

Implementation of Entrepreneurship Education in Community Colleges: Effects on Students' Entrepreneurial Aspirations

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Abstract

This study aims to find out the level of knowledge of Community College students in Malacca on the basic concept of entrepreneurship and their tendency to choose a career in the field of entrepreneurship after graduation. Data was obtained through a questionnaire distributed to a total of 145 semester 3 students who attended the MPU12012 Entrepreneurship course at Melaka State Community College from various study programs. This questionnaire has five (5) basic entrepreneurial knowledge constructs that include entrepreneur characteristics, creativity and innovation, marketing, financial management and business plans. Data collection was done using a spreadsheet linked to an online questionnaire and Microsoft Excel software. The analysis of the data obtained shows the level of students' basic knowledge of entrepreneurship on five (5) research constructs with four (4) of them being Basic Knowledge of Entrepreneurship on the Basic Characteristics of Entrepreneurs, Basic Knowledge of Entrepreneurship on Creativity and Innovation, Basic Knowledge of Entrepreneurship on Marketing and Basic Knowledge Entrepreneurship towards Business Plan is at a high level while one (1) construct which is Basic Knowledge of Entrepreneurship towards Financial Management is at a moderately high level. The study also found that the level of desire to choose an entrepreneurial career is moderately high. This shows that the exposure of entrepreneurship knowledge to students whether in the form of curriculum or co-curriculum is welcomed by students. In general, the results of this study can help the management of Community Colleges to obtain information about the level of student knowledge in the field of entrepreneurship and then plan related activities to encourage student involvement in entrepreneurship-related activities. The implementation of entrepreneurship programs or activities has proven to be necessary as an early exposure to Community College students to choose entrepreneurship as their future career.

Keywords: Career; Community College; Entrepreneurship.

1.0 Introduction

The field of entrepreneurship is the main aspect in the development of the country nowadays. Undeniably Malaysia is one of the countries with a rapidly developing economy. The number of companies in Malaysia is growing rapidly and is now a center of new business opportunities as international investors have started to see Malaysia as a place to invest their money and set up their businesses. It is a common belief that the field of entrepreneurship create jobs

and economic opportunities, thus helping reduce unemployment. (Jain, 2024).

Therefore, various entrepreneurial programs and initiatives have been implemented by the Malaysian government to further develop the field of entrepreneurship. This is on the basis that when the country's per capita income increases, the poverty rate decreases with increased entrepreneurial activity. This statement is supported by Nawang et.al. (2018) through their study. Entrepreneurship is also seen as a way for the country to overcome the unemployment problem among graduates. Therefore, the development of entrepreneurship has become the main agenda of the country which is proven by the introduction of various mechanisms that meet the needs of entrepreneurs (Zain et. Al., 2010).

Human capital development and national economic growth require entrepreneurship education as an important principle. Lim et.al. (2021) show that graduate entrepreneurial career choices shorten unemployment duration and mitigate long-term joblessness among Malaysian graduates. In the face of the very challenging human capital competition after graduation, the field of entrepreneurship is seen as an important preparatory field for graduates. Higher education is important to develop graduate competencies that also influence their desire to choose entrepreneurship as a career (Colombo & Piva, 2020). Universities around the world have begun to expand their entrepreneurship education because of its effective role in increasing the prevalence of entrepreneurial activities, which in turn leads to more economic development (Ratten & Usmanij, 2021).

In line with this, higher education institutions in Malaysia have also been responsible for ensuring that every program offered at the educational institution and also the curriculum developed is compatible with the economic growth of the country in the present and the future. The government has a mission to promote Malaysia as a country that practices entrepreneurship by 2030 (National Entrepreneurship Policy (DKN), 2030). Therefore, it is the main responsibility of every educational institution in Malaysia to create a conducive entrepreneurial ecosystem to ensure that graduates are equipped with knowledge, skills, attitudes and positive behaviour to face challenges in the business world later. As an effort to meet this challenge, the Community College also often holds various activities to spread the word widely and encourage student participation in entrepreneurial programs and activities. Various entrepreneurship competitions are held at the college level and there is no less student involvement at the state and national levels. In addition, Community College students are also required to take the MPU12012 Entrepreneurship General Course as a condition to obtain the Community College Certificate.

Entrepreneurship is one of the important engines of economic development. (Anwar & Saleem, 2019) through their study in India emphasized that it is an unavoidable responsibility of institutions and organizations to educate and work towards improving human resources. In addition, researchers argue that

entrepreneurship is accepted as more expository in a developing economy like India because it is considered to act like an engine for the progress of a rapidly developing economy. Therefore, in India, the existence of new ventures is widely encouraged by the government and policy makers to trigger rapid economic growth. Therefore, it can be concluded that Entrepreneurship Education cannot be avoided by any party because it is also an important component in the economic development of a country.

Under the influence of policy incentives and economic conditions, college students have made entrepreneurship courses an option. From the perspective of the theory of planned behaviour, this research paper analyses the effect of college students' entrepreneurship education and self-efficacy on their entrepreneurial intentions. Based on a sample of 145 Community College students in the state of Melaka, the hypothesis was tested, and the results obtained show that the respondents have a basic level of knowledge of the basics of entrepreneurial characteristics, creativity and innovation, marketing, business plans and financial management, but it still does not guarantee the percentage that high for respondents to choose a career in the field of entrepreneurship. This study aims to identify the level of basic knowledge of entrepreneurship among Community College students in Malacca. In addition, it seeks to determine the tendency of these students to choose entrepreneurship as a career path.

2.0 Methodology

The total study population is 145 students in the third semester of Community College in Malacca. The justification for the selection of third semester students is because these students have followed the Entrepreneurship Course and participated in various entrepreneurial activities at the institutional and national levels. Data collection was done using a spreadsheet linked to an online google form questionnaire and Microsoft Excel software. This study used a survey design.

In this study, the researcher has used a questionnaire that contains three parts, which are part A, B and C. Part A is a question about the background of the respondent. Part B (20 items) contains questions related to the basic knowledge of entrepreneurship and is adapted from Othman and Amiruddin (2016). Next, part C (10 items) is a question related to the desire to choose an entrepreneurial career, adapted from Abd Razak et.al. (2018). The total number of questions in the questionnaire is 38 questions. To analyze the data obtained, the researcher used the mean score interpretation table presented by Nunnally and Bernstein (1994). The mean score interpretation table is as follows:

Table 1: Minimum Score Interpretation

Mean Score	Mean Score Interpretation
1.00 - 2.00	Low
2.01 - 3.00	Moderately Low

3.01 - 4.00	Moderately High
4.01 - 5.00	High

3.0 Results and Discussion

To obtain a comprehensive understanding of the entrepreneurial knowledge and career tendencies among Community College students in Melaka, data were collected from five different Community Colleges across the state. This section outlines the demographic distribution of the respondents according to their respective institutions. The selection of these colleges ensures a diverse and representative sample, allowing for more accurate insights into the student population involved in this study.

3.1 Respondent Background

The range of respondents was from five Community Colleges in the state of Melaka, namely Kolej Komuniti Jasin (12%; n= 17), Kolej Komuniti Bukit Beruang (17%; n = 24), Kolej Komuniti Selandar (34%; n=50), Kolej Komuniti Masjid Tanah (25%; n=37), and Kolej Komuniti Tangga Batu (12%; n=17) (Refer to Figure 1)

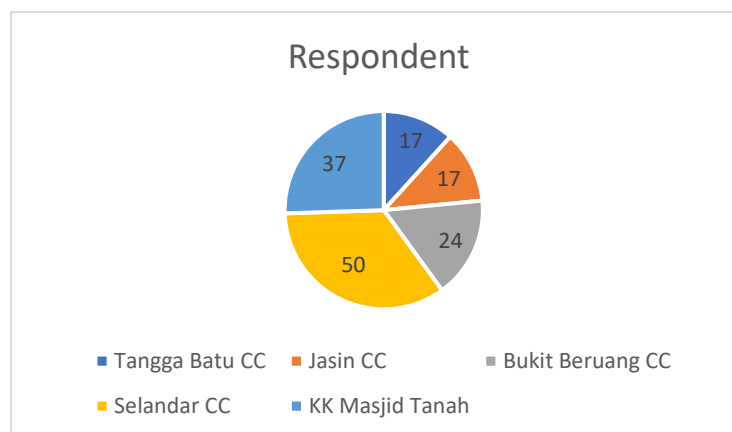


Figure 1: Respondents by Community College

3.2. Analysis of The Basic Knowledge Level of Entrepreneurship

This section presents an analysis of the basic knowledge of entrepreneurship among Community College students in the state of Melaka. The analysis is divided into five key constructs: characteristics of entrepreneurship, creativity and innovation, marketing, financial management, and business planning. Each construct was assessed using a series of items measured on a Likert scale, with mean scores calculated to determine the level of understanding among respondents. The findings offer insights into students' entrepreneurial readiness and the effectiveness of entrepreneurship education at the Community College level. Overall, the results indicate that students possess a high level of basic entrepreneurial knowledge across most constructs, though some areas, such as financial management, show room for improvement.

3.2.1. Characteristics of Entrepreneurship

Table 2 shows the mean score table to find out the basic knowledge of entrepreneurship against the basic characteristics of entrepreneurship among the students of Malacca State Community College. The mean interpretation level is high for each item with an overall mean of 4.38. This analysis shows that students' basic knowledge of the basic knowledge construct of entrepreneurship and the basic characteristics of entrepreneurs is at a high level. Respondents were found to have positive entrepreneurial characteristics. This statement is supported by Omar and Ahmad Dimyati (2019) who found that digital entrepreneurial tendencies require the individual to plan finances, sacrifice time, self-ability, commitment and skills to achieve business objectives and to get returns.

In addition, the item about basic knowledge of communication skills with customers also showed a high mean score of 4.37. This communication skill is one of the basic knowledge students acquire through their interactions with friends or instructors. This statement coincides with the findings of a study by Sabil et.al. (2021) who reported that the affective domain is very important in students in order to reach the level of student performance and student self-perception.

Table 2: Basic Knowledge of Entrepreneurship Against the Basic Characteristics of Entrepreneurs

No	Item	Mean	Mean Interpretation
1	Entrepreneurs are eager to develop themselves.	4.42	High
2	Make an early plan about the business strategy.	4.45	High
3	Have communication skills and be able to maintain good relationships with stakeholders such as banks, suppliers, customers, partners, shareholders.	4.37	High
4	Always strive to increase knowledge.	4.44	High
5	Dare to take risks.	4.23	High
Average Mean		4.38	High

3.2.2 Creativity and Innovation

Based on the analysis conducted on the level of basic knowledge of entrepreneurship on creativity and innovation, it was found that all items were at the high mean interpretation level except for item 3 which likes to create something from wasted materials with a medium high score of 3.78. Community Colleges can encourage students to participate in various recycling competition activities for more exposure on the production of inventions from waste materials. In addition, these findings also show that students like to come up with new ideas/products with the highest mean score of 4.19. Encouragement and encouragement from the college can produce creative and innovative students and subsequently increase the

tendency to explore the field of entrepreneurship. This statement is in relation to the finding of the study conducted by Wardana et.al. (2020) which indicates that entrepreneurship education successfully influences entrepreneurial self-efficacy, entrepreneurial attitude, and the entrepreneurial mindset

Table 3: Basic Knowledge of Entrepreneurship on Creativity and Innovation

No	Item	Mean	Mean Interpretation
1	Likes to come up with new ideas/products.	4.19	High
2	Likes to look for ideas that are different from others, deviates from routine activities.	4.10	High
3	Love them to create something out of wasted materials.	3.78	Moderately High
4	Likes to find new ways to carry out project work.	4.16	High
5	Be able to come up with ideas on how limited resources can be used to produce attractive products.	4.08	High
Average Mean		4.06	High

3.2.3 Marketing

There are five items used in this study to measure the level of basic marketing knowledge among Melaka State Community College students as shown in Table 4. All items were at high scores with item 5 recording the highest mean score of 4.34. The findings of this study show that the level of basic knowledge about marketing among students is at a high level. Entrepreneurial knowledge in marketing, especially marketing mix strategies, is important for entrepreneurs to ensure the success of a business. The results of this study are also in line with the study of Faizu and Othman (2020) which shows that the level of basic knowledge about marketing among students is at a high level ranging from 77.5% to 95.8%.

Table 4: Basic Knowledge of Entrepreneurship in Marketing

No	Item	Mean	Mean Interpretation
1	There are four marketing mixes which are product, price placement, promotion and distribution.	4.20	High
2	Among the elements of the product are quality, packaging, design, technology, functionality, branding, comfort, accessories, value, and warranty.	4.23	High
3	The placement must be competitive, affordable, provide profit and devoid of oppressive elements.	4.33	High

4	The Internet, wholesalers, and retailers are distribution channels.	4.20	High
5	The use of coupons, samples, and special offers such as "buy one get one free" is a method of sales promotion.	4.34	High
Average Mean		4.26	High

According to traditional marketing, entrepreneurs should initially identify and evaluate the needs of the market and then develop new products/services according to entrepreneurial marketing. Entrepreneurs should generate unique ideas, convert those ideas into new products/services, and then find a market. One of people's biggest misconceptions about marketing is about promotion, or the way a company sells or advertises something. But in reality, promotion is just one aspect in the marketing mix, which describes the basic set of strategies and approaches that marketers use to identify and reach their target market. The target market is the specific group of consumers to whom the company wants to provide goods or services. For a better understanding of the marketing mix, see how Figure 2 divides the 7 P's into activities related to it.

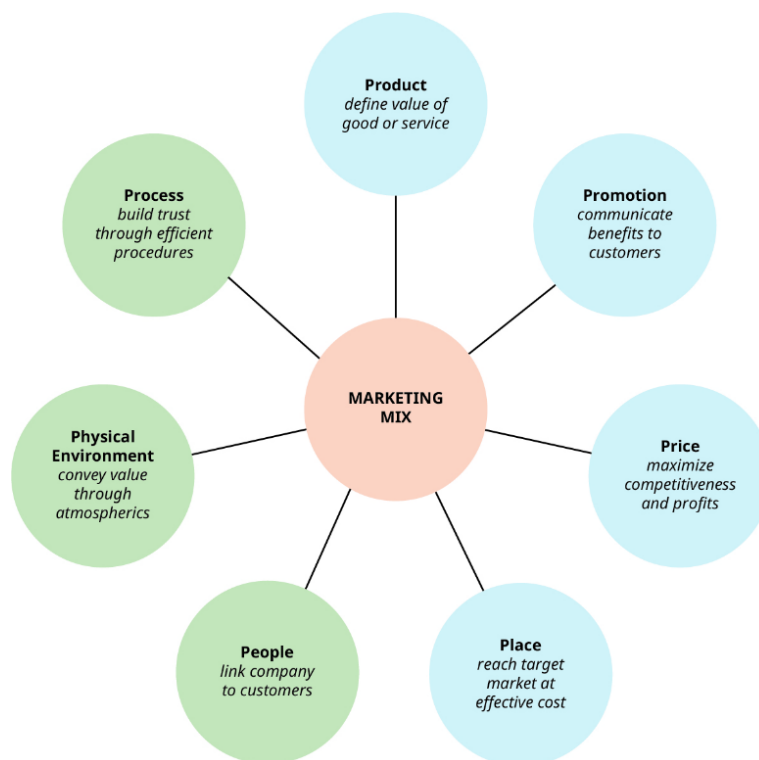


Figure 2: *Marketing Mix*

In Figure 2 above, each P of the marketing mix should work with the other P's to create value for the business and its customers. Products, promotions, prices, and places are more related to goods, while people, the physical environment, and processes are more related to services.

3.2.4 Financial Management

Financial management is a financial management process that organizes financial activities from planning, execution, and control to financial accountability. According to the financialku.com website, the definition of financial management includes all business activities related to the acquisition, use and management of a company's funds to achieve the company's main objective of generating profits. Table 5 shows the analysis of the level of basic knowledge of financial management among students of Melaka State Community College. The findings of the study showed a mean moderate high achievement score for each item submitted. The overall mean is also at the medium high level of 3.94. This shows that students need to pay more attention to recording and calculating the cost of each transaction in their studies at the college. This is because effective learning in college can improve students' basic knowledge of financial management and indirectly encourage them to choose entrepreneurship as their career choice. This is in line with the study of Yasin dan Azmi (2020) where when teachers use various interesting approaches in teaching and learning sessions, students' interest in entrepreneurship can be easily nurtured and encouraged to venture into entrepreneurial activities. In addition, a study by Ahmad dan Fazil (2021) shows that all fourteen items assessed related to entrepreneurial ability can be achieved if financial management is well implemented by entrepreneurs.

Table 5: Basic Knowledge of Entrepreneurship in Financial Management

No	Item	Mean	Mean Interpretation
1	I can prepare a financial plan to analyse the potential of an entrepreneurial opportunity.	3.96	Moderately High
2	I can calculate the production cost of a product/service produced.	3.98	Moderately High
3	I can record every transaction in the ledger.	3.88	Moderately High
Average Mean		3.94	Moderately High

3.2.5 Business Plan

The analysis shows the level of basic knowledge of the business plan as shown in Table 6. The findings of this study show that the level of basic knowledge of Business Plan (RP) among Melaka Community College students is high with a high overall mean value of 4.08. However, item 1 i.e. I was able to prepare a good business plan to analyze the feasibility of a business idea showed a moderately high mean of 3.96. This shows that the respondents have a high understanding of the purpose and needs of the RP but the confidence to provide the RP still needs guidance. Similar to the results from Ridwan et.al. (2024), entrepreneurship education fosters high theoretical understanding, but students' self-efficacy their confidence in applying that knowledge to tasks

like drafting a business plan serves as a critical mediator for actual entrepreneurial action.

Table 6: Basic Knowledge of Entrepreneurship on Business Plans

No	Item	Mean	Mean Interpretation
1	I can prepare a good business plan to analyse the feasibility of a business idea.	3.96	Moderately High
2	The parties that need a business plan are entrepreneurs, financial institutions, suppliers, employees, customers, investors, and financiers.	4.16	High
3	The business plan aims to apply for financial financing from a financial institution.	4.08	High
4	Problems in a business can be identified after preparing a business plan.	4.14	High
Average Mean		4.08	High

3.3 Desire to Choose an Entrepreneurial Career

Table 7 shows the percentage and frequency of students' desire to choose an entrepreneurial career. Overall, the findings show that the desire of Melaka Community College students who have taken the Entrepreneurship course to choose entrepreneurship as a career is at a moderately high level. The involvement of students in various entrepreneurial activities organized by the Entrepreneurship Unit at the college and non-college levels is seen to help build self-confidence in students to venture into entrepreneurship.

The item "I want to be the boss/leader in my own organization" recorded the highest mean of 4.10. This reflects a positive entrepreneurial attitude among students. Meanwhile, two items, namely "I have been seriously thinking about starting a business after graduation" and "I like to visit trade expos because it allows me to get business opportunities" showed the lowest scales with a mean of 3.68 and 3.69 respectively. This shows that even though students have a high desire to become entrepreneurs/bosses, they still do not seriously think about starting a business after finishing business, most likely because students' thinking towards careers can change over time and students may also look at current needs before deciding to choose entrepreneurship as a career.

Table 7: Desire to Choose an Entrepreneurial Career

No	Item	Mean	Mean Interpretation
1	I would choose entrepreneurship as my career of choice.	3.94	Moderately High
2	I would rather be an entrepreneur than eat a salary in a company.	3.97	Moderately High
3	I am willing to do anything to become an entrepreneur.	3.81	Moderately High
4	I will try to do whatever it takes to start my own business.	3.94	Moderately High
5	I have a strong desire to start a business one day.	4.04	High
6	I have been seriously thinking about starting a business after graduation.	3.69	Moderately High
7	I love visiting trade expos because it allows me to get business opportunities.	3.68	Moderately High
8	I will start a business 10 years from now.	3.73	Moderately High
9	I am determined to own a business in the future.	4.03	High
10	I want to be the boss/leader in my own organization.	4.10	High
Average Mean		3.89	Moderately High

Various efforts have been made by the college to help increase students' potential towards choosing entrepreneurship as a career. Students are also seen as having the potential and opportunity to venture into entrepreneurship. Yet they are still hesitant to seriously think about starting a business after graduation. These findings are in line with the findings of the Ismail et.al. (2021) study. Although students are given the opportunity to participate in various activities and entrepreneurship courses at the school, form six students in Segamat district schools are still not confident in choosing entrepreneurship as a career.

4.0 Conclusion

This study was conducted with the belief that assessing the basic knowledge of entrepreneurship among Melaka Community College students will be able to channel very valuable information to the curriculum makers MPU12012 Entrepreneurship. This can make it easier for lecturers to plan educational programs that can develop and nurture entrepreneurial characteristics in students. The objective of this study is also to identify students' tendency to choose entrepreneurship as a career. The Community College

Entrepreneurship Unit has conducted various training and support programs to strengthen student involvement in entrepreneurship. Efforts to cultivate entrepreneurship are highly expected to shape students to become students in this field. Therefore, it is hoped that with a robust curriculum and a good entrepreneurial ecosystem, Community College will be able to produce more successful entrepreneurs in the future.

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Author Contributions

N. Subramaniam: Conceptualisation, Methodology, Software, Writing-Original Draft Preparation; **M.A. Ali:** Data Curation, Validation, Supervision; **I.H. Hasan @ Talib2:** Software, Validation, Writing-Reviewing and Editing.

Conflicts of Interest

The manuscript has not been published elsewhere and is not under consideration by other journals. All authors have approved the review, agree with its Submission and declare no conflict of interest in the manuscript.

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