

**FACTORS AFFECTING ENTREPRENEURIAL
INTENTION AMONG STUDENTS IN GIATMARA
WILAYAH PERSEKUTUAN**

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**MASTER OF SCIENCE (MANAGEMENT)
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**FACTORS AFFECTING ENTREPRENEURIAL
INTENTION AMONG STUDENTS IN GIATMARA
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By

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ABSTRACT

Entrepreneurship in general is highly regarded as a catalyst for economic development. In fact, research on entrepreneurial intention has grown over the last decade. The purpose of this study was to identify whether the attitude toward the behaviour, subjective norm, perceived behavioural control and entrepreneurship education has a significant relationship with entrepreneurial intention among students in GIATMARA, Wilayah Persekutuan. The students pursue various courses to enhance the skills in fabric, culinary and multiple technical areas. Consequently, the questionnaire was developed and distributed to 214 students of GIATMARA in 12 branches in Wilayah Persekutuan. A total of 200 form returned and only 191 usable. The testing of the hypotheses involving the independent variables of attitude toward behaviour, subjective norm, perceived behavioural control and entrepreneurship education with the dependent variable of entrepreneurial intention was implemented using the method of Pearson's Correlation Analysis and Multiple Regression Analysis. The Pearson's Correlation results show that there are positive relationships between the independent variables with entrepreneurial intention. Meanwhile, Multiple Regression analysis proved that all independent variables except perceived behavioural control have a significant influence on entrepreneurial intention.

Keywords: Entrepreneurial intention, attitude toward the behaviour, subjective norm, perceived behavioural control and entrepreneurship education.

ABSTRAK

Secara umum bidang keusahawanan dilihat sebagai pemangkin kepada pembangunan ekonomi. Kajian mengenai niat keusahawanan telah berkembang sejak sedekad yang lalu. Tujuan kajian ini adalah untuk mengenal pasti sama ada faktor sikap terhadap kelakuan, norma subjektif, perspektif terhadap pengawalan kelakuan dan pendidikan keusahawanan memiliki hubungan yang signifikan dengan niat keusahawanan di kalangan pelajar di GIATMARA, Wilayah Persekutuan. Pelajar-pelajar mengikuti pelbagai kursus di bidang kemahiran antaranya fabric, kulinari serta pelbagai bidang teknikal. Kemahiran dan pengetahuan yang diperolehi adalah sangat penting dalam melihat niat mereka untuk menceburi bidang keusahawanan. Berikutan itu, soal selidik telah dibentuk dan diedarkan kepada 214 orang pelajar GIATMARA di sekitar 12 cawangan di Wilayah Persekutuan. Sebanyak 200 borang dikembalikan dan hanya 191 borang yang boleh digunakan. Pengujian hipotesis-hipotesis yang melibatkan pemboleh ubah tidak bersandar dengan pemboleh ubah bersandar dilakukan menerusi Kaedah Ujian Korelasi Pearson dan Ujian Regresi Pelbagai. Ujian Korelasi Pearson membuktikan wujudnya hubungan positif antara kesemua pemboleh ubah tidak bersandar dengan niat keusahawanan. Manakala, ujian regresi pelbagai membuktikan kesemua faktor dalam pembolehubah tidak bersandar kecuali persepsi kawalan kelakuan menunjukkan hubungan yang positif dan pengaruh yang signifikan dengan niat keusahawanan.

Kata kunci : Niat keusahawanan, sikap terhadap kelakuan, norma subjektif, perspektif terhadap kawalan kelakuan dan pendidikan keusahawanan.

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LIST OF ABBREVIATIONS

Abbreviation	Description of abbreviations
ATB	= Attitude Toward Behaviour
DV	= Dependent Variable
EE	= Entrepreneurship Education
EI	= Entrepreneurship Intention
GEM	= Global Entrepreneurship Monitor
GMWP	= GIATMARA Wilayah Persekutuan
H	= Hypothesis
IV	= Independent Variable
KKLW	= Ministry of Rural and Regional Development
MARA	= Majlis Amanah Rakyat
n	= Symbol of Population
PBC	= Perceived Behavioural Control
r	= Symbol of Correlation
s	= Symbol Sample
SIG.	= Significant
SME Bank	= Small Medium Enterprise Development Bank of Malaysia Berhad
SN	= Subjective Norm
SPSS	= Statistical Package for Social Science
TPB	= Theory of Planned Behaviour
UUM	= University Utara Malaysia
1Met	= 1Malaysia Entrepreneurs

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Entrepreneurship education has long been introduced in the educational system. It was first presented by Myles Mace from Harvard University (Katz, 2003). According to Kuratko (2005) to date, there are plenty of entrepreneurial training conducted at universities and colleges in the United States. This statement can be proven by the existence of 200 entrepreneurial subjects taught in more than 1,600 such institutions. The evolution of entrepreneurial education system includes 277 organizations that accommodate business with 44 related academic researchers on entrepreneurship and more than 100 foundations that supply capital for the development of entrepreneurship centres. Fayolle (2007) further support the notion that entrepreneurship is an economic and social phenomenon and continues to be the object of study in academia and teaching courses. This is particularly evident in an increase in universities around the world have entrepreneurship programs and courses.

The rapid evolution and importance of entrepreneurship has been highlighted by past researchers (Stevenson and Gumpert, 1985). In the 1980's, their article on "The heart of entrepreneurship" stated that entrepreneurship suddenly gain popularity when a great and small nation strive to be more innovative in order to increase productivity and contest successfully in a globalised world.

Education is the backbone of the country's development. At present, the Malaysian government gave importance to education and made it readily accessible for all Malaysians.

There are more than twenty public universities established in Malaysia and up to the year 2011, a total of almost 482,400 graduates have successfully entered the higher learning institution across the country. Based on the employment figures released by the Statistics Department of Malaysia through surveys conducted in 2013, a total of 30.09 percent of the unemployment rate is made up of people with tertiary education. The study also pointed out only 16.6 percent out of total employment in Malaysia were self-employed.

Entrepreneurship has grown significantly in line with the government policy of encouraging Malaysians to look beyond the norm of regular job scope. Moreover, the difficulty of post graduate students to get a job after graduation has prompted the government to provide incentives to encourage them to choose entrepreneurship as their primary career. Subsequently, entrepreneurship is perceived as a possible solution to surmount the crisis of unemployment. The Malaysian Government is also encouraging Malaysians especially graduate students to become entrepreneurs after graduation and not place undue reliance on jobs provided by the government and the private sector. Shamsul Hana (2012) argues that the entrepreneurship is capable of assisting in dealing with the problems of unemployment.

Take Thailand for a comparison. In order to stimulate interest in entrepreneurship among the youth community, the country has embarked on an initiative in developing interactive network of entrepreneurial education through virtual networking. It is a successful innovation to provide a platform for young entrepreneurs to engage and venture into a business (Carvalho, 2013).

The Government also provides aid in terms of financial and advisory services to those interested in becoming entrepreneurs. For example, Majlis Amanah Rakyat (MARA) offers significant services to help Bumiputera's entrepreneurs. MARA also developed tertiary learning institution and training facility such as University Kuala Lumpur, Kolej Kemahiran

Tinggi MARA and GIATMARA to give the opportunity to students to further their studies and to promote entrepreneurship education within the syllabus. Graduate Entrepreneur Incubator Program is a joint venture between financial institution in Malaysia like Small Medium Enterprise Development Bank (SME Bank) and local universities. Under the 2014 Budget, RM50 million were allocated to the SME Bank for the development of young entrepreneurs (Zulhisham Isahak, 2014).

A financial plan worth of 50 million ringgit had been assigned by the Prime Minister of Malaysia for the Fund of Graduate Entrepreneurship and the initial fund of RM30 million through the establishment of Bumiputera Entrepreneurs Scheme Initiation or SUPERB as well as various other funds channelled through the SME Bank and other funds like Tabung Ekonomi Kumpulan Usaha Niaga (TEKUN) (BERNAMA, 2013).

In addition to the allocations given, the government also provides various skills and training courses, workshops and seminars on entrepreneurship as a preparation to prospective entrepreneurs. The President of the Malaysian Malay Economic Consultative Council (MAPEM), Tan Sri Rozali Ismail believes that the 1Malaysia Entrepreneurs (1Met), a new entrepreneurship program introduced by the government are a wise step in addressing the problem of unemployment among graduates (BERNAMA, 2013). 1MeT Program that is a series of programs designed to improve the efficiency of local entrepreneurs through the basic concepts of entrepreneurship and create projects that can generate wealth for the country. In reality, an individual may have expertise or skills in certain areas, but do not have in-depth knowledge related to entrepreneurship or otherwise. Thus, programs such as this, is the best medium for them to expand the understanding to the world of entrepreneurship.

1.1.1 Background of GIATMARA

GIATMARA was found under the Companies Act and put under the administration and supervision of the Government and one of the agencies under the Ministry of Rural and Regional Development (KKLW). GIATMARA was established in January 1986, where the first centre were drawn up and operated at Jitra, Kedah with the participation of 60 students and two courses offered.

Currently, there are 39 courses placed in 12 categories of clusters. The cluster of courses including courses like Architectural, Mechanical, Transportation, Printing, Computers and IT, Manufacturing, Electrical, Electronics or Mechantronics, Fabric, Makeup and Hairdressing, Culinary and Hospitality. At the closing stage of the 10th Malaysia Plan (RMK 10), a total numbers of GIATMARA centre are expected to reach 231 centres. GIATMARA is a centre that provides training and skills in the form of technical and vocational education and targeting the youth and the local community. Armed with the knowledge and skills, it can be set up as a centre to produce entrepreneur and skilled worker to fill the needs of the industry and the economy in this country. GIATMARA implements training programs with the concept of lifelong learning for the student.

The main objectives of GIATMARA are to produce skilled workers, creating entrepreneurs and to eradicate poverty. Thus, the institution aims that among those who are interested in entrepreneurship and people who have never received training skills to get a job or venture into business. There is no fee charged to the students, and GIATMARA provide an allowance of RM200 monthly.

1.2 The Problem Statement

In Malaysia, the issue of unemployment is at times related to the student's attitude that preferred a fix salary job as opposed to a self-employed career. The Ministry of Higher Education is aware of this fact and has suggested certain measures taken in order to increase the attitude toward the entrepreneurship activities by incorporating entrepreneurship courses as a compulsory subject in tertiary education (Utusan Online, 2007). Therefore, the Ministry of Education through the Entrepreneurship Development Policy of Higher Education Institute has launched an entrepreneurship program on 13th April 2010, which aims to promote the development of entrepreneurship education among the graduate and post-graduate to instil the values and entrepreneurial attributes among them and to increase the number of entrepreneurs in Malaysia (MOE, 2010).

The national unemployment rate increases year after year. In 2013, Human Resources Minister Datuk Richard Riot has announced that as of August 2013, from 422,248 of active job applicant registered with the Department of Labour, 233,065 of them were graduates and 189,183 was non-graduate (Mstar Online, 2013). The percentage could be due to the possible factor that graduates failed to find jobs that match their qualifications and credentials. In 2014, labour force in Malaysia amounted to 13,901,000 persons. The total numbers of unemployed graduates are 407,200 from 129,000 people with tertiary education as released by the Malaysia Department of Statistics Malaysia as of April 2014.

Youth in Malaysia placed fixed salary job above self-employed in the career planning. Only less than 3 percent of the Malaysian Public Higher Learning Institution (IPTA) graduates are keen to be entrepreneurs_(Khaled Nordin, 2011). The statement is supported by a survey of

the Department of Statistics Malaysia which pointed out only 16.6 percent out of total employment in Malaysia were self-employed.

Table 1.1
Entrepreneurial Intention in Asia Pacific and South Asia

REGION		Perceived opportunities	Perceived capabilities	Fear of failure*	Entrepreneurial intentions**	Entrepreneurship as a good career choice***	High status to successful entrepreneurs***	Media attention to successful entrepreneurs***
Economies								
Asia Pacific & South Asia	China	33.0	36.2	34.3	14.4	69.6	73.5	71.3
	India	41.4	55.7	38.9	22.7	61.4	70.3	61.3
	Indonesia	46.6	62.0	35.1	35.0	70.8	79.8	75.2
	Japan	7.6	12.8	49.3	4.0	31.3	52.7	57.6
	Korea, Republic of	12.7	28.1	42.2	12.0	51.3	67.8	67.5
	Malaysia	40.7	27.9	33.3	11.8	41.8	44.9	62.2
	Philippines	47.9	68.4	36.1	44.1	84.8	79.2	86.7
	Singapore	22.2	24.7	39.7	15.0	50.9	59.3	75.3
	Taiwan	42.0	27.2	40.6	27.8	72.9	64.4	87.0
	Thailand	45.3	44.3	49.3	18.4	74.5	74.8	77.1
	Vietnam	36.8	48.7	56.7	24.1	81.5	80.5	80.5
Average		34.2	39.7	41.5	20.9	61.2	68.1	72.9

(Source: Global Entrepreneurship Monitoring 2013 Global Report)

In a survey by Global Entrepreneurship Monitor in 2013 on Entrepreneurial Intention in Asia Pacific and South Asia, Malaysia placed in the bottom 2 amongst 11 other Asia Pacific and South Asian countries with a low score of 11.8 point from an average of 20.9 points. The result of the survey is seen as a negative sign in predicting the future of entrepreneurial behaviour of Malaysian in terms of venturing into a business. This thesis explores the relationship between factors that affecting entrepreneurial intention of Malaysian students, especially at GIATMARA in Wilayah Persekutuan (GMWP).

There are a urgent measures needed for Malaysia to take a gander at the component of entrepreneurship education because it can stimulate the performance of the country and

subsequently increase the growth of employment. At present, entrepreneurship education has turned into a vital education programs in the Malaysian education system_(Ismail, Khalid, Othman, Jusoff, Abdul Rahman, Mohammed and Shekh, 2009).

Entrepreneurship education has become the focus of interest for researchers since 1990. However, the concept of entrepreneurship itself is very difficult to define because there is no firm agreement on what exactly dictates entrepreneurship education and how it should be taught. Various bodies of researchers, practitioners and lecturers have a divergent idea regarding the entrepreneurship and the method of learning and teaching_(Bouchikhi, 2003).

Entrepreneurship education and training influence the behaviour and intentions of the present or future, however from a different angle, there is an enormous contrast between students who took the entrepreneurial subjects and those who did not. The thing to note is that there were restrictions in attitudes towards entrepreneurship as entrepreneurial behaviour with different intensity contribute to the level of the possession of entrepreneurial intentions (Fayolle and Degeorge, 2006).

Entrepreneurship researchers also noted that most graduates of higher education are mostly job seekers rather than job creators. This is due to the attitude of students and the learning systems in higher education that focused more on their target to finish school at the particular period and the speed to get jobs, and ignore preparations for job creation. Most of Malaysia's education system still mostly focus on examination oriented and uses the principle of learning to know (more focused on theory), rather than to do something in practice. The most ideal approach to convey education program is using industrial training. Hytti and Kuopusjarvi (2004) express if the reason of such teaching programs is to develop person to be

entrepreneur, the most proficient technique is to let the person encountered and attempting the actual entrepreneurship process.

The GUESSS project (Global University Entrepreneurial Spirit Students' Survey) conducted by Sieger, Fueglistaller, and Zellweger (2014) addresses the problems related to entrepreneurial intention on a global level. For that purpose, data collection was conducted in 34 countries included Malaysia at more than 700 universities between October 2013 and March 2014. The findings in Figure 1.1, 1.2 and 1.3 provide an in-depth analysis of antecedents on students' entrepreneurial intentions. Factors such as the attitude toward entrepreneurship, subjective norm and the perceived behavioural control in Malaysia given focused and found out to be highly positive connected in influencing the students choice of career.

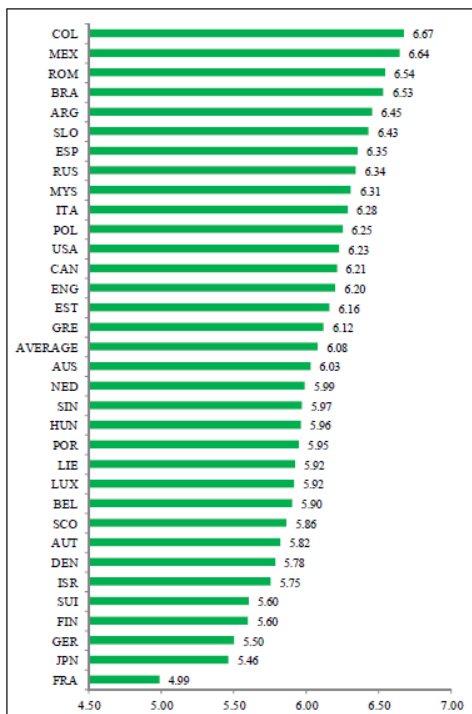


Figure 1.1
Attitude toward Behaviour across countries
 Source: International Report of the GUESSS Project 2013/2014

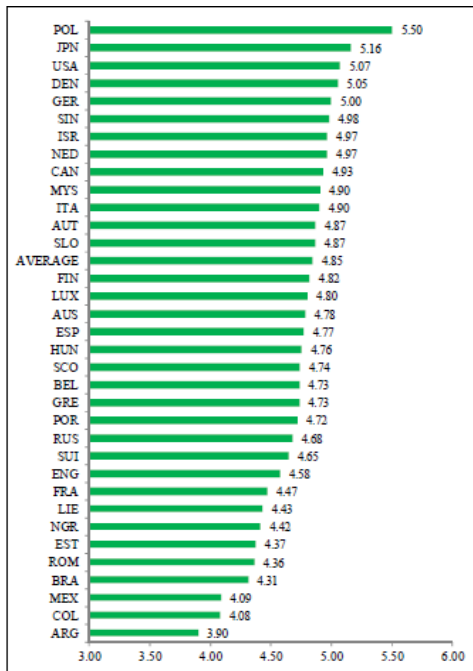


Figure 1.2
Subjective Norm across countries
 Source: International Report of the GUESSS Project 2013/2014

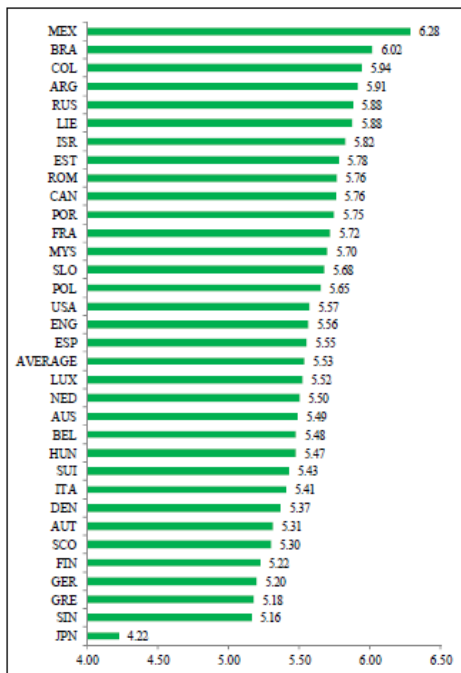


Figure 1.3
Perceived Behavioural Control across countries
 Source: International Report of the GUESSS Project 2013/2014

1.3 Research Questions

Based on the problems presented, the research questions for this study can be illustrated as follows:

1. Is there any significant relationship between attitude toward behaviour and entrepreneurial intention among students in GMWP?
2. Is there any significant relationship between subjective norm and entrepreneurial intention among students in GMWP?
3. Is there any significant relationship between perceived behavioural control and entrepreneurial intention among students in GMWP?
4. Is there any significant relationship between entrepreneurship education and entrepreneurial intention among students in GMWP?

1.4 Research Objectives

The research objectives of this study are:

- i. To determine the significant relationship between attitude toward behaviour and entrepreneurial intention among students in GMWP.
- ii. To determine the significant relationship between subjective norm and entrepreneurial intention among students in GMWP.
- iii. To determine the significant relationship between perceived behavioural control and entrepreneurial intention among students in GMWP.
- iv. To determine the significant relationship between entrepreneurship education and entrepreneurial intention among students in GMWP.

1.5 Scope of the Study

The study examines the aspects that are affecting entrepreneurial intent among the student of GMWP. This study will focus on the entrepreneurial intention among the twelve (12) branches of GIATMARA at Wilayah Persekutuan Kuala Lumpur. The researcher chose GIATMARA because of the organization's vision in developing students into entrepreneurs and to give exposure to students in formal and informal entrepreneurship education.

1.6 Significance of the Study

The research aimed to present the information about the perception of the student of GIATMARA on the entrepreneurial intention. The study focuses on the relationship and the intention of students in the tertiary education system towards choosing entrepreneurship as an option in the forthcoming career.

The study can contribute toward the knowledge of entrepreneurship. The Government and Non-Governmental Organisations can use the research findings to develop a variety of programs and methods to stimulate students to get involved in entrepreneurship activities during and after graduation. The students represent potentially young entrepreneurs to succeed in the future. Non-government agencies such as bank and infrastructure developer also can provide various facilities related to the development of entrepreneurs through support in term of business services and financial incentives in order for those young entrepreneurs to conduct their activities with more practical and systematic based on information from this study. In the meantime, the parties involved with the skills and training institutions can also benefited from the findings of the study by streamlining course offerings and learning curriculum that can create a strong culture of entrepreneurship and ultimately increased the number of entrepreneurs in the country.

1.7 Definitions of Key Terms

The definition and key terms used in the study are presented as follows:

i. Attitude toward behaviour (ATB)

Attitude associates to a person's common sensitivity on favourableness or unfavourableness toward various interests in an object. Attitude toward behaviour (ATB) relates with the level of the assessment whether an individual has a good or unappealing judgement toward the action. ATB refers to one's personal attraction towards particular target behaviour.

ii. Subjective norm (SN)

Subjective norm (SN) relates to the observed societal force whether or not to execute the desired action (Ajzen, 1991). The family, friends and society are some of the societal force that affects person's action in becoming entrepreneur.

iii. Perceived behavioural control (PBC)

Perceived behavioural control (PBC) associates with how people observed the degree of success to carry out specific actions. It is supposed to reflect the past encounters of individuals and how they anticipate the impediments (Ajzen, 1991).

iv. Entrepreneurship education (EE)

Entrepreneurship education (EE) is a process of disseminating knowledge related to the world of entrepreneurship that contributes to improving the quality of students to start a business provided at the tertiary level. Entrepreneurship education does not only consider the content of the program, but also other contexts such as the programs run by the facilitator or lecturer and the approaches used (Pretorius, 2000).

v. Entrepreneurial Intention (EI)

Entrepreneurship intention (EI) can be defined as a plan to start a new venture that has been proposed and will be executed at a specified time and processed with a view to implementation (Davidson, 1995).

1.8 Organization of the Chapter

Chapter one discusses the research background, problems statement, objectives of the study, the research questions, the scope of the research and the importance of the study. Chapter two will discuss the related literature review, model and framework of the research. While chapter three touches the hypotheses and the method used in the study. Chapter four talk about the results from the analysis and finally chapter five give explanation related to the discussion of the results and the conclusion of the study.

1.9 Summary

This chapter discusses the background as well as research problems and provides a clearer understanding to explain why this study needs to be investigated. Upon identifying the research problems researcher developed the research questions and the objectives. It is then followed by the significance, scope and organization of the research. The literature review on factors highlighted in this chapter discussed in the following chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter will discuss the literature review to facilitate a better understanding towards the study and to support the development of the framework. The review begins with a study of the broader field of entrepreneurship. Further discussion focus on intention toward entrepreneurship, components in the planned behaviour theory and education in entrepreneurship. The study will explore the issues relevant to the historical perspective of entrepreneurship and the evaluation of the entrepreneurial process through previous research.

2.2 Historical Development of Entrepreneurship

The term entrepreneurship has been around since the 12th century. The origin of the phrase is after the French word “*entreprendre*” meaning to do something dissimilar (Long, 1983). The concept of entrepreneurship has appeared in a variety of disciplines and perspectives, especially in the field of economics.

Knight (1921), who were the first contributor in entrepreneurship theory, stated that the situation is always uncertain and involves risk. The situation gives the impression that the entrepreneur is an individual who is willing to bear all the uncertainty, decision making and responsibility for all matters related to the business. Kirzner (1977) stated that the role of the entrepreneur is as a persistent arbitrageur who create innovation and take advantage of potential opportunities. Therefore, we can conclude that entrepreneurship is an effort to create

value and business opportunities with a risk-taking performance implemented through an effective communication and mobilization skills.

2.3 Entrepreneurial Intention

In 1975, Fishbein and Ajzen discovered that the intention is a necessary antecedent to behaviour according to the Theory of Behavioural Plan (TPB). The influence of intention is crucial to the success of the behaviour of individuals in taking assured actions.

Shapero and Sokol (1982) pointed out that the purpose of the business focuses on the attitude and matters connected with it. In this study, they showed that factors such as perceived desire, entitlement and a tendency to act influenced the intention of starting a new venture. Entitlement and tendency to perform is regarded as a direct factor in the entrepreneurial intention while the definition of perceived desirability is a pull factor of an individual action. Entitlement is also referred as qualification or a degree of a person's perception that they feel able to start a business with self-confidence (self-efficacy).

Previous analysts have utilised various techniques to examine the choice of a person to form a business entity, focusing predominantly on the characteristics of a person that could impact the choice made. On the other hand, certain situations that arise after the entrepreneurial events can be an obstacle to the trait approach. Researchers theorized that attributes, character and convictions remain the same in view one's experience in business related activities (Autio, Keeley, Klofsten, Parker and Hay, 2001; Gartner, 1988).

Afterwards, researchers concentrate on the other factors including characteristics of individuals like life span and type of gender. Together, the studies inquire about the attributes along with demographic variables; demonstrate the noteworthy connections between them and the choice to become business creators (Liñán, 2004).

Previous scholars put emphasis on the criticalness of an early stage decision making in regards to the choice to commence a new company. Business establishment is considered as a deliberate act and therefore an intentional behaviour. Bagozzi, Baumgartner and Yi (1989) believe that an action can be predicted fairly base on the intention. Katz and Gartner (1988) explore the characteristics of emerging firm and suggest that the intention is one of the four properties of up and coming companies. A more recent study by Krueger, Reilly and Carsurd (2000) indicates that the actual business venture is resulted from a long period intention to open an enterprise.

Therefore, we can better predict behaviour by understanding the intention towards planned behaviour. In psychological literature; albeit the abnormal behaviour, severity to make differences, or related to the difference and irregular period, intention is considered the most excellent indicator to predict an action. Entrepreneurship is a common illustration of such action.

2.3.1 Intention model

The evolution of the intention models over the years saw a variety of models introduce by scholars that presented in Table 2.1.

Table 2.1
Model of Intention

Model	Year's Introduce
Shapero & Sokol	1982
Bird	1988
Ajzen	1991
Krueger	1993
Boyd & Vozikis	1994
Davidson	1995
Autio	1997

Two leading models of Ajzen's TPB and Shapero's model of entrepreneurial event reckoned and applied in the literature for the past 20 years (Autio et al., 2001, Fayolle, Gailley and Lassas-Clerc., 2006 and Gelderen, Brand, Praag, Bodewes, Poutsma and Gills, 2008). Ajzen's model describe intention base on three components of attitude toward behaviour, subjective norm, and perceived behavioural control. Shapero's model explains the intention to be entrepreneur from components of perceived desirability, perceived feasibility and the propensity to act.

Krueger et al. (2000) agrees that both of the models are mutually compatible. The two constructs of the Shapero model; perceived desirability and perceived feasibility, are similar to the TPB's attitude toward behaviour and perceived behavioural control (Autio et al., 2001).

A significant discrepancy identified among those models is that SN utilised by Ajzen as opposed to propensity to act by Shapero. Each model equally tested and holds up empirical findings to corroborate the model used. Krueger et al. (2000) concludes that by comparing Ajzen's and Shapero's models, each methods offer an important instrument for interpreting the appearance of a business.

The Shapero's model concentrates on fresh business formation relatively compared to the implementation of the entrepreneurial behaviour in broad-spectrum. Gelderen et al. (2008) stressed out the comparison of the models base on the manner of the consistency and the depth of the theoretical specification of TPB. The study looks at the components of TPB to examine the outcome of a student who participate in the entrepreneurial courses and the degree of influence affects the factors related to intention.

TPB constantly used in an official research framework. Similarly, it can be used to almost all intended research and provides good findings in various area and certified profession (Ajzen, 2001; Kolvereid, 1996a).

2.4 Theory Planned Behaviour (TPB)

Base on the previous discussion, this section investigate the area of TBP, the hypotheses of the intended action, the application to the business activities and the findings of the empirical studies. Ajzen (2001) conclude that when it comes to the study of individual's intentions, TBP is considered one of the leading tools applied in learning and research framework in entrepreneurship. In the area of entrepreneurship Ajzen's theory has over and again been used for the purpose of research and the outcome confirms previous findings (Krueger et al., 2000; Fayolle et al., 2006).

Ajzen's theory of TPB placed the intention of a person and the reaction toward behaviour as the main component of the study (Ajzen, 1991). According to TPB, intention is directly influence by the factors of ATB, SN and PBC. Consequently, external elements like demographics, social ability and monetary factors not directly control the person's choice of action.

Below are the definitions of the three components:

1. ATB refers to the association of a person on their common sensitivity on favourableness or favourableness toward various interests in an object.
2. SN relates to the observed societal force whether or not to execute the desired action (Ajzen, 1991). The family, friends and society are some of the societal force that affects person's action in becoming entrepreneur; and

3. PBC associates with how people observed the degree of success to carry out specific actions. It is supposed to reflect the past encounters of individuals and how they anticipate the impediments (Ajzen, 1991).

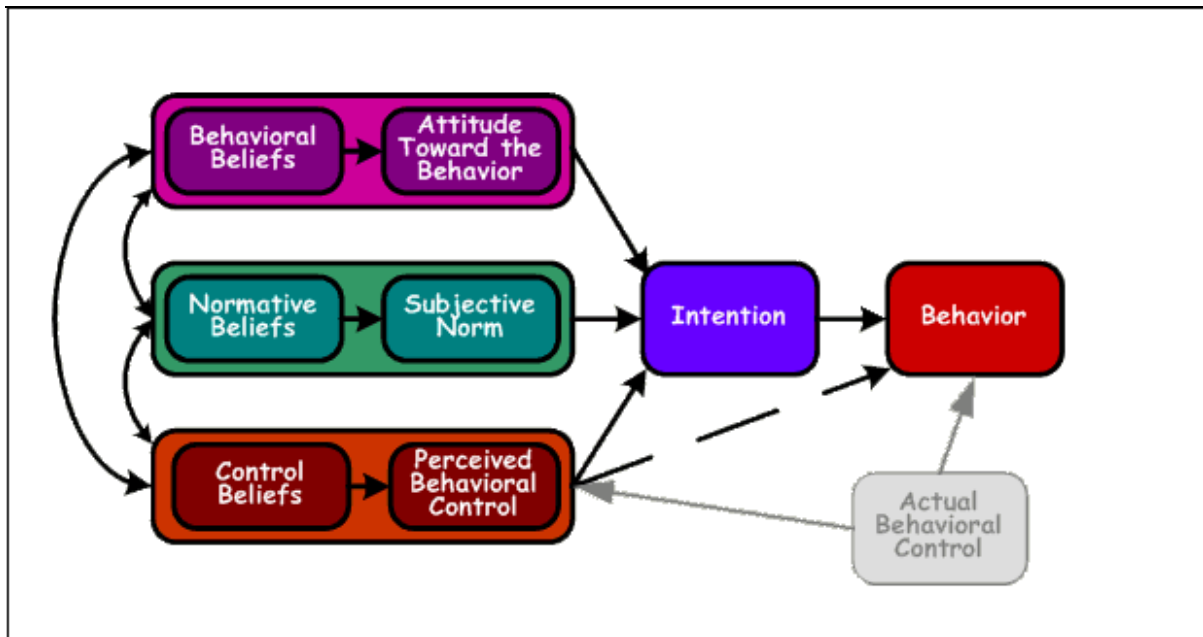


Figure 2.1
Ajzen's (1991): Theory of Planned Behaviour.

Ajzen (1991) believe that there is a positive and direct connection between ATB and SN with PBC. As a result an individual with a positive and good relation on the above factors will have a high intention to carry out the action they intended to pursue. Further studies conclude that even though each individual's reaction contribute to the level of impact on the intention, ATB, SN and PBC is consider the best predictors for entrepreneurial intention.

2.5 Attitude toward Behaviour

Ajzen and Fishbein (2000), state that ATB relates with the level of the assessment whether an individual has a good or unappealing judgement toward the action. If they have beliefs about an object, they automatically acquire attitude towards a particular object. Attitudes are established in the total collection of a person's salient beliefs and the evaluations associated with those ideas.

Sagiri and Appolloni (2007) also indicated that the behaviour of an individual solely depends on the individual's beliefs and attitudes, and those beliefs and attitudes play a crucial role in determining an individual's action. Individual's perceptions about ability to perform specific tasks increase the likelihood of attitude converting into intention and subsequent behaviour (Ajzen, 1991).

According to Krithika, J. and Venkatachalam, B. (2014) ATB is something to do with the level of preferences which an individual select and appraise the action.

2.6 Attitude toward Behaviour and Entrepreneurial Intention

Tkachev and Kolvereid (1999); Walter and Dohse (2009); Paço, Ferreira, Raposo, Rodrigues and Dinis (2011) conduct researches with different samples in a different locations with the findings that the ATB has significant and positive impact on entrepreneurial intention. Scholars also stress out that the importance of attitude over education. Paco et al., (2011); Walter and Dohse (2009) believe on the effort of improving the individual attitudes toward entrepreneurship are more important than and the skill enhancement and entrepreneurial education programs itself. The opinion is base on the reason that the higher attitude of a person to the entrepreneurial activities the larger the chances of the person's success in the effort to create a business and prevail over the barriers.

Krueger et al. (2000) tested the relationship between ATB and the EI of students and found a significant influence of the attitude toward the behaviour on intention. Therefore, training and skill development programs are important in fostering personal capabilities and interests among students to have positive attitudes towards entrepreneurship.

Dell (2008) mentioned that desirability to be an entrepreneur is the measure of an individual's attitude toward entrepreneurship. He suggested that an approach can be developed and strengthened the attitude through information from previous experience and role models. External information availability of resources and internal individuals' perception of their capability and task-specific knowledge can enhance entrepreneurial self-efficacy and, as a result, strengthen their attitude towards entrepreneurship. Furthermore, past results also concurred that attitude toward the behaviour is an important variable when investigating entrepreneurial intention.

According to Byabashaija and Katono (2011), the result showed a significant relation that students who are exposed to entrepreneurship education will change their entrepreneurial attitude and entrepreneurial intention accordingly. The connection happened because entrepreneurship education can help build confidence and promote self-efficiency amongst students.

2.7 Subjective Norm

According to Krithika and Venkatachalam (2014), SN indicate the remark given from the perspective of public pressure on choices in decision to perform a predetermine action due to various factors like influence of the family, friends and other potential role models.

A group of business students in Bangalore is used as an example of the subjective norms. The SN influence existed amongst these students as they give more emphasis to the perception of their closest friends and family members. This statement is supported by Ajzen's (1998) study where such opinion would strengthen the respondent's possibility of becoming self-employed. Some other studies also observed that family plays a significant role in career choice (Bohmer and Sitton 1993). As supported by Shapero and, Sokol (1982), the perception of closest friends and others is merely essential towards the development of self-employment. Shapero added that family and friends are considered as the key individuals on influencing whether or not a person decides to start a new business venture.

Ajzen (1991) suggested that the remark given from the perspective of the public gave an enormous impact in the decision to venture into business. Krueger et al. (2000) through his study single out the significant relationship between ATB and PBC toward SN. The relationship shows that a subjective norm is not a standalone variable and may be used as moderator or mediator in the relationship between variables as suggested by Reitan (1997).

2.8 Subjective Norm and Entrepreneurial Intention

Numerous studies have challenged the relevance of SN in the role of anticipating entrepreneurial intention. Previous findings equally suggested that SN is not relevant in anticipating the emergence of intention (Autio et al., 2001; Liñán, 2004; Liñán and Chen, 2009). On the Other hand, Kolvereid (1996a), Tkachev and Kolvereid (1999), Kolvereid and Isaksen (2006) and Yordanova and Tarrazon (2010) proved empirically that SN is relevant to predict the intention to do a business. The third dimension of the opinion among researchers believe SN should be excluded from the factor that able to predict the EI (Peterman and Kennedy, 2003; Veciana, Aponte and Urbano, 2005).

Kolvereid (1996a) stated that SN has a direct significant correlation with self-employed intention. He first conducted a test on a group of first-year undergraduate Norwegian business students. Later, Kolvereid replicate his study in 1999 with Tkachev by examining a group of Russian university students from different courses. Both results emphasized that the SN is found to be positively correlated with self-employed intentions (Tkachev and Kolvereid, 1999). Furthermore, Kolvereid and Isaksen (2006) tested SN on a Norwegian business founder. This finding is also significantly associated with self-employed intention. In addition, researchers Yordanova and Tarrazon (2010) found that the more supportive SN on entrepreneurial behaviour, the stronger the individual's EI.

There are conflicting opinions regarding SN in measuring entrepreneurial intention due to the place of research and the dimension of national culture. Subjective norm has a greater influence in a collectivist culture in Japan, for example than individualistic culture in Britain (Abrams, Ando and Hinkle, 1998). Begley and Tan (2001) did an experiment to distinguish the elements connecting SN among the East Asian and Anglo-Saxon Countries and found that individualist culture will be less likely to be affected by SN as compared to collectivist culture. In general, the intention of individuals with a huge internal locus of control did not easily affected by the society and social pressure (Armitage and Conner, 2001). Details on the family information usually affect the SN and the EI of the individuals (Kolvereid, 1996a).

It is difficult to explain accurately the influence of SN toward EI. Factors such as difference in culture, demographic outlay and economic status contribute to the changes in the relationship between the variables. After comparing the previous literature and findings Liñán (2004) stated that a substantial future study need to be conducted to reduce the gap between SN and EI. Hence, subjective norm is included in this study.

2.9 Perceived Behavioural Control

Perceived behavioural control (PBC) associates with how people observed the degree of success to carry out specific actions. It is supposed to reflect the past encounters of individuals and how they anticipate the impediments (Ajzen, 1991).

There is a similarity in the application of the theory of perceived self-efficacy with the PBC (Bandura, 1977). Bandura (1982) again uncovered that apparent self-confidence toward oneself concerns with the thoughts of how well an individual can execute a particular activity to manage certain circumstances.

Liñán, Rodríguez and Rueda (2005) recommended that the intention is a perception of self-confidence and the capacity to control one's behaviour. Therefore, students who have a higher self-confidence will definitely acquire a better PBC. Identically, self-efficacy and PBC are used in the same manner to explained EI (Zaidatol Akmaliah Lope Pihie, 2009).

Zaidatol Akmaliah Lope Pihie (2009) empirically brings the evidence that students who genuinely seek for exposure in the world of business have a higher degree of PBC. Wood and Bandura (1989) agree with Basu and Virick (2008) to the point that self-efficacy and EE helps students to improve their EI.

2.10 Perceived Behavioural Control and Entrepreneurial Intention

Kolvereid (1996b); Chen, Green and Crick (1998) and Paco et al. (2011) stated that EI of a group of students is positively connected and influence by PBC. Basu and Virick (2008) and Ruhle, Muhlbauer, Grunhagen and Rothenstien (2010) further suggested that there is a significant relation between PBC and EI.

They agree on the general idea of the influential factors of self-efficacy in successful individuals and the unique capability of the individuals to replicate action over and over again as opposed to the individuals who lack of self-confidence. The importance of PBC to EI and how PBC in a person depends on previous experience is similar to the idea of Ajzen's theory of TPB. As a conclusion, the greater the individual believes he is capable of becoming a successful entrepreneur with a high probability of success; the stronger the entrepreneurial intention will be within him.

2.11 Entrepreneurship Education

EE refers to the programs endured by the student in order to provide them with essential skills and information regarding the future career in entrepreneurship (Ekpoh & Edet, 2011 and Ooi, Selvarajah and Meyer, 2011).

Researchers also believe in the opinion that EE serves as the best opportunity for educational practitioners to motivate students in pursuing business ventures in the future (Fayolle and Gailly, 2004; Matlay, 2008). Matlay (2008) revealed in the research sample of 64 graduates studied over a ten-year period that all of the graduates who had undergone entrepreneurship education eventually became entrepreneurs.

Vazquez, Naghiu, Guitierrez, Lanero and Garcia, (2009) and; Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman, and Ahmed, (2010) agree that the age factor among students influences the level of maturity and the EI due to the exposure to the EE and experience to the business world.

2.12 Entrepreneurship Education and Entrepreneurship Intention

Past studies have shown the relationship that existed between EE and ATB toward EI. EE and entrepreneurial attitude is directly connected whereby the involvement in EE increase student's ATB in a positive light thus increasing their entrepreneurial intention (Tam, 2009; Dell 2008). Hence, there is a significant difference in the degree of intention formed among students who took the course and the ones who did not enrolled in the EE programs (Hamidi, Wennberg and Berglund, 2008; Miller, Bell, Palmer and Gonzalez, 2009; Zain, Akram and Ghani, 2010).

Self-confidence in entrepreneurship also acts as a mediator in the relationship among EE and EI (Boyd and Vozikis, 1994; Peterman and Kennedy, 2003; Izquierdo and Buelens 2008; Drost Ellen, 2010). EE programs is essential in improving the self-belief in their ability to become successful entrepreneurs and able to manage their firms, further increasing their entrepreneurial intention.

Conversely, some findings highlighted that entrepreneurship education is a deterrent factor in demonstrating entrepreneurial intentions of university students and their self-assessed entrepreneurial skills (Wang & Wong, 2004; Oosterbeek, Prag & Ijsselstein, 2008; Göksel & Aydintan, 2011; Hill, 2011). This surprising result comes from the student's own realistic perspective regarding entrepreneurship that somehow after taking the course; their perception towards entrepreneurship might change, hence, reducing their interest (Oosterbeek et al., 2008).

2.13 Summary

Based on the historical perspective of entrepreneurship, it can be concluded that entrepreneurial activities contributes significantly to create opportunities, innovation and

economic growth of the country. Formation of entrepreneurship is not as simple as presented in the theory of education, since its formation requires a lengthy process initiated with the intent, knowledge and the courage to choose entrepreneurship as a career choice in life.

One of the ways to develop enterprise is through the educational process. Entrepreneurship education can prepare students for developing an understanding of business knowledge. It can be regarded as an important contributor in improving the quality and the success rate of graduates who have ventured into business. In turn, their social behaviour and entrepreneurship intellect will improve in the long run. The following chapter discuss about the methods applied and the analyses used throughout the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses topics related to research methodology. The discussion also cover topics related to the method used to determine the population and sample; instruments and variables studied. Furthermore, the questionnaire development, the procedures used to collect the data, the measurement of variables and the data analysis also discussed.

3.2 Research Framework

The framework used for this research is divided into two parts. First, the entrepreneurial intention as the dependent variable and then, the independent variables consisting of attitude toward behaviour, subjective norm, perceived behavioural control and entrepreneurship education.

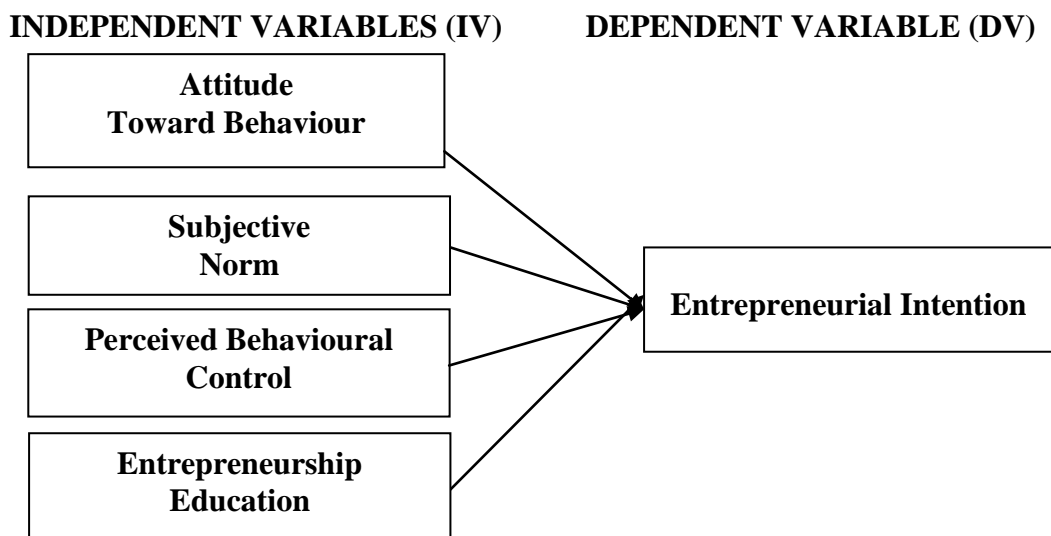


Figure 3.1
Research framework

3.3 Research Hypotheses

The research hypotheses developed based on the research framework are as below:

Hypothesis 1: There is a significant relationship between Attitude toward
Behaviour and Entrepreneurial Intention

Hypothesis 2: There is a significant relationship between Subjective Norm and
Entrepreneurial Intention

Hypothesis 3: There is a significant relationship between Perceived Behavioural
Control And Entrepreneurial Intention

Hypothesis 4: There is a significant relationship between Entrepreneurship
Education and Entrepreneurial Intention

3.4 Research Design

Sekaran (2003) stated that the method of obtaining data using a questionnaire is an efficient method of data collection mechanism. The method used is because the researcher is aware of what information is required and how to measure the variables identified. According to Sekaran (2003) again, the design of the study include some rational decision options that are easy to understand. Thus, a quantitative study has taken into account of the significant aspects of the research design to allow its findings to explain the phenomenon under study.

3.4.1 Population of study

This research was conducted at GIATMARA Wilayah Persekutuan (GMWP) with the inclusion of one branch of GIATMARA Wilayah Persekutuan, Putrajaya. The research population consisted of final semester students of various courses in GMWP. Table 3.1 provide the population of students according to twelve (12) branches and eight (8) clusters of course, in GMWP.

3.4.2 Sampling Process and Data Collection

The population for this research was 467 students in their final semester at GMWP. According to Krejcie and Morgan (1970) as Table for determining sample size for given population presented in Appendix D, the recommended sample sizes in simple random sampling method with a 0.95 confidence level are 214 students. Table 3.2 provide a number of samples required according to population.

Table 3.1
Population of Students According to Branch and Clusters of Course

No.	Branch	Clusters of Course							
		Mechanical	Transport	Electric	ICT	Mechantronics	Fabric	Culinary	Hair Dressing
1	Bdr. Tun Razak	0	0	0	0	0	20	0	33
2	Batu	0	33	28	0	0	0	0	0
3	Cheras	0	0	0	17	0	17	0	0
4	Kepong	0	0	0	10	0	16	0	8
5	Kuala Lumpur	0	0	0	45	19	0	0	0
6	Lembah Pantai	0	0	0	0	0	22	0	5
7	Putrajaya	0	0	0	0	0	0	25	0
8	Segambut	0	0	0	11	17	0	0	0
9	Seputeh	0	43	0	0	0	0	0	0

No.	Branch	Clusters of Course							
		Mechanical	Transport	Electric	ICT	Mechantronics	Fabric	Culinary	Hair Dressing
10	Setia wangsa	0	0	0	0	0	0	23	0
11	Titiwangsa	0	0	0	0	0	30	0	0
12	Wangsa Maju	21	0	0	24	0	0	0	0
		21	76	28	107	36	105	48	46

In ideal situation, simple random sampling is the best method to ensure that each student involved has an equal chance of being chosen for this research. However, according to Sekaran and Bougie (2010), if all subgroups have a same number of elements, researcher should select proportionate stratified random sampling since the procedure will ensure each subpopulation that exists in the total population is well represented. Therefore, Table 3.3 provide the number of sample required for this research using proportionate stratified random sampling where 21 sub groups to the sample number of 214 students should represent all twelve (12) branches and eight (8) clusters of course in GMWP. In order to decrease the danger of meddling with the risk of interfering with classes, the questionnaires were distributed to the students after they have finished their lessons.

Table 3.2
Krejcie and Morgan's Sample Required According to Population

Population (N)	Sample (S)
440	205
460	210
480	214
500	217
550	225

Source: (Krejcie and Morgan, 1970)

Table 3.3
Sample of Students According to Branch and Clusters of Course

No.	Branch	Clusters of Course							
		Mechanical	Transport	Electric	ICT	Mechantronics	Fabric	Culinary	Hair Dressing
1	Bdr. Tun Razak	0	0	0	0	0	9	0	15
2	Batu	0	15	13	0	0	0	0	0
3	Cheras	0	0	0	8	0	8	0	0
4	Kepong	0	0	0	5	0	7	0	4
5	Kuala Lumpur	0	0	0	21	9	0	0	0
6	Lembah Pantai	0	0	0	0	0	10	0	2
7	Putrajaya	0	0	0	0	0	0	11	0
8	Segambut	0	0	0	5	8	0	0	0
9	Seputeh	0	20	0	0	0	0	0	0
10	Setia wangsa	0	0	0	0	0	0	10	0
11	Titiwangsa	0	0	0	0	0	13	0	0
12	Wangsa Maju	10	0	0	11	0	0	0	0
		10	35	13	39	17	37	21	21

3.4.3 Data Collection

a) Primary Data

Data were collected using survey from the questionnaires. The primary data consist of three (3) sections (A, B and C) related to the aspects of behaviour like attitude toward behaviour, subjective norm and perceived behavioural control) and entrepreneurship education. Section D describes the aspect of entrepreneurship education. The sole dependent variable in the survey is represented by the entrepreneurial intention of GIATMARA's students in Section E. The questionnaire contains a list of questions ranging from a number of options in which respondents

can choose only one answer from the options available in their respective column. It was conducted in private and the questionnaires were pre-arrange given to the students using the list of students which predetermine and selected in rotation of every two (2) matric number on the registration list at twelve branches of GMWP.

b) Secondary Data

Secondary data were obtained from the Research and Development Division of GIATMARA. The numbers of students who have taken entrepreneurial courses are from the class of 2014.

3.5 Questionnaire

The research used questionnaire as an instrument for this study. Most of the questionnaires were adopted from past research conducted by researchers and adapted for the use in GMWP. Table 3.3 show the development of an instrument through sources in every item and variables selected for this study.

3.5.1 Item of Independent and Dependent Variables

Table 3.4
List of Items of Independent and Dependent Variables

Independent Variables	Item and Code	Sources
SECTION A	1. I would rather be my own boss than have a secure job. (ATB1)	Nisantha (2009), Paço et al. (2011),
Attitude toward behaviour (ATB)	2. A career as an entrepreneur is attractive for me. (ATB2)	Liñán and Chen (2009), Sagiri and Appolloni (2009)
	3. If I had the opportunity and resources, I would like to start a business. (ATB3)	
	4. Being an entrepreneur would entail greater satisfaction for me. (ATB4)	
	5. I believe that if I were to start my	

Independent Variables	Item and Code	Sources
	<p>business, I will certainly be successful. (ATB5)</p> <p>6. You can only make big money if you are self-employed. (ATB6)</p>	
SECTION B	<p>1. My parents are positively oriented towards my future career as an entrepreneur. (SN1)</p>	<p>Leroy et al. (2009), Leong (2008), Gurbuz and Aykol (2008)</p>
Subjective norm (SN)	<p>2. My friends see entrepreneurship as a logical choice for me. (SN2)</p> <p>3. I believe that people, who are important to me, think that I should pursue a career as an entrepreneur.(SN3)</p> <p>4. In my Institute, students are actively encouraged to pursue their own idea. (SN4)</p> <p>5. There is a well-functioning support infrastructure in my institute to support the start-up of new firms. (SN5)</p> <p>6. If I became an entrepreneur, my close friends would consider it a good choice for me. (SN6)</p>	
SECTION C	<p>1. To start a firm would be easy for me. (PBC1)</p> <p>2. To keep a firm working well would be easy for me.(PBC2)</p> <p>3. I know how to develop an entrepreneurial project. (PBC3)</p> <p>4. If I tried to start a firm, I would have a high probability of succeeding. (PBC4)</p> <p>5. If I want to, I could become self-employed after finishing my studies. (PBC5)</p> <p>6. Starting my own firm would probably be the best option for me to take advantage of my education. (PBC6)</p>	<p>Gurbuz and Aykol (2008), Paço et al. (2011), Liñán and Chen (2009), Walter and Dohse (2010)</p>

Independent Variables	Item and Code	Sources
SECTION D		Lee and Lim (2005), Gurbuz and Aykol (2008), Ooi et al. (2011)
Entrepreneurship education (EE)	<ol style="list-style-type: none"> 1. Entrepreneurial subject is very crucial. (EE1) 2. Entrepreneurship should be taught in Higher Learning Institutions. (EE2) 3. Entrepreneurship course should be made compulsory in order to inculcate entrepreneurial spirit in institute/campus. (EE3) 4. More entrepreneurial and business educational programmes in the institute would help students to start a business. (EE4) 5. The courses in my institute helps prepare students for future entrepreneurial careers. (EE5) 6. Entrepreneurship cannot be taught. (EE6) 	

Dependent Variables	Item and Code	Sources
SECTION E		Liñán and Chen (2009), Leong (2008)
Entrepreneurial intention (EI)	<ol style="list-style-type: none"> 1. I prefer to be an entrepreneur rather than to be an employee in a company. (EE1) 2. My professional goal is to become an entrepreneur. (EE2) 3. I am determined to create a firm in the future. (EE3) 4. I will make every effort to manage my own firm. (EE4) 5. I have a very serious thought in starting my own firm. (EE5) 6. I plan to be self-employed in the foreseeable future after I leave the institute. (EE6) 	

This question is then tested against 30 samples, previously determined to be used and accepted by all.

3.5.2 Scale of Measurement

Each of the questions contains four answers with a score or value according to the Likert Scale. The greater the level of relevance scores, the more positive was the respondent's reply. There can never be a negative answer in any of the questions for the variables. Marks on the suitability of each answer are shown below:

Strongly Disagree	(SD)	-	1
Disagree	(D)	-	2
Agree	(A)	-	3
Strongly Agree	(SA)	-	4

3.6 Statistical Methods and Data Analysis

In this research, frequencies and percentage are the components of descriptive analysis. Various sub categories of information gathered from the respondent's profile have been analysed and reported. This analysis based on respondent's demographic profile such as gender, age, cluster of courses, educational background and duration of which the student study.

3.6.2 Inferential Analysis

a) Pearson Correlation

In this study, the researcher used statistical inferential tests to answer the research questions. The Pearson's correlation analysis used to verify the depth of the connection among the variables in the study. This analysis is used to assess the strength of correlation and direction of an association between the two types of

variables. Positive correlation coefficient (r), represents direct association between variables whereas a negative value indicates that the variables are inversely associated (Hair et al., 2010). The level of the strength of correlation showed in Table 3.5:

Table 3.5
Interpretation Strength of Correlation Coefficient

	Coefficient Value (r)	Strength
1	0.7 or Higher	Very High
2	0.5 to 0.69	High
3	0.30 to 0.49	Moderate
4	0.10 to 0.29	Low
5	0.01 to 0.09	Very Low
6	0.00	No Relation

Source: (Pallant, 2010)

b) Multiple Regression

The multiple regression analysis tests whether the independent variables had a significant relationship with dependent variables of entrepreneurial intention and the degree of influence of independent variables on dependent variable. The outcome and the significant level of p value will determine the decision whether to accept or reject the hypotheses established at the beginning of the study.

3.7 Pilot Study

A pilot study was conducted before doing the actual research to determine the reliability of the questionnaires used in this research. It is a structure of pre-test performed on a number of respondents or individuals. The results show whether the instrument is a lack of its criteria or not. The pilot test can assist the researcher in detecting and correcting problems on the instrument before the actual study is being carried out. A pilot study conducted on 30 students selected as respondents at three branches of GMWP, which were at Wangsa Maju, Setiawangsa and Kuala Lumpur. The result of the pilot study facilitates the researcher to assess the level of reliability on each question in the questionnaires. The pilot study also contributed to determining whether the respondent has any difficulty in answering the questions.

According to Sekaran (2003), reliability analysis is a test to determine the consistency of items within the questionnaire. Each item in the questionnaire tested and analysed according to the connections among items and the outcome reflect the on reliability and consistency by the score of Cronbach's coefficient alpha. Sekaran (2003), also indicated that reliabilities fewer than 0.6 are measured to be poor, the values in the category of 0.6 to 0.7 are acceptable, and the value between 0.7 to 0.8 deemed to be good while the highest degree of internal consistency represent on the scale between 0.8 to 0.99 which is interpreted as very good.

For the purpose of this pilot test, a total of 30 students at GMWP were selected as respondents to determine whether the questions in the questionnaire are appropriate to the study. Researcher can also examine the extent to which the respondents' level

of understanding of the instructions and items of the questionnaire. From the result, the overall respondents could understand every topic in the questionnaire and minor correction on demographic question in the minimum age, and the highest educational background of the respondent were made. After the test, the researchers found the value of Alpha obtained were in the range between 0.655 and 0.874. Table 3.6 shows the reading of the Alpha value achieved for each section of the questionnaires.

Table 3.6
Reliability Coefficient for Variables

Section	Variable	Item	Value Cronbach's Alpha (α)
A	Attitude Toward Behaviour	6	0.655
B	Subjective Norm	6	0.822
C	Perceive Behavioural Control	6	0.726
D	Entrepreneurship Education	6	0.752
E	Entrepreneurship Intention	6	0.874

Note: Entrepreneurial intention = Dependent variable

3.8 Summary

The research involved multiple methods in collecting and analysing all of the data in order to meet the objectives of the study. Therefore, the methodology described in this chapter capable of selecting, testing and gave a reliable result using the data from respondents who met the requirement of the subject profile in this research. As a conclusion, the entire chapter describes the methodology of how this study was being conducted. Detailed of the analytical illustration of the data will further discuss in the next chapter.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discusses the results obtained from questionnaires that were completed by the respondents earlier. It also covers the topics of descriptive analysis, scale measurement and inferential analyses. Data were analysed based on the established hypotheses and on the relationship between the variables involved to attain the objectives of the study as well as answering questions pertaining to the study. The chapter end with a summary of the data analysis and the results.

4.2 Response Rates

Base on the sample required, 214 questionnaires distributed to the respondents and only 200 questionnaires (93.46%) were returned to the researcher. However, having screening all the forms, only 191 questionnaires can be used while the other 9 questionnaires were not completed and therefore regarded as defective. Therefore, the usable questionnaire and rate of response is 89.25 percent. Based on Hair, Black, Babin and Anderson (2010), response rate of over 80 percent is considered very well, while the rate of 50 percent and above is acceptable.

4.3 Demographic Profile of Respondents

The profile consisted of 191 respondents' personal information including gender, age, cluster of courses, branches of GIATMARA, the duration of courses and educational

background. The demographic distribution of the respondents is shown in Table 4.1. Moreover, the complete result is shown in Appendix C1.

4.3.1 Frequency Distribution by Gender

Table 4.1 shows the distribution of respondents by gender. A total of 109 respondents (57.1%) were male, and the remaining 82 respondents (42.9 %) were female. The distribution show the selection of respondents was balanced, and the rate of response did not affect the result the analysis of entrepreneurial intention.

4.3.2 Age

Table 4.1 shows the distribution of respondents by age group. Analysis of the statistics shows that the majority of respondents aged 18 to 20 years old (55%). The distribution is followed by 28 students (14.7%), aged between 21 to 23 years. The lowest respondent's data is 5.8 percent (11 students) in the age group above 30 years old and followed by 12 students aged between 24 to 26 years old, 14 students aged between 27 to 30 years old and finally 21 students among those were aged 15 to 17 years old.

4.3.3 Cluster of Courses

The majority of respondents pursuing their study is in the cluster of computers and ICT with the rate of 23 percent and followed by 21.5 percent in the cluster of fabric. Minority respondents with 4.7 percent were studying in the mechanical field.

4.3.4 Duration of study

The frequency of distribution over the duration of courses in Table 4.1 shows the majority 76.4 percent (146 respondents) pursued their courses in the duration of six months, while 33 people in 12 months and a total of 12 persons in 15 months.

4.3.5 Educational Background

From the analysis of Table 4.1, the distribution of respondents according to the academic qualification showed a majority of 132 respondents (69.1%) enrolled in the courses with Sijil Pelajaran Malaysia (SPM). The allotment is followed by 23 respondents has diploma while 18 respondents has Penilaian Menengah Rendah (PMR). A total of 4 respondents have Sijil Tinggi Pelajaran Malaysia (STPM) and 14 people with other types of certificates.

Table 4.1
Demographic Profile of Respondents (n = 191)

Item	Frequency (N=191)	Percent (%)
Gender		
Male	109	57.1
Female	82	42.9
Age		
above 30 years	11	5.8
27-30 years	14	7.3
24-26 years	12	6.3
21-23 years	28	14.7
18-20 years	105	55.0
15-17 years	21	11.0
Cluster Courses		
Mechanical	9	4.7
Transport	33	17.3
Electrical	12	6.3
Computer & ICT	44	23.0
Electronic & Mechantronics	14	7.3
Fabric	41	21.5
Culinary	19	9.9
Hairdressing	19	9.9

Item	Frequency (N=191)	Percent (%)
Branches GIATMARA		
Bandar Tun Razak	20	10.5
Batu	27	14.1
Cheras	15	7.9
Kepong	16	8.4
Kuala Lumpur	23	12.0
Lembah Pantai	11	5.8
Putrajaya	11	5.8
Segambut	12	6.3
Seputeh	18	9.4
Setiawangsa	8	4.2
Titiwangsa	11	5.8
Wangsa Maju	19	9.9
Courses Duration		
15 months	12	6.3
12 months	33	17.3
6 months	146	76.4
Educational Background		
Diploma	23	12.0
STPM	4	2.1
SPM	132	69.1
PMR	18	9.4
Other Certificates	14	7.3

4.4 Reliability Analysis

Reliability analysis is essential to the study through the process of verification on the trustworthiness of the data. According to Sekaran (2003), all the data used should be tested to ensure that the findings are realistic. Therefore, it is important to get a reliable data. Table 4.2 shows the Cronbach's alpha value of entrepreneurial intention is 0.865, perceived behavioural control is 0.802, subjective norm is 0.796, attitude toward behaviour is 0.769 and entrepreneurship education is 0.730. The result concludes that all the items in each section of the instrument of questionnaire of the study show a reliable outcome.

Table 4.2:
Summary of Reliability Analysis

Factor	Variable	No. of Item	Value Cronbach's Alpha (α)
1	Attitude Toward Behaviour	6	0.769
2	Subjective Norm	6	0.796
3	Perceived Behavioural Control	6	0.802
4	Entrepreneurship Education	6	0.730
5	Entrepreneurial Intention	6	0.865

4.5 Pearson's Correlation Analysis

Based on Table 4.3, ATB, SN, PBC and EE is positively associated with entrepreneurial intention. Correlation analysis showed that the range of value for ATB, SN, PBC and EE is 0.737, 0.638, 0.463 and 0.561 respectively. Referring to interpretation of coefficients by Pallant (2010), the relations of variables like attitude toward behaviour has a positive and very high correlation while subjective norm and entrepreneurship education has a positive relationship with a high correlation, while the PBC recorded a moderate relationship. The complete result is shown in Appendix C2.

Table 4.3
Result Pearson's Correlation Analysis

<i>(n=191)</i>	ATB	SN	PBC	EE	EI
Attitude Toward Behaviour (ATB)	1				
Subjective Norm (SN)	.617**	1			
Perceived Behavioural Control (PBC)	.467**	.531**	1		
Entrepreneurship Education (EE)	.535**	.571**	.390**	1	
Entrepreneurial Intention (EI)	.737**	.638**	.463**	.561**	1

Note: ** Correlation is significant at the 0.01 (2-tailed)
 Dependent variable: Entrepreneurial Intention

4.6 Multiple Regression Analysis

A multiple regression analysis was carried out to examine the hypotheses for this study, and the complete result is shown in Appendix C3. The regression between ATB, SN, PBC and EE give the value of R-square of 0.607. The value means that 60.7 percent of the variation in EI was described by the four factors. Therefore, the authentication of the model presented in this study is supported.

Based on Table 4.4, it can be observed that only the variable with values of the significant levels below 0.05 considered as factors that were significant which is attitude toward behaviour: (0.000,p<0.05), subjective norm: (0.001,p<0.05) and the entrepreneurship education : (0.01,p <0.05). This indicates that these variables are factors that significantly contribute to entrepreneurial intention. Among the three (3) predictors that significant above, attitude toward behaviour is the highest and

significant variables with standardised beta coefficient (β) of 0.497 which indicate that attitude toward behaviour is the most important independent variables in predicting the entrepreneurial intention. On the other hand, PBC has no significant influence towards EI resulted from the significant level of 0.292 which is larger than p-value of 0.05. Nevertheless perceived behavioural control still contributed positive standardised coefficient to disposal at ($\beta = 0.058$, $p > 0.05$).

Table 4.4
Multiple Regression Analysis

Independent Variables	Standardized Coefficients		
	Beta	T	Sig
(Constant)	-1.33	-.644	.521
Attitude Toward Behaviour	.497	8.114	.000
Subjective Norm	.215	3.300	.001
Perceived Behavioural Control	.058	1.056	.292
Entrepreneurship Education	.150	2.589	.010

R Square (R)² = 0.615
Adjusted R ² = 0.607
F value = 74.241
 $P \leq 0.05$
n=191

Note: ** Correlation is significant at the 0.05 (2-tailed)
Dependent variable: Entrepreneurial intention

4.7 Summary of Findings

Overall, the summary of the findings obtained from the multiple regression analysis are shown in Table 4.5.

Table 4.5
Summary of the Result of Hypothesis Testing

H ₀	Hypothesis	p-value	Decision
H1	There is a significant relationship between attitude toward behaviour and entrepreneurial intention	0.000 < 0.05	H1 is accepted
H2	There is a significant relationship between subjective norm and entrepreneurial intention	0.001 < 0.05	H2 is accepted
H3	There is a significant relationship between perceived behavioural control and entrepreneurial intention.	0.292 > 0.05	H3 is rejected.
H4	There is a significant relationship between entrepreneurship education and entrepreneurial intention	0.010 < 0.05	H4 is accepted

4.8 Conclusion

Based on the results of this chapter, as a conclusion ATB, SN, PBC and EE is a group of important variables in the study of entrepreneurial intention at GMWP. Therefore, vigorous efforts are needed to make sure that these variables are continuously improved to achieve the desired objectives in the study of entrepreneurship. Next chapter examines the findings of this chapter in detail to comprehend the research questions and the objectives of the study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The research is conducted for the purpose of to establish a relationship and contribution of ATB, SN, PBC and EE towards EI. The research questions, objectives, hypotheses and the result will be discussed in this chapter. This section discusses the results of the analysis made in chapter four. Discussion formulated based on the results obtained. It is essential to any study that the findings of the study should be able to address the issues and objectives of the study, the research problem can be answered and understood.

5.2 Discussion

This study was conducted based on the specific objectives set out in chapter one. Therefore, the discussion will be continued with several sub-topics affecting the results and the findings of the study as follows:

1. To determine the significant relationship between attitude toward behaviour and entrepreneurial intention among students in GMWP.
2. To determine the significant relationship between subjective norm and entrepreneurial intention among students in GMWP.
3. To determine the significant relationship between perceived behavioural control and entrepreneurial intention among students in GMWP.

4. To determine the significant relationship between entrepreneurship education and entrepreneurial intention among students in GMWP.

5.2.1 Attitude toward Behaviour and Entrepreneurial Intention

The first objective proposed in the research is to identify the significant relationship between ATB and the EI of the students. The researcher chose the Pearson Correlation Analysis and Multiple Regression Analysis in order to investigate the association between the two variables. The results indicated that there was a very high and positive correlation existed between ATB and EI. Further analysis using multiple regressions confirmed that there is a significant influence between the variables, showing a significant relationship between ATB and the EI of the students at GMWP. This proves that a firm ATB can influence intention in becoming entrepreneurs, thus reinforcing the findings of previous studies such as Krueger et al. (2000) and Leong (2008).

5.2.2 Subjective Norm and Entrepreneurial Intention

Next in the objective is to identify the relationship between SN and the EI of the students. After referring to the findings, the researcher found that there is a positive coefficient of correlation and highly associated to EI. However, following the data performed through regression analysis the result show a moderate and significant relationship between SN and EI of the students at GMWP. The result suggests that if the score of subjective norm increases, the entrepreneurial intention score will increase. However, the entrepreneurial intention scores will decrease if the score

subjective norm decreased. These results of the study are consistent with the study conducted by Kolvereid and Tkachev (1999) and Yordanova and Tarrazon (2010).

5.2.3 Perceived Behavioural Control and Entrepreneurial Intention

The analysis and the hypothesis testing for PBC spot an inconsistency throughout the results of Pearson's Correlation Analysis and the Multiple Regression Analysis. The supporting statistic data on the value of correlation coefficient shows that a moderate and positive correlation does exist among PBC and EI. Therefore, through these findings, the researcher concludes no significant relationship exists between PBC and EI based on the p-value obtained from the multiple regression analysis. This result is inconsistent with the study of Wood and Bandura (1989); Kristiansen and Indarti (2004); Kolvereid (1996); Basu and Virick (2008); Ruhle et al. (2010) where the findings show PBC is directly relevant to EI. Wood and Bandura (1989) has discussed that perceived behavioural control will increase with the provision of entrepreneurship education, thus leading to a higher intention. Moreover, Ruhle et al. (2010) proposed that a self-assessment of perceived behavioural control contribute significantly to students' intention. The factors contributing to the insignificance of the variable may be due to the rapid changes in the social environment, family, friends and peer groups which might influence an individual's confidence level in decision making. Basu and Virick (2008) explained that perceived behavioural control depend on individuals and will also consider the external factors like prior knowledge and business experience, financial support and market condition before starting up one's own business. Therefore, it justifies the point that the majority of students who are categorised in 15 to 20 years old (126

students) do not possess prior knowledge in entrepreneurship and working experience to boost the confidence level.

5.2.4 Entrepreneurship Education and Entrepreneurial Intention

The study signified the relevancy of relation among EE and EI. The evidence show direct and moderate connection that carries base on the correlation coefficient value and p-value of multiple regression analysis which is significant at the alpha value.

The finding of this research proved that entrepreneurship education and entrepreneurial intention is positively linked. This result is consistent and supported by previous researchers for example (Fayolle & Gailly, 2004; Ooi et al., 2010). As stated by Ahmed et al. (2010); Zhou et al., (2012), entrepreneurship education equipped the students with the required skills and information to prepare them for the uncertain future and helping them to become entrepreneurs as they already have the necessary knowledge regarding firm management and minimizing risk barriers. Entrepreneurship education will help individuals increase their capability in managing their business venture in the future as pointed out by Peterman and Kennedy (2003). It will improve their attitude towards entrepreneurship, and thus, increase their entrepreneurial intention as mentioned by Dell (2008).

5.3 Implications of the Study

In this section, conceptual implication and practical implication are discussed based on empirical results. These implications are essential to the training institutions and the stakeholders related to achieve better performance on successful numbers of business venture in the future.

5.3.1 Conceptual Implications

This study adds on to the existing literatures by examining the factors affecting the entrepreneurial intention. Specifically, it examines the behavioural impact of ATB, SN, PBC and EE on entrepreneurial intention.

There are exceptional and significant contributions to the academician and the related association. First, the connection linking PBC and the EI of the students was examined in a sample of respondents from different clusters of course and locations inside the organization. The literature review of the former research has been explained in depth about the significant relationship between the above variables. However, in this particular study, perceived behavioural control is found to be insignificantly related to entrepreneurial intention.

Finally, to the body of knowledge this study moreover strengthens the usage of TPB theory as it shows that the three variables chosen signify majority of factors affecting entrepreneurial intention and can be explained by component of TPB. This research would incorporate new additional information on the current literature available and will add to future studies with the results that are constant with other researcher's findings.

5.3.2 Practical Implications

The study provides insight into how the students perceive the factors affecting the entrepreneurial intention in GIATMARA. As can be observed in the surveys, the organization expectation and the student's opinion may not correspond to all situations. The result obtained in the survey showed that students in GMWP placed attitude toward behaviour as the major factors influencing the decision on venturing

into business upon graduating from the institute followed by the social pressure on the decision and finally the education on entrepreneurship itself.

The findings suggest that the GIATMARA's management would focus on several ways in making changes that have a significant effect on the students toward enhancing their desire to entrepreneurs. A considerable amount of resources allocated in strengthening the attitude toward entrepreneurial activities is needed to have much of an impact on achieving the targeted objectives in developing entrepreneurs.

Though perceived behavioural control was rejected to be a significant factor that determined entrepreneurial intention from the perception of the respondents, the few elements provide justification of why the difference happened. The age of the respondents, the degree of experience in entrepreneurship activities, groups of ethnicity and the changing in nation's economic status from developing to developed country. The astute discoveries pertaining the ability in shaping and maintaining the interest of the students in venturing into business are by designing a specific module in entrepreneurship to a specific target group.

The level of intention to become an entrepreneur can be further improved by providing a healthy entrepreneurial environment and consistent encouragement and support for the students. Therefore, the researcher highlights several recommendations and new initiatives such as the following:

i. Establishment of Entrepreneurship Courses

GIATMARA is an institution that provides educational programs with emphasis on courses based on skills. However, limited entrepreneurship courses are offered in

their modules. The students need exposure to the knowledge and guidance on entrepreneurship, let alone the relevant knowledge and skills. Aspects such as product development, quality control, business management, finance and marketing are vital in the early phase of the development of entrepreneurs. Therefore, GIATMARA can improve the program by creating entrepreneurship courses that integrates on either focusing to be skill worker or mentoring students with high level of intention in entrepreneurship with the complete package in terms of skills and knowledge related to entrepreneurship.

ii. Introducing Successful Entrepreneur as Motivator

To encourage students to pursue an entrepreneurial career, GIATMARA should introduce a dialogue session with current students to and former students who have become successful entrepreneurs encourage them to pursue a career in businesses in the future. Exposure should be given to these people, so they become role models for new students who are undergoing the course. During the session both parties can share information on the efforts that have been made, obstacles encountered, background in business and a word of advice from the entrepreneurs. This could boost the confidence of the students and provide encouragement to cultivate the entrepreneurial intention amongst them. GIATMARA can also introduce a mentor-mentee program to students at the end of their courses.

iii. Continuous Monitoring Programs

Upon completion of their respective courses, students will be awarded a certificate. The future direction of the students will depend on their ability to apply the skills

they have learned. Therefore, GIATMARA should take the initiative of monitoring the direction of the students after graduation. Exposure to the right skills and knowledge alone is not enough to ensure that the students will successfully venture into business. Thus, ongoing monitoring and guidance is necessary and vital for GIATMARA in achieving its objectives of producing and grooming future entrepreneurs in lieu with the government's vision of a vast entrepreneurial society.

5.4 Limitations and Future Studies

i. Larger Sample In The Future Research

Currently, the researcher only covers eight subgroups in the form of cluster of courses. Therefore the result of the research only represent only 75% of the cluster of courses in GMWP and the findings of this study cannot be generalised to the other group and represent all the courses in different location. However, future research can explore and expanded to the remaining cluster and another area of GIATMARA branches throughout Malaysia as it is expected to reach 213 branches by the end of RMK10. This will give the opportunity for future researcher to study other variables in a different area of Malaysia to better suit and increase the generalizability of the similar study.

ii. Other Factors Contribute To Changes of Entrepreneurial Intention in the Organization.

The study emphasized on the four independent variables base on the literature review and previous findings that have a very consistency in relevancy with TPB and the

relationship with entrepreneurial intention. Future study should look at the demographic and changes of culture in the community as our nation turning its status from developing to developed country.

iii. Depth and extensive study on Perceived Behavioural Control

Based on the findings, more study related to perceived behavioural control should be given a priority. For example, researcher can further add to the question about why students in GIATMARA did not see perceived behavioural control as significant factors influencing their intention to be involved in entrepreneurial activities. Perhaps variables like the financial assistance, infrastructural facilities provided or the barriers faced by the entrepreneurs are more likely to give a better effect to the entrepreneurial intention. The more extensive and thorough the study, it will be able to identify whether the list of variables as suggested in the above paragraph may influence the likelihood of entrepreneurial intention. In addition, studies that measure the ratio of the tendency of students toward the entrepreneurial intention in different courses and location can be conducted. A wider range of study may be proposed and include on various factors such as to examine the effectiveness of the assistance received, their success factors or obstacles encountered.

iv. Longitudinal Study

In the future, longitudinal study is recommended because the availability of data and resources to help the researcher in assessing the factors that are influencing entrepreneurial intention. Without leaving any other variable that contributing to the intention of the student to venture into business, there are remains of 40% factors that

may affect their decision. Therefore, again future researcher should explore the other variables available.

5.5 Conclusion

The outcome obtained from the analysis has proven that the objectives of the study were achieved. The findings show that the entire variable chosen did affect the entrepreneurial intention of the student at GIATMARA Wilayah Persekutuan. In conclusion, there are many factors that can influence the entrepreneurial intention of a student, whether internal or external factors. The findings can be used by various parties such as GIATMARA, Government agencies, non-governmental agencies and another member of the community as a guide and reference in order to create successful entrepreneurs in the future.

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