



**THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP AND
SELF-EMPLOYMENT INTENTION AMONG UNDERGRADUATE
STUDENTS OF UNIVERSITI UTARA MALAYSIA**

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AMONG UNDERGRADUATE STUDENTS OF UNIVERSITI UTARA MALAYSIA**

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ABSTRACT

Entrepreneurship education is constructed to instill skills, knowledge and motivation needed to understand and encourage entrepreneurial success in various settings. This would enhance necessary identification and avoid many pitfalls that awaits less trained towards being self-employed. Meanwhile, training will be appreciated though may initially be perceived as a cost in terms of time and money. Therefore, this study report the results of cross sectional research that focused on the relationship between entrepreneurship education and self-employment intentions among students of Universiti Utara Malaysia (UUM). The sample composed of 76 undergraduate students pursuing Bachelor of Entrepreneurship (B.Ent) in UUM. The collected data was analysed using SPSS 16.0 which provided descriptive statistics and regression analysis. The respondents were randomly selected. The findings of the study showed that there is significant relationship between entrepreneurship education, perceived desirability of self-employment and self-employment intentions. In contrast to the expectation, finding shows that there is negative influence between previous entrepreneurial experience and self-employment intentions. This study provides opportunity to policy makers and government to inculcate entrepreneurial programmes which would enhance individual attitudes to self-employment. Among the limitations to study are time limit and the use of self-report measure.

Keywords: Entrepreneurship education, Self-employment intention, Perceived desirability of self-employment.

ABSTRAK

Pendidikan keusahawanan dibina untuk memupuk kemahiran, pengetahuan dan motivasi yang diperlukan untuk memahami dan menggalakkan kejayaan keusahawanan dalam kepelbagaian tetapan. Ini akan meningkatkan pengenalpastian dan menghindari kesukaran bagi yang kurang terlatih ke arah bekerja sendiri. Sementara itu, latihan akan dihargai walaupun pada mulanya mungkin dianggap sebagai kos dari segi masa dan wang. Oleh itu, kajian ini melaporkan keratan rentas dapatan penyelidikan yang memberi tumpuan kepada hubungan antara pendidikan keusahawanan dan niat bekerja sendiri di kalangan pelajar Universiti Utara Malaysia (UUM). Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan antara pendidikan keusahawanan, keinginan untuk bekerja sendiri dan niat bekerja sendiri. Berbeza dengan jangkaan, dapatan menunjukkan bahawa terdapat pengaruh negatif antara pengalaman keusahawanan sebelumnya dan niat bekerja sendiri. Kajian ini menyediakan peluang kepada pembuat-pembuat dasar dan kerajaan untuk memperkasakan program-program keusahawanan yang akan meningkatkan sikap individu ke arah bekerja sendiri.

Kata kunci: Pendidikan keusahawanan, Niat bekerja Sendiri, Keingnan bekerja sendiri

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TABLE OF CONTENTS

PERMISSION TO USE	ii
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Problem statement.....	4
1.3 Research objectives.....	6
1.4 Research Questions.....	6
1.5 Significance of the Research.....	7
1.6 Scope of the Research.....	9
1.7 Organization of the Report.....	9

CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Entrepreneurship	11
2.1.1 Entrepreneurship as a Function of Market.....	12
2.1.2 Entrepreneurship as a Process.....	14
2.2 Foundation Theories.....	15
2.2.1 Shapero Entrepreneurial Event (SEE) Theory.....	15
2.2.2 The Theory of Planned Behaviour (TPB).....	19
2.3 The Entrepreneur as an Individual	24
2.3.1 Behavioural Perspective	25
2.3.2 Trait Approach.....	25
2.3.3 Cognitive Processes	27
2.4 Entrepreneurial Education.....	33
2.5 Conceptual Framework	37
2.6 Research Hypothesis	38
CHAPTER THREE	39
METHODOLOGY	39
3.1 Introduction	39

3.2	Research Methodology.....	39
3.3	Population and Sampling	41
3.4	Research Instrument.....	42
3.5	Reliability and Validity	43
3.5.1	Content Validation.....	43
3.5.2	Construct Validation	44
3.5.3	Pre and Pilot Testing.....	44
3.5.4	Respondent Profile.....	45
3.6	Procedure of Data Collection.....	46
3.7	Data Analysis	47
3.8	Data Coding	47
3.9	Conclusion.....	51
 CHAPTER FOUR FINDINGS		52
4.1	Introduction	52
4.2	Data Screening and Data Cleansing.....	52
4.3	Treatment of Outliers	53
4.4	Test of Normality	54
4.5	Reliability Test.....	54
4.6	Respondents Profile	56

4.7	Descriptive Statistics.....	57
4.8	Test for Multicollinearity	58
4.9	Hypotheses Testing.....	59
4.9.1	Pearson Correlation Analysis.....	59
4.9.2	Regression Analysis.....	61
4.10	Conclusion.....	63

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION	64	
5.1	5.1 Introduction.....	64
5.2	Discussion	64
5.2.1	Hypothesis 1: Entrepreneurship Education Positively Influence Students' Self-employment Intention.	64
5.2.2	Hypothesis 2 Previous Entrepreneurial Experience Positively Influence Students' Self-employment Intention.	65
5.2.3	Hypothesis 3 Perceived Desirability of Self-Employment Positively Influence Students' Self-Employment Intentions.....	66
5.3	Theoretical Implications of the Research.....	66
5.4	Managerial Implications of the Research.....	67
5.5	Limitation and Recommendations for Future Study	67
5.6	Conclusion.....	69

REFERENCES	71
Appendix A.....	83

LIST OF TABLES

Table	Page
3.1 Pilot Study of Respondents Demographic Profile	46
3.2 Self-employment Intention	48
3.3 Entrepreneurship Education	49
3.4 Previous Entrepreneurial Experience	50
3.5 Perceived Desirability of Self-employment	51
4.1 Coefficient of Cronbach Alpha	56
4.2 Demographic characteristics of the respondents	57
4.3 Descriptive analysis of Variables	58
4.4 Test for Multicollinearity	59
4.5 Pearson Correlation Analysis	60
4.6 Regression Analysis	63

LIST OF FIGURES

Figure	Page
2.1 Shapero Entrepreneurial Event (SEE) Model	16
2.2 Theory of Planned Behaviour (TPB)	21
2.3 Proposed Conceptual Framework	38
3.1 Research methodology process	41

LIST OF ABBREVIATIONS

UUM:	Universiti Utara Malaysia
SEE:	Shapero Entrepreneurial Event
TPB:	Theory of Planned Behaviour
SEI:	Self-employment Intention
EE:	Entrepreneurship Education
PEE:	Previous Entrepreneurial Experience
PDSE:	Perceived Desirability of Self-employment

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Entrepreneurship is an overall trend with economic development over the world absolutely affected by the rise of a new and creative venture start-ups. Entrepreneurship is about starting a new business dependent upon a distinguished business opportunity, and operating and keeping up that business. These new business assume an extensive part in creation of job, that is persuading government officials to acknowledge and help in the activity of entrepreneurial introduction because of its certain commitment to the economy. Traditionally, economists upheld the opinion that enterprise is accountable for the growth of the economic (Cole, 1965; Weber, 1930) because of its benefit inclusion in capital financing, orientation and also in the new markets formation (Cantillon, 1755; Schumpeter, 1934). Some people believe that entrepreneurship does not have to be taught and thus, an entrepreneur is destined to be so. In any case, it ought to be noted that for one to be a great business visionary, he must take in the abilities (Griffin & Hammis, 2001).

The Global Entrepreneurship Monitor (GEM, 2000) reported that the attitudes of the public in general towards entrepreneurship are a key to social and cultural norms as well as the comprehension and support of the importance of entrepreneurship. For instance, in some part of the European countries, significantly in the study the society's negative posture with respect to innovation, change and creativity reduced the total amount of individual involved in new venture stat-up.

Entrepreneurial training is constructed to instil skills and knowledge needed to understand prior to starting on a new venture. By doing so, would enhance necessary identification and avoidance of many pitfalls awaiting the less well-trained and vigilant contemporaries. This training will be appreciated though may initially be perceived as a cost in terms of time and money.

Entrepreneurship is still acknowledged relatively new as an academic discipline in spite of the fact that its foundation could be traced to when economist Richard Cantillon in the seventeenth century, created the term “entrepreneur” (Cantillon, 1755). Entrepreneur as an individual has been examined in various research utilizing varieties of distinctive approaches but then, concluding that a single meaning of entrepreneur has not been seen possible (Brockhaus, 1982; Begley & Boyd, 1987; Low & MacMillan, 1988). Subsequently, according to Shaver and Scott (1992), the psychological methodology in entrepreneurship study has moved far alone from the inquiry of personality trait to the study of behaviour cognition and motivation. The inquiry into the cognition and motivation of entrepreneur is an attempt to shed more light about the backgrounds to entrepreneurial conduct rather than the entrepreneurial profile or characteristics.

One of the recent methods used in order to comprehend entrepreneurial process is research acknowledging entrepreneurial intentions of individual’s which few author have adopted (Autio, Keeley, Klofsten, Parker & Hay, 2001; Davidsson, 1995; Krueger

& Brazeal, 1994; Peterman & Kennedy, 2003; Shapero, 1982; Zhao, Hills, & Seibert 2005). The indicator of future entrepreneurial behaviour is asserted by individual entrepreneurial (Ajzen, 1991; Kim & Hunter, 1993). Krueger, Reilly and Casrud, (2000) in their study using a sample of American students with career choices found that intention models presented a solid factual backing for envisaging entrepreneurial behaviour. In order to expand the knowledge on the proposed entrepreneurial behaviour, there is a need to comprehend more on the background of entrepreneurial intentions. The improvement of a new business obliges an individual to settle on cognizant decisions and choices and is an intentional conduct that is purposeful by nature. Accordingly, little doubt remains legitimate that intention could give important bits of knowledge into the type of individual engrossed in becoming an entrepreneur.

Shapero and Sokol (1982) created 'Entrepreneurial Event Formation' (SEE) model acknowledging the change in life path and its effect on the perception of desirability and feasibility of individuals connected to new business start-ups. This model accepts that change in life path i.e. displacement give rise to changes in entrepreneurial intentions and subsequent behaviour. Displacement can either be in positive for example financial backing or negative form such as job loss. The intention of becoming an entrepreneur and forming a new venture relies upon the perception of desirability of the individual for example, 'would I like to doing it?' and perception of feasibility of individual for instance 'do I have the asset to doing it?' which is related to the activities of beginning a new venture.

Another intention model is the Theory of Planned Behaviour (TPB), (Ajzen, 1991) which was used for its prescient power and relevance over varieties of content fields as well as entrepreneurship. In the light of convictions, state of minds and intentions relationship, an individual's convictions and mentality with respect to a specific behaviour, advise their intentions to carry out that behaviour.

In this study, the term entrepreneurship signifies entrepreneurs' attitudes and beliefs with respect to intention formation to be self-employed and start a new venture. Krueger et al. (2000) studied TPB being prescient capability in connection to the intentions of beginning a new venture and affirmed that individual attitudes and the perceived behavioural control are related considerably to entrepreneurial intention. In entrepreneurship discipline, scholars uses both and a blend of SEE and TPB models in demonstrating self-employment, thus these models could be coordinated effectively as one (Kolveroid & Isaksen, 2006; Krueger et al., 2000).

1.2 Problem statement

In United States (USA), one third of the new entrepreneurs were within the youthful age of 30, and about sixty percent (60%) of 18 to 29 year old reported that they need to possess business of theirs (Kuratko, 2005). Hisrich and Peters (2002), specified that regardless of these empowering numbers many students still do not consider entrepreneurship as a profession and that only a few will begin a business immediately after graduation. This is a problem due to the high rate of unemployment and is giving

the society and the economy as a whole the significance of owning or establishing a new business which has constituted a research area and demand further attention. To understand this issue more, it is vital to examine the career intention of the university students' and the impact of their environments.

The choice of an individual to turn out to be an entrepreneur is in the heart of entrepreneurship. Harvey and Evans (1995) postulated that there are interesting times in one's life cycle of choosing a career when the chance to turn into an entrepreneur is the most ideal, thinking that one of the most "vital windows" is the school experience. Undergraduates' students are thinking regularly about the choice of profession paving way to and after graduation. Gorman, Hanlon and King (1997) have reviewed literature in entrepreneurship and affirmed that introductory confirmation infers that entrepreneurship education is able to affect entrepreneurial traits thus stronger empirical focus is required for future research.

In addition, this study suggests empirical research which will consider self-employment as an entrepreneurial choice of career and take a glance at the relationship that exist between entrepreneurship education and students' self-employment intention.

1.3 Research objectives

Self-employment intention, perceived desirability of self-employment, past entrepreneurial experiences and the introduction to entrepreneurship education play a significant role in this study. This research work intends to help in comprehending entrepreneurial intentions. Generally, result of individual perception and their attitudes towards entrepreneurship, entrepreneurial intentions were framed (Tkashev & Kolveroid, 1999; Katz, 1992; Krueger & Carsrud, 1993).

The impact of entrepreneurship education and how past business experience affect individual's intentions to be self-employed has been a research focus which has not been given much attention and obliges more consideration. In this manner the objectives of this research is as follows:

- i. To determine the relationship between entrepreneurship education and self-employment intention of entrepreneurship students of UUM.
- ii. To determine the relationship between previous entrepreneurial experience and self-employment intention of entrepreneurship students of UUM.
- iii. To determine the relationship between perceived desirability of self-employment and self-employment intention of entrepreneurship students of UUM.

1.4 Research Questions

In relation to the above objectives, research questions for this study are formulated as below:

- i. What is the relationship between entrepreneurship education and self-employment intention of entrepreneurship students of UUM?
- ii. What is the relationship between previous entrepreneurial experience and self-employment intention of entrepreneurship students of UUM?
- iii. What is the relationship between perceived desirability of self-employment and self-employment intention of entrepreneurship students of UUM?

1.5 Significance of the Research

The main goal of this study is to comprehend more about individuals' self-employment intentions, thereby reviewing literatures is necessary in order to construct a strong theoretical foundation for answering the research questions. It is important for professional instructors and policy makers to understand and comprehend the influence of entrepreneurship education via variations in students' attitudes towards to be self-employed and the opportunity to further illustrate the future entrepreneurial behaviour (Krueger et al., 2000; Ajzen, 1991). According to Drucker (1985) several segments of entrepreneurship can be taught which gives support to further research in order to comprehend more of the impacts of entrepreneurship training on entrepreneurial intention of its members. Charney and Libecap, (2000), for example, stated that entrepreneurship education is vital and is out of customary discipline limits by giving chance to advancement in pedagogy. For instance, some courses are fundamentally designed at educating students on the essentials of starting a new business or planning to establish a new venture, while the rest have more extensive point of tutoring the fundamentals of entrepreneurship, and students involved in the latter course might

significantly think about profession in the scholarly world. Also, whatsoever the course objective is, it is of benefit to public policy maker to evaluate the course effect on members' profession intentions.

Seeing how self-employment intentions are framed give chances to arouse development in the financial system via new venture start-up activities. A noteworthy significance of this study is by understanding the process of forming self-employment intentions and its subsequent processes to support entrepreneurial performance.

Several literatures (Fayolle, 2000; Zhao et. al. 2005; Fayolle et. al. 2006; Matlay, 2008) have been written on the impact of entrepreneurial education on self-employment intention. However there is limited empirical numbers in the aspect of students' self-employment intention. Results of this study intend to give extra understanding on the advantages of entrepreneurship education for the purpose of empowering desirability and feasibility of self-employment.

Besides, the study will give further testimony for the use of SEE (1982) and TPB (1991) which serve as the foundation for intention models to test the antecedents of self-employment intention.

1.6 Scope of the Research

This research is limited to Universiti Utara Malaysia. Random sampling technique is used to draw sampling for this study focusing on undergraduate students of College of Business (COB), specifically students of Bachelor of Entrepreneurship. In the study, primary data will be collected, which is collected by using survey questionnaires adapted from previous studies. The questionnaire will be self-administered to the participants so as to help establish rapport between researcher and the participants while introducing the survey, providing explanation required by the respondents on the spot and thus instantly collect the questionnaire after being completed. Respondents are chosen among students of Bachelor of Entrepreneurship, specifically those in semester 5 to 7 to ensure that the relationship is well captured. Time limit in completion of the research work is another factor that might deter the completion of the research objective as the researcher will desire. Shorter time available also restrict deeper study on the effects of the variables being observed.

1.7 Organization of the Report

This research consists of five chapters. The content overviews are enlisted as follows:

Chapter One presents the background, problem statement, research question, research objectives, significance of the study and definition of variables and scope of the study.

This chapter is the introductory chapter of the study that gives the basic and threshold information about the research.

Chapter Two reviews the extant literature related to entrepreneurship education and self-employment intention.

Chapter Three entails the research methodology used in the study.

Chapter Four explains the findings of the study grounded on the survey questions. This survey questions are answered analytically.

Chapter Five explains the result for this study in details and completes the study with conclusion, recommendation and directions for future use.

CHAPTER TWO

LITERATURE REVIEW

2.1 Entrepreneurship

Entrepreneurship, as an academic discipline is recognized generally as new though its origin could be trace to seventeenth century when the economist, Richard Cantillon invented the term “entrepreneur” (Cantillon, 1755). Literally, this French word means ‘to assume’ or ‘go between’ indicating the position individual assumed when seeking after opportunities. The ‘go between’ are the individual that assumed risk but did not certainly offer the capital (Hisrich, Peters, & Shepherd, 2005). The extant literature, ever since the inception has been congested with several variations of definitions, context, and entrepreneurship field (Gartner, 1988; Davidsson, 2003a), and to some degree because entrepreneurship is a multi- disciplinary sensation borrowing from a number of academic disciplines (Low & Macmillan, 1988).

Gustafsson (2004) pointed out that literature from strategic management, psychology, sociology and economic affects entrepreneurship education offering theoretical frameworks and methodological tools. This multidisciplinary approach is not surprising given the complexity of the phenomenon, entrepreneurship. According to Chandler and Lyon (2001) multi-disciplinary in entrepreneurship was seen in a positive direction and recommended it as one of the strength of entrepreneurship field since it acquire and acknowledge frameworks and methodologies from other genuine social sciences fields. Conversely, others have requested for scientists and scholars to create

entrepreneurship theoretical framework with one ideal model and its own theory (Cooper, 2003; Shane & Venkataraman, 2000).

The absence of accord with respect to the meaning of the word 'entrepreneur' is one of the principal reasons deterring the advancement in the formation of general ideal model for the discipline. Morris (1998) in his survey of journals discovered about seventy distinctive meanings of entrepreneurship within five years. Davidsson (2005) proposes that there should be a distinction between entrepreneurship as an academic discipline and entrepreneurship as a social phenomenon. Kirzner's (1979), in his opinion defines entrepreneurship as practices and academics: (i) practice which drive the business sector process', characterized part of entrepreneurship in the world and (ii) academics which identify decisions making irrespective of producing result or not.

In spite of previous discussion over the definition, the field is developing and three (3) underlying methodologies are broadly acknowledged in the entrepreneurship writing (Landstrom, 2005) known as entrepreneurship as a function of market, entrepreneurship as a process and entrepreneur as an individual.

2.1.1 Entrepreneurship as a Function of Market

According to McMullen and Shepherd (2006), entrepreneurship as function of market signifies the existence of entrepreneurial action independent of who the actor is. Hebert

and Link, (1989) pointed that rather than personality trait, the central theme in the market function is the economic function of the entrepreneur. From this perspective, the entrepreneur' serves as an agent, collecting data and designating assets to gain chances emerging from the gaps in supply and demand in the market.

A renowned economist, Joseph Schumpeter, emphasized innovation in the creation of these opportunities and it includes part of creative destruction, seeing entrepreneurship to be a combination of assets in the areas of; new goods, new production process, opening new market, finding new sources of supply and growth of new business. The perspective of improvement is vital to entrepreneurship and was additionally imparted by Drucker (1985), Baumol (1993) and Knight (1921). In accordance to the work of Schumpeter (1934), Drucker emphasized the significance of diversity in knowledge and saw market rivalry as an endless vigorous process (Kiessling & Richey, 2004).

Besides, in the presentation of innovation, Baumol (1993) observed the essential of 'ideal timing'. Likewise Schumpeter (1934) inferred that through innovation, entrepreneurs' produce economic changes and make the economy to be at disequilibrium. Conversely Kirzner (1979) expressed that entrepreneurs' reinstate equilibrium by expanding the productivity distribution of resources when following up benefit and generating opportunities ignored in the market. Kirzner's effort centres

mainly on the discovery of opportunities, entrepreneurial awareness and advantages, but not acknowledging the interrelated courses of action of assessment.

In outline, entrepreneurship as a function of market identifies part of entrepreneurship as a societal phenomenon unmistakably characterizing it in a market opportunity setting, parting the individual entrepreneur as suppliers who practice entrepreneurship (Davidsson, 2003). The central issue in this setting is whether entrepreneurial activity happens, not who did it or how; with the last statement is best replied by the process approach.

2.1.2 Entrepreneurship as a Process

Looking at entrepreneurial as a process, defining the term entrepreneurship has been given a famous setting in entrepreneurship studies which is denoted in the literature within two separate approaches; (1) the process relating to identification of opportunity and (2) the structure of events associated to new venture creation. Various approaches and models to the entrepreneurial process occur in literatures (among others Morris, Lewis & Sexton, D. 1994; Timmons, 1994; Ardichvili, Cardozo & Ray, S. 2003; Gartner, 1985; Rondstat, 1984; Bhave, 1994). These studies are looking forward to inter-relate process of opportunities in business innovation and misuse, which are dependent upon a multi-dimensional point of view and variety of different variables.

2.2 Foundation Theories

The study conducted is taking into consideration two cognition-based theories to give empirical and theoretical background to the model utilized. Within these two theories, an individual perception, or cognition, serves as the essential illustrative process of framing intentions. Shapero's SEE (1982) and Ajzen's TPB (1991) are the two theories to be considered.

2.2.1 Shapero Entrepreneurial Event (SEE) Theory

Shapero and Sokol (1982) took a gander at changes in life path and its effect on the perception of desirability and feasibility identified with establishing a new business in considering the formation of entrepreneurial intentions in entrepreneurial event formation. In this model, an increase in entrepreneurial intention and ensuing behaviour is as a result of basic change in life (displacement). Basic life change (displacement) can be in positive form e.g. great business partner, financial backing and/or negative structure e.g. separation, misfortune of work. The individual intentions to be self-employed and establish a new business (an entrepreneurial event) thus relies on the feasibility and perception of individuals'.

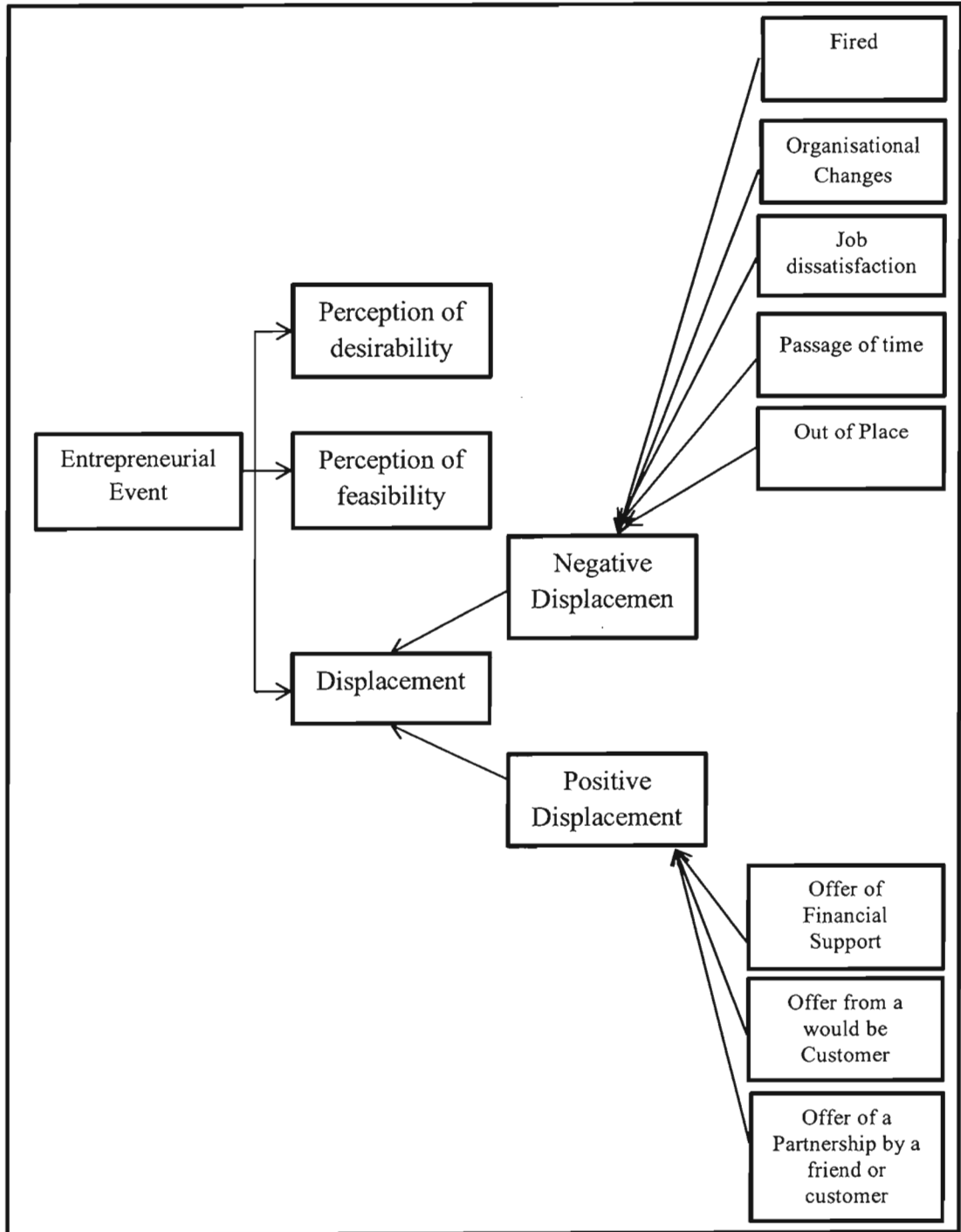


Figure 2.1
 Shapero Entrepreneurial Event (SEE) Model .
 Source: McStay 2008 An investigation of undergraduate student employment and the impact of entrepreneurship education and previous entrepreneurial experience, Pp31.

2.2.1.1 Displacement

In SEE model, displacement is the impetus for changes in behaviour and individuals' then settles on a choice to act dependent upon perception of feasibility and desirability. This model recommends that inertia guides human behaviour until an events displaces that inertia thereby leading to change in behaviour (Nabi, Holden & Walmsley 2006). Displacement occurs in either a negative or positive structure depicted by Gilad and Levine (1986) as the "push" and "pull" theory. Negative displacements, for instance, a job loss pushes individuals' into self-employment. Conversely, a positive displacement, for instance, financial backings pulls individuals' into self-employment. Sadly, observational studies of these particular push and pull factors are restricted with outcomes offering minimal predictive capability (Krueger et al., 2000) and consistently, displacement may cause different behaviours other than self-employment.

2.2.1.2 Perception of Desirability of Self-employment

Shapero and Sokol (1982) stated that the entrepreneurial event of individuals' attitude, feelings and values which were a consequence of own distinctive social environment (e.g. peers, families, educational and professional influences) resulted from the influence of their perception of desirability of self-employment. Besides, individual needs to see the performance of an entrepreneur as desirable before the likely intentions to be self-employed is to be framed.

Moreover, in the process of intentions Bird (1988) recognized feasibility as 'rational thinking' and desirability to be structured via 'intuitive thinking'. In the study of Mitchell, Busenitz, Lant, McDougall and Morse (2002) perceived desirability of self-employment is full of attitudinal judgement (an emotional reaction) and entrepreneurs utilizes this judgement to settle on the decision of whether to act or vice versa (Mitchell et al, 2002). This accompanies that an objective of entrepreneurship education may create positive mind among students towards entrepreneurship.

2.2.1.3 Perceptions of Feasibility of Entrepreneurship

According to SEE, Shapero and Sokol (1982), individual's perception of feasibility is associated with the perception of available resources of an individual (knowledge, partners and financial backings). McMullen and Shepherd (2006) expressed that perceived feasibility (i.e. the belief in the ability to seek after entrepreneurial action) is a function of entrepreneurial knowledge. Krueger et al., (2000), based on Shapero-Krueger framework, perceived feasibility is a substitute for entrepreneurial self-efficacy.

In the study of Shapero and Sokol (1982), both perception of feasibility and desirability certainly interrelate. This implies that if the establishment of a new venture is seen as unfeasible by an individual then it is assumed to be undesirable and vice versa. Thus, it is conceived that students' attitude towards being self-employed might absolutely be affected by participation in entrepreneurship education. Alternatively, in

the non-existence of perception of feasibility i.e. individual's belief to be self-employed as well as the capacity to gain important assets, self-employment might not be formed. On the other hand, participation in entrepreneurship training might absolutely influence student's perception of feasibility; however, self-employment intention cannot be structured without the desire to be an entrepreneur.

2.2.2 The Theory of Planned Behaviour (TPB)

The Theory of Reasoned Action (TRA) which was proposed by Fishbein and Ajzen in 1975 gave birth to the Theory of Planned Behaviour (TPB) which was purported by Ajzen in 1991. This theory states that behavioural intentions are structured by an individual state of mind to that particular behaviour and individual's subjective norms (i.e. encouragement by families, peers and role models). Thus, both subjective norms and attitudes are affected by motivation, assessment and belief structured via individual's distinctive environments.

Ajzen's TPB accepts that maximum human behaviour is as a result of one's goal to implement that behaviour and the capacity to settle on cognizant decisions and choices of doing so. Ajzen's TPB (1991) depicts that intention relies on three factors:

- i. individuals' attitude towards that behaviour (would I like to do it?),
- ii. subjective norms (do other individuals need me to do it?) and,
- iii. perceived behavioural control (do I perceive I am capable and have the asset of doing it?).

This last factor was included to the TRA. An individual subjective norms and attitudes towards behaviour are regarded as motivational factor that impact behaviour. Interestingly, perceived behavioural control was expected to catch non motivational factors which impact behaviour. All these factors are joined together; denote the actual individual control over behaviour which is typically discovered as the exact indicators of behavioural intention. Thus, intentions have the capacity to record considerable rate of difference in behaviour (Ajzen, 1991).

In the TPB model, intentions are demonstrated to be an immediate predecessor of behaviour, and in reality it was realized that not all intentions were eventually completed. Due to external factors, in few cases, individuals are most likely to be unable to go through the desired behaviour, notwithstanding of having the intentions to do so. Conversely, the attitude-intention connection is internal and when all is said in done is less influenced by dynamic external factors (Ajzen, 1991).

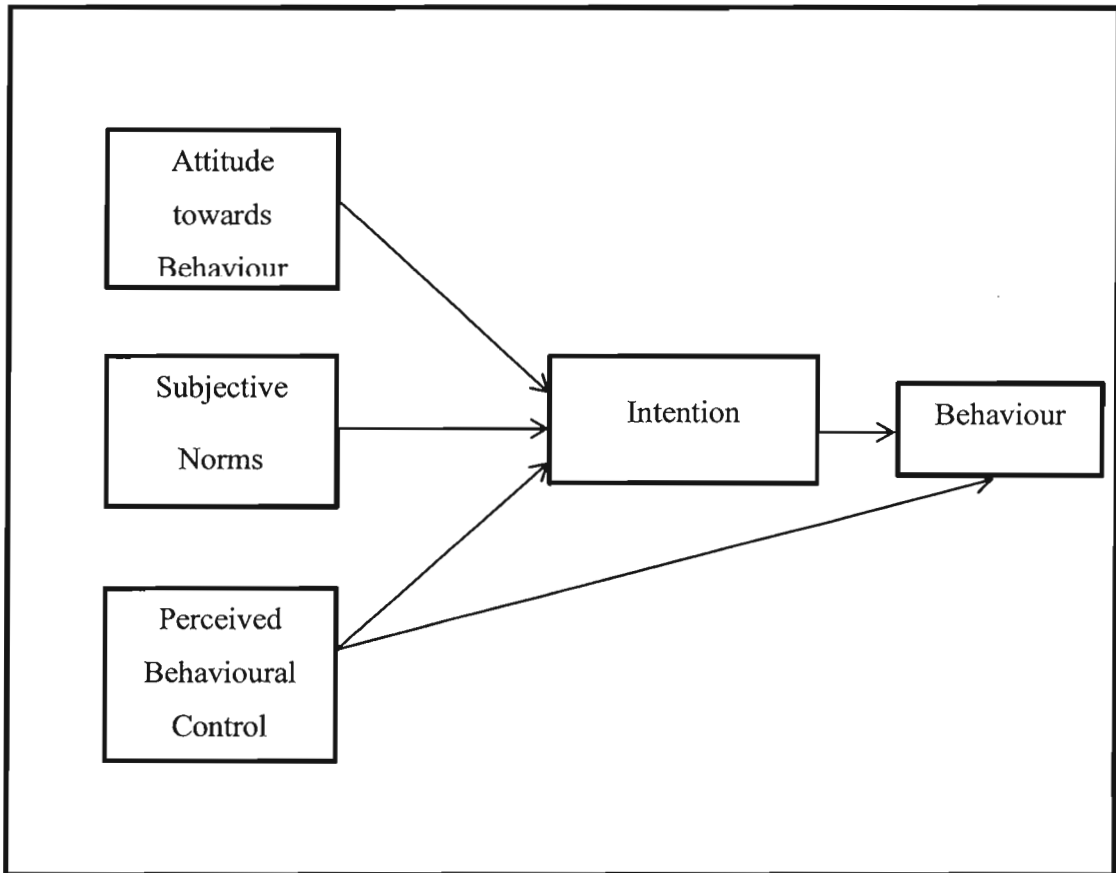


Figure 2.2

Theory of Planned Behaviour (TPB)

Source: Ajzen 1991 Theory of planned behaviour. Organisational and human decision processes

2.2.2.1 Attitude towards the Behaviour

Attitudes towards behaviour are described as the extent to which individuals have an undesirable or desirable evaluation of the concerned behaviour. The attitude-intention relationship had an empirical backing by the findings of meta-analyses of 93 behavioural intention studies led by Kim and Hunter (1993). In the study, behaviour was separated to nineteen separate areas; instances comprise intentions to having a child (Davidson & Jaccard, 1979); intentions to cheating or copying (Devries & Ajzen, 1971); intentions to giving blood (Zuckerman & Reis, 1978); intentions to voting

(Shepherd, 1987). Obviously, due to influence of external factors, the relationship that exists between behavioural intentions and attitudes is stronger than the one that exist between behavioural intention and ultimate behaviour (Ajzen, 1991). As expressed beforehand, this study is concerned with the antecedents to intentions and not the intentions-behaviour relationship. The attitude measured in the TPB (Ajzen, 1991) is comparable to the perceived desirability measured in SEE (Shapero & Sokol, 1982).

2.2.2.2 Subjective Norms

Subjective norms, according to Ajzen (1991), signifies social pressure perceived from individual's peer group and important others, influencing individuals' intention either or not to act a particular behaviour. Krueger et al. (2000) incorporated this measure into their entrepreneurial intention model and afterwards without discovering any significant relationship connecting intentions to begin a business and individual subjective norm. Thus, calls for an additional study with reliable measures in this field.

2.2.2.3 Perceived Behavioural Control

The TPB, the extension version of the TRA incorporated as described earlier, includes perceived behavioural control to record for circumstances where non motivational factor assumes a part in attitude transforming into action e.g. absence of financial assets might modify perceived behavioural to intention like behaviour of buying a car. The impeding cause for example could be limited time, absence of co-operation from others and absence of skills and knowledge required.

In entrepreneurial studies, perceived behavioural control has been denoted as feasibility (Krueger et al., 2000; Peterman & Kennedy, 2003; Krueger & Brazeal, 1994). Self-efficacy of Bandura (1977, 1982) is excessively recognized to be very much alike as perceived behavioural control (Ajzen, 1991; Summer, 2000) as it reveals an individual personal judgement of its capability to execute a prospective conduct. In some studies, self-efficacy has been used in TPB rather than perceived behavioural control with positive effect (Connor & Armitage, 1998).

In addition, perceived self-efficacy which is an important antecedent of intention and action could be, though comparable, seen as discrete from perceived behavioural control (Ajzen, 2001). Ajzen, (2002) elucidated further the idea of behavioural control and emphasized the significance of bringing self-efficacy and behavioural control stuff together into intention measure in order to enhance the prediction of behaviour.

2.2.2.4 Intentions

As examined earlier, intentions reveals an individual's eagerness or intent to take part in a specific behaviour and has quite a few antecedents. A definitive reason for researches in intention is behaviour prediction. Scientist (James, 1950; Lewin, 1935; Assagioli, 1973) has been intrigued by the research into behavioural intentions over a long period of time and; cognitive researchers such as Rotter, 1966; Fishbein and Ajzen, 1975; Searle, 1983; have created three (3) distinctive theories namely; expectancy theory,

attribution theory and linguistic theory (Bird, 1988). Ajzen (1991) pointed out that TPB was grounded upon expectancy theory in which people figure out how to support behaviour where they need a favourable result, and also to structure unfavourable attitudes towards behaviour related to undesirable results.

2.3 The Entrepreneur as an Individual

Another move in entrepreneurship research was made as a result of researchers' disappointment to prepare a single silhouette for entrepreneurs. Therefore, there are periods in which the study on individual entrepreneurs was limited. Shaver and Scott arranged for a specific topic in 'Entrepreneurship Theory and Practice' as an effort to redirect individual, social and psychological practices to identify entrepreneurial actions (Gartner & Vesper 1994). This arrangement was a fruitful one and the reappearance of this stream of study has emphasized the imperative of this study field. It further expanded the category of theoretical and empirical study on the individual entrepreneur.

The choice to be an entrepreneur serves as impetus for entrepreneurship and entrepreneurial practices. Previous study in entrepreneur as an individual could be partitioned into three different approaches; behavioural approach, trait approach and the cognitive approach.

2.3.1 Behavioural Perspective

The entrepreneurs as an individual have been considered in high regard with the capacity to identify exploit and act on profit opportunities not visible to others. It is behaviour that interest scholars; by trying to comprehend further on new business (Bygrave & Minniti, 2000). Studies into behaviour could generally be trailed back to the 18th century and picked up recognition in the 20th century through the work of Thorndike (1932), Watson (1930) and Skinner (1953).

While the trait methodology to comprehend entrepreneurship pondered on whom entrepreneur is, the cognitive methodology studies the antecedents to entrepreneurial behaviour while the behavioural approach reflects entrepreneurs do. The behavioural approach in entrepreneurship focus is to comprehend the role of an entrepreneur in the compound practice of new business start-ups. Gartner (1989) affirmed that researcher must study entrepreneurs in the process of creation of a new business and portray particularly the parts and actions attempted.

2.3.2 Trait Approach

The trait approach to entrepreneurs' was pursued by various researchers, in an effort to separate entrepreneurs from non-entrepreneurs. And also to recognizes series of character trait particular to entrepreneurs. However, there seems to be no conformity on the amount of traits, particular on entrepreneurs, or their legitimacy (McStay, 2008).

Dej (2007) indicated some peculiar features of an entrepreneur which have been associated often to entrepreneurial success and intentions of entrepreneur. For instance,

- risk taking, which is an aspect that explains individual cognitive style with regard to assuming risk
- need of achievement, which signifies that individual must struggle hard in order to achieve success;
- tolerance of ambiguity, which portrays an individual proficiency in making decision with information being complete
- locus of control, which indicates the extent in which an individual feels in control
- need of autonomy, which indicates individual struggle to be sovereign and taking charge
- creativity, which defines the trend to trial and error, lateral thinking and experimentation
- self-efficacy, which explains positive self-belief to survive with various difficulties of demands

In short, trait methodology has made a significant influence to past findings, though weak but direct relationship was found between non entrepreneurs and entrepreneurs traits (Brockhaus, 1982). As a result, the psychological methods to entrepreneurship have moved towards exploration of behaviour, cognition and motivation rather than circulating on personality traits (Shaver & Scott, 1991).

2.3.3 Cognitive Processes

Good and Brophy (1990), pointed that cognitive processes were grounded on unobservable behaviour and also a suitable process in comprehending further on human personality. In entrepreneurship studies, researchers were certain that cognitive approach gives strong predictive power than the trait model (Gartner, 1985; Katz & Gartner, 1988). Enquiry made into cognitive processes of entrepreneur endeavours to comprehend further on how entrepreneurs think (Mitchell, Busenitz, Bird, Gaglio, McMullen, Morse & Smith 2007), also acknowledge entrepreneurs' means of processing data (Baron, 2004). It is a big question why some individuals with similar traits are motivated to be entrepreneurs while others do not. The basic theory found that entrepreneurs do think and act in a different unique way to non-entrepreneurs (Kirzner, 1979; McClelland, 1976; Schumpeter, 1934).

Entrepreneurs identify and look for prospects. Afterward the danger over the benefit of new business start-ups is assessed. Corbett (2007) pointed out that the way in which people cognitively prepare data depends on their capability to distinguish and utilize prospects. Mitchell et al., (2002), characterized the main components of entrepreneurial cognition as learning construct (reliant on expert scripts or heuristics) and choice taking (reliant on judgement and appraisal) that are set in an entrepreneurial framework. Entrepreneurs in this case, do not just utilize an affective judgement (i.e. sentiment and emotive reactions) but additionally utilize cognitive thinking (their thoughts, beliefs and perceptual abilities) to settle on choices on whether to act or not. In the same flow, Robinson, Stimpson, Heufner and Hunt (1991) advanced the work of

Allport (1953) focusing on the attitudes of entrepreneurs and suggested that attitudes, blended with cognitive and affective issues led to conative behavioural intentions. The intention-behavioural model is the key to this study using the foundation of cognitive theories of Shapero (1982) and Ajzen (1991) which have been discussed earlier.

2.3.3.1 Entrepreneurial Intentions

The term entrepreneurial intention is referred as the intention to implement entrepreneurial conduct. Entrepreneurial intention can be characterized according to different researchers as; the intentions to begin a new venture (Krueger & Brazeal, 1994; Zhao et al., 2005), intentions to possess a venture (Crant, 1996), or intentions to become self-employed (Douglas and Shepherd, 2002; Kolvereid, 1996).

For the purpose of this study, an entrepreneurial intention is termed as individuals' intention to become self-employed. In testing entrepreneurial intentions and its antecedents, only a few researchers has been able to effectively use intention models (such as Douglas & Shepherd, 2002; Katz & Gartner, 1988; Bird, 1988 Kolvereid, 1992; Kolvereid & Isaksen, 2006; Crant, 1996; Boyd & Vozikis, 1994; Chen, Greene, & Crick, 1998; Krueger & Brazeal, 1994; Peterman & Kennedy, 2003; Shapero & Sokol, 1982; Krueger et al., 2000; Krueger & Carsrud, 1993; Zhao et al., 2005).

The study of Krueger and Carsrud (1993) and Katz and Gartner (1988) took a gander on the organisational level where the entrepreneurial intention in association with organisational development, acknowledged the impact of institutional factors to comprehend better their effect. Moving to the individual level of an entrepreneurial intentions, the study of Bird (1988) interfaced new business setting with the intentions of entrepreneurs and ensuing activity. Activities of her intention model incorporated the reasoning style of entrepreneurs i.e. intuitive and rational, affected by personal identity, capacity and history of entrepreneurs and his state of environment.

Boyd and Vozikis (1994) facilitated the theoretical work of Bird (1988), incorporating their intentions model with entrepreneurial self-efficacy to give a good explanation of the antecedents of the entrepreneurial intention. Empirical studies of Chen, Greene, and Crick (1998) and Zhao et al. (2005) proceeded also, by incorporating their intentions model with entrepreneurial self-efficacy discovered a noteworthy relationship between entrepreneurial intentions and entrepreneurial self-efficacy. Additionally, the study of Zhao et al. (2005) discovered empirical support for the significant effect of formal academic program on the intention to begin a new venture.

Advancing the work of Eisenhauer (1995) utilizing the economic model of choice to become entrepreneur, Douglas and Shepherd (2002) created an economic model dependent on individuals' value acquired via self-employment. It was found in Australian business schools utilizing a sample of 300 graduates that individual consider income , risk and independence in assessing alternate options in career, but not

considering their status of working experience physically and mentally. SEE formation model (Shapero & Sokol, 1982) and TPB (Ajzen, 1991) are both consolidated in this study's model. In utilizing SEE model as foundation, Krueger and Brazeal (1994) created a theoretical model seeking to discover further factors impacting entrepreneurial intention. These scholars proposed entrepreneurial capability as an antecedent to intention with a precipitating event (displacement) of "push" or "pull" factor bringing about entrepreneurial intention (Shapero, 1982). Kolvereid (1996) utilizing TPB found that favourable social norms, entrepreneurial self-efficacy and attitudes towards self-employment positively impact the intentions to become self-employed.

Entrepreneurial intention models resulting from the SEE (Shapero & Sokol, 1982) and TPB (Ajzen, 1991) provides measures to clarify and foresee entrepreneurial behaviour. Krueger, Reilly and Carsrud (2000) evaluated and tested Shapero's (1982) and Ajzen's (1991) models by joining both and discovered backings for the two models. Based on a sample of senior school business students the intention based models provides important means to further investigate the antecedents to entrepreneurial intentions.

In another study, Crant (1996) sampled 181 students in the United States of America based on Ajzen's intention model (1991). The study discovered that entrepreneurial intentions were considerably related to individual having high proactive personality score and having entrepreneurial parents/guardian. It was also revealed that

males scored exceedingly in entrepreneurial self-efficacy than females and subsequently entrepreneurial intention.

In a sample of secondary school students, the effect of participation in entrepreneurship education program was observed by Peterman and Kennedy (2003) utilizing the SEE model (1982). The result indicated a positive change in the perception of desirability and feasibility of students' business start-ups. The level of change in perception of the individual was linked positively to the past experiences and also to their business education program experience.

Shook, Priem, and McGee, (2003) expressed that previous researches on entrepreneurial intention have experienced both theoretical and methodological constraints hence; future work ought to endeavour coordination and diminish the number of alternate intention models. But, this study addressed the issue by coordinating and combining the intention theories taking after the work of Krueger et al. (2000).

2.3.3.2 Self-employment Intentions

According to the work of Spoonley, Dupuid, and de Bruin, (2004) events such as, on-line web business and globalization have paved way for new opportunities for the self-employed and Olson (2007) stated that in this era, there are youthful grown-ups who

have an extraordinary measure of technical skill. An individual's career pattern no more takes after the norms of traditional work (Lewis, 2005) and accordingly, experience derive through age is not so much an indicator of success. It also concluded that adolescent is not a boundary to passage to self-employment where students in tertiary institutions of the 21st century might view self-employment as a practical vocation choice after graduation.

As formerly expressed, Kolvereid et al., (2006) coined the term entrepreneurial intentions as intentions to possess a venture (Crant, 1996), intentions to begin a business (Krueger & Brazeal, 1994), and intentions to be self-employed. The first phase in the course of establishing a new business is the self-employment intention (Lee & Wong, 2004). It was found in the studies of Schmitt-Rodermund (2004) that past empirical studies uphold the opinion that early vocational ambition was mostly a suitable indicator of occupational decision. It was possible that students in tertiary institution would be liable to pursue self-employment. This study kept tab on the intentions of undergraduate students' to be self-employed.

Researchers inquiry into "why only a few people desire to be self-employed than being salaried-employed have been given much concern" (Bygrave, 1989; Sexton & Bowman, 1985). Most methodologies discriminate amid impacts of external environment and steady personality variables (Krueger et al., 2000; Zhao et al., 2005) as dependent elements emphatically impacting self-employment intention. In this study, one

dependent variable of interest, as an antecedent to self-employment intention of students, incorporate participation in entrepreneurship education, past entrepreneurial experiences and perceived desirability of self-employment.

2.4 Entrepreneurial Education

The expanded enthusiasm towards entrepreneurship and the amount of institutes offering entrepreneurship training is ascribed to the affirmation by the external stakeholders of the significance of the establishment of new organisations and development for wealth creation and economic development universally (Minniti, Bygrave & Autio, 2006). A research into entrepreneurship education keeps tab on business education and take into consideration the course contents, instructional method, entrepreneurial learning and evaluation (Greene and Rice, 2007). There are few researchers that pointed clearly on the requirement to assess the adequacy of entrepreneurship programs (Porter & McKibben, 1988, Block & Strumpf, 1992). In an investigation of six (6) European entrepreneurship programmes, Garavan and O'cinneide, (1994) concluded there is need of assessment expansion on the viability of various programs around the world.

An extensive variety of entrepreneurship education programs have been offered universally and; given the heterogeneity of such programs, assessing and measuring the effectiveness are challenging (Fayolle & Klandt, 2006). Bechard and Toulouse (1998) concluded that the objective of entrepreneurship training program ought to be restricted

to the target customer base, thus assessment ought to be balanced appropriately. Attitude of the students' towards entrepreneurship could be changed within a period of time (Hatten & Ruhland, 1995), and a functional methodology of the entrepreneurship program measurement, as utilized in this study, is to assess changes in students' attitudes and perceptions of entrepreneurship and their impacts on self-employment intentions.

A common appraisal of an educational program has to cover the assessment of attained knowledge and subsequently measures of members' comprehension of the system content. Drucker (1985) stated that entrepreneurship education is not a personality trait but a behavioural form which sensibly expect that individual's action to be entrepreneurial. Drucker's theoretical establishment, is similar to Schumpeter and the Austrian School of Economics, attributed to the idea of "the entrepreneur" and "vigorous disequilibrium" inferring both to be a fundamental components in assessing the role of individuals, industry and society in the free market (Kiessling & Richey, 2004). As stated by Drucker (1985), there has been an argument about whether individual could be taught to be entrepreneurs hence, entrepreneurship is a 'teachable discipline'.

In short, most of the literatures available prescribe that certain components of entrepreneurship can be taught (Kanter, 1989; Sexton & Upton, 1987; Gibbs, 1998). Given that this is accurate and in keeping the expanded consideration around the

significance of entrepreneurship to the worldwide economic development, the accessibility of entrepreneurship education have expanded. This is observable along time, where the numbers of institutions offering entrepreneurship related course have improved drastically (Katz, 2003).

Since industrial revolution, the youthful era of the 21st century has been the most entrepreneurial generation (Kuratko, 2005). Figures have shown that at the age 34, approximately 5.6 millions of Americans are pursuing their career as entrepreneurs. These data is supported by Tulgan (1999) which a third of the new entrepreneurs are under the age of 30 and more than sixty percent (60%) of these are 18 to 29 years of age and the rest of the youth have expressed the aim of possessing their own venture in the future. These figures affirm that there is a development in the consciousness of entrepreneurship and the amount of people seeking after entrepreneurial professions at an earlier age than ever before. With this development comes the test of giving convenient and viable entrepreneurship education.

Gorman, Hanlon, and King, (1997) produced a ten-year study on entrepreneurship education literature and, called for additional experimental studies using sound approaches to test the impact of such programs. These scholars also suggested that entrepreneurship education as an apparatus for expanding self-efficacy and as a readiness for self-employment thus invited calls for additional studies to survey the impact of entrepreneurship programs. Buckley, Wren, and Weitzel, (1989) stated

that to sufficiently get students prepared to contend in the business world, it was necessary for teachers to have past genuine experience to be shared with students than simply theories and fill the hole between what is taught and what is needed for learners to accomplish business triumph. The level of individual experience could be achieved through experience in the real world before entering tertiary education and via participation in entrepreneurship education. According to Matlay (2006), novices without past experience knowledge may derive beneficial experience from experiential teaching method where students are able to associate and learn from experienced entrepreneurs.

To sum up, it is vital that entrepreneurship keeps on growing and influencing national economic development of countries through employment creation. Entrepreneurship education is an essential segment of business school education (Peterman & Kennedy, 2003; Zhao et al., 2006) giving a boost to people settling on profession decisions to see themselves as self-employed, in this manner expanding new business creation and economic development. The aim in this research is to investigate entrepreneurship education from a direct relationship point of view. The objective of this research was to assess the relationship between entrepreneurship education on student attitude and perceptions towards entrepreneurship and their self-employment intentions.

2.5 Conceptual Framework

In the study, self-employment intention is regarded as the dependent variable that is positively influenced by the following independent variable: entrepreneurship education, previous entrepreneurial experience and perceived desirability of self-employment.

Referring to the reviewed literature above, it is hereby proposed in this study that positive relationship exist between entrepreneurship education and self-employment intention (Peterman & Kennedy, 2003). Also, previous entrepreneurial experience is proposed to have positive influence on self-employment intention (Reitan, 1997). Moreover, Kolvereid (1996) asserted that perceived desirability of self-employment will positively affect self-employment intention.

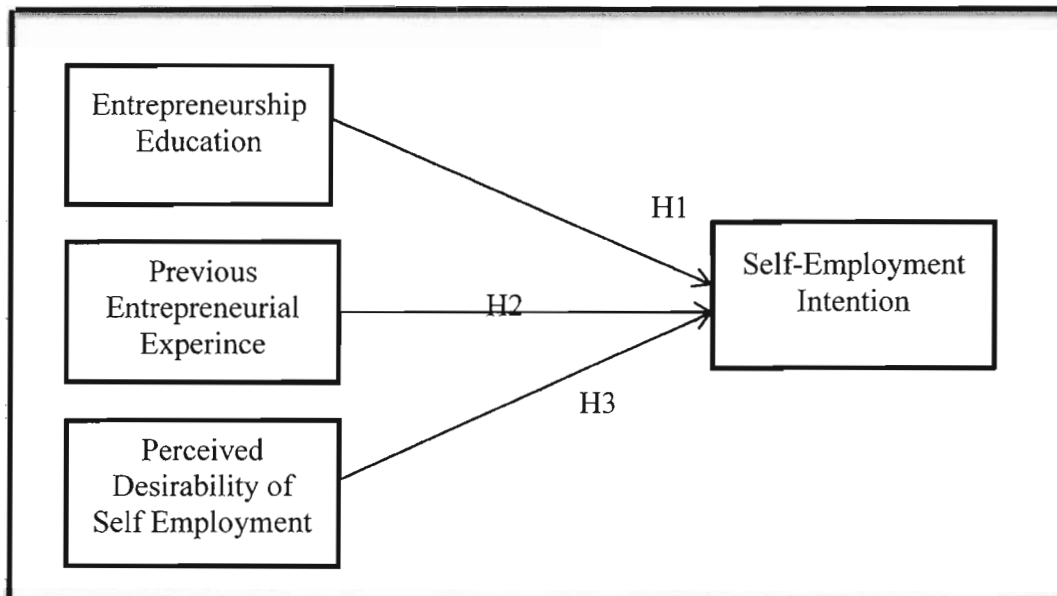


Figure 2.3
Proposed Conceptual Framework

Based on the aforementioned discussion about the relationship among the constructs of the study, the following hypotheses are deduced and as such, the proposed framework is presented in Figure 2.2 above.

2.6 Research Hypothesis

Therefore, the hypotheses withdrawn for this study are as follows:

H₁ There is positive relationship between entrepreneurship education and students' self-employment intention.

H₂ There is positive relationship between previous entrepreneurial experience and students' self-employment intention.

H₃ There is positive relationship between perceived desirability of self-employment and students' self-employment intention.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, methodological process of this study is discussed. This section explains the process of accomplishing the aim and objective of this study, testing the research hypotheses through questionnaires as instrument and analysing data obtained. From the discussions and arguments of the existing literatures, this section has resolved to employ quantitative research method. Also, explanations and justifications of the research design including analytical tools are presented in this chapter in details.

3.2 Research Methodology

According to Sekaran (2003), the choice of research design in a study will depend on the type of the research questions being considered by the researcher. As a matter of type of questions adopted in this research, a quantitative research design is considered suitable for this study. For this study, population of the study are defined and accessible therefore, sampling will be done using random sampling technique in which the respondents are chosen randomly and by chance, such that each respondent has the same probability of being chosen at any stage of the sampling process. Four stages are involved in the events of this study, these are: definition of problem, data collection, data analysis and reporting.

Primary data is collected among Universiti Utara Malaysia (UUM) undergraduate students in Bachelor Entrepreneurship. Data collection stage involves three basic sub-processes which comprises of instrument development, pre and pilot testing and finally, the main data collection. In this study, instrument to be used will be adapted from past literatures on entrepreneurship education and self-employment intention. The instrument developed will be exposed to validity and reliability test. Content validity will be conducted to determine if the instrument measures what it is assumed to measure while the reliability test will be conducted to ascertain the internal consistency of the measuring instrument.

The use of SPSS tool will be adopted in the analysis of this study. This will be done by using to descriptively analyse the data and also, to test the hypotheses of the research. In this study the hypotheses test will be done by conducting the regression analysis. The final phase is to complete reporting by discussing the results, building up conclusion and recommendation of future study. The process involved in this research is represented in Figure 3.1 below.

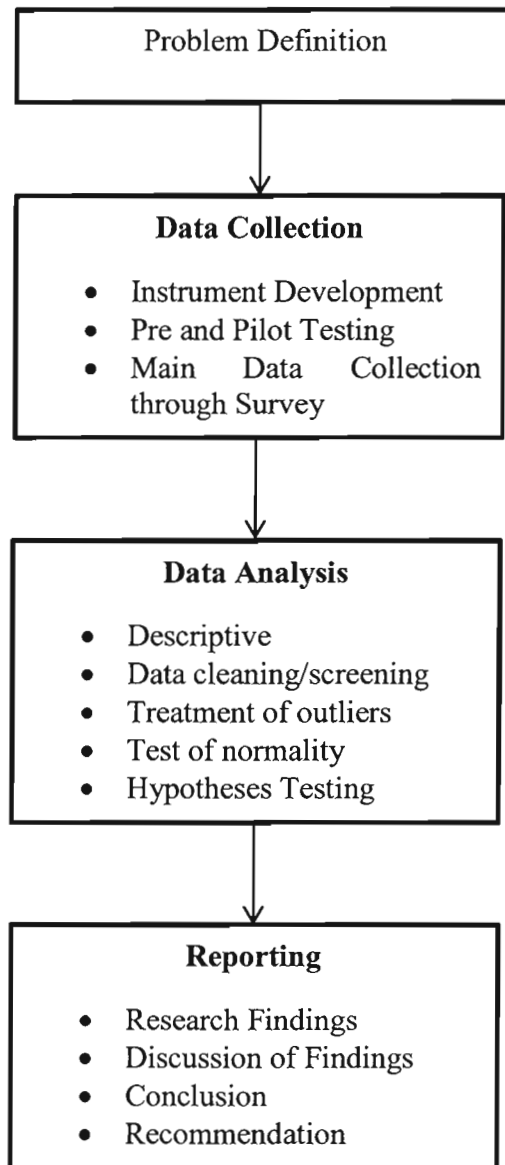


Figure 3.1
Research methodology process

3.3 Population and Sampling

The study aims at understanding how participation in entrepreneurship program influences undergraduate students' self-employment intention in the Universiti Utara Malaysia (UUM). The researcher, for this study, collects the list of names of Bachelor

in Entrepreneurship students in UUM within semester 5 and 7 from the student affairs department (HEA) which reveals a total of 202 students. The students from semester 5 to 7 was chosen because of their exposure of entrepreneurship education which is quite comprehensive among these students, especially semester 7 where they have to think about their career after undertaking internship in semester 8. From this population, a sample of 76 students was successfully contacted. This is in line with Sekaran (2008) that representative sample techniques is the collection of rational amount of research objects drawn by the researcher, based on the criteria that all the selected sample possess distinctive and significant characteristics of the research population. Moreover, Roscoe's rule of thumb indicates that sample sizes that are greater than 30 and lower than 500 ought to be suitable for most research. At least the minimum sample should be 10 times the number of variables (Sekaran, 2003).

Random sampling, according to Kumar (2011) is the appropriate form of probability sampling for a study whose population is defined and accessible. Babbie (2010) acknowledged the accuracy of random sampling and recommended ways of choosing respondents randomly.

3.4 Research Instrument

The study questionnaire was developed to assess the relationship between entrepreneurship education and student's self-employment intention among the entrepreneurship undergraduate students in UUM. The questionnaire contains set of

questions and the participants response format was constructed on a positive worded question of 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree (Sekaran, 2003). The questionnaire is divided into two main parts which consist of Part A presents questions on self-employment intention, entrepreneurship education, previous entrepreneurial experience and perceived desirability of self-employment of the students. Meanwhile, part B entails the demographic question on basic information about respondents to be controlled parameters. The instrument is attached for reference as Appendix A.

3.5 Reliability and Validity

Fundamentally, validity of data is done in two principal ways which are content validity and construct validity.

3.5.1 Content Validation

Content validity is the act of testing respondents' knowledge of the instrument items. In this type of research settings, it is very important and will be done before proceeding to the main data collection stage, in order to observe if there is any mistake in the instruments and also to correct it before heading back to the collection of data. In this manner, each question in the instruments will be restructured and reproduced in order to observe if there are any discrepancies or misinterpretations of the questions to the respondents. This is to certify that the data collected on the objectives of the research were genuine.

3.5.2 Construct Validation

The appropriateness of the instrument items of the each variable in the questionnaire measuring what it is purported to measure is known as construct validity. This could be done using the SPSS reliability testing to ascertain the Cronbachs' Alpha level in order to interpret the consistency of each variable in the instrument items. Sekaran (2000) suggested, the researcher, if found any of the variables not consistence, should either choose to go for a different field work or eliminate the variable from the entire study.

3.5.3 Pre and Pilot Testing

A field pre-test is a dress rehearsal for survey. Basically, pre-test is testing the questionnaires to expert in the field to ensure that the instrument is fit for pilot testing. For this study, the researcher met with two Doctorate (PhD) student in the field to test if the instrument was fit for pilot test and one or two corrections was made. After the correction was made, the researcher finally took the survey questionnaire to the supervisor, who is an expert in the field to examine the instrument for pilot test. This pilot test is very useful tools which allow researchers to identify possible problems with survey items and/or data collection procedures.

During pilot study, questionnaires are administered the same way it should be administered in the main study and it is done mainly to provide the research the confidence to consider that each of the respondents are able to comprehend in detail the content in the questionnaire and appropriately answer the questions within a stipulated

time. Pilot test could be defined according to experts to be ways of enhancing the quality of questionnaire i.e. the instrument through suggestions, feedbacks and comments of few numbers of respondents. These comments could be in form of written, illustrations and corrections, however, better in form of written. With the help of the supervisor, ten (10) undergraduate students of Bachelors of Entrepreneurship in UUM were given questionnaires to answer before the major collection of data (John, 2008; Babbie, 2010).

Social science research like this should use an instrument that is consistent of attaining a Cronbach Alpha level of 0.7 and above (Pallant, 2003). For the purpose of this research, the reliability test will disclose that all items adapted are reliable and consistent. The adapted questionnaire was administered some weeks before the main collection of data.

3.5.4 Respondent Profile

The part B of the questionnaire was used to survey the respondent demographic profile. Age was included as one of the questions needed to understand respondents' demographic features and the descriptive result revealed that 4 (40%) of the respondents are 22 years and 6 (60%) of the respondents are 23 years of age. Hence, the descriptive analysis of gender revealed that 8 (80%) females responded to the administered questionnaire and 2 (20%) are males out of those that responded to the administered questionnaire. Amongst the demographic features is the nationality of the respondent.

Based on the survey, all respondents 10 (100%) are Malaysians. According to the survey, result shows that 3 (30%) of the respondents' are in their 5th year, 1 (10%) of the respondents are in 6th year while 6 (60%) of the respondent are in their 7th year. Table 3.3 below indicate the pilot study of respondents' demographic profile.

Table 3.1

Pilot Study of Respondents Demographic Profile

Construct		Frequency	Percent (%)
Age	22	4	40.0
	23	6	60.0
Gender	Female	8	80.0
	Male	2	20.0
Nationality	Malaysian	10	100.0
Semester of	5 th Semester	3	30.0
Study	6 th Semester	1	10.0
	7 th Semester	6	60.0

3.6 Procedure of Data Collection

Data collection would be done with the use of a survey questionnaire and pilot study will be used to validate the data's collected. Gathering of all data's entails two stages which are; the presenting stage and major collecting stage. The first stage is done by

choosing few questionnaires for validity testing. William (2003) asserted that this method is the most appropriate way of validating primary data for this kind of research.

- Questionnaire development
- Effecting a pilot test in order to validate the questionnaire content and to improve quality
- Doing the required corrections as a result of the observation from the participants of the pilot test
- Finally with the main data collection and coding before the data analysis.

3.7 Data Analysis

Data analysis will be done with the use of SPSS16. To test the hypotheses, an analytical tool of the software, regression analysis will be used to test the influence of the independent variables on the dependent variable. On the other hand, suitable descriptive analysis will be used to provide a concise justification of the study respondents, the distribution of data's and also to obtain viable perceptions. For the purpose of the study findings and conclusion, graphical representation will be presented and interpreted.

3.8 Data Coding

Table 3.2 to 3.5 below, summarize the items presented in the questionnaire through data coding for each variable.

Table 3.2
Self-employment Intention

Items	Coding
I am prepared to do anything to become an entrepreneur	SEI1
My career goal is be an entrepreneur	SEI2
I am extremely intrigued by setting up my own business.	SEI3
I am working towards owning my business.	SEI4
Starting my own business sounds attractive to me.	SEI5
Starting my own business would be the best way to take advantage of my education.	SEI6
It is more exciting seeing my ideas turning into reality.	SEI7
I aim to start my business within the next five years.	SEI8

Table 3.3
Entrepreneurship Education

Items	Coding
I could imagine turning into an ambitious person. Therefore, I need to take in the important skills and capabilities.	EE1
I am determined to be an entrepreneur. Hence, I need to take in the important aptitudes and skills.	EE2
I have a general interest and need to learn more about entrepreneurship. This will help to choose whether becoming an entrepreneur would be an alternative for me.	EE3
I have good entrepreneurial expectation from this programme.	EE4
I consider entrepreneurship education as valuable.	EE5

Table 3.4
Previous Entrepreneurial Experience

Items	Coding
I have working experience and been paid	PEE1
My parents/guardian have their own particular business	PEE2
Their knowledge of starting their own particular business has been positive	PEE3
I have worked in my family business	PEE4
My experience of working in the family business has been positive	PEE5
I have a role model operating his/her own particular business? (This could be a friend, relative, or neighbour)	PEE6
His/her impact on my feelings about starting a business is positive	PEE7

Table 3.5
Perceived Desirability of Self-employment

Items	Coding
I want to work for myself.	PDSE1
I am willing to work hard to set up my own business.	PDSE2
I strongly consider setting up my own business.	PDSE3
The thought of owning my own business is high.	PDSE4
I can't imagine working for others.	PDSE5
Working in my own business would be fulfilling.	PDSE6

3.9 Conclusion

This chapter involves the detailed method and gives explanation of the methodology utilized in accomplishing this research objectives and answering the research questions outlined. Meanwhile, the method and the techniques are well identified and explained; the researcher will easily follow them in the completion of the research in the subsequent chapter which is the data analysis.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter explains the result of this study by showing all the statistical analysis done in this research for the purpose of interpreting the data's collected via self-administered questionnaire. The testing of hypotheses will be done in this chapter through deduction and interpretations from the statistical analysis report. The analysis in this chapter includes descriptive analysis and independent regression.

4.2 Data Screening and Data Cleansing

According to statistical experts, firstly, it is appropriate of any research to check for possible errors on the data intended to be analysed (Julie, 2007; Sekaran, Robert & Brain, 2001). Consequently it is important that the data's collected must be screened for errors, missing values and must be cleansed before proceeding to the secondary or major research analysis. Else, conclusions and interpretations made from such analysis could be erroneous and mistaken. Therefore, this research ensures a thorough screening and cleaning through SPSS 16.0 package. In order to detect errors, descriptive analysis was employed. Mean substitute was utilized to replace missing values of a questionnaire that is less than 50%. A questionnaire with more than 50% missing values or uncompleted questionnaire was not entered in this study analysis (Hair, Black, Babin, & Anderson, 2010).

However, upon inspection, certain set of data was found with error of out of range data. In order to correct this, the study traces back the original data in the questionnaire so as to retrieve the correct data. Thus, the out of range data was replaced with the original data. For the researcher to be sure, descriptive analysis was conducted again for the second time, upon inspection of the minimum and the maximum columns, the exercise provided a gateway for other analyses to be conducted. As a result of this inspection, the study was able to avoid errors that could falsify the analysis and possibly affect some of the results of the analysis to be conducted in this study.

4.3 Treatment of Outliers

An outlier indicates an observation that falls extremely outside the pattern of a distribution of data (Moore & McCabe, 1999). Statistical theorists (Osborne & Overbay, 2004; Pallant, 2009) have suggested various methods of outliers' treatment in analysis and suggested ways of detecting and eliminating outliers in a particular set of data. The presence of an outlier possesses a threat to the conclusion and interpretation of an analysis. That is, outliers represent a case that does not fit into the model under observation. Using a boxplot as recommended by Hair, Hult, Ringle, and Sarstedt, (2013), 6 observations were found as outliers (that is cases that fall outside the distribution of this study) which were thereby removed from the analysis as they fail to represent the observation under consideration.

4.4 Test of Normality

One of the assumptions of regression analysis in SPSS in social science requires data to be normally distributed. However, one of the major challenges facing social science is the distribution of the collected data. Assumptions of normality were assessed through the Kolmogorov and Smirnov test and Shapiro's Wilks test. These tests compare the data to normal distribution with same mean and standard deviation (Mooi & Savitets, 2011). For this, two measures were used to confirm the distribution of data: skewness and kurtosis. Skewness measures the extent to which a variable's distribution is symmetrical while kurtosis is a measure whether the distribution is too peaked or shallow.

In this study, the assessment of normality shows that data are not normally distributed (i.e. skewed to the right). As such, this study corrected the normality distribution by transforming the skewed data to z-value which was later used for the regression analysis in the study.

4.5 Reliability Test

A reliability test analysis was done on the items or instruments used in the study with a view of checking how reliable the instruments were able to measure the constructs (Salkind, 2009). The importance of testing the internal consistency of any scale adopted for collection of data is to determine the relevancy of the instruments in assessing the research variables. To test for the reliability, the Cronbach's Alpha indicator was used which is the common predictor of the internal consistency. Minai and Lucky (2011)

suggested that a study of this type aims at examining people's behaviour and perception, thus it should obtain a Cronbach' Alpha coefficient of more than 0.50, especially if the scale employed has less than 10 items. In this study, the scales employed have less than 10 items and found to be greater than 0.50, therefore it will be an acceptable coefficient of Alpha.

The coefficients of the Cronbach Alpha attained justify the reliability of the scale utilized in this study. The self-employment intention scale was found reliable with 0.859 Cronbach Alpha coefficients, while entrepreneurship education scale was also reliable at 0.866. Previous entrepreneurial experience is also found reliable at 0.854 and perceived desirability of self-employment variable is also reliable with obtained coefficient of Alpha reaching 0.838. Table 4.1 below shows the overall result of the scale reliability. Notably, the scale adopted for the data collection in this study is reliable and consistent.

Table 4.1
Coefficient of Cronbach Alpha

Variables	Cronbach Alpha	No. of Items
SEI	0.859	8
EE	0.866	5
PEE	0.854	7
PDSE	0.838	6

4.6 Respondents Profile

The first stage of this study analysis is to understand the demographic background of the respondents. As a result, the need for analysing the questions that are included in the questionnaire is purposefully to examine respondents' demographic profile. Age was included as one of the questions needed to understand respondents' demographic features and the descriptive result revealed that 8 (10.5%) of the respondents are 22 years. 65 (85.5%) of the respondents are 23 years while 3 (3.9%) of the respondents are of 24 years of age. Hence, the descriptive analysis of gender revealed that 57 (75%) females responded to the administered questionnaire and 19 (25%) are males out of those that responded to the administered questionnaire. Amongst the demographic features is the nationality of the respondent. Based on the survey, all respondents 76 (100%) are Malaysians. According to the survey, result shows that 26 (34.2%) of the respondents' are in their 5th year, 6 (7.9%) of the respondents are in 6th year while 44 (57.9%) of the respondent are in their 7th year. Table 4.2 below indicate summarizes the descriptive analysis of the demographic profile of the respondents.

Table 4.2
Demographic characteristics of the respondents

Construct		Frequency	Percent (%)
Age	22	8	10.5
	23	65	85.5
	24	3	3.9
Gender	Female	57	75.0
	Male	19	25.0
Nationality	Malaysian	76	100.0
Semester of	5 th Semester	26	34.2
Study	6 th Semester	6	7.9
	7 th Semester	44	57.9

4.7 Descriptive Statistics

Table 4.3 below indicates the mean and the standard deviation estimation for all variables in this study. With reference to the table, it can be ascertained that the mean for all variables is more than 3.00. The mean for SEI variable is 3.95 with standard deviation of 0.506. The mean for EE variable is 4.12 and with standard deviation of 0.518 while the mean of PEE is 3.01 and the standard deviation 0.801. Also, the mean of the PDSE is 3.31 and the standard deviation is 0.507. Therefore, the result of the descriptive statistics implies that all the four variables involved in this study are statistically significant. In short, entrepreneurship education, previous entrepreneurial experience plays a significant role in self-employment intention of the students and so is also perceived desirability of self-employment significant.

Table 4.3
Descriptive analysis of Variables

	Minimum	Maximum	Mean	Std. Deviation
SEI	3	5	3.95	.506
EE	3	5	4.12	.518
PEE	1	4	3.01	.801
PDSE	2	4	3.31	.507

4.8 Test for Multicollinearity

The issue of multicollinearity occurs where there is high correlation between two or more predictors in a model thereby resulting into redundant information about the response. Multicollinearity can be detected by checking the tolerance and the value of variance inflated (VIF). According to Hair et al., (2013), the tolerance value of 0.1 or lower and a VIF value higher than 10 indicates multicollinearity threat. In this study, the tolerance value are higher than the treshold value of 0.1 while the VIF value is lower than the threshold value 10 which indicates that multicollinearity is not a threat. The result of the multicollinearity test is presented in Table 4.4 below.

Table 4.4
Test for Multicollinearity

Model	Collinearity Statistics	
	Tolerance	VIF
EE	.699	1.430
PEE	.800	1.250
PDSE	.730	1.369

4.9 Hypotheses Testing

In testing the hypothesis, pearson correlation analysis and regression analysis was utilized.

4.9.1 Pearson Correlation Analysis

A pearson correlation analysis was conducted in order to determine the strength and direction of the relationship between the independent variables; entrepreneurship education (EE), previous entrepreneurial experience (PEE), perceived desirability of self-employment (PDSE), and the dependent variable; self-employment intention (SEI). Salkind (2009) states that a correlation between 0.8 and 1.0 is seen to be very strong, while correlation between 0.6 and 0.8 indicate a strong correlation, then between 0.4 and 0.6 is reflected as moderate and correlation between 0.0 and 0.2 is considered as a very weak correlation. The findings from this analysis are used in testing the significance of the hypothesized relationship among the variables. Table 4.5 indicate the findings of pearson correlation analysis.

Table 4.5
Pearson Correlation Analysis

		SEI	EE	PEE	PDSE
SEI	Pearson Correlation	1	.715**	.471**	.608**
	Sig. (2-tailed)		.000	.000	.000
	N	76	76	76	76
EE	Pearson Correlation	.715**	1	.408**	.489**
	Sig. (2-tailed)	.000		.000	.000
	N	76	76	76	76
PEE	Pearson Correlation	.471**	.408**	1	.359**
	Sig. (2-tailed)	.000	.000		.001
	N	76	76	76	76
PDSE	Pearson Correlation	.608**	.489**	.359**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	76	76	76	76

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

From the above table, result shows that entrepreneurship education (EE) has a strong relationship with self-employment intention (SEI) at correlation coefficient (r) = 0.715, while previous entrepreneurial experience (PEE) was found to have a moderate significant relationship with self-employment (SEI) at (r) = 0.471. Also, perceived desirability of self-employment (PDSE) is found to possess a strong significant

relationship with self-employment intention (SEI) at $(r) = 0.608$. Therefore, the result indicates that H1, H2 and H3 are significant and thus accepted.

4.9.2 Regression Analysis

The multiple regression analysis was utilized to explain the contribution of each independent variable previous entrepreneurial experience, entrepreneurial education and perceived desirability of self-employment to the variance of self-employment intention. The result shows that the regression equation with the predictor of $R = 0.787$, $R^2 = 0.619$, R^2 Adjusted = 0.603, $F(4,22) = 42.24$ $P < 0.00$. These reveal that the predictors (independent variable: previous entrepreneurial experience, entrepreneurial education and perceived desirability of self-employment) contributed 60.3% variance level in explaining self-employment intention. The result of the F-test revealed a significant relationship between the independent variables and the dependent variable representing the overall model by the equation: $(F(4, 22) = 42.24, P < 0.05)$. As depicted by Table 4.5 below, the results shown that entrepreneurship education (EE) indicated by a beta value of $(\beta = 0.501)$ has a larger contribution in explaining the variance in self-employment intention (SEI) than previous entrepreneur experience (PEE) and perceived desirability of self-employment (PDSE) with beta value (β) equal to 0.156 and 0.307 respectively.

Furthermore, regression analysis shows a significant effect of entrepreneur experience (EE) $(\beta = 0.501, t = 5.757, P < 0.05)$ on self-employment intention (SEI),

that is, β is equal to 0.501, t-value is 5.757 and the significant value P is less than 0.05. While previous entrepreneur experience (PEE) failed to show an evidence of significant relationship ($\beta = 0.156$, $t = 1.916$, $P > 0.05$) with SEI, that is, β is equal to 0.156, t-value is 1.916 and the significant value P is greater than 0.05. Moreover, PDSE shows an evidence significant relationship ($\beta = 0.307$, $t = 3.609$, $P < 0.05$), that is, β value is 0.307, t-value is 3.609 and the significant value P is less than then 0.05.

Thus, hypothesis H1 and H3 are accepted indicating that EE and PDSE has positive influence on SEI while hypothesis H2 is not accepted indicating that PEE has no positive influence on SEI. Table 4.6 presents the result of regression analysis for Hypotheses 1, 2 and 3.

Table 4.6
Regression Analysis

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.615	.316		1.946	.056
	EE	.489	.085	.501	5.757	.000
	PEE	.099	.051	.156	1.916	.059
	PDSE	.306	.085	.307	3.609	.001
	R					.787 ^a
	R ²					.619
	R ² Adj.					.603
	F-Value					38.928
	Sig					.000

Dependent variable: SEIMean

4.10 Conclusion

This chapter encompasses the findings of the study, which include the presentation of the demographic profile of the respondents, various data cleansing methods and screening process and the main inferential analysis which is the regression analysis used to test for the hypotheses, and to achieve the research objectives. The subsequent chapter will discuss much better and in details on the research findings.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 5.1 Introduction

This chapter entails the discussion of the research findings as each hypothesis was discussed, the theoretical and managerial implications of the research, limitation and possible recommendations for future study and finally conclusion of all interpretation made from the research.

5.2 Discussion

The principal purpose of this research is to ascertain the impact of entrepreneurship education on the students' self-employment intention. In the study, 76 responses were gathered and analysed using regression analysis technique. The findings of the analysis are discussed as follows:

5.2.1 Hypothesis 1: Entrepreneurship Education Positively Influence Students' Self-employment Intention.

According to the result of the analysis, it was found that entrepreneurship education has significant relationship with self-employment intention which was in line with past researches (Clark et. al, 1984; Gorman et. al, 1997) indicating that entrepreneurship education encourages graduates to seek self-employment. Also, the study of Zwan, Zurrhout and Hessels (2013) shows a positive relationship between entrepreneurship

education and Self-employment intention. Results have shown that students' perceived desirability and students' self-employment intention can be improved through entrepreneurship education. Therefore, participation in entrepreneurship training increases students' perceived desirability thus increasing intention of the students to be self-employed.

5.2.2 Hypothesis 2 Previous Entrepreneurial Experience Positively Influence Students' Self-employment Intention.

From the findings, it was found that there is a no relationship between previous entrepreneurial experience and self-employment intention. However, various researchers have examined both entrepreneurship education and previous entrepreneurial experience and observed that both influence self-employment intention (Fayolle & Degeorge, 2006; Shapero & Sokol, 1982; McMullen & Shepherd, 2006; Krueger & Carsrud, 1993). This study finding however is in accordance with McStay 2008 study, which stated that students in entrepreneurship training whose previous entrepreneurial experience is low has greater intention to be self-employed than those whose previous entrepreneurial experience is high. Even though, several researchers (Maxwell & Westerfield 2002; Krueger & Brazeal, 1994; Bird 1995) revealed a positive relation of previous entrepreneurial experience on developing self-employment intention and business performances (Hart et. al., 1995; Samuelsson, 2001). This study has shown that there is no relationship between previous entrepreneurial experiences of student and self-employment intention even after completion of their degree programme.

5.2.3 Hypothesis 3 Perceived Desirability of Self-Employment Positively Influence Students' Self-Employment Intentions.

In this study and following past reviews, a significant relationship between perceived desirability of self-employment and self-employment intention exist, thereby supporting hypothesis three. This is in line with Segal, Borgia and Schoenfeld, (2005) which states that an individual acceptance of self-employment as desirable is likely, related to engage in self-employment. However, student who perceive self-employment as a desirable profession, form a strong intention towards self-employment than student who do not perceive self-employment as a desirable profession. As a result, perceived desirability of self-employment has a relationship with students' self-employment intention.

5.3 Theoretical Implications of the Research

Similar to previous studies on entrepreneurial intention, findings of this study support positive relationship between self-employment intention, attitudes towards self-employment and entrepreneurial education. Also, findings of this study support literature on the concept and importance of entrepreneurship indicating factors that improves individuals' attitude towards self-employment. Moreover, this study provides further support to the use of TPB and SEE as the basis of self-employment intention model.

5.4 Managerial Implications of the Research

The main aim of this study is to give better understanding of the relationship between the variables: entrepreneurial education, previous entrepreneurial experience, perceived desirability of self-employment and self-employment intention by developing a model that links the variables. Thus, this study provides opportunity for the policy makers and government to inculcate entrepreneurial programmes which would enhance individual attitudes to self-employment.

Furthermore, this study points out that entrepreneurial education plays a significant role in determining individuals' attitude towards self-employment. Thus, entrepreneurial education should be given attention in order to improve self-employment intention.

5.5 Limitation and Recommendations for Future Study

This study was conducted based on the available resources and with efforts at the researchers' disposal. The researcher has noticed some limitations which are beyond the control of this study. Therefore, future study recommended with reference to these limitations.

The utilization of self-report measure is one of the limitations in this study. Regardless of this, future study can embrace other suitable sources such as students' academic performance on a written test in order to assess the students' actual learning via participation in entrepreneurship programs. Also, future study should inquire into the timing of entrepreneurship behaviour because following the decision of choosing self-employment as a profession within a short term, an opportunity might not have been identified.

Additionally, future researches are recommended to survey bigger sample size and include non-entrepreneurship students so as to have in-depth knowledge on the influence of entrepreneurship education on self-employment intention. Furthermore, adequate timing is required for further research in analysing fully the impact of entrepreneurship education on self-employment intention where such data collection is done before students are exposed to entrepreneurial education and after.

Moreover, future study should take into consideration the post graduate students who in one way or the other have past experiences in job, in order to have a good and balance measure on the previous entrepreneurial experience and to enable generalization of the study findings. Finally, future study also recommended structuring longitudinally the scope for the purpose of better understanding of the influence and changes in students' responses over time.

5.6 Conclusion

Based on the research model used, entrepreneurship education is found as the recognized key factor to enhance the students' entrepreneurial intention among the undergraduate students of UUM's Bachelor of Entrepreneurship as previous entrepreneurial experience has a no significant influence on the students' entrepreneurial intention. Despite the low in previous entrepreneurial experience, students still have the intent to be self-employed thus; entrepreneurship education influence the students' intention to be self-employed.

As compensation to the lack of previous entrepreneurial experience, activities in entrepreneurship programs such as the use of guest speakers and instructors to serve as a role model should be inculcated. Individuals should be encouraged to productively strive for prospects. Also, the formation of a structure for prospects assessment should be employed.

Students should be exposed to educational system which lay emphasis on developing entrepreneurial skills and knowledge. Entrepreneurship educators and the government should team up to produce and promote a good image of entrepreneurship as a choice of career. Also, policy maker of the institutions and the community should team up to instil entrepreneurship culture amongst the Malay students. To improve the students' self-employment intention, certain method of teaching needs to be adopted

and the university policy makers should add more value to their graduate by integrating the elements that boost the development of entrepreneur intention.

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