPB, RE and EI matriculation college students in Malaysia. This study has theoretically reviewed the earlier literature on the same problem in our country. The goal is to concentrate on research problems. Accordingly, the purpose of the study is:

1. To determine the influence of TPB on student EI.
2. To determine the influence of TPB on RE.
3. To determine the influence of RE on student EI.
4. To determine RE mediates the relationship between TPB and EI students.
5. To determine the involvement of students in business activity moderates the relationship between TPB and EI students.
6. To determine family involvement in business activity moderates the relationship between TPB and EI students.

Therefore, based on the future agenda, a survey is designed to conduct empirical research to study the hypothesis of the survey. It is hoped that the important facts to be addressed in this paper will be a way in which researchers can better examine TPB, RE and EI problems among matriculation college students in Malaysia.

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