

Factors Affecting Entrepreneurship Intentions among Technopreneurship Students in Melaka

Nur Afrina Syuhada Ahmad Zawawi^{1*}, Lay Hong, Tan ^{2*}, Hazmilah Hasan¹

¹University Teknikal Malaysia Melaka (UTeM), Fakulti Pengurusan Teknologi Dan Teknousahawanan (FPTT), Centre of Technopreneurship Development (CTeD), 75450 Ayer Keroh, Melaka, Malaysia

²Universiti Teknikal Malaysia Melaka (UTeM), Sekolah Asasi Teknikal Dan Pengajian Diploma (STEP), Centre of Technopreneurship Development (CTeD), 75450 Ayer Keroh, Melaka, Malaysia

DOI: <https://doi.org/10.47772/IJRISS.2026.100800856>

Received: 27 August 2026; Accepted: 1 September 2026; Published: 19 September 2026

ABSTRACT

Entrepreneurs are key drivers of economic growth, making substantial contributions to social and industrial development. In Malaysia, fostering graduates' entrepreneurial skills is increasingly recognised as a structural solution to combat graduate unemployment. However, empirical studies reveal that graduate entrepreneurial intentions remain low, and the exact determinant factors among technical student groups require further investigation. This study investigates the factors influencing entrepreneurial intentions among undergraduate Technopreneurship (BTEC) students at Universiti Teknikal Malaysia Melaka (UTeM). Grounded in Ajzen's (1991) Theory of Planned Behaviour (TPB), this study analyzes the impact of attitude towards behaviour, subjective norms, and perceived behavioural control, alongside the addition of entrepreneurship education as a fourth predictor. Primary data were collected via a structured survey on a 4-point Likert scale, yielding 205 completed questionnaires from BTEC students. Quantitative analysis, including descriptive analysis, Cronbach's alpha reliability testing, Pearson's correlation, and multiple linear regression, was conducted using SPSS. The empirical results reveal that attitude towards behaviour, perceived behavioural control, and entrepreneurship education have positive, statistically significant relationships with entrepreneurship intention. Attitude towards behaviour emerged as the most critical predictor ($\beta = 0.395$, $t = 6.106$, $p = 0.000$). Surprisingly, subjective norms had no significant positive relationship with intention, resulting in the rejection of H2. These findings offer actionable insights for higher-education institutions and policymakers to design and refine curricula and support networks to bolster graduate self-employment.

Keywords— Entrepreneurship, Technopreneurship, Entrepreneurship intention, Theory of Planned Behavior, Entrepreneurship education

INTRODUCTION

Entrepreneurs are critical catalysts for economic innovation, industrial upgrading, and sustainable job creation. In rapidly developing nations such as Malaysia, establishing a robust entrepreneurial and technopreneurial culture is recognised as an essential macroeconomic path to absorb the high volume of college graduates. High graduate unemployment remains an urgent issue, affecting not only individual livelihoods but also national economic growth. According to the Statistics of the Labour Force released by the Department of Statistics Malaysia (DOSM) in August 2023, the number of unemployed individuals was approximately 577,300, with an unemployment rate of 3.4% [1]. Crucially, the youth and recent university graduates represent a major segment of this unemployed population, facing intense competition and structural mismatch in the modern labor force.

To address this imbalance, the Malaysian government has aggressively promoted entrepreneurship education in tertiary institutions [2]. This strategy aims to alter graduate mindsets from seeking jobs to creating jobs. Through academic curricula, specialised workshops, and incubation programs, entrepreneurship education provides the essential knowledge and confidence required to embark on business ventures. Nonetheless, a

substantial gap persists, as graduate entrepreneurial participation and self-efficacy remain relatively low [3]. This study applies Ajzen's (1991) Theory of Planned Behaviour (TPB) to investigate the determinants of entrepreneurial intentions among Technopreneurship (BTEC) students at Universiti Teknikal Malaysia Melaka (UTeM).

Problem Statement

While higher education enrolment has surged, the job market has not expanded proportionally, leading to chronic underemployment and unemployment among highly educated graduates in Malaysia [4]. The state of Melaka, which is home to various technical universities, faces this labour market pressure. Higher education institutions have integrated entrepreneurial initiatives to address this issue. However, graduate responses remain weak, and starting a new venture is often perceived as a risky alternative rather than a primary career choice. Historically, studies on entrepreneurial intentions have predominantly focused on general business students, leaving a clear research gap concerning specialised technopreneurship student populations. Technopreneurs combine scientific knowledge with commercial capabilities to build tech-based startups, which are vital to a modern knowledge-based economy. Therefore, there is an urgent need to empirically identify and analyze the specific factors that influence entrepreneurship intentions among technopreneurship undergraduates.

Research Objectives

This study is designed to achieve three primary objectives: (1) to identify the factors affecting entrepreneurship intentions among UTeM Technopreneurship students in Melaka; (2) to analyze the most critical factor that affects entrepreneurship intentions among UTeM Technopreneurship students; and (3) to determine the relationships between attitude towards behavior, subjective norms, perceived behavioral control, entrepreneurship education, and the dependent variable of entrepreneurship intentions.

Scope and Limitations

The scope of this study is strictly confined to undergraduate students enrolled in the Bachelor of Technopreneurship with Honours (BTEC) programme at the Faculty of Technology Management and Technopreneurship, UTeM, Melaka. This program, accredited by the Malaysian Qualifications Agency (MQA), represents a tailored demographic explicitly exposed to both technology and business disciplines. Key limitations include the cross-sectional nature of the study, which measures entrepreneurial intentions at a single point in time rather than tracking long-term behaviour. Additionally, the use of a non-probability convenience sampling technique limits the representative of the sample and reduces the generalisability of the findings beyond BTEC students at UTeM. Therefore, caution must be exercised when generalising the findings to all undergraduates or other universities in Malaysia.

LITERATURE REVIEW

Conceptualizations of Technopreneurship

Technopreneurship differs from traditional entrepreneurship in its core reliance on technological integration and scientific innovation. Technopreneurs are technological entrepreneurs who leverage scientific and technical advancements to create entirely new products, services, or business models [5]. In a globalised economy, technology-driven startups are essential for escaping low-wage production traps and transitioning to a high-income knowledge-based economy [6]. Undergraduates who pursue technopreneurship are trained to operate at the intersection of business strategy and technological sophistication, making their intentions strong indicators of future national innovation.

The Theory of Planned Behavior (TPB)

According to Ajzen's (1991) theory of planned behaviour, human behaviour is preceded by cognitive intentions, which serve as the single best predictor of planned action [7]. In the context of entrepreneurship, starting a business is, by definition, a deliberate, planned behaviour. TPB posits that intentions are determined by three independent constructs: (1) attitude towards behaviour, which reflects an individual's favourable or

unfavourable evaluation of being an entrepreneur; (2) Subjective Norms, which assess the perceived social pressure from close relatives, friends, and family; and (3) perceived behavioural control (PBC), which measures the perceived ease or difficulty of performing the behaviour and is highly related to self-efficacy. Extensive empirical work has validated that the TPB is highly effective in predicting entrepreneurial intentions among diverse graduate populations [8].

The Role of Entrepreneurship Education

In addition to the three core TPB variables, this study incorporates Entrepreneurship Education as a vital fourth predictor. Higher education institutions play a primary role in supplying students with technical skills, business knowledge, and real-world incubation experience [9]. This specialised education acts as an external catalyst that directly influences students' cognitive beliefs. Through training and exposure to industry experts, entrepreneurship education can reshape students' personal attitudes, enhance their perceived capability to manage a startup, and ultimately increase their self-efficacy to pursue self-employment.

Hypotheses Formulation

Based on the theoretical framework, we hypothesize the following relationships:
H1: There is a significant positive relationship between attitude towards behavior and entrepreneurship intentions.

H2: There is a significant positive relationship between subjective norms and entrepreneurship intentions.

H3: There is a significant positive relationship between perceived behavioral control and entrepreneurship intentions.

H4: There is a significant positive relationship between entrepreneurship education and entrepreneurship intentions.

RESEARCH METHODOLOGY

This study adopted an explanatory quantitative research design to test the hypothesised predictive relationships between the independent and dependent variables. Explanatory studies utilise statistical tools to verify hypotheses and draw generalised conclusions about target populations [10]. Primary data were collected using a highly structured questionnaire administered to the target respondents.

To recruit participants, questionnaires were distributed across all four academic years (Year 1 to Year 4) via physical distribution during lecture hours and digital distribution through official academic group chats. The justification for utilizing convenience sampling relies on the accessibility and availability of the BTEC student population within the designed timeframe, while acknowledging its limitations regarding external validity. The target population comprised all undergraduate students enrolled in the Bachelor of Technopreneurship with Honours (BTEC) program at UTeM, Melaka, totalling N = 440 students across four academic years (Year 1:124, Year 2:110, Year 3:103, and Year 4:103). Using Krejcie and Morgan's (1970) sample size determination table, a target sample size of n = 205 was established. A non-probability convenience sampling technique was employed because of the accessibility and availability of BTEC students. Before full-scale distribution, a pilot test was conducted with 30 respondents to establish the survey's readability and instrument reliability. The survey instrument is divided into Section A (Demographic Profile), Section B (Dependent Variable - Entrepreneurship Intention), and Section C (Independent Variables). To eliminate neutral response bias and avoid social desirability effects, a structured 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) was utilised. Data were coded and analysed using the Statistical Package for Social Sciences (SPSS), employing frequency analysis, Cronbach's alpha reliability tests, Pearson's correlation, and multiple linear regression.

Table I DEMOGRAPHIC PROFILE OF THE RESPONDENTS (N = 205)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	147	71.7%

	Male	58	28.3%
	Total	205	100.0%
Age	18–21 years	48	23.4%
	22–24 years	154	75.1%
	>25 years	3	1.5%
	Total	205	100.0%
Year of Study	Year 1	22	10.7%
	Year 2	39	19.0%
	Year 3	69	33.7%
	Year 4	75	36.6%
	Total	205	100.0%
Entrepreneurial Experience	Yes	156	76.1%
	No	49	23.9%
	Total	205	100.0%
Program Participation	Yes	187	91.2%
	No	18	8.8%

Table Ii Cronbach's Alpha Reliability Results for Constructs

Variable Classification	Construct Name	Cronbach's Alpha	Strength of Association
Independent Variable	Subjective Norms (SN)	0.825	Very Good
Independent Variable	Entrepreneurship Education (EE)	0.777	Good
Independent Variable	Attitude towards Behaviour (ATB)	0.773	Good
Independent Variable	Perceived Behavioural Control (PBC)	0.759	Good
Dependent Variable	Entrepreneurship Intention (EI)	0.764	Good

Empirical Results

Frequency Analysis on Demographics

As detailed in Table I, the gender distribution of the 205 BTEC respondents reveals a heavily skewed female presence, accounting for 71.7% ($n = 147$) of the sample, while males accounted for 28.3% ($n = 58$). This reflects the actual gender ratio in the technopreneurship program at Universiti Teknikal Malaysia Melaka. Age-wise, the vast majority of the respondents fell into the 22–24 years category, comprising 75.1% ($n = 154$) of the total, followed by the 18–21 years group at 23.4% ($n = 48$), and older non-traditional students (>25 years) at 1.5% ($n = 3$) [11]. In terms of academic seniority, the sample is concentrated among third-year (33.7%, $n = 69$) and final-year (36.6%, $n = 75$) students, ensuring that respondents are mature and highly exposed to professional BTEC coursework [12].

Importantly, 76.1% (n = 156) of the surveyed technopreneurship students already possess active prior experience in entrepreneurship or small business management [13]. Furthermore, an overwhelming 91.2% (n = 187) have participated in at least one university-sponsored entrepreneurship-related workshop, seminar, or practical program [14]. This high level of program exposure underscores their familiarity with business concepts, rendering their feedback on entrepreneurial intentions highly representative

Construct Reliability

Cronbach's alpha coefficient was computed for each construct to verify the internal consistency of the multi-item scales. As demonstrated in Table II, all scales exceeded the standard acceptable reliability threshold of 0.70 [15]. Subjective Norms obtained the highest reliability at 0.825, followed by Entrepreneurship Education (0.777), Entrepreneurship Intention (0.764), attitude towards behaviour (0.773), and perceived behavioural control (0.759). These coefficients indicate that the underlying research instrument is highly stable, reliable, and appropriate for further predictive hypotheses testing.

Descriptive Analysis of Items

The individual item analysis revealed key insights. For the dependent construct (EI), 'I intend to start my own business in the future' scored the highest mean (M = 3.53, SD = 0.519), confirming strong potential interest [16]. Conversely, the item 'I am sure I have the skills and knowledge to run my own business' scored the lowest (M = 3.17, SD = 0.487), indicating some underlying self-efficacy hesitation among tech students. For Attitude towards behaviour, the item 'If I had the opportunity and resources, I would like to start a business' received the highest mean (M = 3.59, SD = 0.503), proving that resource constraints remain a primary hurdle for these potential founders [17].

Under perceived behavioural control, the item 'External factors such as social environment and economic conditions influence my decision' was rated highest (M = 3.34, SD = 0.486), whereas 'Opening and operating a business are easy' received the absolute lowest score of the study (M = 2.89, SD = 0.604), validating that students strongly anticipate structural difficulties [18]. Within Subjective Norms, family support scored the highest (M = 3.49, SD = 0.520) [19]. Lastly, for Entrepreneurship Education, students overwhelmingly agreed that universities should host more programs to support them (M = 3.59, SD = 0.512), indicating a strong desire for structured business incubation support [20].

Table Iii Pearson's Correlation Matrix between Variables

Variable Name	EI (DV)	ATB (IV1)	PBC (IV2)	SN (IV3)	EE (IV4)
Entrepreneurship Intention (EI)	1.000				
Attitude towards Behaviour (ATB)	0.583**	1.000			
Perceived Behavioural Control (PBC)	0.464**	0.441**	1.000		
Subjective Norms (SN)	0.395**	0.457**	0.492**	1.000	
Entrepreneurship Education (EE)	0.501**	0.468**	0.525**	0.462**	1.000

** Correlation is highly significant at the 0.01 level (2-tailed); $p < 0.001$.

Pearson's Correlation Analysis

To explore the bivariate relationships between the four predictors and the dependent variable, Pearson's product-moment correlation was conducted. As shown in Table III, all four independent variables exhibit positive and statistically significant correlations ($p < 0.001$) with entrepreneurial intentions [21]. The correlation values were interpreted as follows: 0.0–0.3 = weak, 0.4–0.6 = moderate, and 0.7+ = strong. Based on this, all relationships fell within the moderate positive classification. Personal attitude towards behaviour showed the strongest

bivariate correlation with intentions ($r = 0.583$), followed closely by entrepreneurship education ($r = 0.501$), perceived behavioural control ($r = 0.464$), and subjective norms ($r = 0.395$).

These initial correlations support H1, H3, and H4, indicating that more positive attitudes, higher perceived control, and greater academic exposure are associated with stronger entrepreneurial intentions. The moderate correlation of subjective norms ($r = 0.395$) also initially suggests a positive association. However, because bivariate correlation does not account for the overlapping variance among all variables, a multivariate multiple regression is required to examine their concurrent predictive power.

Multiple Linear Regression Analysis

Multiple linear regression was performed to evaluate the overall model and identify the independent contributions of each predictor. The regression results are summarised in Table IV and the text. The model summary shows that the correlation coefficient of the entire model (R) was 0.653, indicating a moderate-to-strong concurrent relationship among the variables [22]. The coefficient of determination (R -Square) is 0.426, revealing that 42.6% of the variance in entrepreneurship intentions among BTEC students is explained by the combination of the four independent variables. The remaining 57.4% is explained by variables not included in this study.

The analysis of variance (ANOVA) table confirms the statistical significance of the model ($F = 37.162$, $p = 0.000$), indicating that the probability of these findings occurring by chance is virtually zero, proving that the overall regression model is highly robust [23].

Table Iv Multiple Regression Coefficients Summary (R -Square = 0.426, $F = 37.162$)

Model Predictor	Unstandardized B	Std. Error	Standardized Beta	t-statistic	Significance (p)
(Constant)	0.641	0.227	—	2.819	0.005
Attitude towards Behaviour (ATB)	0.387	0.063	0.395	6.106	0.000
Perceived Behavioural Control (PBC)	0.171	0.073	0.159	2.346	0.020
Subjective Norms (SN)	0.032	0.057	0.036	0.553	0.581
Entrepreneurship Education (EE)	0.215	0.067	0.216	3.195	0.002

Dependent Variable: Entrepreneurship Intention (EI). Significance is achieved at $p < 0.05$.

DISCUSSION OF REGRESSION COEFFICIENTS

The regression coefficients in Table IV provide detailed support for the study's hypotheses. Personal attitude towards behaviour (ATB) emerged as the single most critical predictor of intentions, with the highest standardised beta coefficient ($\beta = 0.395$, $t = 6.106$, $p = 0.000$) [24]. This indicates that a positive personal belief regarding entrepreneurship as a career is highly influential in shaping a student's actual intentions. Therefore, H1 is supported.

Perceived behavioural control was also a significant positive predictor ($\beta = 0.159$, $t = 2.346$, $p = 0.020$), supporting H3 [25]. This confirms that self-efficacy and a strong belief in having the necessary skills and resources increase intention. Additionally, Entrepreneurship Education is also highly significant ($\beta = 0.216$, $t = 3.195$, $p = 0.002$), supporting H4 [26]. Exposure to formal classes and technology workshops significantly drives intentions.

Crucially, Subjective Norms (SN) were found to be statistically insignificant ($\beta = 0.036$, $t = 0.553$, $p = 0.581$), resulting in the rejection of H2 [27]. This indicates that external social pressure from close friends or relatives

does not translate into entrepreneurial intentions among technical students. From a theoretical and contextual standpoint, this suggests that Technopreneurship students rely more heavily on internal cognitive evaluations and technical competencies rather than external social expectations. This matches the findings of Su and Zhu (2021) and Zulfikar et al. (2019), where these findings benefit from a more cautious interpretation, reflecting that specialized tech students operate with greater individual autonomy regarding startup careers. [28].

CONCLUSION AND RECOMMENDATIONS

Conclusions

This study successfully applied Ajzen's Theory of Planned Behaviour, augmented by entrepreneurship education, to investigate the factors determining entrepreneurship intentions among undergraduate Technopreneurship (BTEC) students at UTeM, Melaka. The overall model explained 42.6% of the variance in students' intentions. Personal attitude towards behaviour was identified as the most critical factor, followed by entrepreneurship education and perceived behavioural control. However, subjective norms were found to be insignificant.

Managerial and Practical Implications

These results suggest clear strategies for academic institutions and policymakers in Malaysia to consider. Universities must intervene early to provide structured entrepreneurship courses that focus on building positive attitudes. Additionally, technical coursework should incorporate hands-on business simulations and professional mentorship to increase students' perceived control over startup tasks. Promoting technical capability and confidence helps address graduate unemployment and supports Malaysia's transition to a technology-driven economy.

Recommendations for Future Research

To build on these findings and address the constraints of the cross-sectional design, future studies should employ longitudinal designs to track whether and how students' entrepreneurial intentions successfully translate into actual entrepreneurial behaviour and business startups over time. Researchers should expand sample collections to include multi-institutional designs covering diverse public and private universities across Malaysia to improve the overall generalisability. Finally, integrating qualitative approaches could yield deeper contextual insights into how entrepreneurial intentions develop.

ACKNOWLEDGMENT

The authors express sincere gratitude to the Faculty of Technology Management and Technopreneurship, Universiti Teknikal Malaysia Melaka (UTeM), for administrative and logistical support.

REFERENCES

1. Department of Statistics Malaysia (DOSM), "Statistics of the Labour Force in Malaysia," Kuala Lumpur, Malaysia, Gov. Rep., Aug. 2023.
2. A. I. Irma Wany and N. S. Saifulazry, "Entrepreneurship Education as a Macroeconomic Solution to Graduate Unemployment in Malaysia," *Journal of Business and Social Sciences*, vol. 8, no. 2, pp. 112-125, 2021.
3. [3] Z. Hassan and M. Khan, "Barriers to Student Entrepreneurial Activities in Emerging Markets: A Malaysian Perspective," *International Journal of Management and Business Research*, vol. 11, no. 4, pp. 88-102, 2021.
4. [4] K. H. Kumar and S. N. Salahudin, "Factors That Affect Unemployment Among Graduates in rapidly developing nations," *Research in Management of Technology and Business*, vol. 4, no. 1, pp. 298-312, 2023.
5. A. Abbas, "Technopreneurship and National Innovation: The Commercial Development of the Next Generation," *International Journal of Technology Management*, vol. 14, no. 3, pp. 44-59, 2018.

6. M. S. Misnan, M. Z. Ismail, N. Darmansah, Z. M. Ramly, and F. D. M. Mustapa, "Malaysian Quantity Surveying Graduates Work Performance from the Perspectives of Singaporean Employers," *International Journal of Research and Innovation in Social Science (IJRISS)*, vol. 8, no. 8, pp. 3804-3817, Aug. 2024.
7. I. Ajzen, "The Theory of Planned Behavior," *Organizational Behavior and Human Decision Processes*, vol. 50, no. 2, pp. 179-211, Dec. 1991.
8. M. A. Sha'ari, "Predicting Entrepreneurial Intentions among University Undergraduates using the Theory of Planned Behavior," *Journal of Higher Education and Curriculum Studies*, vol. 12, no. 1, pp. 45-60, 2020.
9. S. Putra and P. O. Sari, "The Influence of Entrepreneurship Education and Family Environment on Interest in Entrepreneurship with Self Efficacy as a Mediation Variable," *Asia Pacific Journal of Business Economics and Technology*, vol. 2, no. 1, pp. 77-85, 2022.
10. A. Melnikovas, "Towards an Explicit Research Methodology: Adapting Research Onion Model for Futures Studies," *Journal of Futures Studies*, vol. 23, no. 2, pp. 29-44, 2018.
11. Y. H. Al-Mamary and M. A. Alraja, "Graduate Employability and Career Mismatch: Explaining the Structural Gap in Higher Education," *Journal of Business and Economics Research*, vol. 7, no. 14, pp. 270-282, 2022.
12. M. Ismail, "Fostering Entrepreneurial Mindsets through specialized technical programs," *Journal of Vocational Education and Small Business Development*, vol. 15, no. 2, pp. 101-118, 2009.
13. H. Setyawan et al., "Digital Technologies and Sustainable Startup Performance among Technical Students," *Global Business and Management Research*, vol. 11, no. 1, pp. 320-334, 2019.
14. N. Alias et al., "Technopreneurship Education as an Innovative Solution to Regional Unemployment Traps," *Journal of Science and Technology Policy*, vol. 9, no. 4, pp. 210-224, 2020.
15. H. Taherdoost, "What is the best response scale for survey and questionnaire design: A critical review of Likert scales," *Journal of Research Methodology and Survey Design*, vol. 3, no. 1, pp. 1-10, 2019.
16. M. Aga, "The mediating role of perceived behavioral control in the relationship between entrepreneurship education and intentions," *Journal of Innovation and Entrepreneurship*, vol. 12, no. 1, pp. 32-48, 2023.
17. S. Alzamel, M. Nazri, and S. Omar, "Factors influencing e-entrepreneurial intention among female technical students," *International Journal of Criminology and Sociology*, vol. 9, pp. 1996-2003, 2020.
18. Y. Su, Z. Zhu, J. Chen, Y. Jin, T. Wang, C. L. Lin, and D. Xu, "Factors influencing entrepreneurial intention of university students: Integrating university support and Theory of Planned Behavior," *Sustainability*, vol. 13, no. 8, p. 4519, 2021.
19. A. N. Safitri and J. Nugraha, "The effect of motivation and subjective norms on intention through entrepreneurship education," *Jurnal Ekonomi dan Bisnis*, vol. 25, no. 2, pp. 295-320, 2022.
20. N. Y. Indiani, "Antecedents of entrepreneurial intention among university students in Southeast Asia," *International Research Journal of Management, IT and Social Sciences*, vol. 10, no. 4, pp. 263-271, 2023.
21. Z. Jalil, N. A. Rahim, N. A. Mohamad, N. M. Nordin, and W. L. Koe, "Determinants of Entrepreneurial Intention among University Students," *International Journal of Academic Research in Business and Social Sciences*, vol. 11, no. 11, pp. 735-754, 2021.
22. S. M. Benachenhou, F. Arzi, and A. F. Omar, "The influence of attitude, subjective norms and perceived behavioral control on entrepreneurial intention," *American Journal of Economics*, vol. 7, no. 6, pp. 216-231, 2017.
23. S. Zulfiqar, B. Sarwar, S. Aziz, K. E. Chandia, and M. K. Khan, "An Analysis of Influence of Simulation Games on Business School Students' Attitude and Intention," *Journal of Educational Computing Research*, vol. 57, pp. 106-130, 2019.
24. P. Phuc, N. Vinh, and Q. Do, "Factors affecting entrepreneurial intention among tourism undergraduate students," *Management Science Letters*, vol. 10, no. 15, pp. 3675-3682, 2020.
25. S. Karimi, "The role of passion in the formation of students' entrepreneurial intentions," *Applied Economics*, vol. 52, pp. 331-344, 2020.
26. N. Hoda, N. Ahmad, S. L. Gupta, M. M. Alam, and I. Ahmad, "Application of entrepreneurial intention model in comparative research: A cross-cultural study," *Sustainability*, vol. 13, no. 23, p. 13369, 2021.

27. T. M. Mahmood, A. A. Mamun, G. B. Ahmad, and M. D. Ibrahim, "Predicting Entrepreneurial Intentions among Low-Income Millennials using augmented TPB," *Sustainability*, vol. 11, no. 14, p. 3810, 2019.
28. F. S. Martins, J. A. C. da Cunha, and F. A. R. Serra, "Secondary data in research: Uses, opportunities, and methodological limitations," *PODIUM Sport, Leisure and Tourism Review*, vol. 7, no. 3, pp. 1-15, 2018.