

EFFECTS OF SELF-EFFICACY, ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL ATTITUDES ON SOCIAL ENTREPRENEURSHIP INTENTION AMONG GRADUATES

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Abstract: *It was believed that an exposure to entrepreneurial activities in youth can develop social entrepreneurial intentions and practices among graduates in institutes of higher education sector in Kuala Lumpur, Malaysia. Previous studies have pointed out that social entrepreneurial intentions among graduates remains at a moderate level. In addition, the students in various universities armed with knowledge and skills that they gained, with the support of entrepreneurial intention and environment while in campus may help them to choose social entrepreneurship as a career option after their formal education. In this backdrop, this research aims to identify the levels of social entrepreneurship intentions and entrepreneurial attitudes among fresh graduates. This quantitative research surveyed 110 university graduate that were involved in the proportionate stratified sampling which was applied according to the universities that were included in the research. It was analysed to identify the factors that influence social entrepreneurship intentions. The philosophy of Positivism was adopted. The primary data was collected, and results were scrutinized through the SPSS software that generated Descriptive and inferential statistics. Research findings revealed that self-efficacy and entrepreneurial attitudes had a significant impact on entrepreneurial intentions compared with entrepreneurial education. This entrepreneurial education was not a significant predictor of entrepreneurial intentions. The research findings knowledgeably benefited university students and education trainers who now understand better why prioritising self-efficacy and entrepreneurial attitudes rather than entrepreneurial education.*

Keywords: *Entrepreneurial Intentions among graduates, Self-efficacy, Entrepreneurship Attitude, Entrepreneurship Education*

Introduction

Entrepreneurship is a daily used skill in Malaysia that is playing a major role in the development of the economy and society (Hariyanty, 2012). Malaysia is moving towards a developed country and the development of human capital within the nation is extremely vital. It is believed that there is a positive connection between human development and education, so that is why the development of Social Entrepreneurship is taking place in Malaysia. Since it's the foremost basic level, acting on a social cause is mentioned social entrepreneurship and it combines commerce and social problems in a very method that improves the lives of scholars. In terms of success, it is not measured by the amount of money an individual will make, success for social entrepreneurship means that the graduates will make a use of their education for daily life. Beyond that, the differing opinion on the constitutional social entrepreneurship is believed that only businesses that generate a good amount of money by working towards success and improving the business. One example of social entrepreneurship is the earned income model where the social entrepreneurs generate money by the sales and the customers are aware of the purchases that will support the issues and provide a solution for young people to promote peace. Young graduates are typically attracted to businesses that use a social entrepreneurship model as a result of they're helping to resolve a social downside after they spend cash on one thing that's needed (Osberg, 2019).

Entrepreneurial intentions are linked to the rate of employment, the lack of entrepreneurial intentions leads to the growth in unemployment rate in Malaysia however, it is decreasing at a fast rate, in 2019 it was 3.2% whereas in 2018 it was 3.3%. The difference in the rate is nearly negligible (DOSM, 2019). From that amount, youths aged between 20 to 24 represent 11.9% and between 25 to 29 years old by 4.5%. Unemployment rate is generally lower in men (19.6%) as compared to women (44.8%) (DOSM, 2019). In the year 2020, the pandemic has severely impacted the new entrants to the labour market, particularly recent graduates. With the increased number of unemployed people who lost their jobs due to the pandemic, the competition for jobs among graduates is becoming increasingly challenging (MAHIDIN, 2022). To overcome the situation, the government launched a number of initiatives to help alleviate the impact of the COVID-19 outbreak. The NERP (National Economic Recovery Plan) (PENJANA), for example, cost RM35 billion. Wage Subsidy Programs, which promote employee retention and reduce layoffs, hiring and training assistance for Businesses, which encourages employers to hire employees by providing financial incentives and reskilling and upskilling programs, which aimed to improve employability among youth and unemployed people, are just a few of the PENJANA initiatives. Furthermore, the PENJANA KPT-CAP Program had three sub-programmes: Place and Train, Entrepreneurship, and Gig Economy, all of which were designed to address the difficulties of graduate unemployment and employability (MAHIDIN, 2022). However, some past studies have identified entrepreneurship attitude and social entrepreneurship intentions have a strong connection. Entrepreneurial education has changed the mindset of graduates and project them towards entrepreneurial skills (Flemming, 2019).

Several factors have identified that entrepreneurial intention is the backbone of developing self-efficacy and entrepreneurial attitudes among fresh graduates. The education Sector in Kuala Lumpur, Malaysia aims to balance the effect of influence on the university students and fresh graduates. Understanding knowledge and the career aspirations of social entrepreneurship among graduates can be encouraged if youths are given early educational exposure at young age, formal institution of learning such as secondary schools and universities are discouraging in their effort and support to create young entrepreneurs. The result of this study found that

Self-efficacy, Entrepreneurial Attitudes and Entrepreneurship Education are related to entrepreneurial intentions. Knowledge was identified as one of the key factor that are associated with entrepreneurial attitudes (Albulescu et al, 2014). Past study reveals that Attitudes, self-efficacy and Knowledge were the key determinants of the entrepreneurial intentions among fresh graduates (Imm Song et al., 2021)

The relationship between self-efficacy and entrepreneurial intentions have historically been associated with the development of entrepreneurs. However, the educational institutions should focus on developing entrepreneurial intentions among students by training (Maheshwari & Kha, 2021). Entrepreneurial Education is another factor that has been identified as a predictor of Entrepreneurial Intentions. Past research has identified that institutions of different academics are focused on establishing way to overcome social issues and needs (Anderson, 2006). The social entrepreneurs establish a non-profit enterprise for profit generation, both institutes are in Malaysia, where the private foundations that promote the strategic development of the sector and their founders have contributed considerably to the fundamentals of the academics. Another determinant of entrepreneurial intentions is entrepreneurial attitudes (Gelaidan et al, 2017).

Past studies have identified multiple predictors of entrepreneurial intentions. However, the results were not enough, and it is still not clear what are the key predictors of entrepreneurial intentions. In addition, despite the growth of literature on entrepreneurial intentions, there is a paucity of research that focused on developing entrepreneurial skills among fresh graduates in Kuala Lumpur, Malaysia. Thus, there is a clear justification to understand the values and behaviours relating to entrepreneurial intentions by fresh graduates today. The aim of this empirical study was to determine the influence of self-efficacy, entrepreneurial education and entrepreneurial attitudes of fresh graduates on entrepreneurial intentions in Kuala Lumpur, Malaysia. By examining the factors of entrepreneurial intention, this study is expected to provide a better understanding to educational institutions, trainers, and students. Educational institutes and trainers can improvise better training materials and resources to teach entrepreneurial skills more effectively. To researcher's knowledge, this is one of the first investigations conducted to examine the effect of self-efficacy and entrepreneurial attitudes on entrepreneurial intentions among fresh graduates in Kuala Lumpur, Malaysia.

Literature Review

Entrepreneurial Intention

The term 'entrepreneurial intention' which uses theoretical framework mainly from Icek Ajzen. Ajzen (Ajzen, 1985) developed the theory of planned behaviour, an empirical study on Entrepreneurial intentions to action leading to entrepreneurial skills and mindset. The term "entrepreneurial Intention" refers to a person's desire to engage in entrepreneurial activities in the future (Okafor, 2010). Scholars and researchers suggest that the term entrepreneurial intention can be better understood if the mindset of entrepreneurial model is integrated with other theories or with methodological breakthroughs such as theory of planned behaviour. However, the term "intention" and entrepreneurial intention are somehow related. Entrepreneurial intention was defined by Tucker (Tucker, 2009) which articulated that entrepreneurial intention can be acquired and developed through consistent exposure to entrepreneurship activities. Accordingly, entrepreneurial mindset is associated with the development of entrepreneurial activities. There is no clear distinction between entrepreneurial mindset and entrepreneurial intentions in the literature and some researchers use the two terms interchangeably (Jiatong et al., 2021). Therefore, in line with past studies, entrepreneurial

intentions are deemed to be individuals' plans to start a new business venture. For the purpose of this study, Entrepreneurial Intentions, as utilized in the theory of planned behaviour to determine actions of certain individuals towards being entrepreneurs, was considered, and as such, regarded to be the dependent variable. Another researcher sub-divided entrepreneurial intentions into three categories: Attitudes, subjective norms, and perceived behavioural control. According to Ajzen and Fishbein (2004) the three theoretical antecedents should be sufficient to predict intentions, but their relative importance can vary from one context to another.

Entrepreneurship Intention is a key of survival for entrepreneurs in today's economic environment, A research done among university students in Turkey indicated that university education had a beneficial influence on entrepreneurial ambition (Türker and Selçuk, 2009). Moreover, educational institutions in Kuala Lumpur, Malaysia should also encourage the entrepreneurial environments and motives. The primary focus of the investigation would be on the significance of entrepreneurial intentions. In this aspect, self-efficacy, entrepreneurial attitudes, and entrepreneurship education can be categorised as entrepreneurial intentions (Martyajuarlinda et al, 2018). According to Thompson (2009) entrepreneurial intention was also described as self-knowledge convictions of that individual to start a business venture someday in the future. Therefore, entrepreneurial intentions can be referred to a person's self-efficacy and attitude.

Self-Efficacy and Entrepreneurial Intentions

The term self-efficacy has been defined differently by scholars and researchers. D. Albert Bandura (Bandura, 1977) refers to an individual's belief in her or her capacity to execute behaviours necessary to produce specific performance (Saraih et al., 2018). According to a research conducted in Nigeria (Idoro, 2015), self-efficacy influenced the entrepreneurial intention of college students ($R=.679$; $R^2=.461$; $F(2, 465)=53.007$; $P.05$). This demonstrates a strong prediction of self-efficacy on the entrepreneurial intention of Nigerian college students. These authors (Shinnar, 2014) similarly found a favourable link between self-efficacy and entrepreneurial intention among students who attended an introductory course in entrepreneurship. This same association pattern is corroborated by (Rachmawan, 2015). Entrepreneurial self-efficacy refers to the extent to which entrepreneurs are confident about their own entrepreneurial skills to complete various tasks and projects (Boyd and Vozikis, 1994 and Chen et al., 1998). The effects of entrepreneurial Self efficacy on university students' entrepreneurial intention were considered a procedure to determine a mediating variable. The research found out that entrepreneurial self-efficacy has a significant and positive effect on the entrepreneurial intention among fresh graduates (Qiao and Huang, 2019). According to Martinez Campo (Martinez, 2011) investigation, the influence of gender as a mediator in the relationship between self-efficacy and the development of entrepreneurial objectives among a sample of adults in Barranquilla, Colombia. Using gender as a moderator, they investigated the relationship between self-efficacy and entrepreneurial intentions. The results, however, do not support gender as a mediator between self-efficacy and the establishment of entrepreneurial objectives.

Past studies have revealed a positive relationship between self-efficacy and entrepreneurship intention. For example, when undergraduate and graduate students have a high self-efficacy, they have a high desire to participate in entrepreneurship as well as high entrepreneurial behaviour (Neto et al., 2018). A study conducted in Malaysia to determine the relationship between self-efficacy and entrepreneurship intention among engineering students showed that students of public institutions had a considerable interest in entrepreneurship intention and a

moderate degree of self-efficacy (Saraih et al., 2018). Which proves that the entrepreneurial self-efficacy is defined as the capabilities that impact a person's belief in his or her capacity to successfully begin and grow a new firm (Bandura, 1986). Moreover, research suggested the government institutions might also emphasise ways to promote students' self-efficacy to boost their entrepreneurial intentions. Based on the evidence from the past studies, the following hypothesis was developed to be empirically tested:

H1: Entrepreneurship Intention is significantly related to Self-Efficacy among graduates in Kuala Lumpur, Malaysia.

Entrepreneurial Education and Entrepreneurial Intentions

Scholars and researchers have looked at entrepreneurial education from several aspects. Education in entrepreneurship is viewed as a series of professionally taught courses that enlighten, educate, and teach anybody interested in company formation. Education in entrepreneurship may also be defined as a curriculum that fosters entrepreneurial activities, attitudes, and behaviours (Branquinho et al., 2020). This describes entrepreneurial education as the process of equipping graduates with a stronger capacity for idea generation and execution. Education in entrepreneurship equips students with the additional knowledge, traits, and abilities required to use these talents in the context of founding a new business or organisation (Carmela & Sonia, 2006). All of these are prerequisites for entrepreneurial effectiveness, which is the ability to perform successfully as an entrepreneur or in an entrepreneurial capacity, such as inside small enterprises or portfolio professions, which mix several employment options, part-time jobs, and personal initiatives. Enterprise and entrepreneurship are complementary, with tight linkages to employment, innovation, information transfer, marketing, and intellectual property issues (QAA, 2012). The purpose of entrepreneurship education is to develop creative skills that may be used in innovative activities, education, and environments. Entrepreneurial aptitude comprises flexible behaviours and techniques for influencing the actions of others in relational contexts, so fostering innovation and creating good returns (Ferris, 2005). Furthermore, entrepreneurial intentions are a mindset that leads and steers a person's actions toward the invention and implementation of creative company ideas. A variety of factors, including needs, values, wants, habits, and beliefs, shape and affect intentions to participate in a certain behaviour. a set of cognitive and environmental elements (Linán & Chen, 2006).

According to past research, entrepreneurship education, which is strongly related to intention and the incorporation of a variety of skills and attributes designed to promote entrepreneurial intention in participants, is one of the most effective tools for encouraging entrepreneurial attitudes in both potential and aspiring entrepreneurs. Entrepreneurial Education is essential for those who want to pursue entrepreneurship as a career (Wilson et al, 2007).

H2: Entrepreneurial Intention is significantly related to entrepreneurial education among graduates in Kuala Lumpur, Malaysia.

Entrepreneurial Attitudes and Entrepreneurial Intentions

Numerous definitions of attitude exist among academic scholars. Entrepreneurial attitude refers to persistent behaviour and thought patterns that are conducive to launching and operating a business (Nair & Sáiz Álvarez, 2019). Dawkins and Frass (2005) argue that Individuals' entrepreneurial intentions are influenced by their attitude toward behaviour, normative support, and perceived behavioural control. According to Lebusa (2014) the entrepreneurial attitude,

perceived desirability, and perceived feasibility of an individual impact their entrepreneurial intentions. Entrepreneurial intentions are used to participate in social entrepreneurial activities that may also be influenced by attitudes toward social entrepreneurship, a propensity for risk-management, and a proactive personality (Chipeta, 2015). Ajzen's (1991) theory of planned behaviour, which was developed to predict and explain human behaviour in certain conditions, has been widely applied to the study of entrepreneurial attitudes (Fayolle and Gailly 2004). The development of education and practice in the field of entrepreneurship, the establishment of an appropriate business environment, the creation of models and the participation of specific groups. Young people's entrepreneurial intentions can be reinforced by both educational institutions and successful entrepreneurs who can serve as inspirational role models. Even though there have been several initiatives employed different pedagogical designs for entrepreneurship education, things have recently begun to change, and few attempts have been made to assess how different entrepreneurship education teaching methods influence attitudes toward entrepreneurship and entrepreneurial intentions. Moreover, Education on entrepreneurial attitudes will also fill in the knowledge gaps (Boldureanu et al, 2020). Entrepreneurship is a skill that may be acquired via training. Training may impart the personality qualities, talents, and skills necessary for entrepreneurship. It is also proved that the perception towards the entrepreneurship has a significant positive impact after acquiring an intention towards entrepreneurship (Graevenitz et al., 2010). A significant proportion of the variance in entrepreneurial intention was explained by a regression analysis of entrepreneurial attitudes on an individual's career goals and entrepreneurship intentions.

According to past studies the theory of planned behaviour, attitudes precede intentions, which in turn influence entrepreneurial attitude (Ajzen, 1991). In particular, attitudes contain a behavioural component in addition to emotional and cognitive components that consists of behavioural intents and predispositions to behave in a given manner toward a particular topic (Noel, 2020). Shapero and Sokol (1982) discovered that attitudes are related to entrepreneurial intentions in terms of perceived feasibility and attractiveness and are partially derived from exposure to entrepreneurial activity in the past. Later research by Krueger (1993) and Krueger and Brazeal (1994) endorsed Shapero's arguments on entrepreneurial intentions. Krueger (1993) found that prior entrepreneurial exposure was shown to influence intentions through perceived feasibility, and the high quality of past experience was discovered to influence perceived desire to launch a new enterprise. The entrepreneurial intentions framework created by Krueger and Brazeal (1994) argued that entrepreneurial intentions may be learnt and often fluctuate depending on individual's attitude and characteristics. Moreover, according to the findings of a study done by Luthje and Franke (2003) with 139 students from the Massachusetts Institute of Technology (MIT), the attitude towards entrepreneurship has the biggest effect on entrepreneurial intentions and may be affected by educators (Luthje and Franke, 2003).

H3: Attitude is significantly related to entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia.

Methodology and Research Design

Overall Research Design:

This research was based on positivism philosophy, which depends on the entrepreneurial intentions gathered via observation, including statistical data, and is therefore reliable. The researcher's function in positivist studies is confined to data collection and objective interpretation (Fayolle, 2013). The study outcomes in these types of investigations are

frequently apparent and quantitative. Positivism is based on quantifiable data that can be analysed statistically. According to one source, positivism is consistent with the positivism evidence that human experience is the source of knowledge. It views the universe as consisting of discrete, observable elements and events that interact in regular and predictable ways. (Dudovskiy, 2009). The target population chosen for this research were mainly fresh graduates in Kuala Lumpur, Malaysia, since most of them have completed their internships and they have not yet been completely integrated into the corporate world. Most of the institutions emphasize the value of creativity, which the fresh graduates bring to the table. Fresh graduates have a new viewpoint and are frequently able to spot existing issues that the current, more experienced staff might not notice. So, the data of the fresh graduates was collected through self-administered questionnaires. Data was collected from 110 respondents, and the descriptive and inferential statistics were derived using the SPSS statistical tool.

Sampling Technique and Sample Size:

The university students in Kuala Lumpur, Malaysia, were the target population, and the units of analysis were individuals, namely the fresh graduates. There are more complex formulae, but the minimum number of participants for correlation or regression is 30, with the number increasing as the number of independent variables rises (IVs). Green (1991) provides a comprehensive overview of the methods used to determine sample sizes for regression. He provides $N > 30 + 3m$ (where m is the number of IVs) for assessing the multiple correlation and $N > 104 + m$ (assuming a medium-sized association) for evaluating individual predictors. Using this formula, the minimum sample size should be more than 70 ($104 + 3$). Comrey and Lee (Green, 1991) gave interpretive guidelines indicating that a sample size of 30 is extremely poor, 50 is poor, 80 is fair, 110 is good, and 150 is excellent. Nonprobability and convenience sampling were more appropriate in the absence of a sample frame.

Instrumentation:

This study's questionnaire is divided into 3 pieces, each including around 4-6 questions per variable. The first component of this questionnaire concentrated on Self-Efficacy, while the second segment addressed questions about Entrepreneurial Attitudes and Entrepreneurship Education with Entrepreneurial Intentions a dependent variable. In addition, each component in this questionnaire was measured using a Likert scale (1=Strongly Disagree to 5=Strongly Agree) in this study. As a result, the internet-based survey was gathered using Google Forms, which changed the questionnaire's evaluation from "Strongly Disagree" to "Strongly Agree," in order to obtain highly reliable and rational data gathering statistics for this specific study based on the independent variables Self-Efficacy, Entrepreneurial Attitudes, and Entrepreneurship Education toward Entrepreneurship Intention, which was the dependent variable of the Study. The questions to measure entrepreneurial intentions were adapted from the scale developed by Solesvik (Solesvik et al ,2012). The questions to measure Entrepreneurial education were adapted from Teemu (Kautonen, et al, 2015). The scale developed by Chen (Linan et al, 2009) questions to measure self-efficacy was adapted. The questions to measure entrepreneurial attitudes were adapted from Daniele (Morselli, 2017)

Data collection and data analysis

According to Sekaran and Bougie (2016), the main data for each dependent and independent variable in the hypothesis were gathered and analysed in order to conduct an efficient and successful data analysis. The availability of innovative computer-assisted tools and surveys to collect data from the target population has enhanced the flexibility, accuracy, convenience, and timeliness of data gathering (Sekaran & Bougie, 2016). The questionnaires were delivered

online, and a link to the self-administered questionnaire was given by email and social media to qualifying sampling components. With snowball sampling, respondents were subtly asked to assist in distributing the questionnaire to additional suitable respondents. Due to existing external limitation and restrictions, the most acceptable option for questionnaire delivery was electronic distribution. Initial response was modest, but after 40 days, 118 questionnaires were collected for additional study. After first screening and editing, eight surveys were eliminated. The remaining 110 surveys were utilized for data analysis. According to Sekaran (Sekaran & Bougie, 2016), data analysis has three goals: first screening to get a feel for the data, checking the quality of the data, which includes testing for validity and normality, and validation of the hypotheses generated for this study. For descriptive and inferential tests, SPSS was utilized. In addition to descriptive statistics of respondents, this research provides tests for normality, reliability, and multiple regression analysis.

Results

Demographic Profiles of the Respondents

There were 110 Fresh Graduates in Kuala Lumpur, Malaysia, who participated in this research. There were 53 male (48.2 percent) and 57 females (51.8%). Therefore, a sizeable number of survey respondents who participated in this study were female. There were four age categories, with 16 respondents (14.5%) between the age of 18 and 20, 59 respondents (53.6%) between the ages of 21 and 25, 30 respondents (27.3%) between the age of 25 and 30, 5 respondents (4.5%) between the age of 31 and above. Most of the research participants fell between the ages of 21 and 25. 78 respondents (70.9%) of the study participants were from the Undergraduate (bachelor's degree), 18 respondents (16.4%) were in the Graduate (Master's Degree), 4 respondents (3.6%) were in the Doctorate (Ph.D), and finally 10 respondents (9.1%) were from the O-levels / SPM Education level. 53 respondents (48.2%) were Male, whilst 57 respondents (51.8%) were female, as indicated by their gender.

Reliability Test

Reliability of the data relates to the consistency of data, and the Cronbach Alpha value was utilized as the standard measure of data reliability (Sekaran & Bougie, 2016). Cronbach alpha values above 0.70 are deemed acceptable according to Cortina (Taber, 2017). Values greater than 0.80 are recommended. In general, the greater the Cronbach value, the better it is, however values above 0.9 may indicate that the data are redundant. The analysis of the data in this study revealed that all the variables had Cronbach's alpha values above 0.6 and between 0.9. The Cronbach alpha value for entrepreneurial intention was 0.786, attitude was 0.832, Self-efficacy was 0.823, entrepreneurial education was 0.835 and entrepreneurial attitude was 0.763. Accordingly, all the above-mentioned values, the data passed the reliability test and was good for further testing and investigation.

Table 1: Reliability Testing - Cronbach alpha values

Variables	Cronbach's Alpha
Attitude	0.823
Self-Efficacy	0.823
Entrepreneurial Education	0.835
Entrepreneurial Attitude	0.763
Entrepreneurship Intention	0.786

Normality Test

Normality testing is often the first step in data analysis. Normality is an underlying assumption of numerous statistical methods you may use to perform correlation and multiple regression tests (Ghasemi, 2012). Ibrahim Murtala Aminu (Aminu et al., 2014) stated that data is declared normal if skewness is between -2 to +2 and kurtosis are between -7 to +7. The skewness and kurtosis values of all constructs in this study were within the specified range, and as such, the normality of data distribution was not violated. All the skewness and kurtosis values were below 1, and this confirmed the normality of data distribution.

Table 2: Normality of data distribution – skewness and kurtosis

	Skewness		Kurtosis	
Entrepreneurial Intention	0.145	0.230	1.839	0.457
Self-Efficacy	0.849	0.230	0.414	0.457
Entrepreneurial Education	1.135	0.230	2.237	0.457
Entrepreneurial Attitude	-0.500	0.230	1.682	0.457

Pearson Correlation Test

The Pearson Correlation analysis is a statistical technique used to examine the significance and relationship between statistically evaluated independent and dependent variables. This kind of analysis is used to identify the possible correlations between variables. The significance of the correlation between 2 variables may be estimated when one variable has a systematic change simultaneously with another variable throughout a certain time period. Furthermore, the significance of the connection may be assessed by the quantitative values observed, which may be either positively or negatively correlated (Nettleton, 2014). The primary focus of the investigation would be on the significance of each variable in assessing their correlation, and the smaller the number, the more credible the variables. While all variables generated p-values less than 0.100, they all indicate association with the other variables, especially the dependent variable, which has a high connection with each Independent Variable (Frost, 2017). The Pearson Correlation coefficient values between the dependent and independent variables in this study, namely self-efficacy, entrepreneurial education, and entrepreneurial attitudes, were 0.715, 0.422 and 0.592, respectively. Therefore, it was concluded in this study that all the independent variables exhibit a positive and significant correlation with the dependent variable.

Table 3: Pearson Correlation Coefficients

		Entrepreneurial Intention	Self-Efficacy	Entrepreneurial Education	Entrepreneurial Attitudes
Entrepreneurial Intention	Pearson Correlation	1			
	Sig. (2-tailed)	.000			
Self-Efficacy	Pearson Correlation	.715	1		
	Sig. (2-tailed)	.000			
Entrepreneurial Education	Pearson Correlation	.422	.571	1	
	Sig. (2-tailed)	.000	.000		
Entrepreneurial Attitudes	Pearson Correlation	.592	.574	.330	1
	Sig. (2-tailed)	.000	.000	.000	

Multiple Regression Analysis

Multiple regression is a statistical method for examining the connection between a single dependent variable and multiple independent variables (Wagner & Siegel, 2021). This research utilized multiple regression to evaluate if entrepreneurial intentions can be predicted based on the predictors of self-efficacy, entrepreneurial education, and entrepreneurial attitudes. In this research, multiple regression also confirmed the overall validity of the model. In addition, the multiple regression analysis revealed the contribution of each predictor variable to the total variance explained. The summary structure for this investigation is displayed below.

Table 4: Model Summary/Fit

Item/Measure	Value
Multiple R	0.749
R-Square	0.580
Adjusted R Square	0.548
Standard error of estimate	0.40441
F Value	45.050
Sig	0.000

The 'R' square value in this was .580. This means that the three predictors in this study, namely self-efficacy, entrepreneurship education, and entrepreneurial attitude, accounted for 58% of the variation in the dependent variable in this study, namely entrepreneurial intention. The R square value of .580 and the corrected R square value of .548 were deemed satisfactory in this investigation. (Pallant, 2011). Therefore, this study's regression model was an excellent fit for the data.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	.188	.372		.504	.615
	Self-Efficacy	.324	.094	.271	3.450	.001
	Entrepreneurial Education	.028	.110	.020	.254	.800
	Entrepreneurial Attitudes	.615	.102	.548	6.053	.000

The output from multiple regression analysis showed the statistical significance of each independent variable, namely self-efficacy, entrepreneurial education, and entrepreneurial Attitudes. The significance of each predictor is reflected in the t-value and the p-values, as shown in the table. For a statistically significant relationship, the p-value should be less than 0.005 ($p < 0.005$), and the t-value should be greater than 1.96 (Pallant, 2011). The "Sig." column in the table shows that the self-efficacy and entrepreneurial attitudes are statistically significant ($P < 0.005$). However, the p-value for the predictor entrepreneurial education is greater than 0.005 ($P > 0.005$). In this study, only self-efficacy and entrepreneurial attitudes had a significant and positive relationship with entrepreneurial intentions, the dependent variable. Therefore, only hypothesis H1 and H3 were supported (Pallant, 2011). The other predictor, namely entrepreneurial education, had a value lower than 1.96 and a p-value higher than 0.005. Therefore, hypothesis H2 was rejected.

Discussion, Implications and Recommendations

The first hypothesis was to empirically examine whether self-efficacy influences entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia. The results revealed that the term Self-efficacy was significantly related to entrepreneurial intentions by fresh graduates in Kuala Lumpur, Malaysia. This shows that graduates in Kuala Lumpur, Malaysia show entrepreneurial intentions and interests in becoming an entrepreneur. Researchers have further investigated that both entrepreneurial self-efficacy and entrepreneurship performance are directly related to each other (Karayel, 2021). Increasing our self-efficacy and influencing what we can perform is the result of increasing our self-confidence. This growing confidence in one's own ability to impact change is the incentive for a series of different, beneficial behaviour patterns (Pinney, 2017). According to research results which suggests that a person with a strong desire of self-efficacy will have more successful entrepreneurship career. Individuals with more entrepreneurial self-efficacy are more confident in their capacity to manage a high-performing, independent organizations (Karayel, 2021). The career development theory offers a framework for examining the role of self-efficacy in the formation of entrepreneurial intentions and activities. It shows that the amount of entrepreneurial self-efficacy at the early stage of a person's career development influences their entrepreneurial goals (Zhao et al., 2005). It should also be highlighted that people may have entrepreneurial intentions, but they must wait until they achieve the level of their self-efficacy which is necessary to anticipate success in their new company. However, this form of assurance is acquired via the process of enactive mastery (Boyd & Vozikis, 1994). For university graduates in Kuala Lumpur, Malaysia it is important to have entrepreneurial intentions. To have that the first step is to build self-efficacy which can be built through graduate training programs, participation in workshops, gaining experience is a specific field.

The second hypothesis was to empirically examine that the entrepreneurial education have a huge effect on the entrepreneurial intentions among fresh graduates in Kuala Lumpur, Malaysia. The objective of entrepreneurial education in the institutes is to prepare the students to have a capacity to generate social, cultural, or economic value. Enabling experiences for critical and creative thinking, complex problem solving, negotiation, communication, and leadership may all contribute to the development of an entrepreneurial mentality in students (UQ, 2022). It also helps to determine how and to what extent entrepreneurship education influences students' attitude, capability, skills, knowledge, and intentions toward entrepreneurship; record students' willingness and capabilities to start their own business; identify obstacles that cause students to hesitate to start their own business; and identify ways to stimulate and encourage students to start their own business (Shah et al., 2020). As a result, there was discussion on the teaching techniques in educational institutes, a comparison of simulation and contingency-based empirical theory, and a proposal that entrepreneurship education should build a system with its own features rather than simply importing standard and conventional teaching methods. Teaching techniques for entrepreneurial education are not static, but rather dynamic, and may evolve as a result of the ongoing integration of social media into the learning process. It was suggested that entrepreneurship education involves experiential learning that must be incorporated with important learning skills in the curriculum to boost entrepreneurial intentions, and using a adaptive learning strategy, including case studies and business plan contests, is required (Neck and Greene, 2011). It is important for fresh graduates before starting a professional career to develop a relationship between entrepreneurship education and entrepreneurial intention which involves knowledge of business education, since it may be a more effective driver of entrepreneurial intentions. It makes sense that entrepreneurship education is more closely associated with entrepreneurial goals than business

education, given that entrepreneurship education is better suited to the development of entrepreneurial skills and knowledge. However, business education typically provides technical knowledge for business administration which is very important for a fresher to start its own business or proceed in a professional life and it does not emphasise the creation process of an organisation, which is consistent with the fact that entrepreneurship graduates are three times more likely to launch new businesses than non-entrepreneurship graduates (Charney & Libecap, 2000)

The third hypothesis was to empirically examine the entrepreneurial attitudes that describes as a source of learning outcome to respond in a negative or a positive manner with a respect to a certain object. Attitude towards the situation represents the individual's behaviour. Also, in general, a positive attitude towards an action will there be a greater intention to react accordingly (Armitage & Conner, 2001). To be a successful entrepreneur, it is important to follow the passion that one attributes as an entrepreneur should possess is passion. Passion is often a driving force that can help entrepreneurs stay in business regardless of the challenges they face, A passionate entrepreneur will bring a motivating to most of the entrepreneurs to move fast and efficiently to increase the passion they have for their company or idea. Also, a positive entrepreneurial attitude will bring a sense of satisfaction while being a problem solver, with passion an entrepreneur can effectively create a new business idea or implement a better strategy for existing businesses (Zelege, 2018). Attitude is evaluative. Attitude is described as a person's propensity to respond to an item in a certain manner. According to the Theory of Planned Behaviour, attitude is one of the indicators of intention. Entrepreneurial mentality is the propensity towards entrepreneurship among students. Students will admire entrepreneurship if they believe it will benefit them. Thus, the hypotheses H3 proves that there is relationship between Entrepreneurial Attitudes and social Entrepreneurial Intention (Ajzen,2005). This study proves that the attitude towards entrepreneurship is highly important to develop entrepreneurial intentions, thus it is important for the educational institutes to further motivate the students to develop entrepreneurial skills and mindset.

Implications

There are several theoretical, practical, and academic implications of this study. From the theoretical perspective, this study's findings filled the existing knowledge gap by examining the effect of self-efficacy, entrepreneurial education, and entrepreneurial attitudes on entrepreneurial intentions among fresh graduates in Kuala Lumpur, Malaysia. This study has provided new insights, such as the crucial role of self-efficacy in entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia. In this study, self-efficacy had the highest impact on entrepreneurial intention. In addition, the study also revealed the insignificant impact on the entrepreneurship education on entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia.

There were some important implications for the practical perspectives. The results of this study provided some relevant information and understanding regarding the determinants of entrepreneurial intentions among fresh graduates in Kuala Lumpur, Malaysia. The information provides important implications for educational institutes, trainers, and students. Educational institutes, trainers, and students can improve the entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia by increasing knowledge that is a main determinant of entrepreneurial intention. This study shows that the knowledge and entrepreneurial activities are motivated through self-efficacy. In addition, entrepreneurial education is not a significant determinant of entrepreneurial intention. Therefore, educational institutes and trainers should place more

emphasis on self-efficacy among graduates. Educational institutes should promote entrepreneurial activities to promote self-efficacy and entrepreneurial attitudes.

Limitations and recommendations for further investigation

This research provided some good insights into the effects of self-efficacy, entrepreneurship education and entrepreneurial attitude on entrepreneurial intentions among graduates in Kuala Lumpur, Malaysia. However, this research has various limitations that must be addressed before it can be used effectively in the actual environment. Firstly, this investigation was conducted on a highly specific and limited population, namely the fresh graduates of Kuala Lumpur, Malaysia. The collected data is limited to the perspectives of members of this specific target group. Consequently, it is possible that the results of this research are not appropriate for the entire community of graduates. Furthermore, the findings may not be entirely representative of the perspective of entrepreneurial intentions in many other countries. Secondly, the majority of respondents in the study are between the ages of 18 and 25, which may cause the study results to be skewed in favour of their perspectives and institutional experiences under certain circumstances. The cross-sectional design of this research may also be a drawback, maybe due to limited time and resources. In addition, this research focuses only on Kuala Lumpur, Malaysia only, as opposed to the Self-Efficacy, Education, and attitudes fresh graduates in neighbouring countries. Additionally, this research did not concentrate on results from other districts of Malaysia. Future study would be more valuable if it focused on the entire country not just Kuala Lumpur and gave a deeper understanding on the Entrepreneurial Intentions. Moreover, it is recommended that a comparison study between two or three generations, for instance, might provide superior findings for this research topic. In addition, the results of this hypothesis may vary depending on the sample size and population scope. Consequently, this study may be repeated with a larger sample size to include more participation of students. In addition, this study adopted a cross-sectional methodology to gather a sample of the students under timed consideration. The design of the cross-sectional research allowed for the simultaneous assessment of relationships between variables. This research should therefore be repeated using a longitudinal strategy. The longitudinal approach permits the identification of far more precise relationships between variables. Using a longitudinal methodology, future researchers will be able to examine changes in the entrepreneurial intention of a larger sample size from different educational institutions.

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