

Factors Influencing Female Students' Involvement in Entrepreneurship: A Study at Uitm Seremban 3

Siti Rabiatal Adawiyah Binti Zaimi¹, Wan Ainun Mardhiyah Binti Wan Zukiruhisam², Noorie Haryaniee Moulton^{3*}

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Cawangan Negeri Sembilan, Kampus Seremban, Negeri Sembilan, Malaysia

⁸Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2026.100500711>

Received: 13 May 2026; Accepted: 18 May 2026; Published: 11 June 2026

ABSTRACT

This study examines the factors influencing female students' involvement in entrepreneurship at Universiti Teknologi MARA (UiTM) Seremban 3, focusing on environmental, family, financial and personality factors. A quantitative cross-sectional research design was employed, and data were collected from 358 respondents using structured questionnaires. Descriptive and regression analyses were conducted to examine the level of entrepreneurship awareness and the factors influencing entrepreneurial involvement among female students. The findings indicate that female students demonstrate a relatively high level of entrepreneurship awareness, reflecting positive perceptions towards entrepreneurship as a potential career path. Regression analysis revealed that family support was the most significant factor influencing entrepreneurial involvement, followed by personality and financial support, while environmental factors showed a comparatively weaker influence. The results suggest that supportive family environments, positive personal characteristics, and access to financial resources play important roles in encouraging entrepreneurial participation among female students. This study highlights the importance of strengthening entrepreneurship development initiatives within higher education institutions through targeted training programmes, mentorship opportunities, and financial assistance tailored for women entrepreneurs. Such initiatives may contribute to greater female participation in entrepreneurship while supporting innovation, gender empowerment, and sustainable economic development in Malaysia.

Keywords: Entrepreneurial, factors, educational institutions, government, gender equality

INTRODUCTION

Research Background

Entrepreneurship refers to the process of creating and developing new business ventures (Kloepfer & Castrogiovanni, 2018) and is widely recognised as an important contributor to socio-economic development in Malaysia. Historically, entrepreneurship was not considered a preferred career choice among graduates, as many individuals favoured employment in the public sector until the late 1970s. However, the implementation of the Privatization Policy in 1983 encouraged greater participation in the private sector and gradually shifted perceptions towards entrepreneurship as a viable career path (Public Private Partnership Unit, 2019). In line with the country's economic transformation, the Malaysian Government introduced the National Entrepreneurship Policy 2030 to strengthen entrepreneurial culture and increase entrepreneurial participation among Malaysians. The policy emphasises the importance of entrepreneurship in supporting sustainable economic growth and reducing dependence on foreign investment. Entrepreneurship is also increasingly viewed as a platform for innovation, job creation, and long-term economic sustainability.

In recent years, women's involvement in entrepreneurial activities has increased significantly and contributed positively to national economic development, particularly in developing countries. The success of women entrepreneurs demonstrates women's capability to support economic progress and contribute towards national

development agendas (Nurul Hidayana et al., 2023). According to the International Labour Organization (ILO, 2019), women represent approximately 40% of the global workforce and one-third of all business owners worldwide. In Malaysia, women constitute a substantial proportion of the population and labour force participation. The Department of Statistics Malaysia (DOSM, 2022) reported that women accounted for 15.6 million of Malaysia's 32.6 million population and represented 55.5% of the national labour force.

Previous studies have highlighted the growing importance of women entrepreneurs in driving economic growth and social development. Akonkwa et al. (2022) emphasised that women play a crucial role in shaping progressive and resilient communities, while Roy et al. (2022) argued that women's participation in entrepreneurial activities contributes significantly to sustainable economic development. Furthermore, women entrepreneurs with positive attitudes, strong commitment, and entrepreneurial motivation possess substantial potential to succeed in business environments (Akonkwa et al., 2022).

Despite the increasing participation of women in entrepreneurship, various factors continue to influence their involvement in entrepreneurial activities. Understanding these factors is important for developing effective policies and support mechanisms that encourage greater participation among women entrepreneurs in Malaysia. Existing literature suggests that environmental factors, family support, financial support, and personality traits are among the key determinants influencing entrepreneurial involvement. Family encouragement and financial resources may increase confidence and business readiness, while supportive environments and positive personality characteristics may strengthen entrepreneurial motivation and participation.

In Malaysia, the growth of female entrepreneurship is further supported through various government initiatives and institutional programmes designed to encourage women's participation in business activities. Programmes such as the Women Entrepreneur Financing Programme, together with entrepreneurship training and support services provided by agencies such as the Malaysian Women's Institute of Management, aim to empower women entrepreneurs and enhance business sustainability. Nevertheless, the extent to which environmental, family, financial, and personality factors influence female students' involvement in entrepreneurship remains an area requiring further investigation, particularly within higher education institutions. Therefore, this study examines the factors influencing female students' involvement in entrepreneurship at UiTM Seremban 3.

Statement of Problem

Researchers have stated that it is critical to raise people's awareness of entrepreneurship as a career choice, and university graduates are viewed as an important emerging source of people starting businesses (Ashour, 2016; Bazkiaei et al., 2020). Regardless of an increase in the number of Malaysian universities and graduates, employment is not guaranteed (Woo 2015). It is difficult and competitive to find a match between graduates' skills and expectations of employers. One solution to this problem is to involve job applicants in entrepreneurial activities (Voda and Florea 2019). Women left far behind men in entering the field of entrepreneurship. According to a report by SME Corp Malaysia in 2022, there are about 97.4 percent or 1,226,494 business establishments in Malaysia are categorised as Micro, Small, and Medium Enterprises (MSMEs), of which women-owned small and medium-sized enterprises (WOSMEs) only represent about 20 percent, and the remaining 80 percent belongs to men-owned small and medium-sized enterprise. This can be concluded that women left far behind men in established small business in Malaysia (Yeong, Y., N., 2022).

According to the Department of Statistics Malaysia (2020), women-owned businesses contribute to the value of gross output and value added by less than five percent. This contribution is relatively lower than male-owned enterprises. Generally, women-owned businesses contribute lower profits and less quality than male-owned businesses (Ghouse et al., 2021). In addition, the low unemployment rate among women in Malaysia also become one of the reasons why women should participate in entrepreneurship. In 2023, the unemployment rate among women is 3.82 percent, compared to the unemployment rate among men which is only 3.48 percent. The unemployment rate among women is still considered high compared to men (The Global Economy, 2023). Financial issues for students dominate daily conversation. Budget difficulties prevented students from affording the high cost of living. Students pay for school, rent, and other essentials with loans, scholarships, or family support, not monthly debt payments. (Asri et al., 2017). It reveals that 78.3% have a low monthly household

income and 15.8% moderate. Many respondents reported low monthly household income, while few reported moderate, high, or extremely high income. (Asri et al., 2017). These students often rely solely on college loans or scholarships, which is risky and stressful. (Norazlan, Yusuf, Al-Majdhoub, 2020). Some people can't afford education due to their family's low income. Many students work part-time- or full-time to pay for school (Asri et al., 2017). These financial issues underline the need for more comprehensive support systems and resources to help underprivileged students thrive in school without compromising their academic potential or well-being.

Research Objectives and Research Questions

This study aims to examine the involvement of female students in entrepreneurship at Universiti Teknologi MARA (UiTM) Seremban 3. Specifically, the study seeks to identify the level of entrepreneurship awareness among female students and to determine the factors that influence their involvement in entrepreneurial activities. The study focuses on several influencing factors, namely environmental, family, financial, and personality factors, in understanding students' participation in entrepreneurship. In addition, the research intends to analyze the most influential factor contributing to female students' involvement in entrepreneurship.

In line with these objectives, several research questions were developed to guide the study. The study first examines the level of entrepreneurship awareness among female students. It also investigates the factors that influence female students to become involved in entrepreneurship activities. Furthermore, the study seeks to identify the most influential factor affecting female students' involvement in entrepreneurship.

LITERATURE REVIEW

Definition of Entrepreneurship

The ability and willingness to start, organize, and manage a business enterprise, together with the risks that relate to it, to produce a profit are what we mean when we talk about entrepreneurship. One of the most important examples of entrepreneurship is taking the initiative to start new firms (Admin, 2021). Entrepreneurship is the identification, development, and realization of a business opportunity by taking on the accompanying risks and benefits. Entrepreneurship encompasses the establishment, structuring, and administration of a novel commercial undertaking to generate financial gain by fulfilling a need or resolving a market issue. Entrepreneurs are the folks who propel this process, frequently distinguished by their eagerness to introduce, assume risks, and confront problems. Entrepreneurship is a vital part of the contemporary economy, making a substantial contribution to innovation, the generation of employment opportunities, and the progress of society. It can be categorized as either tiny or home-based businesses, all the way up to international corporations. In economics, an entrepreneur's earnings are derived from the utilization of land, natural resources, labor, and capital (Admin, 2021). Entrepreneurship can be defined in a variety of ways. The process of constructing successful organizations is what some individuals consider to be the definition of it, while others consider it to be the process of cultivating a particular mindset and skill set. In the final analysis, the primary goal of all definitions of entrepreneurship is to generate employment opportunities and contribute to overall economic growth (Diandra & Azmy, 2020).

Entrepreneurship Policy in Malaysia

Entrepreneurship policies should aim to mitigate obstacles to business establishment without incentivizing individuals who are not qualified to establish unsustainable enterprises or providing financial support to start-ups that do not require it (Home, n.d.). Therefore, it is very important to have a policy related to entrepreneurs, to safeguard the welfare of entrepreneurs while at the same time protecting the rights of entrepreneurs so that they are not given to unworthy groups or individuals. Malaysia has implemented the New Economic Policy (NEP) as an initiative. The goal of this strategy is to position Malaysia as an outstanding nation renowned for its entrepreneurial culture by the year 2030. The adoption of this policy would act as the driving force for Malaysia to transform into a cohesive, affluent, and esteemed nation (NEP2030). To encourage a greater number of citizens to engage in entrepreneurial activities, the government of Malaysia has made available a variety of forms of support, including assistance, awareness campaigns, financial aid, and business consulting services (Nor, 2020). The NEP was implemented in 1970 to achieve economic equilibrium amongst different racial groups.

The NEP prioritized equal opportunities for the establishment of business enterprises, with a particular focus on promoting Bumiputera participation in this sector (Nor, 2020).

The government has implemented many programs to prioritize and promote entrepreneurial activities and cultures (Entrepreneurship in Malaysia, 2020). The Malaysian government prioritizes entrepreneurship to support and enhance the industrial structure to establish industries for future generations. The Ministry of Higher Education has implemented the MOHE Guide to Entrepreneurship Integrated Education (EIE) program as part of this endeavour (Khairuddin et al., 2023). The Action Plan for the 2021-2025 period is designed to encourage and support the development of successful young entrepreneurs within higher learning institutions (HLIs) (Khairuddin et al., 2023). Universities are instrumental in the development of new entrepreneurs by providing comprehensive entrepreneurship education. Universities provide students with the knowledge, skills, and perspective required to succeed in entrepreneurial ventures through practical experiences, mentorship programs, and specialized courses. This education contributes to the development of innovation, creativity, and the capacity to recognize and capitalize on business opportunities.

Factors Influencing People to Involved in Entrepreneurship

Environmental Factor

Environmental factors are one of the factors why women venture into entrepreneurship. Organizational development will be influenced by elements that can be identified in the physical, cultural, demographic, economic, political, regulatory, or technological environment. (Harun et al., 2014). When viewed in this light, the term "environment" refers to a wide range of elements, including but not limited to infrastructure, cultural, economic, social, and political contexts (Abimbola & Agboola, 2011). Inside and outside of business, environmental factors, namely natural-geographical, demographic, economic, regulatory and political, have an impact on business effectiveness (Nacu & Avasilcăi, 2014). Environmental factors are the wide range of social, political, and economic conditions that affect people's motivation and ability to pursue entrepreneurial endeavors. It also pertains to the accessibility of aid and support services that facilitate the foundation of a company (Gnyawali and Fogel's, 1994). The government's provision of opportunity and support can augment the success of ambitious young entrepreneurs. Access to support services and assistance provided by institutions like Agro Bank, SME bank, and MARA is essential for facilitating the formation and success of entrepreneurial activities. In addition, the government's active participation in providing chances and support, together with mandatory entrepreneurship courses at institutions, enhances the entrepreneurial atmosphere for young individuals (Harun et al., 2014).

Family Support

Family support is the emotional, moral, and sometimes financial backing provided by family members to entrepreneurs. Family is one of the factors that cause a person's involvement in the field of entrepreneurship (Thoti, 2023). Family is the closest and easiest individual to influence in a person's life. For individuals who are used to or have early exposure and positive experiences related to business through family, they themselves will perceive their own businesses as desirable and feasible (Khadri et al., 2022). Family businesses benefit from more comprehensive family support, enhancing their entrepreneurial experience, but both family and non-family entrepreneurs gain from emotional and practical family support. (Powell & Eddleston, 2016). Family members serve as excellent role models for education, and by imparting information and values to their children, they help them develop the social and human capital necessary to launch and run a successful business (Steier, 2003). We might essentially focus on two sorts of family support: financial and emotional/relational, which are both important for fostering entrepreneurship and contributing to economic success. (Shen et al., 2017). Apart from that, women often think that family is the priority in their lives. most women who venture into entrepreneurship are due to the encouragement they receive from their families (Ismail et al., 2021).

Financial Support

Subsequently, financial support is one of the factors that influence female students to be involve in entrepreneurship. Financial support is defined as monetary resources or financial assistance provided to

individuals, businesses, or organizations in order to initiate, expand, or maintain economic activities. This assistance can take the form of loans, grants, equity investments, crowdfunding, or other types of financing (Ferreira, P., 2024). Launching most businesses requires an initial capital investment, posing a significant challenge for aspiring entrepreneurs. To support them government has implemented several financial aids program to help the growth of successful entrepreneur by providing capital for them. The government and agencies such as Majlis Amanah Rakyat (MARA), Tabung Ekonomi Usaha Niaga (TEKUN NASIONAL), Permodalan Usahawan Nasional Berhad (PUNB) for Bumiputera and Young Entrepreneur Fund (YEF) for Malaysians also provides loans to the public to enhance the small and medium sector of business. Other institutions such as Agro bank, SME bank, and MARA not only provides start-up loans but also education and training assistance to youth who are interested in venturing into business (Bazaar Malaysia, 2019). Government also provided another financial aid for the youngsters and women who wanted to start a business such as Program Tunas Usahawan Belia Bumiputera (TUBE), Geran Permulaan Perniagaan (Belia Bumiputera), KLIK; Inclusive SME Ecosystem (I-see), Skim Pembiayaan Perniagaan Khas Wanita (DanaNITA) (Ministry of Entrepreneur Development and Cooperatives, 2024). These initiatives aim to foster entrepreneurship within the community especially among the youngsters and women. In Malaysia, there are numerous financial support opportunities available for those who proactively seek them (Haliza Hassan et al, 2020).

Personality Factor

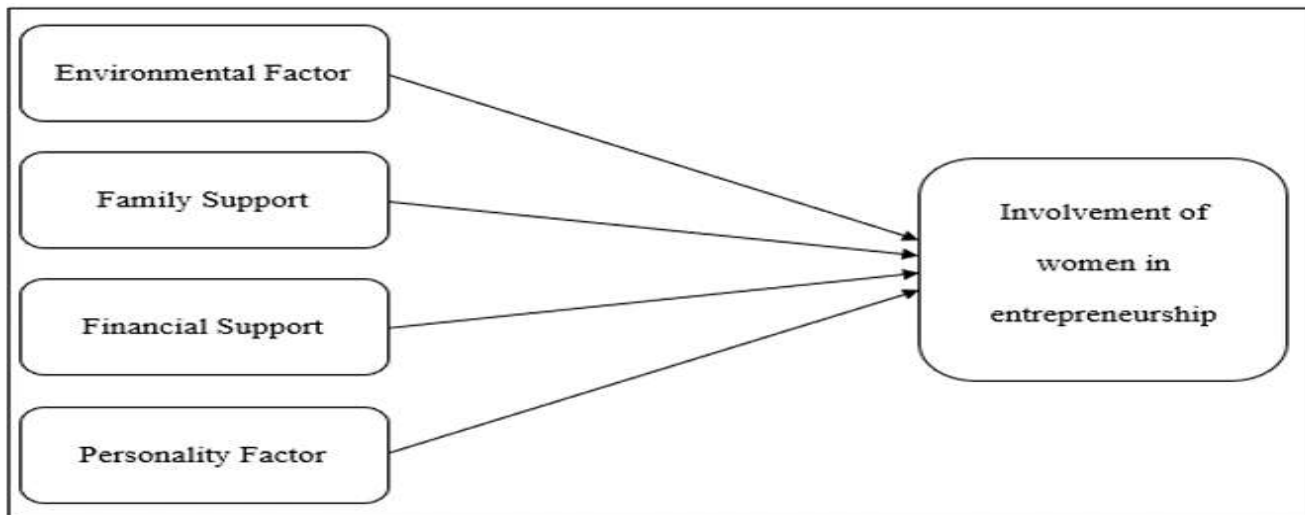
Personality factor also influences female students to be involve in entrepreneurship. Do and Dadvari (2017) define personality factor towards entrepreneurial as an individual's ability to innovate, take risks, seek for success, be assured, and maintain control when starting a new business. Individuals' attitude plays a significant role in their willingness to pursue entrepreneurship. According to Zhao et al. (2005), individuals with a higher risk propensity are more confident in facing risky situations and view uncertainty as less threatening, leading to lower anxiety about pursuing entrepreneurial careers. This confidence enhances their entrepreneurial self-efficacy, which mediates the relationship between risk propensity and entrepreneurial intentions among students. Studies by Al-Mamary and Alraja (2022), Gieure et al. (2019), and Raza et al. (2018) show that positive attitudes towards entrepreneurial behavior directly boost entrepreneurial intentions, which can be further strengthened by entrepreneurial education and knowledge (Qazi et al., 2022). Hermann and Bossle (2020) found that such education enhances entrepreneurial attitudes and intentions, while Lim et al. (2023) noted it also boosts self-confidence and self-efficacy. Entrepreneurs typically exhibit traits like risk-taking, high expectations, perseverance, self-confidence, assertiveness, initiative, and responsiveness (Nurul Hidayana, et al, 2023). These traits are crucial for fostering women's entrepreneurship and understanding entrepreneurial engagement, with a particular emphasis on the need for achievement (Soomro and Shah, 2021). Lastly, entrepreneurs with a strong internal locus of control believe they can influence outcomes despite failures or obstacles (Arkorful and Hilton, 2021; Hoang et al., 2022).

Involvement of Women in Entrepreneurship

Entrepreneurship was traditionally considered a "man's job," and women were less likely to engage in entrepreneurial activities. However, women are now becoming successful entrepreneurs both locally and internationally (Agarwal et al., 2016). This rise in women's entrepreneurial success has led to research focusing on the personality traits necessary for women to start their own businesses (Teoh and Chong, 2014). Part of this success is attributed to the differing reactions of male and female entrepreneurs to the same environment due to gender differences (Croson and Gneezy, 2004). These differences influence women to adopt different strategies compared to men when facing similar issues, trends, opportunities, and threats (Teoh and Chong, 2014). According to Carter and Shaw (2006), women have taken on various entrepreneurial roles such as leaders, innovators, and risk-takers, which has contributed to their success as entrepreneurs. In Malaysia, women make up about 20% of the estimated 650,000 registered entrepreneurs. Despite their success, much of their potential remains untapped. Various reasons have been suggested for this, including societal perceptions of women primarily as homemakers and the lack of equal opportunities for women, leading to market failures that hinder them from realizing their full potential as entrepreneurs. Additionally, it has been claimed that women entrepreneurs may lack confidence and stamina, often prioritizing family and work-life balance over their entrepreneurial pursuits. In addition, until these days, male students had a significantly higher participation in

entrepreneurship compared to female students because they got more benefit and allowances to start a business, they also have better confidence in venturing entrepreneurship (Hasliza Hassan, et al., 2024).

CONCEPTUAL FRAMEWORK



Sources from (Harun et al., 2014)

Figure 1 – Conceptual Framework of the relationship between environmental factors, family support, financial support, and personality factors with female students’ involvement in entrepreneurship at UiTM Seremban 3.

The conceptual framework of this study explains the relationship between environmental factors, family support, financial support, and personality factors with female students’ involvement in entrepreneurship at UiTM Seremban 3. The framework proposes that these independent variables influence the level of participation and interest of female students in entrepreneurial activities. Environmental factors include social, cultural, economic, political, and technological conditions that may encourage or discourage entrepreneurial involvement. Previous studies suggested that supportive environmental conditions positively influence entrepreneurial motivation and participation (Harun et al., 2014; Nacu & Avasilcăi, 2014).

Family support is also considered an important factor influencing entrepreneurship among female students. Emotional encouragement, guidance, and financial assistance from family members may increase students’ confidence and interest in entrepreneurship. Family members may also act as role models who transfer entrepreneurial values and experiences (Khadri et al., 2022; Steier, 2003). In addition, financial support plays a significant role in encouraging entrepreneurial involvement, particularly through access to capital, training, and entrepreneurship development programmes provided by financial institutions and government agencies (Bbazaar Malaysia, 2019; Haliza Hassan, 2020). Furthermore, personality factors such as self-confidence, risk-taking ability, perseverance, and initiative are associated with entrepreneurial behaviour. Individuals with strong entrepreneurial personality traits are generally more willing to engage in business activities and manage uncertainties effectively (Zhao et al., 2005; Dost et al., 2022). Therefore, this framework serves as a guide in examining how these factors influence female students’ involvement in entrepreneurship.

RESEARCH METHODOLOGY

This study employed a quantitative cross-sectional research design to examine the factors influencing female students’ involvement in entrepreneurship at Universiti Teknologi MARA (UiTM) Seremban 3. The quantitative approach was considered appropriate as it enables the collection and statistical analysis of numerical data to examine relationships between variables and support generalisation of findings to the target population. Data were collected through a structured questionnaire administered to female students across different academic programmes at UiTM Seremban 3. The unit of analysis for this study was the individual female student. The target population consisted of 3,805 female students enrolled at UiTM Seremban 3. Based on the Krejcie and

Morgan (1970) sampling table, a minimum sample size of 351 respondents was determined to ensure adequate representation of the population. A purposive sampling technique was employed, whereby respondents were selected based on specific criteria relevant to the objectives of the study, namely female students enrolled at UiTM Seremban 3. This approach was considered suitable due to time and resource constraints while ensuring that respondents possessed relevant characteristics aligned with the study context.

Data were collected using a bilingual structured questionnaire prepared in both English and Malay to facilitate respondents' understanding. The questionnaire was divided into six sections. Section A collected demographic information, while Sections B, C, D, and E measured environmental factors, family support, financial support, and personality factors respectively. Section F measured female students' involvement in entrepreneurship. All measurement items were adapted and structured according to the study variables to ensure consistency with the research objectives. The collected data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive analysis was used to summarise respondents' demographic profiles and determine the level of entrepreneurship awareness among female students. Reliability analysis was conducted using Cronbach's Alpha to assess the internal consistency of the measurement items, with values above 0.70 indicating acceptable reliability (Daud et al., 2018). Data normality was assessed using skewness and kurtosis values based on the acceptable thresholds suggested by Kline (2011).

Pearson correlation analysis was employed to examine the relationships between the independent variables and entrepreneurial involvement. In addition, multiple regression analysis was conducted to determine the extent to which environmental factors, family support, financial support, and personality factors influence female students' involvement in entrepreneurship, as well as to identify the most significant predictor. Multicollinearity diagnostics were also performed using tolerance and variance inflation factor (VIF) values to ensure that no high intercorrelations existed among the independent variables. Following Kim (2019), VIF values below 10 and tolerance values above 0.10 indicate the absence of multicollinearity issues.

Hypotheses

Based on the conceptual framework, this study develops several hypotheses to examine the relationship between the independent variables and female students' involvement in entrepreneurship at UiTM Seremban 3. For environmental factors, the null hypothesis (Ho1) states that there is no significant relationship between environmental factors and female students' involvement in entrepreneurship, while the alternative hypothesis (Ha1) proposes that there is a significant relationship between the two variables.

Similarly, for family support, the null hypothesis (Ho2) assumes that there is no significant relationship between family support and female students' involvement in entrepreneurship, whereas the alternative hypothesis (Ha2) suggests a significant relationship exists. In relation to financial support, the null hypothesis (Ho3) indicates that there is no significant relationship between financial support and female students' involvement in entrepreneurship, while the alternative hypothesis (Ha3) proposes otherwise.

For personality factors, the null hypothesis (Ho4) states that there is no significant relationship between personality factors and female students' involvement in entrepreneurship, whereas the alternative hypothesis (Ha4) suggests that personality factors have a significant relationship with female students' involvement in entrepreneurship. These hypotheses provide a clear direction for statistical testing to determine the influence of each factor on entrepreneurial involvement among female students.

These hypotheses were tested using Pearson correlation analysis, with a significance level of $p < .05$.

FINDINGS AND ANALYSIS

Findings for Demographic Profile

No.	Profile	Category	Frequency (n)	Percentage (%)
1	Gender	Female	358	100
2	Age	18 years old and above	174	48.6

		22 years and above	184	51.4
3	Academic Level	Diploma	110	30.7
		Degree	247	69.0
		Master	1	0.3
4	Programme Code	AM110	62	17.2
		AM120	27	7.5
		AM225	10	2.8
		AM226	13	3.6
		AM228	79	22.1
		AM238	54	15.1
		AM235	20	5.6
		CS112	17	4.7
		CS241	14	3.9
		CS249	7	2.0
		CS290	7	2.0
		SR111	6	1.7
		SR113	2	0.6
		SR241	6	1.7
		SR243	27	7.5
		Others	7	2.0

Table 1 – Demographic profiles

Table 1 presents the demographic profile of the respondents involved in this study. The findings indicate that all respondents were female (100%), which is consistent with the study's focus on female students' involvement in entrepreneurship at UiTM Seremban 3. In terms of age distribution, the respondents were relatively balanced between the two categories, with 51.4% aged 22 years and above, while 48.6% were 18 years old and above. This suggests that the sample consists of both younger and more mature students, allowing for a more comprehensive perspective on entrepreneurial involvement. Regarding academic level, most respondents were degree students (69%), followed by diploma students (30.7%), and a very small proportion of master's students (0.3%). This indicates that the study is primarily represented by undergraduate students, particularly at the degree level. For programme distribution, respondents were drawn from various academic programmes. The largest group was from AM228 (22.1%), followed by AM110 (17.2%), AM238 (15.1%), and SR243 (7.5%). Other programmes, including CS112, CS241, CS249, CS290, SR111, SR113, SR241, and AM235, contributed smaller proportions, ranging from 0.6% to 5.6%. Overall, the distribution of respondents across multiple programmes suggests a diverse representation of academic backgrounds within UiTM Seremban 3.

Finding the level of entrepreneurship awareness among female students

This section presents analysed data to answer research question 1: what is the level of satisfaction among staff at Universiti Teknologi MARA (UiTM) Kampus Seremban, Negeri Sembilan?

Variable	N	Mean	Standard Deviation
Entrepreneurship awareness among female students	358	3.5564	1.00904

Table 2 - Level of entrepreneurship awareness among female students

The descriptive analysis indicates that the level of entrepreneurship awareness among female students is moderately high, with a mean score of 3.5564 (N = 358). This suggests that, on average, respondents demonstrate a positive inclination and a relatively good level of understanding or exposure to entrepreneurial concepts and opportunities.

Findings of the most influential factors towards female students' involvement in entrepreneurship.

Variable	Beta	Sig.	Tolerance	VIF
Environmental Factor	-0.027	0.586	0.495	2.019
Family Support	0.74	0.198	0.380	2.633
Financial Support	0.264	0.000	0.291	3.433
Personality Factor	0.489	0.000	0.397	2.520
R ²	0.558			
Adjusted R ²	0.553			
F Change	111.332			
Sig.	0.000			

Table 3 - Multiple Regression Test Result

Based on Table 3, the Adjusted R² value is 0.553, which means that 55.3% of the variation in female students' involvement in entrepreneurship can be explained by the independent variables included in the study. The remaining 44.7% is likely attributed to other factors not accounted for in the research or reasons unrelated to entrepreneurship. Environmental Factor has a beta value of ($\beta = -0.027$, $p = 0.586$), Financial Support has a beta value of ($\beta = 0.264$, $p = 0.000$), Family Support has a beta value of ($\beta = 0.74$, $p = 0.198$), Personality Factor has a beta value of ($\beta = 0.489$, $p = 0.000$). While Family Support has the highest beta value, it is not statistically significant, which means that Personality Factor and Financial Support are the most influential factors in driving female students at UiTM Seremban 3 to become involved in entrepreneurship. In terms of multicollinearity, the tolerance values for all variables are greater than 0.200, and the VIF values are all less than 10. This confirms that there are no issues with multicollinearity in the data. The strongest correlation was observed between job stress and job satisfaction ($r = 0.550$, $p < 0.01$), suggesting that effectively managing job stress is crucial to improving employee satisfaction. This was followed by rewards and recognition ($r = 0.537$, $p < 0.01$), social working environment ($r = 0.522$, $p < 0.01$), and flexible working hours ($r = 0.433$, $p < 0.01$).

DISCUSSION

The findings of this study provide important insights into entrepreneurship awareness and the factors influencing entrepreneurial involvement among female students at UiTM Seremban 3. Based on the descriptive analysis, the respondents demonstrated a relatively high level of entrepreneurship awareness, with a mean score of 3.5564. This indicates that female students generally possess positive perceptions towards entrepreneurship and show familiarity with entrepreneurial concepts and activities. The finding suggests that entrepreneurship exposure within the university environment may contribute positively to students' awareness and interest in entrepreneurship.

This result differs from earlier studies which suggested that women and students often face limited exposure to entrepreneurial opportunities due to informational and structural barriers (Sahoo et al., 2019). Similarly, Abdulla and Ahmad (2023) highlighted that gender-related constraints and insufficient access to entrepreneurial information may reduce women's awareness and participation in entrepreneurship. However, the present study indicates that female students at UiTM Seremban 3 demonstrate a comparatively higher level of entrepreneurial awareness, which may reflect the positive influence of entrepreneurship education, institutional support, and co-curricular activities offered within the university environment. The multiple regression analysis revealed that environmental, family, financial, and personality factors collectively explained 55.3% of the variance in female students' involvement in entrepreneurship. This finding indicates that the selected independent variables play a substantial role in influencing entrepreneurial participation among respondents. Among the variables examined, family support emerged as the strongest predictor of entrepreneurial involvement ($\beta = 0.740$). This suggests that emotional encouragement, guidance, and support from family members significantly influence female students' confidence and willingness to engage in entrepreneurial activities.

The finding is consistent with previous studies which emphasise the importance of family influence in entrepreneurial development. Djazilan and Darmawan (2022) stated that family support serves as an important motivating factor in entrepreneurial decision-making and business persistence. Similarly, Annisa et al. (2021) found that supportive family environments positively influence entrepreneurial intention by strengthening confidence and encouraging risk-taking behaviour. Although Xu et al. (2020) argued that excessive family involvement may sometimes limit individual independence, the present study indicates that family influence within this context functions more as a supportive mechanism rather than a restrictive factor. Personality factors were identified as the second strongest predictor of entrepreneurial involvement ($\beta = 0.489$). This finding suggests that individual characteristics such as self-confidence, resilience, motivation, and initiative contribute significantly to entrepreneurial participation among female students. Students with positive entrepreneurial traits are more likely to demonstrate interest and readiness to engage in business-related activities.

Financial support also showed a positive influence on entrepreneurial involvement ($\beta = 0.264$), although its effect was comparatively weaker than family and personality factors. This finding indicates that access to financial resources remains an important enabling factor for entrepreneurial participation, particularly among students who may face limitations in business capital and financial capability. Environmental factors were found to have the weakest influence among the variables examined. Although the effect was relatively lower, the findings suggest that external environmental conditions, including exposure to entrepreneurial opportunities and institutional surroundings, still contribute to students' entrepreneurial involvement.

Overall, the findings indicate that female students at UiTM Seremban 3 demonstrate relatively high entrepreneurship awareness, while entrepreneurial involvement is strongly influenced by family support, personality traits, and financial resources. The study highlights the importance of strengthening entrepreneurship support mechanisms within higher education institutions through entrepreneurship programmes, mentorship initiatives, and financial assistance aimed at encouraging greater participation among female students.

RESEARCH RECOMMENDATION

Although the findings indicate a relatively high level of entrepreneurial awareness among female students at UiTM Seremban 3, future research should further examine the effectiveness of structured educational interventions in strengthening this awareness. Studies should investigate how entrepreneurship courses, workshops, mentoring programmes, and experiential learning initiatives contribute to students' entrepreneurial knowledge, risk understanding, and innovation capability. Comparative analyses between different types of educational approaches, such as formal curriculum-based learning and co-curricular entrepreneurial activities, would be valuable in identifying the most impactful methods for fostering entrepreneurial competencies. Additionally, examining the influence of these programmes across students from diverse academic and cultural backgrounds would provide deeper insights into how entrepreneurship education can be more effectively tailored to different student groups.

Beyond educational interventions, future research should also consider the broader socio-cultural environment influencing female entrepreneurship. Cultural norms, societal expectations, and gender role perceptions may either encourage or constrain entrepreneurial aspirations among female students. Traditional beliefs regarding women's career roles may affect confidence levels and limit entrepreneurial intention. Therefore, further studies should explore how societal stereotypes, the presence or absence of female entrepreneurial role models, and community perceptions influence students' entrepreneurial motivation. Understanding these cultural and social dynamics would enable policymakers and higher education institutions to develop more inclusive strategies, such as mentorship programmes and awareness campaigns, aimed at reducing barriers and promoting female entrepreneurship.

In addition, future studies should examine in greater depth the role of access to financial resources in entrepreneurial success. While financial support was identified as an important factor influencing entrepreneurial involvement, further research is needed to explore how access to funding sources such as grants, loans, and investors affects the ability of female students to initiate and sustain business ventures. It is also important to identify barriers that limit access to financial resources, including lack of information, limited networking

opportunities, and potential systemic biases. Addressing these issues would support the development of targeted interventions such as entrepreneurship financing workshops and training on business pitching, which can enhance students' access to funding and improve long-term entrepreneurial success.

CONCLUSION

In conclusion, this study aimed to examine the factors influencing female students' involvement in entrepreneurship at UiTM Seremban 3. The findings identified several key determinants, namely environmental factors, family support, financial support, and personality traits, which collectively shape students' entrepreneurial involvement. Based on the descriptive and multiple regression analyses, it can be concluded that female students at UiTM Seremban 3 demonstrate a moderate to high level of interest in entrepreneurship, indicating strong potential for further development of entrepreneurial engagement among this group. These findings suggest that students possess a favourable disposition towards entrepreneurship, which can be further strengthened through targeted institutional and policy support. The results of this study provide important implications for policymakers and relevant stakeholders. Government agencies may consider developing more structured entrepreneurship programmes and providing financial assistance schemes to encourage female students to initiate and sustain business ventures during or after their studies. Such initiatives can enhance students' confidence, entrepreneurial skills, and financial independence. In addition, the Ministry of Higher Education (MoHE) and higher education institutions are encouraged to expand entrepreneurship education across all academic programmes to ensure broader exposure and skill development. These efforts are particularly important in addressing youth unemployment and promoting entrepreneurship as a viable career pathway for female graduates. Strengthening entrepreneurship education and institutional support systems can contribute to cultivating a more inclusive and sustainable entrepreneurial ecosystem in Malaysia.

However, several limitations should be acknowledged. First, the study is constrained by the relatively limited depth of analysis due to the researchers' level of experience, which may have affected the comprehensiveness of the discussion. Second, the sampling approach presents limitations, as the sample size, although statistically determined, represents only a small proportion of the total population and excludes part-time students, which may limit generalisability. Third, the unequal distribution of respondents across faculties may have introduced sampling bias, as responses were largely concentrated within the Faculty of Administrative Science and Policy Studies. Finally, the short duration of the study limits the ability to capture long-term behavioural trends in entrepreneurial involvement, as data were collected within a limited academic timeframe. Despite these limitations, the study contributes valuable preliminary insights and provides a foundation for future research to expand upon, particularly using larger, more balanced samples and longitudinal research designs.

REFERENCES

1. Abimbola, O. H., & Agboola, M. G. (2011). Environmental Factors and Entrepreneurship Development in Nigeria. *Journal of Sustainable Development in Africa*, (Volume 13, No.4, 2011). <http://eprints.covenantuniversity.edu.ng/1685/1/Environmental%20Factors%20and%20Entrepreneurship%20Development%20in%20Nigeria.pdf>
2. Abdulla, F. S., & Ahmad, A. (2023). Challenges faced by women entrepreneurs of 21st century. Deleted Journal, 21(1), 16. <https://doi.org/10.57002/jms.v21i1.368> Admin. (2021, November 30). What is Entrepreneurship? Meaning, Types, Characteristics, Importance. BYJUS. <https://byjus.com/commerce/what-is-entrepreneurship/>
3. Agarwal, S. and Lenka, U. (2015), "Study on work life balance of women entrepreneurs- review and research agenda", *Industrial and Commercial Training*, Vol. 47 No. 7, pp. 356-362.
4. Agarwal, S., Lenka, U. and Agrawal, V. (2016), "An empirical investigation of self-confidence of Indian women entrepreneurs", in Pillania, R.K., Bhandari, N. and Dasgupta, M. (Eds), *Emerging Themes in Strategy*, Mc Graw Hill Education, New Delhi, pp. 104-115.
5. Akonkwa, D.B.M., Lunanga, E., Mukulu, J.B., Bugandwa, T.C. and Mwaza, E.F. (2022), "Leadership styles and small enterprises' performance: is gender an issue? Empirical study from democratic republic of Congo", *Journal of Entrepreneurship and Innovation in Emerging Economies*, Vol. 8 No. 1, pp. 60-82, 10.1177/23939575211044318.

6. Al-Mamary, Y.H.S. and Alraja, M.M. (2022), "Understanding entrepreneurship intention and behavior in the light of TPB model from the digital entrepreneurship perspective", *International Journal of Information Management Data Insights*, Vol. 2 No. 2, p. 100106.10.1016/j.jjime.2022.100106.
7. Almohtadi, R. M., & Aldarabah, I. T. (2021). University Students' Attitudes toward the Formal Integration of Facebook in their Education: Investigation Guided by Rogers' Attributes of Innovation. *World Journal of Education*, 11(1), 20. <https://doi.org/10.5430/wje.v11n1p20>
8. Andrade, C. (2020). Sample Size and its Importance in Research. *Indian Journal of Psychological Medicine*, 42(1), 102–103. https://doi.org/10.4103/ijpsym.ijpsym_504_19
9. Arkorful, H. and Hilton, S.K. (2021), "Locus of control and entrepreneurial intention: a study in a developing economy", *Journal of Economic and Administrative Sciences*, Vol. 38 No. 2, pp. 333-344, doi: 10.1108/JEAS-04-2020-0051.
10. Ashour, S. (2016), "Social and business entrepreneurship as career options for university students in the United Arab Emirates: the drive-preparedness gap", *Cogent Education*, Vol. 3 No. 1, p. 1234425.
11. Asri, N. M., Abu Bakar, N., Laili, I. A., & Saad, S. (2017). Status Kewangan Dan Tekanan Dalam Kalangan Mahasiswa. *Jurnal Pengguna Malaysia*, 5(29), 63–83. Retrieved from <http://macfea.com.my/wp-content/uploads/2018/11/Artikel-5-JPM-Jilid-29-Dis-2017.pdf>
12. Barba-Sánchez V, Mitre-Aranda M, del Brío-González J (2022) The entrepreneurial intention of university students: an environmental perspective. *Eur Res Manag Bus Econ*. <https://doi.org/10.1016/j.iedeen.2021.100184>
13. Başçi, E. S., & Alkan, R. M. (2015). Entrepreneurship Education at Universities: Suggestion for a model using financial support. *Procedia - Social and Behavioral Sciences*, 195, 856–861. <https://doi.org/10.1016/j.sbspro.2015.06.364>
14. Bazkiaei, H.A., Heng, L.H., Khan, N.U., Saufi, R.B.A. and Kasim, R.S.R. (2020), "Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students?", *Cogent Business and Management*, Vol. 7 No. 1, p. 1801217.
15. Bbazaar Malaysia (2019), "7 ways to get funding for your business", www.freemalaysiatoday.com/category/leisure/2019/02/21/7-ways-to-get-funding-for-your-business/
16. Bevans, R. (2023, June 22). Multiple Linear Regression | A Quick Guide (Examples). Scribbr. Retrieved June 24, 2024, from <https://www.scribbr.com/statistics/multiple-linear-regression/>
17. Blischke, W. R., Karim, M. R., & Murthy, D. N. P. (2011). Preliminary data analysis. In *Springer series in reliability engineering* (pp. 159–189). https://doi.org/10.1007/978-0-85729-647_4_8
18. Bringula, R. P., Batalla, M. Y. C., Moraga, S. D., Ochengco, L. D. R., Ohagan, K. N., & Lansigan, R. R. (2012). School Choice of Computing Students: A Comparative Perspective from Two Universities. *Creative Education*, 03(06), 1070–1078. <https://doi.org/10.4236/ce.2012.326161>
19. Brown, T. A. (2006). *Confirmatory factor analysis for applied research*. Guilford Press.
20. Carter, S.L. and Shaw, E. (2006), *Women Business Ownership: Recent Research and Policy Development*, Women Business Ownership Report for BIS, pp. 1-96.
21. Croson, R. and Gneezy, U. (2004), "Gender differences in preferences". <http://cbees.utdallas.edu>.
22. Daud, K.A.M., Khidzir, N.Z., Ismail, A.R. and Abdullah, F.A. (2018), "Validity and reliability of instrument to measure social media skills among small and medium entrepreneurs at Pengkalan Datu River", *International Journal of Development and Sustainability*, Vol. 7 No. 3, pp. 1026-1037.
23. DemiR, S. (2022). Comparison of Normality Tests in Terms of Sample Sizes under Different Skewness and Kurtosis Coefficients. *International Journal of Assessment Tools in Education*, 9(2), 397–409. <https://doi.org/10.21449/ijate.1101295>
24. Department of Statistics of Malaysia (DOSM) (2022), "Key statistics of labour force in Malaysia," www.dosm.gov.my/v1/index.php?r1=column/cthemByCat&cat1=4124&bul_id1=4dVNkcjZsRkF4amVjScTxYmhiV2JxUT09&menu_id1=4Tm8zcnRjdVRNWWlpWjRlbtlaDk1UT09
25. Diandra, D., & Azmy, A. (2020). Understanding definition of entrepreneurship. *Research Gate*, 7(5), 235–241. https://www.ijmae.com/article_114343_cf371dc3f6f0acc2fcbbb1bb8bfa00f8.pdf
26. Do, B.R. and Dadvari, A. (2017), "The influence of the dark triad on the relationship between entrepreneurial attitude orientation and entrepreneurial intention: a study among students in Taiwan university", *Asia Pacific Management Review*, Vol. 22 No. 4, pp. 185-191.
27. Dost, M., Shah, S.M.M. and Saleem, I. (2022), "Mentor expectations and entrepreneurial venture creation: mediating role of the sense of nothing to lose and entrepreneurial resilience", *Journal of*

- Entrepreneurship in Emerging Economies, Vol. 14 No. 6, pp. 1229-1243, doi: 10.1108/JEEE-04- 2021-0136.
28. Entrepreneurship in Malaysia. (2020). In *Advances in business strategy and competitive advantage book series* (pp. 71–105). <https://doi.org/10.4018/978-1-5225-8473-5.ch002>
 29. Ferreira, P., (May 31, 2024). Financial Support: The Various Types Available And How To Obtain It. Cowork Lab. <https://coworklab.net/en/financial-support-the-various-types-available-and-how-to-obtain-it/>
 30. Ferdus, Z., Kabir, T., & Akter, S. (2016). Time Management Behavior among Academic Procrastinators in Bangladesh: A Study on Undergraduate Students of Different Private Universities. *Journal of Business and Technology* (Dhaka), 10(2), 37–56. <https://doi.org/10.3329/jbt.v10i2.29466>
 31. Ghouse, S. M., Durrah, O., & McElwee, G. (2021). Rural women entrepreneurs in Oman: problems and opportunities. *International Journal of Entrepreneurial Behavior & Research*, 27(7), 1674–1695.
 32. Gieure, C., del Mar Benavides-Espinosa, M. and Roig-Dob on, S. (2019), “Entrepreneurial intentions in an international university environment”, *International Journal of Entrepreneurial Behavior and Research*, Vol. 25 No. 8, pp. 1605-1620. 10.1108/IJEER-12 2018-0810.
 33. Gnyawali, D. R., & Fogel, D. S. (1994). Environments for Entrepreneurship Development: Key dimensions and research implications. *Entrepreneurship Theory and Practice*, 18(4), 43 62. <https://doi.org/10.1177/104225879401800403>
 34. Harun, N. H., Johar, N., & Maliki, M. (2014). Factors influencing the involvement of Malaysian youth in entrepreneurship / Nor Hidayah Harun . . . [et al.]. UiTM Institutional Repository. <https://ir.uitm.edu.my/id/eprint/35543/>
 35. Hermann, R.R. and Bossle, M.B. (2020), “Bringing an entrepreneurial focus to sustainability education: a teaching framework based on content analysis”, *Journal of Cleaner Production*, Vol. 246, p. 119038, doi: 10.1016/j.jclepro.2019.119038. Hussain, A. (2023, March 12). Importance of Time Management. ResearchGate. <https://doi.org/10.13140/RG.2.2.32049.80488>
 36. Hoang, G., Luu, T.T., Le, T.T.T. and Tran, A.K.T. (2022), “Dark triad traits affecting entrepreneurial intentions: the roles of opportunity recognition and locus of control”, *Journal of Business Venturing Insights*, Vol. 17, p. e00310. 10.1016/j.jbvi. 2022.e00310. Home. (n.d.). <https://www.oecd-ilibrary.org/sites/fff33142en/index.html?itemId=/content/component/fff33142en#:~:text=Entrepreneurship%20policies%20shoul d%20seek%20to,to%20occur%20over %20long%20timelines>. Ibrahim, M. (2015). The art of Data Analysis. ResearchGate. https://www.researchgate.net/publication/283269432_The_art_of_Data_Analysis?enrichI d=rgreq-fd21cdd71b3ba897ca7455d5908c6537XXX&enrichSource=Y292ZXJQYWdlOzI4MzI2OTQzMjBUzoyODkyMTkzMjgxMzUxNzVAMTQ0NTk2NjY3MDE4Mg%3D%3D&el=1_x_2&_esc=publicationCoverPdf
 37. International Labour Organization (ILO) (2019), “Labour statistics on women”, <https://ilostat.ilo.org/topics/women/> (accessed 10 June 2023)
 38. Ismail, N. N. H. M., Nasir, M. K. M., & Rahman, R. S. a. R. A. (2021). Factors that influence women to be involved in entrepreneurship: a case study in Malaysia. *Creative Education*, 12(04), 837–847. <https://doi.org/10.4236/ce.2021.124060>
 39. Khadri, N. a. M., Wei, E. K., Bakar, A. S. A., Sidek, S., Hasbolah, H., & Muhammad, N. M. N. (2022). Effects of Entrepreneurial Family background on students’ entrepreneurial intention: A study at Universiti Malaysia Kelantan, Jeli Campus and Universiti Utara Malaysia, Sintok Campus. *International Journal of Criminology and Sociology*, 9, 2303 2310. <https://doi.org/10.6000/1929-4409.2020.09.275>
 40. Khairuddin, Z. N., Sauh, S. M., & Asmaai, M. (2023). Entrepreneurship Education at Higher Learning Institutions (HLI): policy mismatch and recommendations. *Deleted Journal*, 27 33. <https://doi.org/10.56532/mjbem.v2i1.8>
 41. Kim, J. H. (2019). Multicollinearity and misleading statistical results. *Korean Journal of Anesthesiology*, 72(6), 558–569. <https://doi.org/10.4097/kja.19087>
 42. Kirk, D., Catal, C., & Tekinerdogan, B. (2021). Precision nutrition: A systematic literature review. *Computers in Biology and* <https://doi.org/10.1016/j.compbio.2021.104365> *Medicine*, 133, 104365.
 43. Kline, R.B. (2011). *Principles and practice of structural equation modeling* (5th ed., pp. 3-427). New York: The Guilford Press.

44. Kloepper, K. and Castrogiovanni, G.J. (2018), "Entrepreneurship: venture creation subprocesses, subdomains, and interfaces", *International Entrepreneurship and Management Journal*, Vol. 14 No. 3, pp. 681-696.
45. Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement* General
46. Kumar, S. (2018). Understanding different issues of unit of analysis in a business research *Journal of ManaGeMent*. ResearchGate. https://www.researchgate.net/publication/356035134_Understanding_Different_Issues_of_Unit_of_Analysis_in_a_Business_Research_Journal_of_General_ManaGeMent_research
47. Lim, W., Lee, Y. and Mamun, A.A. (2023), "Delineating competency and opportunity recognition in the entrepreneurial intention analysis framework", *Journal of Entrepreneurship in Emerging Economies*, Vol. 15 No. 1, pp. 212-232, doi: 10.1108/JEEE-02-2021-0080.
48. Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. National Center for Education Evaluation and <http://files.eric.ed.gov/fulltext/ED573325.pdf>
49. Ministry of entrepreneur development Regional and cooperatives Assistance. (2024). https://www.kuskop.gov.my/index.php?id=11&page_id=22&articleid=2759
50. Muhammad Awais Bhatti, Mohammed A. Al Dohan, Suzanie Adina Mat Saat, Ariff Syah Juhari & Mohammed Alshagawi, (2020). Entrepreneurial intentions amongwomen: does entrepreneurialtraining and education matters? (Pre- and post-evaluation of psychological attributes and itseffects onentrepreneurial intention). *Journal of Small Business and Enterprise Development*. Vol. 28 No. 2, 2021. Pp.167-184. DOI 10.1108/JSBED-09-2019 0305
51. Manolova, T. S., Shirokova, G., Tsukanova, T., & Edelman, L. F. (2015). The impact of family support on young entrepreneurs' Start-Up activities. *Academy of Management Proceedings*, 2015(1), 11116. <https://doi.org/10.5465/ambpp.2015.11116abstract>
52. Nacu, C. M., & Avasilcăi, S. (2014). Environmental factors Influencing Technological entrepreneurship: research framework and results. *Procedia: Social & Behavioral Sciences*, 109, 1309–1315. <https://doi.org/10.1016/j.sbspro.2013.12.630>
53. National Entrepreneurship Policy (NEP 2030), (n.d). Malaysia: An Outrstanding Entrepreneurial Nation 2030. Ministry of Entrepreneur Development and Cooperatives.
54. New Strait Times (2019), "New policy to drive entrepreneurs", available at: www.nst.com.my/news/nation/2019/07/503403/new-policy-drive-entrepreneurs
55. Nguyen, C.T.P., Nguyen, D.T. and Nguyen, H.T. (2023), "Personality traits and firm innovation performance: the mediation effect of entrepreneurial innovativeness", *Journal of Entrepreneurship in Emerging Economies*, Vol. 15 No. 1, pp. 113-132, doi: 10.1108/JEEE 04-2021-0170.
56. Nor N. a. M. (2020). Entrepreneurship development policy in Malaysia. FFTC Agricultural Policy Platform (FFTC-AP). <https://ap.ffc.org.tw/article/873>
57. Norazlan, N., Yusuf, S., & Al-Majdhoub, F.M.H. (2020). The financial problems and academic performance amongpublic university students in Malaysia. *The Asian Journal of Professional and Business Studies*, Volume 1(2). ARTICLE INFOKeywords: Financial issues, University students
58. Nurul Hidayana Mohd Noor, Mahazril 'Aini Yaacob & Noralina Omar.(2023). Do knowledge and personality traits influence women entrepreneurs' e-commerce venture? Testing on the multiple mediation model. *Journal of Entrepreneurship in Emerging Economies*. Vol. 16 No. 1, 2024, pp. 231-256. DOI 10.1108/JEEE-01-2023-0023
59. Powell, G. N., & Eddleston, K. A. (2016). Family involvement in the firm, Family-to-Business Support, and entrepreneurial Outcomes: an Exploration. *Journal of Small Business Management*, 55(4), 614–631. <https://doi.org/10.1111/jsbm.12252>
60. Public Private Partnership Unit (2019), "Background", available at: www.ukas.gov.my/en/about_ukas/profile/background Hasliza Hassan, Abu Bakar Sade & Muhammad Sabbir Rahman (2020). Shaping entrepreneurial intention among youngsters in Malaysia. *Journal of Humanities and Applied Social Sciences*. Vol. 2 No. 3, 2020, pp. 235-251. DOI 10.1108/JHASS-02-2020-0029
61. Qazi, Z., Qazi, W., Raza, S.A. and Yousufi, S.Q. (2022), "Investigating women's entrepreneurial intention: the moderating role of family support", *ASR: Chiang Mai University Journal of Social Sciences and Humanities*, 10.12982/CMUJASR.2022.003. Vol. 9 No. 1, pp. 1-25, doi:

62. Raza, S.A., Qazi, W. and Shah, N. (2018), "Factors affecting the motivation and intention to become an entrepreneur among business university students", *International Journal of Knowledge and Learning*, Vol. 12 No. 3, pp. 221-241. 10.1504/IJKL.2018.092315.
63. Research Guides: Organizing your Social Sciences Research Paper: Quantitative Methods. (n.d.). <https://libguides.usc.edu/writingguide/quantitative#:~:text=Quantitative%20methods%20emphasize%20objective%20measurements,statistical%20data%20using%20computational%20techniques>.
64. Roy, S., Mohapatra, S. and Banerjee, D. (2022), "I mean business: exploring women entrepreneurs' journey in India from an emancipation perspective", *Journal of Entrepreneurship in Emerging Economies*, Vol. 14 No. 6, pp. 1072-1095, doi: 10.1108/JEEE-10-2020-0357
65. Sharma, S. and Rautela, S. (2022), "Entrepreneurial resilience and self-efficacy during global crisis: study of small businesses in a developing economy", *Journal of Entrepreneurship in Emerging Economies*, Vol. 14 No. 6, pp. 1369-1386. 10.1108/JEEE-03-2021-0123.
66. Shen, T., Osorio, A. E., and Settles, A. (2017). Does family support matter? The influence of support factors an entrepreneurial attitudes and intentions of college students. *Acad. Entrep. J.* 23, 23–43. doi: 10.5465/AMBPP.2017.10901abstract
67. Shona McCombes, (September 19, 2019). Sampling Methods | Types, Techniques & Examples. Scribbr. <https://www.scribbr.com/methodology/sampling-methods/>
68. Solymossy, E. (1998). Entrepreneurial dimensions: the relationship of individual, venture, and environmental factors to success [PhD Degree]. In *Entrepreneurship Theory and Practice* (p. 89). Case Western Reserve University.
69. Soomro, B.A. and Shah, N. (2021), "Entrepreneurship education, entrepreneurial self-efficacy, need for achievement and entrepreneurial intention among commerce students in Pakistan", *Education Training*, Vol. 64 No. 1, pp. 107-125, doi: 10.1108/ET-01-2021-0023.
70. Spencer, J. (2016), "Success strategies Saudi entrepreneurs used to navigate through regulations in Jeddah", *Journal of Entrepreneurship and Organization Management*, Vol. 5 No. 3, pp. 199-224.
71. Staff, C. (2023, November 29). What is <https://www.coursera.org/articles/what-is-sample-size> sample size? Coursera.
72. Steier, L. (2003). Variants of agency contracts in family-financed ventures as a continuum of familial altruistic and market rationalities. *J. Bus. Ventur.* 18, 597–618. doi: 10.1016/S0883-9026(03)00012-0
73. Stephan, U., Rauch, A. and Hatak, I. (2022), "Happy entrepreneurs? Everywhere? A meta-analysis of entrepreneurship and wellbeing", *Entrepreneurship Theory and Practice*, Vol. 47 No. 2, 10.1177/10422587211072799.
74. Stone, H., & Sidel, J. (2003). SENSORY EVALUATION | Descriptive analysis. In Elsevier eBooks (pp. 5152–5161). <https://doi.org/10.1016/b0-12-227055-x/01065-8>
75. Sahoo, S., Soren, R., & Nayak, D. (2019). Women Entrepreneurs and Their Awareness Level Towards Various Government Schemes. *Epra International Journal of Economic And Business Review*, 21–24. <https://doi.org/10.36713/Epra2972>
76. Teoh, W.M. and Chong, S.C. (2014), "Towards strengthening the development of women entrepreneurship in Malaysia", *Gender in Management: International Journal*, Vol. 29 No. 7, pp. 432-453.
77. The Global Economy, (2023). Global Economy.com. <https://www.theglobaleconomy.com/> Thoti, K. K. (2023). Factors Impacts the Students to Choose Entrepreneurship as their Career of Choice in Malaysia. *International Journal of Multidisciplinary Research and Analysis*, 06(04). <https://doi.org/10.47191/ijmra/v6-i4-38>
78. Trochim, W. M. (2000). Social Research: The Research Methods Knowledge Base / William M.K. Trochim. Research Gate. http://digitallib.pps.unj.ac.id/index.php?p=show_detail&id=13998&keywords=
79. Ursachi, G., Horodnic, I. A., & Zait, A. (2015). How Reliable are Measurement Scales? External Factors with Indirect Influence on Reliability Estimators. *Procedia Economics and Finance*, 20, 679–686. [https://doi.org/10.1016/s2212-5671\(15\)00123-9](https://doi.org/10.1016/s2212-5671(15)00123-9)
80. Uyanik, G. K., & Güler, N. (2013). A study on multiple linear regression analysis. *Procedia - Social and Behavioral Sciences*, 106, 234–240. <https://doi.org/10.1016/j.sbspro.2013.12.027>
81. Villegas, F. (2024, October 23). Descriptive analysis: What it is + best research tips. *QuestionPro*. <https://www.questionpro.com/blog/descriptive-analysis/#:~:text=>

- Descriptive analysis is an important, %2C%20dispersion%2C%20and%20identifying%20position.
82. Voda, A.I. and Florea, N. (2019), "Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students", *Sustainability*, Vol. 11 No. 4, p. 1192.
 83. Woo, K.H. (2015), "Recruitment Practices in the Malaysian public sector: innovations or political responses?", *Journal of Public Affairs Education*, Vol. 21 No. 2, pp. 229-246.
 84. Xu, F., Kellermanns, F. W., Jin, L., & Xi, J. (2020). Family support as social exchange in entrepreneurship: Its moderating impact on entrepreneurial stressors-well-being relationships. *Journal of Business* <https://doi.org/10.1016/j.jbusres.2020.07.033> *Research*, 120, 59–73.
 85. Yeong, Y., N., Haniruzila Hanifah, Hasliza Abdul Halim & Yuli Kartika Dewi (2022). E-Business Adoption among Women-Owned Small and Medium-Sized Enterprises in Malaysia: A Conceptual Perspective. *Journal Of Technology Management and Business* Vol. 9 No. 2 (2022) 65-76. <https://penerbit.uthm.edu.my/ojs/index.php/jtmb>
 86. Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265-1272.