

Factors Impacts the Students to Choose Entrepreneurship as their Career of Choice in Malaysia.



Dr Kiran Kumar Thoti

Senior Lecturer, Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan

ABSTRACT: The purpose of this research is to investigate what drives young people to choose entrepreneurship as a profession. Young people are increasingly drawn to entrepreneurship to more autonomy, creative expression, and financial independence. This research reviews the literature to highlight the personal traits, cultural values, education, social and economic environment, and access to resources that contribute to young people's decisions to pursue entrepreneurship. Lack of experience, insufficient financial resources, and regulatory impediments are only few of the issues that young entrepreneurs confront and are discussed in this article. The study's subjects were undergraduates at Kelantan University, and the study's questions made use of both nominal and ordinal scales. The corrective analysis is used to check for a correlation between the variables. The study recommends programmatic interventions that can help young people achieve their entrepreneurial goals and compete in today's fast-paced, highly competitive business environment. Keywords: Entrepreneurship, Business, Start up, Career

1.0. INTRODUCTION

Business is a very important career field not only in Malaysia but throughout the country. Most career options are business-related, either self-employment or assisting other individuals' enterprises. The Malaysian government places a high value on entrepreneurs to assist further develop the country by creating job opportunities. According to Yusof (2010), entrepreneurs are an essential category that society accepts for the country's growth and as a change to the national economy. According to Malaysia 2020's vision, the government wants to populate this nation with creative and inventive entrepreneurs (Zulfakar et al., 2010). Malaysia is committed to transforming its society into a self-employed one and reducing its reliance on the government. The government advises people, especially recent graduates, to start their own businesses. This is so that they may perform the tasks of entrepreneurs while they are still physically fit and young. Much research has been conducted to investigate the elements that impact student interest in the subject of entrepreneurship. However, previous research is still insufficient when students are surrounded by different unique elements such as university atmosphere, level studies, study specialties, and assistance from others. As a result, further research on entrepreneurial tendencies among university students is required.

1.1. Problem Statement

This study is based on the perception of factors that influence interest in entrepreneurship among University Malaysia Kelantan students. Therefore, the main thing that an entrepreneur needs to have been the ability and seriousness to achieve the goals that have been set. This implies a keen interest in the field of entrepreneurship. It is also often associated with the main influence on an individual's actions. Interest is also associated with the tendency for a person to know, learn, and practise something that leads them to the desired choice. There are four main factors that contribute to students' interest in entrepreneurship, namely the desire for independence, family background, motivation, and entrepreneurship education. In this study, the researcher wants to examine the factors that influence interest in entrepreneurship among students at University Malaysia Kelantan.

1.2. Research Questions

- 1) Does the relationship between motivation and entrepreneurship affect interest in entrepreneurship among students at University Malaysia Kelantan?
- 2) Does the relationship between family background and entrepreneurship affect interest in entrepreneurship among students at University Malaysia Kelantan?
- 3) Does the relationship between desire for independence and entrepreneurship affect interest in entrepreneurship among students at University Malaysia Kelantan?

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- 4) Does the relationship between entrepreneurship education and entrepreneurship affect interest in entrepreneurship among students at University Malaysia Kelantan?

1.3. Research Objectives

- 1) To identify motivational factors affecting students' interest in the field of entrepreneurship.
- 2) To identify family background factors affecting students' interest in entrepreneurship.
- 3) To identify the factors of entrepreneurship education that influence students' interest in the field of entrepreneurship.
- 4) To identify the factors of desire for independence that affect students' interest in the field of entrepreneurship.

1.4. Scope of the Study

The study's scope is limited to recruiting 100 students aged 18 and over who will be sent a link to a Google form via WhatsApp. This recruitment phase will run no more than one week and will conclude until either 100 participants are found or one week has elapsed. Each research participant will be asked to complete a brief questionnaire to assess the factors that impact their interest in entrepreneurship.

1.5. Significant of the Study

This study will give unique insight through into realities that underpin student interest in entrepreneurship. The community will know in the future because of this research that interest in entrepreneurship may be influenced by a variety of circumstances and can be cultivated.

This study will specifically aid the country's economy by recognising how to inspire all young people to become involved in the business sphere. As we all know, business is one of the most important pillars for a country's development.

Furthermore, a complete presentation on the elements that impact entrepreneurship interest in this paper may be used as a basis for future studies to reinvent existing methods for attracting generation of young people in business industries.

1.6. Limitation of the Study

This study primarily focuses on the involvement of diploma, bachelor's degree, and master's student responses for the batch 2022 on the factors that impact students in entrepreneurship and what attracts them to be interested in taking this course as the qualification. The restriction of this study in terms of data collection is related to the information collected through the online survey, which is a Google form. We cannot conduct face-to-face interviews since many students continue to refrain from staying on campus because they are learning online. It is difficult to gather many volunteers in a short period of time since some of the students to whom we offer the link may be unwilling to fill out the form.

1.7. Dependent Variable

✓ Factor of Interest in Entrepreneurship

Variables whose values are reliant on other factors. To create new jobs and increase innovation and competitiveness in the labor market, entrepreneurship has been recognized as a major contributor and economic engine for any country (Barba-Sánchez et al., 2022). More and more developed and developing nations are recognizing the benefits of encouraging and supporting entrepreneurial endeavors. As a country's government is unlikely to be able to provide sufficient employment possibilities for all college grads in the future (Reuel Johnmark et al., 2016), graduates will need to change their focus from finding work to generating jobs. According to recent studies (Nuan and Xin, 2012; Jiang and Sun, 2015), students at all levels of education should shift their focus to the entrepreneurial revolution.

1.8. Independent Variable 1 & Dependent Variable

✓ Relationship between Desire for Independence and Interest In Entrepreneurship

Desire in entrepreneurship provides the definition of the common denominator and genuinely a tremendous flexibility to select where and what their organization will be, the way they want to operate the business, and the technique they prefer to build the business. Individuals with a strong demand for independence, according to Lee and Wong (2004), will seek out jobs with more flexibility. According to Xue Fa Tong's (2011) journal, pupils who have a tremendous desire for autonomy are more likely to have entrepreneurial goals. Thus, someone who launches a company has a more flexible existence than someone who works for others, which is constantly bound to time and always includes our private lives.

1.9. Independent Variable 2 & Dependent Variable

✓ Relationship between Family Background and Interest in Entrepreneurship

Family is one of the factors that motivates a person to be interested in entrepreneurship. Most students are interested in the field of entrepreneurship because their families have their own businesses. According to the study of Collins (2002), Chinese entrepreneurs in Australia are growing day by day. According to him, they are more interested in running a business with their

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own family than working under the supervision of other individuals. This happens because the family gives more trust, commitment, and support than other individuals. In addition, the family also provides a positive view of things such as the abilities and capabilities expected in entrepreneurship. The results of the study also show that the entrepreneurial experience owned by the family will have a positive view of behavioural control and attitude towards one's own work. As a result, there is a positive relationship between family background and job interest. Family background factors are accepted and can be used in this study.

1.10. Independent Variable 3 & Dependent Variable

✓ Relationship between Motivation and Interest in Entrepreneurship

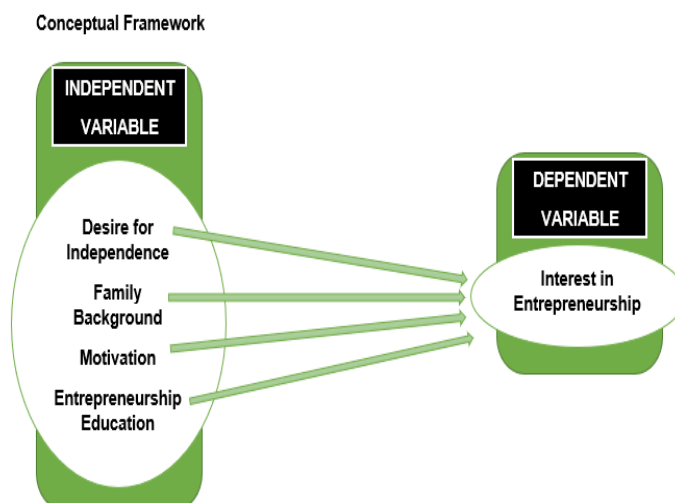
In this research, the urge for success was found to be a significant factor in the decision to start a business. Need for accomplishment is a form of psychological motivation first described by McClelland (1976). A person's "need for achievement" can be defined as their drive to succeed in challenging endeavors and meet or exceed stringent criteria set for themselves. McClelland proposed that the term "gambler" be used to highly successful people. They dared to dream big and risk failure in order to make their dreams a reality. Such workers constantly sought improved methods for doing their tasks. They were more interested in succeeding than making money. The traits of successful business owners mirror those outlined in McClelland. In conclusion, this research set out to better understand what influences engineering technology students toward an entrepreneurial mindset. It has been shown that students majoring in engineering technology have an optimistic view of starting their own businesses. The results show that students who consider becoming entrepreneurs do so with optimism. If a person has a favorable opinion of self-employment, it's because they prefer it to working for an organization.

1.11. Independent Variable 4 & Dependent Variable

✓ Relationship between Entrepreneurship Education and Interest in Entrepreneurship

According to the findings, learning about business ownership might spark an interest in starting your own. Increased enthusiasm for starting businesses is correlated with exposure to entrepreneurship courses. Education plays a crucial part in inspiring young people to pursue entrepreneurial opportunities. The research findings have substantial bearing on the design, implementation, and assessment of educational policy. Interest in starting a business is strongly influenced by exposure to entrepreneurship courses. Lestari and Wijaya (2012) and Richard Denanyoh (2015) found that students who took courses on entrepreneurship developed values and traits indicative of the entrepreneurial mindset that served to deepen their enthusiasm for the field. That's why it's important to have a genuine passion for creating and running businesses, since that's what will ultimately determine how you handle risk (Suhartie et al, 2011).

1.12. Framework



1.13. Literature Analysis

Author	Article Title	Study Method	Findings/Recommendation
Tong, X. F., Tong, D. Y. K., Loy, L. C., 2011	Factors Influencing Entrepreneurial Intention Among University Student	Experimental survey	The study conducted by focused on perceptions of university students generally and not specifically examine perceptions of students who are born in entrepreneurs' parents.

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Denanyoh, R., Adjei, K., & Nyemekye, G. E., 2015	Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana	Experimental survey	The study suggest Polytechnics should encourage the development of creative ideas for being an entrepreneur and provide the necessary knowledge about entrepreneurship.
Mohammad, S. N., Bahari, A., 2020	A Study on the Factors Influence Student's Intention to be an entrepreneur: Conceptual Paper	Experimental case study	Higher educations are recommended to add entrepreneur courses in the syllabus.
Watiri, M. S., 2012	Factors that Influence Student Participation in Entrepreneurship among University Students; The Case of Strathmore University Undergraduate Students	Review	Good example by family also one of contributions to higher entrepreneurship inclinations.
Che Mat, S., Maat, S. M., Mohd, S., 2015	Identifying Factors that Affecting the Entrepreneurial Intention among Engineering Technology Students	Experimental survey	High attitude towards self- employment indicates that the respondent is more in favour of self-employment than organizational employment (Kolvereid,1996).
Purwati, T., Prasetyo, N. E., Sefaverdiana, P. V., Suryono, J., 2020	Factors Influencing Students' Entrepreneurial Intention	Experimental survey	Entrepreneurial interest influence entrepreneur intention.
Herdjiono, I., Puspa, Y. H., Maulany, G., 2017	The Factors Affecting Entrepreneurship Intention	Experimental survey	The study is conducted through questionnaire to a college students.
Caska. N., Indrawati, H., 2018	Analysis of Factors Affecting Entrepreneurial Interest of Vocational High School Students in Pekanbaru	Experimental survey	The study shows that the factors that affect the interests in entrepreneurship are categorized by two types; external factors, and internal factors.

1.14. Research Design

This analysis focuses on the researcher's approach to solving research issues by integrating different aspects of the study into a unified theoretical framework (Adi Bhat, 2018). There are two main types of research designs: qualitative and quantitative. Interest in entrepreneurship among UMK students was used as the dependent variable, and quantitative research was used because of its objectivity in examining the relationship between the independent variables (desire for independence, family background, motivation, and entrepreneurship education). The information used in this study came from both primary and secondary sources. To supplement the main data, researchers also gather secondary data from relevant sources such as scholarly journals, books, government reports, and online resources. Since this uses already-collected data, it is considered a fast and simple method of data acquisition. In this study, we have used both primary and secondary sources.

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1.15. METHODS AND SOURCES

1.15.1 Research Instruments

Research instruments, as defined by Takona (2002, p. 73), include questionnaires and interviews and are recommended for use in educational research because of their efficacy in measuring variables like opinion, attitude, concept, attitude, composition, and so on. This research will include two parts: a demographic analysis of the respondents and a scale item analysis of the questionnaire. Section A will include demographic information such as respondent's age, race, educational background, major, and year in school. In the meanwhile, the questionnaire is described in Section B. On a scale from 1 (strongly disagree) to 5 (strongly agree), the questionnaire will be assessed. On a scale from 1 to 5, 1 means severely disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree. Subsection C focuses on what motivates UMK students to pursue business. A five-point Likert scale was used to analyze the C-section items.

1.15.2. Measurement Scale

The quantitative information supplied by a measurement scale in statistical analysis. There are four basic types of scales that may be used to collect data: nominal, ordinal, interval, and ratio.

Numbers in a nominal scale serve only as "tags" or "labels" for the purpose of identification or classification. This scale is rarely used except for non-numerical (qualitative) variables or in cases when numerical values are meaningless. This study uses respondent level, which is broken down into four categories: diploma, bachelor's degree, master's degree, and doctoral.

In contrast to the nominal scale, which emphasizes distinctions between categories, the ordinal scale ranks categories in order. Non-numerical notions such as frequency, pleasure, happiness, pain, and so on are frequently represented by means of these scales. It is common practice to use a Likert-scale inquiry to gauge respondents' levels of agreement or disagreement with a given statement or topic.

A quantitative measuring scale having order, a meaningful and equal difference between two variables, and the occurrence of zero is called an interval scale. The participants' responses will be categorized as either "strongly disagree," "disagree," "neutral," "agree," or "strongly agree" on a 5-point Likert scale. It is a standard technique for gathering information and creating estimates because of its simplicity and general applicability. The data is reliable and accurate, and it will reveal where the responder disagrees or agrees with the questionnaire.

1.15.3. Pre-testing of the Instrument

To ensure that the data collecting instrument works well before it is used on the entire population, a small sample is surveyed first. If problems are found during the trial run, they will very certainly be replicated in the production setting. The questionnaire was developed using standard procedures and pretested for readability, face validity, and content validity, and 1,224 responses were selected at random for analysis. A total of 102 students from UMK participated in the online survey.

1.16. Data Collection

Information about certain system variables is gathered through data collection, allowing targeted queries to be answered and results to be evaluated. In this study, a sizable empirical survey will be used to investigate the connections between individual and organizational context variables, debiasing measures in the supplier selection choice, and the cost-effectiveness of the supplier selection deciding. The 102 respondents who took the time to fill out the survey are listed below. The degree to which one is interested in starting their own business is the dependent variable, whereas motivation, family dynamics, the need for autonomy, and formal training in entrepreneurship are the independent factors. Primary data will be gathered using instruments like questionnaires and forms in this investigation.

1.17. Sampling

1.17.1. Population, Sample, and Subject

Researchers typically use some sort of sample design to determine what proportion of the population to survey. According to Stephanie (2021), the process of sample design is a mathematical technique that provides an estimate of the probability of selecting a specific sample. Population size refers to the desired number of similar groupings that a researcher hopes to form. Even though sample sizes are inherently smaller than the entire population. The research sample sizes will be proportional to the size of the study's overall population. The participants in this study will be undergraduates at UMK. A random selection of 1,224 individuals served as the basis for the initial sample. One hundred and two students from UMK participated in an online survey. Therefore, 85.3% of responders offer a satisfactory answer.

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Table 1: Respondent Demographics

Table 3.1
Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size
Source: Krejcie & Morgan, 1970

1.18. Techniques (random, purposeful, snowball)

A random sample is a subset of a population that is chosen at random. Each member of the population has the same probability of being picked under this kind of sampling. Because it only includes one random pick and requires minimal background information about the population, it is the simplest of the probability sampling techniques. The use of randomization in the selection of study participants reduces the likelihood of research biases including sampling bias and selection bias, and increases the internal and external validity of the study.

In purposeful sampling, sometimes called judgmental, selective, or subjective sampling, the researcher uses his or her best judgment to pick participants from the community at large. When "elements selected for the sample are chosen by the judgment of the researcher," we have a non-probability sampling approach known as "purposeful sampling." In order to save time and money, researchers frequently assume that they can create a representative sample simply by applying their common sense. When a small number of persons can be interviewed for primary data because of the study's design and objectives, purposive sampling may be the best option. The researcher may use his or her own discretion in selecting senior level managers to participate in in-depth interviews for study examining the effects of personal tragedy, such as family loss, on the performance of senior level managers.

New units are brought into the sample by other units, making snowball sampling a non-probability approach. People with certain qualities (such as those with a rare condition) might be difficult to identify, but snowball sampling can help researchers find them. Snowball sampling, also known as chain sampling or network sampling, starts with a single person or a small group of people and spreads from there. The program then expands by word of mouth from individuals enrolled. This procedure is repeated until the target population is reached. In qualitative research, snowball sampling is frequently used for examining inaccessible communities.

1.19. Analysis plan

The data analysis methods concerning the objectives of the study have been classified into a table below and the explanation of the other methods of data collection has been discussed as well.

Objectives	Data Analysis Method
To determine the parallel between entrepreneurship education and interest in entrepreneurship among UMK students	Pearson Correlation
To identify motivation between interest in entrepreneurship among UMK students	Pearson Correlation
To recognize the family background between interest in entrepreneurship among UMK students	Pearson Correlation
To discover the independence between interest in entrepreneurship among UMK students	Pearson Correlation

In the section labelled "Descriptive Statistics," participants are asked for demographic information such as their gender, age, marital status, race, education level, major, and graduation year. Therefore, the descriptive statistics will aid in achieving the primary goal of the research through various assessments of the replies.

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Alpha reliability was used to assess the internal consistency of the independent and dependent variables in this study. However, according to Nunnally (1967), the acceptable Coefficient alpha should be more than 0.7.

This study used Pearson's Correlation Coefficient to examine the factors influencing UMK students' enthusiasm for entrepreneurship.

1.19. Research Testing Tools

To answer the research questions at hand and assess the findings, questionnaires are used in this investigation. The goal of data collection is to test hypotheses about the cause of a problem. Google Forms were utilized as research testing instruments for this study. With the help of Google Forms, we can design robust forms to collect the data we need. With Google Forms, we can design and build our own own web forms. Use the Google Form online questionnaire form template to get actionable trends and quantifiable results. We may use this survey form to learn more about your target market, enhance consumer familiarity with your brand, or both. The downloadable form template may be modified in a jiffy and costs nothing.

1.20 Hypothesis Statement

1. Entrepreneurship education is positively related to the interest in entrepreneurship.
2. Student how have related in entrepreneurial family background have higher changed in someone interest in entrepreneurship.
3. By having high and great motivation make someone interest in entrepreneurship.
4. Someone that have great desire to become powerful person by their own are highly possessed to be business owner.

1.21. Testing of Hypothesis

Table No.1. correlation between the variables

		DV1	DV2	DV3	DV4	IV1.1	IV1.2	IV2.1	IV2.2	IV3.1	IV3.2	IV4.1	IV4.2
DV1	Pearson Correlation	1	.439**	.385*	.378**	.384**	.160	.318**	.544**	.237*	.365**	.318**	.372**
	Sig. (2-tailed)		.000	.000	.000	.000	.109	.001	.000	.017	.000	.001	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
DV2	Pearson Correlation	.439**	1	.409*	.408**	.362**	.389**	.212*	.352**	.409**	.431**	.367**	.409**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.032	.000	.000	.000	.000	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
DV3	Pearson Correlation	.385**	.409**	1	.582**	.385**	.081	.308**	.503**	.426**	.382**	.311**	.384**
	Sig. (2-tailed)	.000	.000		.000	.000	.420	.002	.000	.000	.000	.001	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
DV4	Pearson Correlation	.378**	.408**	.582**	1	.221*	.180	.384**	.459**	.470**	.440**	.472**	.467**
	Sig. (2-tailed)	.000	.000	.000		.025	.071	.000	.000	.000	.000	.000	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV1.1	Pearson Correlation	.384**	.362**	.385*	.221*	1	.249*	.318**	.451**	.439**	.383**	.421**	.279**
	Sig. (2-tailed)	.000	.000	.000	.025		.012	.001	.000	.000	.000	.000	.004
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV1.2	Pearson Correlation	.160	.389**	.081	.180	.249*	1	.006	.194	.244*	.323**	.461**	.255**
	Sig. (2-tailed)	.109	.000	.420	.071	.012		.936	.051	.013	.001	.000	.010
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV2.1	Pearson Correlation	.318**	.212*	.308*	.384**	.318**	.008	1	.481**	.371**	.363**	.261**	.262**
	Sig. (2-tailed)	.001	.032	.002	.000	.001	.936		.000	.000	.000	.008	.008
	N	102	102	102	102	102	102	102	102	102	102	102	102

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IV2.2	Pearson Correlation	.544**	.352**	.503*	.459**	.451**	.194	.481	1	.379**	.537**	.314**	.414**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.051	.000		.000	.000	.001	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV3.1	Pearson Correlation	.237*	.409**	.425*	.470**	.439**	.244*	.371	.379**	1	.573**	.372**	.488**
	Sig. (2-tailed)	.017	.000	.000	.000	.000	.013	.000	.000		.000	.000	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV3.2	Pearson Correlation	.385**	.431**	.382*	.440**	.383**	.323**	.363	.537**	.573**	1	.402**	.482**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	.000	.000	.000		.000	.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV4.1	Pearson Correlation	.318**	.367**	.311*	.472**	.421**	.461**	.261	.314**	.372**	.402**	1	.428**
	Sig. (2-tailed)	.001	.000	.001	.000	.000	.000	.008	.001	.000	.000		.000
	N	102	102	102	102	102	102	102	102	102	102	102	102
IV4.2	Pearson Correlation	.372**	.409**	.384*	.467**	.279**	.255**	.262	.414**	.488**	.482**	.428**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.004	.010	.008	.000	.000	.000	.000	
	N	102	102	102	102	102	102	102	102	102	102	102	102
**. Correlation is significant at the 0.01 level (2-tailed).													
*. Correlation is significant at the 0.05 level (2-tailed).													

All the four hypotheses were tested using Pearson's correlation test to examine the level of association between interest in entrepreneurship and contextual factors (desire for independence, family background, motivation, and entrepreneurship education). In shows table analysis of correlation between interest in entrepreneurship and constitutive relations factors. To avoid ambiguity, each of theory is discussed individually. The first hypothesis predicted that interest in entrepreneurship is positively related to desire for independence. The result presented in table shows there are a positive relationship between interest in entrepreneurship and desire for independence at $r = 0.384$, $p < 0.001$ level. Result holds the implication that when the students desire for independent, they will surely have a high interest in entrepreneurship. The next hypotheses stated that interest in entrepreneurship is relates with family background. A significant positive relationship between interest in entrepreneurship and family background at $r = 0.318$, $p < 0.001$ level. The result shows that whenever family have the background in entrepreneur industry, naturally the students also will be more attached to involve in entrepreneurship. The third hypotheses predicted that interest in entrepreneurship is positively related to motivation. The result presented in table 1 shows a positive relationship between interest in entrepreneurship and motivation at $r = 0.237$, $p < 0.05$ level. This shows that whoever motivated with something especially their role model, they are automatically interested with this field. The last hypotheses stated that interest in entrepreneurship is relates with entrepreneurship education. Table 1 shows a significant positive relationship between interest in entrepreneurship and entrepreneurship education at $r = 0.318$, $p < 0.01$ level. Result holds the implication that when entrepreneurship education provides in education institution, it will be increasing the interest of student in entrepreneurship.

1.22. Practical Implications

The main purpose of this study is to examine factors that influence interest in entrepreneurship among students at University Malaysia Kelantan. We have done it as a survey through a Google Form, where we put questions related to our research and they will answer them. In addition, we also reviewed related research articles and journals, with particular attention to practice, where this makes us knowledgeable for all practical purposes, as determined by our specific objective goals. This research can help students to know that there are many factors from various aspects that can influence a person to be interested in or venture into this field of entrepreneurship.

1.23. Contributions to Knowledge

The findings of the survey confirm the factors that influence interest in entrepreneurship among UMK students are motivation, family background, entrepreneurship education and desire for independence. This variable creates a relationship between UMK students from the level of education seen in the data study is related and affects the interest in UMK students. On the other hand, the findings also reveal the relationship between variables that can increase students' interest in becoming entrepreneurs. However, the findings show that the relationship between motivation has more impact on UMK students than desire for independence, family background and entrepreneurship education. In this chapter, we summarize our proposed research to expand interest in entrepreneurship among UMK students and discuss the consequences of factors that influence interest entrepreneurship among UMK students. This study has an important factor in interest in entrepreneurship among UMK students.

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