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(IJEPC)**www.ijepec.com**A CONCEPTUAL PAPER OF ENTREPRENEURIAL INTENTION
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DOI: 10.35631/IJEPC.748032This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

The purpose of this conceptual paper is to investigate the link between entrepreneurial passion and entrepreneurial education in relation to entrepreneurial intention. The unemployment rate in Sabah continue to rise from 5.8% (2020) to 8.0% (2022), where the unemployment rate increased by 2.2% between 2020 and 2021. By 2024, there may be a quarter of a million youngsters unemployed in Sabah, according to the Sabah and Labuan Skills Training Centre-National Dual Training System Association. The study uses quantitative approach in this investigation. The theory planned behaviour (TPB) that connected the relationship between entrepreneurial passion, entrepreneurial education, and entrepreneurial intention served as the foundation for this study. The selected respondents are final-year students who have taken an entrepreneurship course as part of their studies. A convenience sampling will be use in this study to collect data from respondents using a survey questionnaire. The survey questionnaire will be distributed to respondents via online Google forms. The data generated from the sample will be transcribed and analysed using the Statistical Package for Social Sciences (SPSS) and Smart PLS 4. Previous findings shows that there is positive relationship between entrepreneurial passion, entrepreneurial education and entrepreneurial intention. The sub-dimension for entrepreneurial passion is based on inventing, founding and developing. The research findings have implication for academics of entrepreneurship education, entrepreneurship central, program evaluators, government agency and policymakers.

Keywords:

Entrepreneurial Intention, Passion, Entrepreneurial Education

Introduction

Entrepreneurship activities are thought to be a technique for boosting economic growth and resolving other economic issues such as unemployment (Sondari, 2014). However, between 2020 and 2021, the jobless rate rises by 2.2% in Sabah (Department of Statistic Malaysia, 2022). By 2024, there may be a quarter of a million youngsters unemployed in Sabah, according to the Sabah and Labuan Skills Training Centre-National Dual Training System Association. The organization's president, claimed that during the first quarter of 2022, Sabah had the highest percentage of youth unemployment in the nation which is 9.1%, or 190,000 unemployed (FMT reporter, 2022). To counter this, they suggested that the state government sponsor skills training programmed for the B40 youth. Usually, entrepreneurship is thought to be a solution to the graduate unemployment problem, we must discover strategies to produce new entrepreneurs soon after or even before they graduate. In other words, we need to develop more graduate entrepreneurs, and higher education in general, and entrepreneurship education, may aid in encouraging entrepreneurial engagement among students (Nabi and Linan, 2011). Previous findings reveal that the entrepreneurial intentions of students are considerable for most of the constructs (Yıldırım et al., 2016). However, in Malaysia context, we still lack of empirical study on measuring entrepreneurial intention among undergraduate students. In addition, numerous research findings have shown how important entrepreneurship education is in fostering students' entrepreneurial interests. This research theoretically described the significance of entrepreneurship education in developing entrepreneurial intentions in students (Farashah, 2013). Furthermore, entrepreneurship education should be expanded to include students from all disciplines, rather than simply business students. However, there has been little research into how well university entrepreneurship education prepares students to become entrepreneurs. Meanwhile, entrepreneurial passion can helps entrepreneurs persevere in their business while also enhancing the performance of their companies by triggering positive feelings in them (Feng & Chen, 2020). However, there is a lack of research on entrepreneurial passion in Malaysia context because prior studies concentrated on Asian countries such as Singapore, Iran, China, and Israel (Younggeun Lee & Pol Herrmann, 2021). There is still a great deal of work to be done in this area. Since, there is still a shortage of empirical studies that quantify entrepreneurial passion among undergraduate students in the literature. Cardon & Stevens (2009) suggested that entrepreneurial passion can be measured as it is experienced toward three distinct types of entrepreneurial activities that are common in entrepreneurship, which included inventing, founding and developing. A survey questionnaire will be used to investigate the relationship between entrepreneurial passion, entrepreneurial education, and entrepreneurial intention. This study employs quantitative approach where the data collection will be analysed using SPSS version 24 and Smart PLS 4. The foundation of the study is based on theory planned behaviour (TPB) to support the proposed conceptual framework. As a result, this study is to investigate the entrepreneurial passion, entrepreneurial education and entrepreneurial intention among undergraduate students.

The Objectives of the Study

1. To investigate the relationship between entrepreneurial passion - investing, founding, developing towards entrepreneurial intention among undergraduate student.
2. To examine the relationship between entrepreneurial education towards entrepreneurial intention among undergraduate student.

Problem Statement

The Unemployment rate in Sabah continue to rise from 5.8% (2020) to 8.0% (2022). Table 1 display the unemployment rate increased by 2.2% between 2020 and 2021 (Department of statistic Malaysia, 2022). This is due to covid-19 outbreak. Most of the graduates fail to secure a job during this period. The fact can be supported by recent studies shows that graduates are experiencing a post-pandemic covid-19 unemployment crisis (Othman, Moktar, Tham & Yong, 2021). Which is the main priority to address for this study. According to Othman et al. (2021), graduates should be introduced to entrepreneurship courses to ensure their future after graduating from university. Entrepreneurship helps young individuals to overcome the issue of unemployment by developing their own career (Bajheet, 2018). However, do students have the entrepreneurial passion to succeed, or does university entrepreneurial education help them to become entrepreneurs? Prior study indicate that young student is motivated towards new venture creation and start their own business (Ahmad et al., 2011), However, the recent unemployment rate in Sabah is still rising. We still lack on empirical study measuring student entrepreneurial intention to become entrepreneurs if they fail to secure jobs. Meanwhile, there is a lack of research on entrepreneurial passion in Malaysia because recent studies concentrated on Asian countries such as Singapore, Iran, China, and Israel (Younggeun Lee & Pol Herrmann, 2021). Passion is a strong desire to engage in entrepreneurial activities within a certain context, which leads to business planning and start-up (Biraglia & Kadile, 2017). In addition, previous studies concluded that entrepreneurship education positively leads to students' entrepreneurship intention (Handayati et al., 2020). However, the study is aimed at vocational students rather than university students. Furthermore, there is lack of study measuring entrepreneurial intention among undergraduate student in Sabah, in particular. Meanwhile, Sondari (2014) point out that entrepreneurship education is helpful in developing the student's desire to start a firm. This study conceptually explained the significance of entrepreneurship education in developing entrepreneurial intentions in students. However, it never been proven into empirical research. As a result, the goal of this study is to examine entrepreneurial passion, entrepreneurial education, as well as the entrepreneurial intention among undergraduate student. This study is solely focused on individuals who are not yet entrepreneurs but have a basic understanding of entrepreneurship from their studies. Instead of them hunting for work, one of the answers to the unemployed dilemma is to become an entrepreneur.

Table 1. Unemployment Rate in Sabah

Year	2018	2019	2020	2021
Unemployment rate %	5.6	5.8	5.8	8.0

Source: Department of statistics Malaysia (Sabah)

Significant of the Study

The findings of this conceptual paper provide practical implications for Higher Education Institutions in the development of entrepreneurship education to achieve learning effectiveness. Recent study by Yong and Zainal (2021), student learns entrepreneurship course during their study are part of the key performance indicator for the institution to accomplish the Higher Education Ministry of Malaysia's Entrepreneurship Action Plan 2021-2025, which aims to develop the entrepreneurship teaching, learning, and research support system (MOHE, 2020). It offers several of significant contributions in the understanding of factors that lead students to become entrepreneurs. First, the powerful role of entrepreneurial passion in influencing

entrepreneurial intentions indirectly advances the field of entrepreneurship. Second, entrepreneurial education helps students to enhance their skills and knowledge to create a new venture. It also contributes to the body of knowledge in the literature. The study can come out with a self-assessment tool to measure student intention to become entrepreneur.

Underpinned Theory

The Theory of Planned Behaviour (TPB) is a popular social science model for predicting human behaviour (Ajzen, 1991). This is to increase entrepreneurial intention and ultimately lead the desired entrepreneurial action of students launching ventures. For this study, it focuses on entrepreneurial intention among university students. According to Schwarz et al., (2009) many researchers' research supports the premise that entrepreneurial intent is a primary predictor of entrepreneurial action. It is because intentions are the best predictors of behaviour scientifically (Krueger & Carsrud, 1993; Krueger & Deborah Brazeal, 1994). The theory of planned behaviors has been used widely in entrepreneurial intention (Ambad & Damit, 2016; Amofah & Saladrighes, 2022; Carsrud et al., 2000; Robledo et al., 2015; Zhang et al., 2019). Furthermore, there are numerous researches that attempt to change this theory by introducing new antecedents or moderating/mediating effects. In terms of these aspects, prior behaviour is considered to be one of the most essential because it contains information about the purpose. Theoretically, this study moves towards the use of theory planned behaviour and entrepreneurial intention frameworks to bring forth useful information related to entrepreneurial passion and entrepreneurship education (Sabah, 2016). The study proposed a basic framework for predicting entrepreneurial intention to create a new venture among students, where it integrates with entrepreneurial passion and entrepreneurial education.

Literature Review

Entrepreneurial Intention

Bird (1988) defined intention as "a state of mind that directs a person's attention toward a specified item (goal) or path to attain something (means)". As for entrepreneurial intention, it is a desire to launch a new business in the future. Prior studies defined intention to create new venture as an intention conception presumed that new business is on purpose and designed behavior (Krueger & Deborah Brazeal, 1994). According to Bae et al. (2014), entrepreneurial intentions are the desire to own or start a business. Because of its importance in predicting entrepreneurial behaviour, the topic of intention and its antecedents has received extensive attention in entrepreneurship research. Past findings conclude that young students are more motivated towards new venture creation and start their own businesses (Ahmad et al., 2011). In this study, the theory planned behaviour is used as a basic framework to understand students' entrepreneurial intentions. The theory planned behaviour model has often been used to study the intention to start a venture in a couple of research settings. It also predicts employment status choice to intention (Krueger & Carsrud, 1993; Trivedi, 2016). Previous findings reveal that the entrepreneurial intentions of students are considerable for most of the constructs (Yildirim et al., 2016). Previous empirical findings demonstrate that students' views toward starting a new business and perceived behavioral control have a positive influence on entrepreneurial intentions. (Robledo et al., 2015). Meanwhile, Bajheer (2018) revealed a significant and positive link between attitudes and intentions. Overall, there is a statistically significant but minor positive association between entrepreneurship education and entrepreneurial intention (Bae et al., 2014). As a result, developing positive entrepreneurship mindsets in students increases their probability of establishing and launching a start-up. However, in Malaysia

context, we still lack of empirical study on measuring entrepreneurial intention among undergraduate students.

Entrepreneurial Passion

To succeed, entrepreneur must have passion; without it, the company will not last longer. The lack of passion may lead to a failure of the venture to thrive through a lack of effort and lack of faith on the part of the entrepreneur (Hackman & Oldham, 1976). This is since passion is at the heart of all entrepreneurial experiences (Cardon & Stevens, 2009). The number one characteristic for successful entrepreneurs is a passion for their business. This will trigger the individual leading them intention to create new venture. Passion is the important thing to start up and the process of starting the new business venture (Barringer & Ireland, 2019). Passion is a strong motivational construct that provides meaning for the entrepreneurial action and a strong belief in the activities (Yitshaki & Kropp, 2016). Entrepreneurial passion has been acknowledged as a factor that inspires business growth. In other words, entrepreneurial passion has a significant contribution to the firm performance (Okih & Ogidi, 2022). The conceptualize of entrepreneurial passion as consciously accessible intense positive feeling experienced by engagement in entrepreneurial activities associated with meaningful roles that is leading to the self-identity (Cardon et al., 2009). Meanwhile, Cardon, Wincet, Singh, & Drnovsek (2009) address passion as a notion based on psychological study on emotions, identification, and grounding in business. Similar definition that indicates the entrepreneurial passion is a powerful psychological emotion that entrepreneurs exhibit when starting a business, and they have a positive predisposition toward entrepreneurial conduct and invest a lot of energy and time in it (Feng & Chen, 2020). According to a study on employee commitment, the entrepreneurial passion contributes to new venture, which leads to the intention to create new venture (Breugst, Domurath, Patzelt and Klaikien, 2012). Therefore, this will be focus on undergraduate student if they have the entrepreneurial passion to become entrepreneurs. Cardon & Stevens (2009) suggested that entrepreneurial passion can be measured as it is experienced toward three distinct types of entrepreneurial activities that are common in entrepreneurship: those associated with inventing and discovering opportunities, those associated with the founding and birth of a firm, and those associated with developing and growing the firm. This study has been to measure entrepreneurial passion and entrepreneurial intention. The literature has many studies on entrepreneurial passion linked to entrepreneurial intention. (Anjum et al., 2018; Biraglia & Kadile, 2017; Cardon et al., 2013; Younggeun Lee & Pol Herrmann, 2021). Most studies show a positive significant towards entrepreneurial intention. As a result, this study we summarize how entrepreneurial passion can be measured using subdimensions such as innovating, founding, and developing to measure entrepreneurial intention.

1. Inventing – normally focuses on searching, feeling energized, excited for new ideas for product or services to offer.
2. Founding- focuses on searching, establish, creating a company
3. Developing – focuses on trying to convince other to invest into the business and commercializing the new product and services.

Entrepreneurial Education

In the literature, there has been research on the relationship between entrepreneurial education and entrepreneurial intention (Anjum et al., 2018; Asghar et al., 2019; Dobson & Muhammad, 2022; Liñán et al., 2015; Oosterbeek et al., 2010). Entrepreneurial education can be defined as

the process of preparing people to perceive commercial possibilities and to have the insight, self-esteem, knowledge, and abilities to capitalize on them (Sondari, 2014). A meta-analysis of 73 studies discovered a significant but small relationship between entrepreneurial education and entrepreneurial intentions. Since then, entrepreneurial education has been recognized as an essential instrument for the development of entrepreneurs, with courses geared to boost the necessary abilities and skills for students interested in pursuing entrepreneurship. The goal of such programming is to encourage students to be entrepreneurs, who will subsequently establish firms, employ others, decrease poverty, and promote national economic progress (Dobson & Muhammad, 2022). Previous findings on vocation students demonstrate that the entrepreneurial education of the programs has no effect: the effect on students' self-assessed entrepreneurial abilities is small, and the effect on the ambition to become an entrepreneur is even negative (Oosterbeek et al., 2010). However, another study concluded that entrepreneurship education positively leads to students' entrepreneurship intention. This study highlighted that teacher should enhance their competence, particularly related to entrepreneurship, such as entrepreneurship webinars, in-house training, and certification program. Additionally, schools' principals can boost teachers to continue their studies for greater performance (Handayani, 2010). However, both study focuses on vocational students, who have different perceptions than university students. Previous research based on data given by Global Entrepreneurship Monitor (GEM), taking one entrepreneurship course boosts the chance of having entrepreneurial intention by 1.3 times. Education is a strong predictor of entrepreneurial intention (Farashah, 2013). Similar finding also explained the role of entrepreneurship education in creating entrepreneurial intention among student conceptually. This predictive model should be validated by empirical research. Recent studies suggests that entrepreneur may use real life experiences to help students navigate the uncertainty (Dobson & Muhammad, 2022). However, entrepreneurial intention may take longer to develop, and expecting increases in scores over the course of a semester may be unrealistic.

Methodology

This research is a conceptual paper, conceptual papers do not have data, because their focus is on integration and proposing new relationships among constructs (Gilson & Goldberg, 2015). The research will be carried out at Universiti Malaysia Sabah, it will use a quantitative approach to collect data. The unit of analysis for this research is targeting final-year students who have taken an entrepreneurship course as part of their studies. The students are coming from science and non-sciences cluster. The entrepreneurship course includes Fundamentals of Entrepreneurial Acculturation and Fundamentals of Entrepreneurship. On their second year, students from the science and non-science clusters will take Fundamentals of Entrepreneurial Acculturation (APK). However, for business school students will take fundamentals of entrepreneurship at their own faculty. The data from the respondents will be collected using convenience sampling. Online google forms will be used to distribute the survey questions to the respondent. The data generated from the sample was transcribed and analysed using the Statistical Package for Social Sciences (SPSS) and Smart PLS 4. The item use to measure entrepreneurial passion adapted from Breugst et al. (2012); Cardon & Stevens, (2009), entrepreneurial education adapted from Handayati et al. (2020) and entrepreneurial intention adapted from Liñán et al. (2015); Amofah & Saladrigue, (2022). The proposed survey questionnaires for this study are based on a past research questionnaire. But future researchers can adjust, add on and modify the questionnaire to fit the needs of their own research. The research measuring items are shown in Table 2, and the item questionnaire is included in Appendix A. The respondents will ask to indicate their agreement or disagreement with several

statements on a five-point Likert scale with 1=strongly disagree to 5=strongly agree. G*Power software will be employed to calculate the minimum sample size with a significant level of 0.05 and the power of 0.95 (Faul, Erdfelder, Buchner, & Lang.,2009). Thus, by running a priori power analysis using medium effect size, the minimum sample size for this study is 107.

Hence, a total of 200 questionnaires will be distributed personally to the student using online google form. Therefore, a large number of questionnaires were given out was to ensure a sufficient number of returned questionnaires. It is far superior than the Krejcie and Morgan sample size determination technique.

Table 2 : Measurement Items

No	Construct	Items	Authors
1	Entrepreneurial Passion	15	(Breugst et al., 2012; Cardon & Stevens, 2009)
2	Entrepreneurial Education	6	(Handayati et al., 2020)
3	Entrepreneurial Intention	6	(Amofah & Saladrighes, 2022; Liñán et al., 2015)

Source: Authors

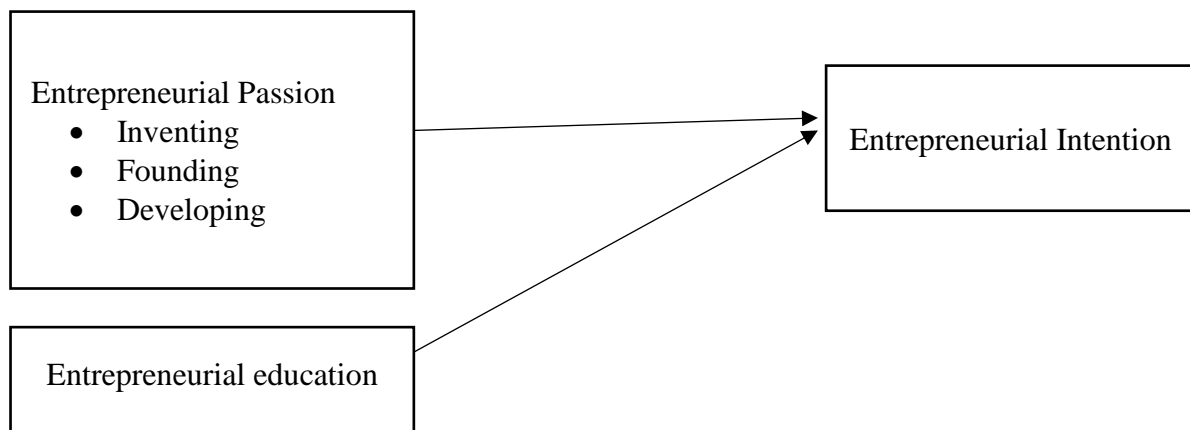


Figure 1. Proposed Conceptual Framework

Source : Authors

Discussion and Recommendation

This study will help the university encourage students to pursue entrepreneurial careers. The government could provide final-year students with advanced entrepreneurship training. Such an E-commerce and digital marketing. Dobson & Muhammad (2022) suggested that universities that seek to foster entrepreneurship should re-examine studies on how entrepreneurs learn. With the purpose of creating program that reflects how entrepreneurs learn to become entrepreneurs. For example, the university can solicit industry or real entrepreneurs to provide entrepreneurship talk and seminar to university students with hands-on experience with entrepreneurship. The university entrepreneurship Centre might conduct an entrepreneurship roadshow in partnership with industry stakeholders to increase student passion to become entrepreneurs. Where students may advertise and present their business at the roadshow activities. When a university student graduates, the government can give

mentorship, advice, and financial support. Second, the government might organize an entrepreneurship carnival to promote and inspire students to start their own businesses. This approach would gradually lower Sabah's unemployment rate and encourage entrepreneurial intention among university students. With rising graduate unemployment rates in Sabah and government limits on recruiting more graduate's, encouraging entrepreneurship has emerged as one of the policy alternatives for sustaining growth and addressing graduate employment.

Theoretical Contribution

This study extends existing entrepreneurial intention in the relation to entrepreneurship by capturing student perception of the entrepreneurial passion and entrepreneurial education. This suggested that theory planned behaviour are import to implement educators to assess their training programs (Krueger, Reilly, & Carsrud.,2000). In addition, by modelling the relationship between effective entrepreneurship passion and entrepreneurial education that have not yet been studied, it contributes fresh findings to the theories. Furthermore, the novelty it adds to the theories is also in their application in new research setting in Malaysia, as researches on entrepreneurship education, entrepreneurial passion and entrepreneurial intentions in developing countries are highly under researched (Nabi & Liñán, 2011). Hence, the study strongly stresses that the proposed theoretical framework using theory planned behaviour (TPB) makes significant contribution to knowledge in the context of entrepreneurship intentions. The findings of this study expand the literature by showing that entrepreneurial passion is a dynamic motivational construct and entrepreneurial education that is associated with entrepreneurial intention among undergraduate student. The findings have wider implications for a theory of entrepreneurial intention as well as entrepreneurship education practices.

Practical Contribution

This study will establish numerous significant practical contributions. In order to gain a better understanding of how entrepreneurial intention is developed and how potential venture initiators' beliefs and perceptions affect their intention to create new ventures, all stakeholders' accountable for entrepreneurship development should be taken into account. The study shows the role of entrepreneurship education and entrepreneurial passion in influencing individual personality trait to increase entrepreneurial intention of the program is made effective. Entrepreneurship practitioner can create evaluation methods or assessment tools to evaluate students' entrepreneurial passion. To enhance entrepreneurial education, real-world applications should be included in entrepreneurship courses' teaching and learning modules.

Conclusion

The main objective of this conceptual paper is to investigate the relationship of entrepreneurial passion, entrepreneurial education and entrepreneurial intention by carrying out a multi-group analysis. The paper will be contributed to the existing literature on the multi-group analysis on entrepreneurial intentions among university students. When the research shifts to empirical research, the application of theory planned behaviour (TPB) to conceptualize the entrepreneurial intents align with entrepreneurial passion and entrepreneurial education. Most of previous studies claim that there is positive relationship between entrepreneurial passion, entrepreneurial education towards entrepreneurial intention. Future research should evaluate entrepreneurial passion, entrepreneurial education, and entrepreneurial intention on a national level. So, that it can extend empirical studies. Another suggested variable for this study is to consider social media marketing, role models, entrepreneurial marketing, and government

support linked with entrepreneurial intention. Secondly, to add moderate effect of demographic factors on the conceptual frameworks.

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Appendix A : Questionnaire question

Intention to create new venture

1. I'm ready to make anything to be an entrepreneur
2. My professional goal is becoming an entrepreneur
3. I will make every effort to start and run my own firm
4. I'm determined to create a firm in the future
5. I have very seriously thought in starting a firm
6. I've got the firm intention to start a firm some day

Entrepreneurial Passion

Perceived passion for inventing

1. The entrepreneur seems to be excited to figure out new ways to solve unmet market needs that can be commercialized.
2. The entrepreneur seems to enjoy searching for new ideas for products/services to offer
3. The entrepreneur seems to feel energized when she/he is developing product prototypes
4. The entrepreneur seems to be motivated to figure out how to make existing products/services better
5. The entrepreneur really seems to be excited to scan the environment for new opportunities

Perceived passion for founding

1. The entrepreneur really seems to be excited to establish a new company
2. The entrepreneur seems to be energized by owning his/her own company
3. The entrepreneur seems to love creating a new firm
4. The entrepreneur seems to be excited to create something out of nothing
5. The entrepreneur seems to enjoy nurturing a new business through its emerging success

Perceived passion for developing

1. The entrepreneur seems to be motivated by trying to convince others to invest in his/her business
2. The entrepreneur really seems to like finding the right people to market his/her product/service to
3. The entrepreneur seems to be excited by assembling the right people to work for the business
4. The entrepreneur really seems to enjoy commercializing new products/services
5. The entrepreneur seems to be motivated by pushing his/her employees and him/herself to make the company better

Entrepreneurship Education

1. The entrepreneurial education model in the formal setting promotes the creative ideas
2. The learning model in the classroom provides the required knowledge toward entrepreneurship
3. The education in school drives skill and ability related to entrepreneurship

4. The education activities incorporate entrepreneurship matter and allow opportunities to students to begin a business
5. I think that entrepreneurship occasion could be enlarge through education activities.
6. I believe that entrepreneurial education in school drives vocational students to be entrepreneurs