

**ENTREPRENEURSHIP INCLINATION:
A CASE STUDY ON TUANKU SYED SIRAJUDDIN POLYTECHNIC'S STUDENTS**

AFFENDI BIN MOHAMMAD

MASTER OF SCIENCE (MANAGEMENT)

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A CASE STUDY ON TUANKU SYED SIRAJUDDIN POLYTECHNIC'S STUDENTS**

**By
AFFENDI BIN MOHAMMAD**

**Thesis Submitted To
Othman Yeop Abdullah Graduate School Of Business
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ABSTRAK

Keusahawanan adalah salah satu cabang perniagaan yang amat penting dalam merealisasikan hasrat kerajaan ke arah negara berpendapatan tinggi pada tahun 2020. Justeru itu, bidang keusahawanan menjadi elemen penting dalam pembentukan graduan politeknik masa kini supaya mereka lebih berdaya saing, inovatif dan kompeten. Tujuan kajian ini adalah untuk mendapatkan maklumat mengenai kecenderungan keusahawanan di kalangan pelajar Politeknik Tuanku Syed Sirajuddin, di Perlis. Seramai 127 orang pelajar semester akhir dari Jabatan Perdagangan telah dipilih secara rawak sebagai responden kajian ini. Instrumen kajian yang digunakan adalah kaedah soal selidik. Data dianalisis secara statistik deskriptif dengan menggunakan perisian Statistical Package for Social Science (SPSS Versi 16.0). Hasil kajian yang diperolehi menunjukkan kecenderungan pelajar terhadap bidang keusahawanan secara keseluruhannya adalah baik. Selain itu, kajian mendapati bahawa sokongan keluarga, idola dan sokongan kewangan mempengaruhi kecenderungan keusahawanan pelajar politeknik. Oleh itu, semua pihak yang terlibat harus memberi perhatian dan mengambil langkah yang sewajarnya untuk terus membantu meningkatkan potensi pelajar menceburi bidang keusahawanan dan menjadikan keusahawanan sebagai kerjaya pilihan utama mereka berbanding bidang pekerjaan yang lain.

ABSTRACT

Entrepreneurship is one of the main areas of business. It is very important in realizing the government's aspiration towards a high income nation by year 2020. Accordingly, entrepreneurship becomes an important element in the establishment of polytechnic graduates nowadays. So, they become more competitive, innovative and competent. The purpose of the study was to obtain entrepreneurship inclination among Tuanku Syed Sirajuddin Polytechnic's students in Perlis. A total of 127 samples from 190 final year students from Commerce Department were randomly selected as respondents. The questionnaire method used for the research and the data were analyzed using descriptive statistical software, means SPSS (Statistical Package for Social Science) version 16.0. The results showed that for overall of study, entrepreneurship inclination among polytechnic students was good. Meaning to say, the study found that family support, idols and financial support were positive relationship with entrepreneurship inclination among polytechnic students as well. Therefore, all parties involved should pay more attention and take aggressive actions in boosting potential of polytechnic students in entrepreneurship field. Finally, graduates students will choose entrepreneurship as their future entrepreneurs or first choice career compared to another field.

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CHAPTER 1

INTRODUCTION

1.0 Background of the Study

Entrepreneurship is a career field that pure and noble as the hadith narrated by At-Tirmizi, Abu Sa'id Al-Khudriy ra, the Prophet Muhammad S.A.W said;

“Business people are really honest resurrected with the Anbiya', Siddiqin and Martyrs”.

Entrepreneurship, if done properly and correctly, can give a great return and rewards as well as double rewards (Azrain, 2010).

Entrepreneurship is an activity that is encouraged in Islam as a source of business. This is in agreement with the words of the Prophet Muhammad S.A.W in the hadith which means “Nine-tenths of livelihood can be obtained through the business”(Narrated by At-Tirmizi).

This means that business activities is not merely meet the self or family needed but through business activities, people also accumulate wealth because business is door of main income compared to other fields of work.

Entrepreneurship from the perspective of Islam is also being regarded as *jihad*. It is *jihad* in the path of Allah (*jihad fi sabilillah*)because business is *fardhu kifayah* for muslims when *darurah occurred*. The *darurah* or emergency situation occurred for muslims *when the total of non-muslims entrepreneurs are more than muslims entrepreneurs*. Entrepreneurs are the driver force and catalyst for the economic growth of a country. Nowadays, role of entrepreneurs likely as a main economy player to achieve the high income status beyond year 2020. Thus, the

transformation to entrepreneurship culture increasingly given attention by the government through entrepreneurship education and training programs.

Entrepreneurship is a key way to drive economic growth, innovation and competitiveness (Scarborough and Zimmerer, 2003; Kuratko and Hodgetts, 2004; Buzeye Zegeye, 2013). Much of the research on the field reveals, there is a strong positive correlation between entrepreneurship and economic growth in terms of job creation between both rural and urban areas, stimulate creativity and innovation to transform the technology, knowledge and skills (Buzeye Zegeye, 2013).

Courses in entrepreneurship are also becoming popular in universities and polytechnics (Brown, 1999). Interest in the study of entrepreneurship has increased among diploma, undergraduate and graduate students over the last decade (Buzeye Zegeye, 2013). The luxury of thinking university or polytechnic graduates are an elite group and wise in the community, which is easy to obtain a job after graduation, no longer reflect the reality of today's working world (Buzeye Zegeye, 2013). In fact in this current competitively work environment, graduates must compete with each others to get jobs because the availability of jobs (job vacancy) are limited. As a result, we could see a high number of graduates who failed to get job and thus unemployed. Accordingly, as an alternative, students are now apparently looking for business education that can equip them with entrepreneurial knowledge and skills necessary to succeed in business or to create a job from seizing opportunities existing entrepreneurship (Brown, 1999; Henry, 2003).

The role of government and private agencies in the development of entrepreneurship education and formal training in schools, colleges and universities is vital. This is because of the new

millennium; the field of entrepreneurship is increasingly playing an important role in determining the progress of a country.

To enhance and promote the development of entrepreneurship more holistic and high impact plan is needed. This may consequently enable the government to produce good quality of human capital among graduates who thoughts, attributes and values of entrepreneurship. There are six (6) strategic thrusts Entrepreneurship Development Policy, Malaysia Institutions of Higher Education set;

- i. Establish a centre for Entrepreneurship at each university
- ii. Providing education and entrepreneurship programs organized and holistic
- iii. Strengthen the development and capability of entrepreneurship
- iv. Creating an effective measurement mechanisms
- v. Provide a conducive environment and ecosystem for entrepreneurship developments and
- vi. Strengthen entrepreneurship teaching competency

Malaysia Institutions of Higher Education should have a clear plans and goals in terms of the implementation of education and entrepreneurship programs.

In this matter, methodologies and implementations of the entrepreneurship programs module must be accordance with the goals set. Entrepreneurship education should be balanced in terms of the theoretical and practical aspects.

In addition, the changing module and learning methods must be adapted to the needs of different groups of student's academic background and education level. Concerted efforts should be taken by the Malaysia Institutions of Higher Education to make sure that element of entrepreneurship

cultures can be applied across the curriculum explicitly (Policy and Strategy, Entrepreneurship Development Policy, Malaysia Institutions of Higher Education, 2010).

Along with the desire for a culture of entrepreneurship in our society, exposure to entrepreneurship knowledge has been done at the school to nurture their talents, their passions for entrepreneurship. Inclination to inculcate entrepreneurship process has stated since students in young age at secondary school. At this stage, the students have been exposed to entrepreneurship knowledge to arise the spirit of entrepreneurship. The students were taught the theories of entrepreneurship through Life Skills subject in form one (1) to form three (3), while Commerce and Entrepreneurship subject in form four (4) to form five (5).

Next, entrepreneurship education is extended further to a higher level (higher education institutions). It is intended to meet the objective of creating a sustainable and viable of entrepreneur's society. The success often accompanies entrepreneurs with a high level of education by the findings of the study have shown that the level of education in business have a positive linked with the level of successful entrepreneur (Zaidatol & Habibah, 1998).

According to Zaidatol and Habibah (1998), the government has committed to actively entrepreneurship transformation process by providing assistance and stimulus packages to entrepreneurs. It is very losing if the students did not use the opportunities as best as possible. Education institutions in Malaysia, whether at the school or higher education should playing more active roles in ensuring that the government's aspiration to maximize the number of successful entrepreneurs in Malaysia will be achieved soon (Suhaini, Norhasyila & Yuslina, 2013).

Therefore, a study was conducted to find out “What the relationship between family support, role models, financial support and entrepreneurship inclination on polytechnic students”. This study is useful and relevant for students to become a successful person in business and entrepreneurship field after graduated from polytechnic.

1.1 Problem Statement

Unemployment is a bad issues that should be addressed immediately by all parties, be it government or other stakeholders. According to Polytechnic Tracer Report for three (3) consecutive years from 2006-2008 findings only 4.5 percent (2008), 4.2 percent (2007) and 4.1 percent (2006) of the number of graduates run their own business or become entrepreneurs after graduated from the polytechnic. Although there is increased from year to year, but this percentage is lower than the national rate in 2007-2008 which recorded the self-employed population between 16.8 - 17.2 percent.

Therefore, the government has identified entrepreneurship as the answer to the problem of unemployment (Executive Report Graduate Tracer Study Polytechnic & Community College 2008, JPPKK 2009).

According to The Graduate Tracer Studies which was started in 2003 by the Malaysian Ministry of Education, and continued by the Ministry of Higher Education have not fully focused on getting the graduates’ feedback on entrepreneurship. Since the government places a high-priority status on developing an entrepreneurial culture among the students for national development, there is growing concern that graduates do not have the inclination, the right attitudes or sufficient entrepreneurial skills to become self-employed. Thus Institutes of Higher Learning like the polytechnics have a key role to play by providing training and inculcating an entrepreneurial culture in the campuses. However, studies on polytechnic students’ inclination towards

entrepreneurship are far and few. Hence in getting a better understanding of polytechnic students' attitude towards entrepreneurship, studies focusing on students' entrepreneurial inclination would be helpful in supporting the government's effort in producing more entrepreneurs from the polytechnic education system (Ahmad Yasruddin, Nik Abdul Aziz & Nik 'Azyyati, 2010).

Entrepreneurship education was introduced for students in higher education since 1989 began with Entrepreneurship Development Program. This program exposed the students to the basic of entrepreneurship through workshops and seminars. Then, this program continued to ten (10) public higher education institutions in 1995. Whereas in 2001, the government introduced entrepreneurship training and entrepreneurship foundation courses for final year students (Mohamed Khaled, 2007 in Farizah, Asmiza & Rashdan, 2013).

Creating the successful entrepreneurs among polytechnic graduates requires the careful, execution and systematic planning. The important things are how to create and build positive attitudes of students to interest towards entrepreneurship inclination.

To producing successful entrepreneurs from among polytechnic graduates, it required careful planning, execution and systematic. First target by the government are to get high qualities of entrepreneurs and they succeed in their career. This can be evidenced by the work done by Tuanku Syed Sirajuddin Polytechnic to establish Entrepreneurship and Innovation Unit started in 2008 in promoting entrepreneurship program to all of students. Some aggressive approach has been implemented by establishing four (4) Entrepreneurship Incubator, to conduct short-term training programs, carnivals and entrepreneurship apprenticeship program. Although these positive steps was undertaken, but the target of top management of polytechnic are still a long

way off. Only four polytechnic graduates involved in apprenticeship program in 2008 (Farizah, Asmiza & Rashdan, 2013).

1.2 Research Questions

The following questions are based on the issues discussed in the research problem by analyzing the relationships between family support, role model, financial support and entrepreneurship inclination. These research questions about the three factors as mentioned before. The research questions as follows;

- 1) Is there any relationship between family supports with motivation of students towards entrepreneurship inclination?
- 2) Is there any relationship between role model with motivation of students towards entrepreneurship inclination?
- 3) Is there any relationship between financial supports with motivation of students towards entrepreneurship inclination?

1.3 Research Objectives

The main goals of this research are to study about the relationship between family support, role model and financial support towards entrepreneurship inclination among polytechnic students. To simplify this, the researcher has designed the following objectives to capture the research problem and provide answers to the research questions.

- 1) To determine the relationship between family support of students towards entrepreneurship inclination
- 2) To determine the relationship between role model of students towards entrepreneurship inclination

- 3) To determine the relationship between financial support of students towards entrepreneurship inclination.

1.4 Scope of the study

The focus on this study is to identify what are the relationships between three (3) factors such as family support, role model and financial support towards entrepreneurship inclination among polytechnic students. The researcher has structured this research as a quantitative investigation that was primarily based on the questionnaires given to 127 respondents from final year students in Commerce Department of Tuanku Syed Sirajuddin Polytechnic in Perlis of Malaysia.

1.5 Significance of the Study

The significance of the study is divided into two;

1.5.1 Nationally

This study will look at the relationships of entrepreneurship inclination among polytechnic students in Malaysia and helps to determine the level of entrepreneurship tendency particularly among polytechnic students. This study also will reveal the number of polytechnic students with entrepreneurship tendencies and choose to become entrepreneurs.

The result of the research can give more supportive suggestions and guidelines to Department of Polytechnic Education in Ministry of Education to enhance entrepreneurship culture in polytechnic. Then, based on the research outcomes, the government can provide more channels, assistance and specific incentives or special funds to students through Innovation and Entrepreneurship Units that already exist and established in polytechnic. This study at least is able to help and provide useful input to the Ministry of Education in general and the Department

of Polytechnic Education in particular, as the body responsible for triggering the idea and design the entrepreneurship culture and education policy making in the polytechnics throughout Malaysia. Finally, this study will support the government's agenda to make entrepreneurship as a first career choice among Malaysian graduates in year 2020.

1.5.2 Body of Knowledge

This study will help to identify whether the factors of family support, role model or financial support influence entrepreneurship inclination among polytechnic students. In addition, this study can also be used as a benchmark or indicator tools for future research. The findings of this research can provide a bright of knowledge to understand the entrepreneurship factors in increasing the entrepreneurship activities at polytechnics.

1.6 Limitations of the research

The levels of entrepreneurship inclination among the polytechnic students are very subjective and are based on their gender, race, education and status. The respondents only in Commerce Department of Tuanku Syed Sirajuddin Polytechnic and the findings will be conclusive for all students in the same programs at all public or private polytechnics only.

Secondly, about cooperation from the respondents so difficult because the students did not understand what the questions want and need more explanations from the researcher. Thirdly, about time constraints because the research was conducted in limited time, only have the lecture time to obtain the data and generate the information.

Lastly, some of the respondents tend to fake their answers in order to avoid judgments from others. Some of the respondents who have answered are not sure whether they can leave certain the questions without an answer.

1.7 Organization of Research Project

This research is structured in five (5) chapters from chapter one (1) to chapter five (5) as follows;

1.7.1 Chapter 1 - Introduction

1.7.2 Chapter 2 - Literature Review

1.7.3 Chapter 3 - Methodology

1.7.4 Chapter 4 - Findings

1.7.4 Chapter 5 - Conclusion and Recommendations

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will present a review of research studies that related to the hypothesis of this study. This study is going to research about three (3) factors such as family support, role model and financial support and relationship with entrepreneurship inclination.

2.1 Family Support

Family support is essential to every entrepreneurs. According to Rajani and Sarada (2008), a strong family structure is very important and prioritized to enable the entrepreneur productive at work, and encourage them to set new goals as they can balance their home life and career life.

This is supplemented by the study of Ahmad Yasruddin, Nik Abdul Aziz and Nik ‘Azyyati (2010) who stated that family support plays a big role in entrepreneurship. The research involved business and non-business studies which polytechnic revealed that about 50 percent of the respondents (students) that their family encourage them to become an entrepreneur.

The literature review by Ishfaq , Muhammad Musarrat & Muhammad Ramzan (2011) conducted on graduates in Pakistan revealed that family support has a major influence on entrepreneurship. This is further supported by Shamsul Hana (2012) who stated that family support plays an important role and directly provide the option for students to work on their own business in future.

According to Dann (1977) and Elfying (2008) in Syed Zamberi, Fauzia & Mehmood (2013), terms ‘push’ and ‘pull’ factors are related to family support and entrepreneurship inclination. Both of factors are not mutually exclusive and it would be accurate to say that there are often multiple motivations as to why people start their own businesses. ‘Push’ factors are associated with negative desire to pursue their business ideas and the ‘pull’ factors associated with positive developments to start a business venture.

Thus, ‘pull’ motivations tend to be more rural, situations and cognitive decline compared with motivation, which is more intrinsic and related to internal aspects or emotions. Unemployment under employment and conditions of unsatisfactory work, family support, recognition and prospects are another much factors, which the ‘pull’ factors for starting a business are included the desire to be your own boss, self-actualization, financial benefits, need for approval, want autonomy, to use existing experience and knowledge, and a desire to achieve a more comfortable balance between family and work responsibilities.

2.2 Role Model

Role model is a person who serves as an example or whose behavior is emulated by others. As noted by Gibson (2004), the term of role model based on two (2) elements. Firstly, the concept of role and inclination of person to identify with others. Secondly, the conceptual modeling, matching psychological cognitive skills and behavior patterns of the individual person and observing. It means every person interested with role models who are seen as equal in term of

their characteristics, behaviors or their ambition (goals) and from whom they can learn abilities or special skills from the role models.

The role models can enhance the desire to be an entrepreneur by providing legitimization and encouragement to turn entrepreneurship ambitions into reality (Avenius & De Cleve, 2005, Koellinger et. al., 2007 & Mueller, 2006). According to Gibson (2004) and Naufa & Kokaly (2001), the entrepreneurship role models can perform in four(4) interrelated functions as follows.

Firstly are inspiration and motivation. It means the role models create awareness and motivate people to get started. Secondly is increasing self-efficiency. Meaning that the role models make people so confident that they can achieve a certain goals. Thirdly is learning by examples. It means that the role models provide guidelines for action and lastly is learning by support. It means that the role models can provide hands-on support or advice.

2.3 Financial Support

Financial support available to entrepreneurs need adapting to meets the needs of polytechnic graduates setting up their own business. Based on Ahmad Yasruddin, Nik Abdul Aziz and Nik Azyyati (2011) study about entrepreneurship inclination among polytechnic student in Malaysia and it was found that the technical students were not really interesting to involve in entrepreneurship field because they did not have financial support or financial aid from the providers.

Habsah and Fauziah (2003) also found that 86 percent of entrepreneurs starts their business with their own savings as a capital and another 14 percent obtained capital from friends and their family. Meaning to say that the business running begins with a own savings, financial support from family, friends or other financial institutions.

The capital is available obtained from family members as a financial aid to become an entrepreneur based on studied from Choong (1993). The studied found that one of the successful Malaysian Chinese entrepreneur's factors is capital obtained from their own family.

The financial aid required by entrepreneurs normally for three (3) purposes such as to diversity risk in their business, to accumulate capital for start up and to expand the financial growth. The frequencies of person to have a new business are related with availability of financial aid. Conclusion statement from eldest researcher, Say no new business without great financial aid (Gynwali & Fogel, 1994).

The financial support can be considered as one of a vital factor in determining and influence the desire of individual to be an entrepreneur. Most of people think it is a challenge for them and high risk if they do not have enough financial support to venture in this field. Financial support can be from parents, government, any agencies etc. Habsah and Fauziah (2003) in their studies found that 86 percent of entrepreneurs start business using their own saving as a capital and another 14 percent used own saving as well as capital from friends or family.

It shows that most of entrepreneurs are more preferred to use their own capital instead of lend from other parties. This can be implemented by those who run a small business but for those who need more capital they can get from other institutions as well. (Shamsul Hana, 2012).

Many researchers believe that for a firm to succeed in a competitive market, it must be able to act in a manner that is free to be entrepreneurial (Zhang, 2008; Zahra, Jennings & Kuratko, 1999; Dess, Lumpkin & McGee, 1999). An entrepreneurial firm can identify the opportunity, mobilizing resources, organize system, and implement strategies to exploit opportunities (Stevenson & Grousbeck, 1992). Therefore, it is assumed that firms that practicing positive behaviors entrepreneurial orientation will contribute to an improvement in performance (Rosli Mahmood, Rosni, 2012).

Based on Shamsul Hana (2012) in his article mentioned that financial assistance required by entrepreneurs usually for three purposes which are to diversify the start up risk in their business, to accumulate capital for start up and also to expand the finance growth.

2.4 Entrepreneurship inclination of Malaysian polytechnic students and Entrepreneurs

Based on the literature review, there are number of studies have been conducted on entrepreneurship by Malaysian polytechnic students. On early studied in 1994 by Baharu Kemat revealed that polytechnic students with the following demographic factors exhibited a strong entrepreneurship orientation of female students, rural area students and exposed before handling the financial accounting. In focusing on agricultural engineering students at polytechnic, another studied have shown a highest level of confident among students in providing a career as an entrepreneur by Ismail (2006).

The findings were contrasted with the previous studied of accounting students by Sarimah (2001) mentioned about the lowest interests of students to become an entrepreneur. The studied was shared with Mohd Fairuz (2006) found that respondents(Hotel and Catering students) are not fully prepared to become an entrepreneur after graduated from polytechnic.

Mohd Zin (2002) and Mohd Zahari (2010) also found that entrepreneurship education and inclination among polytechnic students and their anxiety to become entrepreneurs in part can be attributed to ineffective syllabus(which did not have a good lecturer in entrepreneurship skills, knowledge and training to lecture in entrepreneurship course) and inappropriate teaching approaches. Both studied showed that the levels of entrepreneurship inclination among lecturers are lowest and eventually directly affected to polytechnic students as well.

The contradicted studied by Mat Hassan, Noraini, July Suzlin and Muhamad Asylyzann (2010), A study on the effectiveness of entrepreneurship course (P3117) -Polytechnic of Malaysia. The result showed that polytechnic students have highest confident level to be an entrepreneur after graduated when exposed about business opportunities identified in entrepreneurship course. This studied was supported by Suhaini, Norhasyila and Yuslina (2013) who found that entrepreneurship course factor recorded the highest mean score of 4.09 (agree) and showed 54 percent of respondents (final year students) expressed the desire to become an entrepreneur after graduated from polytechnic.

In previous research have found that only certain individuals will choose entrepreneurship as a career option. They also can use their creativity and skills acquired freely without having to permission anyone in their career work. (Kuratko & Hodgetts, 2004; Bird, 1989; Norasmah & Salmah, 2011).

Besides that, they will free and generate more than enough income, they also should have to be as a entrepreneurial. (Douglas & Shepherd,2002; Norasmah & Salmah, 2011). Not only encouraged by government policy, entrepreneurship also is very important and considered as crucial for employment innovation and also economic growth (Hadjimanolis & Poutziouris, 2011; Shamsul Hana, 2012). In others word, will give major contribution to the development of country.

According to Shamsul Hana (2012), three primary reasons why people choose to become an entrepreneur and start their business is:

1. To be their own boss
2. Pursue their own ideas
3. Realize financial rewards

In other research, role of the entrepreneur has been mentioned comprehensively by Johnson (2001); Aizat Mohd Nasurdin , Nor Hazlina Ahmad and Chew (2009); Shamsul Hana (2012). These researchers argue that entrepreneur is one who assumes responsibility and ownership in making things happen, they also able to create innovation, who manage the risk attached to the process and who has the persistence to see through to some identified end point even when faced obstacles and difficulties.

Nolan (2003) mentioned that entrepreneurship can help to overcome unequal of wealth distribution and solve problems of local employment. Career in entrepreneurship as well provide opportunity for individual to have financial independence besides benefits the economy such as

by contributing to the job creation, economic growth and innovation (Basu & Virick , 2003; Shamsul Hana, 2012).

Gibb (2006) interpret entrepreneurship as way of thinking, reasoning and acting which leads to the creation, enhancement, realization as well as renewal value not only for individual but also for group, organization and society. Wickham (2004) define entrepreneurship as certain approach that used to achieve success and entrepreneurship is also refers to what been done by entrepreneurs. In order to encourage entrepreneurial activity, a lot of programs have been done to change the attitude of young people especially towards entrepreneurship (Drennan , Kennedy & Renfrow , 2005; Shamsul Hana, 2012).

As a conclusion, entrepreneurship is one of the processes in identified and exploit any opportunities that will give them return in terms of benefits and maximum profits and face all the possible risk in achieving their successfulness.

2.5 Theoretical Framework

This study is going to find out whether there is the independent variables (family support, financial support and role model) have influence on dependent variables (entrepreneurial inclination).

The theoretical framework is shown as below:

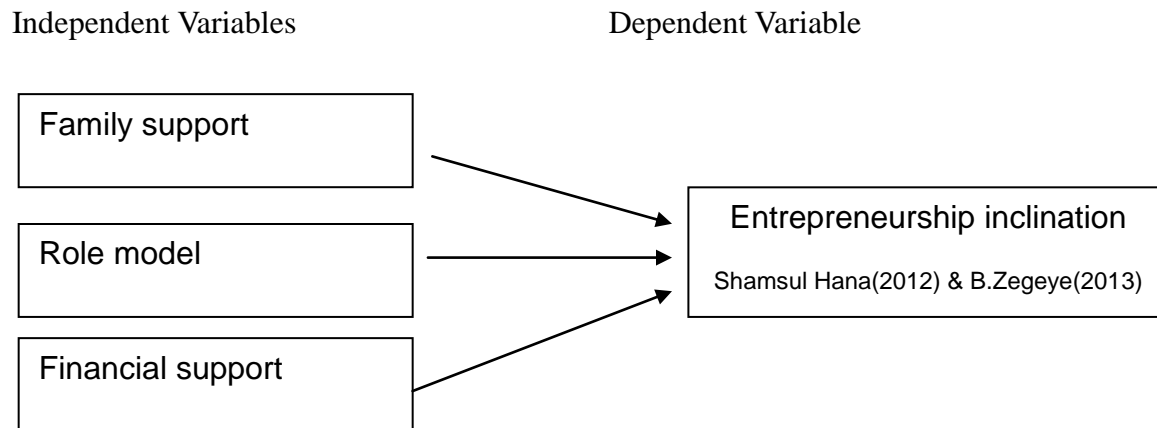


Figure 1.1 Theoretical Frameworks

2.6 Theory of Planned Behaviour

According to this theory which developed in 1988, behaviour term is considered as the inclination to become an entrepreneur. Icek Ajzen (1991) was introduced this theory which discussed about attitude and behaviour and relationship between both of them. This theory divided by three combination elements such as attitude toward behaviour, subjective norms and perceived behaviour control.

2.6.1 Attitude toward Behaviour

It is assumed that have two elements which are belief about the consequences of the behaviour and the judgments about each of the features of behaviour either positive or negative (Ajzen, 1991).

2.6.2 Subjective Norms

It consists of two components which work in interaction whereby someone belief on how the other person who might be important to them would like them to behave (Ajzen, 1991).

2.6.3 Perceived Behaviour Control

It have two aspects which highlights in how much person control over the behaviour and how the person feels confident about being able to perform or not perform the behaviour (Ajzen, 1991).

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The main purpose of the current research is to explore the factors influencing entrepreneurship inclination on polytechnic's students. This chapter explains the methodology used by the researcher to collect important information to conduct this research. It highlights research framework, the development of hypothesis, research design, instrumentations, method of data collections, validity and reliability of research, sample, data collection procedures and data analysis techniques.

3.1 Research Framework

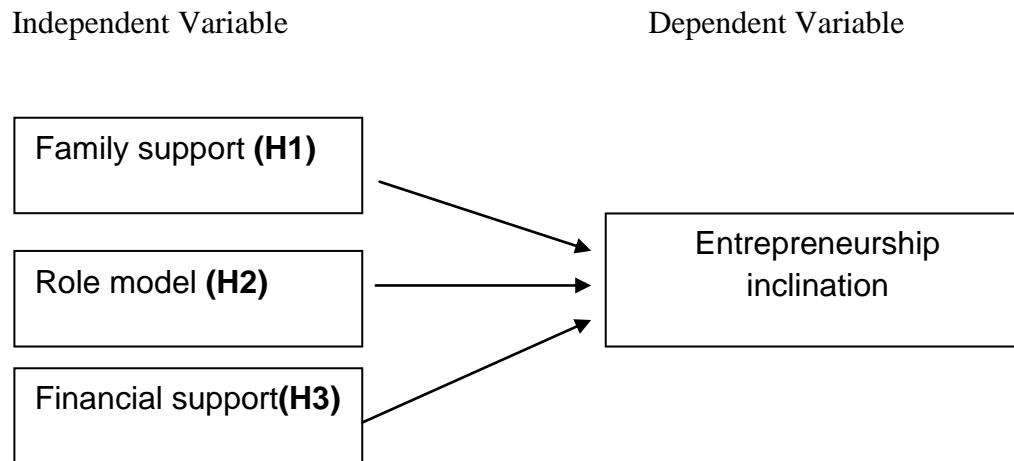
This research was adopted from Davidson (1995), Krueger (1993) & Tkachev & Kolvereid (1999) for entrepreneurship inclination using the five point Likert Scale (1 = very unlikely to 5 = very likely). All five (5) questions are directly asked on their intention to entrepreneurship inclination.

The item of family support measured with fourteen (14) elements adapted from House (1981) using five (5) point Likert Scale (1 = strongly disagree to 5 = strongly agree).

While, the item of role model measured with three (3) items using five (5) point Likert Scale (1 = strongly disagree to 5 = strongly agree) adapted from Castro & Scanddura (1994) and using six (6) items with five (5) point Likert Scale (1 = strongly disagree to 5 =strongly agree) adapted from Ooi, Selvarajah & Meyer (2011).

Next, the item of financial support measured using five (5) items adapted from Shane & Kolvereid (1996) for three (3) items and last question (question 4) adapted from Broch et.al (1999) using five (5) point Likert Scale (1 = strongly disagree to 5 = strongly agree)

Figure 3.1 Research Frameworks



3.2 Hypotheses

H1: There is a significant relationship between Family Support and Entrepreneurship Inclination

H2: There is a significant relationship between Role Model and Entrepreneurship Inclination

H3: There is a significant relationship between Financial Support and Entrepreneurship Inclination

3.3 Research Design

The purpose of this research is to determine entrepreneurship inclination factors among polytechnic students based on the three (3) elements such as family support, role model and financial support. This research is a qualitative descriptive research where the information and collected data based on survey and questionnaires method. The good research comes from the

quality research. The quality research are depends on two elements firstly the reliability factor of research and secondly is the validity factor of the research.

3.4 The Reliability

The reliability can be defined as the consistency of a set of measurements and normally used to describe a test Reliability that is inversely related to random error. A test is considered reliable if found the same results frequently. Reliability measures indicate the stability and consistency of research through which the tool help to evaluate the ‘goodness’ of measures. The reliable measure the consistency of results, contribute or lead to validity and is vital, but not enough condition for validity. The concept is concerned with estimating the degree to which a measurement is free of errors (Donald & Cooper, 1995).

There are different methods to estimate the reliability of measures. There are two elements involved such as multiple and single administration. Multiple administration method to suggest two assessments was administrated. For example, in the test-retest method, reliability is evaluated as the person product-moment correlation coefficient between two administrations of the same measures. Single administration method involved split-half and internal consistency (Donald & Cooper, 1995). The most familiar internal consistency measures is Cronbach’s Alpha, that is usually translated as the mean of all possible split-half coefficients

The reliability is the degree to which services are provided in an accurate, dependable manner, free from errors and show the results consistency. The nearest of reliability coefficient gets to 1.0 (perfect) and the value that over than 0.8 is considered as a good result. The value nearest to 0.7 is considered as acceptable and those reliability value less than 0.60 is considered as a poor result (Sekaran, 2003). The range of Cronbach’s Alpha with reliability as follows;

Table 3.1 Range of Cronbach's Alpha with Reliability

Range of Cronbach's Alpha	Reliability
1	P e r f e c t
0.8-0.99	G o o d
0.6-0.79	A c c e p t a b l e
Below 0.6	P o o r

However, the researcher tested reliability before doing the actual research through a pilot test.

3.5 Pilot Test

The questionnaires were conducted and distributed to twenty (20) students from other department in polytechnic except Commerce Department in order to test the reliability of those questionnaires. All of them will represent various courses and randomly approach. The pilot test takes about three (3) days to complete the research. The pilot test was very helpful in determining the appropriateness of questionnaires. Based on Sekaran (2003), Cronbach's Alpha

is reliability coefficient that indicates how the item positively connected each other. Back to pilot test result, the complete information of result as follows;

Table 3.2 Pilot Test with Reliability

Dimension	Cronbach's Alpha
Entrepreneurship Inclination	0.666
Family Support	0.873
Role Model	0.859
Financial Support	0.828

Based on the table 3.2 above, showed that entrepreneurship inclination dimension is 0.666 while the family support dimension is 0.873, role model dimension is 0.859 and lastly financial support dimension is 0.828. The reliability showed that all value of Cronbach's Alpha in pilot test are

more than 0.6, meaning to say that the pilot test research is good and acceptable. Next, the questionnaires were distributed to actual sample and the actual research is going on.

3.6 The Validity

The validity have six(6) types of validity such as construct validity, face validity, content validity, criterion related validity, predictive validity and concurrent validity. Face validity refer to whether a test appears to be a good measures or not. For example, in doing survey, if you give a survey that seems to be valid to the respondents of the questionnaires and the questions are selected because they look valid to the administer, then the administer asks a group of random group, untrained observers if the questions appears valid to them (Jalal, 2011). In this research, the face validity and content validity are used.

3.7 Instrumentation and Questionnaire Design

This research used the questionnaires to get the data. The questionnaire comprised of thirty-four (34) questions which used to collect data. The questions on demographic factors which included in section A was self constructed. For section B and C, represents dependent variable and independent variable.

Dependent variable is entrepreneurial inclination (section B) and independent variables (section C) are family support, role model and financial support adapted from different sources.

There are three (3) sections in the questionnaires and consists of sections as follows;

3.7.1 Section A: Demographic Factors

There are five (5) questions asked in section A. The respondents need to fill up their details such as age, gender, marital status, ethnicity and programs of study.

3.7.2 Section B: Entrepreneurial Factors

There are five (5) questions asked in section B. The respondents need to fill up their details about how the students to set up their own business and pro-active planning to become an entrepreneur after five (5) years graduated from polytechnic.

3.7.3 Section C: Family Support, Role Model and Financial Support Factors

There are three (3) sub-sections in section C such as family support, role model and financial support.

3.7.3.1 Family Support

Family support consist fourteen (14) questions regarding family support. Focus of questions based on what extend they get support from their family and how concerns their family towards their feelings and problem in daily life.

3.7.3.2 Role Model

Role model consist seven (7) questions regarding role model. Focus on questions based on how role model will shape their behavior and influence them in entrepreneurship.

3.7.3.3 Financial Support

Financial support consist five (5) questions regarding financial support. Focus on questions based on the availability of capital for them to start up the business including from family members, friends, government and so on.

The instruments in this research is based on *Entrepreneurship inclination* dimension is being measured with five items that adapted from Davidson (1995), Krueger (1993) and

Tkachev&Kolvereid (1999) using the five-point Likert Scale (1= very unlikely to 5 = very likely). All five questions are directly asked on their intention to be an entrepreneur. While the dimension of *family support* is being measured with 14 items that adapted from House (1981) and still using the five-point Likert Scale from 1 (Strongly disagree) to 5 (strongly agree). Then, the dimension of *role model* factors in this study has been measured using three items that adapted from Castro & Scanddura (1994) and another six items from Ooi, Selvarajah & Meyer (2011) that measured with five Likert-Scales ranging from 1 to 5. Lastly, the *financial support* dimension has been measured using five items that adapted from Shane and Kolvereid (1996) for the first three items and the question number four is taken from Borch et al. (1999) using five point Likert-Scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.8 Data Collection and Administration

The data was collected through the use of questionnaires which directly distributed to the respondents. The researcher starts to identify the number of population among Tuanku Syed Sirajuddin Polytechnic students in Commerce Department. In order to get the number of students, the researcher has to get the permission letter from Director of Tuanku Syed Sirajuddin Polytechnic and the Head of Commerce Department, Tuanku Syed Sirajuddin Polytechnic. This polytechnic situated in Arau (Royal Town), Perlis of Malaysia. Then, after get the exact number of student's population, researcher starts to indentify the sample size for distribution the questionnaires. These questionnaires have been distributed to students in their lecture time and they were given about 15 minutes to answer all the questions.

3.9 Sampling

127 Sampling from **190** totals of final students from three of diploma programs in Commerce Department, Tuanku Syed Sirajuddin Polytechnic in Perlis of Malaysia as follows;

- i. Secretarial Science's Diploma students
- ii. Business Studies's Diploma students
- iii. Accountancy's Diploma students

This sampling based on suggested from Krejcie and Morgan (1970).

3.10 Data Collection Procedures

The data analysis for this research conducted through *Statistical Software Package for Social Science (SPSS) version 16.0*. This research also tested reliability of the instruments. So, it allows producing concrete and valid results. After giving questionnaires for respondents, next the questionnaires are collected and researcher starts to analyze the data based on questionnaires.

3.11 Data Analysis Techniques

The researcher using *SPSS version 16.0* for statistical analysis. The items will be coded before entry in the computer. Cronbach's Alpha coefficient computed to examine the reliability of the instruments. It measures reliability that range from zero (0) to one (1) and the value of 0.6 to 0.7 are considered as lowest limit of acceptable, while the value from 0.7 to 0.8 are considered as adequate and the value above 0.8 means that the reliability result is high and very good. Reliability analysis help the researcher to calculate the number of commonly used measures of reliability scale and also provide information about the relationship between individual items in

the scale. All data are collected from respondents and was tested by using various techniques such as descriptive statistics (frequencies, percentage, means and standard deviation) and testing hypothesis (reliability and correlations).

3.12 Multiple Regressions

Multiple regressions are more sophisticated extension of correlation and useful to explore the predictive ability of a set of independent variables on one dependent variable (Hair et al, 1998).

In order to test the hypotheses developed in the present study, multiple regression analyses were conducted. Besides that, the entrepreneurship inclination, family support, role model and financial support explained by independent variables also examined through this analysis.

CHAPTER 4

FINDINGS

4.0 Introduction

This chapter present the results of the study, which divided into several sections as presented in the following sequences. The first section describes the descriptive analysis about demographic profile and the pattern of the study items for every variable. The second section presents the regression analysis to describe the hypothesis analysis. The next section contains frequency analysis base on question in the questionnaires.

4.1 Response Rate

190 questionnaires were distributed to all final students from Commerce Department at Tuanku Syed Sirajuddin Polytechnic in Perlis, Malaysia. Out of this number, 127 were returned, and 63 were incomplete. Thus, a total of 127 responses were usable and used for subsequent analysis.

4.2 Descriptive Analysis

Descriptive analysis of studies conducted proceedings includes background respondents such as age, gender, ethnicity marital status, and program taken by students. All the descriptive analysis of the studies shows below:

4.2.1 Age

Table 4.1: Frequency and Percentage of Respondent by Age

	Valid	Cumulative
	percent	Percent

		Frequency	Percent		
Valid	20-22	121	95.3	95.3	95.3
	23-25	5	3.9	3.9	99.2
	26 above	1	.8	.8	100.0
	Total	127	100.0	100.0	

Sources: Questionnaire on Part A and Question No.1

Table 4.1 show the frequency and percentage of respondents by age. The figure showed that age from 20 to 22 years were 121 or 95.3 percent respondents, while age from 23 to 25 were 5 or 3.9 percent and age 26 above showed only 1 or 0.8 percent respondent.

4.2.2 Gender

Table 4.2: Frequency and Percentage of Respondent by Gender

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	Male	14	11.0	11.0	11.0
	Female	113	89.0	89.0	100.0
	Total	127	100.0	100.0	

Sources: Questionnaire on Part A and Question No.2

Table 4.2 shows the frequency and percentage of respondents by gender of the 127 respondents. Male's respondent who participated in this study consisted of 14 respondents or 11 percent. This is followed by the majority of female about 113 or 89 percent respondents. This situation clearly shows that the number of female respondents is significantly more than male in involved in field

of this study. Thus, it's proved that more female is dominant or interest involved in entrepreneurship field.

4.2.3 Ethnicity

Table 4.3: Frequency and Percentage of Respondent by Ethnicity

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	Malay	122	96.1	96.1	96.1
	Chinese	1	.8	.8	96.9
	Indian	4	3.1	3.1	100.0
	Total	127	100.0	100.0	

Sources: Questionnaire on Part A and Question No. 3

Based on table 4.3, shows the frequency and percentage of respondents by ethnic. The majority of respondent is Malays 122 or 96.1 percent respondents, followed by Chinese 1 or 0.8 percent respondents and Indian 4 or 3.1 percent of involved in this study.

4.2.4 Marital Status

Table 4.4: Frequency and Percentage of Respondent by Marital Status

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	Married	3	2.4	2.4	2.4
	Single	123	96.9	96.9	99.2

Divorced	1	.8	.8	100.0
Total	127	100.0	100.0	

Sources: Questionnaire on Part A and Question No.4

Based on table 4.4, shows the frequency and percentage of respondents by marital status. The figure showed that married is 3 or 2.4 percent respondents, followed by single 123 or 96.9 percent respondents and also divorced respondents is 1 or 0.8 percent of involved. However single respondent showed higher than others. Meaning that, single people are willing to involve in this field.

4.2.5 Programmes

Table 4.5 Frequency and Percentage of Respondent by Programmes

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	DSK	70	55.1	55.1	55.1
	DPM	30	23.6	23.6	78.7
	DAT	27	21.3	21.3	100.0
	Total	127	100.0	100.0	

Sources: Questionnaire on Part A and Question No. 5

Based on table 4.5, shows the frequency and percentage of respondents by programme which taken by students at Commerce Department. The figure showed that Diploma of Secretarial Science (DSK) 70 or 55.1 percent, Diploma in Business Studies (DPM) 30 or 23.6 percent while

Diploma of Accountancy (DAT) 27 or 21.3 percent. It showed that students from Diploma of Secretarial Science are more involved in this study.

4.3 Inferential Analysis

The purpose of the inferential tests was to determine how the variables related to each other and whether there are differences between the two groups of variables or more (Sekaran, 2003). The statistical tests that belong in this category are reliability and correlations.

4.3.1 Reliability Test

Reliability test is conducted to measure the reliability of the measurement instrument used in the research. The reliability of a measure is established by testing for consistency and stability. Consistency indicates how well the items measuring a concept hang together as a set. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another.

In this study, the result for reliability test is shown in the tables below. However, the researcher had divided them according to each of the variables.

Table 4.6: Reliability output for Entrepreneurship Inclination

Case Processing Summary

		N	%
Cases	Valid	127	100.0
	Excluded ^a	0	.0
	Total	127	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	5

Based on Table 4.6, the Cronbach's alpha is referring to the dependent variable of the study or represent as Section B in the questionnaire. The dependent variable is studying about the Entrepreneurship Inclination. The Cronbach's alpha for the five items is measure 0.751.

Table 4.7: Reliability output for Family Support

Case Processing Summary

	N	%
Cases Valid	127	100.0
Excluded ^a	0	.0
Total	127	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.861	14

Based on Table 4.7, the Cronbach's alpha is referring to the independent variable which is family support that represents as Section B in the questionnaire. The Cronbach's alpha for the fourteen items is measure 0.861.

Table 4.8: Reliability output for Role Model

Case Processing Summary

		N	%
Cases	Valid	127	100.0
	Excluded ^a	0	.0
	Total	127	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.813	9

As point out in Table 4.8, the Croncach's alpha is referring to the independent variable which is role model that represents as Section B in the questionnaire. The Cronbach's alpha for the five items is measure 0.813.

Table 4.9: Reliability output for Financial Support

Case Processing Summary

		N	%
Cases	Valid	127	100.0
	Excluded ^a	0	.0
	Total	127	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.768	6

According to Table 4.9, the Cronbach's alpha is referring to the independent variable which is financial support that represents as Section B in the questionnaire. The Cronbach's alpha for the five items is measure 0.768.

4.3.2 Correlation Analysis

The correlation analysis carried out to determine whether there are a significant relationship or not between family support (hypothesis 1), role model (hypothesis 2), and financial support (hypothesis 3) with the entrepreneurship inclination. The computation of the Pearson Correlation

coefficients was performed to obtain an understanding of the relation between all the variables in the study. For finding the relation, significant level, $*p < 0.05$ and $**p < 0.01$ were chosen. Table 4.5 present the correlation matrix results.

4.3.2.1 Family Support and Entrepreneurial Inclination

Correlation test has been showed to detect the relationship between entrepreneurial inclination and family support. It can be decided that there is a significant correlation between entrepreneurial inclination and family support. Since there is a significant directional relationship between two variables, the correlation coefficient (r) must be determined for the direction. Refer to the table below, the results of Pearson correlation test showed a positive correlation exists between entrepreneurial inclination and family support. ($p < 0.01$). Dimensional analysis of the results also show family support has a positive relationship with entrepreneurial inclination ($r = 1.000$). In other words, respondents that have family support will be incline towards entrepreneurship.

4.10: Relationship between Entrepreneurial Inclination and Family Support

Correlations

		INCLINATION	FAMILY
INCLINATION	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	127	127
FAMILY	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	127	127

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.2.2 Role Model and Entrepreneurial Inclination

Correlation test has been used to detect the relationship between entrepreneurial inclination and role model. It can be resolved that there is a significant correlation between entrepreneurial inclination and role model. Since there is a significant directional relationship between two variables, the correlation coefficient (r) must be determined for the direction. Refer to the table below, r is positive, thus, it indicated a positive correlation between entrepreneurial inclination and role model. Dimensional analysis of the results also show role model has a positive relationship with entrepreneurial inclination ($r = 0.465$). In other words, respondents that have their own role model will likely to have inclination in entrepreneurship.

Table 4.11: Relationship between Entrepreneurial Inclination and Role Model**Correlations**

		INCLINATION	ROLE
INCLINATION	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.000
	N	127	127
ROLE	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	127	127

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.2.3 Financial Support and Entrepreneurial Inclination

Correlation test has been used to observe the relationship between entrepreneurial inclination and financial support. It can be concluded that there is a significant correlation between entrepreneurial inclination and financial support. Since there is a significant directional relationship between two variables, the correlation coefficient (r) must be determined for the direction. Refer to the table below, r is positive, thus, it indicated a positive correlation between entrepreneurial inclination and financial support. Dimensional analysis of the results also show financial support has a positive relationship with entrepreneurial inclination ($r = 0.319$). In other words, respondents that assume easier to have financial support will likely to have inclination in entrepreneurship.

Table 4.12: Relationship between Entrepreneurial Inclination and Financial Support**Correlations**

		INCLINATION	FINANCIAL
INCLINATION	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.000
	N	127	127
FINANCIAL	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	127	127

** . Correlation is significant at the 0.01 level (2-tailed).

4.4 Regression Analysis

In this study, multiple regression analysis was applied. Each variable from factor scores were used in the analysis. According to Sekaran (2003), multiple regression analysis enables us to measure how much of the variance in the dependent variable will be explained when several independent variables are theorized to simultaneously influence it or in the other word, how well the independent variables predict the dependent variable. The table 4.13 below shows the results of multiple regression analysis of the research.

Table 4.13: Regression analysis**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
-------	---	----------	-------------------	----------------------------

1	.662 ^a	.438	.424	.43737
---	-------------------	------	------	--------

a. Predictors: (Constant), FINANCIAL1, FAMILY1, ROLE1

b. Dependent Variable: INCLINATION1

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.327	3	6.109	31.935	.000 ^a
	Residual	23.529	123	.191		
	Total	41.855	126			

a. Predictors: (Constant), FINANCIAL1, FAMILY1, ROLE1

b. Dependent Variable: INCLINATION1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.158	.409		.386	.700
	FAMILY1	.166	.100	.126	1.654	.101
	ROLE1	.604	.113	.491	5.364	.000
	FINANCIAL1	.156	.090	.149	1.741	.084

a. Dependent Variable: INCLINATION1

Based on table above, the findings showed that independent variable explained the 43.80 percent of the variance (R square) of positive entrepreneurship inclination of the polytechnic students.

Table 4.14: Summary of Hypothesis Testing

Hypothesis	Description	Result
H1	There is a significant relationship between family support and entrepreneurship inclination	Rejected
H2	There is a significant relationship between role model and entrepreneurship inclination	Accepted
H3	There is a significant relationship between financial support and entrepreneurship inclination	Rejected

Based on the correlation coefficients, there is no significant between family support and entrepreneurship inclination (standard beta = 0.126; $p > 0.05$). Therefore, this hypothesis is rejected (Table 4.14).

Based on the correlation coefficients, there is significant between role model and entrepreneurship inclination (standard beta = 0.491; $p > 0.05$). Therefore, this hypothesis is accepted (Table 4.14)

Based on the correlation coefficients, there is no significant between financial support and entrepreneurship inclination (standard beta = 0.149; $p > 0.05$). Therefore, this hypothesis is rejected (Table 4.14).

4.5 Chapter Summary

In this chapter, the findings of all hypotheses are presented. The hypotheses are tested using different test and the results are shown in Table 4.14. All hypotheses are tested and their significant levels are determined at level of 0.05.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the chapter is to discuss the findings of the study as well as to give some recommendations for future research. This study aims to study the entrepreneurship inclination among polytechnic students which represents by students from Commerce Department at Tuanku Syed Sirajuddin Polytechnic in Malaysia.

5.1 Discussion on the Findings

From the findings, the analyses on demographic profile were measured in terms of gender, age, ethnicity, as well as programme of study. This study involved both male and female diploma students that were randomly selected from Commerce Department. These questionnaires have been distributed in order to study on the inclination towards entrepreneurship among polytechnic students.

5.1.1 Profile of the Respondents

The statistics showed difference in number of male and female respondents were 11 percent of them were male and 89 percent were female. Out of 127 respondents, 121 of them are within age of 20-22 years old, 5 of them are within 23-25 years old and only one above 26 years old. It may due to the fact that majority of diploma students are within age 20-22 years old and those above than 22 years old usually have work experience or from integration or bridging programs meaning that the students came from certificate level of Community College or another higher

institutions. In terms of programmes of study, majority of respondents are from Secretarial Science students with the percent of 55.1 and the lowest percent is 21.3 from Accountancy students because the Business students stated 23.6 percent in this survey.

5.1.2 Level of Entrepreneurship Inclination

The analysis found that the overall perception is in the category of moderately high whereby item 4, which examine the likely of respondents to start own business in one year, has the highest mean while item 1 (the like hood of students to choose self employment as their career) has the lowest means. However, the lowest means for item 1 might due to the reasons that most of the respondents did not answer questions and they did not confident or still doubt either to being employed or self-employment. Next, this findings showed that the level of inclination of polytechnic students is moderately high towards entrepreneurship.

This findings is in line with the previous research conducted by Norasmah & Salman (2009) who found that graduates had high inclination towards entrepreneurship. High level of inclination among graduates will help them to see entrepreneurship as favourable career and entrepreneurship can offer a lot of opportunities for them to venture into this field.

5.1.3 Another Factors that Influence the Entrepreneurial Inclination among Polytechnic Students

Based on this study, three (3) objectives factors are included in order to determine whether these factors influence the inclination of entrepreneurship among polytechnic students. The following are the hypotheses that have been stated in this study below;

H1: There is no significant relationship between Family Support and Entrepreneurship Inclination

H2: There is a significant relationship between Role Model and Entrepreneurship Inclination

H3: There is no significant relationship between Financial Support and Entrepreneurship Inclination

5.1.4 Entrepreneurial Inclination among Different Ethnic

Based on this study, there is no relationship between ethnicity and entrepreneurship inclination. Meaning to say that different ethnic did not influence the entrepreneurship inclination. It is so different result with previous study by Green & Saridakis (2007), Fairlie (1994), Basu & Virick (2008), Hadjimanolis & Poutziouris (2011), and Maysami & Ziemnowicz (2007). They found that self-employment is differed across ethnic.

This study also relevant and related to research that have done by Shamsul Hana (2012), Muhammad Safizal (2003) and Ramayah & Harun (2005). They found that different ethnicity is no relationship or not influence to entrepreneurship inclination.

5.1.5 Entrepreneurial Inclination among Different Gender

The study showed that no difference between male and female in terms of entrepreneurship inclination. It is supported by another research by Haase & Lautenschlager (2010) and Mohar Yusof, Sandhu & Jain (2008) but denied by Sandhu et al., (2011) because the study found that male student are more incline towards entrepreneurship compared to female students. But for Olomi & Sinyamule (2009), they stated that female are more incline towards entrepreneurship compared to male students.

5.1.6 To identify the relationship between family support with motivation of students towards entrepreneurship inclination

The results of Pearson correlation test showed a positive correlation exists between entrepreneurial inclination and family support. ($p < 0.01$). Dimensional analysis of the results also show family support has a positive relationship with entrepreneurial inclination ($r = 1.000$). In other words, respondents that have family support will be incline towards entrepreneurship. This study agreed by Shamsul Hana(2012) that there is a positive significant between family support and entrepreneurship inclination which means family support affected to student in their decision making to choose self-employment or being employed. It is supported by Green & Saridakis,2007;Ahmad Yasruddin et. al, 2011;Nor Aishah & Yufiza,2006;Rajani & Sarada,2008), they stated that family and social network are useful supporters to entrepreneur including relatives, parents and husband has lead individual to start up and increase their determination to be an entrepreneur.

5.1.7 To identify the relationship between role model with motivation of students towards entrepreneurship inclination

Refer to the table 4.11 showed that symbol r is positive, thus, it indicated a positive correlation between entrepreneurial inclination and role model. Dimensional analysis of the results also show role model has a positive relationship with entrepreneurial inclination ($r = 0.465$). In other words, respondents that have their own role model will likely to have inclination in entrepreneurship. This findings support the social cognitive theory which explained that role can indirectly affected the career selections through self-efficacy, interest and expectations of outcomes (Shamsul Hana, 2012). According to Kennedy, Drennan & Renfrew (2003), stated that students with role model perceive starting a business to be more feasible and desirable compared

with those without role model. This statement was related with study by Bosma et.al.,(2011), where the role model have influence the decision of person or individual for start up the business and develop their own business whereby role model can be anyone whether famous people, teachers, colleagues or family members.

5.1.8 To identify the relationship between financial support with motivation of students towards entrepreneurship inclination

Correlation test has been used to observe the relationship between entrepreneurial inclination and financial support. It can be concluded that there is a significant correlation between entrepreneurial inclination and financial support. Since there is a significant directional relationship between two variables, the correlation coefficient (r) must be determined for the direction. Refer to the table 4.12, r is positive, thus, it indicated a positive correlation between entrepreneurial inclination and financial support. Dimensional analysis of the results also show financial support has a positive relationship with entrepreneurial inclination ($r = 0.319$). Meaning to say, respondents that assume easier to have financial support will likely to have inclination in entrepreneurship. The study also shared with previous study by Shamsul Hana (2012) , where the financial support can come from various institutions like banks, government, family and friends as well as competitors itself.

Most of people think it is a challenge for them and high risk if they do not have enough financial support to venture in this field. Financial support can be from parents, government, any agencies etc. The study also related to research by Habsah & Fauziah (2003) in their studies found that 86 percent of entrepreneurs start business using their own saving as a capital and another 14 percent used own saving as well as capital from friends or family. It shows that most of entrepreneurs are more preferred to use their own capital instead of lend from other parties. This can be

implemented by those who run a small business but for those who need more capital they can get from other institutions as well. (Shamsul Hana, 2012).

Many researchers believe that for a firm to succeed in a competitive market, it must be able to act in a manner that is free to be entrepreneurial (Zhang, 2008; Zahra, Jennings & Kuratko, 1999; Dess, Lumpkin & McGee, 1999). An entrepreneurial firm can identify the opportunity, mobilizing resources, organize system, and implement strategies to exploit opportunities (Stevenson & Grousbeck, 1992). Therefore, it is assumed that firms that practicing positive behaviors entrepreneurial orientation will contribute to an improvement in performance (Lumpkin & Dess, 1996; Covin & Slevin, 1991; Rosli Mahmood, Rosni, 2012).

In previous study from Gnywali & Fogel(1994) and Shamsul Hana, (2012) in his article mentioned that financial assistance required by entrepreneurs usually for three purposes which are to diversify the start up risk in their business, to accumulate capital for start up and also to expand the finance growth.

5.2 Recommendations

The proposals submitted divided two parts, the first part of the proposal to the responsible party in entrepreneurial development among polytechnic students and the second part further research to researchers in the future.

5.2.1 Recommendations to the Polytechnic

The questionnaires that were distributed to the respondents, the various proposals and their views have been presented. These proposals are steps that should be taken by the polytechnic to attract

students to the field of entrepreneurship. Accordingly, the polytechnic should give serious consideration to the views that have been leveled by a former student who has already managed to become entrepreneurs in order to provide benefits to the students in particular and polytechnics in general. Overall, a majority of entrepreneurs agreed that the polytechnic emphasize the development of entrepreneurship among their students. At least to instill the entrepreneurial spirit in the students. In addition, for those who are really interested in becoming entrepreneurs can learn theory and fundamentals of entrepreneurship since the polytechnics more.

The study of entrepreneurship in general and polytechnic in particular plays a very important role to students who are interested in becoming an entrepreneur can be discovered and provided guidance to the best advantage. Although not intended to make all students to become entrepreneurs in the spirit of self entrepreneur as a risk taker and not quitters should be incorporated in the polytechnic's students in particular. According to the findings, the majority of motivating factors had no significant influence on the entrepreneur as the achievement of performance dimensions in capital investment, gross sales and assets owned. This indicates that the achievement of entrepreneurs today do not rely on motivating factor when they first become entrepreneurs. Through these findings can facilitate the parties responsible for the development of entrepreneurial strategy more organized and efficient. The issue of development and entrepreneurial learning in the polytechnics have been supported by previous workers such as Scott and Twomey (1988), Sexton and Bowman (1988) and Brown (1990). Here presented some suggestions that may be made by the polytechnic to enhance entrepreneurship development among its students:

- i. Measures of polytechnic can start right now by offering entrepreneurship as a compulsory subject. According to previous reviewer, Kent (1990) in Nor Aishah (1998), states that there are studies that show that many people have the entrepreneurial potential but not to become entrepreneurs. This shows the importance of entrepreneurship education to the community in identifying and shaping individuals with entrepreneurial potential to contribute to economic change society in the future. Thus, by making the subject of entrepreneurship subjects for the polytechnic, the entrepreneur will be born with more speed and quality.
- ii. In addition, a study conducted by Teresa and Joseph (2002) found that entrepreneurial learning is a very important step taken to increase the graduation rate of entrepreneurship from polytechnic. This is because the students already have knowledge specific to the field and when added to the knowledge of entrepreneurship after graduation so they have the ability to open their own business. Thus, by making the subject of entrepreneurship is compulsory for all students so they are able to integrate the subject of entrepreneurs with the students ' field of study. Earlier, Kent (1990) in Nor Aishah (1998), states that there are studies that show that many people have the entrepreneurial potential but do not become entrepreneurs. This shows the importance of entrepreneurship education to the community in identifying and shaping individuals with entrepreneurial potential to contribute to economic change society in the future. Thus, by making the subject of entrepreneurship as a compulsory subject.
- iii. Finally, the polytechnic should multiply its courses and seminars entrepreneurial motivation to their students who are interested in becoming an entrepreneur through cooperation with other parties such as MARA. To be more effective, polytechnic should

invite graduates who have successfully become entrepreneurs to share experiences and motivate students. As a result, the spirit of the students will be more keenly to be successful in the area of interest.

iv. The finding of research has found that the skill factor is the most important factor that has driven the graduates of polytechnic became an entrepreneur. Thus, through these findings, polytechnic should give students the opportunity to open a business and working with the business community outside of polytechnic. The polytechnics should provide strategic and business space in the campus through the creation of a number of rules to be followed. For example, the board of directors must consist of graduate entrepreneurs from polytechnic that has proven successful and has had extensive working experience. The real purpose must be reviewed in advance and have the likely rope by experienced and honest leader. The goals and methods of implementation would also need to be clear so that students not only recognize profit to polytechnic in business within the scope of a short outlook.

v. To provide exposure to the field of entrepreneurship, the polytechnic to provide entrepreneurial expo invites entrepreneurs to exhibit and make a speech that will open the minds of students and entrepreneurs the opportunity to see up close. This lump can expose students to the business world from a more practical aspect is not just theory. Experience an entrepreneur who has studied for five years in the field of entrepreneurship found that the polytechnics were inadequate to provide exposure to the knowledge of entrepreneurship in their place. Finally, when the terrible economy, many graduates are stuck looking for jobs and want to start a business but do not know where to start. Therefore, students should be made aware of the world outside the campus after graduating later. The reality is, to become

a successful entrepreneur, what is needed is 70 percent human relations management (PR) and only 30 percent of technical knowledge.

- vi. Further, after attending courses and seminars entrepreneurship, polytechnic should send their students to undergo training in local companies related to area of interest. This would be a better and valuable experience to students being able to see the real business world.

5.2.2 Recommendations For Future Research

Based on the experience of the researcher in the course of the study, recommendations were forwarded to the next researchers.

- i. It is hoped that future researchers could extend such studies to find more polytechnic graduates who have become entrepreneurs. The growing number of entrepreneurs has enabled many recommendations derived from them as well as helping entrepreneurs create business linkages among them.
- ii. In addition, future researchers can analyze the differences between polytechnic students interested in becoming entrepreneurs with graduates who have become entrepreneurs. Here, researchers can compare the factors motivating them to become entrepreneurs. With a view to motivating factors of the two groups, the researchers were able to develop a model of entrepreneurship development more organized because it is the result of students who want to become entrepreneurs and graduates who have become entrepreneurs.

iii. At present, Malaysia is encouraging people to become entrepreneurs, especially entrepreneurial technology for our economy and compete with other developed countries. Consequently, future researchers can examine important matters involving technology entrepreneurs in Malaysia in a particular sector. For example, as seen in the growth and development of the business is being done.

iv. Future researchers can also study the long-term because it is rarely done by researchers in Malaysia, for example, in the last five years. The researcher will distribute the questionnaire at the beginning of the first year and distributing the same questionnaire at the end of the fifth year. Increase the performance of the company measured over the five years. Thus, more precise results can be obtained in relation to the relationship that exists between driving factors in the company's achievements. A long-term study is mostly done by researchers abroad and gives a more accurate result.

5.3 Conclusion

From the analysis of research output, the research objectives are positive in line with entrepreneurship inclination track. The study found that types of gender are negative point and not effected the entrepreneurship inclination among polytechnic students. Meaning to say, either male or female either Malays or non-Malays, the statement is entrepreneurship inclination did not influenced the ethnicity to become an entrepreneur.

Family support, role model and financial support are symbiosis system and related to entrepreneurship inclination. Family support from family members, friends and other colleagues are very important thing to every person who interest in entrepreneurship field compared to role model and financial support in second and third ranking behind the family support point.

Role model like lecturers, successful entrepreneurs or any person who can influence the people, encourage and motivate them to success in entrepreneurship field. They can act as mentor, supervisor, coordinator or facilitator to encourage students to involve in entrepreneurship and taking the challenge to be successful entrepreneurs based on their experience and guidance.

Financial support is the third objective in this study. It is so important to students to get the financial aid to run their own business. Financial aid maybe comes from the student's savings and getting loans from the family members, banks or government institutions.

For overall summary, there are so many factors that influenced the students when they involving in entrepreneurship field. The findings of this research can be used by next researcher, polytechnic and government to get the information and knowledge about entrepreneurship inclination of polytechnic students for producing more successful entrepreneurs from polytechnic institutions.

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POLITEKNIK TUANKU SYED SIRAJUDDIN, PERLIS

ASSESING THE ENTREPRENUERSHIP INCLINATION AMONG COMMERCE DEPARTMENT STUDENTS

Dear students,

Your cooperation to answer this questionnaire honestly is highly needed in order to carry out the research.

All information given will be keep strictly confidential and for the purpose of this research only.

Thank you very much for your cooperation.

Best regards,

AFFENDI BIN MOHAMMAD

Please tick for the best answer.

(1) Age 1. 17-19() 2.20-22() 3. 23-25() 4. 26 and above()

(2) Sex 1. Male() 2. Female()

(3) Ethnicity: 1. Malay() 2.Chinese () 3. Indian() 4. Others()

(4) Marital Status 1. Married() 2. Single() 3. Divorced() 4. Widow/widower()

(5) Programme of study : _____

PART B (Entrepreneurial Inclination)

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

- END OF PART B**

PART C (Family Support)

Please indicate the degrees of your agreed or disagreement with the statement below by circling your response according to the following option:

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1. My family will offer important information about competitors.

1 2 3 4 5

2. My family will offer important information about product and services in my business.

1 2 3 4 5

3. My family will offer important information about advantages and disadvantages of products and services.

1 2 3 4 5

4. My family will offer important information about product in the same industry.

1 2 3 4 5

5. My family will tell me what activities are not accordance with commercial principles.

1 2 3 4 5

6. My family will tell me what I expect for my business.

1 2 3 4 5

7. My family will tell me what I want to do is right.

1 2 3 4 5

8. My family will give objective feedback that helps me know how to deal with problems.

1 2 3 4 5

9. My family will concern about my happiness and healthy.

1 2 3 4 5

10. My family will make me relax when I feel exhausted.

1 2 3 4 5

11. My family will make me relax when I feel exhausted. 1 2 3 4 5

12. My family will comfort me when I am frustrated. 1 2 3 4 5

13. My family will help me take care of my family when I am busy on business.

1 2 3 4 5

14. My family will help me out of troubles. 1 2 3 4 5

PART C (Role Model)

Please indicate the degrees of your agreed or disagreement with the statement below by circling your response according to the following option:

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1. I try to model my behavior after my role model. 1 2 3 4 5

2. I admire my role model's ability to motivate others. 1 2 3 4 5

3. I respect my role model's ability to teach others. 1 2 3 4 5

4. I care what my closest friends think about my employment decision.

1 2 3 4 5

5. I believe that closest friends think I should become self employed.

1 2 3 4 5

6. I care what lectures think about my employment decision. 1 2 3 4 5

7. I am interested in business because my friends are in business. 1 2 3 4 5

8. Friends are main sources of business-related information. 1 2 3 4 5

9. Lectures are main source of business related information. 1 2 3 4 5

PART C (Financial Support)

Please indicate the degrees of your agreed or disagreement with the statement below by circling your response according to the following option:

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

Assuming the _____ is easy to get.

- | | | | | | |
|--|---|---|---|---|---|
| 1. Availability of bank loans. | 1 | 2 | 3 | 4 | 5 |
| 2. Availability of capital from suppliers. | 1 | 2 | 3 | 4 | 5 |
| 3. Availability of capital from friends. | 1 | 2 | 3 | 4 | 5 |
| 4. Availability of capital from family. | 1 | 2 | 3 | 4 | 5 |
| 5. Availability finance resources relative to competitors. | 1 | 2 | 3 | 4 | 5 |
| 6. Availability from government. | 1 | 2 | 3 | 4 | 5 |

END OF PART C

RESULT PILOT TEST

(N=20)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.666	.667	5

DEPENDENT VARIABLE

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.878	14

FAMILY SUPPORT

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.859	.857	9

ROLE MODEL

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.827	6

FINANCIAL SUPPORT