

**EXAMINING THE IMPACT OF FACTORS THAT INFLUENCE UNIVERSITI
UTARA MALAYSIA STUDENTS' INTENTION TO ENROLL IN MASTER OF
BUSINESS ADMINISTRATION**



**Research paper submitted to
School of Business Management
Universiti Utara Malaysia
In partial fulfilling of requirement for Master of Science (Management)**

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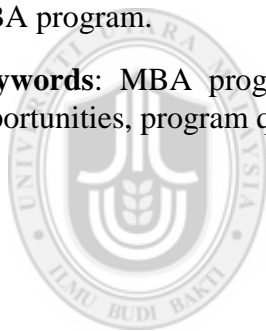


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ABSTRACT

Development in business and administration area continues to get much attention from the government, higher educational institutions, and larger organizations. Higher educational institutions in Malaysia either private or public continue to offer Master of Business Administration program in order to produce a quality human resource in the field. This is based on the marketable of this program, high demand and job diversity associated with Business Administration. This study aims to examine the student's intention to enroll in Master of Business Administration (MBA) program offered by Universiti Utara Malaysia (UUM). A survey involved students who enrolled in Bachelor of Business Administration with Honours (BBA-Hons) and 302 respondents was carried out. In addition, there are six main factors include personal factor, parental support, financial aids, job opportunities, quality of program and cost were used to help the researcher to find is there a relationship between selected factors that influence students' intention to enroll in MBA program. A structured question was designed where the data were analyzed by SMARTPLS program to examine the relationship between selected factors and intention to enroll in MBA program. Results showed that personal factors, parental support, financial aids and job opportunities are significantly important determinants to predict student's intention to enroll in MBA program whereas quality of program and cost are not significantly important determinants to predict student's intention to enroll in MBA program.

Keywords: MBA program, personal factor, parental support, financial aids, job opportunities, program quality, cost, intention to enroll.



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ABSTRAK

Pembangunan di dalam bidang perniagaan dan pengurusan terus mendapat perhatian daripada kerajaan, institusi pengajian tinggi, dan syarikat-syarikat besar. Institusi pengajian tinggi di Malaysia sama ada awam atau swasta terus menawarkan kursus Sarjana dalam Pentadbiran Perniagaan bagi menghasilkan tenaga kerja yang berkualiti dalam bidang ini. Hal ini berdasarkan kepada kebolehpasaran kursus, permintaan tinggi dan kepelbagaian kerjaya yang berkaitan dengan pentadbiran perniagaan. Kajian ini bertujuan untuk mengenalpasti niat pelajar untuk mendaftar dalam program Sarjana dalam Pentadbiran Perniagaan yang ditawarkan oleh Universiti Utara Malaysia. Satu tinjauan melibatkan pelajar yang telah mendaftar dalam Sarjana Muda Pentadbiran Perniagaan dengan Kepujian dan seramai 302 responden telah dijalankan. Di samping itu, terdapat enam faktor utama termasuk faktor peibadi, pengaruh ibu bapa, bantuan kewangan, peluang pekerjaan, kualiti program dan kos telah digunakan untuk membantu pengkaji mencari faktor yang mana mempengaruhi niat pelajar untuk mendaftar dalam program Sarjana dalam Pentadbiran Perniagaan. Data telah dianalisis melalui program SMARTPLS untuk mengkaji hubungan antara faktor terpilih dan niat pelajar untuk mendaftar dalam program Sarjana dalam Pentadbiran Perniagaan. Keputusan menunjukkan bahawa faktor-faktor peribadi, pengaruh ibu bapa, bantuan kewangan dan peluang pekerjaan merupakan faktor penentu ketara penting untuk meramalkan niat pelajar untuk mendaftar dalam program Sarjana dalam Pentadbiran Perniagaan manakala kualiti program dan kos merupakan faktor penentu ketara yang tidak penting untuk meramalkan niat pelajar untuk mendaftar dalam program Sarjana dalam Pentadbiran Perniagaan.

Kata Kunci: Program Sarjana dalam Pentadbiran Perniagaan, faktor peribadi, sokongan ibu bapa, bantuan kewangan, peluang pekerjaan, kualiti program, kos dan niat untuk mendaftar.

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
BBA-Hons	Bachelor of Business Administration with Honours
C	Cost
CR	Composite Reliability
E	Enrollment Intention
EFA	Exploratory Factor Analysis
FA	Financial Aids
GOF	Goodness of Fit
IQ	Intelligence Quotient
JO	Job Opportunities
MBA	Master of Business Administration
MIS	Management of Information System
OYA GSB	Othman Yeop Abdullah Graduate School of Business
PF	Personal Factor
PLS	Partial Least Square
PLS PM	Partial Least Square Path Modelling
PS	Parental Support
QP	Quality of Program
SBM	School of Business Management
SPSS	Statistical Package for Social Science Program
TPB	Theory of Planned Behavior
UUM	Universiti Utara Malaysia



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CHAPTER 1

INTRODUCTION

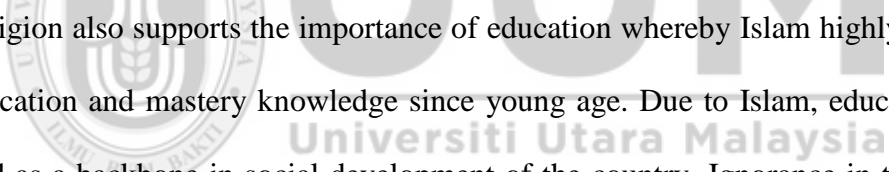
1.1 Background of Research

Education is essential in this era where most of developing countries need generation that can contribute to increase future economic. New era of education plays an important role to build society in 21 century (Hanafiyah, 2006). Besides that, education is very important for current generation due to high competition to gain a job. Moreover, education can be a main dominator to enhance economy, social, race, family and also to individual. Nowadays, the importance of education already has been sowed to all students regardless of culture and race at all levels. Overall, education does give big impact to human life in order to gain and perpetuate quality of life.

According to Nelson & Phelps (1966), more educated labor force will enhance frontier technology advance. Same goes to Benhabib & Spiegel (1994), innovation will be even faster when more educated labor force exists. Education does give an impact towards economic whereby highly educated workforce is more mobile and adaptable. They also be able to learn new tasks and new skills more easily with wide range of advance technologies and equipment. All of this may reduce supervision and enhance improvement. Therefore, more highly skilled worker will increase

productivity and directly impact the economy growth of the country (Dickens, Sawhill & Tebbs, 2006).

Apart from that, highly educated population in a country can give an impact toward various aspects. Based on Craig (2005), agreed that high education could improve skill development, innovation, knowledge creation, intergenerational effects, health, and less criminal activity which directly influence the impact of economic growth. Moreover, Sturm (1993) mentioned that education and training are definitely related to economic performance which was the most important contributors to economic growth.



Religion also supports the importance of education whereby Islam highly stresses on education and mastery knowledge since young age. Due to Islam, education can be said as a backbone in social development of the country. Ignorance in the matter of education and knowledge means ignorance of social welfare which can lead to the problem of social development. Hence, the quality of education is very effective to overcome poverty, enhance democracy and prosperous society.

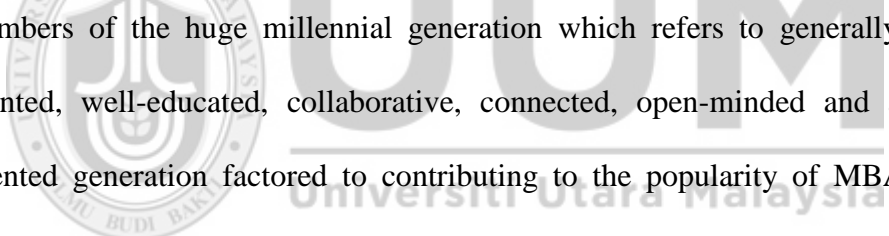
Due to this matter, education is highly recommended and pursued by government because it would reflect determination of better state position and the nation welfare (Shahrudin, 2011). Furthermore, education act as catalyst prosperity of life by leading individual towards sources of stable economic, the ability of self-control and stabilization of social relation.

Pursuing in a master's degree is a decision of student which needs full commitment for them to make decision in his or her lifetime. Besides that, human capital is looked at as the main dominator of production at the moment and this is where the role of higher education in the economic development takes place. Furthermore, education plays an important role in identifying on the reasons of insufficiency achievement in the plan of economical development.

Technologies nowadays have gone through rapid changes which lead to the high demand of goods and services from consumer around the world. This matter leads towards the importance of education to meet global demand. With high education level earned by individual or society, it could meet global demand and improve nation's economy at once. There are numerous factors that could push someone to pursue higher level of education include internal and external factor (Bangser, 2008). Internal factor such as competitive job market, parental force, peer pressure, interest, economic downturn and high cost of living could increase individual's interest to enroll in master's degree whereas external factor also influence student to enroll in master such as provision of scholarship by government. Hence, this matter should be viewed by higher institution of learning to offer more places for student and meet the labour market demand to transform students into highly qualified, quality and competent workforce.

Past research by Mustafa et al. (2012) stated that in the eyes of students, parents and employers, higher education has become a positional good place which can lead to a better social status and lifetime opportunities.

Currently, most of the higher educational institution either locally or globally for sure have offered Master of Business Administration (MBA) program whereby every country tried to meet labor market demand. It is because this program is marketable and very important for those who are pursuing to get their dream job such as becoming leader in large organization locally or globally. Furthermore, Master of Business Administration is one of the most popular disciplines either for degree students or corporate recruiters. There are strong demands for MBA program and believe this would help individual's current or future carrier path (Bell, Connell, MacPherson and Rupp, 2010). In Malaysia context, the current economic downturn could be fuelling the growth of MBA programs.



Members of the huge millennial generation which refers to generally optimistic, talented, well-educated, collaborative, connected, open-minded and achievement oriented generation factored to contributing to the popularity of MBA programs. These members who are actually just beginning to gain undergraduate degrees showed an exceptional interest in higher education (Bell et al., 2010)

Many higher educational institutions that have offered MBA programs tried to become an excellent centre for graduate business and management education in order to achieve their institution objectives. Many business schools use effective teaching method through experienced and qualified lecturers, provide specialized environmentally focused programs, provide great facilities to create good environment and many more in order to attract more students' interest to enroll in programs that will enable them to make social differences in the world (Gloeckler,

2008). Based on surveys conduct by (Martin & Tulgan, 2001) and (Bell, Connell, Hamilton, Motii, & Sanders, 2008), massive numbers of undergraduate students have interest to enroll master's degree. Due to the large numbers of undergraduate students locally and globally, it looks like that they will continue to pursue to enroll MBA programs in record numbers.

Universiti Utara Malaysia (UUM) has offered MBA (general) program and also with several types in minor such as MBA (Accounting), MBA (Supply Chain Management), MBA (Technology Management) and many more. Then, based on statistical data received by Othman Yeop Abdullah Graduate School of Business (OYA GSB), total number of student intake of MBA program in UUM for the past six years was not consistent. Statistic showed that student intake increased from 13 students (0.6%) in year 2010 to 158 students (8.0%) in year 2011. Then, the number increased again to 452 (22.3%) students in year 2012. However, total number of student intake decreased for the next 2 years from 379 (19.0%) students to 312 (15.4%) students in year 2013 and 2014. Lastly, total number of student intake for 2015 has increase to 709 (35%) students which is the highest number of student intake for the past six years (OYA GSB Universiti Utara Malaysia, 2015). Even though total number of student intake was not consistent, however it showed the remarkable increase in numbers of student to enroll in MBA at UUM. It also proved that nowadays people are aware on the importance of education. Therefore, many students grabbed the opportunity to enroll in master's degree.

Given the enhancing of importance and popularity of business and management program at higher educational institutions emphasize on Malaysia, this study will be conducted to examine factors that may influence the undergraduate students's intention to enroll in MBA programs. By explaining the enrollment intention from the student's point of view, as a result, this finding will help universities to develop, improve and offer a business and administration program at world class level.

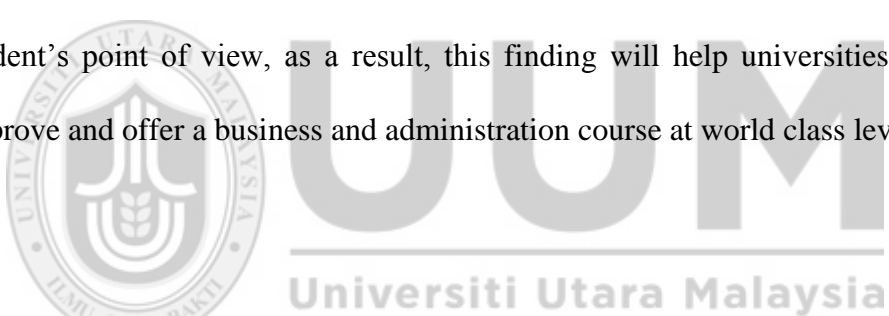
1.2 Problem Statement

Currently, work experience and communication skills are very important in fact it can be the key to success in a career. However, qualifications such as higher level of education are important to guarantee success in career. Therefore, people have the right to pursue higher education so that they are able to stand a better chance of succeeding in their career including in business and management.

The problem addressed in this study is that lacks of research study in emphasizing student's intention to enroll in MBA program in Malaysia context is also a contributing factor. Then based on researcher's observation, there are lacks of number of UUM ex-students enroll in MBA program in UUM. Therefore, the objective of this study is to contribute knowledge of examine the relationships amongst factors that influence students' intention to choose MBA programs.

Universities that offer business and administration course for postgraduates need to ensure that the outcome of the learning process is based on the objectives of the university itself. Business and administration course should be able to provide the student in developing their future as business leaders with soft and hard skills and competencies to deal with the constantly changing business environment.

Given the enhancing of importance and popularity of business and management courses at higher educational institutions emphasize on Malaysia, this study will be conduct to examine factors that may influence the undergraduate students' intention to enroll in MBA programs. By explaining the enrollment intention from the student's point of view, as a result, this finding will help universities to develop, improve and offer a business and administration course at world class level.



Numerous studies explain that factors such as personal factors (Porter & Umbach, 2006), parental support (Bebko, 1994; Maple & Stage, 1991; Allen, 2004), financial aids (Hahn et al., 2001; Stage & Hossler, 2000), job opportunities (Roksa & Levey, 2010; Leppel, 2001), program quality (Mubaira & Fatoki, 2011), and cost (Mehboob et al., 2012) contribute to influence students to enroll in MBA program (as cited in Mohmad Jumat, 2014).

Malaysia is one of the developing country whereby there are so many huge organizations from foreign investor are investing in this country (OECD Investment Policy Reviews, 2013). Meanwhile, many graduates are currently trying to grab the

opportunities that had been offered by these organizations in the industry to fulfil their desire to gain money, pursue their dream job and have a better life. However, there are so many degree holders who are struggling to be in a huge organization. On the contrary, for those who already in the organization yet and not satisfied with their income based on their education level, together with the high cost of living especially who lived in the urban area will therefore, grab this opportunity to pursue study to gain better life. Most of the institutions of higher education in Malaysia have indicated the increasing demand for business education (Ming, 2011).

Apart from that, an individual perception which influences his or her intention to take some action and this has associated with intention to continue their study (Ajzen, 1985). Nowadays, many people have same perception that is experiences and skills are more important compared to education qualification. Many huge organizations also fill up vacancies with employees that have more years of working experiences and skills even they have lower level of education rather than someone with high level of education with zero experiences (Richardson, n.d). Therefore, individual and society perception play an important role to influence someone's intention to pursue high level of education.

Besides that, barriers overcome even though there is financial aid provided for individual to continue study. Based on all institution of higher education in Malaysia, students need to pay education fees during the registration using their own money at the first semester for master program. It is because the scholarship and loan can only be given after they have register as a student. Due to this matter, it influences the

intention of the particular individual not to pursue higher education (Yusof, 2008). Besides, scholarship being offered (MyBrain) only covers for education and registration fees. It means that, students have to survive with other alternative to cover cost incurred on house rental and daily expenses. Therefore, these barriers influence a particular individual's intention not to pursue MBA program.

In addition, parents also play an important role in their children's life and they know what is the best for them. Therefore, student's perception and intention is being influence by their parents. Parental support is also one of the reasons that clog the student's intention to enroll in particular program (Calkins & Welki, 2006; Farley & Staniec, 2004; Zhang, 2007). There are a few parents that do not support their children either mentally, physically or financially to further study (Mayer, 2002). For them working is much better because it would help to gain money and support them. Hence, this problem could lead to the less interest of students to pursue higher education.

There are numerous previous research that has been conducted about factor that influence the intention of students to enrol in certain program such as accounting, information system, finance and business (Mohmad Jumat, 2014). However, according to the knowledge of the researcher, there are lacks of research on MBA program in Malaysia universities and also there are lack of graduates students from UUM to enroll in MBA program in UUM. Therefore, the main objective of this research is to contribute knowledge to many parties and fill the gap in the research

area by examine which factors that significantly determinants student's intention to enroll in MBA program in UUM.

1.3 Research Objective

This research will be conducted to investigate the factors that influence students' intention to enroll in MBA. Therefore, there are six research objectives which are:

1. To examine the relationship between personal factor and intention to enroll in MBA program
2. To examine the relationship between parental factor and intention to enroll in MBA program
3. To investigate the relationship between financial aids and intention to enroll in MBA program
4. To identify the relationship between job opportunities and intention to enroll in MBA program
5. To examine the relationship between quality of program and intention to enroll in MBA program
6. To investigate the relationship between cost and intention to enroll in MBA program

1.4 Research Question

This research has been conducted followed by the statement of problem with the intention to respond and examine the question below:

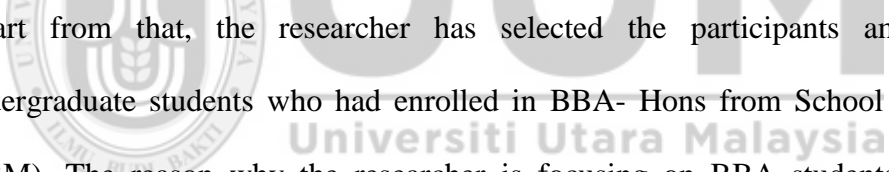
1. Is there any relationship between personal factor and intention to enroll in MBA program?
2. Is there any relationship between parental support and intention to enroll in MBA program?
3. Is there any relationship between financial aids and intention to enroll in MBA program?
4. Is there any relationship between job opportunities and intention to enroll in MBA program?
5. Is there any relationship between quality of program and intention to enroll in MBA program?
6. Is there any relationship between cost and intention to enroll in MBA program?

1.5 Scope of Research

This study aims to examine the relationship between personal factors, parental support, financial aids, job opportunities, quality of program and cost and students' intention to enroll in MBA program. The study will be conducted in focusing towards Institution of Higher Education which is emphasizing on UUM. UUM was established on 16 February 1984 under the University Utara Malaysia 1984 Order

(Statutory). UUM was established with specific mission of providing a leadership role for management education in the country. This university is also known as a management university with its slogan “the eminent management university”.

The importance of choosing UUM for this study is because the researcher wants to know either the intention to enroll in MBA is high or not among degree students especially Bachelor of Business Administration with Honours (BBA- Hons) students from UUM. Apart from that, importance of choosing UUM as a scope of research is because UUM is one of the institutions known as the best business and management university.



Apart from that, the researcher has selected the participants among UUM undergraduate students who had enrolled in BBA- Hons from School of Business (SBM). The reason why the researcher is focusing on BBA students is because subject taken by MBA students quit similar with BBA but difficulty level is different. It shows that BBA students already had basis knowledge in business learning system and may proceed to MBA program easier. Additionally, learning outcome of BBA program is different with MBA program whereby MBA program generally focus on the transforming students or employee to become leader. Moreover, there are differences in teaching method, environment and objective. Furthermore, the researcher chose to focus on students from year one to final year as participants in this study. Therefore, undergraduate students of Bachelor of Business Administration with Honour from School of Business are used as a sample for this study.

1.6 Significant of Research

The purpose of this study is to identify the factors and examine the relationship between the selected factors that influence students' intention to enroll in MBA program.

Firstly, even though there is extensive, wide and well-defined body of evidence on factors that influence student's intention and there are many well-researches across a variety of majors regarding factors that influence student to pick a particular major including traditional business major (accounting, finance, marketing) and MIS (Mohmad Jumat, 2014). However, the review on the literature revealed that there is a lacks of previous research in emphasizing student's intention to enroll in MBA program in Malaysia context. Hence, more research is needed in order to identify these factors towards student intention to pursue higher education in Malaysia's universities and this study can be added to the existing limited empirical research stream by studying the selected factors so that an evidence-based strategy can be formed to convince student in degree level to pursue MBA program. Therefore, this findings of this research may contributes to the limited existing literature by testing the relationship between personal factors, parental influences, financial aids, job opportunities, quality of program, cost and enrollment intention of UUM students toward MBA program in UUM. Finally, a better understanding will receive by readers on factors influencing student's intention to enroll in MBA program.

Secondly, the findings of this research may provide invaluable information for Universiti Utara Malaysia and policy maker in order to develop program either to restructure, improve the teaching method according to the current specifics needs. UUM also might create marketing tools to attract students to enroll in this program at institutions of higher education and retain the students at the same time to achieve their goals. Besides that, higher educational institution will be able to use this knowledge to develops or improve marketing strategies and provide better service either in education or administration as a whole.

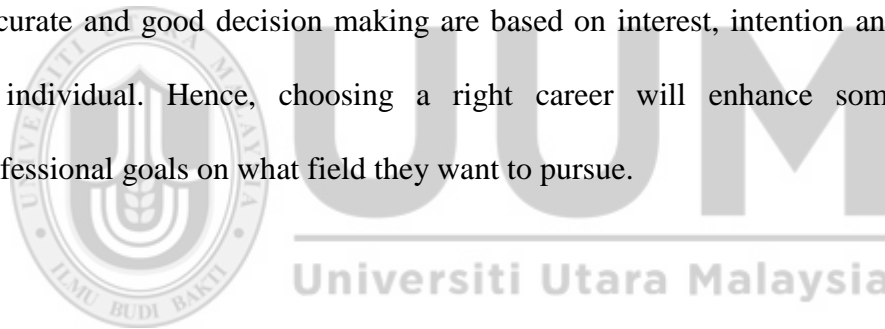
Finally, this study aims to identify the factors that influence students's intention to enroll in MBA program in Universiti Utara Malaysia, Sintok Kedah. Some of the students may have considered limited choices in career selection due to the limited source of information about benefits of pursuing higher education and program availability of master degree in UUM before graduating to justify in making accurate decision. Then, parents and lecturers should take their role in the discussion and counselling time with the children or students as they become the students' assistant to form an all-inclusive career plan by giving adequate information and support them to pursue higher education.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In process of choosing an academic major can be said as an important matter for individual in order to continue study. It is because choosing an academic major can influence an individual's future career. A person's future career depends on what decision we made on choosing academic course (Carnevale, Cheah, & Strohl, 2011). Accurate and good decision making are based on interest, intention and knowledge of individual. Hence, choosing a right career will enhance someone to set professional goals on what field they want to pursue.



Content of this chapter include literature review which will be looking at the previous study to identify what has been found to be significant in influencing decision making in this area. The following literature review will give greater understanding of factors that influence the intention of Universiti Utara Mlaaysia (UUM) student to enroll in Master of Business Administration (MBA).

Literature review in this chapter is structured according to step by step starting from discussion about the concept of education in section 2.1. Then, followed by discussion regarding education in business administration in section 2.2. Next in

section 2.3 is discussion about the enrollment intention on making a decision. In section 2.4 until 2.10 explains about factors and relationship between factors with enrollment intention that may influence students to enroll in the program.

2.2 Concept of Education

Education can be defined as a process of educating or teaching by Webster dictionary (as cited in Yero, 2010). According to Rosado (2000), based on the Latin word *educare* means educate, indicate “to lead out,” or “to bring out”. At any stage of life, education contain the widest possible sense of learning include formal, non-formal and informal education. In a general sense, education is a form of learning whereby through teaching, training or research, group of peoples’ knowledge, skills, and habits can be transferred from one generation to another (Mohmad Jumat, 2014). Apart from that, in order for people to become fully literate and to have developed the educational foundations for a lifelong learning journey, education includes competencies, knowledge, attitudes, values and motivation.

According to a book titled *Plato Selections* that was written by Demos (1927), stated that Plato’s philosophy was insight into the whole of truth. Then, Plato was fully believed that knowledge can be gained by education whereby he or she is capable to know what to do in his or her state in order to nullify bad things in the state (Curtis et al, 1965). Generally, education does play an important role in development of a nation as a whole and can be a key element in order to have better quality life.

2.3 Education in Business Administration

Business education nowadays provides various opportunities for the acquisition of rational knowledge. Most of institutions of higher education either under government or private have provided business education parallel with encouragement of government in order to born and create apprentice of amazing leader and entrepreneur. Most business education aim to embrace the responsibility of preparing student for life by providing opportunities for self-discovery, development of personal mastery and integrity (Katalin & Laszlo, 2015). Besides that, business education also does encourage students to make right and accurate decision in order to be successful which is one of the first basic steps that business school could do.

Higher education in business administration for undergraduate degree has its own good characteristic in terms of learning process. Students not only been tough about theories but also being involved in business. For example, students are exposed to business by selling products or cooperation with large organizations through assignments given by lecturer. This is one of the approaches to teach students how to communicate, cooperate, to build self confidence, to improve soft skills, gain experience and many more. In order to success in managerial and leadership roles by business practice, it depends on a great extent on the level of maturity, growth, self-awareness and personal mastery (Covey,1992; Platts, 2003). Compared to postgraduate level, MBA can be seen as learning process related to their working experience which made the learning process more effective. Apart from that, the courses for undergraduate degree in business on money, administration and

management are sufficiently integrated with those in mainstream economics, management and accounting.

UUM is the one of the largest university that specializes solely in business and management. UUM School of Business (SBM) has offered first degree Bachelor of Business Administration – BBA (Honours) whereby this education programme is focusing on educating students in business and administration with competence in both the business and Malaysian administrative industries.

UUM Othman Yeop Abdullah Graduate School of Business (OYA GSB) is one of the divisions that handles master's degree of business major related. OYA GSB has set a new agenda to be global in practice and content. Therefore, they break down academic boundaries and bring together collaborative teams of expert, to address major business issues. Besides that, via innovation approach, UUM have achieved important agenda. This claim can be proven when the 2011 Innovation Leadership Award was awarded to OYA Graduate School of Business Dean by CMO Asia's Best B-School Award. Another great achievement for the school is OYA Graduate School of Business which was ranked number twenty two in the 2011 World Top 30 Rising MBA Stars. (Othman Yeop Abdullah Graduate School of Business, 2013).

UUM has offered Master of Business Administration that focuses on developing future business leaders with soft and hard skills. The aimed of this program was to

developed competencies among students to confront with the constantly changing business environment. (Othman Yeop Abdullah Graduate School of Business, 2013).

However, there are some arguments according to business education whereby Mintzberg (1994), argued on the business curricula specifically MBA programs whereby people majoring in this program should only be teaching with scientific tools for analysis and decision making. Then, it could cause more harm than good in high-level corporate position because there is no art and craft of leadership.

2.4 Enrollment Intention

There is extensive, wide and well-defined body of evidence on factors that influence student's intention. Hence, more research is needed in order to identify these factors so that an evidence-based strategy can be formed to convince student in degree level to pursue MBA program.

Word intention comes from word '*Intendere*'. This word basically comes from Latin term which refers to targeting specific direction, directing something, on the analogy to drawing a bow at a target and it has been implemented to name the property of minds of having content, being about something (Duranti 1999; Harland 1993; Lyons 1995; Jacob 2003; Nuyts 2000; Smith 2008; Jaszczolt 1999; Woodfield 1994). Due to this statement, it means that intention is the ability of minds to represent objects, properties, or states of affairs.

In Theory of Planned Behavior (TPB), the term intention can be referred as an individual's action towards certain behaviour (Teo & Chwee, 2010). Both researchers agreed that behavioural intention was derived by attitude. According to Ajzen & Fishbein (1977), Theory of Attitude- Behaviour Relations states that there were strong relationship between attitude and behaviour.

Apart from that, Hoffman (2003) stated that intention exist from the mental constructs directed at future action. However, an action can be intentional without being concerned with the future in any way. Based on Searle's Dual Theory (1983) had introduced about intention which can be divided into two which were intention in action and prior action and were different from Anscombe (1957) whereby he clarified that there were three categories of intention which includes expression of intention for the future, intentional action and intention in acting.


Cohen & Levesque (1987) had analyzed the relationship of that intention and rational balance and it showed how intention could be adopted and associated with the background of relevant beliefs and other intentions or goals.

2.4.1 Past studies on program enrollment intention

There are many well-researches across a variety of majors regarding factors that influence student to pick a particular major including traditional business major

(accounting, finance, marketing) and MIS. Therefore, the next paragraph is an explanation of studies in this area.

Zainin Bidin & Hasnah Haron et al. (2003); Zandi & Naysary (2013) have studied about factors that were influencing students' intention to enrolled in accounting major. They have discovered that personal beliefs of students influence their attitude to choose. Making decision on what major to choose was also affected by the pressures from peers and lecturers that also seemed to be the main factors that lead to the student's decision. The research have state that if there was positive belief of the outcome of enrolling in accounting major, they would have a positive attitude towards it.



However, Zandi & Naysary (2013), add another factor that is amount of information on students that may affect student's behavioural intention to choose accounting major. Researchers focused towards both male and female student. According to their results, perception and the amount of information on students was a major role in male student's final decision to enroll in accounting program. However, amount of information on accounting program was not considered as an influential factor on female students' decision making process.

According to Mohmad Jumat (2014) mentioned on her study that Simon et al. had reviewed 21 studies related to choice of program and they have identified four important categories in major selection include earning, career opportunities, career

characteristics and the characteristic of the major. Moreover, they also stated that the main factors when individual wants to select a major were job availability, financial reward, and interest in the major/career.

Beggs et al. (2008), studied on the factors that affected undergraduate student's decision to select their academic majors in general. Mix qualitative and quantitative approaches had been adopted in order to identify the main factor effecting student's decision. Based on the qualitative approach, it showed that there were six important factors involved which were information search, match with interests, job characteristics, financial consideration, psycho or social benefits and major attributes. Finding of this study showed six factors followed by most important: Match with interests, major attributes, job characteristics, financial considerations, psycho/social benefits and information search.

Study from Jordan by Al-Rfou (2013) studied about impact of personal factors and future jobs either influence or not on the choice of business major. This study also discovered that siblings and friends were considered as an important source to select the major but the main influence on the major selection were parents, while the teachers and media were least among the selected factors. The researcher also found students had intention to enroll caused by future job factors and agreed that decision influence by future earning, career option, occupational prestige and type of work were the most important factor to make selection. Moreover, Pearson & Jenkins (1997) clarified that over 19 percent of incoming fresh graduates agreed that parents

were the most significant factor that encouraged student to select which major to pursue and agreed that teachers were the second most influential.

According to Downey, McGaughey, & Roach (2011), discovered that students' pursuing different majors tend to choose majors that they see as good for them which they could fit in with the job description – it reflects their interest. Interest in the field was the most significant influence on individual's attitude towards individual's choices. They also found that the job availability and job security as the major affecting overall on business student choice of major program. However, these researchers had stated that some of the previous findings clarified that specific interpersonal influences such as parents, high school teachers and peers were relatively unimportant which contradicted with other prior study above.

Apart from that, based on Li & Thomson (2011) investigation using survey based-method, regard factors that had major influence toward business students to choose their career and student's perception of Management Information System (MIS) program which led to the results that showed the career-related and personal interest were the biggest attributes on student's choice of major. Additionally, Downey, McGaughey, & Roach (2011) conducted a study toward student's attitude on his or her choice of major influences, the intention to choose career work in the major field. In turn, there were variety of factors and the result was intention to work in particular business field leading to the attitude toward choice of major.

Similarly, DeMarie & Aloise-Young (2003); Uyar et al. (2011) results showed that factors such as career, the interest in the area and enjoyment of learning were the reasons for selecting major for business. Same as Kim et al. (2002) clarified the reasons of choosing a major includes interest in career linked to the major, better job opportunities, fit with abilities and desire to run a business in the future and projected earnings in the related career. Lowe & Simons (1997) in other words found that business or earnings, career selection, initial earnings and ability were the most prominent factors influencing the choice of major.

Hence, based on the prior studies it can be concluded that the main factors that influenced student's decision to choose their major was referents (family, parents and teachers), career opportunities, characteristic of the major, interest on the field, financial consideration and the perception of the students toward the program.

2.5 Personal Factor

Based on the Health Promotion Model, personal factors can be categorized as biologic, psychological or sociocultural (Pender et al., 2002). Personal factor also can be categorized into constitution, personality and character, communication skills and sense a self. Constitution refers to the person's physical state such as health condition. Then, if someone have any syndrome, disorder or condition, it may impact on person's behavior.

Personality and character can affect the behavior of a person and it can also detect that if the person is an extrovert or introvert. Communication skills here include a person's ability to understand and act on the communication of others and to communicate their own thoughts, feelings and needs to those they are with. Lastly, sense a self related to self esteem, self knowledge, cultural, religious and others. (Paley & Wakefield, 2011).

2.5.1 The relationship between personal factor and enrollment intention

According to Downey, McGaughey, & Roach (2011), they conducted a study on attitude which influence in choosing a business major (MIS) then found that a major's influence towards intention to choose career was the student's attitude. Besides, students use their intuitive manner and not relying on outside information in the matter of making decision on major choices (Li & Thomson, 2011). There were other variety of factors influenced this matter such as interest in major field, job security and availability, social and personal image, and many more. Moreover, Adams, Pryor, & Adams, (1994); Malgwi, Howe, & Burnaby, (2005); Mauldin et al., 2000; Strasser et al., (2002), had agree that interest in the field has long been recognized as an important factor in choosing a major and working in that field following graduation which as cited in by Mohmad Jumat (2014). Therefore, it makes sense whereby students typically choose major fields that they find interesting and this is based on empirical evidence.

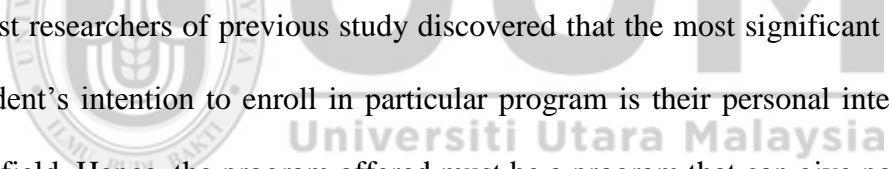
Apart from that, other empirical research by Beegs, Bantham, & Taylor (2008) found that many of the study, participants emphasized the importance of how good and strong the major match with their personal interest or strength and by the extension of the likely job prospects that will follow upon graduation towards their choices. Therefore, requirement of major on the strength and abilities need to be communicated appropriately in order for student to match with their own perceived strength and abilities. Porter & Umbach (2006) refers to the “Person-Environment Fit” which suggests that students will have better future outcome when they choose a major that fits with their personality, interests, beliefs and political views.

Sense of social responsibility also can attract student to make decision on major. In other words, they have a desire to serve others by giving back to society for materialistic or monetary rewards. This is based on Duffy & Dik (2009) whereby they had discovered that individual's satisfaction not just came from income or social status but was derived from intention to making a difference to the world.

Another attributes that play a role in decision to choose a major is personality characteristics. According to Pringle, Dubose & Yankey (2010), some major and the occupation do carry few stereotypes and students make decision on major based on personalities to fit with those stereotype. For instant, marketing major is more on to creativity and enthusiastic meanwhile accounting and finance majors are seen to be more analytical. However, Porter & Umbach (2006) did not agree on this statement whereby major decision based on stereotype is no longer true. They have suggested based on their study that self-efficacy was a major's attributes for students to make a

decision of an academic major. Self-efficacy refers to one's belief on self ability to succeed in major choices. This matter can be related to previous success or failure in academic whereby more success in specific area, the more likely a student wants to pursue those areas.

Apart from that, there are few other personal factors that can contribute to a student's decision on choosing a major such as political beliefs. Political beliefs can be influential towards decision making on major. However, it depends on way of approaching finding major that is consistent with the student's beliefs, values, morals or interests that will enhance academic satisfaction (Porter & Umbach, 2009).



Most researchers of previous study discovered that the most significant factor of the student's intention to enroll in particular program is their personal interest towards the field. Hence, the program offered must be a program that can give positive image and attract more interest of student towards that field.

2.6 Parental Support

Parent can be defined as a 'father' and 'mother' where the relationship exists by reason of any of the circumstances set forth in. Parents includes biological parents, step parents, foster parent, adoptive parents, grandparents or other relatives are the persons who provide significant care for children in a home.

Parental support in the other way is intervention for parents on their careers focus to reducing risks or promoting protective factors for their children associating to their social, physical and emotional well-being. Moreover, parental support associate with involvement of children's life and according to Kay Ireland (2014) clarified that parental involvement refers to the amount of participant a parent has when it comes to schooling their child.

2.6.1 The relationship between parental support and enrollment intention

Joseph (2013); Pimpa (2003) agreed that student's family and friends were the important factor in the selection of business studies and a college major. There are many type of support from family especially parents towards their children to encourage them to pursue study in particular major. Based on Brandl (1998), he agreed that schools and parents do build effective educational environment for their children.

There are three different forms of influence provided by parents which are: (1) Parents as a role models (Hackett et al. (1989). Defined by Adams & Adams (1994), whereby role model as the one who leads by a positive example. Daughter make selection of college major could positively associate with mother's influence as a role model (Hackett et al., 1989). (2) Parents as an encouraging force whereby parental encouragement given to the students to go for higher studies in college (Hossler et al., 1999). (3) Parents as contributor of information which is an important

source of information for other students after graduation. Parents are one of the primary sources of information for higher education to students (Joseph, 2013).

Besides that, the atmosphere in the family environment will influence student to build up their future. Along with other important factors, the family members are able to drive a student to choose the business college major. Additionally, Hoffman, Goldsmith & Hofacker (1992) discovered parents' factor was a stronger influence on business student's career expectations. Moreover, it is natural to assume that college student making decision on selecting the major by following their parents' footsteps (Simpson, 2001).

Downey, McGaughey & Roach (2011) mentioned in his research that there are many potential important factors for student deciding their major or career which include parents or family (Calkins & Welki, 2006; Farley & Staniec, 2004; Zhang, 2007).

Additionally, the main source of information to student is family and parents to select major. For example, Maple & Stage (1991) have clarified that parental factor are likely associated to the decision made by student regarding major in mathematics or science.

According to Fass & Tubman (2002), agreed that family and parental relationships were still largely influential on late adolescents and college student. Furthermore, family members that practiced open communication were frequently promoting positive influence towards the behaviours and attitudes of college-aged children

(Booth-Butterfield & Sidelinger, 1998). Moreover, Taylor & Haris (2004) mentioned that through interactions such as conversation and reaction (both verbal and non-verbal) by parents do influence children on career path. They have found that parents' comments, beliefs and interactions with their children may influence their child's vocational development. Besides, study by Kim et al., (2002) clarified that parents' influence give impact to student's choice of decision towards business major except for those who chose accountancy as their major.

However, there were several studies conducted in United States of America and United Kingdom showed negative fact that some students were not receiving any support and encouragement from their family because their family members include parents never had higher education experience (Smart, 2009). In his research, As cited in by Smart, Moortgat (1997); Ozga & Sukhnandan (1997) who determined that family obligations particularly child care and family commitments normally gave negative effect to the girls in their desire to pursue in higher education.

Apart from that, there were few research (Crockett & Bingham, 2000; Mau & Bikos, 2000; Teachman & Paasch, 1998) had discovered and agreed that both parent's education and income can be as a career aspirations towards their children and directly influence their decision to choose a major. Additionally, occupation or career of a father is highly correlated with his son's occupation (Blau, 1992; Blau & Duncan, 1967; Conroy, 1997). Moreover, interference and influence by parents eventually will motivate student to pursue specific subject for higher studies (Simpson, 2001).

Commonly, parents back off and try not to get involved in children's life when they get older. If parents use accurate method in helping to form their children from the beginning, it can positively affect their children throughout their future lives. There are numerous study that examined the influences of each parent on the choice of children's career. One of it is Mickelson & Velasco (1998) had discovered that mothers were the most influential dominator on children's decision towards career path. They also found that mother's influence gave aspirations to their daughters and occupations were often similar to their mother's professions. Taylor & Harris (2004) agreed on parental support and encouragement had influenced vocational outcome where the attitudes and behaviours that adopted by children towards work could be due to what parents said.

Based on the previous studies above, it can be concluded that family play an important role especially parents supports for students to pursue higher education and decide on choosing a major. The support and positive attitude from parents towards the major or program can influence their children's decision on choosing major in particular field. Besides that, children's understanding and aware of parent's belief on them can lead to the successes in the field in future.

2.7 Financial Aids

Financial aid is a funding that helps students in solving a payment of education-related. The financial assist educational expenses include tuition fee, room and board, books and supplies, transportation and miscellaneous expenses. There are

various types of financial aids which are grants, scholarships or study loans. Basically, “financial need” refers to distinguish between how much costs to attend school and how much family can afford to pay.

Financial aid program have grown in scale since higher education was seen as a serious matter in society. Additional, research on this area has been increasing year by year. Then, financial aid has become essential among college enrolles worldwide. Nowadays, financial aids are provided to all level of student’s families income in the form of grants, subsidized loans, scholarship, and tax credits (Dynarski & Clayton, 2013).



2.7.1 The relationship between financial aid and enrolment intention

There is an extremely hot topic relating to financing of higher education that is faced by students in many advanced countries. Furthermore, policies that expect financial aids to increase university enrollment aimed at persuading low-income families to invest in higher education for their children by using a way in reducing the costs connected to the university attendance that lead to the reducing or containing of inequalities (Mohmad Jumat, 2014).

Financial aid can be one of the attributes that influence student to enroll in college. Based on college choice model theory, financial aids are available when there is increasing number of student’s enrollment in certain college. Yusof (2008) had

conducted a study and discovered that one of the four main attributes in higher education institution was financial assistance offered by university. Therefore, students who accepted financial aid were more driven to enroll in college or university.

Hossler (2000) clarified that there were some critical issue about increment of financial aid confessed by financial aids administrators and scholars in order to achieve enrollment goals. According to Ismail (2007) on his study showed mediating effect of information on college choice revealed that students were satisfied with their choice of college based on their information satisfaction with respect to financial factors which are financial aids and affordable fees. Moreover, Litten (1982); Manski (1983); Jackson (1988) said that availability of financial aids also had a persuasive power toward student college attendance. They also analyzed that financial aid will likely enhance enrollments in college compared than other factors.

Related to increment of college's cost, financial aid is one of the attribute to increase college access and success. Therefore, government and institutional aid program tend to help and ensure the probability of student to pursue higher education is increase. Thus, they are able to afford higher education cost regardless of economic background. However, the information associated with financial aids need to be clear to help student to enter higher education. According to Fund (2003) found that 62% of all parents with children who are planning to attend college did not register their names to the financial aids department. Moreover, they also analyzed that low-income parents were more likely to have lacked of financial aid's information thus

lead to the low level of students' enrollment. Associate with statement above, economic theory predicts that financial aid may influence decisions of low income students to enter college.

Based on the increment in college prices, it can affect enrollment decisions. Moreover, a net price after the application of financial aids is the most influential factor (Long, 2013). Dowd (2006) had conducted research on the effects of loans and debts of students who had enrolled in college. For those who decide to pursue Business Administration studies, financial aids is one of the main factor that influence student's decision to pursue higher education due to cost of higher education has increased worldwide (Jospheh, 2013). Finance is very important to someone who wants to pursue higher education. This was based on the finding of Business Innovation and Skills research paper (2010) and this research was focused more on the determination of where to apply and study instead of what to study whether not to study at all.

Financial is one of the crucial matters for student to entree college or university and this can be a problem to low income families as they cannot afford to pay for their courses in college or university. Therefore, money is a motivating factor for student's decision to be enrolled (Reid, 2011).

Apart from that, tuition, financial aid policies and students' socio-economic status may influence student's decision to pursue higher education. This statement based on

the prior study of Demi, Coleman-Jensen & Synder (2010) agreed on students who are financially affordable will lead to the increase in college enrollment. Those financially affordable ones will make them possess “tuition elasticity close to unity” which means if one percent increase in tuition fees will lead to one percent of decrease in enrollment. Students with better socio-economic background does have positive effects on selecting a career whereby they will take into consideration the cost of education before selecting specific major of study. Additionally, higher level of income and higher level of parental education was strongly associated with intention of student to enroll in higher education (Demi,et al, 2010).



Based on the previous empirical research, it can be said that financial aids did help student to pursue and enroll in college. It can be applied when choosing a major because the availability of financial aids and scholarship offered will drive the students’ intention to enter the program. It means that students who qualify to receive a financial aid are more likely to enroll in the program. Thus, it can be summarized that financial aid is one of the main factors that influence students’ intention to enroll in a program or major.

2.8 Job Opportunity

Morin (2004) defined “meaning of work” as the significance the subject attributes to work, representations of work, and the importance in life. The researcher did mention on the three major concept of meaning of work includes (1) The significant of work, (2) The work values, and (3) The work coherence. Besides that, the term “jobs” can

be defined as all positions of employment that are filled by the employee (Federal Statical Office, 2014). Job opportunity mentioned by Collins (2014) refers to opportunity of employment.

There are several reasons and purposes that influence people or individuals to pursuing higher education. High school students intend to pursue higher education because they see more advantages and opportunities in future if they pursue higher education and get their dream job. Moreover, an individual that already have a job still have the willingness to pursuing higher education partly because they can earn more, along with wider opportunities in the career, expand knowledge base and also increase a potential.



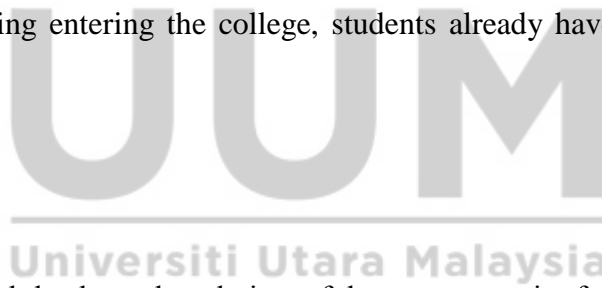
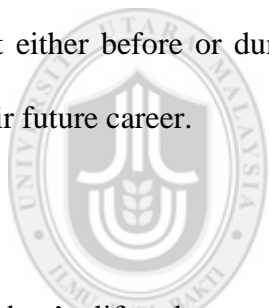
2.8.1 The relationship between job opportunity and enrollment intention

Odia (2014) has found in her study that socio-economic, teacher-related and parental factors did not influence students' enrollment in social studies whereas employment opportunities, gender and environment factors influence students' enrollment in social studies program. Therefore it showed that employment opportunity have influence on students' enrollment in social studies at post secondary level of education influence students' enrollment in social studies.

Nowadays, there are many job opportunities out there to be pursued. However, in order to get a job, someone needs to be competitive and have better qualification to

compete with others. Therefore, career or job opportunity also can be one of the main reasons toward desire to enroll in major. According to Hafer & Schank, (1982) found that availability and job security was very important to student in order to make decision in selecting a major.

Besides, a study by Downey, McGaughey, & Roach (2011) found that a student's attitude was relate to choice of major and this led to the influence of selecting a career in major field and in turn influenced by various factors such as interest in major field, job security and availability, social and personal image, and difficulty of the major and its workload. Same goes to Mariani (1996) discovered in her research that either before or during entering the college, students already have thought on their future career.



Student's lifestyles could lead to the choice of better career in future because students with good lifestyles tend to have greater financial rewards and higher social status upon graduation. Pascarella & Terenzini (1991) did agree on others that career opportunities and reward had a significant impact on academic major. Based on Kochung et al (2011) stated that certain benefits were expected when it comes to the decision making on career choices. The benefits were referred to outcome expectations which include availability of jobs, employment security, prestige associated with the profession, and many more. Moreover, purpose of choosing an academic major by student will lead to the employment in the future. Same goes to (Dietz, 2010) did agree on his study that employment opportunities and starting salary were the most acceptable reason for choosing a business major.

Besides that, there are 21 studies related to choice of major has been reviewed by Simon et al and they have found four determinant categories in selection of particular major. Four determinant categories include earning, career opportunities, career characteristics and the characteristics of the major. Due to these findings, it is proven that a job opportunity is one of the main attributes that influence students to enroll in higher education.

On the other hand, study conducted by Hogan & Li (2009) identified on reason why business student choose major particularly in MIS program. These researchers discovered that there were three main factors that totally influence student's decision to choose their major which include career related issues, students' interests toward MIS and social and referent factor. Due to this finding, career related issues is the most important determinant which include prospects of the major which are promising and that major has well-paid jobs. Same goes to Ming (2010) who has proven that career opportunities was one of the reasons why students was attracted to post-secondary education. Moreover, students often made decision to pursue higher education because of the existing job opportunities for college graduates (Ming, 2010).

Most of prior evidence in the finding above agreed on the career future is one of the main dominator of enrollment major selection. However, there is one study which contradict from studies above which was conducted by Ferrat et al. (2009). This study was a qualitative study whereby there were 50 students participated purposed to understand what is meant by "subject matter interest" when selecting major. This

matter was labelled as “smiFactors”. Then, at the end of the research, there were three main factors has been identified which are job/career prospect (including variety of jobs/career path, job availability, employment security, advancement opportunities and salary) and self-efficacy beliefs. Therefore, it can be conclude that job opportunities is an important factor that influences student’s intention to enroll in major field.

Based on prior studies above, it can be concluded that job opportunity is one of the main factor that derive student to pursue higher education and influence their intention to enroll in particular major.



Based on Etymology Dictionary by Harper (2010), defined major as a subject or field of study that was choosen by student to represent their other principal interest and upon which a large share of their efforts are concentrated.

Nowadays, there are various major that have been offered by many government and private institutions of higher education from diploma to doctoral level. These organizations provide opportunity to the students to enroll in the particular major or field that they desire to enter based on their qualification. These organizations also compete to improve the quality of the program or major in order to aimed better outcome (graduates) in the future.

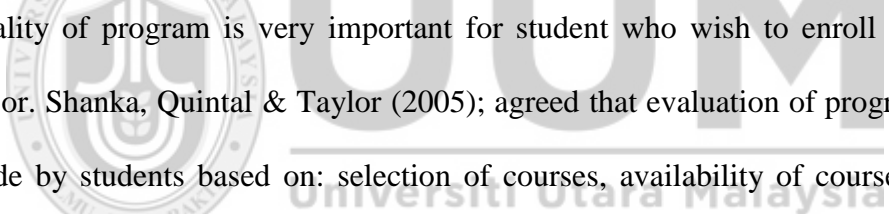
2.9.1 The relationship between quality of program and enrolment intention

Research conducted by Ford et al. (1999) discovered that there were several program issues impacted on student's decision to choose higher education institutions. These program issues include range of programs of study, flexibility of degree program, major change flexibility and range of degree options.

Mubaira & Fatoki (2012), conducted a research on the determinants of the choices on universities by foreign business students. They have found that quality of program was significant toward the choices of universities by foreign business students. Other study also have proven that university attributes did influence the student's choice of university and major program which are lectures' quality, availability of desired programs, international recognition, quality of college facilities, class size, level of subject difficulty and availability of financial support (Burns, 2006; Ishmail, 2008).

Other research conducted by Ming (2010) on main factors particularly on the institutional that affect student's college choice and decision on higher educational institutions. Good marketing strategies created by universities and colleges could attract and influence student to enroll in particular program. Marketing strategies include critical issues such as course information, career information, physical aspect and facilities must be considered seriously by higher education institution in order to sustain competitive advantages (Joseph & Joseph, 2000). Additionally, respect towards academic recognition does influence student's intention to enroll in major and satisfied with college choices (Ismail, 2009).

Reputation for an institution is also important for student in order to make decision towards college and major choices. Good image of higher educational institution does exist based on the excellent services provided. Then, good reputation of an institution derived from various types of university attributes such as programs offered. Besides that, suitability of programs is one of the most important attributes to influence student's choice of college (Hooley & Lynch, 1981). Moreover, excellence image in higher education comes from establishing the best teaching practices contributes to the student's performance (Anderson, 2005). Hence, reputation of university and college as a whole is very important to attract students' enrollment.



Quality of program is very important for student who wish to enroll in particular major. Shanka, Quintal & Taylor (2005); agreed that evaluation of program that was made by students based on: selection of courses, availability of courses and entry requirements; quality and variety of education. Additionally, Holdsworth & Nind (2006) agreed on the quality and flexibility of degree as a program evaluation by students in order to choose university and major. Similarly, research by Fernandez (2010) examines on the students who enrolled in public institution in Malaysia and found that consideration of quality of education and pecuniary factors influenced students to choose public institution of higher education.

Based on higher education environment in Malaysia context, Baharun (2002) discovered that there were several reasons why students choose certain university to enroll particular program. It was determined by types of academic programme

available, quality of education, administration standards, faculty qualification, convenient and accessible location.

Besides that, other studies also indicated the importance of program towards student enrollment such as study by Yusof et al. (2008) agreed that important factor in college's selection is program. Moreover, content of program did affect the intention and interest of student to enroll in colleges and universities (Wagner & Fard, 2009). Program is also one of the determinants factor for student to pursue higher education.

Based on the previous researches, it can be concluded that universities and college need to ensure the availability of program to meet the market demand. It is important for universities and colleges to organize better and quality program in order to sustain competitive advantages over other institution and increase enrollment. Hence, the quality of the program is important to influence the students' intention to enrol in major.

2.10 Cost

Cost is defined as the price paid or required for acquiring, producing, or maintaining something and usually was use to measure money, time, or energy (Makins, 1991).

2.10.1 The relationship between cost and enrollment intention

Joseph & Joseph (1998) states that as the years go by, cost-related issues seem to be more important. Moreover, Jackson (1986) concluded that college choice will lead to the negative influence towards price choice while financial aid to reduce costs is a positive influence. Webb (1993) states that financial factors includes affordable tuition fees. Apart from that, prior research among three countries include New Zealand, Indonesia and Malaysia showed that cost of education is the main factor in the selection of a college major for business students (Wanger, 2009). Moreover, these authors stated that at the lowering costs can improve college access and completion.

Research conducted by Keling (2006) examined six main institutional factors that attract students to study in Malaysia private universities and one of it is lower costs. Besides that, most students state limitation on geographical location and cost in order to choose particular program. Moreover, academically talented student prefer more on the important of costs of enrollment compare to quality of program in considering to college's choices (Braxton, 1990).

Study by Ismail et, al (2010), showed that financial aids and affordable fees made students statisfied on choices of college. It can be said that cost did influence student to make decision in choices of colleges or universities. Hence, more lower cost and affordable fees offered by higher educational institution, more higher the enrollment of program by student.

Besides that, Canale & Dunlap (1996) also conducted a study that was associated with factors that influence choices of student on higher education institution. Main factors include cost, teacher attributes, area of study offered and academic reputation. Same goes to Smith & Matthews (1990) found that there were four main attributes ranked the highest to be considered by student when choosing a college. These four factors include reasonable cost, the academic reputation, prospects of landing a job after school and pursuing an advanced degree.

Consideration of cost and pricing by student in order to decide college enrollment is one of the important factors in deciding a major. Leslie and Brinkman have conducted a study and showed when price of enrollment rose, it gave negative effects on the number of enrollment in higher education and contradict with enrollment in higher education increased when prices decreased. Hence, reducing tuition fees by higher educational institution had greater positive effect on college.

Cost and pricing is one of the main factor that influence the decision of college choices which could lead to the increasing and decreasing number of student enrollment in college. Moreover, fees and expenses influence the decision of parents and student when deciding in which program to enroll. If the cost of the program offered is affordable, definately students will enroll towards desired program.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The target of this research is to accommodate knowledge associating with motivating factors towards many parties such as institution of higher education in Malaysia by identifying the factors that influence Universiti Utara Malaysia (UUM) students to enroll in Master of Business Administration (MBA) program. In chapter two, the researcher has reviewed the literature regarding identified factors that may influence the student's decision either enroll or not to enroll in MBA program for higher education. Furthermore, prior studies indicate that factors such as personal factors, parental influences, financial aids, job opportunities, quality of program and cost influence the decision to enroll in particular program (Manski & Wise, 1983).

Research framework and the formulation of the hypotheses came out based on previous research. Discussion of methodology to test the hypotheses will be discussed in this chapter. First of all, section 3.2 is a discussion about research framework which contains discussion on theoretical framework. Next, elaboration of research hypotheses in section 3.3 followed by research design will be present in section 3.4. Target population, sampling technique and sample size adopted, in section 3.5 until 3.7. Next is section 3.8 is a discussion of questionnaire design

followed by data collection in section 3.9. Lastly in section 3.10 is the explanation on technique data of analysis

3.2 Research Framework

In chapter one, researcher has mentioned about the main intention of this study which is to explore factors that influences student's intention to enroll in MBA program in UUM. The main question driving this research is – What factors influence student's intention to enrol in MBA program in UUM? The intention of this study clearly to examine how selected factor can affect the student's decision that influences the intention to enroll in MBA program in UUM.

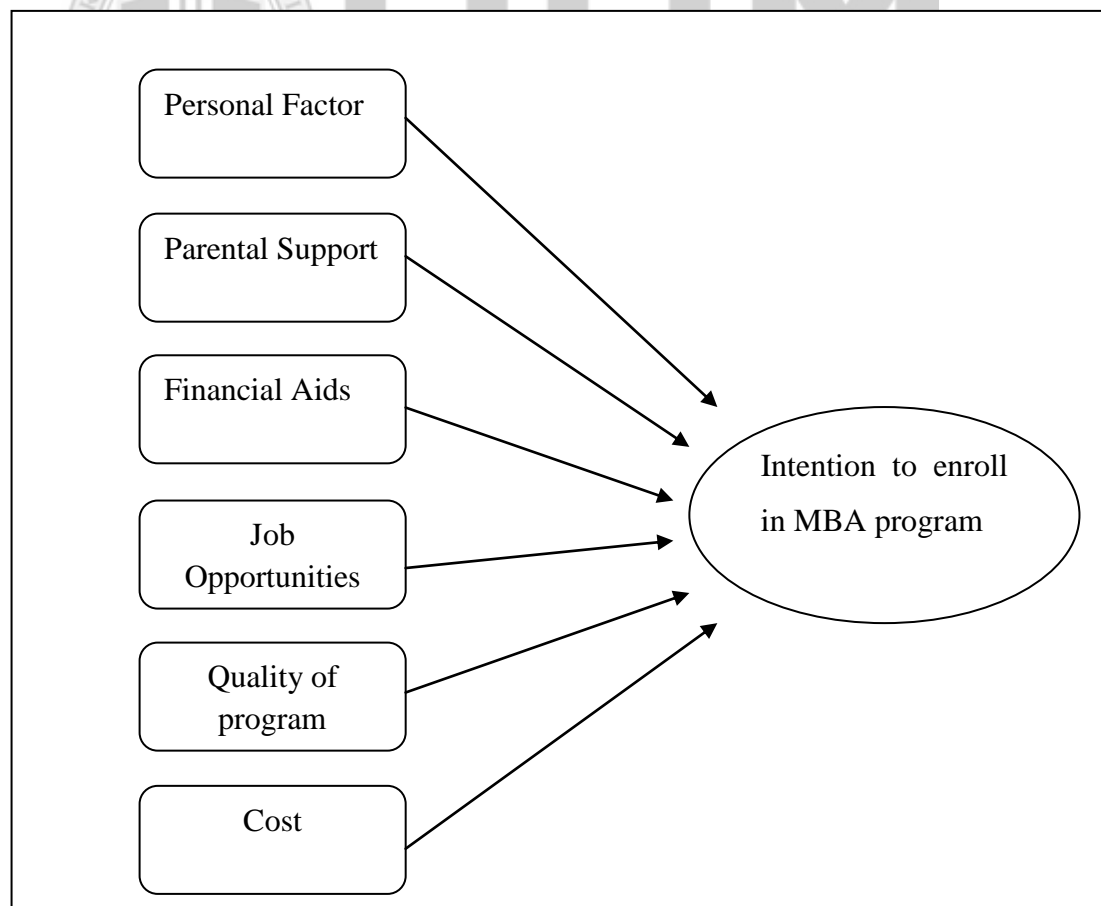
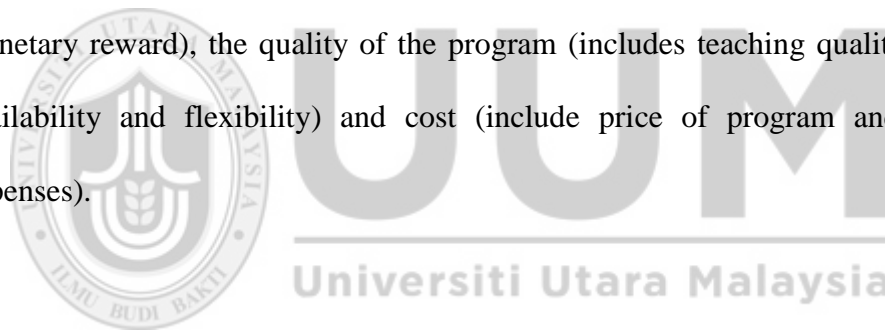


Figure 3.1
The conceptual model derived from the literature review

The theoretical model illustrates that intention to enroll in MBA program as a dependent variable. Besides that, there are six factors as dependent variables which have been identified in the literature. These factors are personal factors (includes the students' belief that there is advancement in career or education, opinion of the students on the program structure, tuition fees, qualification entry, availability of part time studies and the marketability of the degree).

Next is parental support (include the perceptions of Business Administration, support, primary source of information and as role model), job opportunities (includes job security, job availability, social and personal images, stereotypes and monetary reward), the quality of the program (includes teaching qualities, program availability and flexibility) and cost (include price of program and education-expenses).



3.3 Research Hypotheses

The research hypotheses are based on the objective of the study

Objective one: To examine the relationship between personal factor and intention to enroll in MBA program

H1: There is a relationship between personal factors and intention to enroll in MBA program

Objective two: To examine the relationship between parental factor and intention to enroll in MBA program

H2: There is a relationship between parental factor and intention to enroll in MBA program

Objective 3: To investigate the relationship between financial aids and intention to enroll in MBA program

H3: There is a relationship between financial aids and intention to enroll in MBA program

Objective 4: To identify the relationship between job opportunities and intention to enroll in MBA program

H4: There is a relationship between job opportunities and intention to enroll in MBA program

Objective 5: To examine the relationship between quality of program and intention to enroll in MBA program

H5: There is a relationship between quality of program and intention to enroll in MBA program

Objective 6: To investigate the relationship between cost and intention to enroll in MBA program

H6: There is a relationship between cost and intention to enroll in MBA program

3.4 Research Design

This section consist an explanation of the chosen methodology for this study. Based on Gillham (2000), does mentioned that one of the research strategies is a case study design which either can be positivist or interpretivist in nature depending on the method of data collection and the method analysis. Due to case study, the researcher does focus to explore a particular issue.

There are two design of data collection can be use depending on the case study which are experimental designs and non-experimental design There are numerous of experimental designs approach such as simple Laboratory experimental approaches or complex Field experimental methods. Experimental research design conducted by Wagner & Fard (2009) was to examine factors that influence students choosing to undertake higher education used experimental research but the experimental situation was too simple which led to the invalid. Moreover, problem exists in succeeding good control to making replication viable when it comes to experimental.

A survey in other words is a non-experimental design whereby it helps researcher to gain information and details about practices, situations or opinions at one point in time by distributing questionnaires or run personal interviews. However, this approach does have limitation whereby the possibility of obtaining insight relating to the cause of or the processes involved in the phenomena being studied (Burns & Grove, 2007).

A longitudinal design is very different from other research design whereby it looks at changes in the same subject over an extended period of time. A longitudinal design approach is very expensive and time-consuming design. In order to run this approach the selection of some matter is very important such as the area to be examined, the variables and their measurement before data collection had been done. Subject bias may occur when using this approach and loss of subjects can be high which could lead to the decreasing of the validity of the findings (Burns & Grove, 2007).

Research question of this study can be answered using information based on research design. Overall, theoretical framework that showed above does help to achieve researcher's objectives. Based on research objectives, researcher has adopted a quantitative descriptive design and is exploratory. The descriptive approach is adopted in order to know what factors that influences students to enroll in MBA program. Due to limited number of previous studies in Malaysia for this area, exploratory research is one of the best choices to use. Sekaran & Bougie (2010), stated studies that undertake descriptive study is able to describe the characteristics of the variables of interest in a situation. It is a suitable method to use in order to understand a topic yet provides no explanation for the causes of the phenomena.

In order to gain in-depth understanding of numerous influences on a variable of interest on research objectives, a quantitative descriptive was employed in this research. Researcher chooses to use quantitative descriptive because it simply describe what is going on in the data. It also helps researcher to describe the characteristics of the variables of interest in a situation.

Due to the limited number of prior research about this area in Malaysia, the researcher adopt exploratory approach in order to investigate relationship amongst personal factors, parental influences, job opportunities, program quality and cost as well as to examine the appropriateness of the proposed theoretical framework.

An exploratory study was undertaken by testing hypotheses for more understanding of the numerous factors which influence student's intention to enroll in MBA program. Besides that, it is suitable method to understand this topic and predict the relationship among variables. Therefore, exploratory research and some theoretical frameworks or models are very important in order to understand and predict the relationships amongst variables (Fletcher 2004; Zepke & Leach, 2005).

3.5 Target Population

This research has been conducted in a form of research case. Research case actually is research that focused only on one population in institution of higher learning. Population refers to the total of collection on elements or cases which can be comparable and population include group of people, moment or good. Identifying the target population that the researcher wishes to investigate was one of the process of sampling (Sekaran, 2003). Besides that, identifying the correct population is very important to prevent invalid data and limit generalization of the findings of the study.

The researcher has chosen School of Business, Universiti Utara Malaysia, Sintok, Kedah as a research venue. This venue has been chosen for this study because it is easy for researcher to cooperate with the Administration in order to get students' details. Researcher has only chosen one program from School of Business in order to run this research which is Bachelor of Business Administration with Honours (BBA-Hons) program. Researcher chooses BBA program student as respondents because subject include in MBA program quit similar with subject include in BBA program but only the difficulty level are different. It shows that student who enrolls in BBA program already has basis knowledge in business learning system. Therefore, this could create interest and confident in order for them pursue MBA program.

Research population in this study consist first year student to fourth year student from BBA-Hons program in UUM, Sintok, Kedah. Rationally, this population has been chosen to detect how far their intention to enroll in MBA program. Total number of population (active status) for BBA (Hons) is 1434 students.

3.6 Sampling Technique

Sample refers to the subset of population which is a part of members from a population. Sampling method can be referred as a technique or process that analyse the characteristic of the identified population which by selecting a sufficient number of the right elements from the population. Based on Sekaran & Bougie (2010), there are two categories of sampling which are probability and non-probability sampling. Probability sampling was adopted when elements in the population have a known

chance of being chosen as subjects in the sample. Then, the researcher can use sample that is obtained randomly to achieve this probability, and this sampling has least bias and offer the most generalizability (Burns & Grove, 2007). Probability sampling designs can be divided into four different types of sampling which are (1) Simple random sampling, (2) Cluster random sampling, (3) Stratified random sampling and (4) Systematic sampling, (5) Proportionate stratified random sampling, (6) Disproportionate stratified random sampling, (7) Double sampling (Sekaran, 2003).

Non probability sampling in other words does not offer the generalizability to study's finding because not every element from population has a chance or unknown chance of being chosen as subject in the sample (Sekaran, 2003). There are numerous type of sampling designs for conducting non probability sampling which are (1) Convenience sampling, (2) Purposive sampling, (3) Network sampling, (4) Quota sampling and (5) Theoretical sampling (Sekaran, 2003).

According to this research, the researcher has decided only students from SBM were chosen to participate in this study. Specifically, the study aimed BBA (Hons) student from year one to year four during the first semester 2015/2016. Due to this specific selection of program, the researcher used probability sampling category whereby every elements in the target population has an equal chance to be selected for this research. In order to achieve this probability, the researcher refers to schedule of Krejcie & Morgan (1970) to determine the sample size from overall population for determining sample size followed by a given population for easy references. The

sample was obtained randomly due to reduce the opportunity for systematic bias in choosing a sample. Hence, increase the representatives of the sample.

This sampling refers to the collection of information from members of the population who are conveniently available to provide it. Barrier does exist in order to get student's data and the rigid procedures need to be followed. However, researcher has divided sample into group or relevant subjects that are meaningful in the context of the study. Researcher has divided 21% of members from each group (year) in the sample. Respondent from year 1 to year 4 will represent sample from each group of year and will be proportionate to the total number of elements. It means researcher employed proportionate stratified random sampling. Researcher chooses this sampling because it provides greater precision compare to other type of probability sampling technique. Hence, there are equal chances given to students from BBA-Hons as sample according to years of current studying.

3.7 Sample Size

Determining sample size in order to conduct study is an important part of planning a quantitative study. An accurate size of sample enhances researcher to provide reliable estimates of population parameters. According to Lenth (2001), the results of study may not be reliable if the sample is too small, and it could be a waste of resource if the sample is too large and reliable and valid sample depends on which approach is taken. Sekaran (2003), one can specify a desired level of confidence (or

Type I error), normally a 95% confidence level, to determine the sample size. In this study, total number of population (active status) for BBA-Hons is 1434 students.

Researcher then has referred Krejcie & Morgan (1970), table to determine sample size for this. According to this table, size of sample for this study is 302 respondents. BBA-Hons students as a respondent respectively from Year One to Year Four were targeted.

3.8 Questionnaire Design

Reliable and valid results are very important for this study. Selected variables should be the basis of the ability to represent and measure the concept accurately and consistently. This could ensure the reliability and validity of a study. In order to prevent measuring error in questionnaire, reliability and validity must be sufficiently addressed. (Hair, Babin, Money & Samouel, 2003). The term reliability refers to consistency and term of validity refers to accuracy (Hair et al., 1998). Besides that, item designed in the questionnaire should accurately represent the characteristics being measured in order to avoid measurement error. Hence, questionnaire design must be clear so that participants can easily select their responses correctly.

Reliability of a survey instrument or a questionnaire depends on consistencies of results which can be obtained from its repeated application and validity defines a measure that measuring the construct it is supposed to measure (Hair et al., 2003). In

this study, full attention is needed in the process of designing a questionnaire to ensure the effective measurement of every single constructs under investigation. Then, each construct will be measured with a set multi-item scales (Hair et al., 2003). Additionally, to ensure the questionnaire is valid, prior validated measures will be used. In the questionnaire, there are two categories which are Part A and Part B. Part A contents detail of respondents which include five demographic items. Part B includes 32 items or possible influence factors. 32 items were used to identify selected factors which influence participants' intention towards enrollment of MBA program. Then, a five-point agree/disagree Likert scale was adopted to measure each of the constructs which are (1 = strongly disagree to 5 = strongly agree) for all of the items. Moreover, the classification of each factors are derived from the literature that was reviewed and these 32 items were divided into six categories: Personal factors; Parental influences; Financial aids; Job opportunities; Program quality; and Cost.

3.8.1 Demographics

Part A in the questionnaire consist 5 demographic items: gender, race, religion, age, entry qualification and current year of studying.

3.8.2 Personal Factors

Part B of the revised questionnaire contains item 1 to 7 which measure Personal factors. Sidin et al. (2003), the one who developed these items found that there were

several criteria that influenced student selection of colleges including personal characteristics. One of the hypotheses in this study is about relationship between student's personal characteristics and intention to continue studying in MBA program.

Item 1 to 7 in the questionnaire is common towards participants and used to measure personal factor. Table 3.2 below shows the list of items used to measure personal factor.

Table 3.2
Measurement of Personal Factor

Items
MBA program matches with my personal philosophy
I have enough information about the availability and structure of MBA program
I think the time required for the completion of MBA program is adequate
I think I afford to pay the tuition fees for this program.
I think my qualification meet the entry requirements for MBA program
I will choose part time studies in MBA program because it is available
I think MBA program provide me the marketability in business industry.

Source: Adapted from Sidin et. al. (2003)

3.8.3 Parental Support

Part B of the revised questionnaire contains item 1 to 7 which measures parental support. Respondent were asked about the influence of parental support did or did not influence their intention towards enrollment of MBA program. Gibson's (2006), on his research found that one of the influencing factors to pursuit higher education among first generation college student was parental support.

Item 1 to 7 was developed by Gibson's study which was to measure parental support.

The following table shows the items that were used in this study to measure parental support.

Table 3.3

Measurement of Parental Support

Items
My parents support me to choose a program in business administration
My parents have a positive attitude towards the business administration industry
My parents believe that I can be successful working in the business industry
My parents think it is good for me to find a job which is related to business administration
My parents often discuss with me about a career in the business administration
My parents have got some accurate information about a program business
My parents can refer me to work in business industry.

Source: Adapted from Gibson (2006)

3.8.4 Financial Aids

In Part B, there are 5 items from 1 to 5 which needed the participant to respond on the matter that influence financial aids toward enrollment of MBA program. Lee & Chatfield (2010) were the researchers who created these items in financial aids attributes. They found that involvement of financial aids did influence the decisions of students to choose which college to attend.

Item 1 to 5 was developed by Lee & Chatfield (2010) study which was to measure financial aids. Next table below listed the items involved in this study to measure financial aids.

Table 3.4

Measurement of Financial Aids

Items
The availability of financial aids was an important factor in my decision to enroll in MBA program
I am knowledgeable of the various types of financial aid programs offered by UUM
The availability of scholarship was an important factor in my decision to enroll in MBA program
I am not likely to need financial aid in the future
I sometimes worry about paying my tuition fees

Source: Adapted from Lee and Chatfield (2010)

3.8.5 Job Opportunities

Job opportunities consists item 1 to 4 in Part B. Participant needed to respond these items in regards to the influence of job opportunities towards enrollment in MBA program. These items also were developed by Lee & Chatfield (2010). Item 1 to 4 has been categorised under socio-economic status factor, explore students' preference by asking whether business administration is viewed positively in Malaysia as a profession and they build hypotheses that job opportunities will affect their interest to enroll in MBA program. The following table shows all items that were used to measure job opportunities.

Table 3.5
Measurement of Job Opportunities

Items
By learning MBA, it provide me the opportunity to work n the business industry
MBA offered me with a diverse position in the industry
MBA provide me an opportunity to have a well paying job expectation of high salary
Getting a MBA is important for my future job opportunities

Source: Adapted from Lee and Chatfield (2010)

3.8.6 Quality of Program

For quality of program, respondent needed to answer item 1 to 3 which relates to influence of quality of program towards students interest to enroll in MBA program. Items in this section were built by Mubaira & Fatoki (2009) which discovered the influence of quality program towards the decision making of students on which college to attend existed.

Table 3.6
Measurement of Quality of Program

Items
I believe that the quality of teaching in MBA program is high
I think UUM provide a good quality of academic facilities
I have a positive attitude toward the image of UUM

Source: Mubaira and Fatoki (2009)

3.8.7 Cost

Cost items consists item 1 to 3 which needed a participant to respond to these items in regards to the influence of cost on the decision of enrollment in MBA program.

Lee & Chatfield (2009) who were the researchers that discovered the items for cost and below are the following list of items involved in questionnaire.

Table 3.7

Measurement of Cost

Items
The cost of living in UUM are high
The tuition cost of this program is affordable
The amount of debt in loans that I will have when I graduate is high

Source: Adapted from Lee and Chatfield (2009)

3.8.8 Enrollment Intention

Enrollment intention rolled as dependent variable in this study and this questionnaire consist item 1 to 3 regards their opinion on enrollment intention. Chen et al. (2010) who discovered that a good fit between student and their course of study played an important role in determining the performance outcome of the study. Following item listed in the table below are used to measure enrollment intention.

Table 3.8

Measurement of Enrollment Intention

Items
I intend to enroll in MBA program
I will enroll in MBA program
I plan to enroll in MBA program

Source: Adapted by Chen et. al (2010)

3.9 Data Collection

Primary data is the only source of data obtained from participants for this study. Usually, when researcher decides to use quantitative method, the survey or questionnaire is one of the most commonly used tools in order to collecting primary data from representative sample of individuals. In order to receive better response rate, the researcher personally visited the lecture and venue in order to reach the participants and distribute questionnaires. However, there are some barriers to gain response from some respondents. For example, there are some lecturers who do not want to be disturbed while teaching in class. Therefore, researcher personally went to residential hall where the respondents live to distribute questionnaire. Distribution of questionnaire was made without the participant's knowledge to be invited to participate in the study. The researcher decides this action in order to gain their spontaneous responses, and to increase the actual probability that their responses reflected of their true feelings.

Researcher has provided each questionnaire which was distributed to respondent with package containing of cover letter on the first page followed by MBA program information, demographic information and lastly 32 items revised questionnaire. At first, cover letter contains a research topic, researcher details, purpose of this study, parts in questionnaire, notified participants that confidential of data received and data are only for academic research. Then, none of the items in questionnaire have touched the sensitivity matter of nature. Questionnaire package contains items with simple language and written in English.

The survey was conducted during and before the lecture started whereby the researcher personally asked permission from the lecturer to spent 15 minutes in order to distribute questionnaires to students and collect the questionnaires. Due to this action, researcher was able to increase the interest of participants to response completely and returned the questionnaires to researcher. Questionnaire package were given only to volunteer Bachelor of Business Administration students from each class thereby then collect all of the forms after 15 minutes. The completed answer was personally collected by the researcher from each volunteers. For those who had received questionnaire package at residential hall, the researcher personally distribute only to BBA-Hons female student at night time and collect it after half an hour. Different for male student, researcher has asked two friends to distribute questionnaire due to restriction of female student to go to male residential area and then collect the questionnaires after half an hour. In total, 302 had responded to the questionnaires by first-year, second-year, third-year and fourth year of BBA-Hons students.

3.10 Technique Data of Analysis

First of all, data was collected and accuracy of data was checked. Due to this action, Statistical Package for Social Science Program (SPSS) version 16.0 was used by researcher to analyze data of questionnaire in stage one. Then, SMARTPLS 2.0 was used to analyze the next stage of study which was examined and evaluated the important information in the questionnaires. SMARTPLS program is one of the productive method demonstrating inert variables.

At the beginning of analyzing process, researcher adopted SPSS version 16.0 to detect missing data and also analyzed the frequencies of demographic information in the questionnaire distributed to respondents.

Next stage, the researcher adopted SMARTPLS 2.0 to analyze important variables in the questionnaire. SMARTPLS is software that was developed which purposed to employ for PLS Path Modelling (PLS-PM). This software able to detect “relationship between independent and dependent latent variables as linear composites, much like multiple regression multivariate techniques” (Henseler, Ringle & Sinkovics, 2009).

There are two types of measurement can be use in PLS path modelling which are Formative Measurement Models and Reflective Measurement Models. Based on Formative Measurement Models, there were two main criteria can be evaluated. The first criteria include the significance of weights meaning that estimates for the theoretical framework model should be at significance level. The achievement of this significance level, the Bootstrap procedure can be applied. The second criterion was multicollinearity whereby the researcher needs to test manifest variables in a formative block. In contrast, Reflective Measurement Model can be use in order to identify structural relationship among variables by statistically relating between the latent constructs and the observed variables or indicators of the latent construct (Coltmam, et al., 2008). This model assumes casualty between construct and the indicators. It means a change in the construct causes a change in indicators. When the indicators are highly correlated and interchangeable, reflective model are used and their reliability and validity should be thoroughly examined (Haenlein & Kaplan,

2004; Hair et al., 2003; Petter et al., 2007). Reflective Measurement Models can be evaluate according to the following criteria include factor loading and composite reliability in order to report reliability. According to Henseler (2012), purposed that factor loadings should be higher than 0.7 in order to achieve satisfactory level and the composite reliability as a measure of internal consistency should be higher than 0.6. Then, convergent validity test and discriminate validity will be evaluated in order to report validity measurement for the structural model by following criteria include Average Variance Extracted (AVE) of the latent variable should be greater than the square of the correlation among latent variables (Henseler, 2012) which should be higher than 0.5. Hence, both of these models were employed by researcher in order meet the purpose of this study.

Researcher had analyzed and interpreted two stages sequentially by using a PLS PM. The first one was the assessment and refinement of adequacy of the measurement model. The second one was the assessment and evaluation of the structural model. Purpose of these assessments was to ensure the reliability and validity of the measures prior to the attempt in making and drawing the conclusion on the structural model.

The researcher used model by drawing the structural model for the latent variables and assigning the indicators to the latent variable using drag and drop of indicators. SMARTPLS easily can use by adds the latent interaction term directly with its measures to the graphical path model (Chin et al, 2003).

3.11 Conclusion

This chapter includes a discussion and explanation of the research methodology adopted by researcher for this study. There are full description on process of sampling, data collection and analysis. As mentioned earlier, researcher has chosen quantitative methodology approach and research problem are explained.

Apart from that, this study used sampling techniques called stratified sampling method for probability sampling and researcher chooses stratified sampling method purpose to target the generalisability of the research finding. Every single student with active status who enroll in BBA-Hons program in UUM Sintok are included in the study's target population. Face-to-face survey method of data collection was choose by researcher in data collection purpose to achieve a better response rate.

The questionnaire contains cover letter and the 32 items or possible influence factors. The measure for each construct was carefully selected in order to maximize accuracy which contains ordinal and nominal scales in order to capture participants' demographic information. Then, a five-point agree/disagree Likert scale was adopted to measure each of the constructs which are (1 = strongly disagree to 5 = strongly agree) for all of the items as referred to as an interval scale in business or social studies, to facilitate data processing for quantitative analysis. Last but not least, next chapter provided will explain the data analysis findings.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Profile of the Respondents

Below tables showed the analysis of the respondents' demographic findings which conducted by researcher in order to understanding the profile of the respondents who participated in this research.

Table 4.1
Gender of the Respondents

Variable	Categories	Frequencies	Percent
Gender	Male	49	16.2
	Female	253	83.8
Total		302	100.0

In table 4.1 showed details on the gender of respondents who participated in this survey. Based on first detail of demographic information part is male and female. Respondents need to tick chosen answer about the most describing them self, (1) is for male respondent and (2) is for female respondent. The results showed that female was the majority of participant in this study which were 253 participants with 83.8%. The number of participant from male students was 49 participants and the percentage was 16.2%. The total number of students participated in this study as respondent was 302 in frequency and 100% in percentage.

Table 4.2
Race of the Respondents

Variable	Categories	Frequencies	Percent
Race	Malay	222	73.5
	Chinese	71	23.5
	Indian	6	2.0
	Others	3	1.0
Total		302	100.0

There are many races who participate in this survey. Table 4.2 showed that majority of the respondents were Malay with frequency of 222 (73.5%). Second highest of frequency were Chinese respondents amount 71 with (23.5%), followed by six respondents from Indian student with (2.0%) and the least amount of frequency was three which from other race with (1.0%). The total numbers of students participated in this study as respondent was 302 in frequency and 100% in percentage.

Table 4.3
Religion of the Respondents

Variable	Categories	Frequencies	Percent
Religion	Islam	225	74.5
	Buddhist	64	21.2
	Hindu	8	2.6
	Christian	3	1.0
	Others	2	0.7
Total		302	100.0

Table 4.3 showed finding on the demographic of religion from participate who responded in this survey. Participants from Islamic religion were the majority of this study, frequency of 225 and percentage of 74.5% followed by the second highest was from Buddhist religion with frequency amount 64 (21.2%). Third lowest frequency was Hindu religion with frequency of eight and percentage of 2.6%. Second lowest

was from Christian religion and the frequency was three with 1.0% and lastly was others with frequency of two (0.7%). The total numbers of students participated in this study as respondent was 302 in frequency and 100% in percentage.

Table 4.4
Entry Qualification of the Respondents

Variable	Categories	Frequencies	Percent
Entry qualification	STPM	108	35.8
	Matriculation	157	52.0
	Diploma	28	9.3
	Others	9	3.0
Total		302	100.0

Information given in Table 4.4 was the entry qualification of the respondents that participated in this survey. Students who used certificates of STPM were the highest frequency compared to all entry qualification with 108 and percentage was 35.8% who entered UUM. Next, followed by matriculation certificates with frequency of 157 participates and percentage of 52.0%. Frequency of diploma certificates was the second lower with only 28 and percentage was 9.3% and lastly was other entry qualification with only nine on frequency and percentage of 3.0%. The total numbers of students participated in this study as respondent was 302 in frequency and 100% in percentage

Table 4.5
Current Year of Study of the Respondents

Variable	Categories	Frequencies	Percent
Current year of study	First Year	121	40.1
	Second Year	63	20.9
	Third Year	93	30.8
	Fourt Year	25	8.3
Total		302	100.0

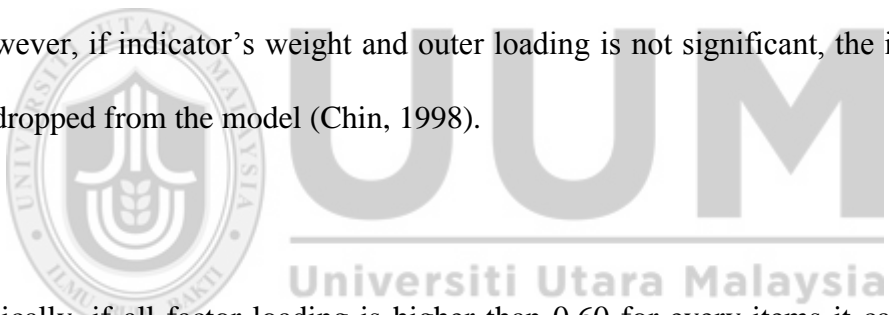
The last attribute in demographic information of respondent in this survey was current year of study. Based on chapter three, researcher had employed proportionate stratified sampling whereby researcher divided sample into group or relevant subjects that are meaningful in the context of the study. The researcher had divided 21% of members from each group (year) in the sample. Therefore, in Table 4.5 showed 21% from total respondents and first year respondents was 121 (40.1%) followed by frequency of third year was 93 (30.8%). Second lowest of frequency based on current year of study was second year with only 63 (20.9%). Lastly, the first lowest of all was fourth year students with frequency of 25 (8.3%). The total number of student participates in this study as respondent was 302 in frequency and 100% in percentage.

4.2 Content Validity

Validity is very important in measurement of items. Accuracy of the measurement is associated with validity (Hair et al., 1998). Basically, most of researcher had used measurement of validity purposed to measure the construct it is supposed to measure (Hair et al., 2003). Specifically, all items in the questionnaire created by researcher

purposed to measure construct and get higher loading in separate construct than loadings on its own different construct.

Table 4.6 is factor loading significant providing the results of correlation of each indicator with the construct factor. Correlation between a latent variable and its indicators is called the loading (Sanchez, 2013). Assessment needed in higher order construct tested by each indicator's outer weigh and outer loading. Basically, if the weight of indicator is significant, there is empirical support to retain the indicator, meanwhile if the indicator's weight is not significant but outer loading is significant which indicates value must be higher than 0.60 the indicator should be retained. However, if indicator's weight and outer loading is not significant, the items should be dropped from the model (Chin, 1998).



Basically, if all factor loading is higher than 0.60 for every items it can be said as reach in good loading. Besides that, all mean in items have high loading once it fits in with constructs. Based on the revised questionnaire, there are 32 items or indicators possible influence factors used to identify selected factors that are influencing participants' intention towards enrollment of MBA program. Exploratory Factor Analysis (EFA) was employed in order to explore the construct dimensions. Firstly, researcher used EFA because researcher wanted to indentify if the purpose factor structures were indeed consistent with the actual data. After researcher had analyzed the consistency of purpose factor structures, there were three items needed to be removed from Personal Factor (PF) construct and two items from Financial Aid (FA) construct because the items did not carry much weight to support constructs

which the value less than 0.6. The rest of items which twenty-seven factors loaded were remained in their dimension because higher than 0.6. Therefore, these items have achieved good measurement model. Then, loadings in the results were very important in order to affirm the content (Chow & Chan, 2008). Researcher used theoretical framework by drawing the structural model for the latent variables and assigning the indicators to the latent variable using drag and drop of indicators and the results showed at the Figure 4.1 and Table 4.6. This drawing called path diagram or an arrow diagram which function as a graphic representation of the relationships among independent and dependent variables present in theoretical framework.

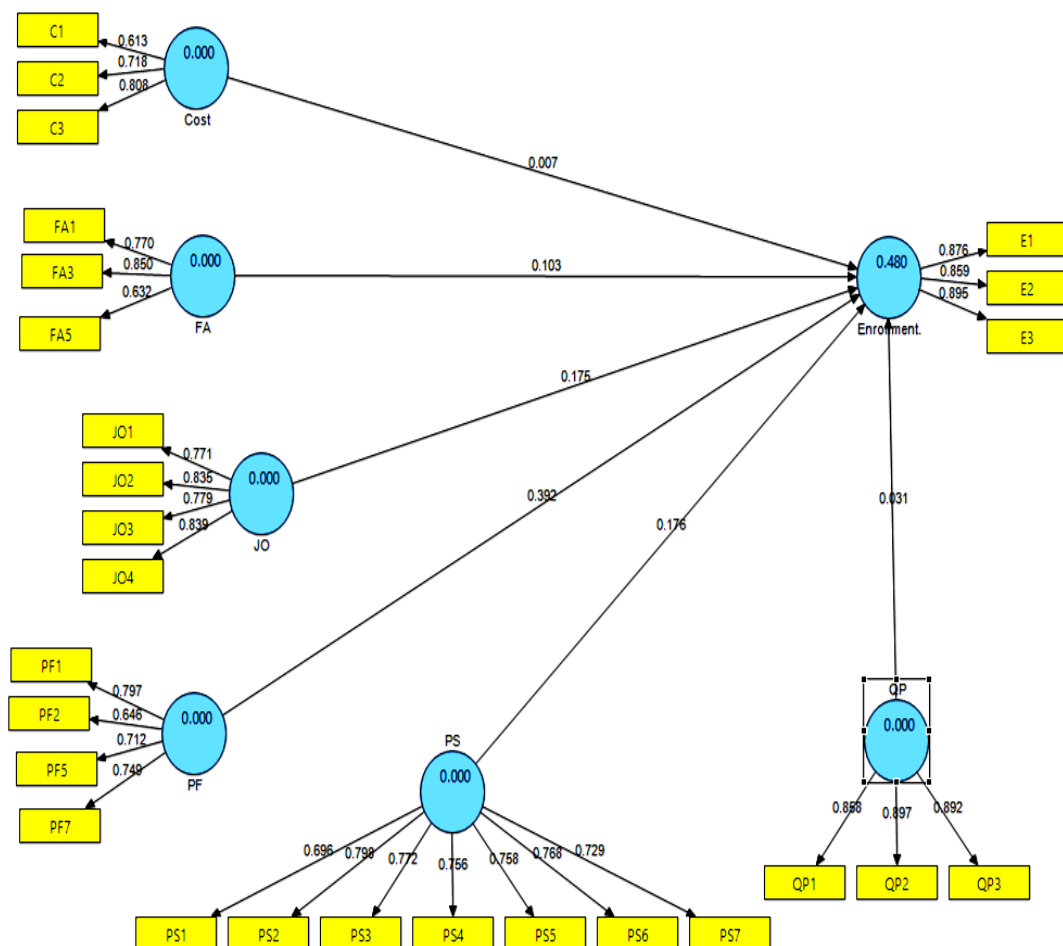


Figure 4.1
Path Diagram of Cross Loading

Table 4.6
Factor Loading Significant

	Cost	Enrollment- Intention	FA	JO	PF	PS	QP
C1	0.613	0.096	0.183	0.111	0.181	0.162	0.172
C2	0.718	0.201	0.109	0.218	0.361	0.187	0.278
C3	0.808	0.238	0.391	0.230	0.163	0.168	0.196
E1	0.276	0.876	0.336	0.472	0.567	0.421	0.390
E2	0.197	0.859	0.249	0.423	0.474	0.509	0.314
E3	0.231	0.895	0.367	0.477	0.590	0.452	0.354
FA1	0.164	0.260	0.770	0.354	0.267	0.276	0.213
FA3	0.308	0.344	0.850	0.398	0.266	0.197	0.266
FA5	0.293	0.202	0.632	0.302	0.134	0.177	0.176
JO1	0.195	0.367	0.413	0.771	0.352	0.370	0.458
JO2	0.253	0.434	0.377	0.835	0.439	0.452	0.559
JO3	0.164	0.332	0.388	0.779	0.281	0.318	0.444
JO4	0.260	0.516	0.352	0.839	0.476	0.418	0.472
PF1	0.191	0.531	0.219	0.401	0.797	0.468	0.297
PF2	0.184	0.335	0.076	0.147	0.646	0.298	0.125
PF5	0.220	0.402	0.197	0.299	0.712	0.419	0.281
PF7	0.342	0.506	0.346	0.514	0.749	0.409	0.437
PS1	0.154	0.348	0.222	0.288	0.341	0.696	0.323
PS2	0.193	0.368	0.261	0.480	0.440	0.798	0.417
PS3	0.245	0.384	0.300	0.459	0.437	0.772	0.426
PS4	0.207	0.428	0.271	0.435	0.407	0.756	0.397
PS5	0.114	0.409	0.144	0.318	0.371	0.758	0.262
PS6	0.119	0.428	0.152	0.283	0.444	0.768	0.183
PS7	0.217	0.386	0.152	0.320	0.485	0.729	0.242
QP1	0.307	0.356	0.262	0.570	0.390	0.380	0.858
QP2	0.209	0.334	0.204	0.485	0.331	0.352	0.897
QP3	0.276	0.375	0.307	0.528	0.359	0.386	0.892

Cost (C), Enrollment Intention (E), Financial Aid (FA), Job Opportunities (JO), Personal Factor (PF), Parental Support (PS) and Quality of Program (QO).

4.3 The Convergent Validity of the Measures

Agreement between measures of the similar constructs but using different method was referred to as convergent validity (Campbell & Fisk, 1959). Convergent validity also known as set of variable which can measure specific elements (Hair et al.,

2010). In the process of discovering convergent validity, there are three criteria that needs to be assessed including the element of loadings, composite reliability (CR) and average variance extracted (AVE) which purposed by Hair et al. (2010).

Then, items were loaded to perform analysis and the results showed that the factor loadings revealed support to convergent validity for six construct because all loadings involved have achieved loading higher than 0.5 which can still be considered significant and most loadings exceeding 0.60. The factor loadings involved ranged between 0.613 to 0.897. Furthermore, items with loading more than 0.70 considered to meet the level of satisfactory stage as recommended in the multivariate stated from prior studies (Hair et al., 2010). Due to the results, Table 4.7 presented a significant level at high number of factor loading which give reasons to conclude that the measures have a convergent validity.

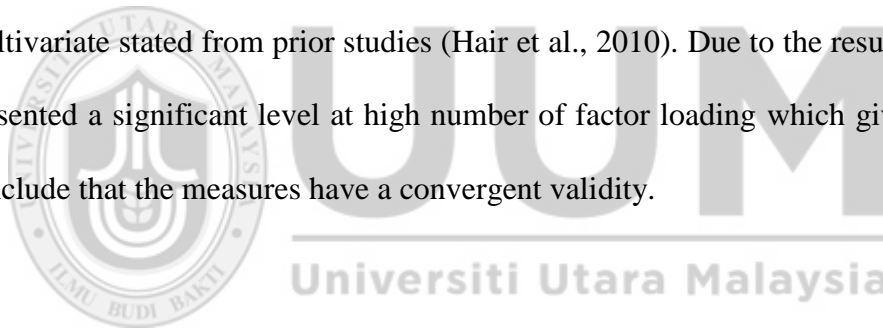


Table 4.7
Convergent Validity

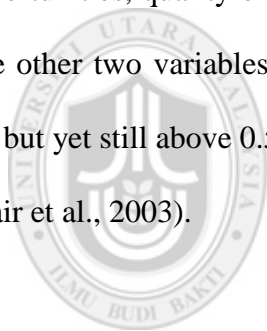
Construct	Item	Loadings	Cronbachs Alpha	Composite Reliability	Average Variance Extracted
Personal Factor	PF1	0.797	0.707	0.818	0.530
	PF2	0.646			
	PF5	0.712			
	PF7	0.749			
Parental Support	PS1	0.696	0.874	0.902	0.569
	PS2	0.798			
	PS3	0.772			
	PS4	0.756			
	PS5	0.758			
	PS6	0.768			
	PS7	0.729			
Financial Aid	FA1	0.770	0.627	0.797	0.571
	FA3	0.850			
	FA5	0.632			
Job Opportunities	JO1	0.771	0.823	0.882	0.651
	JO2	0.835			
	JO3	0.779			
	JO4	0.839			
Quality of Program	QP1	0.858	0.858	0.913	0.778
	QP2	0.897			
	QP3	0.892			
Cost	C1	0.613	0.559	0.758	0.514
	C2	0.718			
	C3	0.808			
Enrollment Intention towards MBA	E1	0.876	0.850	0.909	0.769
	E2	0.859			
	E3	0.895			

a: $CR = (\sum \text{factor loading})^2 / \{(\sum \text{factor loading})^2 + \sum (\text{variance of error})\}$

b: $AVE = \sum (\text{factor loading})^2 / (\sum (\text{factor loading})^2 + \sum (\text{variance of error})\}$

Values showed in the Table 4.7 above was the value of loading, cronbach's alpha, composite reliability and average variance extracted. To show the tendencies of correlations, internal consistency of the final item was measured by researcher using Cronbach's alpha. The Cronbach's alpha refers to a coefficient which indicates to

evaluate how well a block of indicators measures their corresponding latent construct. Hence, cronbach's alpha used by researcher to estimate reliability (Gregory, 2000). High correlation happened when a block manifest variables is unidimensional and this lead to the expectation of high average inter-variable correlation (Sanchez, 2013). An acceptable cronbach's alpha should be 0.7 and above (Nunnally, 1978). It has been proven that if there was an increment of the correlations between items in a scale, same goes with Cronbach's alpha, it can be concluded that there was an increase in the internal consistency of a scale. Table 4.7 above provided information on the Cronbach's alpha for each of the scales on variable. It showed that the alpha value for personal factor, parental support, job opportunities, quality of program and enrollment intention of scales were above 0.7. The other two variables which were financial aid and cost have alpha value below 0.7 but yet still above 0.5 which indicated that all scales have good internal reliability (Hair et al., 2003).



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Reliability can be defined as a valuation on the consistency of degree between multiple measurements of a variable (Hair et al., 2010). Composite reliability can be defined as a measure to the overall reliability of a collection of heterogeneous but similar items. Based on the value in the composite reliability column in the Table 4.7, it showed values rated between 0.758 to 0.913. These values have fulfilled the prescribed estimation of 0.7 and above (Fornell & Larcker, 1981; Hair et al., 2010) which indicated good results in supporting the convergent validity.

Average variance extracted (AVE) also were analyzed by researcher in order to support convergent validity. Average variance extracted (AVE) can be referred as the average VE values of two constructs (Fornell & Larcker, 1981). Evaluation of variance extracted (VE) purposed also to support discriminant validity of construct. It means average variance extracted (AVE) among items have been valuated in order to detect mistakes. The decent level measurement of the AVE's qualities is that the rate must not less than 0.5. If the rate value is greater than 0.5, it can be said that the factors meet enough satisfactory in measurement construct (Barclay et al., 1995). Due to the values in the table above, AVE was rated between 0.514 to 0.778 which was greater than 0.5 and thus indicated that construct validity was at a decent level of measurement (Barclay et al., 1995).

4.4 The Discriminant Validity

Based on the result of the convergent validity, the construct validity is supported the theoretical framework model. Then, discriminant validity is used to assess the construct validation process. Discriminate validity refers to the reflection of the extent to which the measure is unique and not simply a reflection of other variables (Peter & Churchill, 1986). In other words, each dimension of the construct should be unique and different from the other even though each reflects a portion of the construct. Next, the hypotheses were tested in order to measure discriminating validity of items and should not be related for each construct. Due to this matter, Compeau et al., (1999) had clarified that measurement are set up for discriminate validity in order to establish item to correlate.

Discriminant validity test can be evaluated by using appropriate average variance extracted (AVE). The rule of thumb about discriminate validity is the square root of the AVE for each construct should be greater than correlation of the particular construct with any of the other construct. Then, researcher examined the cross loading of each item in the constructs and the square root of AVE calculated for each construct in order to evaluate discriminant validity. Evaluation of discriminant validity should shows that all of the items are higher loading on their corresponding construct than the cross loadings on the other constructs in the theoretical framework. Additionally, Fornell & Larcker (1981) mentioned that the value of AVE for each construct should be 0.50 and above.

In this study, dicriminant validity analysis measurement was supported by Fornell & Larcker (1981) in applying the strategy and method. Therefore, the table of average variance extracted (AVE) square root was provided below in order to show construct inlay on elements and show how the matrix were correlated.

Table 4.8
Discriminant Validity Matrix

	Cost	Enrollment- Intention	FA	JO	PF	PS	QP
Cost	0.717						
Enrollment- Intention	0.269	0.877					
FA	0.335	0.365	0.756				
JO	0.277	0.523	0.468	0.807			
PF	0.325	0.622	0.303	0.492	0.728		
PS	0.235	0.523	0.283	0.488	0.555	0.755	
QP	0.301	0.403	0.294	0.599	0.409	0.423	0.882

Cost (C), Enrollment Intention (E), Financial Aid (FA), Job Opportunities (JO), Personal Factor (PF), Parental Support (PS) and Quality of Program (QO).

Table 4.8 above showed the AVE and cross factor loading extracted for all variables. The element for each construct has higher loading value than the other on the same line as well as on the column. It means higher loading on the corresponding construct than the cross loadings on the other construct. Values showed that every constructs has value greater than 0.50 which provides evidence of discriminant validity. Constructs thereby created due to the theoretical framework in this study and was expected to achieve valid and reliable of the items in order to acquire good results which is associated to the test hypotheses.

4.5 The Theoretical Framework and Hypothesis Testing

Earlier, measurement of the theoretical framework of this study was created. The next step is to test the hypotheses of study and the results will be explained more on this section. There were six hypotheses in this study and those hypotheses analyzed by using SMARTPLS program and cases involved in this analysis were 302 respondents as well 500 generated by bootstrapping technique. T-value for each path loading showed in Table 4.9 acquired from the evaluation to test each hypothesis. Moreover, T-value must be greater or equal to 1.645 for an alpha level of 0.05 to be accepted (Hair et al., 2006). Table 4.9 below is a summarization of the structural model.

Table 4.9
Hypothesis Testing (Inner Modeling Analysis)

NO	Hypothesized Path	Path coefficient	Standard Error (STERR)	T Value	P Value	Decision
1	PF -> Enrollment-Intention	0.390466	0.053865	7.283246	0.000	Supported
2	PS -> Enrollment-Intention	0.180481	0.059281	2.973261	0.001	Supported
3	FA -> Enrollment-Intention	0.104504	0.055892	1.841383	0.033	Supported
4	JO -> Enrollment-Intention	0.17473	0.059245	2.95166	0.002	Supported
5	QP -> Enrollment-Intention	0.026858	0.047865	0.647267	0.259	Not Supported
6	Cost -> Enrollment-Intention	0.018429	0.045554	0.162221	0.436	Not supported

***:p<0.001; **:P<0.01,* :P<0.05

Cost (C), Enrollment Intention (E), Financial Aid (FA), Job Opportunities (JO), Personal Factor (PF), Parental Support (PS) and Quality of Program (QO).

The first variable of hypothesis in this study is Personal Factor (PF) and the hypothesis was H1: There is a relationship between personal factors and intention to enroll in MBA program. Then, results showed in Table 4.9 that personal factor is significant ($\beta=0.39$, $t=7.283$, $p=0.000$) indicates that hypothesis path for H1 was positive and significant. Hence, hypothesis H1 was supported which there is a relationship between Personal Factors and intention to enroll in MBA program.

The second variable of hypothesis in this study is Parental Support (PS) and the hypothesis was H2: There is a relationship between parental factor and intention to enroll in MBA program. Then, results showed in Table 4.9 that parental support is significant ($\beta=0.18$, $t=2.973$, $p=0.001$) state that hypothesis path for H2 was positive and significant. Therefore, hypothesis H2 was supported which there is a relationship between Parental Support and intention to enroll in MBA program.

The third variable of hypothesis in this study is Financial Aid (FA) and the hypothesis was H3: There is a relationship between financial aids and intention to enroll in MBA program. Then, results showed in Table 4.9 that financial aid is significant ($\beta=0.10$, $t=1.841$, $p=0.033$) which showed that hypothesis path for H1 was positive and significant. Therefore, hypothesis H3 was supported which there is a relationship between Financial Aid and intention to enroll in MBA program.

The fourth variable of hypothesis in this study is Job Opportunities (JO) and the null hypothesis was H4: There is a relationship between job opportunities and intention to enroll in MBA program. Then, results showed in Table 4.9 that job opportunities is significant ($\beta=0.17$, $t=2.951$, $p=0.002$) and proved that hypothesis path for H4 was positive and significant. Therefore, hypothesis H4 was supported which there is a relationship between Job Opportunities and intention to enroll in MBA program.

The fifth variable of hypothesis in this study is Quality of Program (QP) and the hypothesis was H5: There is a relationship between quality of program and intention to enroll in MBA program. Then, results showed in Table 4.9 that quality of program is not significant ($\beta=0.026$, $t=0.647$, $p=0.259$) and showed that hypothesis path for H5 was negative and not significant. Hence, hypothesis H5 was not supported which there is a no relationship between Quality of Program and intention to enroll in MBA program.

The last variable of hypothesis in this study Cost (C) and the hypothesis was H6: there is a relationship between cost and intention to enroll in MBA program. Then, results showed that cost is not significant ($\beta=0.018$, $t= 0.162$, $p=0.436$) and showed that hypothesis path for H6 was negative and not significant. Therefore, hypothesis H6 was not supported thus there is a no relationship between Cost and intention to enroll in MBA program

4.6 The Goodness of Fit of the Theoretical Framework

Goodness of fit (GoF) of a statistical model was about an explanation on how well it fits a set of observations Olivares & Ferero (2010). Tenenhaus et al. (2004) had characterized the GoF as represent an operational solution to problem as it may be meant as an index for validating the PLS model globally. The GoF evaluated in this study was used as a way to demonstrating how the geometric mean of the average commonality and average R^2 to endogeneous construct. It means GoF purposed to helps researcher to evaluate performance of the model in both the inner and the outer model. Additionally, R^2 was used to see coefficients of determination of the endogenous latent variables. In order to support PLS PM on validity, the quality of GoF was evaluated due to the rules set up by Wetzels, Odekerken-Schroder, & Van Oppen (2009). There is formula given in order to calculate GoF which is:

$$Gof = \sqrt{(R^2 \times AVE)}$$

$$GoF = 0.48 \times 0.626 = 0.548$$

Table 4.10
Predicted Relevance of the Model

Construct	R Square	AVE	GOF
Cost		0.514	
Enrollment-Intention	0.480	0.769	
FA		0.571	
JO		0.651	
PF		0.530	
PS		0.569	
QP		0.778	
	0.48	0.626	0.548

GoF Small = 0.1

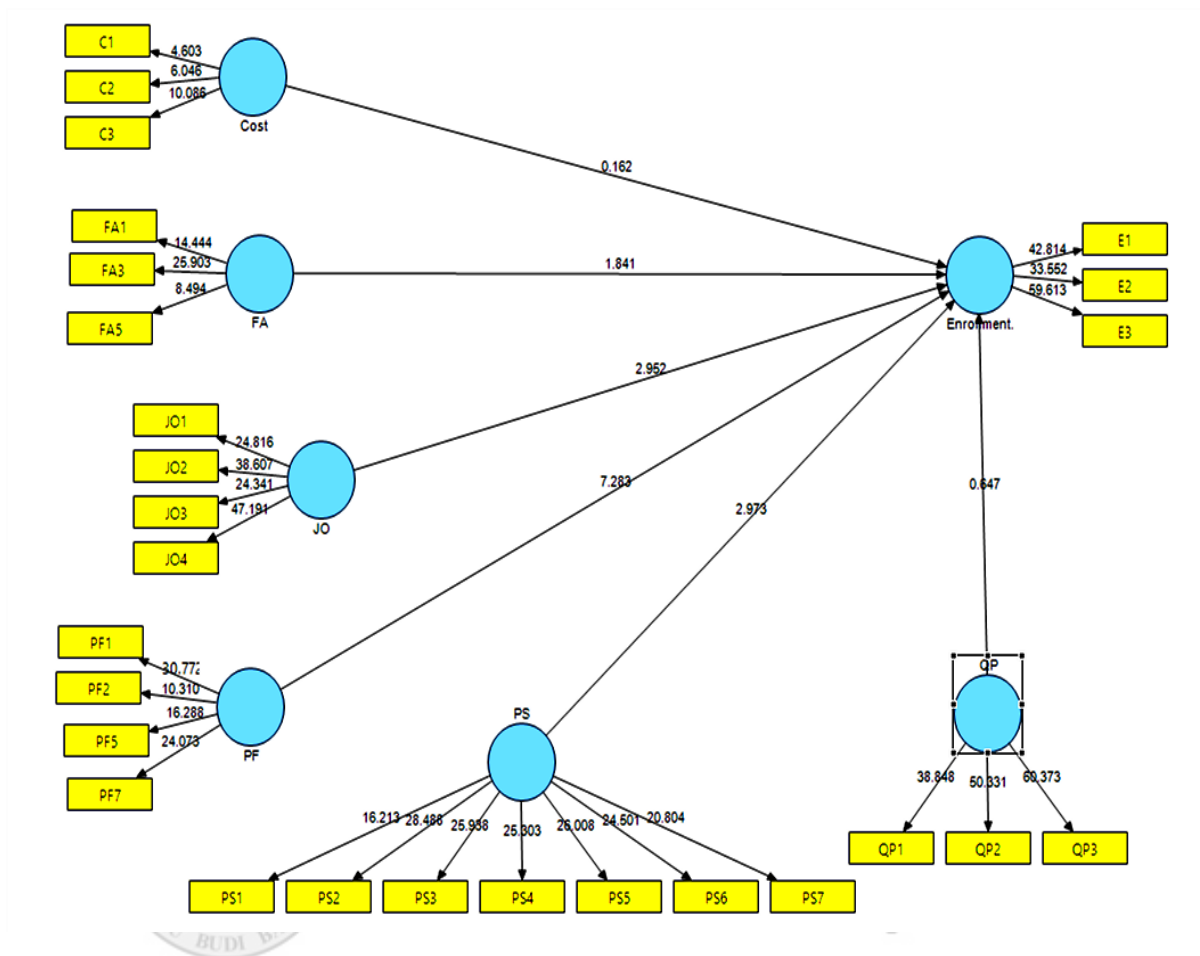
GoF Medium = 0.25

GoF Large = 0.36

Table 4.9 above showed the value of $R^2 = 0.48$ which under the PLS-PM standards can be considered as a moderate R^2 . Based on the value set up by Wetzels et al., (2009), there are three different level of goodness of fit value which are GoF small = 0.1, GoF medium = 0.25, and GoF large = 0.36. The result of GoF approach showed that the value of the theoretical framework was 0.548. Therefore, value of goodness of fit (0.548) for this model base on the large variance which clarified as a high satisfactory level.

Figure 4.2

Path Diagram of Factor Loading



4.7 Conclusion

In this chapter, the researcher has analyzed data from questionnaire collected from 302 respondents from UUM student. The demographics information of the participants was well-explained and described. SPSS were employed in the first part of questionnaire. Demography of 302 respondents was analyzed by SPSS meanwhile SMARTPLS was employed to analyzed technique for the rest part of questionnaire. This study has six hypotheses and only four hypotheses were supported and significant (personal factor, parental support, financial aids and job opportunities). The rest 2 more hypotheses were not supported and not significant (quality of program and cost). Hypotheses analyzed by using SMARTPLS program version 2.0. cases involved in this analysis are 302 respondents with 500 generated by bootstrapping technique to study the relationship among the research variables. This study has found the factors which include personal factor, parental support, financial aids and job opportunity are significantly affecting student's preference to enroll in MBA program meanwhile quality of program and cost are not significantly affecting student's preference to enroll in MBA program. The next chapter provides a discussion and explanation of the findings, the limitations of the study and recommendations.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

Findings of this study were presented in previous chapter. Next, this chapter will be discussed and explained about the summarization of the research paper, suggest research and policy recommendations for further analysis.

First of all, section 5.2 is a discussion about summary of findings which associates with the relationship between selected factors and intention towards Master of Business Administration (MBA) program. Next, elaboration of recommendation for further analysis in section 5.3 followed by limitation of research will be present in section 5.4. Then, in section 5.5 is the explanation on future research and lastly 5.6 which is conclusion of this chapter.

5.2 Summary of Findings

Chapter Four showed results of the analysis of 302 questionnaires collected from UUM School of Business (SBM) for Bachelor of Business Administration with Honours (BBA-Hons) students. Based on the first part in revised questionnaires distributed, respondents were asked to provide their demographic information. At the

second part in revised questionnaires distributed, they were asked to identify factors that influence their intention to enroll in MBA program. There are six different factor categories involved in this survey and were divided into 32 items which requires indicates them to rate. Six factor categories include: 1) personal factor, 2) parental support, 3) financial aids, 4) job opportunities, 5) quality of program, and 6) cost.

Apart from that, test of the hypotheses of this study was run after the measurement of the theoretical framework of this study was created. Hypotheses of study based on the six independent variables that influences students' intention to enroll in MBA. These hypotheses analyzed by using SMARTPLS program version 2.0. There are 302 respondents were involved and researcher was ran the analysis 500 times in bootstrapping technique.

Next, the findings showed that there were not all factors significant with the dependent variables. The results from the questionnaire concluded that only four independent variables (personal factor, parental support, financial aid and job opportunities) had relationship toward intention to enroll in MBA program. Meanwhile there is no relationship between quality of program and cost toward intention to enroll in MBA program. Hence, only four identified factors influenced students' intention to enroll in MBA program in UUM.

5.2.1 There is a relationship between personal factors and intention to enroll in MBA program

Personal factors were the first independent variables tested in this study. There were several items in this factor determined to be significant reasons for students to have intention to choose MBA as their higher education. These items include “MBA program matches with my personal philosophy”, “I have enough information about the availability and structure of MBA program”, “I think my qualification meet the entry requirements for MBA program”, “I think MBA program provide me the marketability in business industry. Table 4.9 showed that the variance of the personal factor is significant ($\beta=0.39$, $t=7.283$, $p=0.000$). Hence, result did support hypothesis which there is a relationship between personal factor and intention to enroll in MBA program.

There is a relationship between personal factor and intention to enroll in MBA program because most of the students had their own interest in this field. The interest will lead student to choose future career and this influence student to choose MBA program as higher education. Downey, McGaughey, & Roach (2011) discovered major's influence towards intention to choose career were the students attitude. Apart from that, current study in particular program for degree is the reason why they choose MBA program as next major in higher education. All respondents enrolling BBA-Hons program and this is one of the reasons they intended to choose MBA as the next program when they pursue master. Apart from that, social and personal

image also could be the reason to choose MBA program because of the popularity and as we know MBA program is a marketable program nowadays.

5.2.2 There is a relationship between parental support and intention to enroll in MBA program

Parental support was the second independent variables tested in this study. All items in this factor determined to be significant reasons for students to have intention to enroll in MBA program such as “My parents have a positive attitude towards the business administration industry”, “My parents believe that I can be successful working in the business industry”, “My parents often discuss with me about a career in the business administration”, “My parents have got some accurate information about a program business”. Table 4.5.1 showed that the variance of the parental support is significant ($\beta=0.18$, $t=2.973$, $p=0.001$). Hence, result did support hypothesis which there is a relationship between parental support and intention to enroll in MBA program.

Parental support was a very important factor for students to pursue MBA program as their higher education. Kim et al., (2002) clarified that parents’ influence give impact to student’s choice of decision towards business major. Parents normally have a desire and hope to see their children to be successful in future and they as parents feel that it is their obligation to encourage their children to make an accurate decision. Furthermore, it is important to have open communication frequently in order to promote positive influence towards the behaviours and attitudes of college-

aged-children. Booth-Butterfield & Sidelinger (1998) found that parents' comments, beliefs and interactions with their children may influence their child's vocational development. Besides that, parents could be one of the main sources of information for students regarding major choice for higher education. Parents will try to collect all the information particularly about higher education and ensure that all information is accurate in order to pass along to their children so that they can choose the best decision in future. This can be supported by Joseph (2013) who had found that parents were one of the primary sources of information for higher education to students. Additionally, Hoffman, Goldsmith & Hofacker (1992) discovered parents' factor was a stronger influence on business student's career expectations.

5.2.3 There is a relationship between financial aids and intention to enroll in MBA program

Financial aid was the third independent variables tested in this study. In this factors, there are only few items in this factor determined to be significant reasons for students to have intention to enroll in MBA program such as "The availability of financial aid was an important factor in my decision to enroll in MBA program", "The availability of scholarship was an important factor in my decision to enroll in MBA program", and "I sometimes worry about paying my tuition fees". Table 4.9 showed that the variance of the financial aid is significant ($\beta=0.10$, $t=1.841$, $p=0.033$). Hence, result did support hypothesis which there is a relationship between financial aid and intention to enroll in MBA program.

Financial aid is one of the major factors that determine student want or don't want to pursue higher education. Commonly, low-income families or parents facing problem in investing money to enter their children into higher educational institution. Living in campus of public higher educational institution, students need to pay not only for tuition fees but also they need to be concerned on the residential fees, transportation fees, health centre fees, students life insurance and many more. Students are also worried on their daily expenses such as food and groceries particularly when university are located in the urban area because high cost of living. Basically, low-income family or parents cannot afford to provide these expenses until their children graduate. Nowadays most students especially family with low-income background are depending on the financial aid and scholarship offered by government to pursue higher education. Therefore, financial aid is very important factor that influence student to enroll in MBA program. Jackson (1988) said that availability of financial aids also had a persuasive power towards student college attendance and enhances enrollments in college.

5.2.4 There is a relationship between job opportunities and intention to enroll in MBA program

Job opportunities were the fourth independent variables tested in this study. Based on the results of factor loading significant, all items in this factor determined to be significant reasons for student to have intention to enroll in MBA program. The items include "By learning MBA, it provide me the opportunity to work in the business industry", "MBA offered me with a diverse position in the industry", "MBA

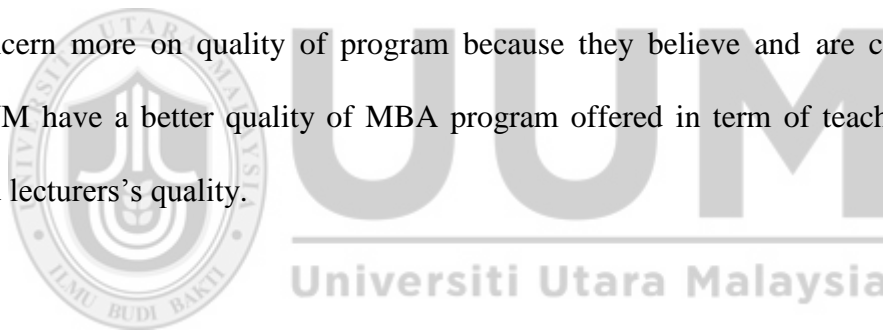
provide me an opportunity to have a well paying job expectation of high salary”, and “Getting a MBA is important for my future job opportunities”. Table 4.9 showed that the variance of job opportunities is significant ($\beta=0.17$, $t=2.951$, $p=0.002$). Hence, result did support hypothesis which there is a relationship between financial aid and intention to enroll in MBA program.

Starts from secondary school, students were driven to have a thought of their future career and this lead to the decision making on which path they want to choose. Mariani (1996) discovered that either before or during entering the college, students already have thought on their future career. One of the objectives of MBA program offered by UUM is to transform students or employee to become a great leader and MBA program provide many job opportunities in real world. (Dietz, 2010) did agree on his study that employment opportunities and starting salary were the most acceptable reason for choosing a business major. However, in order to get a job, someone needs to be competitive and have better qualification to compete with others. Hafer & Schank, (1982) found that availability and job security was very important to student in order to make decision in selecting a major. Additionally, Hogan & Li (2009) identified one reason why business student choose major career related issues is the most important determinant which include prospects of the major which are promising and that major has well-paid jobs.

5.2.5 There is no relationship between quality of program and intention to enroll in MBA program

Quality of Program was the fifth independent variables tested in this study. Table 4.5.1 showed that the variance of the quality of program was not significant ($\beta=0.026$, $t= 0.647$, $p=0.259$). Hence, result did not support hypothesis which there is no relationship between quality of program and intention to enroll in MBA program.

This shows that students are not focusing on the quality of program in order to have intention to enroll in MBA program. UUM is an institution known as one of the best business and management university in Malaysia. Therefore, students are not= concern more on quality of program because they believe and are confident that UUM have a better quality of MBA program offered in term of teaching methods and lecturers's quality.



5.2.6 There is no relationship between cost and intention to enroll in MBA program

Cost was the last independent variables tested in this study. Table 4.9 showed that the variance of the cost was not significant ($\beta=0.018$, $t= 0.162$, $p=0.436$). Hence, result did not support hypothesis which there is no relationship between quality of program and intention to enroll in MBA program.

Due to this result, it showed that students are not evaluating the cost of attending higher education. It means that cost is not important to be considered when they want to enroll in MBA program since UUM is located at rural area. Apart from that, transportation fee are also cheap whereby students can use the transportation service provided by university frequently without any limitation. Cost did not influence students' intention to enroll in MBA program because they are not worried on the financial because nowadays students were provided with scholarship by government (Mybrain) when they want to pursue master degree. Additionally, there are few government agencies who provide study loans such as MARA, JPA and PTPTN to students who wants to pursue in higher education.

5.3 Recommendation

First of all, this study was conducted in order to provide recommendations to: (1) University Utara Malaysia, (2) Higher educational institutions (private and public), (3) Huge organizations in Malaysia, (4) Secondary schools and (5) Parents.

Based on the result showed in chapter four, personal factor is significantly important determinants to predict student's intention to enroll in MBA program in UUM. Due to this matter, universities specifically UUM should provide seminars and program activities regarding introducing of MBA program to students particularly to final year students in order to create awareness in benefits and increase interest of pursuing higher education. This could turn the students' mind clearer to make decision to pursue master degree. Apart from that, UUM can also cooperate with

other large organization to encourage employee to pursue MBA program in UUM by providing free seminars and program activities since the requirement of students with at least 3 years of working experience needed if they want to be enrolled. Seminars and program activities such as clear information on the objective, program availability, fees and benefits of having a master certification could create awareness of the advantages and attract them to enroll in MBA program at UUM. Hence, this could be an advantage to UUM itself to increase the enrollment of MBA program and increase quality graduates.

Next, result also showed that parental support plays an important role in influencing student's intention to enroll in MBA program in UUM. UUM is one of the universities in Malaysia that is providing facilities particularly residential place for students during their period of study. Means students actually stay and live in the campus until they graduate compared to other universities that only provides residential place for first year students according to the limited number of residential. This provides security toward student's safety and also cut cost and no need to spent more money on house rental. Due to this matter, parents can support their child by encouraging them in term of mentally and physically to pursue master degree in MBA program in UUM because it provide good environment with good facilities.

Besides that, financial aids are significantly important determinants to predict student's intention to enroll in MBA program in UUM. In order for UUM to attract Alumni of BBA students to enroll in MBA program in UUM, UUM should provide financial aids or incentive only for students who graduate with first class upper.

Apart from that, some organization either private or government also should offer financial aids to employees who intent to pursue MBA program as in return they need to work with that organization at least for several years after graduate depends on that company itself.

Besides that, higher educational institution especially universities could cooperate more with schools. Universities should cooperate with high schools in Malaysia to provide support, guidance, information and interest towards students in order for them to plan their future early. For example, university and school can provide information on the current and expected labor market for students. This could assist in preparation of themselves for a well-considered decision after they finish high school. Moreover, universities should work with high schools in strengthening networks with students' parents and extended family.

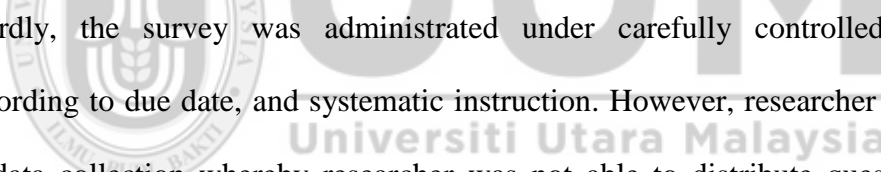
5.4 Limitation of Research

Quantitative data collection was employed by researcher using survey data from the student's perspective to examine this study. Researcher did not include qualitative data collection such as in-depth interviewing of students and information from faculty that might enhance the researcher's interpretation of the quantitative results.

Firstly, limitation of this study was about incomplete statistical data given by the administration of Othman Yeop Abdullah Graduate School of Business (OYA GSB).

Statistical data given did not tally and employee did not provide proper information to the researcher. Due to this matter, it was a major problem for researcher because researcher had to compute the statistical data herself in order to get the final and accurate data.

Secondly, researcher had problem in timeline limitation of time in order to complete the study. Researcher was ordered by School of Business Management (SBM) to complete the study within less than three months. Researcher was in a hurry on the process of completing this study such as to find suitable participants and to achieve the targeted number of participants.



Thirdly, the survey was administrated under carefully controlled conditions, according to due date, and systematic instruction. However, researcher had problem in data collection whereby researcher was not able to distribute questionnaires to participants in certain classes because the lectures did not give the permission to collect data in their class as it. These lecturers thought that collecting data during their class will disturb their lecture. Additionally, researcher was not able to distribute questionnaires to all classes and balancing the number of respondents between current year of study as needed.

Lastly, it was a challenging task for researcher to find participants who enrolling in BBA (Hons) program with the incomplete data of participant personal details. Researcher needs important personal details of participant such as residential hall,

room number, matrix number, identical card number, phone number and semester in order to help researcher to find BBA (Hons) students in UUM as respondent.

5.5 Future research

The knowledge of findings from this research study are useful as they can be improved the understanding of the local academic administrator on how higher educational institutions particularly in business field might successfully develop strategies to attract students with outstanding results to enroll in MBA program in UUM. Therefore, more research into this topic would be useful and may include the following suggestions:

- 1) The population and sample should be extended to students from other program instead of focusing on BBA-Hons program only in SBM in UUM. The researcher may critically evaluate and compare which selected factors play an influential role to the career-related decisions of other students in MBA program.
- 2) The study could be extended to include every incoming batch of business students in UUM in order to know whether in a period of time, these factors may influence the career-related decisions of student change. This will be an important matter for policy makers as it will allow them to maintain the relevance of their enrollment activities.
- 3) Instead of examining the BBA students from year 1 to year 4, the researcher could narrow the scope to final year of BBA students only because this could

help researcher to get accurate results because final year students are serious on their career-related.

- 4) The study showed that quality of program and cost are the factors that were not significant which did not have any relationship with the intention to enroll in MBA program. Due to this result, the researcher could remove these factors and examine other factors that influence the students' intention to enroll in MBA program.

5.6 Conclusion

Education is essential in this era where most of developing countries need generation that can contribute to increase future economic. Based on Craig (2005), agreed that high education could improve skill development, innovation, knowledge creation, intergenerational effects, health, and less criminal activity which directly influence the impact of economic growth. Pursuing in a master's degree is a decision of student which needs full commitment for them to make decision in his or her lifetime. There are numerous factors that could push someone to pursue higher level of education include internal and external factor (Bangser, 2008).

This research is to examine how selected factor can affect the student's decision that influences the intention to enroll in MBA program in UUM. The literature had been reviewed regarding identified factors that may influence the student's decision either enroll or not to enroll in MBA program for higher education. Then, there are six

factors which have been identified in the literature which are personal factors, parental support, job opportunities, the quality of the program and cost.

The data was analyzed from questionnaire collected from 302 respondents from UUM students and results showed the factors which include personal factor, parental support, financial aids and job opportunity are significantly affecting student's preference to enroll in MBA program meanwhile quality of program and cost are not significantly affecting student's preference to enroll in MBA program in UUM.

The target of this research is to accommodate knowledge associating with motivating factors towards many parties such as institution of higher education in Malaysia by identifying the factors that influence UUM students' intention to enroll in (MBA) program.

Besides that, the purpose of this chapter was to provide an overview of the research study and started with summarize the finding and discussion of the result based on the analysis of this study in order to answer the research questions. Apart from that, this chapter also includes discussion of the recommendation, limitation and future research.

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