

RESEARCH REPORT

**ENTREPRENEURIAL INTENTION
AMONG ACCOUNTING STUDENTS IN UUM**

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2007

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ACKNOWLEDGEMENT

We are very grateful to Allah S.W.T for His blessings and merciful that helped and inspired us to carry out this study.

We take this opportunity to thank to Faculty of Accountancy, Universiti Utara Malaysia for granting us the faculty grant to conduct this study. Special thank to our mentor, Mr Zainol Bidin for his constructive comments and suggestions. We also extend our gratitude to all those individuals especially who have contributed in various way to rendering this study.

Finally, we appreciate our loved ones for their endless love and support.

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ABSTRACT

The government strongly promotes entrepreneurship as a career choice among students. However, many students do not turn out to be an entrepreneur after their graduation. Students' behavior and decision to involve in entrepreneurship can be explained by their intention. Therefore, this paper examines the relationships of attitude towards entrepreneurship, subjective norm and perceived behavior control on the students' intention to be an entrepreneur based on Theory of Planned Behavior (TPB) model. A sample of 489 final year accounting students from University Utara Malaysia completed a questionnaire consisting of 19 items measuring attitude towards entrepreneurship, subjective norm, perceived behavior control, and intention to be an entrepreneur. The finding of the study shows that attitude, subjective norm, and perceived behavior control are significantly influence students' intention to be an entrepreneur. This implies that TPB model is capable to predict students' intention towards entrepreneurship, which at the end able to explain students' decision and behavior to be an entrepreneur in the future. The implications to the university and policy maker are discussed further in this study.

KEYWORDS: *Attitude, Subjective Norm, Perceived Behavior Control, Entrepreneurship*

1.0 INTRODUCTION

Entrepreneurship is getting more attention recently due to the saturation of job market and pressure from globalisation. People are looking more towards self-employment since they cannot be employed elsewhere. The government itself is pushing towards internally generated economy by encouraging more new enterprises to be set-up. Entrepreneurship contributes to a nation's economic development by creating employment opportunities, creating new products and industries, and generating innovation and creativity (Timmons, 1999). The perceived importance of entrepreneurship is evident by the huge amount and variety of supporting mechanisms and policies that have been specifically made for entrepreneurs. Moreover, the establishment of the Ministry of Entrepreneur and Co-operatives Development (MECD) in 1995 clearly shows the importance that our government had placed upon the issue of entrepreneurship and entrepreneur development. There are several strategies formed towards an establishment of Bumiputera Commercial and Industrial Community as being targeted in Vision 2020, which involves fostering Bumiputera entrepreneurs and professionals, and creating a middle-class Bumiputera (MECD, 2007). Graduates are identified as the most potential group of people to be nurtured to become entrepreneurs in order to realise the vision.

The government has taken several pro-active efforts and initiatives to nurture entrepreneurship among graduates through its ministry and agencies. Among the programmes arranged by MECD and its agencies to encourage graduates' involvement in

entrepreneurship are Entrepreneurship Culture in Public Higher Learning Institutions (“Program Pembudayaan Keusahawanan di IPTA”), and Graduate Entrepreneurship Training Programme (MECD, 2007). There is also a training programme called the Graduate Entrepreneurship Scheme (“Skim Usahawan Siswazah” - SUS), which was introduced in 1998. The main objective of these programmes is to give exposure to graduates from public and private higher learning institutions towards entrepreneurship. The intention was to ensure high involvement among graduates in entrepreneurship.

In addition, the government also provides a financial aid to graduates who are interested in becoming entrepreneurs. A fund known as the Graduate Entrepreneur Fund (“Tabung Usahawan Siswazah”) is reimbursed by the government to SME Bank to help our graduates to venture into new businesses. They are entitled to a business loan amounting up to RM250,000 (SME Bank, 2006). All these efforts were undertaken to ensure more and greater involvement of graduates in entrepreneurship. This will, at the same time, help to overcome unemployment issues among graduates.

However, in reality, graduate involvement in entrepreneurship is relatively very low. They prefer to be employed by organisations elsewhere rather than be an entrepreneur (Norasmah, 2004). A survey among UUM graduates for a period between 1995 and 1999 showed that out of 1,469 graduates who were working, 90 percent of them were being employed as compared to only 0.4 percent of them involved in entrepreneurship (Zolkafli, Mohd Salleh, Abdul Malek, Hajah Mustaffa, Abdul Razak, Mahmood Nazar & Abdul Razak, 2004). This indicates that there is very low

involvement of graduates in entrepreneurship. There is also another study done in UUM to see the outcome of Basic Graduate Entrepreneurship Course (“Kursus Asas Keusahawanan Siswazah” – KAKS) among ex-participants of the programme for a period between 2002 and 2005. It turned out that only 32.8 percent of them were involved in entrepreneurship after their graduation (Afiruddin & Armanurah, 2006). This once again indicates a low involvement in entrepreneurial activities among graduates even though these participants have gained formal education and training in entrepreneurship.

2.0 PROBLEM STATEMENT

Since 1995, various initiatives and efforts had been undertaken by the government through its ministry and agencies to promote entrepreneurship among graduates. Entrepreneurship education, programmes, training, workshops, and other activities have been carried out to promote and equip graduates with entrepreneurial knowledge and skills. Thus, the government hopes and expects high involvement of graduates in entrepreneurship.

However, in reality, the involvement of graduates in entrepreneurship is still at a fairly low level. This shows that the government’s expectation of high involvement of graduates in entrepreneurship is not achievable yet. A gap exists between what is expected by the government on our graduates, and the actual scenario of involvement

among graduates in entrepreneurship. Here lies a gap that needs further investigation in explaining graduate attitude and behaviour towards entrepreneurship.

Entrepreneurship is an intentional planned behaviour (Krueger, Reilly, & Carsrud, 2000). People usually show an indication of long time interest and desire to be involved in business. According to the Theory of Planned Behaviour (TPB), behaviour is influenced by intention (Ajzen, 1991). Bagozzi, Baumgartner, and Yi (1989) stated that intentions are the best predictor of planned behaviour. By understanding intentions, it provides a conduit to a better understanding of the behaviour itself (Ajzen, 1991). In the entrepreneurial setting, a graduate's decision to venture into entrepreneurial activity is influenced by his or her intention to be involved in entrepreneurship.

As such, by understanding entrepreneurial intention, it serves as an important prediction of involvement among graduates in entrepreneurship and helps to explain why graduates decide to start a business. This study will apply the TPB by looking at the relationship of three determinants of intention; namely attitude, subjective norm, and perceived behaviour control on students' intention to be an entrepreneur.

3.0 RESEARCH OBJECTIVES

The objectives of this study are:

- 1) to determine whether attitude, subjective norm, and perceived behaviour control influence students' intention to be an entrepreneur; and

- 2) to examine the strength of intention's predictors; which are attitude, subjective norm, and perceived behaviour control, on students' intention to be an entrepreneur.

Therefore, the main questions posed in this study are:

- 1) Do attitudes towards entrepreneurship, subjective norm, and perceived behaviour control and influence students' intention to be an entrepreneur?
- 2) To what extent do these factors influence students' intention to be an entrepreneur?

4.0 MOTIVATION AND SIGNIFICANCE OF STUDY

In this study, we focus on entrepreneurial intention among accounting students. Previously, there have been several studies on entrepreneurial intentions among students, but most of them focused on business majoring students (Thandi & Sherma, 2004; Muhammad Shukri, Abu Bakar, & Ahmad Fauzwadi, 2006). There were also studies on technology and science students such as by Autio, Kelley, Klofsten, Parker, and Hay (2001), Ramayah and Zainon (2004), and Souitaris, Zerbinati, and Al-Laham (2007).

However, as far as our investigation into the past and current literature has revealed, there has not been any research yet focusing on entrepreneurial intentions among accounting students. Accounting students are technically trained about business activities and ventures, which gives them advantage and potential to be a good

entrepreneur. Moreover, the growing number of other new business ventures due to globalisation may result in increasing demand for accounting services in the future. Therefore, this provides endless opportunities for accounting graduates who could then open up accounting and consultancy firms in the future.

This study provides an insight on the association of TPB with entrepreneurial intention. In this study, we identified factors that influence their entrepreneurial intention and the strength of these factors. By investigating these factors, this study provides some valuable input to the university, the government, and entrepreneurship agencies in generating potential entrepreneurs, and promoting entrepreneurship as a career choice among future students.

5.0 LITERATURE REVIEW

5.1 Theory of Planned Behaviour (TPB)

The Theory of Planned Behaviour (TBP) is an intention-based model (Ajzen, 1991). It is used to explain an individual's intention to perform a given behaviour. Intentions are assumed to capture the motivational factors that influence behaviour. They are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the particular behaviour (Ajzen & Driver, 1992).

TPB is used in this study because it has been proven successful in explaining intention towards performing a particular behaviour (Ajzen & Driver, 1992; Krueger et al., 2000). This intention-based model was found to be applicable in practical

applications and basic research in various fields such as health, leisure choice, psychology, and information technology (Ajzen, 1987; Ajzen & Driver, 1992; Taylor & Todd, 1995; Mathieson, 1991). TPB has also been used in explaining entrepreneurial intention, such as studies done by Kolvereid (1996), Krueger et al., (2000), Autio et al., (2001), and Souitaris et al. (2007). In this study, TPB is used to explain intention among accounting students to venture into entrepreneurial activity in the future. Figure 1 illustrates the TPB framework.

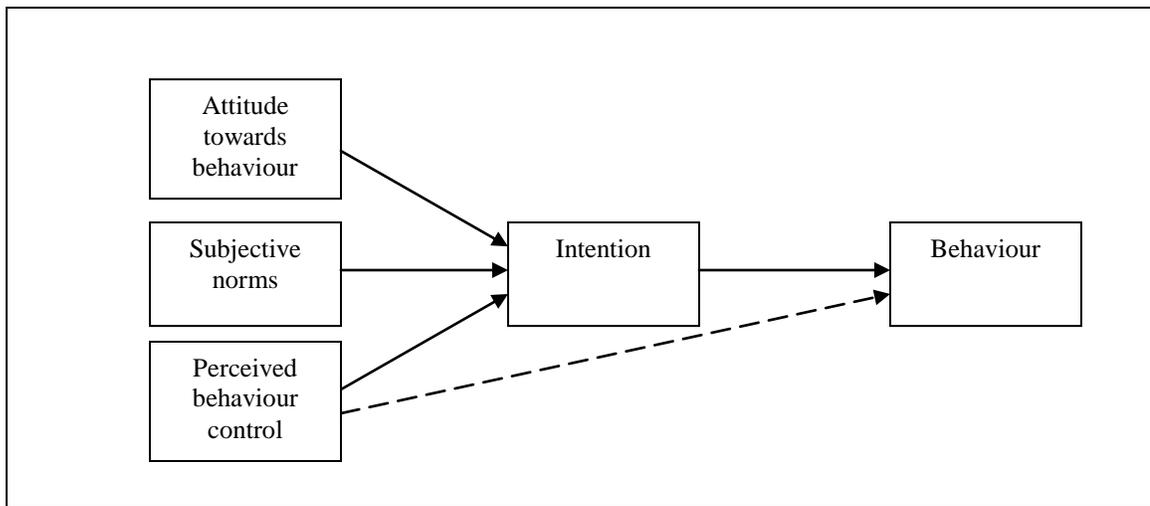


Figure 1: Illustration of Ajzen’s Theory of Planned Behaviour (Ajzen, 1991)

In TPB, there are three conceptually independent determinants of intention towards behaviour, namely attitudes towards the behaviour, subjective norm, and perceived behaviour control (Ajzen, 1991). The next sections discuss about all these variables and the development of our hypotheses.

5.1.1 Attitude

Attitude towards performing a particular behaviour refers to perceptions of personal desirability to perform that said behaviour (Ajzen, 1987). It depends on the expectations and beliefs about personal impacts of outcomes resulting from the behaviour. According to Ajzen, a person's attitude towards this behaviour represents evaluation of the behaviour and its outcome.

Attitude had been used in many studies related to the human decision process such as health, marketing, leisure choice, and education (Ajzen, 1985; Ajzen & Driver, 1992; Kim, Kim, Im, & Shin, 2003; Dzarfan, Ropidah, & Sazali, 2005). A study by Ajzen and Driver (1992) found that attitude towards leisure activities influences the prediction of intention to engage in recreational activities. Whereas in the marketing, Kim et al. (2003) found that attitude towards complaining significantly enhances complaint intentions among customers.

In the case of entrepreneurship, attitude towards entrepreneurship refers to the personal desire in becoming an entrepreneur (Kolvereid, 1996). Therefore, high expectations and beliefs towards self-employment reflect favours in entrepreneurship. Previous research had shown a positive relationship between attitude and behavioural intention (Kolvereid, 1996; Krueger et al., 2000; Autio et al., 2001; Souitaris et al., 2007). A study by Autio et al. (2001) found that each attitude measure was strongly influenced entrepreneurial intention. Similar result was found by Kolvereid (1996), Krueger et al. (2000), and Souitaris et al. (2007). Therefore, based on the discussion above, the following hypothesis was put forward:

H₁: Attitude towards entrepreneurship is positively related to entrepreneurial intention.

5.1.2 Subjective Norm

Subjective norm refers to the person's perception of the social pressures for or against performing the behaviour in question (Ajzen, 1987). Specifically, subjective norm reflects an individual's perception that most people who are important to him think he should or should not perform the behaviour (Ajzen, 1987). TPB holds that subjective norm is a function of beliefs. Beliefs that underlie the subjective norm are called normative beliefs. Thus, if a person believes that the most important referents or individuals to them think that the behaviour should be performed, then the subjective norm should influence the intention of the person to perform the behaviour in question. The referents here refer to a group of people that is closed with the individual, for instance family members, peers, spouse, close friends, teachers, and any people who are considered as important in their lives. Therefore, this shows that subjective norm influences intention to perform a particular behaviour.

In previous study, subjective norm was found to be positively related to intention (Ajzen & Driver, 1992; Kolvereid, 1996; Krueger et al., 2000; Autio et al., 2001; Ramayah et al., 2004; Souitaris et al., 2007). In a study of leisure choice by Ajzen and Driver (1992), results showed that subjective norm is significantly related to the intention of engaging in recreational activities. Meanwhile, a study by Kolvereid (1996) found that subjective norm significantly influences intention towards entrepreneurship. A similar

result was found in a study by Souitaris et al. (2007). However, there are few studies that showed no significant relationship between subjective norm and intention towards entrepreneurship (Krueger et al., 2000; Autio et al., 2001). Souitaris et al. (2007) suggested that researchers must identify the most important social influences in their own setting to increase the predictive capability of this construct. Therefore, based on discussion above, the following hypothesis was proposed:

H₂: Subjective norm is positively related to entrepreneurial intention.

5.1.3 Perceived Behaviour Control

The perceived behaviour control reflects the perceived ability to execute a targeted behaviour (Ajzen, 1987). It relates to an individual's perception on the degree of easiness and difficulties in performing such behaviour, and it is assumed to reflect past experience as well as anticipated obstacles (Ajzen & Driver, 1992). This construct is affected by perceptions of access to necessary skills, resources, and opportunities to perform the behaviour. If an individual does not have control over the circumstances, he may not have any or less intention to perform a particular behaviour. Therefore, it shows that perceived behaviour control influences intentions to perform the behaviour.

Previous research had shown that there is an association between perceived behaviour control and behavioural intention (Mathieson, 1991; Ajzen & Driver, 1992; Davidsson, 2001; Kolvereid, 1996; Krueger et al., 2000; Autio et al., 2001; Souitaris et al., 2007). A study by Ajzen and Driver in 1992 showed that perceived behaviour control influences the performance in leisure activities. In the entrepreneurship context, there are

several studies which provided results of significant associations between perceived behaviour control and entrepreneurial intention. For instance, a study by Davidsson (2001) found that perceived behaviour control (or “entrepreneurial conviction”) is the most important influence on intention among Swedes to go into business. Kolvereid (1996) later found that perceived behaviour control emerged as among the significant influence on self-employment intentions among master degree students in Norway. A similar finding was revealed in studies by and Krueger et al. (2000), Autio et al. (2001), and Souitaris et al. (2007). Based on the above discussion, the following hypothesis is recommended:

H₃: Perceived behaviour control is positively related to entrepreneurial intention.

Based on the above discussion, the conceptual framework, as depicted in Figure 2, was proposed for this study setting.

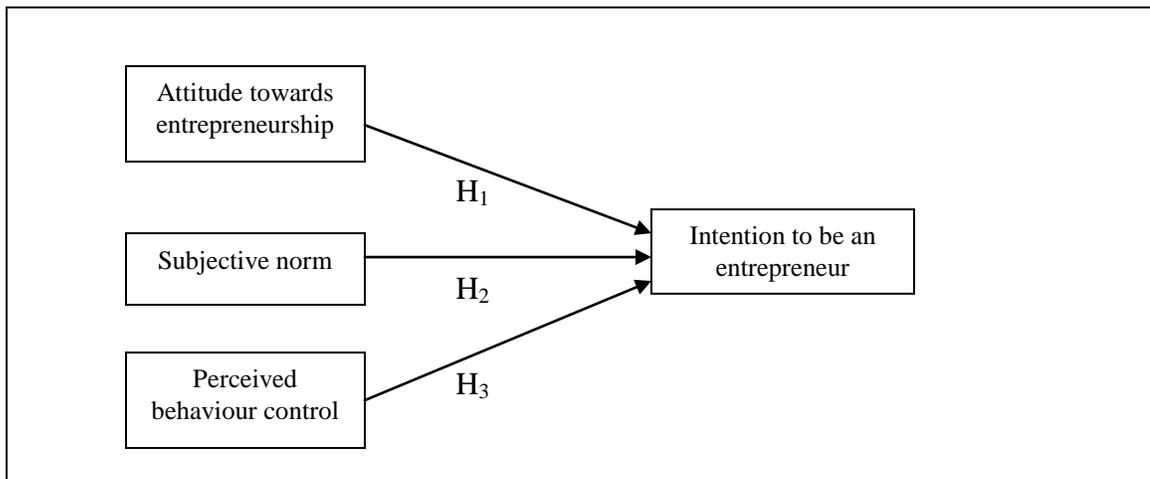


Figure 2: A proposed conceptual framework for entrepreneurial intention

6.0 RESEARCH METHODOLOGY

The research methodology involved the administration of questionnaire on a sample of accounting students. This section outlines the unit of analysis, data collection and analysis, and measurement.

6.1 Unit of Analysis

The unit of analysis for this study was final year undergraduate accounting students currently enrolled in the Faculty of Accountancy, UUM. The sample comprised of 592 final year students. These final year students were chosen in this study because they are the most probable ones to have made their career choice and they are more certain with regard to their future career planning. This would provide a more reliable answer to our study in investigating students' intention in entrepreneurship.

6.2 Data Collection and Analysis

A structured questionnaire was used to collect data for the study. The questionnaire was adapted from Kolvereid (1996) and Autio et al. (2001) in obtaining the necessary data to answer the research objectives. The questionnaire was divided into two sections. The first section of the questionnaire measured the entrepreneurial intention among students and its determinants. The second section focused on demographic information about the respondents. A Likert scale was used to measure attitude towards entrepreneurship, subjective norm, perceived behaviour control, and entrepreneurial

intention, while demographic information was gathered using an ordinal scale (see Appendix 1).

Descriptive analysis and multiple regression analysis were performed to analyse the data. Besides these, a reliability test was also conducted to ensure the consistency and reliability of the constructs used in measuring the identified variables.

6.3 Measurement

The constructs on attitude were adapted from the study by Kolvereid (1996). There were five items measuring attitude. The Cronbach's alpha for attitude was 0.83. The attitude variable was evaluated on a five point scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Refer to Appendix 1, Part I-A).

The constructs on subjective norm and perceived behaviour control were adapted from Autio et al. (2001). The Cronbach's alpha for subjective norm and perceived behaviour control were 0.89 and 0.74 respectively. With five items in each subjective norm and perceived behaviour control, the values of these items ranged from 1 (Strongly Disagree) to 5 (Strongly Agree) (Refer to Appendix 1, Part I-B and C).

The last construct of entrepreneurial intention was measured using four items. The items were adapted from Autio et al. (2001). The Cronbach's alpha for the construct was 0.60. The construct assessed the perceived likelihood of students to start a new firm; either within one year after graduation, three to five years, or at any time after graduation.

The values measuring this construct ranged from 1 (Not likely at all) to 5 (Very likely) (Refer Appendix 1- Part I-D).

The results indicated that the Cronbach's alpha coefficient for all these independent variables, i.e. attitude towards entrepreneurship, subjective norm, and perceived behaviour control, were above 0.70 and this was considered to be good (Nunnally, 1978). However, the alpha value for the dependent variable, i.e. entrepreneurial intention, was 0.60. This value was acceptable since this variable, which measures students' intention to be involved in entrepreneurship, is at the initial stage of investigation (Churchill, 1979; Nunnally, 1978). Thus, the items used in measuring the variables were deemed acceptable.

7.0 FINDINGS

A total of 509 questionnaires were returned by respondents, which is a response rate of 86%. Out of these returned questionnaires, 489 (96%) responses were usable and used in data analysis. Table 1 shows the profile of the respondents.

Table 1: Profiles of the respondents

Item	Frequency	Percentage (%)
Gender (n=489)		
Male	98	20.0
Female	391	80.0
Ethnicity (n=489)		
Malay	295	60.3
Chinese	164	33.5
Indian	19	3.9
Others	11	2.2
Programme (n=485)		
Bachelor of Accountancy	390	79.7
Bachelor of Accountancy (Information System)	95	19.4
CGPA (n=487)		
2.00-2.99	230	47.0
3.00-3.69	250	51.1
3.70-4.00	7	1.4
Attended entrepreneurship class (n=489)		
Yes	353	72.4
No	135	27.6
Attended entrepreneurship program (n=486)		
Yes	121	24.7
No	365	74.6
Entrepreneurial family (n=489)		
Yes	231	47.2
No	258	52.8

The respondents consisted of 80% female and 20% male students. Out of these, the majority of the respondents were Malays (60.3%) and most were enrolled in the Bachelor of Accountancy (Honours) programme (79.7%). These students mainly scored a moderate cumulative grade point average (CGPA) of between 2.00 to 2.99 (47.0%) and 3.00 to 3.69 points (51.1%). The majority of respondents declared that they had attended entrepreneurship class previously (72.4%), but somehow never attended any entrepreneurship programme (74.6%). A portion of 47.2% of the respondents has a

family member involved in entrepreneurship, while the rest of 52.8% did not have any entrepreneurial family background.

A basic descriptive analysis was performed to determine the average score and the dispersion of score for the constructs of attitude, subjective norm, perceived behaviour control, and entrepreneurial intention. The results are shown in Table 2, which shows that all constructs in attitude scored moderately high. On average, respondents almost agreed that entrepreneurship is desirable.

Table 2: Descriptive Statistics on Variables

Variable / Constructs	Mean	Standard Deviation
Attitude towards entrepreneurship		
1) Challenging	3.51	0.741
2) Compensation	3.68	0.717
3) Power	3.72	0.776
4) Independent	3.79	0.783
5) Self-realization	3.80	0.754
Subjective Norm		
1) Family	3.14	0.840
2) Close friends	3.14	0.787
3) Colleagues	3.03	0.766
4) Lecturers	3.12	0.783
5) Important people	3.29	0.840
Perceived Behaviour Control		
1) Confident	3.42	0.742
2) Easy	2.67	0.803
3) Education	3.47	0.797
4) In control	2.91	0.703
5) Skills and capabilities	3.25	0.762
Entrepreneurial Intention		
1) One year after graduation	2.51	0.748
2) Three year after graduation	3.09	0.890
3) Five year after graduation	3.52	0.849
4) Anytime after graduation	3.58	0.957

The results also showed that subjective norm scored moderately low. However, there was a mixed result for the perceived behaviour control construct. On average, respondents slightly disagree that entrepreneurship would be easy and under control despite the moderate scores in confidence, education and skills, and capabilities.

The mean value for entrepreneurial intention items was 2.51 for involvement in the one year period after graduation. The mean scores increased gradually over time of involvement to the highest score of 3.58 for involvement at any time after graduation. This showed that the students were initially more reluctant to break out into the entrepreneurial scene, but after being employed for an organisation for a while, they might then think about starting up their own businesses. This would be normal for any new graduates, since they would not have practical experienced and perhaps feel more comfortable working for an organisation.

To test the previously stated hypotheses and to achieve the stated objectives, a multiple regression analysis was carried out. The results of regressing the attitude, subjective norm, and perceived behaviour control with entrepreneurial intention showed that adjusted R Square (R^2) was 0.38 and the F-Ratio was 98.94 (refer Table 3). This result meant that 38% of the variance in entrepreneurial intention was significantly explained by the three independent variables of attitude towards entrepreneurship, subjective norm, and perceived behaviour control. Therefore, this supported the validity of the proposed model in predicting the students' intention towards entrepreneurship.

Table 3: Regression of Attitude, Subjective Norm and Perceived Behaviour Control against Entrepreneurial Intention

	B	S.E.	β
Constant	2.800	0.590	
Attitude	0.196	0.33	0.252
Subjective Norm	0.137	0.29	0.203
Perceived Behaviour Control	0.261	0.36	0.311
F Value of model	98.94		
Adjusted R ²	0.380		

From Table 3, it can be observed that the Beta value for attitude was 0.252 at $p < 0.01$. This indicated that attitude towards the entrepreneurship variable was significantly influenced by entrepreneurial intention among students. Therefore, H₁ was supported.

Similar findings were found on the other two independent variables. The Beta values for subjective norm and perceived behaviour control were 0.203 and 0.311, respectively, at $p < 0.01$. This meant that subjective norms and perceived behaviour control would significantly influence students' intention to be an entrepreneur at the $p < 0.01$ level. These findings had substantiated H₂ and H₃.

Among the three independent variables, perceived behaviour control scored the highest Beta value of 0.311. This indicated that perceived behaviour control would emerge as the most important factor that influences students' entrepreneurial intention. Attitude emerged as the second most important influence, and this is followed by subjective norm. This finding had answered the second research question in the study.

Based on the above analysis, the proposed entrepreneurial intention model can be expressed as follows:

$$EI = 2.80a + 0.252b + 0.203c + 0.311d$$

Where:

- EI - Intention to be an entrepreneur
- b - Attitude towards entrepreneurship
- c - Subjective norm
- d - Perceived behaviour control
- a - Constant

8.0 DISCUSSION

The findings clearly demonstrated that the intention of students to be an entrepreneur is influenced by their attitude towards entrepreneurship, subjective norm, and perceived behaviour control. These findings would suggest that TPB has a moderately explanatory power in indicating entrepreneurial intention. The analysis of this study was consistent with previous research findings (Kolevereid, 1996; Krueger et al., 2000; Autio et al., 2001; and Souitaris et al., 2007).

All three independent determinants of entrepreneurial intention, namely attitude towards entrepreneurship, subjective norm, and perceived behaviour control, were found to significantly influence the students' intention to be an entrepreneur. Therefore, results from this study have provided further evidence to support all of the hypotheses. This is congruent with studies by Kolvereid (1996) and Souitaris et al. (2007). Other studies that

similar with our findings are studies by Krueger et al. (2000) and Autio et al. (2001), except that in both studies, subjective norm was not significant in the intention to be an entrepreneur. It shows that our study is capable of identifying the most important social influences in the university setting and increase the predictive capability of social norm construct, as suggested by Souitaris et al. (2007).

The study also indicated that perceived behaviour control was found to be the strongest influence on entrepreneurial intention. This is in agreement with studies conducted in Sweden (Davidsson, 2001), Norway (Kolvereid, 1996), and USA (Krueger et al., 2000; Autio et al., 2001). This would suggest that students who have a plan to be an entrepreneur are influenced mostly by their perception on perceived behaviour control, which refers to the degree of easiness and difficulties in starting up a business or getting into entrepreneurship.

9.0 IMPLICATION OF STUDY AND FUTURE RESEARCH

This study has many implications to be considered. Firstly, higher learning institutions should carry out more effective programmes and short courses like Graduate Business (“Siswaniaga”) and Basic Entrepreneurship (“Asas Keusahawanan”). These programmes would help to increase students’ confidence level, skills, and capabilities in order to equip themselves as an entrepreneur in the future. Universities and lecturers play a vital role in encouraging students, who lack the entrepreneurial experience, to enrol into these programmes. Exposing students to entrepreneurship as a career alternative would

help them to develop a positive attitude towards it. All these efforts need good synergy and collaboration with the Ministry of Higher Education. Enhancing students' involvement in business via inviting successful entrepreneurs to lecture can also be an enterprising initiative. It is also believed that students who are inspired from these programmes would have a strong inspiration to become an entrepreneur in the future.

Secondly, a supportive environment would increase entrepreneurial intentions. Communities should especially make resources available and visible, publicise entrepreneurial successes, and increase the diversity of opportunities. Policy makers through government initiatives would also affect entrepreneurship.

Thirdly, the Ministry of Entrepreneurship and Cooperative Development (MECD) as a policy maker needs to think about new ideas that can stimulate the forthcoming new generations to get involved in entrepreneurship. Perhaps the most important thing or limitation is financial resources. MECD should increase the fund availability and also ease the fund application processes. Another way is by providing consultation services to those who wish to start up a business and to those who already have a running business. The ministry also can create a networking system that enables social interactions between prospective and successful entrepreneur through the mentoring concept.

It is recommended, in the future, that a more comprehensive study should be carried out to extend the samples to cover all accounting programmes in all universities in Malaysia.

9.0 CONCLUSION

The present study examines the relationship between attitude, subjective norm, and perceived behaviour control on the students' intention to become an entrepreneur. The results have indicated that attitude, subjective norm, and perceived behaviour control influence their intention to become involved in entrepreneurship. The influence was indicated to be strong in significantly determining the students' entrepreneurial intention. Among all, perceived behaviour control emerged as the strongest factor that influenced entrepreneurial intention. This study has suggested that TPB is well suited for research in entrepreneurial intention. However, the model can be improved by considering other factors. Based on the findings, we recommend that the university, the community, and the policy makers should improve the current situation by continuing the existing efforts and, at the same time, to come out with new strategies to turn entrepreneurship into a popular career option among university graduates.

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Part I: Entrepreneurial Intention

The following questions aim to assess the entrepreneurial intention among students. Please indicate your opinion by circling the appropriate number using the scale below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

A Attitude toward entrepreneurship.

- 1 I would likely pursue in entrepreneurial career because I like challenging job.

1	2	3	4	5
---	---	---	---	---
- 2 I would likely pursue in entrepreneurial career because I can receive compensation compatible to my effort and hard work.

1	2	3	4	5
---	---	---	---	---
- 3 I would likely pursue in entrepreneurial career because I can have power to make my own decision.

1	2	3	4	5
---	---	---	---	---
- 4 I would likely work in entrepreneurial career because I can be independent and able to choose my own tasks.

1	2	3	4	5
---	---	---	---	---
- 5 I would likely work in entrepreneurial career because I can achieve self-realization.

1	2	3	4	5
---	---	---	---	---

B Social norms

- 1 I believe that my family think that I should pursue a career as an entrepreneur.

1	2	3	4	5
---	---	---	---	---
- 2 I believe that my close friends think that I should pursue a career as an entrepreneur.

1	2	3	4	5
---	---	---	---	---
- 3 I believe that my colleagues think that I should pursue a career as an entrepreneur.

1	2	3	4	5
---	---	---	---	---
- 4 I believe that my lecturers think that I should pursue a career as an entrepreneur.

1	2	3	4	5
---	---	---	---	---
- 5 I believe that people who are important to me think that I should pursue a career as an entrepreneur.

1	2	3	4	5
---	---	---	---	---

C Perceived behavior control

- 1 I am confident that I would succeed if I started my own business.

1	2	3	4	5
---	---	---	---	---
- 2 It would be easy for me to start my own business.

1	2	3	4	5
---	---	---	---	---
- 3 To start my own business would probably be the best way for me to take advantage of my education.

1	2	3	4	5
---	---	---	---	---

- 4 The number of events outside my control which could prevent me from becoming an entrepreneur would be very few.

1	2	3	4	5
---	---	---	---	---
- 5 I have skills and capabilities required to succeed as an entrepreneur.

1	2	3	4	5
---	---	---	---	---

D Entrepreneurial Intent

How likely is it that you will start a new business of your own or with family or friends?

Not likely at all	Not likely	Neutral	Likely	Very likely
1	2	3	4	5

- 1 I intent to start a new business immediately after graduation.

1	2	3	4	5
---	---	---	---	---
- 2 I intent to start a new business three (3) years after graduation.

1	2	3	4	5
---	---	---	---	---
- 3 I intent to start a new business five (5) years or above after graduation.

1	2	3	4	5
---	---	---	---	---
- 4 I intent to start a new business at any time after graduation.

1	2	3	4	5
---	---	---	---	---

Part II: Background Information

Please tick (✓) the appropriate responses.

1. Gender: Male Female
2. Ethnicity: Malay Chinese Indian Other
(Please specify: _____)
3. Program: Bachelor in Accounting Bachelor in Accounting (Information System)
4. CGPA: 0.00-1.99 3.00-3.69
 2.00-2.99 3.70-4.00
5. Have you attend any entrepreneurship class or course before? Yes No
6. Have you involve in any entrepreneurship training program before?
(e.g. Program Siswa Niaga) Yes No
7. Does your family involve in any entrepreneurial activity? Yes No