

**THE INFLUENCE OF PSYCHOSOCIAL FACTORS ON ENTREPRENEURIAL
INTENTION AMONG IKBN STUDENTS**

By

NOR HANIS BINTI MAT SALLEH

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ABSTRACT

This study intends to examine the influence of psychosocial factors (college experience, social support and risk taking propensity) on entrepreneurial intention among IKBN students. The study was conducted using a questionnaire that was distributed to 365 students of IKBN Kuala Perlis. The data obtained from this survey was analysed using the Statistical Package for Social Science (SPSS) 20.0. The descriptive analysis was used to identify the profile of the IKBN Kuala Perlis' students. This study uses probability sampling design that apply unrestricted or simple random sampling where the element of population was known and every element has an equal or non-zero chance of being selected as sample subject. The results of correlation analysis showed that all psychosocial factors such as college experience, social support and risk taking propensity have significant and positive relationships towards entrepreneurial intention. While through regression analysis it proved that, all these variables are significantly influence the entrepreneurial intention among skills-based students. This study helps many parties to realize that skills-based students as well have potential to be entrepreneurs. Thus, supports from various parties such NGOs and government is hope in order to help them to become successful entrepreneurs in the future.

ABSTRAK

Kajian ini berhasrat untuk mengkaji pengaruh faktor-faktor psikososial (pengalaman kolej, sokongan sosial, dan kecenderungan mengambil risiko) keatas kecenderungan keusahawanan. Kajian ini dijalankan dengan menggunakan instrumen soal selidik keatas 365 orang pelajar IKBN Kuala Perlis sebagai responden. Data-data yang diperoleh dari borang kaji selidik dianalisis dengan menggunakan *Statistical Package for Social Science (SPSS)*. Ujian diskriptif digunakan untuk melihat profail pelajar-pelajar IKBN Kuala Perlis. Kajian ini menggunakan reka bentuk kebarangkalian yang menggunakan pensampelan rawak mudah atau *unrestricted* dimana elemen di dalam populasi dikenalpasti dan setiap elemen mempunyai peluang yang sama untuk terpilih sebagai sampel. Hasil analisis korelasi menunjukkan semua faktor-faktor psikososial seperti pengalaman kolej, sokongan sosial, dan kecenderungan mengambil risiko mempunyai hubungan positif yang sederhana kuat dan signifikan. Manakala ujian regresi pula menunjukkan bahawa pengalaman kolej, sokongan sosial, dan kecenderungan mengambil risiko mempunyai pengaruh yang positif dan signifikan keatas kecenderungan keusahawanan pelajar kemahiran. Kajian ini diharap dapat membantu memberi kesedaran kepada pelbagai pihak bahawa pelajar kemahiran juga mempunyai potensi untuk menjadi usahawan. Justeru sokongan dari pelbagai pihak seperti badan bukan kerajaan dan kerajaan diharap dapat membantu golongan ini untuk menjadi usahawan pada masa akan datang.

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LIST OF ABBREVIATION

Abbreviation

IKBN	Institut Kemahiran Belia Negara
TPB	Theory of Planned Behaviour

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The development of human capital is the key agenda towards realizing the vision 2020 (Azhar & Idris, 2015). To develop young generation as quality human capital, Malaysia government puts various efforts to incorporate entrepreneurship and education together. Education serves as a medium mover's in shaping civilized and competitive society. Therefore, entrepreneurship education in Malaysia should be implemented as a strategy to increase the number of skilful human capital and encouraging businesses to achieve commercial and industrial community by 2020. The aim of this action is to produce more intellectuals that actively involved in the field of entrepreneurship.

Preparations for entrepreneurship-oriented nation are important because entrepreneurship is a form of discipline that stimulates economic growth and development, whereas society with a high number of entrepreneurs is viewed as the best society (Ahmad, Fauziah, Yusoff, Noor & Kaseri, 2012). Entrepreneurship also plays an important role in the economic development of the country as this field is capable to contribute and solve a variety of problems, including the unemployment issue (Hashim & Radio, 2011). This is the reason why the government of Malaysia starts to emphasize in the field by offering and creating various educational vocational institutions for young development.

1.2 Background of Study

Government is upholding the vocational and technical education in order to produce competent and competitive youth. According to the Second Education Minister, Datuk Seri Idris Jusoh, government's efforts in transforming education of vocational become an indication that the skills training would be in mainstream education (Malaymail Online, October 11, 2014). Overall, the transformation and programs implemented by the government exerting an emphasis on the importance of entrepreneurship. Entrepreneurship is recognized as an important source of job growth and economic development of a country (Rasli, Khan, Malekifar & Jabeen, 2013).

The perceived importance of entrepreneurship to Malaysian economy is proven by various supporting mechanisms and policies that regulate entrepreneurs including funding, physical infrastructure and business advisory service. It supported by Ariff & Abubakar (2005), by the establishment of Ministry of Entrepreneur Department in 1995 clearly shows that government start emphasize on entrepreneurship development. In addition, through the Ministry of Education, Ministry of Higher Education and Ministry of Youth and Sports has taken a necessary action to nurture and cultivate entrepreneurship among students as early as the primary education and implemented in secondary and higher education (Zaidatol, Abd & Mohd, 2002).

Other than that, the government also focuses on mainstream entrepreneurship education to promote this area not only for students in higher education institutions but also to the skill-based institution. This is because, self-employment and owning a business is a realistic option for students who have technical and vocational skills (Kent 1990). There are a number of vocational and technical training institutions in Malaysia including Industrial

Training Institute, Mara Skills Institute or GIATMARA and National Youth Skills Institute (Abdul-Aziz, 2002).

The National Youth Skills Institute (IKBN), formerly known as the Youth Training Centre. It was introduced by the Ministry of Youth and Sports in 1964. It was regulated by the Skills Development Division under the Ministry of Youth and Sports Malaysia. The initial goal is to tackle unemployment by offering skills training programs among dropouts' youth, giving exposure in the field of entrepreneurial skills, and provide leadership, spirituality and religious program for laying or shaping excelled youth identity.

This institute conducts a skills training course at certificate level, Advance Certificate Level, Diploma and Advance Diploma. Among courses that offered are Technical Technology, Automotive Technology, Civil Technology, Electrical Technology, Electronics Technology, Textile Technology, Marine Technology, Food Technology, Photography Technology, Information Technology, Technology Personal and Sports Technology. Students who successfully complete the course will be awarded the Malaysian Skills Certificate (SKM) issued by the Department of Skill Development, Ministry of Human Resources according to the level and student achievement.

Based on the information and statistical data obtained from the Ministry of Youth and Sports, a total of 20 IKBN was established throughout Malaysia including Sabah and Sarawak. Besides the main focus is given to the proceedings of skills in the field of education courses, these institutions also provide training and entrepreneurship programs to students. This is intended to prepare the students with entrepreneurial mentality and start their own business when they finish their study. Among the entrepreneurial knowledge that is provided by this institution is trade, account and business strategies.

The development of IKBN proves the government's determination to provide more opportunities for skills training for youths in various technical and vocational fields in accordance with the requirements of skilled labour. The addition of courses in various fields as well as increasing skill levels can produce more skilled workforce. Apart from salaried jobs, the graduates of IKBN were urged to promote themselves and become entrepreneurs. This is consistent with the idea of the Prime Minister who introduced the New Economic Model that is based on the innovation, creativity and knowledge. The ultimate goal of the government is to achieve a high-income developed nation status by 2020. Through a careful planning, the students of IKBN will be able to realize this government's aspiration (Ministry of Youth and Sports, 2015).

A strong desire to be employed is related to the way of parents educate their children. Many of them were encouraged to study up to the highest level and find a job with a good salary (Sri, Rohana & Amimudin, 2011). This mentality finally leads to raising the unemployment rate among this group. In addition, the mentality of society which rarely encourages children to become employers is due to low risk taking propensity (Sri, Rohana & Amimudin, 2011). Therefore, graduates of learning institutions should be encouraged to self-employed or start a small business is necessary because entrepreneurship offers large enough career opportunities. Thus, entrepreneurial education as part of the learning curriculum is a wise action that can expose students to the business nature (Sri, Rohana & Amimudin, 2011).

In addition, the objective of entrepreneurship education in this institution is intended to encourage the students to choose entrepreneurship as a potential career (Keat, Selvarajah & Meyer, 2011). However, the success of entrepreneurial education policy depends on the incentives and programs that carried out in attracting students to be self-employed. The created program related to entrepreneurship is considered successful if the student can change

their attitude of looking at entrepreneurship as a negative to positive, increasing in entrepreneurial intention and has a high intention in entrepreneurship.

Entrepreneurial intentions can be described as a person's interest in starting a new business. It will be influenced by the psychological traits and social aspects (Moriano, Palací, & Morales, 2007). Both of these personal and social factors can be referred as psychosocial factors. It focuses on how society shapes and influences a person's personal development for identity Berk (2007). Thus, study of psychosocial factors that might affect entrepreneurial intentions among skills-based students is necessary to predict their behaviour to become an entrepreneur.

1.3 Problem Statement

Government has provided various programs to encourage society especially for youth to become entrepreneurs, however the number of youth that choose entrepreneurship as career is still low (Kraaijenbrink et al 2010). Understanding an individual's intention could help in forecasting whether behaviour will be performed or not. Without entrepreneurial intention, the individual might not even have a thought to consider entrepreneurship as their career choice and they might end up with unemployment. The antecedence of entrepreneurial intention should continuously be explored to produce information that can help overcoming unemployment and increase the number of Malaysian youth entrepreneurs. Thus, this has prompted the researchers to examine the entrepreneurial intention among students in IKBN.

Graduate employability becomes a hot issue and has been regularly discussed. This group can be referred as labour force that will contribute to the economic growth. According to statistics the rate of unemployment among youths is increasing every year (Mokhtar & Zainuddin, 2011). Until January 2015, the unemployment rate increased to 3.1%, which approximately 442,000 people compared 3.0% in December 2014 which is 432,100 people.

Total unemployment for November 2014 is 375,100 people and 378,200 people in October 2014 (Statistics of Labour Force, Malaysia, January 2015; December 2014; November 2014, October 2014). This statistic shows that Malaysia was facing failure of young adult especially the graduates to get a job every year. This unemployment issue become one of the reasons why the government of Malaysia strongly emphasizes on the entrepreneurship.

Entrepreneurship is growing rapidly and become a critical area for countries' economic growth (Gurol & Atsan, 2006). This field gets a critical attention by government in line to become a developed country by 2020. Various efforts have been taken by government to increase the number of entrepreneurs in Malaysia. It can be seen through various programs, modules and assistance, particularly planned to attract community especially graduates. This is because entrepreneurship is a form of discipline that underpins the development of a country and society. A country that has the most entrepreneurs considered the best society (Irdawaty, Mohamed & Shafie, n.d). Entrepreneurship also, could help the government in addressing the unemployment issues and improve the economy (Rasli, Khan, Malekifar & Jabeen, 2013).

Thus, this study will look into more detail in psychosocial that rarely conducted by past researcher. Thus, the researcher will assess whether psychosocial factors (college experience, social support and risk taking propensity) influence entrepreneurial intention among youth specifically IKBN students or not.

1.4 Research Questions

The researcher has established several research questions regarding intention to become entrepreneurs among IKBN students. The questions are as follows:

- I. Does college experience influence the entrepreneurial intention among IKBN students?
- II. Does social support influence the entrepreneurial intention among IKBN students?
- III. Does risk taking propensity influence the entrepreneurial intention among IKBN students?
- IV. Do psychosocial factors (college experience, social support and risk taking propensity) influence the entrepreneurial intention among IKBN students?

1.5 Research Objectives

1.5.1 General Objective

In general this study identifies psychosocial factors that influence the entrepreneurial intention among IKBN students.

1.5.2 Specific Objective

Based on the research background and problem statement, the specific objectives of this study are:

- I. To examine the influence of college experience on entrepreneurial intention among IKBN students.
- II. To examine the influence of social support on entrepreneurial intention among IKBN student.
- III. To examine the influence of risk taking propensity on entrepreneurial intention among IKBN students.
- IV. To examine the most influence of psychosocial factors (college experience, social support and risk taking propensity) on an entrepreneurial intention among IKBN students.

1.6 Significant of Study

This research is important to review the intention in entrepreneurship among students majoring in skill-based learning in IKBN to become an entrepreneur. The study findings are expected to benefit relevant parties:

- I. Firstly, this study will generate knowledge on the correlation of entrepreneurial intention among student of IKBN in the northern region of the Peninsular Malaysia. Through this study the relationship between college experience, social support, and risk taking propensity and entrepreneurial intention.
- II. Secondly, this study will help to develop a new framework on entrepreneurial intention specifically for IKBN student in the north region of the Peninsular Malaysia.
- III. Thirdly, this study helps to recognize the psychosocial factors that stimulate the intention of entrepreneurship among students that might be used for future research.
- IV. Finally, it also will benefit and help government and policy maker to get information and improving the related program to guide and encourage students to empower entrepreneurship field. The findings of this study are expected to help government, specifically the Ministry of Youth and Sports to design programs that will be carried out and increase the entrepreneurial intention among the students.

1.7 Scope and Limitation of Study

The scope of this study focuses on skills-base students to see their entrepreneurial intention. This study was conducted at IKBN Kuala Perlis. The aim of this study is to identify psychosocial factors that influence the tendency of IKBN students to become entrepreneurs.

The questionnaires were distributed among IKBN students to get the data. However, there are several limitations during this study. Between the limitations of this study are:

- I. The study was conducted in a short period of time. It had been conducted from February 2015 until May 2015.
- II. Most respondents are comprised of outstanding students who are less academically.
- III. This study is limited to skills-based student of IKBN Kuala Perlis, Perlis.
- IV. There are several procedures laid down by the IKBN Kuala Perlis that need to be complied. The researcher needs to send a written application letter to the director of IKBN Kuala Perlis to get permission for distributing questionnaires to their students. This situation lead to time constrain in getting the approval.
- V. The researcher application to gather students that could not be fulfilled by the IKBN because of certain factors. This situation requires researchers to move from class to class to distribute a questionnaire.

1.8 Organization of Remaining Chapter

To produce a systematic and orderly writing, this study is divided into five main sections according to certain themes as follows:

- I. Chapter 1 discussing on the aspects of study including an introduction to the study, research background, problem statement, research objectives, research questions, significance of study, contribution of research and organization of remaining chapter.
- II. Chapter 2, focusing on literature review and highlighting of past result. The literature review will look at the scientific literature such as thesis, dissertations and journal articles. This chapter also will highlight the writings results of the citations or arguments generated from past article or thesis to support the independent variables and dependent variables.

- III. Chapter 3 will focus on methodology, that include a conceptual framework, hypotheses development, research design, operational definition, measurement of variable or instrumentation and data collection. Operational definition will give a brief definition about related independent variable and dependent variable. Meanwhile, the measurement of variable or instrumentation will explain the establishment of questionnaire question that measure each of independent variables and dependent variables. The data collection part will give explanation related to the sampling, data collection procedure and techniques of data analysis. This research method is essential to ensure that the objectives of this study are achieved.
- IV. Chapter 4 will discuss the findings on entrepreneurial intention level and the factors that influence IKBN students to become entrepreneurs. It presents complete results and analyses of the study in the form of figures, tables or text for easier understanding the key result.
- V. Chapter 5 will discusses on the conclusion of the study based on previous chapters. This chapter also touches on implications and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses on past research related to the entrepreneurship and independent variable that inherent in this study. The definition and concept each variable of college experience, social support, propensity to take risk and entrepreneurial intention also are reviewed as fundamental in shaping the development of the theoretical framework and hypothesis of the study.

2.2 Entrepreneurial Intention

Entrepreneurial intentions can be described as a person's interest in starting a new business. The intention is the creation of attitude, while attitudes act as intermediaries that affect the entrepreneurial intention (Kim-soon et al., 2013). Study on entrepreneurial intentions among students is necessary to predict the behaviour of entrepreneurship that will lead the preparation of an action and programs to improve student entrepreneurial intention to behaviour (Shiri, Mahamodi & Hosseine, 2013). Intentions towards entrepreneurial career are important and act as a starting point for new business and be self-employed (Sadeghi, Mahommadi, Nosrati & Malekian, 2013).

Entrepreneurship is one of the areas that are able to improve the economy of a country because it can create wealth for entrepreneurs (Acs, 2006). The entrepreneurial intentions are important in explaining the behaviour to become an entrepreneur (Krueger, Reilly, & Carsrud, 2000). Entrepreneurial intention is seen as the first step in creating a new business (Lee, Wong, Foo, Der & Leung 2009). The intention of entrepreneurial career choice becomes a

key element in determining either individual will get involved in this field or not (Franco, Haase & Lautenschlager, 2010).

Study by Kreuger, et.al. (2000) found that intention can be seen as the expectations outcome of planned action. It is derived from the state of mind that leads people to achieve a specific goal. Competencies of intends make it visible as a prediction of the behaviour of intentionally (Kadir, Salim, & Kamarudin, 2012). The intention also linked to emotional factors that can affect the behaviour as a guide action to implement behaviour. The establishment of new business is the result of intention to engage in business (Sadeghi et al., 2013).

Many studies on entrepreneurial intention among higher institution students have been conducted. For example, a study in China by Peng, Lu, & Kang (2012) found that gender and the role of parents bring positive effect on the intentions of entrepreneurial career choice. Study in Malaysia found that the perception of student related to the self-employment is high and many of them have intent to be self-employment, however the self-efficacy of students to become entrepreneur are still low (Malebana, 2013). Past study also found that subjective norm and community support influence the entrepreneurship as a career choice (Shiri et al., 2013).

An early exposure to entrepreneurship is also one of a strong predictor towards entrepreneurial intention (Hamidi, Wennberg & Berglund 2008). This is because the experiences gained can increase the knowledge which indirectly facilitates people to assess the feasibility of opening a new venture (Delmar & Davidsson, 2000). Although tough to understand the reasons behind the entrepreneurial intention, but intention is the best predictor of entrepreneurship. According Wu & Wu (2008), understanding the entrepreneurial intention

among students can allow for better predicting whether they will take real action to start a new business or not.

Most of study of entrepreneurial intention was conducted among university students (non-business students itself or did a comparison between business and non-business students, engineering students, agriculture student). Thus, bring researcher study in different context. This study will focus on vocational and technic students.

Table 2.1
Summary of Past Research on Entrepreneurial Intention

Author	Year	Factors	Context
Kim-soon, Ahmad, Saberi, & Tat	2013	Motivator (demographic, attitude, value and psychological factor) and obstacle (financial and risk taking)	Malaysia (Youth)
Rasli, Khan, Malekifar & Jabeen	2013	Personal background, education environment & image of entrepreneurship	Malaysia (Graduating students of UTM)
Ghazali, Ibrahim & Zainol	2012	Demographic profiles and attitudinal factors	Malaysia (UniSZA students)
Zhengxia, Genshu, & Hui	2012	Subjective norm (individual/ psychological factor, family background and social environment factor)	China (University students)
Talas, Celik & Oral	2013	Demographic Factor	Turkey (Undergraduate students)

Stewart, Lumtkin & Katz	2013	Psychological characteristic	Indonesia (Undergraduate students)
Ghazali, Ibrahim & Zainol	2010	Personality traits and environmental factor (economic trait)	Malaysia (Business students)

2.3 Demography

Among demographic factor that focused on students of Youth Skills Institute (IKBN) in this study are gender, age, programs of study and family business background. The study on entrepreneurial intention among students of the Youth Skills Institute (IKBN) is still lacking. However, studies related to students with skills-based institutions had been conducted by previous researchers. A study by Zulkifli (1996), which has conducted on MARA Skills Institutes (IKM) students have found that male is more likely to be interested in entrepreneurship.

According to Kim-soon et al., (2013), the female students had significantly higher attitude and social skill and desire to succeed as compared to the male students. There are several other factors that drive a person to become entrepreneurs (Reitan, 1997). Among these factors is the culture and family. He found that parents who are self-employed would encourage children to get involved in entrepreneurship. Scott and Twomey (1988) reported that students who have a family member who has a small business will show a high tendency to self-reliance and self-employed.

2.4 Psychosocial Factors

Psychosocial concept can be referred as interaction between psychological and social aspects (Moriano, Palací, & Morales, 2007).

2.4.1 College Experience

The college is responsible for many things in stimulating student development and learning. Its include resources and facilities, programs and procedures, as well as a stimulus and standards (Peace, 1984). The college or university lifestyle will provide a variety and different experiences to students based on what they go through. These events and experiences can reflect and enhance the level of involvement, effort, and challenges among students. According to Peace (1984), the college experience consists of the events that occur in the college environment. Study by Henderson & Robertson (2000), shows that the program support and entrepreneurial knowledge provided by the college can increase the young person's intention to involve in entrepreneurship.

Most of this experience is the result of events and circumstances, as well as facilities that provided by universities or college in learning and development such as classrooms, libraries, laboratories, student unions and others (Peace, 1984). In addition, non-physical setting such as interaction between faculty members, participation in clubs and organizations, student friendships, and other variety of relationship will leave a different level of experience (Peace, 1984). Anderson (2011) in her studies claimed that university environment may influence the student`s life and development in future.

A combination of knowledge and experience in business can increase intention and produce a successful entrepreneur (Malebana, 2013). College environment must be improved because it became an essential medium to institutionalize and make the appropriate settings to

increase students' innovativeness (Sadeghi, 2013). College should take appropriate steps using certain techniques such as creating an entrepreneurial culture, doing scientific research, conducting courses and training and create centres that support entrepreneurship in order to fulfil this mission. In addition, the college as production of knowledge must provide opportunities to improve the culture and interests (Sadeghi, 2013).

Study by Shiri et al., (2012), found that the college environmental conditions become one of important factors that can affect the experience either strengthen or weaken student to become an entrepreneur. A study by Franke & Luthjie (2004), suggested that student's intention on entrepreneurial become high when they assess the college environment as being sufficient and positive to encourage entrepreneurial compare to negative perception. It is supported by (Greene & Saridakis, 2007), where the campus environment becomes a predictor of student perception towards college experience. Study by Shane & Venkataraman (2000), found that experience affects a person's intention on entrepreneurship. It was supported by Wang and Wong (2004), that dreams and interest in entrepreneurship among students was prevented as a result of inadequate preparation as an entrepreneur.

College support can be objectively measured to describe and understand the impact on support program that can strengthen entrepreneurship. Study by Keat, Selvarajah & Denny (2011), reveals that college is seen as a mechanism that is able to nurture skills and knowledge for future. Through empirical research, college teaching and learning environment directly affect students' intentions to pursue entrepreneurship as a career. Table 2.2 summarized the past research on college experience.

Table 2.2*Summary of Past Research on College Experience*

Author	Year	Finding/ Support
Peace	1984	The college is responsible for many things in stimulating the student development and learning.
Franke & Luthje	2004	College environment as being sufficient and positive and negative perception to encourage entrepreneurial.
Keat, Selvarajah & Denny	2011	College is seen as a mechanism that is able to nurture skills and knowledge for future professional.
Shiri, Mohamadi & Hossein	2012	College environmental conditions become one of important factors that can affect the experience either strengthen or weaken student to become an entrepreneur.
Anderson	2011	University environment may influence the student`s life and development in future.

2.4.2 Social Support

Generally, social support can be defined as the presence of a trusted person, the person who creates love and comfortable atmosphere and excitement that cannot be measured (Sarason et

al, 1987). It is supported by Amsal, Dileep, Subramaniam (2014), social support refer to willingness to provide help and create good social relationships with involved parties. According to Goodwin, Costa, & Adonu, 2004, both formal and informal support networks seen as an element of an individual's social capital, and valuable resource that contributes to a better spirit.

Social support related to assess on individuals cognitive and feel the quality of support (Talwar, Kumaraswamy & Mohd, 2013). Entrepreneurial career choice among individual not only depend on the characteristics, abilities and skills, but also depends on social support (Ucbasaran, Westhead, & Wright, 2008). House (1981), suggested that Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individual cope and dealing with stressful situations. According to Talwar, et al., (2013), social support is associated with neighbours, family, and friends. Meanwhile a study by Fan & Wang (2009), reveal that social supports can be refer to practical methods or expressive resources channelled by social networks, communities, and close friends.

Among the dimension of social support is emotion and concern, instruments support, information support, praise or feedback support (House, 1981). Emotional and concern can refer to empathy, compassion, concern, and trust. Support instruments can be referred to activities which help individual needs such as employment, assistance, services and finance. Information support can be seen as delivery and provide individuals with information that can help in solving internal and external problems. Information support was also seen as a stream of information coming from individual to help others.

A study by Quan (2012), suggested that the social networks can play an important role in identifying opportunities and extract business resources that can increase entrepreneurial intentions. Family, relatives, and friends also affect people to open up and engage in business

activities. Previous research also found that policies and particular practices support such as college technology transfer incubator program and other university and college efforts can help foster entrepreneurial activity among students (Mian, 1997).

Fayolle and Degeorge (2006) suggested that if students only have the knowledge and skill related to entrepreneurship, but the current environment does not provide a positive approach and did not support, it will impact on entrepreneurial intentions of students. They added college should provide a supportive environment for entrepreneurship so that the student's entrepreneurial intention can be improved. Students' perceptions of social support have a significant relationship with their entrepreneurial intention (Shiri et al., 2012).

Reviews from previous studies clearly demonstrate that the social support is important and can influence the entrepreneurial intention. Based on past research that supported the importance of social support in influencing the entrepreneurial intention, lead researcher insert into this study. The past study on social support in determining the entrepreneurial intention had been summarized in table 2.3.

Table 2.3
Summary of Past Research on Social Support

Author	Year	Result/ findings
Ucbasaran, Westhead, & Wright	2008	Entrepreneurial career choice among individual not only depend on the characteristics, abilities and skills, but also depends on social support.
Md. & Mariam	2010	Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individuals cope in dealing with stressful situations.

Fan & Wang	2009	Social supports also refer to practical methods or expressive resources channelled by social networks, communities, and close friends.
Quan	2012	Social networks can play an important role in identifying opportunities and extract business resources that can increase entrepreneurial intentions.
Shiri, Mohamadi & Hosseini	2012	The result suggests that students' perceptions of social support have a significant relationship with their entrepreneurial intention.

2.4.3 Risk Taking Propensity

Risk propensity can be defined as the tendency of a person to take or avoid risks (Sitkin & Pablo, 1992). Hatten (1997) suggested that risk taking propensity is one of characteristic of a successful entrepreneur. Study on risk propensity is essential because it became main components that influence business decision (Amir, Mohamad & Abdullah, 2013). This supported by Robbins (2003), tendency to take risks also impact the length of time of entrepreneurs' decision-making.

A study by Di-Masi (2004), concluded that the terms of entrepreneurship without fail linked to risk, innovation and establishes companies. As stated by Haftendorn & Salzano (2003), entrepreneurial qualities or behaviour includes willingness to take risks. Besides that, Di-Masi (2004) also found that the risk-taker is a key feature of successful entrepreneurs. Entrepreneurs who want to succeed, they need to take calculated risks. Decisions should be based on a calculated risk and does everything possible to avoid unnecessary risks (Amir et al., 2013). In addition, risk-taking propensity is a distinctive dimension of entrepreneurship in existing firms (Covin & Slevin, 1991).

Study by Susetyo & Lestari (2014), that carried out on various university' students that taking entrepreneurial subject or curses found that risk taking propensity was significant and has positive relationship towards entrepreneurial intention. Ertuna & Gurel (n.d.), Test risk taking propensity on a university students also found a positive relationship on entrepreneurial intention where the higher propensity to take risk among students, have higher entrepreneurial intention. Other than that, studies by Ni, Ping, Ying, Sern & Lih (2012), on undergraduate students discovered that this factor significantly and lead positive attitude on entrepreneurial intention to start a business.

Uddin & Bose (2012), also support that the risk taking has a strong positive correlation to entrepreneurial intention. However, a study on tertiary institution' students by Agbim, Oriarewo & Owocho (2013) stated that the risk has a negative influence towards entrepreneurial intention. This result is differing from a study done by Samydevan, Parallel, Othman, & Osman (2015). Results from previous studies clearly reveal that the risk-taking propensity is important in entrepreneurship. Based on past research that supported the importance of risk taking propensity in examining the entrepreneurial intention, it leads researcher to insert this variable into this study. Table 2.4 summarized the result of past research on risk taking propensity.

Table 2.4
Summary of Past Researcher on Risk Taking Propensity

Author	Context	Result/ findings
Susetyo & Lestari (2014)	Students taking entrepreneurial classes and courses	Risk taking propensity on entrepreneurial intention was significant and positive.
Amir, Mohamad & Abdullah (2013)	undergraduates student	Risk-taking propensity significantly contributes towards entrepreneurial

	(UiTM, Malaysia)	intention to start up business.
Nishantha (2009)	Business Management undergraduate students (University of Colombo, Sri Lanka)	Risk taking propensity will lead to a positive attitude on entrepreneurial intention.
Ni, Ping, Ying, Sern & Lih (2012)	Undergraduate students (Malaysia)	Personality traits (risk taking propensity) have a positive relationship towards entrepreneurial intention.
Agbim, Oriarewo & Owocho (2013)	Tertiary institutions	A risk has a negative influence.
Uddin & Bose (2012)	Business students Master level students (Bangladesh)	Risk taking has a strong positive correlation to entrepreneurial intention.
Ertuna & Gurel (n.d.) (Turkey)	University students	Students with higher scores for innovation, propensity to take risk, and occupational achievement have higher entrepreneurial intention.

2.5 Theory of Planned Behaviour

Studies on entrepreneurial intention usually follow three basic approaches which are entrepreneurial Shapro's Model, Planned Behaviour theory from Ajzen's (TPB), and Luthe and Franke's model (LFM). However, the Planned Behaviour Theory (TPB) is the most theory that used by a past researcher. This theory taking into account the control over behaviour that link between behaviours and attitudes (Ajzan, 1991). It also explains that the intention only be implemented when a person feels able to control the action based on experience as well as the reflection from an obstacle including the different perception of difficulty in performing the behaviour (Harun 2012).

TPB is a theory that provides a deep understanding and assists researchers in making predictions related to entrepreneurship action. Through empirical study, it proves that the overall TPB model is important due to the whole model was significant. It helps researcher to understand more about the entrepreneurial intention. This model not only focusing on the personal factors, but include the social factor (Krueger, Reilly & Carsrud, 2000). Both of these factors are important in influencing person's entrepreneurial intention. From the past studies, it also shows that TPB used across various cultures. Meanwhile, according to Scholten, Kemp & Omta (2004), more favourable the attitude, subjective norm, and perceived behavioural control, the stronger the person's intention towards entrepreneurship. The intent in choosing employment can be predicted using the theory of planned behaviour (Kolvereid, 1996). Due to strong support from previous studies, the researchers decided to use the TPB in this study.

Based on Theory of Planned Behaviour, the intention is formed by three factors that affect behaviour. According to Harun (2012) planned behaviours model are the outcomes of conscious intentions. The intentions are combination between attitudes towards behaviour,

subjective norm shaped by the environment, and perceived behavioural control (Ajzen, 1991). Attitude toward behaviour is the first variable that discussed under Ajzen's TPB. It identifies the process of perceiving of self-desirable to carry out an action of behaviour. This attitude is based on belief and expectation related to the personal consequence resulted from behaviour. It also can be referred to evaluation of a person towards behaviour (Harun 2012).

The second factor is subjective norms. Subjective norm is related to a person's belief that known well and affect the views of behaviour that they desire to do. According to Harun (2012), subjective norm is a person's perception of the social context that supports or hinders intentions to start a new venture. The subjective norm consists of two components which is normative beliefs and the motivation (Ajzen & Fishbein, 1980). These factors include family, role model, close friend as well as mentor become the most one having power to influence another. This norm able to motivate them to attain what they aspire. However the influence towards individual intention will be low as the locus of control is high. Subjective norms become weakened if the individual has high orientation for action (Bagozzi Baumgartner & Yi, 1992).

Perceived behavioural control is the last independent variable in Ajzen's Theory of Planned Behaviour (TPB). Perceived behavioural control symbolizes their perceptions of the feasibility of a given idea (Harun, 2012). Ajzen (1991), explained that perceived behavioural control can consistently predict the individual behaviour to achieve certain goal. Perceptions towards opportunities will be increased when the perceived behavioural control is high. This condition is affected by the control beliefs in viewing the level of difficulty matter. Study by Ajzen (1991), indicates that people are expected to transform their intention into action if there is an adequate degree of actual control over the behaviour. Therefore, the intention is seen as the most important things that affect behaviour. The intention is also to guide behaviour through a controlled manner.

In the TPB model, an individual's entrepreneurial behaviour is understood to be the result of intention. The intention is a function of attitude, subjective norm, and behavioural control (Roxas Cayoca-Panizales & de Jesus, 2008). This theory simulates that behaviour is an outcome of conscious decision to behave according to execution. Everything will be processed cognitively (Roxas Cayoca-Panizales & de Jesus, 2008). However, there are also behaviours that do spontaneously. This condition occurs when the motivation and awareness levels are low. However, this study will only focus on intention. Table 2.5 summarized the past researches that apply TPB.

Table 2.5

Summary of Past Research on Theory of Planned Behaviour

Author	Year	Purpose
Do Paço, Ferreira, Raposo, Rodrigues & Dinis	2011	Study on psychological and behavioural approach to identify variable that influence entrepreneurial intention of secondary students.
Kim-soon, Ahmad, Saberi, & Tat	2013	Investigate the motivator (demographic, attitude, value and psychological factor) and obstacle (financial support and risk taking) on entrepreneurial intention.
Ghazali, Ibrahim & Zainol	2012	Investigate factors that influence (demographic profiles, attitudinal and behavioural factors) entrepreneurial intention among UniSZA Students.

Quan	2012	Study on impulsive entrepreneurial intention and deliberate entrepreneurial intention.
Shiri, Mohammadi & Hosseini	2012	Study on Environmental factor and perceived desirability among agriculture students.
Peng, Lu & Kang	2012	Examines the influence of subjective norm individual/psychological factors, family background factors and social environment factors.
Mokhtar & Zainuddin	2011	Investigate the role of attitudinal factors such as attitudes, subjective norms and perceived behavioural control, mediate the relationship between psychological characteristics and entrepreneurial intention.

2.6 Conclusion

Briefly, this chapter is discussing on past study that has been conducted in different contexts. It starts with discussing on entrepreneurial intention as dependent variable, followed by independent variables, demographic factors, National Youth Skills Institute (IKBN), and the Theory of Planned behaviour. Many studies have been done with entrepreneurial intention and used a student as a sample. This is because, people are curious to know the factors that might affect the intention of students to be an entrepreneur. However, this study will focus on skills students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of theoretical framework, hypothesis, research design, operational definition, measurement of variable and instrument and discussion about data collection methods to answer the objective and research question of this study. This chapter begins with a discussion related to proposing a theoretical framework and hypothesis, followed by discussion on the study design, operational definition, instrument that measures dependent and independent variables, data collection, initial testing and finally the techniques that used to analyse the data.

3.2 Research framework

Research framework is fundamental for a comprehensive review of study. The formation of this research framework comprised of dependent variables and independent variables. Theory of Planned Behaviour (Ajzen, 1991) was used as a main reference to guide this research framework. This framework model proposed that all the independent variables were tested on dependent variable to examine whether it have significant relationship and influence tor not. There are three independent variables which are college experience (Zhao & Kun, 2004), social support (Ni, 2012), and risk taking propensity (Din, 1992) are tested against the dependent variable of entrepreneurial intention (Samuel, Ernest, & Awuah, 2013).

Kamau-Maina (2008) and Muthmainnah & Hadi (2013) concluded that the university or college experience is an important factor that can influence student development of

entrepreneurial intention. Past research also found that the social support and risk taking propensity have a relationship and influence the entrepreneurial intention. Due to strong support from past research, researcher adopts college experience, social support, and risk taking propensity as stimulates factors to become an entrepreneur.

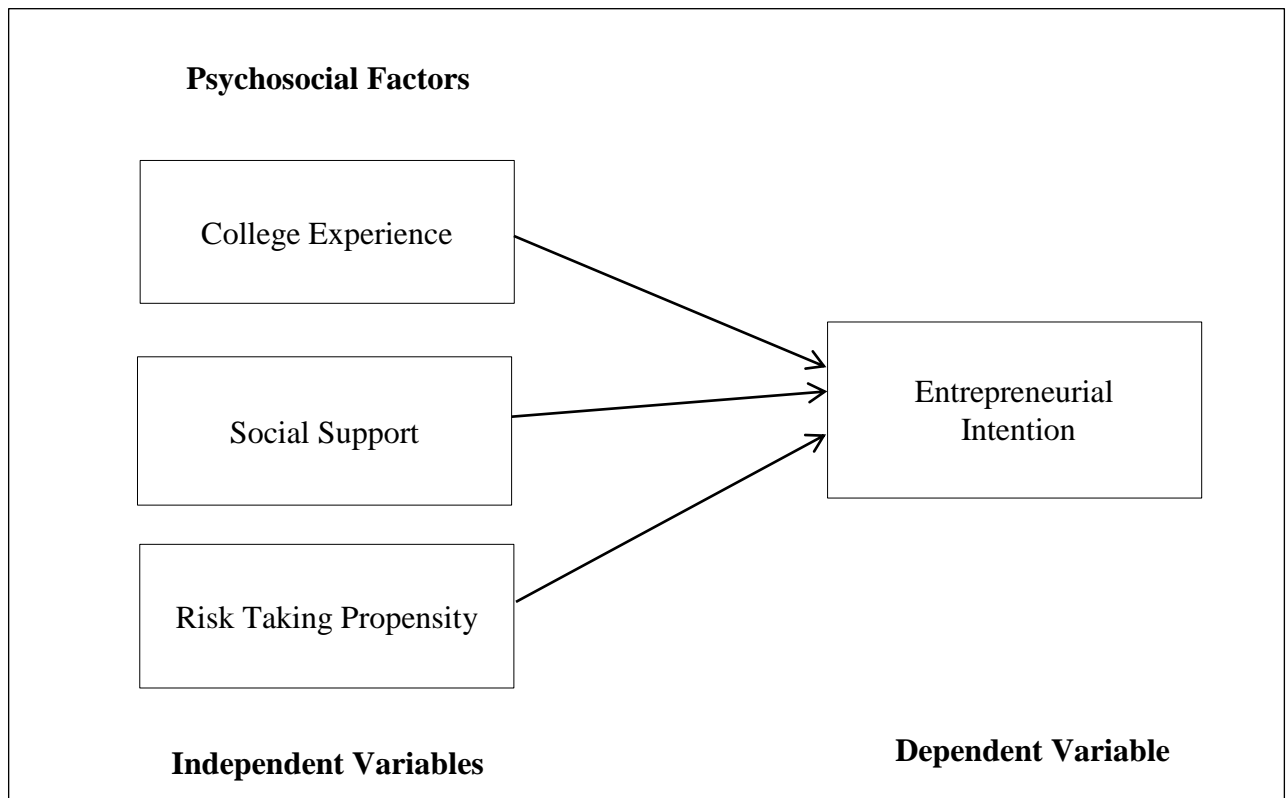


Figure 3.1: Research Framework

3.3 Hypotheses Development

Based on the review of the literature researcher propose the following hypotheses:

H1: College experiences influences the entrepreneurial intention among IKBN students.

H2: Social support influences the entrepreneurial intention among IKBN students.

H3: Risk taking propensity influences the entrepreneurial intention among IKBN students.

3.4 Research Design

This study is a form of quantitative study that using descriptive methods to evaluate and generalized the results of sample to the population. According to Copper & Schindler (2011), descriptive studies are typically structured with clearly stated hypotheses or investigative question. Hypotheses testing enhanced understanding of the relationship that exists among variables (Sekaran, Bougie, 2009). This statement is in conformity with this study where researchers have developed several hypotheses and research questions to get the answers.

This quantitative method is measured using a statistical test which is correlation and regression. Correlation tests are used to examine the relationship between dependent variable and independent variables. Meanwhile, the regression test was used to examine the influence of independent variables on entrepreneurial intention. Thus, this study tries to answer and explain the relationship and the influence of psychosocial factors on entrepreneurial intention among IKBN students.

In this study, the questionnaires were used as the main instrument to obtain the required data. Researchers use questionnaire to get answers from the respondents to identify the psychosocial factors that influence entrepreneurial intention. According to Sekaran & Bougie (2003), a questionnaire is the most effective of collecting data method. In addition, questionnaire method not only becomes a popular tool in gathering data and information, but the obtained answer from respondent also can easily be coded and analysed. In addition, the questionnaire is also suitable for a wide geographic area. According to Maizura (2009), this survey method is cheaper and faster than other methods.

3.5 Operational Definition

3.5.1 Entrepreneurial Intentions

The intention is the creation of attitude on the inside, while attitudes are as intermediaries that affect the entrepreneurial intent (Kim-soon, Ahmad, Saberi & Tat, 2013). Study on entrepreneurial intentions among students is necessary to predict the behaviour of entrepreneurship that will lead the preparation of an action and programs to improve student entrepreneurial intention to behaviour (Shiri, Mahamodi & Hosseine, 2013). In this study, entrepreneurial intentions among students are important in explaining their behaviour to become an entrepreneur (Krueger, Reilly, & Carsrud, 2000).

3.5.2 College Experience

According to Peace (1984), the college experience consists of the events that occur in the college environment. This college environment may influence the student's life and development in the future (Anderson, 2011). According to Henderson & Robertson (2000), the program support and entrepreneurial knowledge provided by the college can increase the students' intention to involve in entrepreneurship. In this study, college experience measure through learning environment, training and hands-on experience and entrepreneurial program provided by college.

3.5.3 Social Support

Social support generally defined as the presence of other people who can be trusted, people that make others love for, pleasure that cannot be quantifiable (Sarason et al, 1987). According to Talwar, et al., (2013), social support is associated with neighbours, family, and friends. In this study, the social supports measured through a practical method or expressive resources channelled by social networks, communities, and close friends.

3.5.4 Risk Taking Propensity

Risk propensity can be defined as the tendency of a person to take or avoid risks (Sitkin et al., 1992). In this study risk-taking propensity is the ability of a person to act based on the option that requires skills for realizing realistic goals. It is measured in term of decision making and willingness to take risks. Study on risk propensity is essential because it became main components that influence business decision (Amir, Mohamad & Abdullah, 2013). Di-Masi (2004) also found that the risk-taker is a key feature of successful entrepreneurs. In this study, risk taking propensity measured through encouragement, views and information provided by individuals in the surroundings.

3.6 Instrumentation

This section discusses the formation related to the questionnaires and measurements of variables, including the scales of the instruments that been used. Structured questionnaire was used in this study to examine the influence of independent variables on the dependent variables. This questionnaire consists of 31 questions that were adapted from past researcher. It had been used to collect the necessary data that needed by researchers. It is divided into five sections, namely section A, section B, section C, section D and section E. It was constructed using two approaches, which are multiple choice and Likert scale. All section, excluding section A require respondent to choose their degree of agreement for each statement using five Likert scale as strongly disagree – 1, Disagree – 2, somewhat agree – 3, Agree – 4, and strongly agree – 5. All of the instruments in this study are shown in Table 3.1.

Table 3.1
The Instruments of Study

Section	Variable	Sources	Items
A	Personal Details	Ni, Ping, Ying, & Jia (2012)	<ol style="list-style-type: none"> 1. Gender 2. Age group 3. Course currently pursuing 4. Does your family own a business? 5. If yes, what type of family business?
B	College Experiences	Zhao& Kuh (2004)	<ol style="list-style-type: none"> 1. My college emphasizes on the importance of hands-on activities. 2. My college environment often provides me with adequate training on business activities. 3. My college has offers Entrepreneurship courses. 4. My college provides various entrepreneurship activities. 5. My college provides opportunities to listen successful entrepreneur speakers and presenters 6. My college provides positive messages about entrepreneurship as a career option 7. In course of my studies I have learnt a lot about

			<p>recognizing business opportunities.</p> <p>8. In course of my studies I have learnt a lot about the Starting a business.</p>
C	Social support	Ni, Ping, Ying, & Jia (2012)	<ol style="list-style-type: none"> 1. My parents are positively oriented towards my future career as an entrepreneur. 2. My friends see entrepreneurship as a logical choice for me. 3. I believe that people, who are important to me, think that I should pursue a career as an entrepreneur. 4. In my University, students are actively encouraged to pursue their own ideas. 5. There is a well-functioning support infrastructure in my University to support the start-up of new firms.
D	Risk taking propensity	Din (1992)	<ol style="list-style-type: none"> 1. I make a decision after I think deeply. 2. I will avoid the uncertainty risk 3. I do not like an abrupt change in my life. 4. Before making an important decision, I was not thinking about the

			<p>consequences that may occur.</p> <p>5. I like to start a project that convinced even risky.</p>
E	Entrepreneurial Intention	Samuel, Ernest & Awuah (2013)	<ol style="list-style-type: none"> 1. I prefer to be an entrepreneur rather than to be an employee in a company. 2. My professional goal is to become an entrepreneur. 3. I will start my own business after completing my study. 4. I will put every effort to start and run my own business. 5. I will make every effort to manage my own firm. 6. I have a very serious thought in starting my own firm. 7. I am enthusiastic about starting my own business 8. Owning my own business is the best alternative for me.

3.7 Data Collection

Generally, the data for this research study was collected from primary and secondary data.

3.7.1 Primary Data

The primary data obtained through the answers that given by the IKBN students through a questionnaire that was distributed to them. The questionnaires were distributed by hand to the respondents at IKBN. A total of 375 questionnaires were distributed to students. The distributed questionnaires were containing questions that have been prepared to be answered by the students. The process of data collection begins in two days on 27 April 2015 to 28 April 2015. According to Nazira & Idros, (2012), a questionnaire is an important tool because it will determine the overall investigation. Thus, any questions should be clearly stated and properly sequenced.

In order to increase the rate of understanding the answer among IKBN student, researcher also gives a brief explanation about each dimension of the questionnaire. A total of 315 questionnaires were returned on the same day. However, due to time constraints and the advice of officers, researcher has left a total of 60 questionnaires. Unfortunately, a total six out of 60 survey forms were not returned to the researcher.

3.7.2 Secondary Data

Siti Hawa (2009) stated that the secondary data can be obtained from various sources such as written sources that have been previously published or unpublished. While according to Sekaran et al., (2009), the secondary data is data that can be obtained from sources that are already available such as data published by the government or specific agencies. In this study, researchers have referred several secondary data such as reading materials such as textbooks,

newspapers, journals, databases (Google scholar, UUM library website) and other various sources from the internet.

3.7.3 Population and Sampling Design

According to Sekaran et al., (2009), sampling is a process of selecting a sufficient number of the right elements of the population. The major steps in sampling include defining the population, determine the sample frame, determine the sample design, determine the appropriate sample size, and execute the sampling process.

The target population in this study is IKBN students in Malaysia. It consists of 13,766 thousand students around Malaysia (Department of Skill Development, Ministry of Youth and Sports, 2015). They were selected because they were exposed to theoretical learning and skills-based learning to be skills worker that can produce a product or provide a service. Other than that the learning module expose students to the aspects of entrepreneurship bring researcher choose this IKBN student as the target population.

Basically, researchers gained the student's names list from the administration and registration of IKBN Kuala Perlis as a reference for selecting the appropriate respondent or sample as a sampling frame. According to Blumberg, Cooper & Schindler (2008), the sampling frame closely related to the population. According Hair et al. (2003), the sample is a small subset of the population. According to Krejcie & Morgan (1970) it consists of several members of selected populations of researchers. Based on this study, Kuala Perlis, Perlis is selected as a targeted location because this area has IKBN that focus on technical and skills-based learning.

There are two major types of sampling design which is probability and nonprobability sampling (Sekaran et al., 2009). According to Sekaran et al., (2009), probability sampling

design is applicable when the elements in the population have a known chance of being chosen as subject in the sample. It is different from non-probability design where the elements population does not have the possibility to be selected as the sample subject. Probability sampling design was used when the representativeness of the sample is of importance in the interest of wider generalizability (Blumberg et al.,2008).

This simple random sampling can be divided into two that known as unrestricted or simple random sampling and restricted or complex probability sampling (Sekaran et al., 2009). Thus, this study applies the probability sampling techniques that focused on simple random sampling, where the element of population was known and every element has an equal or non-zero chance of being selected as a sample subject (Blumberg et al.,2008). It is considered as a special case in which each population element has a known and equal chance in selecting.

Using the table that established by Krejcie et al., (1970), the total number of IKBN student in Malaysia is between 10,000 and 15,000. Due this table did not provide the accurate number of IKBN population, researchers decided to choose the closest amount which is 15,000 of the population. This is on the line with Sekaran et al., 2009 where the more representative of the population the sample is, the more generalizable are the findings of the research. Thus, 375 samples are needed to represent a total of IKBN student population in Malaysia in order to get more accurate result. The unit analysis of this study is an individual which is students.

3.7.4 Data Collection Procedure

The National Youth Skills Institute (IKBN), regulated by the Skills Development Division under the Ministry of Youth and Sports Malaysia. Because of this, some procedures must be followed before the study carried out on them. Researchers need to contact and send a letter of

application to the Ministry of Youth and Sports to obtain data and the total number of IKBN students throughout Malaysia to determine the total number of population. After that, researchers need to send an application letter of authorization and authorization letters from University Utara Malaysia to directors of IKBN Kuala Perlis to distribute questionnaires. After the application is approved, researchers distribute the questionnaires.

3.8 Pilot Test

Before conducting the actual study, the pilot test was conducted by researchers. The purpose of this pilot test is to identify either ambiguity or obscurity item appear in the instrument design or not. Vina (2009) argues that this initial testing also aims to measure the validity and reliability of an item in the questionnaire. Corrections should be done if there is an error, weakness or unusual item before it applies to the actual study.

Validity is one of the criteria in determining the strength of the instrument. This feature can also be referred to as empirical measures that can depict the true meaning of the concept under consideration (Sekaran, 2000). There are several types of validity procedure that specifically applied to the social sciences (Nunnally & Bernstein, 1994). In this study the content validity was applied. Content validity can be referred as the effectiveness of the selected item in representing an entire measurement of variables. In determining the content validity, each item and its scale are reviewed and examined by experts in the related field or measure. In this study, the content validity of each instrument was assessed by asking some expert to examine it. The researcher made compatible changes based on the feedback gained on the reviewed questionnaire.

On the other hand, according to Siti Hawa (2008), through initial testing performed, the level of reliability of the instruments designed can be tested. This includes the terms of correct use of language and understanding the meaning of each verse. Researchers used

Cronbach Alpha procedure to test the reliability of each item in the questionnaire. According to Sekaran (2003), the reliability is high if the Alpha approaching to 1. If the value exceeds 0.6 Alpha, it shows that the level of reliability is acceptable. However, the reliability of an instrument is considered as low if the value is less than 0.6 Alpha (Sekaran, 2003).

According Hair, Money, Page & Samuel, (2007), the number of individuals for the purpose of initial testing is not less than five students. Thus, a total of 35 UUM students were chosen as respondents to ascertain whether the questions of the questionnaire are appropriate to the study. Due the questionnaire consists of negative statement, researcher conduct the reversed score items before proceeding with reliability test. The aim is to phase the opposite way around to all other items (Keupp & Gassman, 2009). In this questionnaire, two out of five items under risk taking propensity is a negative statement. Researcher transformed or reversed it for reducing response bias. After that researcher proceed with reliability test.

Result from the initial reliability test showed the level of reliability is high for each dimension except the risk taking propensity. The alpha for college experience is 0.936, cronbach alpha for social support is 0.857, and cronbach alpha for entrepreneurial intention is 0.902. It should also be noted that a high value for Cronbach's alpha indicates good internal consistency of the items in the scale (Gliem & Gliem, 2003). However the risk taking propensity recorded low of cronbach alpha, which is 0.44. This value is less than the acceptable value that proposed by Sekaran (2003). He added that, the reliability of an instrument is considered low and weak if the value is less than 0.6 Alpha.

Thus, reliability is important (Iacobucci & Duchacek, 2003), researcher need to drop items, where the alpha if deleted is higher than the overall alpha as another way to improve the alpha level. Because of the reliability of this dimension is below than accepted value, researcher disposed item in order to increase the alpha value. Through statistical tests

Cronbach's Alpha if Item Deleted show that, by deleting the third item in risk taking propensity dimension the alpha value increased to 0.66. According to Sekaran (2003), the reliability is high if the Alpha approaches to 1. If the value exceeds 0.6 Alpha, it shows that the level of reliability is acceptable. Table 3.2 shows the results of reliability test.

Table 3.2

Source and Reliability of Instruments

Instrument	Section and Items	Sources of Scale	Cronbach Alpha A^a	Cronbach Alpha B^b	Cronbach Alpha After Item Deleted
Demography information	Section A 5 items	Ni, Ping, Ying, Sern & Lih (2012)	na	-	-
College experience	Section B 8 items	Zhao, & Kuh (2004)	0.77	0.936	-
Social support	Section C 5 items	Ni, Ping, Ying, Sern & Lih (2012)	0.76	0.857	-
Risk taking propensity	Section D 4items	Salleh (1992)	0.716	0.44	0.663
Entrepreneurial intention	Section E 8 items	Samuel, Ernest, & Awuah (2013)	na	0.902	-

Alpha A^a - Reliability test result from previous researcher

Alpha B^b – Reliability test result over 35 UUM students

Cronbach Alpha after item deleted - Reliability test result over 35 UUM students after item deleted

3.9 Data Analysis

Researchers use the software Statistical Package for the Social Sciences (SPSS Version 2.0) to analyse the data. This analysis is an application that can help explain the reason and interpretation of data or information obtained from a questionnaire that can be understood more clearly (Zikmund, Babin, Carr, & Griffin, 2010). Through descriptive analysis,

correlation and regression, the data will be tested for the purpose of analysing the relationship between the independent variable and the dependent variable.

3.9.1 Data cleaning

Data cleaning is important in statistical data analysis, where it can assess the normality, outliers and missing data. The data cleaning, will assess either there is missing data or not and make sure all the data is in place. It also enables to identify the extraordinary reaction in the questionnaire. Apart from that, it can help to fulfil the assumptions of multivariate statistical techniques. This process becomes the most important steps before processing the data because it will verify that the data values are correct or at least conform to some a set value.

3.9.2 Normality

Normality analysis was conducted to identify the data sample of the population is normally distributed (Pallant, 2005). In this study, researchers used “Explore” test to see the score level of frequency either it is in a straight line curve or outside of the straight line. If it is outside the straight line, the data will consider as not normal. The data of normality tests also must bigger than significant level (0.05). According to Pallant (2005) the data consider as normal if the data in the table of skewness and kurtosis are between 1 and -1.

3.9.3 Descriptive Analysis

The aim of descriptive analysis is to understand the demographic of the respondents. The frequencies, standard deviation, and means of the variables were computed. The frequencies were computed to examine the respondent’ profile related to gender, age, courses, family business background, and frequency level of students’ intention to be self-employed.

3.9.4 Inferential

Statistical inference analysis involves testing to determine the significance level of a hypothesis formed. Significant levels used in the research field of business management are five percentage ($\alpha = 0.05$) and the percentage ($\alpha = 0.01$).

Pearson correlation test r is bivariate analysis that examines the relationship between two variables that each is measured by a scale interval or ratio (Coakes, 2013). This test can describe the correlation or relationship between one variable with other variables either has a significant relationship or not. According to the interpretation of the correlation coefficient expressed by McBurney (2001), he argues that the coefficient of 0.81 or more, the relationship between the variables is strong. However, the relationship between variables is weak on the coefficient of less than 0.2. This test was used the analyses the relationship between college experience, social support, and risk taking propensity on intention be an entrepreneur.

Table 3.3
Interpretation of coefficients by McBurney (2001)

Coefficients	Explanation
0.81 or more	Strong correlation
0.61 - 0.80	Lightly strong correlation
0.41 - 0.60	Significantly moderate
0.21 to 0.40	Significantly weak moderate
Less than 0.2	Weak correlation

According McBurney (2001), the relationship between cause and effect between the two variables cannot be expressed through correlation. Therefore, regression analysis is a method used in this study to determine the influence of psychosocial factors on entrepreneurial intention. Multiple regression analysis was used to examine the critical factors

that influence the entrepreneurial intention in this study and intent to verify the established research model. According to Pallant (2010), the multiple regressions are a statistical technique that uses to explore the relationship between a single dependent variable and a number of independent variable. This analysis technique was conducted in this study to determine the predictive power of independent variables of psychosocial factors (college experience, social support and risk taking propensity) on the dependent variables (entrepreneurial intention).

3.10 Conclusion

Generally, this chapter discusses the study design, data collection and sampling techniques, survey instruments and measurement, reliability testing, and data analysis. In addition, descriptive analysis was used to see the demographic profile of IKBN students. The inferential analysis was used to test the hypothesis in this study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the result that gathered from distributed questionnaires at IKBN Kuala Perlis. Data was analysed and the findings presented based on the research objective and research question that was developed in chapter one. All the data were analysed using Statistical Package for Social Science (SPSS) software version 20.0.

The discussion in this chapter can be divided into two which is descriptive and inferential analysis. Descriptive test was conducted to see the frequencies of the respondent's gender, age, courses, family business background, and frequency level of students' intention to be self-employed. The inferential analysis is related to correlation and regression analysis. Correlation tests were conducted to examine the relationship between independent variables and the dependent variable. While the regression analysis was used to test the influence of the college experience, social support, and risk taking propensity on entrepreneurial intention. The multiple regressions had been conducted in order to identify the most influence factor on entrepreneurial intention among IKBN students.

4.2 Response Rate

A total of 375 questionnaires were distributed to the respondents and only 369 forms were returned to researcher. The respondents were students, which undergoing courses in second level and third level at IKBN Kuala Perlis. All 369 questionnaires have been fully answered by the respondent. Thus, the researchers succeeded in obtaining a response rate of 98.4%.

According to (Hair, Black, Babin and Anderson (2010), the response rate of over 80% is considered as very good.

4.3 Reliability Result of the Instrument

Result of actual study showed that the level of reliability is high for each dimension except the risk taking propensity. The cronbach alpha for college experience is 0.891. Meanwhile the cronbach alpha for social support and entrepreneurial intention is 0.879 and 0.798. However the risk taking propensity recorded low in cronbach alpha, which is 0.623. Table 4.1 illustrates the reliability test for actual study.

Table 4.1
Reliability Result of the Instrument

Instruments	Cronbach Alpha of Pilot Test	Cronbach Alpha of Actual Test
College experience	0.936	0.891
Social support	0.857	0.879
Risk taking propensity	0.663	0.623
Entrepreneurial intention	0.902	0.798

4.4 Descriptive Analysis

According Coakes (2013), descriptive analysis was used to describe, examine and summarize the main features of quantitative data that was collected. The purpose of descriptive test is to analyse the mean and standard deviation for each of the variables that involved in this study.

4.4.1 Mean and Standard Deviation for Independent and Dependent Variables

The high value Mean scores indicate that the respondents supported the items in the questionnaire. Conversely, if the mean scores were low it is indicating the low predictive perception of the questionnaire items. Based on the answers and scores for each item, the mean value will be assessed according to three levels of low, medium and high, where the division is as follows:

- i. 1.002.25 = Low
- ii. 2.26 to 3.75 = Medium
- iii. 3.76 to 5.00 = High

Table 4.2

Mean and Standard Deviation for Independent and Dependent Variables

Descriptive Statistics			
	N	Mean	Std. Deviation
College Experience	369	3.5901	.72309
Social Support	369	3.5915	.76298
Risk Taking Propensity	369	3.6958	.57470
Entrepreneurial Intention	369	3.6714	.83508
Valid N (listwise)	369		

Table 4.2 shows the mean score for all variables is ranging between 3.59 and 3.69. Mean of dependent variable of entrepreneurial intention recorded 3.67. For independent variables, mean of risk-taking propensity were the highest at mean (3.70) followed by mean of social support was (3.67) and mean for college experience scored the lowest (3.59). Based on the division of means level, all the variables have a positive and high level of mean. It can conclude that overall of respondents agreed that all the proposed variables are important in influencing the student's intention to become an entrepreneur.

4.4.2 Demographic Analysis

Table 4.3
Profile of Respondent

Variables	Characteristics	Frequency	Percentage (%)
Gender	Male	306	82.9
	Female	63	17.1
Age	16 – 20 years	267	72.3
	21 – 25 years	102	27.6
Program of study	Automotive Technology	205	55.6
	Marin Technology	55	14.9
	Public Technology	109	29.5
Family business background	Yes	126	34.1
	No	243	65.9
Types of family business background	Clothes/Footwear/Accessory	17	4.6
	Hair Salon/Beauty Care/Spa/Massage	2	0.5
	Convenience Store/Grocery	17	4.6
	Store/Mini-market		
	Motor/Car Repair and Service	13	3.5
	Book	3	0.8
	Store/Stationery/Photography/Printing and Photocopy	-	-
	Food and Beverage	53	14.4
	Electronic Appliances/Furniture	2	0.5
	Laundry	1	0.3
	Others	22	6.0
	Non	239	64.8

Table 4.3 illustrates the distribution of respondents in terms of gender from a different course. The figure shows that 306 respondents or 82.9% was males' students while 63 respondents or 17.1% were female students. In addition, most of the respondents were within range of age between 16 to 20 years is 267 students, which represent 72.4%, while respondents age between 21 to 25 is 102 students which is representing 27.6% of total of students.

For the distribution of respondents in terms of the course, Automotive Technology is the highest, followed by Marine Technology and Public Technology course. A total of 205 persons or 55.6% of students' enrolls the Automotive Technology course followed by 109 people or 29.5% of students are students of Public Technology courses and the remaining 55 people or 14.9% of students are students from a field of Marine Technology.

In the other hand, related to respondents' family business that have their own business, analysis shows that the majority of respondent do not have family members who are involved in business. Out of 369 respondents from this study, 126 students or 34.1% of family students is involved in business, meanwhile the total of 243 students which represent 65.9% comprise of family that not involve in business. 53 of the student's family or 14.4 % involved in food and beverage business followed by others kind of business that is running from respondent' family which is 22 families or 6%.

Therefore, family of respondents also running the clothes/footwear/accessory which is 17 families or 4.6%, convenience store/grocery is 17 families or 4.6%, Motor/Car Repair and Service 13 family or 3.5%, Book store 3 family or 0.8%, Hair Salon/Beauty Care/Spa/Massage 2 families or 0.5%, Electronic Appliances/Furniture 2 family or 0.5% and Laundry 1 family or 3% of total of respondents.

4.5 Normality

Normality analysis was conducted to identify the data sample of population is normally distributed (Pallant, 2005). It is also intent to see either the data were analysed with extreme data or outliers and meet normal distribution or not. This test is very important for the accuracy of the study. The outliers and non-normal distribution would most affect the result either receive or reject the hypotheses (Pallant, 2001). Table 4.2 indicates the process of removing outliers to identify the data is normally distributed.

Table 4.4
Outliers Removal Process

Steps	Entrepreneurial Intention	College Experience	Social Support	Risk Taking Propensity
1	311	127, 130, 343, 341, 344, 342, 340	325, 342, 322, 307, 344, 343, 238	322, 355, 341, 227, 343
2	322, 127, 238, 335, 53	252, 316, 307, 335, 222, 322	185, 113, 335, 341, 355, 308, 313, 108	307, 113, 335, 197, 195, 224
3	113, 307	355	101, 210	342
4		253, 168, 185, 206	242	
5		19, 241, 129		

Based on table 4.4, every dimension was analysed using the 'Explore' test and the level of frequency scores had been identified. Based on the result of normality test, the Kolmogorov-Smirnov table shows that the data of this study was not normal because the significant value is lower than 0.05. However, according to Pallent (2005), the data is acceptable if the table of skewness and kurtosis are between 1 and -1.

The skewness explains the distribution symmetry, more precisely or the lack of symmetry (Pallent, 2005). In this study, the skewness for entrepreneurial intention and college experience variable shows a negative value. It indicates that a clustering of the high score end at the right side of graph. Meanwhile, the social support and risk taking propensity variable shows the skewness value indicates positive score that clustered to the left at the low value (Pallent, 2005).

The kurtosis indicated either the data are peaked or flat relative to a normal distribution (Pallent, 2005). Based on the result, the kurtosis value of entrepreneurial intention and college experience were positive. It is explain that the distribution is rather peaked or cluster in centre. Meanwhile the social support and risk taking propensity tend to have a float top near the mean or flatter distribution due the value was negative. Table 4.5 shows summary results of normality test for this study.

Table 4.5
Normality Test

Item	Kolmogorov-Smirnov ^a	Skewness	Kurtosis
Entrepreneurial Intention	0.000	-.362	.160
College Experience	0.000	-.069	.072
Social Support	0.000	.040	-.057
Risk Taking Propensity	0.000	.077	-.157

4.6 Hypotheses Testing

In this study the correlation analysis and regression analysis was conducted to test the hypotheses. Pearson linear correlation analysis was used to examine the relationship between independent variables and entrepreneurial intention. This analysis only can be used when the

data of the study variables were interval or ratio. This correlation also assumes the relationship between variables is linear. If the relationship is not linear, correlation method cannot be used to assess the strength of the relationship. According to McBurney (2001), he argued that the coefficient of 0.81 or more shows the strong relationship between the variables. However, the relationship between variables is weak on the coefficient of less than 0.2.

Regression analysis is a continuation test that used to predict the influence of independent variables on the dependent variables. This test will show the amount of variance explained the independent variable by dependent variable (Coakes, 2013). In this study, Regression Analysis of Coefficient test was used to examine the influence of college experience, social support, risk taking propensity on entrepreneurial intention among students in IKBN Kuala Perlis. Meanwhile, the multiple regressions were used to describe the strongest independent variables that influence the dependent variable.

Hypothesis 1

College experiences influences the entrepreneurial intention among IKBN students.

Based on Table 4.6, college experience has a positive and significant relationship with entrepreneurial intention. The test results of correlation between college experience and entrepreneurial intention is 0.53. This result shows the college experience has a strong moderate relationship toward entrepreneurial intention. The significant level of p value = 0.00 which is smaller than (<0.01). According McBurney (2001), the relationship between cause and effect between the two variables cannot be expressed through correlation. Therefore, regression analysis is a continuation test that used to predict the influence of independent variables on the dependent variables.

Table 4.6*Correlation between College Experience and Entrepreneurial Intention*

Correlations		College Experience	Entrepreneurial Intention
College Experience	Pearson Correlation	1	.528**
	Sig. (2-tailed)		.000
	N	346	342
Entrepreneurial Intention	Pearson Correlation	.528**	1
	Sig. (2-tailed)	.000	
	N	342	361

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

Table 4.7 shows the result of linear regression analysis of college experience as an influential factor on entrepreneurial intention. The result shows that college experience was significantly contributed to the entrepreneurial intention where $p = .000$ is less than the value of alpha ($.00 < .05$). Regression test showed a significant relationship where college experience significantly affects entrepreneurial intention. The value of R^2 ($R^2 = 0.276$) contributes 27.6% towards entrepreneurial intention among IKBN students. Meanwhile, the value of the coefficient (unstandardized Coefficients) or $\beta = 0.609$ was shown the influence of the college experience on entrepreneurial intention. When the score for college experience goes up a unit, the score for entrepreneurial intention will also increase up to 0.609 units. Hence, H1 is accepted.

Table 4.7*Linear Regression Analysis between College Experience and Entrepreneurial Intention*

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.474	.199		7.414	.000
College Experience	.609	.053	.528	11.451	.000

^a Dependent variable: entrepreneurial intention

Adj. R Square: 0.276

ANOVA: F = 131.122 (p<0.05)

Hypothesis 2

Social support influences the entrepreneurial intention among IKBN students.

Based on Table 4.8, social support has a significant and positive relationship with entrepreneurial intention. The correlation between social support and entrepreneurial intention is 0.527. These results indicate that social support has a strong moderate relationship with entrepreneurial intention. At this stage, the significant p value = 0.00 is smaller than (<0.01). Hence, hypothesis 2 is accepted. According McBurney (2001), the relationship between cause and effect between the two variables cannot be expressed through correlation. Therefore, regression analysis is a continuation test that used to predict the influence of independent variables on the dependent variables.

Table 4.8*Correlation between Social Support and Entrepreneurial Intention*

Correlations		Social Support	Entrepreneurial Intention
Social Support	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	351	348
Entrepreneurial Intention	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	348	361

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

Table 4.9 shows the result of linear regression analysis of social support as an influential factor towards entrepreneurial intention. The results indicate that college experience was significantly contributing to entrepreneurial intention where $p = .000$ is less than the value of alpha ($.00 < .05$). This result shows that social support was found to be significantly affected entrepreneurial intention. The value of R^2 ($R^2 = 0.275$) contributes 27.5% towards entrepreneurial intention among IKBN students. Meanwhile, the value of the coefficient (unstandardized Coefficients) or $\beta = 0.554$ shows the influence of social support on entrepreneurial intention. When the score for social support goes up a unit, the score for entrepreneurial intention will also increase up to 0.554 units.

Table 4.9*Linear Regression Analysis between Social Support and Entrepreneurial Intention*

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.678	.180		9.317	.000
1 Social Support	.554	.049	.527	11.526	.000

^a Dependent variable: entrepreneurial intention

Adj. R Square: 0.275

ANOVA: $F = 132.847$ ($p < 0.05$)

Hypothesis 3

Risk taking propensity influences the entrepreneurial intention among IKBN students.

Based on Table 4.10, risk taking propensity has a significant and positive relationship with entrepreneurial intention. The correlation between risk taking propensity and the entrepreneurial intention is 0.389. These results indicate that the risk taking propensity has a weak moderate relationship towards entrepreneurial intention. At this stage, the p value = 0.00 is smaller than (<0.01) which is significant. Based on this result, hypothesis 3 is accepted.

Table 4.10

Correlation between Risk Taking Propensity and Entrepreneurial Intention

Correlations		Risk Taking Propensity	Entrepreneurial Intention
Risk Taking Propensity	Pearson Correlation	1	.389**
	Sig. (2-tailed)		.000
	N	357	353
Entrepreneurial Intention	Pearson Correlation	.389**	1
	Sig. (2-tailed)	.000	
	N	353	361

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

Table 4.11 shows the result of linear regression analysis for risk taking propensity as an influential factor on entrepreneurial intention. The result shows that college experience was significantly contributed to the entrepreneurial intention where the $p = 0.000$ is less than the value of alpha ($.00 < .05$). This result shows a significant relationship where risk taking propensity significantly influencing the entrepreneurial intention. The value of R^2 ($R^2 = 0.149$) contributes 14.9% towards entrepreneurial intention among IKBN students. Meanwhile, the value of the coefficient (unstandardized Coefficients) or $\beta = 0.491$ shows the influence of social support on entrepreneurial intention. When the score for risk taking propensity goes up a unit, the score for entrepreneurial intention will also goes up to 0.491 units.

Table 4.11*Linear Regression Analysis between Risk Taking Propensity and Entrepreneurial Intention*

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.885	.235		8.036	.000
Risk Taking Propensity	.491	.062	.389	7.913	.000

^a Dependent variable: Entrepreneurial intention

Adj. R Square:0.149

ANOVA: F = 62.611 (p<0.05)

The most influence of psychosocial factors (college experience, social support, and risk taking propensity) on entrepreneurial intention among IKBN students.

In order to answer the final objective in this study, researcher had extended the analysis using the multiple regression analysis. The Multiple regression analysis is an extension of bivariate correlation (Coakes, 2013). The result of regression is an equation that represents the best prediction of dependent variables from several independent variables. Beta describes the degree of strength of independent variables in influencing the dependent variable. If beta is 1, it is indicate that the independent variables have a strong influence on the dependent variable.

The result of regression analysis based on ANOVA (b) as attached in the appendix shows that, the F value is 60.182 and the significant value is 0.000. The significant value is less than alpha ($0.00 < 0.05$). Thus, this regression analysis is significant at 0.05. This regression analysis also shows that are all three psychosocial variables (college experience, social support and risk taking propensity) significantly influence the entrepreneurial intention among IKBN students. All of these variables accounted for 60.18% towards level of entrepreneurial intention.

The regression analysis for coefficient (b) shows it was significant where the degree of college experience (B= 0.302), social support (B= 0.324) and risk taking propensity (B= 0.247). Based on this result, college experience, social support and risk taking propensity positively affect the entrepreneurial intention where the social support becomes the strongest factors that influence the entrepreneurial intention among IKBN students.

Table 4.12

The Most Influence of Psychosocial Factors on Entrepreneurial Intention

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.494	.253		1.951	.052
	College Experience	.302	.064	.259	4.739	.000
	Social Support	.324	.057	.305	5.724	.000
	Risk Taking					
	Propensity	.247	.058	.202	4.275	.000

Dependent Variable: Entrepreneurial Intention

Adj. R Square:0.349

ANOVA: F = 60.182 (p<0.05)

4.7 Summary of Hypothesis Testing

Based on Table 4.8, all the hypothesis statements were supported.

Table 4.13

Summary of Hypothesis Testing

Hypotheses	Statements	Result
H1	College experience has an influence on entrepreneurial intention among IKBN students.	Supported
H2	Social support has an influence on entrepreneurial intention among IKBN students.	Supported
H3	Risk taking propensity has an influence on entrepreneurial intention among IKBN students.	Supported

4.8 Conclusion

The research question in chapter one had been answered through this hypothesis testing. The descriptive analysis was identified the demography frequencies of respondents. The correlation analysis and linear regression analysis have answered the hypothesis 1 hypothesis 2 and hypothesis 3. Meanwhile the multiple regression analysis was conducted to answer the final objective of this study.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This final chapter concludes the findings of empirical tests, limitations of the study and some recommendation for future research.

5.2 Discussion of the Findings

The objective of this analysis is to examine the influence of college experience, social support, and risk taking propensity on entrepreneurial intention. The data were obtained from questionnaires that had been distributed to 375 respondents of IKBN Kuala Perlis' students. All the collected data were analysed using Statistical Packages for Social Science (SPSS) version 20.0.

5.2.1 Demographic

The analyses on demographic profile were measured on the gender, age, and family business background of IKBN Kuala Perlis' students. This study, conducted for both male and female students. They were randomly selected from second level and third level student. A questionnaire was distributed in order to study the intention of IKBN student to be an entrepreneur. Thus, the respondents' response rate was 98.4%. The result also found that a total of 306 respondents or 82.9% was males' students while 63 respondents that represent 17.1% were female students.

Many of IKBN students varying from 16 to 20 years old which is 267 students or 72.4%, while students between 21 to 25 years old is 102 students that represent 27.6% of total

of students. In the family business background only 34.1% or 126 of family students are involved in business and 243 students or 65.9% student's family did not involve in business. Food and beverage become the highest business that involved with a student's family where a total of 53 student's family or 14.4 %, meanwhile the lowest business that involved with a student's family is Laundry where only 1 family or 0.3% from total of respondents involved in this business. For distribution of respondents in terms of the course, a total of 205 persons or 55.6% of students were Automotive Technology course followed by 55 people or 14.9% of students are students from a field of Marine Technology and the remaining 109 people or 29.5% of students are students of Public Technology courses.

5.2.2 The influence of college experience on entrepreneurial intention among IKBN student.

Generally college experience becomes one of psychosocial factor that is important in motivating someone to get involve in entrepreneurship. The results of this study found that college experience has a significant and positive relationship towards entrepreneurial intention among IKBN students. The result from Pearson coefficient (r) in correlation analysis, found that college experience among IKBN students were significant and have a strong moderate relationship with entrepreneurial intention. The significant relationship between college experience and entrepreneurial intention indicates that college motivated students to be entrepreneurs. This result is in line with Franke & Luthjie (2004), where the student's intention on entrepreneurial become high when they assess the college environment as being sufficient and positive to encourage entrepreneurial compare to negative perception. This finding also supported by (Greene & Saridakis, 2007), where the campus environment becomes a predictor of student perception towards college experience.

This study also found that the college experience was significantly influenced the entrepreneurial intention among IKBN students. This finding was supported by Peace (1984), he found that college is responsible for many things in stimulating students' development and learning. Meanwhile Shiri et al., (2012), found that the college environment conditions become one of important factors that can affect the experience either strengthen or weaken student to become an entrepreneur. This finding also supported by Anderson (2011), in her studies claimed that university or college environment may influence the student's life and development in future.

5.2.3 The influence of social support on entrepreneurial intention among IKBN student.

The results of this study found that the social support has a significant relationship towards entrepreneurial intention among IKBN students. Based on results obtained from Pearson coefficient (r) in correlation analysis, it found that the social support variable has a positive and strong moderate relationship with entrepreneurial intention among IKBN students. The significant relationship between social support and entrepreneurial intention indicates that the individual in surrounding motivated students to be entrepreneurs. This finding supported by Shiri et al., (2013), their study found that many studies suggests that students' perceptions of social support have a significant relationship with their entrepreneurial intention. This finding also in line with a study by Henderson & Robertson (2000), they found that the program support and entrepreneurial knowledge provided by the college can increase students' intention to involve in entrepreneurship.

This social support also, was significantly influenced the entrepreneurial intention. This finding explained that the social support will affect someone in making the decision to become an entrepreneur. This finding supported by Ucbasaran et al., (2008), found that the

entrepreneurial career choice among individual not only depend on the characteristics, abilities and skills, but also depends on social support.

5.2.4 The influence of risk taking propensity on entrepreneurial intention among IKBN student.

Risk taking propensity becomes one of the important factors that motivate someone to involve in entrepreneurship. The results of this study found that the risk taking propensity has a significant positive relationship towards entrepreneurial intention among IKBN students. This study also found that the relationship between this variable is weak moderate relationship towards entrepreneurial intention. The significant relationship between risk taking propensity and entrepreneurial intention indicates that the risk taking propensity motivated students to be entrepreneurs. This finding in line with Susetyo et al., (2014), that carried out on various university' students that taking entrepreneurial subject or courses found that risk taking propensity was significant and has a positive relationship towards entrepreneurial intention. Ni, et al., (2012), also found that risk taking propensity has a positive relationship towards entrepreneurial intention. Uddin et al., (2012) found that risk taking has a strong positive correlation to entrepreneurial intention.

The result also indicates that the risk taking propensity was significantly influenced the entrepreneurial intention among students. This finding shows that risk taking propensity will influence the students in their decision to become an entrepreneur. It is supported by Nishantha (2009), the risk taking propensity will lead to a positive attitude on entrepreneurial intention. Meanwhile, according to Ertuna et al., (n.d), students with higher scores in propensity to take risk have higher entrepreneurial intention.

5.2.5 The most influence of psychosocial factors (college experience, social support, and risk taking propensity) on entrepreneurial intention among IKBN students.

Based on the correlation and linear regression analysis, the college experience, social support, and risk-taking propensity had a relationship and influenced the student's intention to become an entrepreneur. Based on the correlation analysis conducted in this study, the results obtained by the Pearson coefficient (r) shows all psychosocial factors have a strong moderate correlation on a student's entrepreneurial intention. The relationship between college experience, social support and risk taking propensity were supported by Greene & Saridakis (2007), where the campus environment becomes a predictor of student perception towards college experience. Shiri et al., (2013), found that many studies suggests the students' perceptions of social support have a significant relationship with their entrepreneurial intention and Uddin et al., (2012) found that risk taking has a strong positive correlation to entrepreneurial intention. The result of this relationship is detailed further by using multiple regression analysis to see the strongest factors that influence entrepreneurial intention.

The multiple regression analysis shows that all three variables of psychosocial (college experience, social support and risk taking propensity) significantly influence the entrepreneurial intention among IKBN students. All of these variables accounted 34.90 % of the entrepreneurial intention level. Based on this result, college experience, social support and risk taking propensity positively influenced the student's intention to become an entrepreneur. The results found that the social support variable becomes the strongest factors that influence the entrepreneurial intention among IKBN students. This finding is in line with previous studies by Ucbasaran et al., (2008), where the entrepreneurial career choice among individuals not only depends on the characteristics, abilities and skills, but also depends on social support. Meanwhile study by Quen (2012), suggested that the social support can play an important role in identifying opportunities and extract business resources that can increase entrepreneurial

intentions. Shiri et al., (2012), also supported this finding, where result of many studies suggested that students' perceptions of social support have a significant relationship with their entrepreneurial intention.

A finding of this study also shows that if social support is increased by one unit, it will increase 0.324 student's entrepreneurial intentions. It followed by college experience and social support factors. If the college experience and risk taking propensity increase by 1 unit, it respectively will lead to 0.302 and 0.247 increase in entrepreneurial intention among IKBN students. This finding shows that the college experience is one of important factors that influence students' intention and it was supported by Shiri et al., (2012), where the college environment conditions become one of important factors that can affect the experience either strengthen or weaken student to become an entrepreneur. Meanwhile, Uddin & Bose (2012), found that the risk taking have strong positive correlation to entrepreneurial intention. On the other hand, study by Samydevan, Piaralal, Othman, & Osman (2015), clearly reveal that the risk-taking propensity was important in entrepreneurship. These findings supported the importance of risk taking propensity in influencing entrepreneurial intention among students at IKBN Kuala Perlis.

In conclusion, the findings of this study show an association between independent variables and entrepreneurial intention among IKBN students is at a moderate level. This occurs because the module was lack in emphasizing awareness about the importance of entrepreneurship education to change the perception of students on entrepreneurship.

5.3 Implications

5.3.1 Theory Implications

A study on IKBN Kuala Perlis's student found that the college experience, social support and risk taking propensity influencing student's interest in entrepreneurship. The majority of

students responded that the college experience, social support and risk-taking propensity is strong, moderate in influencing their tendency to become entrepreneurs. This is because they are less exposed and lack of understanding the incentives that provided by the government or private sectors for this sector. In addition, due this institution is based on skills and focus on technology program, it is appropriate to the Ministry of Youth and Sport to provide the technopreneurship related program for the student. This program can help and expose student to see the technopreneur as a career choice.

5.3.2 Practical Implication

This study wants to examine the psychosocial factors in influencing students to be an entrepreneur. Study on students of IKBN Kuala Perlis had discovered that the factors of college experience, social support, and risk-taking propensity have a positive and strong moderate relationship towards entrepreneurial intention. It is because the level understanding and knowledge of student related entrepreneurship still at a low level. Based on this finding, IKBN must seriously emphasize on its college environment. They must develop more programs that expose students to entrepreneurship, particularly technology-based entrepreneurship or known as technopreneurship.

A technopreneur is a combination of two fracture words of technology and entrepreneurs. It consists of entrepreneurs that involved in the field of information technology in doing activities. It is appropriate to apply at IKBN because many programs that provided by IKBN is related to the technology that will affect the students' experience in technopreneurship. In addition, this study also found that majority of IKBN students shows the present college environments encourage them to be self-employed at a medium level. This is one of the reasons why IKBN must emphasize on entrepreneurship that related to the technology in increasing the college environment.

The college environment can influence the student perception on how they see the entrepreneurship as well as technopreneurship. If the college is able to develop a suitable program that can expose and bring a positive view on technopreneurship it will lead them to active in this field. It is supported by Zaini (n.d), he suggested that the techno field must be expanded. Overall, the tendency of students' level to be an entrepreneur is strongly moderate. Therefore the cultivation of entrepreneurship through training and entrepreneurial related to the technology activities should be highlighted in order to pursue student to become entrepreneurs or technopreneur.

It has become an important aspect that can increase the level of students' motivation to be an entrepreneur or technopreneurship. Moreover, the continuation of the entrepreneurial program at the college can increase the level of students' entrepreneurial experience before they finish their study. It will encourage them to create their own career without relying on employment vacancies. This can help to reduce the unemployment problems as well as social problems among young generation.

5.4 Recommendation

After presenting the findings, some recommendation had been proposed to improve the development of entrepreneurship specifically technopreneurship among IKBN students. The Ministry of Youth and Sports is encouraged to continue and organize programs to nurture and develop a culture of technopreneurship among their students. Students also need to be exposing and give clear understandings relate the technopreneurship to encourage them to run their own businesses. These students also should be exposed to entrepreneurial by creating technology programs and talks from successful entrepreneurs to give an understanding about the technopreneurial.

In the other hand, the simulation programs also should be emphasized. Through this program, students will be directly revealed to technopreneurship and business environment. Students will understand better the ins and outs of the business world. Other than that, teaching staff who teach entrepreneurship courses should be exposed on hands-on training to the real business rather than theory learning so that they can use the knowledge to diversify the ideas and activities of teaching and learning to be more attractive. This is important because, according Kuratko (2005), Student's participation in entrepreneurial training programs has been associated with changes in attitudes and intentions towards entrepreneurship trainings and these need proper teaching strategies that compatible with the student approach.

5.5 Recommendation for Future Research

Researchers recommend that future research scope of entrepreneurial intention on student IKBN must be expanded throughout Malaysia by comparing the present results in each IKBN. Apart from that, it is necessary to study the relationship of other factors such as locus of control, self-efficacy, need for achievement, role model and other factors to get different variations of entrepreneurial intention among IKBN students.

The similar studies also can be conduct on former students or alumni of IKBN to see either some of them become entrepreneurs or not. Other than that, the number of samples also can be increased so that researchers can see the trend of entrepreneurship among students in a wider context.

5.6 Conclusion

Entrepreneurship is one of the areas that emphasized by the government due it is closely linked to the national economy and society development. Due to this, many of

entrepreneurship programs were organized into learning institution to educate students in entrepreneurship. It leads researcher to study the intention among students. Thus, this study was conducted in IKBN Kuala Perlis to identify the stimulating factors that influence entrepreneurial intention among skills-based students.

The findings had identified the profiles of IKBN students and examine the relationship between psychosocial factors and entrepreneurial intention. Using a Pearson Correlation analysis, it found that all three variables of psychosocial factor (college experience, social support and risk taking propensity) have a positive relationship towards entrepreneurial intention. This study also was extended by looking the influence of psychosocial factors on intention of students to become entrepreneurs. Through regression analysis, this study found that college experience, social support and risk taking propensity among students were strong moderate in influencing the students' tendency to become entrepreneurs. Meanwhile, the multiple regression analysis found that risk taking propensity factor becomes the strongest factors that influence the entrepreneurial intention among IKBN students. The implications of the results have been identified. The recommendation had been recommended by researchers to increase the level of entrepreneurial intention among IKBN students.

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