UNEMPLOYMENT AMONG UNIVERSITY GRADUATES AND ENTREPRENEURIAL INTENTIONS

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ABSTRACT
Unemployment among university graduates remains a crucial issue nowadays; and initiating to important initiatives which taken to promote entrepreneurship as a career. Hence, this research examines factors that encourage university graduates such as personal behavioral, social norms, perceived behavioral control, entrepreneurship education and individual skills towards entrepreneurship intentions. The theoretical framework for this research was developed based on the literature review. In this research, 216 usable respondents consist of university graduates in Malaysia were obtained by using online survey method. Based on the results, it was found that personal behavioral, entrepreneurship education and individual skills has significant relationship with entrepreneurship intentions. Meanwhile, there was no significant relationship between factors of social norms and perceived behavioral with entrepreneurial intentions. This research finding will be useful for Ministry of Higher Education (MOHE) including the policy makers and academicians to identify the factors that can influence the university graduates to venture into entrepreneurship which eventually reducing the unemployment rate. Some direction for the future research was also suggested.

Keywords: Personal Behavioral Social Norms, Perceived Behavioral Control, Entrepreneurship Education Entrepreneurship Intentions

1. Introduction
Unemployment occurs in rural areas or under developed country and consequently unable to provide sufficient employment opportunities (Baharin, Yusoff & Ismail, 2012) and unemployment also affects the urban areas including developing countries (Sulaiman & Hashim, 2011). Yusof, Mat Lazim and Jamaluddin (2013) argued that the development of higher education in Malaysia have grown tremendously, besides from the emergence of private higher education institutions which also play an important role in increasing of graduates in the labor markets. However, the increase in the number of graduates has created more important issues, particularly unemployment and job marketability (Yusof et al., 2013). In addition, one of the major causes of unemployment among graduates are lack of soft skills which required by employers (Hattab, 2014; Ismail, 2012). Hence, in order to develop the skills that acquired on graduates, universities are constantly improving their academic programs (Ismail, 2012). As such, in order to make entrepreneurship as a career, it is important to determine the entrepreneurial
characteristics among university graduates (Sulaiman & Hashim, 2011) whereas a new curriculum planning and development were essential to instill entrepreneurial skills in undergraduate learning process (Ijoma & Ndedi, 2008). Unfortunately, entrepreneurship is quite not a popular among younger people, especially among graduates (Ahmad, Baharun & Abd Rahman, 2004; Ashour & Hui, 2016; Rajendran, 2011).

Entrepreneurs are part of the community and are accepted as an important people in the development of a society; they are also known as mediators to the change the world economy (Mat Lazim & Yusof, 2012). Entrepreneurs seek to raise new values differently, by converting resources into different form by increasing productivity (Mat Lazim & Yusof, 2012). Entrepreneurship requires a regular and permanent attitude as part of personality toward entrepreneurial attitudes. Attitude can be based on personality traits and demographic characteristics and it can also be reshaped by education (Khan, Ahmed, Nawaz & Ramzan, 2011). Attitude towards entrepreneurship and self-efficacy has a significant influence on entrepreneurial intention as well as identifying entrepreneurs’ succeed (Byabashaija & Katono, 2011; Miaat, 2014). Unemployment issues among graduates have been raised concern by policy makers and academicians (Hattab, 2014). Khan et al. (2011) stated that many fresh graduates may possess knowledge and skills that are important for starting-up their own business; however, only a small percentage of university graduates choose to be self-employed after graduation. Moreover, university graduates may lack self-confidence, encouragement or reassurance (Khan et al., 2011). As such, it is important to determine the entrepreneurial characteristics among university graduates and which characteristics might influence them to be entrepreneurs (Sulaiman & Hashim, 2011).

2. LITERATURE REVIEW

2.1 Entrepreneurship

Kuratko and Hodgetts (2004) defined entrepreneurship as a new process of innovation and creation through the four dimensions of individuals, organizations, environments and processes, assisted by government cooperation, education and institutions. Entrepreneurship is also considered a panacea to the socioeconomic problems (Lokhande, 2017). Entrepreneurs are individuals with high energy and enthusiasm, more tolerant towards risk and uncertainty, craving autonomy and endurance and lack of resources (Ramayah & Harun, 2005; Redzuan, Rahman & Nasharudin, 2012; Rodermund, 2004).

Entrepreneurship is an ongoing process of decision-making and action from start-up to managing a business (Miaat, 2014; Mahmood, Abu Bakar, Mohd Jani, Bakar, Deraman, Zakaria, Abdullah, Mohd Saad, & Mustapa, 2008). Nonetheless, to run a business and keep the business moving toward achieving the goal is not an easy matter, various methods of knowledge and skills on business need to be mastered and learned by an entrepreneur (Kadir, 2004; Miaat, 2014). According to Miaat (2014) entrepreneurship is a process of encouragement and creating university graduates with a culture of business. Hence, entrepreneurial skills can be formulated as an interest and capability to investigate openings and create attention to threats, imagination and development in business-related exercises (Husaini & Ahmad, 2008). As such, apart from business management knowledge such as marketing management and organizational management, entrepreneurs also need to master a variety of skills to ensure their business is forward-looking, competitive, growing and lasting (Husaini & Ahmad, 2008). In addition, among other skills that entrepreneurs need to master are communication skills, leadership skills, problem solving skills and teamwork skills (Gibb, 1993; Kuratko & Hodgetts, 2004; Gürol & Atsan, 2006; Hisrich, Peters & Shepherd, 2008; Golman & Hasselbring, 1997; Montague, Morgan & Wagner, 2000; Zimmerer, Scarborough & Wilson, 2008). Entrepreneurship is crucial in every country to help creating jobs in the society while reducing the unemployment rate (Sulaiman & Hashim, 2011). Entrepreneurship orientation starts at early age (Edelman, Manolova, Shirokova, & Tsukanova, 2016). As such, more research is needed between entrepreneurship education programs and students intention towards entrepreneurial intention (Shamsudin, Al Mamun, Nawi, Nasir & Zakaria, 2017).

2.2 Entrepreneurial Intention

Past studies on entrepreneurial intention, have identified several factors that influence certain individual
to become an entrepreneur; it also provides valuable insights to understand entrepreneurial processes and activities (Anh & Harald, 2016; Miaat, 2014; Welsh, William & Hamid, 2016). Nonetheless, the development of the entrepreneurial mind-set should begin from childhood (Singh, 2013). Past studies found that factors such as age, gender, education and family background, and previous business experience influence the tendency of university graduates to become entrepreneurs (Anh & Harald, 2016; Kristiansen & Indarti, 2004; Shay & Terjensen, 2005; Welsh, et al., 2016). Mohd Osman (2007) suggested that motivational factors, attitudes and skills become are important factors that push graduates into entrepreneurship ventures. Welsh et al., (2016) found a positive relationship between general training, entrepreneurial instruction and entrepreneurial exercises towards entrepreneurial expectation. Adam, Razak and Bakar (2011) found that student’s inclination towards entrepreneurship and are interest in starting a business is high; if they are given the opportunity and resources needed. Eriniwati (2014) found four factors that motivated graduates to venture into entrepreneurship which are entrepreneurship background, motivation, attitude and skills. Some individual characters such as personal behaviors, need for achievement, locus of control and risk taking attitude has a significant impact on individual inclination towards entrepreneurship activities (Fajkowska & DeYoung, 2015). The entrepreneurial intention is govern by models of Theory of Entrepreneurship Events (Anh & Harald, 2016) and Planned Behavioral Theory (Wayne, 2016).

2.3 Personal behavior
Altinay, Madanoglu, Daniele and Lashley (2012) found that personal behaviors plays an important role in encouraging someone to venture into entrepreneurship. According to Soomro and Shah, (2015) there is a high correlation between attitudes behaviour towards entrepreneurship intentions. Personal behavior, such as, motivation and entrepreneurial skills are strongly related to entrepreneurship intentions (Marques, Valente & Lages, 2018).

2.3.1 Need for Achievement
According to Darmanto and Wahyudi (2014), McClelland's need for achievement theory emphasized that need for achievement is one of the strongest factors persuading entrepreneurial behavior. Need for achievement is one of the strongest factor promoting entrepreneurial intention and those individuals that contribute in entrepreneurial activity, capable to achieve better in challenging tasks and learn new ways to develop their performance (Tong, Tong & Loy, 2011). Entrepreneurial attitudes consists of four important element achievement motive, innovativeness, perceived personal control and self-esteem (Gupta, 2013). In addition, need for achievement behavior has a positive impact towards entrepreneurial attitude entrepreneur (Chattopadhyay & Ghosh, 2008; Gupta, 2013).

2.5.2 Locus of Control
People with inner locus of control believes that they can control life's occurrences; while people with outer locus of control expects that life's occasions are the after effects of outside components such as chance, fortunes or destiny (Byabashaija & Katono, 2011). Hence, people with a higher inside locus of control are considered to act naturally utilized, have high inspiration to enhance the effectiveness of work and can control the surroundings through their action (Bönte & Jarosch, 2011; Göksel & Aydintan, 2011). Khan et al. (2011) found that people with inner locus of control, will have unlimited approach against entrepreneurial goal and high plausibility to wind up noticeably a business person. Entrepreneurs possess high tolerance for ambiguity, proactive personality, and internal locus of control and need of achievement compared to a non-entrepreneurs (Nie, 2016). According to Burns (2012) entrepreneurs who can control their environment and would be able to control their destiny; have an internal locus of control.

2.5.3 Risk Taking
Risk-taking affinity refers to individual’s overview of of making decision in uncertain contexts (Gelard & Saleh, 2011). As indicated by Khan et al. (2011), the primary factor separating the entrepreneurs from employed workers are the uncertainty and risk taken by these people. Byabashaija and Katono (2011) suggested that business visionaries have higher risk affinity and resilience for exposure than non-business visionaries. Ekpoh and Edet (2011) suggested that risk-taking disposition definitely influence
entrepreneurial expectation. Shamsudin et al. (2017) found a positive and significant effect on the relationship between personal behaviors (innovativeness, risk-taking propensity, family background, and a supportive environment) and students ‘intentions to be an entrepreneur. According to Burns (2012) personal character such as innovative, opportunistic, self-confident, self-motivated, proactive, risk taking and talent to live with uncertainty influence business start-up decisions. Do Paço, Ferreira, Raposo, Rodrigues & Dinis, 2015) argued more research is needed to understand students personal characteristic and entrepreneurial intention. In contrast, Altinay et al. (2012) found that risk taking affinity is not noteworthy towards entrepreneurial aim because of the impact of family foundation. Grounded on the discussion, it appears that personal characteristic (personal behavior, need for achievement, locus of control, and risk taking) may have a strong influence towards entrepreneurial intention. Based on the literature review the following hypothesis was formed:

\[ H_1: \text{There is a significant relationship between personal behavior and entrepreneurial intention.} \]

### 2.4 Social Norms

Social norm refers to “pattern of behavior in a particular group, community, or culture, accepted as normal and to which an individual is expected to conform” (Yiannas, 2015). Subjective norm, comprises individual’s viewpoints of the values, thinking, beliefs, and norms that is influenced by other people (Hsu & Lin, 2008). Nevertheless, there are many factors that may affect how subjective norms predict entrepreneurial intentions (Drost, 2010). Bönte and Jarosch (2011) expressed that social norms have a direct huge association with independently employed goal. Yordanova and Tarrazon (2010) found that the steadier social norms on entrepreneurial conduct, the more grounded the person's entrepreneurial goal. Social norms positively affects an individual’s behavior (Venkatesh, Morris, Davis & Davis, 2003). According to (Ajzen 1991) social-norm component influence the society surrounding an individual. Perceived subjective norm refers to the approval or non-approval for individual’s firm-creation decision by the people in their surroundings (Santos, Roomi & Liñán, 2016). According to Zain, Akram and Ghani (2010) social norms, such as burden from family, companions and society can influence an individual conduct to be a business person. Family responsibilities are critical sociological factor influencing entrepreneurs’ decision making to start a new business (Ahmed et al., 2010; Altinay et al., 2012; Buang, 2002; Chin, 2003; Khalid, 2013; Mohd Sudin, 2007). In contrast, Paço et al. (2011) found no noteworthy connection between social norms and entrepreneurial expectation. Based on discussion, it was found there is inconsistency in the findings with regards to the relationship between social norms and entrepreneurial intention. Hence, Santos et al. (2016) suggested that future research should investigate further the role of social norms and entrepreneurial intention. Based on the literature review, the following hypothesis was formed:

\[ H_2: \text{There is significant relationship between social norms and entrepreneurial intention.} \]

### 2.5 Perceived Behavioral Control

Perceived behavioral control reflects to the perception of situational competence and refers to someone perceived ability to be self-employed (Zhang, Duysters & Cloodt, 2014). Perceived behavioral control refers to individuals’ openness or anxiety to play out a given conduct and mirrored the individual's real control in circumstance (Ajzen, 2011; Castanier, Deroche & Woodman, 2013). Self-viability and perceived behavioral control are utilized reciprocally since the idea of saw behavioral control is firmly identified with self-adequacy (Ajzen, 2011; Yzer, 2012). Yzer, (2012) found that undergraduates who require entrepreneurial experience have a higher score on perceived behavioral control. Obschonka, Silbereisen and Schmitt-Rodermund (2010) suggested that individuals with early traits and entrepreneurial personality have higher entrepreneurial control feelings and these feelings will provoke higher entrepreneurial point. Castanier et al. (2013) argued that perceived behavioral control has significant constructive influence towards university graduates’ entrepreneurial goals.

Perceived behavioral control has a significant influence towards university graduates’ entrepreneurial goals (Grünhagen & Rothenstein, 2010; Paco et al. 2011; Ruhle et al, 2010). The Illusion of challenge in becoming an entrepreneur is recognized as perceived behavioral control which could be affected by the

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entrepreneurship education experience (Liñán et al., 2011; Rauch & Hulsink, 2015). Someone future behavior is led by his/her intention; therefore more resilient a person's intention towards a specific behavior, then it is highly likely that the actual behavior will be performed in the intended way (Maresch, Harms, Kailer & Wimmer-Wurm, 2016). On the other hand, Rauch and Hulsink (2015) found that entrepreneurship education affects behavior; but attitudes and perceived behavioral control do not necessarily predict intentions. Grounded on discussion, it can summarized that there is inconsistency in the findings with regards to the role of perceived behavioral control and entrepreneurial intention. In spite of that, more research is needed to investigate the role of perceived behavioral control and entrepreneurial intention (Castanier et al., 2013). Based on the literature review, the following hypothesis was formed:

**H3:** There is significant relationship between perceived behavioral control and entrepreneurial intention

### 2.6 Entrepreneurship Education

Oosterbeek, Praag and Ijsselstein (2010) demonstrated entrepreneurship education and change in entrepreneurial state of mind has critical relationship in business education. Entrepreneurship education refers to the extent of curricular addresses or courses that furnishes undergraduates with entrepreneurial abilities, aptitudes and information in seeking after entrepreneurial ability (Ooi, Selvarajah & Meyer, 2011). Moreover, there is significant different level of entrepreneurial intention between graduates from entrepreneurship and Non-entrepreneurship University because of their practical knowledge and exposure to business field (Ahmed et al., 2010; Zain et al., 2010). Researchers have experimentally proved that entrepreneurship education is a successful resource in motivating undergraduates’ motivation towards entrepreneurial profession (Ekpoh & Edet, 2011). According to Maresch et al. (2016) entrepreneurship education accelerates entrepreneurial intention among students. Entrepreneurial intention has developed vibrantly in the entrepreneurship research (Fayolle & Linan, 2014). Education system affect entrepreneurial orientation among people (Singh, Singh & Singh, 2014). Hence, entrepreneurial education should be included in the model of entrepreneurial intentions; which increase the level of self-efficacy, change their perceptions of entrepreneurship, transform the idea, to survive and overcome barriers, and sensitive to change and uncertainty (Sulaiman & Hashim, 2011; Baharin et al., 2012; Khan et al., 2011; Paço, et al., 2011). Consequently, inadequate business learning will incite peril contradicted lead and reduce entrepreneurial slant (Zhou, Tao, Zhong & Wang, 2012).

On the other hand, a few studies found that business enterprise instruction is a hindrance factor in exhibiting entrepreneurial expectations and diminishing enthusiasm on business enterprise (Graevenitz, Harhoff & Weber, 2010; Göksel & Aydintan, 2011). In spite of that, not many studies have probed entrepreneurial education specifically from the tertiary institution level (Byabashaija & Katono (2011). Despite of its importance, the impact of entrepreneurship education and exposure to entrepreneurial intention; this area have not been investigated comprehensively (Zhang et al., 2014). Hence, more research is needed to investigate the relationship between entrepreneurship education and entrepreneurial intention (Shamsudin et al., 2017). Based on the literature review, the following hypothesis is formed:

**H4:** There is significant relationship between entrepreneurship education and entrepreneurial intention

### 2.7 Individual Skills

Possessing the skills of entrepreneurship is seen to be increasingly important in the current changing world of today's cultivation to ensure that entrepreneur’s can continues to achieve greatness in business (Isaacs, Visser, Friedrich & Brijlal, 2007; Kuratko, 2005). According to Carr and Sequeira (2007) informational and behavioural skills are important for self-employment. Paço et al. (2011) found that personal skills have a direct and positive impact on entrepreneurial intentions. According to Sekaran and Bougie (2010), entrepreneur can acquire skills if they are willing to learn skills needed by them. According, to Isaacs et al., 2007, in order to establish and manage an enterprise, a businessman need to master the various skills and continues to improve their current mastery skills. According to Ministry of Higher Education (2006) soft skill includes generic proficiency involving intellectual components identified with non-scholastic capability such as positive esteem, authority, cooperation, correspondence...
and constant learning. Hence, soft skills are necessary to create a graduate that is knowledgeable, innovative, trained and ethical than can perform well in their job (Dora, Kudus, Abu Hassan & Ali, 2008). Skills acquired by a graduates would enhance entrepreneurship activities (Hassan & Ali, 2008). Grounded on the discussion, it was posited that individual skills would enhance graduates entrepreneurial intention. Based on the literature review, the following hypothesis is formed:

**H5:** There is significant relationship between individual skills and entrepreneurial intention

### 2.8 Conceptual Framework

Proposed theoretical framework for this research was developed based on the literature review. Figure 1.0 below visually displays and connects the variables in which to be tested in this research. The conceptual framework demonstrates the relationships among all the independent variables and dependent variable. In this research study, the independent variables are consisting of personal behaviors, social norms, personal behaviors, social norms, perceived behavioral control, entrepreneurship education and individual skills. The dependent variable will be examined to determine the influences of all independent variables toward entrepreneurial intention. Based on the past research gaps, the researchers established the research framework (Fig. 1) and developed five (5) hypotheses to investigate the relationship between the independent variables and the dependent variable:

![Fig. 1: Conceptual Framework](image)

### 3.0 Research Methodology

#### 3.1 Sampling

The total number of university graduates in Malaysia with total 667,490 students from public and private university entire country (Ministry of Higher Education, 2017). Based on Krejcie and Morgan (1970) sampling determination table; the sample size was determined as 384. The respondents were selected randomly across the country.

#### 3.2 Measures and Instrumentations

The questionnaires to test the entrepreneurial intentions (6 items) was adopted from (Linan & Chen, 2009; Leong, 2008). The research instruments for personal behaviors (5 items), social norms (5 items), perceived behavioral control (6 items), entrepreneurship educatıon (5 items) and individual skills (6 items) was adopted from (Paço et al., 2011; Linan & Chen, 2009; Leroy et al., 2009; Gurbuz & Aykol, 2008; Ooi et al., 2011; Leong, 2008).

The research Instrumentation is listed in Fig. 2. The questionnaires was presented in simple and unbiased words; so that the respondents can easily understand the questions and provide answers based on their own perception (Zikmund, Babin, Carr & Griffin, 2010).
Table 1: Instrumentation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Measure</th>
<th>Items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Character</td>
<td>Fren et al. 2011</td>
<td>5</td>
<td>0.909</td>
</tr>
<tr>
<td>Social Norm</td>
<td>Leong 2006</td>
<td>5</td>
<td>0.700</td>
</tr>
<tr>
<td>Percieving innovator bias</td>
<td>Fren et al. 2011</td>
<td>6</td>
<td>0.795</td>
</tr>
<tr>
<td>Entrepreneurship education</td>
<td>Adler 1991</td>
<td>5</td>
<td>0.956</td>
</tr>
<tr>
<td>Individual Skills</td>
<td>Turhan and Acar 2008</td>
<td>6</td>
<td>0.918</td>
</tr>
<tr>
<td>Entrepreneurial Intention</td>
<td>Leong and Chen 2006</td>
<td>5</td>
<td>0.804</td>
</tr>
</tbody>
</table>

Based on Table 1. The reliability test for the instruments were tested, the Cronbach’s alpha values for the instruments were all greater than 0.60. Alpha scores more than 0.60 signifies the reliability of the instruments (Zikmund, et al., 2010).

The research data was collected from the period of Jan-Aug 2018. Nevertheless, from 384 respondents send out; only 200 questionnaires were found suitable for further analysis.

3.2 Data Analysis and Results

**Correlation is significant at the 0.01 level (2-tailed)**

Pearson correlation analysis was conducted to determine the association between entrepreneurial intention and other variables. The correlation coefficient score ranged between the ranges of 0.439 to 0.706. Regression analysis was used to examine the relationship between the variables and the research hypotheses were tested.

The regression results for H1: showed that there is a significant relationship between personal behavior and entrepreneurial intention (β = 0.599, t = 7.990). The P-value 0.01 is < 0.05. Personal behavior significantly influence entrepreneurial intention. This research findings is consistent with Paço et al. (2011) who found a significant relationship between personal behaviors and entrepreneurial intentions.

The regression results for H2: showed that there is no significant relationship between social norm and entrepreneurial intention (β = -0.090, t = -1.235). The P-value 0.218 is > 0.05. Social norm does not influence entrepreneurial intention. The research findings is similar to Liñan and Chen (2009), who could not find any significant relationship between social norms and entrepreneurial intentions.

The regression results for H3: showed that there is no significant relationship between perceived

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behavioral control and entrepreneurial intention ($\beta = 0.015, t = 0.263$). The P-value 0.793 is $> 0.05$. Perceived behavioral control does not influence entrepreneurial intention. The research findings is similar to Ruhle et al. (2010) who found that perceived behavioral controls does not have any significant relationships with intentions.

The regression results for $H_4$ showed that there is a significant relationship between entrepreneurship education and entrepreneurial intention ($\beta = 0.136, t = 2.318$). 0.021 is $< 0.05$. The research findings is similar to Shamsudin et al. (2017) who found that entrepreneurship education has a significant influence on entrepreneurial intention.

The regression results for $H_5$ showed that there is a significant relationship between individual skills and entrepreneurial intention ($\beta = 0.438, t = 6.625$). The P-value 0.00 is $< 0.05$. The research findings is similar to Zain et al. (2010) and Tong et al. (2011) who found a significant relationship between individual skills and entrepreneurial intentions.

4.0 Discussion

The research found that personal behaviors influence student’s orientation towards entrepreneurial activities. University graduates have a desire to take the initiative to start a business. As such, personal attitude such as positive behavior could lean student’s behavior towards entrepreneurial activities.

The research could not find any significant relationship between social norms and entrepreneurial intentions. This finding is consistent with (Autio, Keeley, Klofsten, Parker & Hay (2001); Liñan and Chen (2009); Kolveried & Isaksen (2006). In contrast, Yordanova & Tarrazon (2010) found a significant relationship between social norms and entrepreneurial intentions. Personal values, deliberation, faiths, and social norms that is created by a third party, which may not influence individual intention towards entrepreneurial activities.

The research could not establish any relationship between perceived behavior control and entrepreneurial intention. This findings is consistent with some of previous studies who could not establish any relationship between perceived behavior control and entrepreneurial intention (Kristiansen & Indarti, 2004; Basu & Virick, 2008; Ruhle et al., 2010). In contrast, Basu and Virick (2008) argued that perceived behavioral controls could increase the provision of entrepreneurial education, and lead to higher entrepreneurial intentions. Ruhle et al. (2010) recommends that self-assessment of behavioral controls significantly influence university graduates’ towards entrepreneurial behavior.

Hence, it implied that perceived behavioral control does not influence graduate’s entrepreneurial intentions. Perceived behavioral control refers to the individual's perception towards completing certain task which may not influenced by other external factors.

The research findings showed that entrepreneurship education and entrepreneurial intentions are strongly related. This findings is consistent and supported by past researchers (Lee, Chang & Lim, 2005; Ooi et al., 2011). Entrepreneurship education could provide university graduates with the necessary skills and knowledge in becoming entrepreneurs (Zhou et al., 2012). University graduates who poses business management knowledge could minimize business risk and become successful entrepreneurs (Ahmed et al 2010, Ekpoh & Edet, 2011; Zhou et al., 2012).

Hence, entrepreneurship education could enhance graduates capability and ability to manage future business successfully (Lee et al., 2005 & Ooi et al., 2011). Moreover, graduates could improve their attitude towards entrepreneurial intentions and engage in entrepreneurship activities (Ahmed et al., 2010). Hence, entrepreneurship education inspires entrepreneurial intention among graduates; as such institutions of higher learning are platforms for developing and nurturing future entrepreneurs (Gelard & Saleh, 2011; Ooi et al., 2011).
The results showed that individual skills have a positive relationship towards entrepreneurship intention. The results is consistent with previous researchers (Zain et al., 2010; Tong et al., 2011); who found support that personality traits stimulates entrepreneurship intentions. University graduates should be equipped by means of enterprising skills which could lead to more successful entrepreneurial ventures.

Specific entrepreneurial skills are essential tools to remove students’ fear of entrepreneurship activities. These skills which are taught, build over time and experienced by them could be means of building their self-confidence in taking up entrepreneurial activities and become successful. Hence, university graduates with a high need for achievement, higher inner locus of control, and risks averse attitude will lead to higher entrepreneurship success.

4.1 Theoretical Implication

The research findings increase the current body of knowledge in the entrepreneurship. Personal behavior, entrepreneurship education and individual skills have a positive relationship with entrepreneurship intention. On the other hand, the research found that social norms and perceived behavior control does not influence graduates intention towards entrepreneurial activities. The research, expands Ajzen (2001) theory of plan behaviors with new research findings and discussion.

4.2 Managerial Implications

Researchers suggested that universities need to be involved in the early stages of providing entrepreneurship education to raise graduates’ awareness about entrepreneurship (Ahmed et al., 2010; Ismail, et al., 2012). The research finding provides insights into the university's instructors' training in planning and enhancing the entrepreneurial course structure, the findings offers proactive and practical-oriented with the aim of maintaining university graduates entrepreneurial interest (Ismail et al., 2012). The University should organize activities or programs related to entrepreneurship and workshops that can improve university graduates behavioral control, for example, projects such as business proposals, managing small businesses on campus or in the valley market, providing opportunities for university graduates to engage in managing their businesses only and get past business experience (Ismail et al., 2012). University graduates who enrolled in higher education needs to know that internal factors such as personality traits and attitudes would lead to higher entrepreneurial intentions.

4.3 Policy Implication

Entrepreneurship education have positive relationship entrepreneurial intentions. As such, Ministry of Education should to set up formal entrepreneurship courses in all tertiary institutions, which could lead into new businesses (Bagheri & Pihie, 2011). Entrepreneurship knowledge would encourage graduate to become entrepreneurs (Gelard & Saleh, 2010). Hence, in order to facilitate the creation of new businesses by the younger generation, the government could this younger generation by providing initial business funds, supporting infrastructure and eliminate business barriers (Bagheri & Pihie, 2011).

4.4 Limitations and Future Direction

Future research should more research at private institutions of higher learning in Malaysia to obtain higher accuracy from university graduates inputs to avoid possible bias. Future researchers could increase the size of respondents to represent the overall opinion of the undergraduate population, from private and public institutions and continue to adapt the Planned Planning Theory (Ajzen, 2011) to investigate more on entrepreneurial intentions.

This research need to require more information to clarify the ambiguous situation by using other combinations of data collection methods such as interviews. This can increase the participation of respondents and the interviewer can get more opinions from various perspectives. In addition, there is a lower probability that the respondent will misinterpret the question as the interviewer can explain the question instructions. There are only five variables tested in this study, future researchers may expand...
other variables such as family business background (Ahmed et al., 2010), past business experience (Drost, 2010). Individual skills can include other dimensions such as the desire for independence, tolerance to ambiguity, innovation (Altinay et al., 2012) to get better research results. Future research could investigate other variables that might mediate or moderate the relationship against entrepreneurial intention. Future research, could replicate the current research framework in a different national setting or organization. Finally, future research need to conduct research with longer periods of time. This ensures that they can get consistent results that individual entrepreneurial intentions can lead to real action in real life.

5. Conclusion
Castanier et al. (2013) appealed that college teaching system should concentrate on giving education to build up understudies' self-viability since business training could upgrade the learning and experience of understudies, the understudies' self-adequacy will end up plainly higher and in the long run will expand their entrepreneurial expectation. This is predictable with the discoveries of Castanier et al. (2013) where earlier introduction to business training positively affects saw behavioral control. Furthermore, Castanier et al. (2013) additionally expressed that undergraduates who have related knowledge in business will have more trust in their capacity and this prompts higher entrepreneurial goal. Entrepreneurship has becoming crucial to every country ever since the age of globalization because the growth of entrepreneurial activities will help in creating jobs for the society, reducing the unemployment rate (Sulaiman & Hashim, 2011) and significant to a country’s economy (Baharin et al., 2012). Graduates need to be prudent in seizing opportunities especially in the field of business by becoming successful entrepreneurs and able to develop with the current circulation (Yusof et al., 2013).

Therefore, it is important to conduct future research with deep knowledge of this topic as entrepreneurship has a very important position in the rapidly changing social-economic scenario in the world, and entrepreneurs play an important role in helping the nation's development as they will help reduce the unemployment rate. In addition, the research will provide useful insight to university graduates and mold their intention towards entrepreneurial activities.

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