

Personality Traits and Entrepreneurial Spirit among Fresh Graduates in Klang Valley, Malaysia

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Abstract

Entrepreneurship has been viewed as a critical contributor and an economic engine in a country for creating new jobs and it is crucial for graduates to alter their mindset to become self-employed. Thus, it is necessary to synthesize the factors that impact the entrepreneurial intentions of fresh graduates. The aim of this research is twofold; first to identify the extent of entrepreneurial intention and second, to investigate the factors influencing entrepreneurial intention among fresh graduates in Klang Valley, Malaysia. This study utilised an online survey research design with further categorisation and analysis of fresh graduates' perceptions on their entrepreneurial intention that was gathered via a questionnaire comprising 20 questions based on five assessment criteria. The respondents consisted of 379 fresh graduates from public and private universities. Remarkably, most fresh graduates are having a high level of entrepreneurial intention to start up their business after completing their studies. Further, entrepreneurial behavior, motivation, and risk-taking tendency were proven to have an influence on the intention to entrepreneurship among fresh graduates. Contrary, fresh graduates' entrepreneurial skills does not influence significantly their entrepreneurial intention. Thus, based on these results, a number of considerations about the most effective role of education in promoting and developing entrepreneurial skills towards entrepreneurship are considered.

1. Introduction

Entrepreneurship has been viewed as a critical contributor and an economic engine of every country as it helps in creating new jobs and increases innovation as well as competitiveness in the labor market (Barba-Sánchez, V., Mitre-Aranda, M., & del Brío-González, J., 2022). Entrepreneurship has gaining momentum since job competition environment as of now has commence self-employment opportunities in youth in order to survive. Having a degree does not guarantee employment nowadays. Even with degrees from reputable universities, some fresh graduates still struggle to get a job. For developing countries like Malaysia is not relevant any longer for the youth to depend on the job opportunities advertised by the current companies. With most of the jobs have been replaced by artificial intelligence (AI), robotics, and autonomous, then it is crucial for the fresh graduates to eventually alter their mindset from searching for a job to creating jobs as a country's government will not be able to ensure sufficient job provision for all tertiary-level graduates in the future (Reuel Johnmark, D., Munene,

J. C., & Balunywa, W., 2016). University students should shift their focus towards entrepreneurial revolution (Jiang, X., & Sun, Y., 2015).

In Malaysia, the age run of youth is between 15 to 40 years old. However, the governmental development program in this country underlined the youth entrepreneurs age is between 18 and 25 years old. According to The Star dated 7th May 2017, the Ministry of Higher Education (MoHE) targets that by 2020, 15 percent of understudies will wander into entrepreneurship while they are still pursuing studies at higher education institutions (HEIs), with five percent of them having the essential objective of becoming entrepreneurs upon graduating (The Star, 2017). The Deputy Higher Education Serve Datuk Dr. Mary Yap Kain Ching said over 60 percent of understudies in HEIs were effectively included in the entrepreneurship training programs and 3 percent had ended up with business after their tertiary education (The Star, 2017). A Standard Chartered survey conducted in 2020 found that 79% of 25 to 34 years old were interested to start a new business or set up a second income stream in the wake of the pandemic (Menon, S., 2022).

All university students in Malaysia must undergo a compulsory entrepreneurship course. This is in line with the Malaysia Education Blueprint 2015-2025, which aims to cultivate an entrepreneurial mindset and a drive to create, rather than to merely seek jobs, among graduates. These fresh graduates possess the knowledge and skill that are relevant in starting up their own business, yet there is only a small percentage of students who choose to be self-employed. By the employment sector (among the employed graduates), the involvement of graduates in entrepreneurship is still low; it is only 5.5 percent of graduates running their own business (Mohamad, N., Lim, H. E., Yusof, N., Kassim, M., & Abdullah, H., 2014). Most graduates are like hunting jobs rather than doing entrepreneurial activities (Mohamad, N., Lim, H. E., Yusof, N., Kassim, M., & Abdullah, H., 2014). This occurrence may be due to a lack of self-confidence, or lack of encouragement or reassurance. This generation is less willing to take risks and explore their entrepreneurial side. Thus, it becomes a major challenge for entrepreneurship educators in designing courses and developing students' innate entrepreneurial capabilities and intentions.

Inclination towards entrepreneurship is commonly associated with several personal characteristics namely values and attitudes, creativity, risk-taking propensity, locus of control, and personal goals. These personal characteristics might be expected to be influenced by a formal education program. However, entrepreneurial activity is limited in Malaysia and it is tougher to justify due to factors such as attitudes, motivation, and risk-taking. Considering this, it is important to understand the factors that affect the entrepreneurial intention of fresh graduates in order to nurture their future entrepreneurialism in Malaysia. The aim of this study is twofold; first to identify the extent of entrepreneurial intention and second, to investigate the factors influencing entrepreneurial intention among fresh graduates in Klang Valley, Malaysia.

2. Literature Review

2.1 Entrepreneurship Intention

Entrepreneurs play an increasingly important role in the wealth creation of today's society. Entrepreneurial intention lies at the foundation of entrepreneurial process (Liñán, F., & Fayolle, A., 2015). Entrepreneurship can be defined as the course of identifying opportunities in the marketplace, perpetrating actions, and necessary resources to exploit the opportunities for long term personal gain (Uddin, M. R., & Bose, T. K., 2012). Wiklund, J., Nikolaev, B., Shir, N., Foo, M. D., & Bradley, S., 2019). referred entrepreneurship as the process of creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards. While entrepreneurial intention can be defined as an individual's mindset to achieve a specific business goal based on past experience, action, and attention (Hong, L. M., Sha'ari, M. A. A. H., Zulkiffli, W. F. W., Aziz, R. C., & Ismail, M., 2020). Entrepreneurial intention among students can be characterized as components that specifically or by implication influences the choices of the students to be an entrepreneur. Intention happens at the beginning point of seeking after self-employment and starting a business. According to Hsu, D. K., Burmeister-Lamp, K., Simmons, S. A., Foo, M. D., Hong, M. C., & Pipes, J. D. (2019) entrepreneurial intention is anticipated through whether the person sees that the profession may be an appropriate fit and vice versa.

Examining entrepreneurial intention can improve our understanding of the potential entrepreneurial behavior. The strength of intention captures motivational factors influencing people's behavior and reflects the amounts of effort people are willing to invest (readiness) (Gielnik, M. M., Barabas, S., Frese, M., Namatovu-Dawa, R., Scholz, F. A., Metzger, J. R., & Walter, T., 2014). Shane, S., Locke, E. A., & Collins, C. J. (2012) argued that successful nature of new business start-up depends on students' readiness to turn their ideas into business. In other words, the discovery of opportunity and ability to utilize it depends mainly on readiness of students to take part in such entrepreneurial activities (Barringer, B. R. & Ireland, R. D., 2015). Based on the different models developed on entrepreneurship, there are various factors that affect the entrepreneurial intentions of fresh graduates, such as educational factors, contextual factors, environmental factors, psychological factors, and

personality factors but little work is done to understand which factors scholars considered the most in measuring the entrepreneurial intentions of the fresh graduates. Figure 1 proposes that students' entrepreneurship behavior, motivation, entrepreneurial skills, and risk-taking may have an influence towards entrepreneurial intention among fresh graduates. Next sub-sections discuss these determinants briefly.

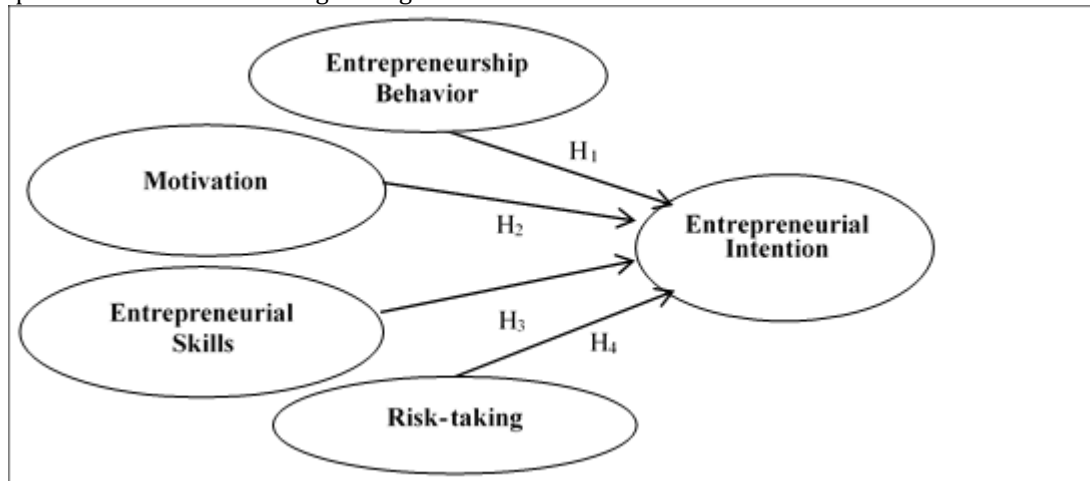


Figure 1: Conceptual framework

2.2 Entrepreneurship Behavior

Behaviour is defined as how someone conducts themselves, either on their own or in the presence of others (Pidduck, R. J., Clark, D. R., & Lumpkin, G. T., 2023). In common, behaviour is formed and motivated by cognitions and influences and it's a result of characteristics, information, skills, abilities and perceived attitudes and eagerness. Tessema Gerba, D. (2012) argued that intention is relate with motivation and behaviour of individual towards starting a new business. Previous study such as Mumtaz, B. A. K, Munirah, S., & Halimahton, K. (2012) found that behaviour had a positive relationship with entrepreneurial intention. Entrepreneurial action has its cognitive beginning in person motivation and is caught on to be the exploding figure which sparkles behavior and gets energy to back and control its towards its objectives (Barba-Sánchez, V., & Atienza-Sahuquillo, C., 2018). Research exploring the link between behavior and intention has shown a strong correlation of 0.90 to 0.96 between the two (Ajzen, I., Czasch, C., & Flood, M. G., 2009). Thus, given the strong link between the behavior that an individual shows to start a business and intentions to start a business, this study conjectures the following hypothesis.

H1: There is a positive influence of entrepreneurship behavior on the entrepreneurial intention

2.3 Motivation

Motivation is defined as an internal process that used to activate and sustain activities for achieving specific targets and goals (Murnieks, C. Y., Klotz, A. C., & Shepherd, D. A., 2020). In the context of this study, motivation could be a self-encouragement as commitment of either inside or outside factor that empower to develop entrepreneurial intentions (Zhang, P., Wang, D. D., & Owen, C. L., 2015). Motivation towards accomplishment can be characterized as likelihood of performing something in distant better as compared to other or pervious performance (Farrukh, M., Alzubi, Y., Shahzad, I. A., Waheed, A., & Kanwal, N., 2018). Some researchers are trying to analyse and perceive the relationship between motivation and entrepreneurs Ward, A., Hernández-Sánchez, B., & Sánchez-García, J. C., 2019). Tessema Gerba, D. (2012) revealed that inner motivation is connected to the individual capabilities of a person that having the self-confidence to venture into enterprise. Motivation boost may change an idle intention to drive entrepreneurship (Alam, M. Z., Kousar, S., & Rehman, C. A., 2019). Individuals who are motivated are actually courageous enough to take risks in building such businesses (Kah, S., O'Brien, S., Kok, S., & Gallagher, E., 2022). Therefore, motivation is extremely important because it drives individuals to develop positive entrepreneurial intention to launch independent businesses. Motivation is undoubtedly a significant component to develop business start-ups (Barba-Sánchez, V., & Atienza-Sahuquillo, C., 2018). Similarly, Faghih, N., Bonyadi, E., & Sarreshtehdari, L. (2021) revealed that motivation is the primary factor motivating a person to acquire information about entrepreneurship and increase their entrepreneurial intention. Motivated entrepreneurs can better understand and retain their passion for establishing a business and encourage people to buy into their concept. Hence, this study proposes the following hypothesis.

H2: There is a positive influence of motivation on the entrepreneurial intention

2.4 Entrepreneurial Skills

Entrepreneurial skills, which reflect entrepreneurial competencies are another essential component represent of entrepreneur 'know-how' (Chen, M. H., Chang, Y. Y., Wang, H. Y., & Chen, M. H., 2017). Entrepreneurial skill is defined as the skill in developing or creating a new thing that will add value to the society and generate monetary benefits to the entrepreneur (Ibrahim, N., & Mas'ud, A., 2016). Entrepreneurial skills can be gained and improved by participates in entrepreneurship programs and tending to adapt during the experimental phase. In other words, entrepreneurial skills boost problem-solving and decision-making skills, as well as improve interpersonal relationships, teamwork and management of financial (Barton, M., Schaefer, R., & Canavati, S., 2018). Previous research such as [30] proposed that entrepreneurial skills may contribute to the success of a venture and offers the most important skills and competencies that are required to operate a company, including planning skills, strategy skills, financial skills, marketing skills, time management skills and project management. Al Mamun, A., Nawi, N. B. C., & Shamsudin, S. B. (2016) stated that entrepreneurial skills can include innovation, ingenuity, the ability to understand business role models, and the ability to recognize opportunities. [28] discovered that entrepreneurial skills have a positive influence on entrepreneurial intention among Nigeria students. Similarly, Gieure, C., del Mar Benavides-Espinosa, M., & Roig-Dobón, S. (2020) and Hassan, A., Saleem, I., Anwar, I., & Hussain, S.A. (2020) explained that an individual's belief in his or her skills and abilities enhance his or her entrepreneurial intention. Perhaps, individual with entrepreneurial skills may able to integrate the challenges involved in a dynamic market as entrepreneur. Thus, based on the arguments above, this study proposes the following hypothesis.

H3: There is a positive influence of entrepreneurial skills on the entrepreneurial intention

2.5 Risk-taking

Risk-taking is defined as behaviour toward a risky choice or situation in which the risk of a potential negative outcome is willingly taken (Lee, C. S., & Bourdage, J. S. (2020). In the context of entrepreneurship, risk-taking refers to the capacity of entrepreneur to look for after choices or courses of action that have not turned out to be successful or important for the company. Risks-taking needs individual attention to survey a chance circumstance in a positive or negative way and to act in manner. The risks that the entrepreneur takes are strongly related to his career opportunities, family relations, physical health as well as financial well-being. Hence, the risk-taking propensity of an individual is crucial for decision-making process. Previous studies have shown that a successful entrepreneur is actually a moderate risk taker (Angel, P., Jenkins, A., & Stephens, A., 2018). According to Badri, E., Liaghatdar, M. J., Abedi, M. R., & Jafari, E. (2023) risk-taking is happens to someone who has intention to start a business because it requires the person to plan and prepare for it. Similarly, Popescu, C. C., Bostan, I., Robu, I. B., Maxim, A., & Diaconu, L. (2016) considered that risk-taking tendency plays a remarkable role in assessing entrepreneurial intention. The most recent approach to entrepreneurship is taking calculated risk, because risk-taking can lead to success and failure. Entrepreneurs should assess the risks of their decisions before taking them, analyse the advantages and evaluate them. People who dare to take risks can starts their new ventures when they are making decisions and willing to bear with uncertainty and risk propensity (Karabulut, A. T., 2016). Meanwhile, Hashim, S. L. B. M., Ramlan, H. B., Hashim, N. N. B., & Suhaimi, I. S. B. (2017) has identify that risk-taking tendency contributes a great deal to cultivating a positive attitude towards entrepreneurship. Several other authors have conducted studies to determine risk-taking propensity as a key factor to understand better entrepreneur (Agustina, T. S., & Fauzia, D. S., 2021). Gurel, E., Madanoglu, M., & Altinay, L. (2021), Shahzad, M. F., Khan, K. I., Saleem, S., & Rashid, T. (2021), they found that risk-taking propensity had a positive effect on entrepreneurship intention. Besides, [42] found that the mediating role of a propensity to take risks also enhances entrepreneurial intention among young graduates from six public and private sector universities in Pakistan. Based on this discussion, this study argues that fresh graduates must be willing to take risks in order to venture into a business. Hence, this study assumes the following hypothesis.

H4: There is a positive influence of risk-taking on the entrepreneurial intention

3. Research Methodology

This cross-sectional survey was administered to fresh graduates from Malaysian Higher Education Institutions (HEIs) located in Klang Valley, Malaysia. Data is collected from June to July 2023. The criteria for selecting the sample in this study were fresh graduates from public and private universities. The second criterion is fresh graduates who have taken entrepreneurship courses before. The convenience sampling method is used in collecting the data based on who is conveniently available to provide it (Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S., 2018). These fresh graduates were invited to participate in this study through the distribution of survey link using social media networks such as Facebook, WhatsApp, Instagram, and Telegram. Participants

provided informed consent to participate in an anonymous survey by completing and submitting the questionnaire electronically in an online form hosted on Google Docs. A total of 385 fresh graduates from Malaysian HEIs responded to this study. However, some incomplete and erroneous questionnaires were excluded, and altogether 379 usable questionnaires were selected finally to run the research model.

3.1 Measurement of the Constructs

The questionnaire is divided into six main parts: Section A comprises the demographic profile of the respondents. The other five sections contain items related to dependent and independent variables. The set of questionnaires is formulated based on the chosen variables from the previous studies. The measures employed in the study along with their sources are listed in Table 1. The measures were scored on a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree'.

Table 1: Measurement of the constructs and its sources

Constructs	Items	Source(s)
Entrepreneurship Behavior	4	[44]
Motivation	4	[45]
Entrepreneurship Skills	4	[46]
Risk-Taking	4	[47]
Entrepreneurial Intention	4	[44]

3.2 Preliminary Assessment

A preliminary assessment of the data was conducted by calculating the values of the Cronbach's alpha for each construct separately. According to Bougie, R., & Sekaran, U. (2019). reliability coefficient test indicates how well the items in a set positively correlated from one another. Variables can be considered as reliable if the Cronbach's alpha value is set to be 0.7 and above [49]. Table 2 depicts that all constructs measuring entrepreneurship intention are ranging from values 0.965 to 0.827. Hence, the internal consistencies of all constructs are considered acceptable since each reliability testing exceeds the suggested threshold.

Table 2: Reliability and normality assessment results

Constructs	Item	Cronbach's Alpha	Skewness	Kurtosis
Entrepreneurship Behavior	4	.938	-0.769	-0.056
Motivation	4	.827	0.456	-0.235
Entrepreneurship Skills	4	.965	-0.407	-1.094
Risk-Taking	4	.876	-0.486	0.536
Entrepreneurial Intention	4	.964	-1.104	1.494

Further, the assessment of normality of the metric constructs involves empirical measures of a distribution's shape characteristics (skewness and kurtosis). Table 2 shows that the normality assessment values for all constructs are between ± 2.00 as suggested by (Pallant, J., 2020). Therefore, this assessment confirms that the data of this study is normally distributed. To further check for multicollinearity, a collinearity diagnostics test (tolerance and VIF values) was conducted. As shown in Table 3, the tolerance values are greater than 0.10 and the VIF values are lower than 10; hence, no multicollinearity problem exists [49].

Table 3: Collinearity diagnostic results

Constructs	Collinearity Statistics	
	Tolerance	VIF
Entrepreneurship Behavior	0.489	2.044
Motivation	0.738	1.355
Entrepreneurship Skills	0.407	2.455

1. Results and Discussion

Figure 2a depicts unsurprisingly that female is more than the male as 60.6% of the study’s participants were female as compared to 39.4% male, which reflects the gender gap issues in higher learning institutions’ enrolment in Malaysia.

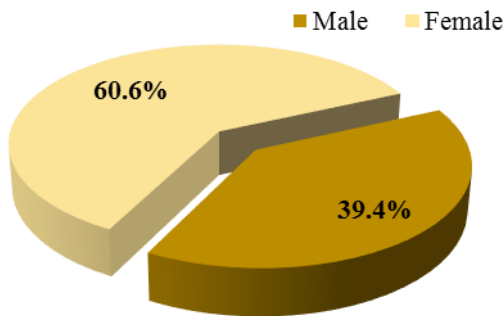


Figure 2a: Gender of respondents

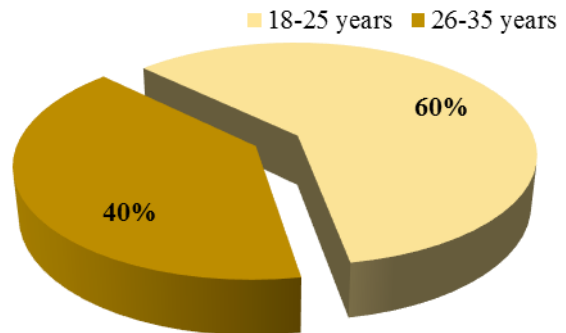


Figure 2b: Age group of respondents

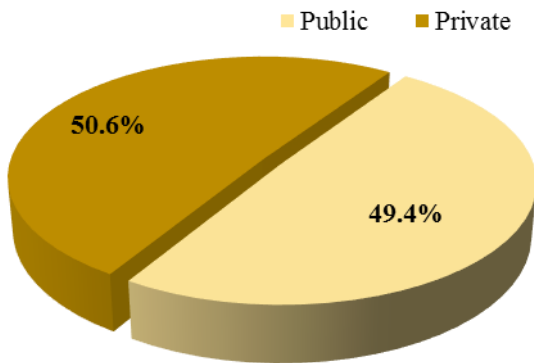


Figure 2c: Respondents’ university

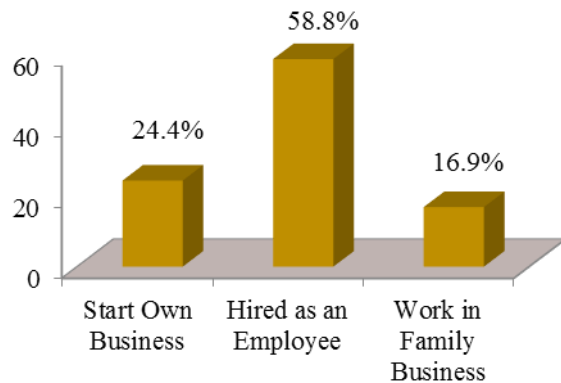


Figure 2d: Respondents’ planning after graduate

Further, Figure 2b shows that majority of the respondents are between 18 and 25 years old. They make up more than half (60%) of the total responses to the survey given. Figure 2c shows that majority of respondents are fresh graduates from the private universities (50.6%), rather than public universities (49.4%). Finally, Figure 2d reveals that only 24.4% of the respondents aims to start their own business, while another 16.9% prefers to continue their family business. Contrary, half of the respondents (58.8%) chooses to be hired as an employee.

4.1 The Extent of Entrepreneurial Intention

This section reports the finding which relate to the extent of entrepreneurial intention by the fresh graduates in Klang Valley. One sample t-test was conducted to test whether the mean of overall perceived entrepreneurial intention is significantly equal to or different from a specified constant. Table 4 shows the mean result of 3.9453 for entrepreneurial intention, indicating that most Malaysian fresh graduates have a high level of intention to become entrepreneurs. Overall, the fresh graduates are most likely to have a lot of interest to be an entrepreneur and seriously think to start their own business after completing their studies. They revealed that their professional goal is to become an entrepreneur in future. Besides, they were determined to create their own firm once they graduated and will make every effort to start and run their own firm.

Table 4: The extent of entrepreneurial intention perceived by fresh graduates

Panel A: One Sample T-Test				
	n	Mean	t-statistic	p value
Entrepreneurial Intention	379	3.9453	61.607	.000***
Panel B: Mean for Itemised Attributes				
Attributes		Mean*	Rank	
- I will make every effort to start and run my own firm.		3.94	3	
- I am determined to create a firm in the future.		3.96	2	
- My professional goal is to become an entrepreneur.		3.97	1	
- I have very serious thought of starting a firm.		3.91	4	

Note: Result is significantly different at *** 1% level and ** 5% level, respectively, using two-tailed tests.

Further, an independent sample *t*-test was conducted to identify the difference in the extent of entrepreneurial intention among respondents with different education level. Table 5 reports that there is a significant difference (*t*-test = 2.194, *p* value < .05***) in the extent of entrepreneurial intention among two groups of respondents, and it is significant at 1% level. The mean value of entrepreneurial intention score reveals that respondents in degree level (mean = 3.989) are more likely to have higher intention to be an entrepreneur. Perhaps, they have more knowledge in term of entrepreneurship and taught more depth in entrepreneurship subject. Contrary, respondents in diploma level (mean = 3.909) have the least intention to be an entrepreneur.

Table 5: The extent of entrepreneurial intention by fresh graduates based on education level

Education Level	n	Entrepreneurial Intention		Independent Sample <i>t</i> -Test	
		Mean	SD	<i>t</i> -statistic	<i>p</i> value
Diploma	161	3.909	0.903	2.194	.008**
Degree	218	3.989	0.788		

Note: Results significantly different at the *** 1 percent level and ** 5 percent level, respectively, using two-tailed tests.

4.2 Factors Influencing Entrepreneurial Intention

Table 6 reveals that the regression model ($F(4, 379) = 62.167$, *p* value < .05***) is significant at 1% level, and the variation of the overall model is relatively high with R^2 value of 60.6% variation in the extent of entrepreneurial intention. This finding indicates that 60.6% of the total variation in the extent of entrepreneurial intention can be accounted for by four factors collectively in this model. The remaining 39.4% perhaps may be due to other factors that cannot be explained by this model.

Table 6: Results of the factors influencing entrepreneurial intention

Hypotheses	β	t-statistic	Results
H1: Entrepreneurial Behavior \rightarrow Entrepreneurial Intention	0.424	5.953 ^{***}	Accepted
H2: Motivation \rightarrow Entrepreneurial Intention	0.416	7.188 ^{***}	Accepted
H3: Entrepreneurial Skills \rightarrow Entrepreneurial Intention	0.067	0.855 ^{NS}	Rejected
H4: Risk Taking \rightarrow Entrepreneurial Intention	0.188	2.235 ^{***}	Accepted

Note: ^{***} denotes significance at .001 level; ^{**} denotes significance at .05 level; ^{NS} denotes not significant.

Except for H₃, the proposed research model was largely supported. Among the four constructs influencing entrepreneurial intention, entrepreneurial behavior stands out strongly and significantly influence entrepreneurial intention ($\beta = 0.424, p < .05^{***}$) compared with motivation ($\beta = 0.416, p < .05^{***}$) and risk taking ($\beta = 0.188, p < .05^{***}$). The findings indicate that entrepreneurial behaviors could affect future entrepreneurial intentions and actions through an increase in entrepreneurial self-efficacy to become an entrepreneur in the future. In addition, motivation exists to enhance entrepreneurial intention because respondents might feels that the option of creating a business is seen as a way to gain independence and not rely financially on the family economy in view of the difficulty of finding a job in the current situation. Further, respondents who dare to take risks feels optimistic to starts their new ventures when they are making decisions and willing to bear with uncertainty and risk propensity.

However, the finding indicates that entrepreneurial skills did not have significant impacts on fresh graduates' intention towards entrepreneurship, in accordance with the results obtained by Karimi, S., Biemans, H. J., Lans, T., Chizari, M., & Mulder, M. (2016) the respondents may have gained a realistic picture of both their own business skills and being an entrepreneur and decided, in this light, that they do not want to become an entrepreneur. In this sense, this study did not say that the entrepreneurship programs at the Malaysian HEIs did not affect fresh graduates' entrepreneurship intention; the programs may have enhanced the awareness of entrepreneurship among these respondents and led them to assess their future as entrepreneurs with their own skills.

4. Conclusion

This study highlights the entrepreneurial intention among fresh graduates in Klang Valley, and the results showed that they are most likely to have a lot of interest to be an entrepreneur and seriously think to start their own business after completing their studies. Further, this study discovers that entrepreneurial behavior, motivation, and risk-taking tendency were proven to have an influence on the intention to entrepreneurship among fresh graduates. Perhaps, previous engagement in entrepreneurship activities during entrepreneurship courses produces significant impact in the intention to start a new venture among fresh graduates. This finding would imply that the direct behavior experience could be generating positive or negative effects depending on the individual's beliefs. Further, motivation to start a business could exist due to difficulty of finding a job in the current situation. In addition, creating a business is seen as a way to gain independence and not rely financially on the family economy could motivate fresh graduates to own business. Finally, the confidence to be able to take risks cannot be separated from the information technology environment that accompanies fresh graduates, where they could easily get all kinds of information related to the business they have started.

This study guides fresh graduates who may benefit from starting their entrepreneurial projects and helps them to improve their role after graduates. First, the current research will help to create awareness among fresh graduates to start new business ventures. It highlights the importance of antecedents of entrepreneurial intention (entrepreneurial behavior, motivation, and risk-taking propensity) that positively impact people's willingness to become self-employed. It also discusses the significance of entrepreneurial intention and how it can aid an individual to initiate new start-ups. Second, it contributes to enhancing the entrepreneurial choice among fresh graduates by starting their start-ups instead of searching for jobs. In this way, it will contribute to the growth of the economy, especially in Malaysia whereby there is an urgent need to provide students with entrepreneurship learning activities. These activities can nurture their behavior towards entrepreneurship, which leads to entrepreneurial success. Through this study, fresh graduates will also learn to overcome the challenges of starting a business and it will increase their inclination to start a business.

Third, it emphasizes the need to provide entrepreneurial skills to fresh graduates to help them start their businesses. Result shows that fresh graduates' entrepreneurial skills does not influence significantly their entrepreneurial intentions fact which highlight the need to improve effectiveness of the entrepreneurship education in the Malaysian HEIs' curriculum in order to stimulate students' skills. The culture of entrepreneurship during entrepreneurship courses must help to build skills and innovative techniques.

Therefore, it is encouraged for the Ministry of Higher Education to redesign entrepreneurship coaching programs in accordance with Generation Z characteristics, especially in terms of entrepreneurial skills. Various approaches can be developed to enhance entrepreneurial skills for fresh graduates towards their business activities so that a high desire to succeed in realizing entrepreneurial intention is achieved.

This study has a few limitations that are necessary to address in order to increase the research scope. First, the responses of this survey are representative of fresh graduates of public and private universities in Klang Valley only. One area for further research might be to conduct the study using a larger sample and a broader geographical base. Further, it is proposed that future study should integrate different educational backgrounds and countries. Second, the time frame of this study is the cross-sectional, where data were collected at just one point in time. Prospective scholars should use the longitudinal study in order to confirm the current results. Third, the selection for the determinants of entrepreneurial intention is not exhaustive. There may be other predictors that may contribute or be a reason of entrepreneurial intention which might provide more insight. Therefore, for future studies, researchers should expand the other factors to analyse the predictors of entrepreneurship intention such as passion, entrepreneurial alertness, proactive personality, and psychological traits to enrich findings in various perspectives. Fourth, the self-reported behavior on which this study relied are vulnerable to response bias. There is an uncertainty regarding the accuracy of responses because self-reports of entrepreneurial intention may be less accurate. To reduce response bias, it is suggested for future research to use in-depth techniques applied to secondary data sources such as interviews or observations. This might help researcher to explore certain aspects that cannot be discover using survey questionnaire.

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