



E-PROCEEDING HOTWEC 6.0

THE GAME ON 2022:

THE FUTURE IS
BRIGHT

FHPK, UMK

E-PROCEEDING HoTWeC 6.0

**THE GAME ON 2022:
THE FUTURE IS BRIGHT**

**FACUTLY OF HOSPIATLITY, TOURISM AND WELLNESS,
UNIVERSITI MALAYSIA KELANTAN**

Copyright: Faculty of Hospitality, Tourism and Wellness, UMK, 2022

All rights reserved. No part of this publication may be reproduced, stored in production transmitted in any form, whether electronic, mechanical, photocopying, recording or otherwise, without having permission from the Faculty of Hospitality, Tourism and Wellness Universiti Malaysia Kelantan.

Published by: Faculty of Hospitality, Tourism and Wellness Universiti Malaysia Kelantan
Kampung Kota, Pengkalan Chepa Karung Berkunci 36 16100 Kota Bharu, Kelantan

e ISBN 978-967-0021-47-8



Editors

Aifa Rozaini Mohd Radzol, PhD

Ataul Karim Patwary, PhD

Nurul Aziah Binti Ahmad

Nik Alif Amri Bin Nik Hashim, PhD

Influencing Factors of Entrepreneurial Education Towards Entrepreneurial Intentions of Student University Malaysia Kelantan

**Mohamad Syahrol Mohd Saufi, Mohammad Aizat Mohd Aziz, Nurul Alis Elyana
Zulkefli, Nurul Arifah Baharom & *Nor Syuhada Zulkefli**

Faculty of Hospitality, Tourism and Wellness, Universiti Malaysia Kelantan

Corresponding email: syuhada.z@umk.edu.my

ABSTRACT

This study aims to explore the relationship between student behaviour, education creativity, opportunity recognition, social norms and student intention to be entrepreneur. The convenience sampling approach was used, and 307 respondents were evaluated. The data collected is analysed using Statistical Packages for Social Science Version 26 (SPSS Version 26) soft attention of the student to be an entrepreneur. Rebased on descriptive statistics, reliability analysis, and correlation analysis. As for the result, all the independent variables (student behaviour, education creativity, opportunity recognition, social norms) have a significant relationship to the dependent variable (student intention to be an entrepreneur) that influenced factors of entrepreneurial education.

Keyword: *Entrepreneurial intention; Education; University Students; behaviour*

INTRODUCTION

Entrepreneurial education has been defined as formal teaching that provides training and education to anyone interested in participating in socio-economic development. According to United Nations World Tourism Organization (UNWTO,2008). Besides that, creativity-based education is the interplay between the physical and social learning environments and the attitudes and nature of lecturers and students to go through the problem-solving process that education has generated (Patwary et al., 2020). Recognizing the opportunity for meaningful employment, one of the conditions for entrepreneurial purpose is the ability of entrepreneurs to put fresh ideas into action (Dimov, 2007).

The profession is one of the possible causes of unemployment circumstances. Recognizing that the situation is worsening due to the growing number of graduates and the government's incapacity to provide job opportunities, the administration decided that engaging graduates in entrepreneurship was the best solution. Various adjustments and programmes have been implemented to empower entrepreneurship and form an entrepreneurial society, not only in terms of education policy and curriculum but also in terms of major financial allocation in specialised entrepreneurship culture at the university level. Entrepreneurial education in the tourist sector has not been able to properly access students' human capital or build a conducive learning environment for fostering entrepreneurship. Still, the impact of tourism and hospitality education on entrepreneurial intention remains a mystery (Alom et al., 2019). Students' intents to create a new start-up or entrepreneurial attempt. Even though entrepreneurship is seen as critical to economic development and progress, there is still a scarcity of research on the subject. There are four objectives of this research.

1. To identify the relationship between students' behaviour in entrepreneurial subjects toward students' intention to be an entrepreneur.
2. To examine the relationship between education creativity in entrepreneurial subjects and students' intention to be entrepreneurs.
3. To investigate the relationship between opportunity recognition in entrepreneurial subjects and students' intention to be entrepreneurs.
4. To examine the relationship between social norms in entrepreneurial subjects toward students' intention to be an entrepreneur.

Significant of the Study

Researcher

A valuable reference for future researcher on the influencing factors of Entrepreneurial education towards the entrepreneurial intention of students since entrepreneurship education is one of the important factors in the economic country and national prosperity. Entrepreneurs will possibly support sponsoring community events and local sports teams. In other words, the more entrepreneurs you have in a community, the more likely the community is to figure out an increase in activities. These studies are come up with strong evidence that such businesses have a positive result on the civic vitality of communities, especially in smaller populated communities.

Economic growth

This study can also contribute to spurring economic growth in the country. Entrepreneur creates employment opportunities benefiting society by providing goods and services. Entrepreneur leads to the growth of other sectors and contributes to national income. Entrepreneurs will always have an opportunity to start new businesses because people's demands will change as the trends in the world continue to change.

LITERATURE REVIEW

Student Intention to Be Entrepreneur

Entrepreneurs are those who start new firms, will face most of the risks and reap gain, and the entrepreneur is often portrayed as a creator of new ideas, products, services, and businesses or activities (Hayes, 2021). Entrepreneurs will be vital in every economy sector because they have the skill and initiative to anticipate requirements and bring innovative new ideas to market. Regarding the study of entrepreneurial intention to students, key elements influencing entrepreneurial intention to an entrepreneur by using internal components such as psychological qualities, personal characteristics, and entrepreneurial cognition have evaluated the entrepreneurial intention development process. Among the factors of entrepreneurial intention among students identified is to find a high level of entrepreneurial intention among students in UMK due to economic challenges in the country and while low intentions found among UMK students in entrepreneurship may be due to high economic remuneration to employees and the attitude of a student who is not ready in the field of business (Patwary & Rashid, 2016). Students with high intentions in education in the field of entrepreneurship will develop individual interest in intentions that result in self-employment activities. In other words, students with good intentions in entrepreneurship will focus on entrepreneurship education and will shape behaviours that will result in the formation of new businesses and new employment opportunities for the community.

Student Behaviour

Perceived behavioural control is a concept that describes a person's perception of how easy or difficult it is for them to do entrepreneurial behaviour (Patwary et al., 2022). Students in general 'elite universities' are most likely to have strong self-confidence, which represents perceived behavioural control, according to a study by Soutaris et al. (2007) on student intention in entrepreneurship. The most important indicator of an individual's entrepreneurial behaviour is entrepreneurial intention (Lüthje and Franke, 2003). Numerous studies have examined the characteristics that drive entrepreneurial intent from diverse viewpoints. Meanwhile, the polar opposite of proactive personality, such as narcissism, psychopathy, and Machiavellianism, significantly impacts entrepreneurial ambition (Wu et al., 2019). Furthermore, various psychological models of entrepreneurship have been presented to explain an individual's entrepreneurial purpose and behaviours in light of the interplay between internal and external influences.

Education Creativity

In general, public universities play an important role in providing ongoing entrepreneurship education through a variety of programmes. Infrastructure, financial support, and other enhancements are all part of these programmes, which aim to mould kids' entrepreneurial intentions from an early age. These qualities will aid in the discovery of chances and will boost the self-confidence of a student with no prior business experience. The physical and social learning settings and the attitudes and personalities of instructors and students all influence educational creativity (Patwary, 2022). Two aspects influence a student's creative education, one of which is the student's direct entrepreneurship experience. Kids participating in entrepreneurship education seminars at a young age may increase their self-efficacy (Nor et al., 2019). Entrepreneurial education provides students with knowledge and abilities in marketing, accounting, management, information technology, and other areas that will enable them to see possibilities and act on them (Jones and English, 2004). Entrepreneurship education aims to provide students with the tools and skills they need to increase the odds of their companies succeeding (Kim and Park, 2020).

Opportunity Recognition

Opportunity recognition is an individual or organization active in finding, viewing, and competing for a new product or service (Baron, 2016; Zhang et al., 2020). The skill of identifying new opportunities to achieve success in business and exciting entrepreneurial jobs provides a stimulus for students to work as entrepreneurs (Asante & Affum-Osei, 2019). In general, this field offers more opportunities for career advancement as it has a high scope of learning and development. Students can constantly improve skills by taking various related courses or challenging themselves with work process improvement initiatives from employers such as salary increases, professional honours, and the addition of other job benefits if they often take the initiative to advance themselves (Ploum et al., 2019). According to Zhang et al. (2020), working as an entrepreneur satisfies such an individual because of good financial rewards. The desire to have a comfortable life encourages them to venture into entrepreneurial careers (Asante & Affum-Osei, 2019). Thus, they tend to venture into the field of entrepreneurship because the benefits of working as an entrepreneur can give them a lucrative income to support themselves and their families.

Social Norms

Social norms are related to economic progress. Palivos (2001) established a link between social standards and fertility, family size, and economic growth. Fafchamps (2011) stated that economic progress necessitates a structural shift in job assignment, shifting from productive self-sufficiency to specialization through product trade; he also showed that this task transformation depends on changes in people's social norms and attitudes. The greatest impact on social norms can be seen from the importance or attention to entrepreneurship in the close environment of an individual, whereas social norms play a very weak role in explaining intention when aligning with the TPB, particularly in the context of entrepreneurship. The influence of people in one's close circle, particularly those regarded as important enough to influence one's decision, is of critical value, such as older role models, relatives, significant others, and even co-workers, colleagues, and peers. Entrepreneurs interact closely with their immediate social network because entrepreneurship involves the sequential encounter an institution of information through action and interaction. Social norms could be expected to vary across societies. Social norms, as well as family and in-group orientation, support novelty and creativity in some countries while these are discouraged in other cultures.

Research Framework

The theoretical framework was built based on previous research results. The purpose is to study about influencing factors of entrepreneurial education towards the entrepreneurial intention of students in UMK. Those figures showed the relationship of each factor, which are student

behaviour, education creativity, opportunity recognition, and social norms influencing entrepreneurial education factors towards entrepreneurial intentions of student UMK. There are four hypotheses that were developed from this conceptual framework.

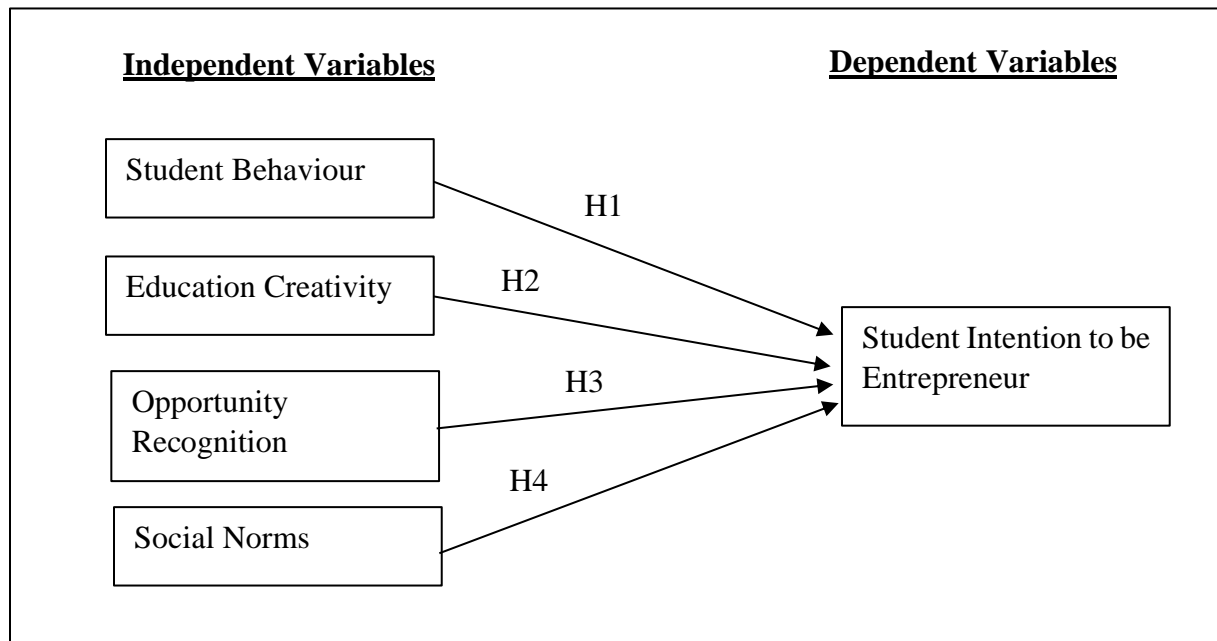


Figure 1: Research Framework

According to Figure 1, there were four hypotheses

- H₁** There is a positive relationship between student's behaviour in entrepreneurial subject toward students' intention to be entrepreneur.
- H₂** There is a positive relationship between education creativity in entrepreneurial subject toward students' intention to be entrepreneur.
- H₃** There is a positive relationship between opportunity recognition in entrepreneurial subject toward students' intention to be entrepreneur.
- H₄** There is a positive relationship between social norms in entrepreneurial subject toward students' intention to be entrepreneur.

METHODOLOGY

Research Design

This study used the quantitative method that gathered all the data through questionnaires. The analysis unit evaluated the influencing factors of entrepreneurial education towards entrepreneurial intentions of student University Malaysia Kelantan. Quantitative approach helps us point out a very clear and detailed research problem and we use this approach to gather data from the respondents' questionnaires. In this study, the relationship between student behaviour, education, creativity, opportunity recognition, and social as an independent variables of entrepreneurial education towards the intention of students to be an entrepreneur as a dependent variable was examined.

Data Collection

Primary data is information gathered by researchers in order to address problems for a specific or specified goal (Mesly, 2015). Surveys, questionnaires, observations, and interviews can all be used to obtain primary data. This study primarily uses primary data to investigate the influencing factors of entrepreneurial education towards entrepreneurial intentions of student University Malaysia Kelantan. In the first stage, as a primary data collection tool, the data collection used in this research was through a self-administered online questionnaire. The questionnaire consisted of two parts which were Part A and Part B, in response to the research

objectives. The questionnaires were distributed online in various virtual reality forums, for example, the UMK student WhatsApp group and FHPK Facebook group by Google Forms in dual languages, which were English and Malay. The result of the study was collected in 3-week times.

Sampling

In this study, we utilise our sample's probability sampling, which is a cluster sampling method. This method is both cost- and time-effective and will aid in the population of subgroups (called cluster). According to this research, cluster sampling focuses on grouping units into subpopulations and then using a hierarchical structure of units inside each stratum, which is student cohort 2019, who taken the enterprise management subject. The cost-effectiveness, time-effectiveness, and high level of adaptability of this method are all advantages. The study sample will be selected from the target population, which is FHPK students, who are subject enterprise management.

Data Analysis

Data analysis is a way of evaluating information using scientific reasoning to examine each piece of information provided. The researchers used a computer software called the Statistical Package for Social Science (SPSS) to examine closed questions. The data were used to examine the data using the frequency analysis, descriptive analysis, reliability test, and Spearman correlation analysis.

FINDINGS

Result of Frequency Analysis

Table 1 : Frequency Analysis

Characteristics	Frequency	Percentage
Gender		
Male	130	42.3%
Female	177	57.7%
Nationality		
Citizen	307	100%
Non-citizen	0	0%
Religion		
Muslim	254	82.7%
Buddhist	9	2.9%
Christian	16	5.2%
Hindu	18	5.9%
Other	10	3.3%
Age		
18-24 years old	225	73.3%
25-34 years old	80	26.1%
35-44 years old	1	0.3%
45 years old and above	1	0.3%
Race		
Malay	247	80.5%
Chinese	21	6.8%
Indian	24	7.8%
Other	15	4.9%

Educational level		
SPM	9	2.9%
STPM/DIPLOMA	32	10.4%
DEGREE	266	86.6%
MASTER/PHD	0	0%
Interested in starting your own business		
Yes	266	86.6%
No	41	13.4%

Table 1 shows the characterization of respondents. 130 out of 307 respondents are male, representing 42.3%, while 177 respondents are female, representing 57.7%. All of the respondents who are 307 that participated in this survey, are citizens represented 100%. 82.7% of the respondents were Muslim, 2.9% were Buddhist, 5.2% were Christian, 5.9% were Hindu, and 3.3% were from other religions. 73.3% of the respondents were between 18-24 years old, 26.1% were between 25-34 years old, and just 1 respondent represent 0.3% for both age of respondents between 35-44 years old and 45 years old above. 80.5% of the respondents were Malay, 6.8% were Chinese, 7.8% were Indian, and 4.9% were from another race. In addition, 86.6% of the respondents were Degree, the highest educational level, followed by STPM/DIPLOMA, with 10.4%, and only 2.9% of the respondents were from SPM. Besides, 86.6% of the respondents were interested in starting their own businesses, and 13.4% of them were not interested.

Result of Descriptive Analysis

Table 2 : Descriptive Analysis

Variables	Items	Mean Score	Standard Deviation
Student Behaviour	I think self-confidence is important to improve student intention to entrepreneurial education	4.46	.844
	Cultivating attitudes and intents through entrepreneurship education should have in raising awareness of the important of being an entrepreneur	4.33	.809
	I think creativity and brave to take risks should be in students who have the intent to be entrepreneurs	4.39	.814
	I think students who can take other people's opinions will be good entrepreneurs	4.33	.856
	I think good behaviour can increase student intentions towards entrepreneurial education	4.39	.823
Education Creativity	Educational creativity is influenced by the physical and social learning environment, as well as the attitudes and personalities of instructors and students	4.29	.807
	Participating in an entrepreneurship program can raise students' entrepreneurial intention	4.34	.833
	Students' participation in entrepreneurship education seminars at a young age may increase their self-efficacy	4.29	.846
	Entrepreneurship education can help students with the tools and skills they need to increase the odds of their business success in the future	4.31	.815

	Earlier experiences of entrepreneurial activities provided can help to increase students' entrepreneurial intention	4.27	.871
Opportunity Recognition	I feel the recognition of opportunities in the subject of entrepreneurship is a new and better way to deal with problems	4.21	.792
	I agree that job opportunity recognition influences a large part in attracting students to delve into the subject of entrepreneurship	4.28	.847
	I feel it is important for the recognition of job opportunities is an important factor in influencing students' intentions to study the subject of entrepreneurship	4.29	.815
	I think that the factor of job opportunity recognition in the subject of entrepreneurship will open up bright job opportunities to students for those interested in the field of entrepreneurship	4.31	.807
	I am of the opinion that the subject of entrepreneurship should emphasize the aspect of opportunity recognition to the intention of students to become entrepreneurs	4.31	.796
Social Norm	People who are important to me think that social norms influence students' intentions to become entrepreneurs	4.21	.857
	People who influence my behaviour think that social norms are a major factor in students' intentions to become entrepreneurs	4.20	.866
	Social networking influenced me to have the intention of being an entrepreneur	4.22	.833
	The person asking the opinion stated that the intention of the student to become an entrepreneur should have the value of social norms	4.26	.803
	People who have good social norms around them have a high chance of becoming an entrepreneur	4.20	.866
Student Intention to be Entrepreneur	I feel the intention of the student to become an entrepreneur depends on his knowledge in the subject of entrepreneurship.	4.11	.903
	Support from universities has a significant influence on students' entrepreneurial intentions.	4.12	.895
	I think students who get high scores in the subject of entrepreneurship deserve to be entrepreneurs.	4.07	.939
	I think students who get high scores in the subject of entrepreneurship deserve to be entrepreneurs.	4.03	.948
	I think students who have creativity can be entrepreneurs.	4.20	.855

Based on the average of the question of the variable, the highest mean value in the descriptive analysis for the independent variables was student behaviour variable, which is 4.38, followed by education creativity variable, which is 4.30. The lowest mean value for the independent variables was the social norm, which is 4.128. The average mean value for the dependent variable is 4.106. It could be concluded that student behaviour was the most influence on students' intention to be an entrepreneur.

Result of Reliability Analysis

A reliability test measures a system's stability and overall performance over the given period and with specific sets of testing conditions.

Table 3 : Reliability Analysis

Variables	Number of Items	Cronbach's Alpha	Strength of Association
Student Behaviour	5	0.904	Excellent
Education Creativity	5	0.915	Excellent
Opportunity Recognition	5	0.897	Very Good
Social Norm	5	0.884	Very Good
Student intention to be entrepreneur	5	0.861	Very Good

Table 3 shows the overall Cronbach's alpha coefficient values for the independent and dependent variables. Based on the table, all of the variables were above the value of 0.8. Education creativity has the highest value, which is 0.915, while student intention to be an entrepreneur has the lowest value, which is 0.861. Therefore, the variables are reliable and can be accepted for this study.

Result of Spearman Correlation Analysis

Table 4 below shows the Spearman's Correlation between Students' Behaviour, Education Creativity, Opportunity Recognition, and Social Norms towards Students' intention to be an entrepreneur

Table 4 : Spearman Correlation Analysis

Hypothesis	P-Value	R-Value	Result (Supported/Not Supported)
H ₁ : There is a positive relationship between student's behaviour in entrepreneurial subject toward students' intention to be entrepreneur.	<.001	0.573	H₁ is supported
H ₂ : There is a positive relationship between education creativity in entrepreneurial subject toward students' intention to be entrepreneur.	<.001	0.619	H₂ is supported
H ₃ : There is a positive relationship between opportunity recognition in entrepreneurial subject toward students' intention to be entrepreneur.	<.001	0.686	H₃ is supported
H ₄ : There is a positive relationship between social norms in entrepreneurial subject toward students' intention to be entrepreneur.	<.001	0.751	H₄ is supported

Table 4 indicates that the relationship between social norms and students' intention to be entrepreneurs shows a high relationship, $r = 0.751$. Following the relationship is opportunity recognition with students' intention to be entrepreneurs, $r = 0.686$, education creativity 0.619, and student behaviour 0.573, indicating moderate relationship. All four variables positively correlated to students' intention to be entrepreneurs and are significant since $p < 0.001$ as shown below.

H₁: There is a significant relationship between student behaviour in entrepreneurial subjects and students' intention to be entrepreneurs.

The study shows that entrepreneurship education contributes to the growth of positive behaviour toward entrepreneurial intention. According to Boahemaah et al. (2020), a person with a more positive behaviour is more likely to engage in the desired behaviour.

H₂: There is a significant relationship between education creativity in entrepreneurial subjects and students' intention to be entrepreneurs.

This finding is in line with Anon's (2021) result which found that Individuals with positive psychology show better creativity than their counterparts. Students' direct entrepreneurship experience and participation in entrepreneurship education seminars at young age may increase their self-efficacy, influencing their creative education.

H₃: There is a significant relationship between opportunity recognition in entrepreneurial subjects and students' intention to be entrepreneurs.

Students are alert to potential business opportunities, actively searching for and gathering information about the business. The skill of identifying new opportunities to achieve success in business and exciting entrepreneurial jobs provides a stimulus for students to work as entrepreneurs (Asante & Affum-Osei, 2019).

H₄: There is a significant relationship between social norms in entrepreneurial subjects and students' intention to be entrepreneurs.

Pinillos and Reyes (2011) found that social norms impact people's self-interest, shared interests, consumption, and work through broad tendencies toward collectivism or individualism. These patterns also affect economic activity. The influence of people in one's close circle, particularly those regarded as important enough to influence one's decision, is of critical value, such as older role models, relatives, significant others, and even co-workers, colleagues, and peers.

DISCUSSION AND RECOMMENDATION

This research suggests that further studies can be carried out on student universities in Malaysia because this study only focuses on student University Malaysia Kelantan that takes entrepreneurial education it could see whether there are any similarities in the findings. This study can produce different results if it applies to a student who has not taken entrepreneurial education. In addition, current research focuses only on student University Malaysia Kelantan entrepreneurial intentions, student behaviour, education creativity, opportunity recognition and social norms. Next, this study was filled with 307 respondents' samples that can be measured as small markets. According to (Cappelli & Keller 2014), students who have strong intentions and determination to become a successful entrepreneurs should have three components that have been listed for the success of a business. Therefore, future researchers should expand their sample size to increase the accuracy and reliability of the study. Lastly, questionnaire method or create some open-ended questions for respondents instead of answering the scaling questionnaire online. Through the interview method, researchers can get a high response rate, ambiguities can be clarified, and incomplete answers can be followed up immediately. Thus, this approach can reduce misunderstanding and produce better study results.

CONCLUSION

In conclusion, this study explores the student's intention to be an entrepreneur between student behaviour, education, creativity, opportunity recognition and social norms. The researcher planned to investigate the relationship of each element in the independent and dependent variables. 307 respondents took part in this study through the online survey method. The data have been collected and analysed by SPSS software version 27 based on descriptive statistics, reliability analysis, and correlation analysis. From the result of the reliability analysis, the variables had exceeded 0.7, showing that the questionnaire is highly reliable and can be used for the study. All the reliability has proven that the respondent understood and the questionnaire was provided well, and this also means that the questionnaires have been accepted for this study. The study is to understand the relationship between students' intention to be

entrepreneurs between student behaviour, education creativity, opportunity recognition and social norms. The outcome of the research goals that explore the student's intention to be an entrepreneur between student behaviour, education, creativity, opportunity recognition and social norms is accepted.

REFERENCES

- Anon M. (2021, March 17). What is creativity in education? Retrieved from THE EDUCATION HUB website: <https://theeducationhub.org.nz/what-is-creativity-in-education/>
- Asante, E. A., & Affum-Osei, E. (2019). Entrepreneurship as a career choice: The impact of locus of control on aspiring entrepreneur' opportunity recognition. *Journal of Business Research*, 98, 227-235. <https://doi.org/10.1016/j.jbusres.2019.02.006>
- Boahemaah, L., Xin, L., Kofi Dobge, C. S., & Kwabla Pomegbe, W. W. (2020). The Impact of Entrepreneurship Education on the Entrepreneurial Intention of Students in Tertiary Institution. *International Journal of Management, Accounting and Economics*, 7(4), 180-212. https://www.ijmae.com/article_115009.html
- Boldureanu, G., Ionescu, A. M., Bercu, A.-M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*, 12(3), 1267. <https://doi.org/10.3390/su12031267>
- Cappelli, P., & Keller, J. (2014). Talent Management: Conceptual Approaches and Practical Challenges. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 305–331. <https://doi.org/10.1146/annurev-orgpsych-031413-091314>
- Dimov, D. (2007). Beyond the Single-Person, Single-Insight Attribution in Understanding Entrepreneurial Opportunities. *Entrepreneurship Theory and Practice*, 31(5), 713–731. <https://doi.org/10.1111/j.1540-6520.2007.00196.x>
- Fafchamps, M. (2011). Development, social norms, and assignment to task. *Proceedings of the National Academy of Sciences*, 108(Supplement_4), 21308–21315. <https://doi.org/10.1073/pnas.1019457108>
- Hayes, A. (2021, February 26). Entrepreneur. Investopedia. <https://www.investopedia.com/terms/e/entrepreneur.asp>
- Israr, M., & Saleem, M. (2018). Entrepreneurial intentions among university students in Italy. *Journal of Global Entrepreneurship Research*, 8(1). <https://doi.org/10.1186/s40497-018-0107-5>
- Lackéus, M. (2015). BGP Entrepreneurship in Education. https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9(1). <https://doi.org/10.1186/s40497-019-0157-3>
- Mesly, O. (2015). *Creating models in psychological research*. Etats-Unis: Springer press.
- Pinillos, M. J., & Reyes, L. (2011). The Impact of Entrepreneurship Education on the Entrepreneurial Intention of Students in Tertiary Institutions. *International Journal of Management, Accounting and Economics*, 7(4), 1-24. <https://doi.org/10.1007/s11187-009-9230-6>

- Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B. S., & Yanto, H. (2021). Entrepreneurial self-efficacy among elementary students: the role of entrepreneurship education. *Heliyon*, 7(9), e07995. <https://doi.org/10.1016/j.heliyon.2021.e07995>
- SHRM. (2018, November 14). Developing Employee Career Paths and Ladders. SHRM; SHRM. <https://www.shrm.org/ResourcesAndTools/tools-and-samples/toolkits/Pages/developingemployeecareerpathsandladders.aspx>
- Vamvaka, V., Stoforos, C., Palaskas, T., & Botsaris, C. (2020). Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences. *Journal of Innovation and Entrepreneurship*, 9(1). <https://doi.org/10.1186/s13731-020-0112-0>
- Wei, L., Lim, N., & Ping, B. (2012). ENTREPRENEURIAL INTENTION: A STUDY AMONG STUDENTS OF HIGHER LEARNING INSTITUTION. <http://eprints.utar.edu.my/691/1/BA-2012-1003352.pdf>
- Wu, W., Wang, H., Zheng, C., & Wu, Y. J. (2019). Effect of Narcissism, Psychopathy, and Machiavellianism on Entrepreneurial Intention—The Mediating of Entrepreneurial Self-Efficacy. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00360>
- Zhang, S.-N., Li, Y.-Q., Liu, C.-H., & Ruan, W.-Q. (2020). Critical factors identification and prediction of tourism and hospitality students' entrepreneurial intention. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26, 100234. <https://doi.org/10.1016/j.jhlste.2019.100234>
- Alom, S., Patwary, A. K., & Khan, M. M. H. (2019). Factors affecting the turnover intention of Bangladeshi migrants in the United Arab Emirates: An empirical study on the hotel industry. *International Journal of Innovation, Creativity and Change*, 8(3), 344-360.
- Patwary, A. K. (2022). Examining environmentally responsible behaviour, environmental beliefs and conservation commitment of tourists: a path towards responsible consumption and production in tourism. *Environmental Science and Pollution Research*, 1-10.
- Patwary, A. K., & Rashid, B. (2016). The impacts of hospitality services on visit experience and future visit intention of student travelers. *International Journal of Business and Technopreneurship*, 6(8), 107-125.
- Patwary, A. K., Omar, H., & Tahir, S. (2020). A conceptual model of what influences consumers when visiting green hotels in Malaysia. *International Journal of Innovation, Creativity and Change*, 11(11), 11-25.
- Patwary, A. K., Rasoolimanesh, S. M., Rabiul, M. K., Aziz, R. C., & Hanafiah, M. H. (2022). Linking environmental knowledge, environmental responsibility, altruism, and intention toward green hotels through ecocentric and anthropocentric attitudes. *International Journal of Contemporary Hospitality Management*, (ahead-of-print).