
The Entrepreneurial Intention on New Venture Creation at Entrepreneurial-Based University

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Abstract – The university context in which students exist plays a central role in providing students with learning and motivation to think and act entrepreneurially. A vibrant research stream has shown that university offerings affect students' transition to an entrepreneurial career and on antecedents or enablers of entry, such as entrepreneurial intentions and entrepreneurial knowledge. Students' proclivity to begin a venture may be affected by the university environment where they are exposed to entrepreneurship and perceptions of how desirable entrepreneurial behaviour is in a given society. The paper explores the drivers of the intention of entrepreneur students in UMK of new venture creation, particularly specialising in the role of university entrepreneurship-related offerings and students' prior business experience. The main objective of this study is to determine the relationship between the university's contribution to entrepreneurial education, mentoring support, and financial support towards new venture creation. We obtained a complete set of 346 questionnaires. Data analysis was done using SPSS tools containing Preliminary Analysis, Descriptive Analysis, Reliability and Validity Test, Normality Test and Spearman Correlation Analysis. The result shows a significant correlation between entrepreneurial education, mentoring, and financial support for new venture creation. In conclusion, entrepreneurship courses can be elective and compulsory and aim to stimulate entrepreneurial learning by imparting knowledge, skills and attitudes related to entrepreneurship.

Keywords: “Entrepreneurial Education”, “Mentoring Support”, “Financial Support”, “New Venture Creation”.

1. Introduction

Entrepreneurship brings economic growth and development through the strategy of new venture creation. According to the Department of Statistics Malaysia, the unemployment rate in November 2022 declined by 0.2 per cent or equivalent to 1.1 thousand persons to 600.9 thousand persons compared with October 2022, which is 602.0 thousand people and recording the rate for unemployment in November 2022 at 3.6 per cent. These new venture

creations among students significantly and positively impact reducing the proportion of unemployment in Malaysia. The Ministry of Higher Education (MOHE) plays an essential role in supporting the Government's aspiration to provide many highly skilled and resilient entrepreneurs. One of the purposes of The Entrepreneurship Development Policy is to encourage and strengthen a more planned and holistic entrepreneurial development among local Higher Education Institutions (HEI). In line with that, Higher Education Institution (HEI) Entrepreneurship Action Plan 2021-2025 was initiated to closely monitor the challenges and opportunities which have emerged in the global entrepreneurial setting as well as in the fast-changing local entrepreneurial landscape and eventually, set to produce graduates with an entrepreneurial mindset and graduate entrepreneurs who are competitive and sustainable. Among the initiatives outlined include exposing the entrepreneurial culture into the national higher education system and shifting the minds of university students to become job seekers to job creators after graduation.

In exploring a perceived relationship between universities offering to create new venture creation among UMK's students, this study seeks to answer the following primary research question:

1. Does the university's contribution to entrepreneurial education influence entrepreneurial students on new venture creation?
2. Does the contribution of the university to mentoring support influence entrepreneur students on new venture creation?
3. Does the university's contribution to financial support influence entrepreneur students on new venture creation?

Therefore, there are three objectives of this research:

1. To determine the relationship between the university's contribution to entrepreneurial education and new venture creation.
2. To determine the relationship between the contribution of the university on mentoring support and new venture creation.
3. To determine the relationship between the contribution of the university on financial support and new venture creation.

The university has a vision and mission to produce successful students in entrepreneurship, meaning that every independent variable in this study can further strengthen the curriculum and co-curriculum activities for the future. This can also make high-quality universities meet the government's desire to improve the country's economy. Meanwhile, the benefits that students can feel through entrepreneurship education, mentor support and financial support influence the outcome of the entrepreneurial process. Student entrepreneurs will often innovate to turn ideas into successful ventures. In business development, students learn the intricacies of business development and the "entrepreneurial mind," a way of thinking that allows students to change their identity from student to entrepreneur.

2. Literature Review

Nowadays, unemployment among university graduates is rising, which needs to be addressed in every developing country. This is an important opportunity for students interested in starting a new venture (Staniewski & Szopiński, 2015). The opening of opportunities to new careers has decreased drastically due to the growing entrepreneurial interest among young graduates (Hunjra et al., 2011). However, among the students who are seen to have high potential and are ready to implement this noble wish are the students at the university level, where the involvement of students in entrepreneurial activities is very influential and motivated in recognizing opportunities and creating new ventures. Understanding how universities impact the formation of a student entrepreneur's cognitive logic is of specific importance in highly competitive and dynamic environments, as unstable and non-predictive settings can require a well-developed ability to pursue analogical reasoning related to effectual logic (Fini & Toschi, 2016).

Further, the impact of university entrepreneurship-related offerings on cognitive logic might rely upon the experiential background of the student because the role of prior business experience in entrepreneurial decision-making has been well-documented (Shirokova et al., 2017). More importantly, the entrepreneurial process is typically fraught with challenges and various risks before they can achieve success. Most entrepreneur students must know the emotional and personal challenges of creating new ventures and becoming entrepreneurs. This can cause significant stress on student entrepreneurs; they need mentors' support to deal with the different situations they face in the future. The university context in which students are in plays a central role in providing students with learning and motivation to think and act entrepreneurially. There is a vibrant research stream that has shown university offerings.

The literature on university contributions in developing entrepreneurial students with a perceived relationship towards new venture creation is limited. The importance of applying these factors to creating new ventures should be emphasized. This study highlights the level of entrepreneurial knowledge among entrepreneur students. The integrated processes offered by universities provide an overview of "causation" and "effectuation of entrepreneurial education, mentoring support and financial support to draw in students' intention to shape new venture creation.

The entrepreneurial process will be considered the projection of the conscious and unconscious dreams of the entrepreneur, through which they formulate and realize business ideas through new venture creation. The importance of understanding entrepreneurs and their mental processes has been widely known, mainly because the new venture creation process only sometimes seems to follow rational behaviour patterns (Metallo et al., 2021). Entrepreneurs must target and strategically analyze the external macro-environment to identify gaps and deficiencies where exploitable needs/problems may exist (Kirkley, 2016). As expressed, this variable can measure the student's development to become a successful entrepreneur. The hypothesis that can be generated is as follow;

H1: There is a significant relationship between the university's contribution to entrepreneurial education and new venture creation.

One of the primary resources that incubators often provide to students is the guidance provided at the university, which is one of the approaches that seek to bridge the two diverse environments by providing resources to facilitate students to develop their ideas, acquire the necessary resources, and move their efforts forward to commercialization, further developing students into entrepreneurs. Successful mentoring relationships can provide two distinct benefits, namely career development and psychosocial support functions (Ahsan et al., 2018). The hypothesis that can be generated is as follow;

H2: There is a significant relationship between the contribution of the university on mentoring support and new venture creation.

Entrepreneurs who take longer to launch ventures tend to be savers who depend upon self-finance. University-based funding can help bridge the intention-action gap by encouraging effectuation, as this approach entails less time to commence actual actions (Shirokova et al., 2017). Students who have already decided to launch their businesses after graduation see the benefits of participating in the range of extracurricular activities their university offers. Their participation in the university's financial support program confirms their strong intentions to launch new venture creation (Shirokova et al., 2018). The hypothesis that can be generated is as follow;

H3: There is a significant relationship between the contribution of the university on financial support and new venture creation.

3. Methodology of Study

A quantitative approach design was applied, and 346 students from 3593 Faculty of Entrepreneurship and Business students were selected as target respondents in this study using the convenience sampling method. All items in this study were designed straightforwardly in English and Malay to reduce confusion among target respondents. This survey used a self-administered questionnaire to gather information from the respondents to answer the research questions by consist of Section A (demographic profile), Section B consists of Independent Variable (Entrepreneurial Education, Mentoring Support and Financial Support), and Section C consists of Dependent Variable (New Venture Creation). Five-point Likert scale was designed for Part B and Part C, while the nominal scale was designed for Part A. All responses were collected using Google Forms and analysed by SPSS 26.0 version.

4. Findings and Discussion

Table 1 shows the number of respondents on the gender, which are male and female. The number of female respondents is more than the number of male respondents. About 66.2 per cent (n=229) of the respondents are female, and others are male. Table 1 also shows the number of respondents based on age. The highest number of respondents is from 22 to 24 years old, with 67.9 per cent (n=235), followed by 19 to 21 years old, with 22.5 per cent (n=78), then 25 to 27 years old, with 7.5 per cent (n=26) and 28 to 30 years with 2.0 per cent (n=7). On the other hand, Table 1 shows the number of respondents based on their race. The

highest respondent is Malay which is 70.8 per cent (n=245), followed by Indian, 14.5 per cent (n=50), then Chinese, 13.0 per cent (n=45) and other races, with 1.7 per cent (n=6). Lastly, Table 1 shows the number of respondents based on the study programme. The highest is from SAK with 20.8 per cent (n=72), followed by SAE, 20.2 per cent (n=70) and SAR, 20.2 per cent (n=70). Then, SAL with 19.9 per cent (n=69), then SAB, with 17.3 per cent (n=60), and lastly, SAA with 1.4 per cent (n=5).

Table 1: Demographic Profile

Demographic Profile	Valid	Frequency	Per cent
Gender	Male	117	33.82
	Female	229	66.18
Age	19 – 21 years old	78	22.54
	22 – 24 years old	235	67.92
	25 – 27 years old	26	7.51
	28 – 30 years old	7	2.02
Race	Malay	245	70.81
	Chinese	45	13.01
	Indian	50	14.45
	Other	6	1.73
Study Programme	SAA	5	1.45
	SAB	60	17.34
	SAE	70	20.23
	SAK	72	20.81
	SAL	69	19.94
	SAR	70	20.23

Table 2 shows this research's descriptive analysis of the dependent variable (New Venture Creation) and independent variable (entrepreneurial Education, Mentoring Support and Financial Support). Descriptive Statistic of dependent and independent variable shows each variable's mean, standard deviation and rank. The result of the highest mean is 4.3952 with a standard deviation of 0.42907 according to the variable for Entrepreneurial Education, while the lowest mean is 4.2601 with a standard deviation of 0.52945 according to the variable for Mentoring Support.

Table 2: Descriptive Analysis Result for Independent and Dependent Variable

	Mean	Std. Deviation
Entrepreneurial Education	4.3952	0.42907
Mentoring Support	4.2601	0.51945
Financial Support	4.3562	0.42574
New Venture Creation	4.3280	0.45926

Table 3 shows the descriptive analysis result of Entrepreneurial Education. This section contains four (4) questions. The first question is, "I chose to study at this university mainly because of its strong entrepreneurial reputation," with a mean of 4.3844 and a standard deviation of 0.69340. The second question is, "At my university, students are encouraged to engage in entrepreneurial activities, " with the highest mean of 4.4191 and the standard deviation of 0.61440. The third question is, "The courses and offerings I attended increased my understanding of the actions someone has to take to start a business, " with the lowest mean of 4.3815 and the standard deviation of 0.68871. The last question is, "My University ensures that all students have equal access to affordable and quality education, " with a mean of 4.3960 and a standard deviation of 0.65664.

Table 3: Descriptive Analysis Result for Entrepreneurial Education

	N	Mean	Std. Deviation
I chose to study at this university mainly because of its strong entrepreneurial reputation	346	4.3844	.69340
At my university, students are encouraged to engage in entrepreneurial activities	346	4.4191	.61440
The courses and offerings I attended increased my understanding of the actions someone has to take to start a business	346	4.3815	.68871
My university ensures that all students have equal access to affordable and quality education	346	4.3960	.65664

Table 4 shows the descriptive analysis result of Mentoring Support. This section contains four (4) questions. The first question is "I feel energized", with a mean of 4.2688 and a standard deviation of 0.76519. The second question is "I nearly always feel awake and alert," with a mean of 4.2370 and a standard deviation of 0.71943. The third question is "I have energy and spirit, " with the lowest mean of 4.2168 and the standard deviation of 0.79990. The last question is "I feel alive and vital, " with the highest mean of 4.3179 and a standard deviation of 0.75954.

Table 4: Descriptive Analysis Result for Mentoring Support

	N	Mean	Std. Deviation
I feel energized	346	4.2688	.76519
I nearly always feel awake and alert	346	4.2370	.71943
I have energy and spirit	346	4.2168	.79990
I feel alive and vital	346	4.3179	.75954
Valid N (listwise)	346		

Table 5 shows the descriptive analysis result of Financial Support. This section contains four (4) questions. The first question is, "If I had the opportunity and resources, would I become

an entrepreneur" with the highest mean of 4.4595 and a standard deviation of 0.65482. The second question is, "It would be a good opportunity if there is financial support to start a new business", with a mean of 4.4451 and a standard deviation of 0.65377. The third question is "I can control the creation process of a new firm," with the lowest mean of 4.1069 and the standard deviation of 0.72441. The last question is, "If I had the opportunity and resources, I am careful not to risk more money that I am willing to lose, " with a mean of 4.4133 and a standard deviation of 0.68503.

Table 5: Descriptive Analysis Result for Financial Support

	N	Mean	Std. Deviation
If I had the opportunity and resources, I would become an entrepreneur	346	4.4595	.65482
It would be a good opportunity if there is financial support to start a new business	346	4.4451	.65377
I can control the creation process of a new firm	346	4.1069	.72441
If I had the opportunity and resources, I am careful not to risk more money than I am willing to lose	346	4.4133	.68503

Table 6 shows the descriptive analysis result of New Venture Creation. This section contains four (4) questions. The first question is, "The atmosphere at my university inspires me to develop ideas for new business", with a mean of 4.3584 and a standard deviation of 0.72544. The second question is, "Being an entrepreneur implies more advantages than disadvantages to me, " with the highest mean of 4.3757 and the standard deviation of 0.64416. The third question is "I have a strong intention to start a business someday", with a mean of 4.2977 and a standard deviation of 0.67746. The last question is, "My professional goal is to become an entrepreneur," with the lowest mean of 4.2803 and the standard deviation of 0.71385.

Table 6: Descriptive Analysis Result for New Venture Creation

	N	Mean	Std. Deviation
The atmosphere at my university inspires me to develop ideas for new business	346	4.3584	.72544
Being an entrepreneur implies more advantages than disadvantages to me	346	4.3757	.64416
I have a strong intention to start a business someday	346	4.2977	.67746
My professional goal is to become an entrepreneur	346	4.2803	.71385

The standard normal distribution is the most important continuous probability distribution having a bell-shaped density curve described using the mean and standard deviation as well as the extreme values in the data set that have no significant effect on the mean value. For a sample size >300, normality data will depend on the histograms, absolute skewness value, and kurtosis (Mishra et al., 2019).

Skewness and kurtosis (z-values) should be somewhere in the span of -1.96 to 1.96. Then, the Shapiro-Wilk test (p-value) should be above 0.05, and the histogram, Normal Q-Q Plots and Box Plots should visually indicate that the data are approximately normal distribution. Therefore, regarding Table 7, the result of normality using both tests is not normally distributed, and the null hypothesis for both hypotheses for each variable is rejected because Kolmogorov-Smirnova and Shapiro-Wilk show a p-value is <0.05.

Table 7: Test of Normality Table

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Entrepreneurial Education	.235	346	.000	.856	346	.000
Mentoring Support	.201	346	.000	.874	346	.000
Financial Support	.204	346	.000	.872	346	.000
New Venture Creation	.273	346	.000	.830	346	.000

a. Lilliefors Significance Correction

Table 8: Correlation Test

		EE	MS	FS	NVC
Entrepreneurial Education	Correlation Coefficient	1.00	.563	.443	.488
	Sig. (2-tailed)	.	.000	.000	.000
	N	346	346	346	346
Mentoring Support	Correlation Coefficient	.563	1.000	.440	.444
	Sig. (2-tailed)	.000	.	.000	.000
	N	346	346	346	346
Financial Support	Correlation Coefficient	.443	.440	1.000	.439
	Sig. (2-tailed)	.000	.000	.	.000
	N	346	346	346	346
New Venture Creation	Correlation Coefficient	.488	.444	.439	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	346	346	346	346

H1: There is a significant relationship between the contribution of the university to entrepreneurial education and new venture creation.

Table 8 shows the correlation between Entrepreneurial Education and New Venture Creation with several cases 346. The Spearman Correlation Coefficient in this study is 0.488 and is

categorized as a strong relationship. At the same time, the p-value indicates 0.000, which is less than 0.05. Thus, hypothesis 1 is accepted.

H2: There is a significant relationship between the contribution of the university on mentoring support and new venture creation.

Table 8 shows the correlation between Mentoring Support and New Venture Creation, with the number of cases being 346. The Spearman Correlation Coefficient in this study is 0.444 and is categorized as a strong relationship. In comparison, the p-value indicates 0.000, which is less than 0.05. Thus, hypothesis 2 is accepted.

H3: There is a significant relationship between the contribution of the university on financial support and new venture creation.

Table 8 shows the correlation between Financial Support and New Venture Creation with several cases 346. The Spearman Correlation Coefficient in this study is 0.439 and is categorized as a strong relationship. In contrast, the p-value indicates 0.000, which is less than 0.05. Thus, hypothesis 3 is accepted.

5. Conclusions and Recommendations

Entrepreneurship courses are elective and compulsory and aim to stimulate entrepreneurial learning by imparting knowledge, skills and attitudes related to entrepreneurship. The limited spread of entrepreneurship education across fields of study is reflected in the entrepreneurship learning outcomes of students obtained from offers at the university (Davide Hahn, 2018). In recent years, the mental well-being of entrepreneurs has attracted increasing attention from scholars. It describes the overall psychological state of an individual required for effective human functioning and represents a fundamental measure of individual success for an entrepreneur. Since well-being represents a key outcome of entrepreneurial careers, research has begun to focus on student entrepreneurial well-being to offer a more comprehensive understanding of student entrepreneurial careers and a more profound knowledge of student entrepreneurial phenomena (Davide Hahn, 2018). Financial resources influence the decision to start a new business. Financial capital allows entrepreneurs to run a more comprehensive network of early activity. However, the university has developed special programs to prepare students ready to launch their own business's financial support. The provision of university-based funding can help bridge the intention-action gap by promoting effectiveness, as this approach requires less time to start the real action. Receiving relatively limited university funding may encourage student entrepreneurs to use it to support experimental initiatives as part of iteration approaches that involve bootstrap, leveraging, and bricolage (Shirokova et al., 2017).

This study aims to identify The Contribution of the University in Developing Entrepreneurial Students Towards New Venture Creation. Three hundred forty-six respondents participated in this study through an online questionnaire survey. This chapter underlined three (3) objectives to be achieved, three (3) questions to be answered, and three (3) hypotheses to be clarified in this research. This study showed that the university is central in guiding students

for new venture creation. The result that has been obtained in Chapter 4 has been discussed further, and conclusions were made based on the results. In conclusion, the overall study has been discussed by identifying the findings of the data collected.

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