

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE FACTORS THAT INFLUENCE
STUDENTS' VIEWS ON SELF-EMPLOYMENT
AMONG IKBN STUDENTS**



WAN NUR SYUHADA BINTI WAN ISMAIL

UUM
Universiti Utara Malaysia

**MASTER OF SCIENCE (MANAGEMENT)
UNIVERSITI UTARA MALAYSIA
JUNE 2017**

**THE FACTORS THAT INFLUENCE
STUDENTS' VIEWS ON SELF-EMPLOYMENT
AMONG IKBN STUDENTS**



**Thesis Submitted to
School of Business Management, College of Business,
Universiti Utara Malaysia,
In Partial Fulfillment of the Requirement for Master of Science (Management)**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)

WAN NUR SYUHADA BINTI WAN ISMAIL (819761)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)

MASTER OF SCIENCE (MANAGEMENT)

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

THE FACTORS THAT INFLUENCE STUDENTS' VIEWS ON SELF EMPLOYMENT AMONG IKBN STUDENTS

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.

(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia Pertama : **DR. SHAMSUL HUDA BINTI ABD. RANI**
(Name of 1st Supervisor)

Tandatangan :
(Signature)

Nama Penyelia Kedua : **EN. JUHA B ALI**
(Name of 2nd Supervisor)

Tandatangan :
(Signature)

Tarikh : **8 JUN 2017**
(Date)

PERMISSION TO USE

In presenting this dissertation in partial fulfillment of the requirement for the postgraduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may take it freely available for inspection. I further agree that permission for copying this dissertation in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in their absence, by Dean of School of Business Management where I did my dissertation. It is understood that any copying or publication or use of this dissertation parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation.

Request for permission to copy or to make other use of materials in this dissertation in whole or in part should be addressed to:

Dean of School of Business Management
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman
Malaysia



UUM
Universiti Utara Malaysia

ABSTRACT

The unemployment crisis in many countries especially developing countries including Malaysia is considered as a major problem faced by them. Thus, government plays important roles in handling this situation. One of their efforts is by developing technical and vocational college for students with potential skills to be self-employed. From that effort, it can produce more self-employment graduates since they are important in reducing unemployment rate in Malaysia apart from driven to economic growth. Therefore, this study discusses on the factors that influence students' views on self-employment among IKBN students. There are three factors that have been identified which are college experience, family support and role model. The study uses The Knowledge Spillover Theory of Entrepreneurship to support the research framework. Using survey method, 338 questionnaires were distributed but only 306 were returned and the data has been process by using analytical tools of SPSS version 22.0. Thus, the indirectly finding shows there are significant relationship between college experience, family support, role model and students' views on self-employment. While, through regression analysis it proves that all these variables are significantly influence students' views on self-employment among IKBN students and family support is the strongest variable compared to the others. The recommendation for the related stakeholders and future research were also discussed. By having this study, it is expected that IKBN can produce more skillful self-employments among graduate students. Thus, this can help government in controlling and reducing the unemployment rate in Malaysia.

Keywords: self-employment, college experience, family support, role model

Universiti Utara Malaysia

ABSTRAK

Krisis pengangguran di kebanyakan negara terutamanya negara yang sedang membangun termasuk Malaysia dianggap sebagai masalah besar yang dihadapi oleh mereka. Oleh itu, kerajaan memainkan peranan penting dalam menangani masalah ini. Salah satu daripada usaha mereka adalah dengan membangunkan kolej vokasional dan teknikal untuk pelajar yang mempunyai kemahiran yang berpotensi untuk bekerja sendiri. Daripada usaha ini, ia dapat menghasilkan lebih ramai graduan yang bekerja sendiri kerana mereka adalah penting dalam mengurangkan kadar pengangguran di Malaysia selain menjadi pendorong ke arah pertumbuhan ekonomi. Oleh itu, kajian ini membincangkan faktor-faktor yang mempengaruhi pandangan pelajar terhadap bekerja sendiri dari kalangan pelajar IKBN. Terdapat tiga faktor yang telah dikenal pasti iaitu pengalaman di kolej, sokongan keluarga dan idola. Kajian ini menggunakan "*The Knowledge Spillover Theory of Entrepreneurship*" bagi menyokong rangka kajian. Dengan menggunakan kaedah tinjauan, 338 soalan kaji selidik telah diedarkan tetapi hanya 306 yang telah dikembalikan dan data diproses dengan menggunakan perisian analisis SPSS 22.0. Oleh itu, dapatan kajian secara tidak langsung menunjukkan terdapat hubungan yang signifikan antara pengalaman di kolej, sokongan keluarga, idola dan pandangan pelajar terhadap bekerja sendiri. Manakala, melalui analisis regresi membuktikan bahawa semua pemboleh ubah ini secara signifikan mempengaruhi pandangan pelajar terhadap bekerja sendiri di kalangan pelajar IKBN dan sokongan keluarga merupakan pemboleh ubah yang paling kuat berbanding dengan yang lain. Cadangan kepada pihak berkepentingan dan kajian akan datang juga telah dibincangkan. Dengan adanya kajian ini, ia dijangkakan IKBN dapat menghasilkan ramai individu bekerja sendiri dari kalangan pelajar graduan. Oleh itu, ia dapat membantu kerajaan dalam mengawal dan mengurangkan kadar pengangguran di Malaysia.

Kata kunci: bekerja sendiri, pengalaman di kolej, sokongan keluarga, idola

ACKNOWLEDGMENTS

In the Name of Allah, the Most Forgiving, Most Merciful

All praises and gratitude to the Almighty Allah for giving me the great strength, patience and capability to complete my research project. I would like to express my deepest gratitude, love and affection to my parents, Wan Ismail bin Wan Ahmad and Che Norsiah bt Ismail who never stop praying for my success and also to my family members for giving moral support and motivation throughout my study. My deepest appreciation goes to Dr. Shamsul Huda binti Abd. Rani as my first supervisor and also to my second supervisor Mr. Juha bin Ali. Thank you for your encouragement, guidance, opinion and your valuable time throughout the preparation of my study. A sincere appreciation dedicated to my friends and other lecturers in Universiti Utara Malaysia. Without their attention and encouragement it would be hard for me to complete this study. Finally, I wish to thank all individuals and institutions that have directly or indirectly contributed in completing of my research project.

May Allah bless all of you for your kindness. Amin.



TABLE OF CONTENTS

CONTENT	PAGE
PERMISSION TO USE	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER 1: INTRODUCTION	
1.1 Background of Study	1
1.2 Problem Statement	3
1.3 Research Questions	7
1.4 Research Objectives	7
1.5 Significance of the Study	8
1.6 Scope of Study	8
1.7 Operational Definition	9
1.8 Organization of Remaining Chapters.....	10

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	11
2.2 Views on Self-employment.....	11
2.3 College Experience	13
2.3.1 College Experience and Views on Self-employment	15
2.4 Family Support.....	17
2.4.1 Family Support and Views on Self-employment.....	18
2.5 Role Model.....	19
2.5.1 Role Model and Views on Self-employment.....	20
2.6 Underpinning Theory	23
2.7 Theoretical Framework	24
2.8 Conclusion	26

CHAPTER 3: METHODOLOGY

3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Instrument in the Study	28
3.4 Population and Sampling Technique	31
3.5 Data Collection.....	33
3.5.1 Pilot Study.....	33
3.5.2 Data Collection	34
3.6 Data Analysis	35
3.6.1 Descriptive Analysis	36
3.6.2 Reliability Analysis.....	36
3.6.3 Normality Test	36
3.6.4 Multiple Regression Analysis	37
3.7 Conclusion	37

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction	38
4.2 Descriptive Analysis	38
4.3 Reliability Analysis	40
4.4 Normality	41
4.5 Regression Analysis	42
4.6 Conclusion	47

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction	48
5.2 Discussion of the Findings	48
5.2.1 College experience influences students' views on self-employment.	48
5.2.2 Family support influences students' views on self-employment.....	49
5.2.3 Role model influences students' views on self-employment.....	50
5.3 Implication	51
5.3.1 Theoretical Implication.....	51
5.3.2 Practical Implication	52
5.4 Limitation of Study	52
5.5 Recommendation.....	52
5.6 Conclusion	54
REFERENCES	55
APPENDICES	70

LIST OF TABLES

TABLE		PAGE
1.1	Key Statistics of Labor Force in Malaysia, January 2017	4
1.2	Definition of Key Terms	9
3.1	Items to Measure Students' Views on Self-employment	29
3.2	Items to Measure College Experience on Students' Views on Self-employment	29
3.3	Items to Measure Family Support on Students' Views on Self-employment	30
3.4	Items to Measure Role Model on Students' Views on Self-employment	30
3.5	Summary of Variables and Total Number of Items	30
3.6	Krejcie and Morgan Table (1970)	32
3.7	Pilot Study Reliability and Validity Test	34
4.1	Demographic Profile of Respondents	39
4.2	Reliability Analysis	40
4.3	Skewness and Kurtosis Statistics	41
4.4	Correlation for College Experience	43
4.5	Linear Regression for College Experience	43
4.6	Correlation for Family Support	44
4.7	Linear Regression for Family Support	44
4.8	Correlation for Role Model	45
4.9	Linear Regression for Role Model	45
4.10	Multiple Regression Analysis	47

LIST OF FIGURES

FIGURES	PAGE
2.1 Theoretical Framework	26



LIST OF APPENDICES

TITLE	PAGE
Appendix A Permission Letter	70
Appendix B Statistic of <i>Institut Latihan Belia dan Sukan (ILBS)</i> in Malaysia 2017	72
Appendix C Questionnaires	74
Appendix D SPSS Results	83



LIST OF ABBREVIATIONS

ABBREVIATION FULL LIST

IKBN	Institut Kemahiran Belia Negara
SPSS	Statistical Package for the Social Science
ILBS	Institut Latihan Belia dan Sukan



UUM
Universiti Utara Malaysia

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Malaysia government has implemented the technical and vocational training institution in order to enhance competencies and competitiveness among the youth (Nur Hanis, Shamsul Huda & Donny, 2016). The development of this institution proves that government emphasizes the importance of entrepreneurship among the youth. Graduates from this institution are encouraged to be self-employed since their main syllabus focus on skill-based learning.

States by Henderson and Robertson (2000), even we cannot teach someone to be an entrepreneur, we can still teach them the entrepreneurial skills needed to be successful. They also argued that college play a role in providing a useful insight into the challenges involved in being an entrepreneur and also encouraging skill development. Awongbenle and Iwumadi (2010) agreed that this strategies help to boost the occupation for young people.

Entrepreneurs who acquire technical education knowledge often perform better rather than people who are not proficient in the subject (Ugwoke, 2014). Technical education refers to the education that provides the skills, knowledge and attitude that lead to the production of productive individual (Ndagi, 1998). Technical skills are job-specific related skills required to perform a particular job (Robinson, 2000). The basic technical education skills owned by entrepreneur helps them manage or create

their own business and become self-employed, thus be able to employ others (Federal Republic of Nigeria, 2004).

There are several number of vocational and technical training institutions in Malaysia including Industrial Training Institute, Mara Skills Institute or GIATMARA and National Youth Skills Institute (IKBN) (Ab. Aziz, 2002). The Ministry of Youth and Sports Malaysia was introduced The National Youth Skills Institute (IKBN) in 1964 with the initial objective to solve the unemployment problem. This institution offers skills training programmes among the youth. The development of these institutions is a proved that government takes the unemployment issue seriously and they have tried to reduce unemployment in the country (Ahmed, Aamir, & Ijaz, 2011). Through this, skills-based students are encouraged to be self-employed or venturing their own business.

The main objective of IKBN is to reduce the unemployment rate in Malaysia. Thus, all parties should plays role in order to achieve that goal. It is important for the college to understand and prepare a proper learning environment that can lead student to be self-employed. It is supported by David *et al.* (2015) where they stated that college are encourage to design a proper learning environment to interact the students' interest and motivation towards entrepreneurship.

Besides that, family members especially parents plays important role in educate their children. This is because of a strong desire to be self-employed are comes from parents (Nur Hanis, Shamsul Huda and Donny, 2016). Klyver (2007) states that

family involvement are important and shows a positive relation in sharpen views to be self-employment.

Apart from that, role model also should take placed in encouraging the student to be self-employed. According to Wright *et al.* (1997), people who are able to be emulated by others are known as role model. The individual decisions to engage in a certain behavior are often influenced by the behavior and opinions of others (Purna Prabhakar Nandamuri & Ch. Gowtami, 2015). Most of prior studies shows that role model have a positive influences towards entrepreneurship (Bosma *et al.* (2012). Therefore, based on above statements, it is appropriate for the researcher to carry out the study on the influences of self-employment among student since it is also necessary for future literature.

1.2 Problem Statement

Malaysia is a developing and peaceful country, but has a high rate of unemployment due to the Malaysian economics that unstable and many private companies closed affect from that (Department of Statistic Malaysia, 2017). This is one of the main problems facing the Malaysian government nowadays. According to Pauw *et al.* (2008), unemployment has been a famous issue especially among the youth.

According to Malaysia statistical department, the unemployment rate in January 2017 was 3.5 percent. Meanwhile, based on year-to-year comparison, there is stated that the unemployment rate was 0.1 percent higher than January 2016. This scenario seems to be a crucial condition for the country's growth and it proves that

government is facing failure in providing the youth especially the graduates to get a job every year (Nur Hanis, Shamsul Huda & Donny, 2016). Table 1.1 shows the unemployment rate in Malaysia.

Table 1.1
Key Statistics of Labor Force in Malaysia, January 2017

Indicators	January 2017	January 2016	Percentage change (%)
Labor force ('000)	14,880.9	14,652.0	1.6
Employed ('000)	14,366.8	6,984.2	2.5
Unemployed ('000)	514.1	501.5	1.5
Unemployment rate (%)	3.5	3.4	0.1

Source: Malaysia Statistical Department

According to Nur Hanis, Shamsul Huda and Donny, 2016, the issue of graduate employability has been discussed regularly. Thus, they also argued that the Malaysian government has accordingly emphasized on entrepreneurship education in higher institutions due to a challenge of meeting the aspirations of unemployable graduates preference for being paid employees rather than to make consideration to be self-employed. This is because there is no guarantee to being employed even the person has high qualification in academic (Muszafarsha & Woon, 2004; Fong, 2005).

Malaysia government is committed in ensuring their citizen especially student to be self-employed or becomes an entrepreneur after their graduation since this could help in creating wealth and contributing significantly to the Gross Domestic Product (GDP) of a country (Lucky & Minai, 2011). Reflected from this matter, it is a need

for the research to take place on the determinants that influence the students' views on self-employment. This is because it will be such helpful for the other parties in improving the mechanisms to attract the students to be self-employed or venturing their own business; instead, the number of graduates who have intention towards entrepreneurship has increased but number of those who put the intention into actions are still low (Norasmah & Salmah, 2009).

According to Nur Hanis, Shamsul Huda & Donny (2016), government has particularly planned various programs and modules as their effort to encourage the youth to become entrepreneur. However, unemployment among graduates remains unsolved. Thus, all parties should play their roles not only the government, the private institution; family and individuals themselves also should play roles since self-employment is an important driver of economic activity (New Straits Times, May 31, 2016).

It is argued that the family institution showed strong elements that influence on how people behave in certain ways (Carr & Sequeira, 2007). Family support seems to be important in related to the social network but the experimentation on the role of family members are still inadequate (Greve & Salaff, 2003). In addition, Aldrich and Cliff (2003) claimed that the research on family within the field is still lack and it quite surprising as the family is a vital institution for entrepreneurs. Despite this gap, researcher attempts to investigate the influence of family support on students' views on self-employment.

Most of the past studies found that role model shows the significant influences on entrepreneurship intention (Drennan, Kennedy & Renfrew, 2005; Van Auken *et al.*, 2006; Bosma *et al.*, 2012). This shows that the role model is important and has a big impact on viewing students to be self-employed. Therefore it is important to conduct the study on the influences of role model towards views to be self-employed in order to see the consistency of the result.

Moreover, the review on the passion in entrepreneurship among those diploma, undergraduate or graduate student in higher learning institutions have shown a positive development over the last decades (Buzeye, 2013). Thus, based on those findings, the researcher have interest to investigate the passion of student who less academically but have a potential skills on self-employment. It is supported by Zhou and Xu (2012), where entrepreneurship skills are important in creation of self-employment. For example of entrepreneurship skills are technical skills, personal entrepreneurial skill (Elmuti *et al.*, 2012) and communication skills (Titilayo, 2015).

According to the study by Titilayo (2015) on the factors that influence students' views to be self-employed, she suggested for future study on another factors in seeing the students' views on self-employment. In order to fill the gap, the researcher has interest on the factor of college experience. College experience is related to the events that occur in the college environment (Pace, 1984). These events and experiences can reflect and enhance the level of involvement, effort, and challenges among students (Nur Hanis, Shamsul Huda & Donny, 2016).

The study by David *et al.* (2015) found that the learning environment is an important factor influencing student engagement and the quality of other related aspects of student experience. They also argued that, complex learning environments create several simultaneous conditions including clear and important learning goals. Consequently, based on the problem and issue above, this research sought to explore on the factors of college experience, family support and role model in order to see the impact towards students' views to be self-employed.

1.3 Research Questions

This research seeks to answer the following questions:

1. Does college experience influence students' views on self-employment?
2. Does family support influence students' views on self-employment?
3. Does role model influence students' views on self-employment?

1.4 Research Objectives

The purpose of this study is to examine the influence of independent variables (IV) towards dependent variable (DV). The specific objectives are as follows:

1. To examine the influence of college experience towards students' views on self-employment.
2. To examine the influence of family support towards students' views on self-employment.
3. To examine the influence of role model towards students' views on self-employment.

1.5 Significance of the Study

This study intends to investigate the predictors that influence students' views on self-employment among IKBN students by using advance analytical tool of SPSS version 22.0. Thus, the researcher expects that this research will contribute to both theory and practical. The results obtained from this study are expected to be benefit to relevant parties:

1. From this study, it will generally generate knowledge and increase understanding to the readers on the influences factors towards students' views on self-employment among IKBN students.
2. It is also expected to provide insight for the entrepreneurial literature and it would help the future research to adopt new approach for new potential variables for the self-employment.
3. The recommendation of this study is hoped to help the higher learning institution or government to enhance the effort in encouraging the youth to become entrepreneur. It are expected to help higher learning institution and government in designing the programs related to start up or venture into entrepreneurship environment especially among youth and how the youth will helps in depth towards the country development and reduce unemployment rate in Malaysia.

1.6 Scope of Study

The scope of this study focuses on IKBN students on the Norther region to see their view on self-employment because they have learnt skills-based learning and have a large opportunity to be self-employed. The aim of this study is to identify factors that

influence the students view on self-employment among IKBN students. The questionnaires were distributed among IKBN students to get the data.

1.7 Operational Definition

The definitions of terminologies used in this study are presented in Table 1.2 below and it is supported by literature review.

Table 1.2
Definition of key terms

Terms	Definition
Views on Self-employment	According to Titilayo (2015), views on self-employment means the assessment of Individual's willingness to become self-employed through education and it is depends to a large extent on perception and readiness.
College experience	According to Pace (1984), college experience means the events that occur in the college environment.
Family support	According to Drennan, Kennedy and Renfow (2005), they define family support as the relationship between a person with their mother, father, siblings or relatives who have or do not have the prior entrepreneurship exposure.
Role model	According to Shapiro <i>et al.</i> (1978), role model refers to common reference for individuals who set examples to be emulated by others. In short, role model is someone who influenced others individual to be like, either in present or in their future (Business Dictionary, 2012).

1.8 Organization of Remaining Chapters

There are five chapters have been organized for this study. Chapter 1 briefly explained on the whole idea of the research where it includes background of the study, research problem, research questions and research objectives followed by the, significance of the study, scope of the study, operational definition and finally, the structure of this research.

Whereby, Chapter 2 addresses the details reviews of past studies which are related to this research. The review which be presented in this section also will discuss on the views on the self-employment. In addition, this chapter also discusses all the determinants that influence the students' views on self-employment. Last but not least, it discussed on the research hypothesis and research underpinning theory.

Chapter 3 explains the research method used in this research paper which includes research framework of the study, research design, instrument in this study, population and sampling techniques, data collection and data analysis techniques.

Chapter 4 discusses the findings of the study. The profile respondents, goodness of measure, descriptive analyses, and reliability analysis of the variables, the results of hypotheses tested are presented. Lastly, a summary of results is obtained at the end of this chapter.

Chapter 5 then explains the research results followed with the discussions. In addition, the implications and limitation of the present study are also discussed. It then goes on to recommendation for future research and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter, some of literatures that relevance to this study has been explored based on the past study. According to Sekaran (2009), a literature review is a documentation of the inclusive reviews from the published work and is obtained from the sources of data information gathered in the specific subject of the researchers. Hence, this section would look at the factors that influence students' views on self-employment.

2.2 Views on Self-employment

What is self-employment? Self-employment defined by Abdulkarim (2012) as the act of working for oneself. Self-employed states by Parker (2004) as individuals who do not earn wage, but got their income from venturing own business at their own risk. Self-employment or entrepreneurial activity has become the focus of attention in many countries nowadays and it often seen as the backbone of a sustainable and growing economy in the world, especially to the young people or youth. This statement is supported by Kuratko and Hodgetts (2004) and Buzeye (2013), where they argued self-employment or entrepreneurship is a key way to drive economic growth, competitiveness and innovation.

Furthermore, self-employment or entrepreneurship activities not just give great impacts on the economy of the country, but it also improves the citizen's life quality

(Moris, Lewis & Sexton, 1994). Drucker (1985) described entrepreneurship as a process of creating new things that might improve the standard of living or solve a particular problem of the individuals which leads to the new wealth creation.

According to Audretsch (2005), The Knowledge Spillover Theory supported the view on self-employment which is the properly knowledge has capability in sharpen views on self-employment. Individual can gained the knowledge through the attendance at college or university and through individual working experience. Audretsch (2005) states that the knowledge will give the opportunities and thus entrepreneur will exploit by creating own business or being self-employed person.

The study by Sosina Bezu and Stein T. Holden (2015) on the urban areas in Ethiopia found that street based self-employment has average monthly earning which is better than the minimum wage in the public sectors. Besides that, they also found that the youth consider this as a transitional employment and accumulate skill and capacity with a view to be self-employment or venturing own enterprise.

Based on the study by Singh and De Noble (2010), self-employment or entrepreneurship can be classify into three dimensions which are intention to be self-employed, perceived ability and lastly is personal environments. Usually, views on self-employment always been related with the entrepreneurship education among students (Fretschner & Weber, 2013). The study by Zaroug Osman Bilal, Samir Marwan Hammami and Abd Syed Ahsan Jamil (2016) on the factors that influence entrepreneurship education and previous entrepreneurship experience on students' desirability to be self-employed found that, university students consider desirable to

create their own business or to be self-employment, thus there is significant relationship between students' capabilities on the intention construct. Also, the findings also found that there is no positive impact on entrepreneurial education and students' career intention.

However Nabi *et al.* (2016) on their study found that, not all studies suggest on the significant relationship between entrepreneurial education and views on self-employment. There is still limited research on the entrepreneurship education itself and how it influences students' views to be self-employed (Lorz, Mueller & Volery, 2013). Thus, Nabi *et al.* (2016) fill the gap of the study by Linan, Urbano and Guerrero (2011) which is focused on the latter stages of university students' journey by conducting their own study and focused on the first year students. This is because, students about to graduate might arguable and be more concerned about the effective of their learning with the job (Lemmink, Schuijf & Streukens, 2003). Finally, Nabi *et al.* (2016) also found that there is significant relationship between entrepreneurship education and self-employment or entrepreneurial intention.

2.3 College Experience

College plays crucial role in providing and stimulating student development and also students learning process such as in terms of facilities provided (classroom, library, laboratory and others), learning process instrumental (machine, computers and so on) and programs developed by college. All of these terms or events will give a best experience for students during their study (Pace, 1984). Therefore, Pace (1984)

concludes that the college experience can be defined as the events that occur in the college environment.

Some other authors argued that the definition of college experience is depends on who we are, our life circumstances and why we decide to enroll (John *et al.*, 2009). Linan (2011) defined college experience as a collective noun in a broad sense indicating physical space and buildings on the college campus as well as learning and living aspects of the campus environment.

The college or university experience can be supported by The Knowledge Spillover Theory by Audretsch (2005) which is the knowledge that student received during their college learning can be exploited for the use to be self-employed person after their graduation. As mentioned by Audretsch (2005) this theory is more likely focus on the knowledge gained from the attendance at college will gives opportunities thus encourage individual to create own business.

David *et al.* (2015) emphasized on the importance of learning environment that have ability in influencing student engagement and the quality of other related aspects of student experience. They also argued that, the complex learning environments able to create several simultaneous conditions such as clear learning objectives and feedback from multiple sources including students.

2.3.1 College Experience and Views on Self-employment

According to Pace (1984), the learning at the university or university education is part of the college environment which can lead student to be self-employed. Thus, the college plays an important role in providing the best education and learning either it is a formal or informal education (Haftendorn & Salzano, 2003). This is supported by Ooi, Cristopher and Denny (2011) where they found that entrepreneurship education have positive relationship with the entrepreneurial inclination.

Education from college, especially entrepreneurship education gives students a greate experience that can sharpen the students' views on self-employment (Titilayo, 2015). Interestingly, the entrepreneurship education is important because it gives the impacts on entrepreneurship activities which are a vital component of economic growth (Giacomin *et al.*, 2011).

The skills learn at the college also is a part of the college experience which can assist students to be self-employment. The practical skills can help students to be able to manage their own business and to be self-employed. Practical skills refer to the skills that practically learn by the individual during their learning lesson or training and have ability enable them to fit into the modern world of work (Idogho, 2011).

Federal Republic of Nigeria (2014) agreed that the skills are required for job creation where they can manage themself or venture their own business and become self employed thus they able to employ others. Therefore, it can be

concluded that most of the researcher agreed that college experience plays crucial role in giving a major contribution to the attitude towards entrepreneurship or to be self-employed (Rita, Grazania & Daiva, 2013).

Based on the study by Robert (2014) on the influence of the college environment on the entrepreneurial intention of student, he found that the college environment have significantly impact on the student intention to have own business. Pascarella and Terenzini (2005) in their study by using Astin's I-E-O model (Input-Environment-Output) suggest that the I-E-O model is particularly useful in examining the effect of college environment to student development outcome.

Nur Hanis, Shamsul Huda and Donny (2016) on their study also found that college experience have significantly influence on entrepreneurial intention. The campus environment becomes a predictor of student perception towards college experience (Greene & Saridakis, 2007). However, the study by Harun (2012) found that the college environment does not have significant impact on the views on self-employment towards Turkish students. It is parralel with the study by Gurel *et al.* (2010) where they also found education in a university setting played no role in viewing students towards self-employment or intention to be self-employed. Thus, Harun (2012) suggested that the college must seek to transform the environment and their curricula in sharpening the views on self-employment of their students.

Therefore, the hypothesis is generated according to the previous findings as below:

H1: College experience influences students' views on self-employment

2.4 Family Support

Drennan, Kennedy and Renfow (2005) defined family support as the relationship between a person with their mother, father, siblings or relatives who have or do not have the prior entrepreneurship exposure. Sorensen (2009) claimed that, family support can be in the tangible support and emotional support that is brought to the entrepreneurship. It also can be in moral support (Renzulli *et al.*, 2000).

Besides that, factor that believed to have direct connection on self-employment is getting financial resources from family members. It is supported by Bygrave *et al.* (2003) and Steier (2003) whereby family plays important role in providing sources of early stage funding. The study from Ahmed *et al* (2010) also found that, family member is a source of financial and non-financial help. All these kind of support helps in sharpening students' views to be self-employment after their graduation.

Family support also is related with entrepreneurial in providing information and knowledge to start up a business (Sorensen, 2009). This is followed to the fact that family members have a big potential to provide knowledge, contacts and resources thus leading to start up plan (Minniti & Bygrave, 1999; Steier, 2009). Wang and

Wong (2004) also concurred that family support can be in term of feedback support which is related to the information flow from others to particular individual.

2.4.1 Family Support and Views on Self-employment

According to Drennan, Kennedy and Renfow (2005), they found that family members, especially parents play a crucial role in establishing the desirability and in sharpening the views of students on self-employment. It is supported by Rajani and Sarada (2008), whereby family support plays a crucial role in entrepreneurial intention. The connections between family members will give an early exposure to be self-employed or venture own business (Dyer & Handle, 1994).

Previous studies seemed to assume that students who come in family business background have positive views on entrepreneurship (Frazie & Niehm, 2006). Similarly, Tiago (2013) found that there is significantly impact on the family business background towards the views and intention to start a new business. This is the advantage for the student who comes from family business background because it will bear them to be self-employment or an entrepreneur.

In addition, past study on the family support towards student also examined that the family support is affecting students' career choice (Kniveton, 2004). This finding is supported by Nor Aishah and Yufiza (2006), where parents plays important task in encouraging their children to become entrepreneur or

self-employed person. Similarly, Jones and Monica (2005) stated that scholars have also identified that parental education have inspirational impact on career choice of their children.

Anderson *et al.* (2005) in their study found that, family support has significantly influence entrepreneurial intention even more than a quarter of importance entrepreneurial support is not from their family member or colleagues. Family support factors considerably affect the entrepreneurial insight because it is a part of social support. It is supported by Talwar *et al.* (2013) which is social support is associated with the family members apart from neighbours and friends.

Therefore, the hypothesis is generated according to the previous findings as below:

H2: Family support influences students' views on self-employment

2.5 Role Model

Role model is someone who influenced others individual to be like, either in present or in their future (Business Dictionary, 2012). To be a strong, role model as defined by Shapiro *et al.* (1978); Basow and Howe (1980); and Wright *et al.* (1997) is a common reference to people who set examples to be emulated by others. In addition, they also classify role model as someone who may inspire others to make certain decisions and achieve certain goals. Apart from that, Lockwood and Kunda (1997)

argued that individual is encouraged to find role model who can assist them in achieving their objectives.

Usually, role model has been related with the reason for the choice of career or job (Hisrich *et al.*, 2005). Hisrich *et al.* (2005) also argued that role model have a strong influence on individual in determining entrepreneurial careers as they provide moral support apart from giving useful business-related information. Karuna Sharma (2015) states that the media also often portray role model as essential to career success and that media may serve as a powerful force in shaping how young people perceive the world. A study by Girona (2002) and Rose (2002) where they found that career success is caused by an individual that having good role model while the career failure is because lack of role model.

Role model sometimes have been relates to the family member role which has ability in providing guideline for desirability of entrepreneurial entry, continuance and exit (William, 2010). They also found that there is significant relationship between family member role and entrepreneurship. Therefore, it shows that the role model should play role in creating individual to be an entrepreneur.

2.5.1 Role Model and Views on Self-employment

The relationship of role model and the view on self-employment is widely discussed in the literature (Van Auken *et al.*, 2006). Growing up in an entrepreneurial environment offers the opportunity to learn from the self-

employed person serving as a role model and getting a realistic preview of self-employment (Chlosta *et al.*, 2010).

Giuliano Guerra and Roberto Patuelli (2014) have done a study by presence local role model into their model self-employment rates of the natives in order to show the role model matter in aggregate decision outcomes regarding self-employment. Thus, they found that there role model have positive impact on the self-employment rates of immigrants. Besides that, the researcher also argued that potential immigrants' entrepreneurs have been influenced on the decision whether to enter self-employment by the success rates of both native and immigrant entrepreneurs which can be directly observed in a local context.

Study by Niels *et al.* (2012) from the Netherlands confirms the potential of role model towards entrepreneurship. They found that the role models are viewed as influential persons by a significant proportion of the entrepreneurs who use them in the start-up phase of their business. This can be proved in their findings reveals that it is about 81 percent of their respondents among the entrepreneur have a role model before starting up their business. Therefore, the role model has significantly influenced views towards self-employment.

Besides that, role model have directly related with the changing people's perceptions, belief and attitude. This statement is supported by Peterman and Kennedy (2003) whereby role model as well influences the insight of

individual to start a business. Therefore, it might lead individual trying to copy certain behavior to obtain similar benefits as their role model. This is proved where there are many entrepreneurs claimed that their business start-up decision and the development of their business have been influenced by others (Purna Prabhakar Nandamuri & Ch. Gowthami, 2015).

Sometimes, the existing of successful entrepreneurs also can act as role model for individual to be self-employed. Besides that, the relevance of role model for entrepreneurs is proven in the popular business people that have influenced other entrepreneurs. It is supported by Bosma *et al.* (2012) where the role model for entrepreneur can be from well-known people, for example is Steve Jobs who is already being a successful entrepreneur and also motivated many other entrepreneurs to be successful too.

Many studies focused extensively on role model, for example is the parents (Henderson & Robertson, 2000; Krueger *et al.*, 2000). Mueller (2006) also agreed that parental role modelling seems to be the most important when putting together all personal factors that influence a person's entrepreneurial intention. Interestingly, educators also plays important role in the process of learning as their teaching styles and attitudes towards entrepreneurship will have significant impact on students. This is supported by Hytti and O'Gorman (2004) whereby educators are crucial elements in the development of effective education initiatives. These shows that, role model have importance influence in guiding students to be self-employed or venture own business.

The findings of the previous studies on the parental role model and the decision to become self-employed with the moderating effect of personality (Simone Chlosta *et al.*, 2002) discussed on the factors of role model in entrepreneurial families which functioning as motivators for becoming self-employed. Others, they also found that the effect of role model depends on individual personality and those individual who are less open experience is a stronger impact.

Therefore, the hypothesis is generated according to the previous findings as below:

H3: Role model influences students' views on self-employment

2.6 Underpinning Theory

The underpinning theory used in this study is the Knowledge Spillover Theory of Entrepreneurship where it was introduced by Audretsch (2005). This theory suggested that the knowledge gained by individual through the attended at university gives opportunities thus create own business. This is supported by Kirzner (1973), whereby the creation of new knowledge rises to new opportunities, thus has been exploited a new ideas by entrepreneurial activities. While, if the knowledge is low, then the lack of new ideas will not generate entrepreneurial opportunities.

The Knowledge Spillover Theory of Entrepreneurship also supports the college experience, family support and role model. Kim, Aldrich and Keister (2004) support that statement where they argued, the influence from family and external environment affect the decision to be self-employment or entrepreneur. The information that students received based on the learning process at their college, from family members and from the influence of their role model can be exploited by them for the use to be self-employed person after their graduation. This is parallel with the study by Kirzner (1973) where creation of new knowledge raises the new ideas that can be exploited to be self-employment or entrepreneur.

This theory has the capability in sharpening views on self-employment or venture own business. As investments in new knowledge increase, entrepreneurial opportunities and probabilities to be self-employed also increase (Audretsch, 2005). Therefore, in this study, The Knowledge Spillover Theory is used to support the relationship between college experience, family support, role model and students' views on self-employment.

2.7 Theoretical Framework

Research framework is fundamental for a comprehensive review of study. The formation of this research framework comprised of dependent variables and independent variables. The Knowledge Spillover Theory was used as a main reference to guide this research framework. This theory predicts a linkage between knowledge and self-employment where knowledge has capacity in sharpening views on self-employment and increase start-ups through entrepreneurial education

(Audretsch *et al.*, 2005). The knowledge is acquired through entrepreneurship education and work experience.

According to Kamau-Maina (2008) and Muthmainnah and Hadi (2013), they concluded that the university or college experience is an important factor that can influence student development of entrepreneurial intention that may lead to the views to be self-employed. Few researchers also found that the family support influenced students' views on self-employment (Drennan, Kennedy & Renfow, 2005; Anderson *et al.*, 2005). Apart from that, role model plays important role in viewing students to be self-employed. This can be proven where role model has strong impact towards students' views on self-employment (Giuliano Guerra & Roberto Patuelli, 2014; Niels *et al.*, 2012).

Due to the strong support from past research, researcher adopts college experience, family support and role model as stimulating factors for students to be self-employed. The diagram below shows the research framework of this study on the factors that influence students' views on self-employment.

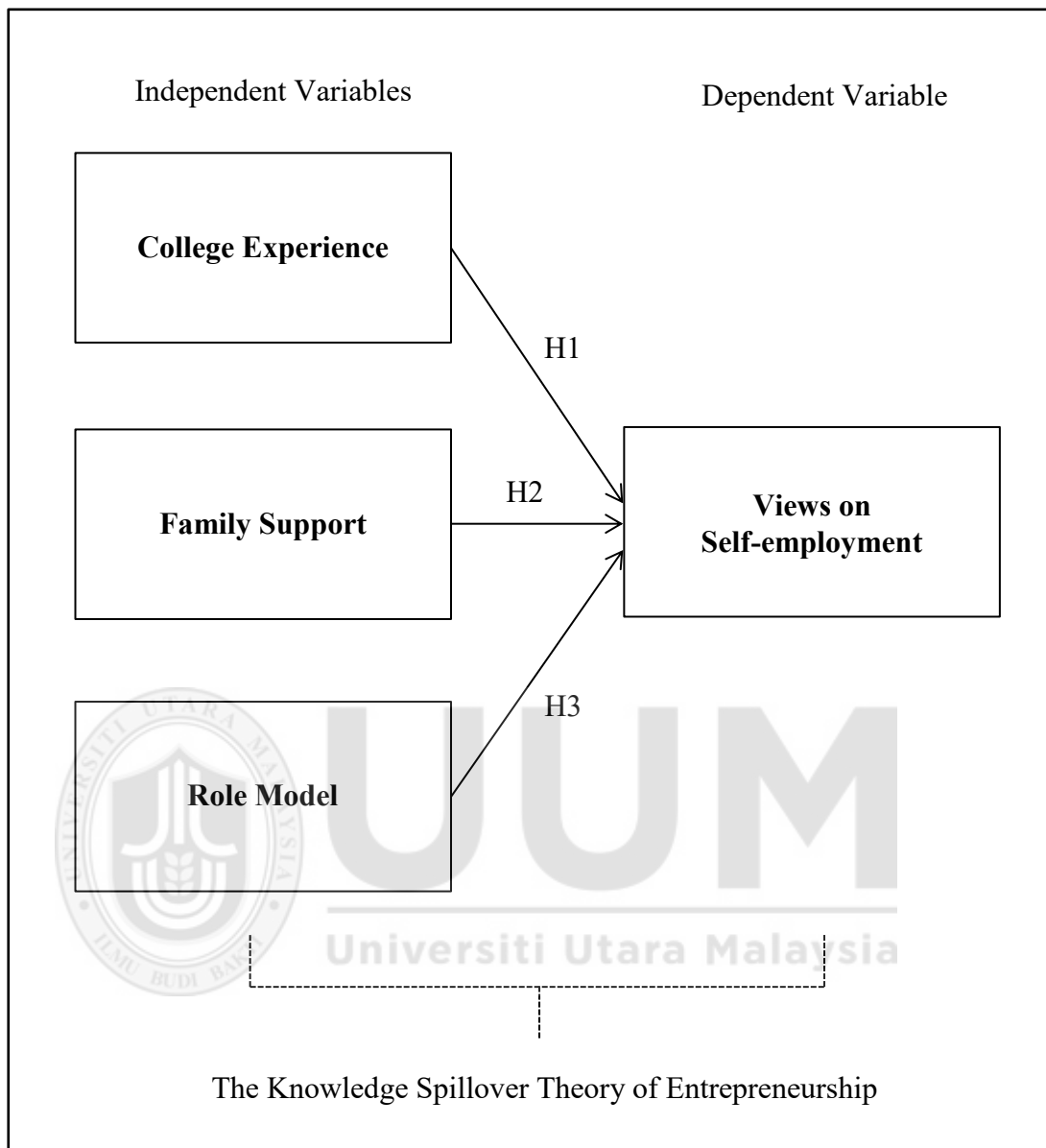


Figure 2.1
Theoretical Framework

2.8 Conclusion

As a whole, chapter two discussed on previous study that has been conducted in different contexts on views on self-employment, college experience, family support and role model. The underpinning theory is The Knowledge Spillover Theory of entrepreneurship to support the variables.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of the research design, instrument in the study, population and sampling techniques, data collection, and data analysis techniques. It also presents steps used in the writing analysis and gathering of information for this proposed research.

3.2 Research Design

Zikmund *et al.* (2010) classify the research design as a master print which is summarizes the procedures and methods for analyzing and collecting required information. There are three types of research designs which including an exploratory, descriptive and causal (Aaker *et al.* 2000; Burns & Bush 2002; Churchill & Iacobucci 2004; Hair *et al.* 2003). Thus, this study tends to used quantitative approaches by using descriptive methods in order to evaluate and generalize the result of the sample to the population. Descriptive analysis was done using analytical tools of SPSS version 22.0, which tries to explain the general information about the respondents profile by summarizing the data, offering various kinds of tabular presentation and attempting to describe the data by showing the frequency of occurrence of various outputs (Agresti & Finlay, 2009).

3.3 Instrument in the Study

All the variables in this study are measured by items drawn from previous research. However, phrasing of the items is modified to fit the sample of current study. Structured questionnaire has been used by using a five-point Likert scale, which is ranges from “1=strongly disagree” to “5=strongly agree”. The questionnaire consists of 25 questions from Part A and Part B. Mainly in Part A, the questions are based on the demographic characteristics of the respondents such as gender, age, programmes of study and family business background. While, part B consist the questions for independent and dependent variables. The views on self-employment as dependent variable and the independent variables are college experience, family support and role model.

In this study, the researcher use the instruments adapted from Ni, Ping, Ying and Jia (2012), Gangaram Singh and De Noble (2010), Zhao and Kuh (2004), Keat, Selvarajah and Meyer (2011) and Castro and Scandura (2004) in order to measure the independent and dependent variables. The items used are shown in Table 3.1 (views on self-employment), Table 3.2 (college experience), Table 3.3 (family support) and Table 3.4 (role model). Table 3.5 shows the summary of variables and the total number of items.

Table 3.1
Items to Measure Students' Views on Self-employment

Items	
1.	I have preference for self-employment than paid employment.
2.	I have motivation from within to start my own business.
3.	I have been equipped with needed entrepreneurial skills to become successful entrepreneur.
4.	Self-employment is now my first priority because of the knowledge gained in entrepreneurship education program.

Source: Adapted from Gangaram Singh and De Noble (2010)

Table 3.2
Items to Measure College Experience on Students' Views on Self-employment

Items	
1.	IKBN emphasizes on the importance of hands-on activities.
2.	IKBN environment often provides me with adequate training on business activities.
3.	IKBN has offers Entrepreneurship courses.
4.	IKBN provides various entrepreneurship activities.
5.	IKBN provides opportunities to listen successful entrepreneur speakers and presenters.
6.	IKBN provides positive message about entrepreneurship as a career option
7.	In course of my studies I have learnt a lot about recognizing business opportunities.
8.	In course of my studies I have learnt a lot about the starting a business.

Source: Adapted from Zhao and Kuh (2004)

Table 3.3
Items to Measure Family Support on Students' Views on Self-employment

Items	
1.	My family feels positive about my interest in starting a business.
2.	My family offers important information about advantages and disadvantage of products or services.
3.	My family tells me what I need if I doing a business.
4.	My family gives objective feedback that helps me know how to deal with the problems.

Source: Adapted from Keat, Selvarajah and Meyer (2011)

Table 3.4
Items to Measure Role Model on Students' views on Self-employment

Items	
1.	I am interested in business because my role models are in business.
2.	I try to model my behavior after my role model.
3.	I admire my role model's ability to be successful entrepreneur
4.	I respect my role model's ability to teach others about business.

Source: Adapted from Castro and Scandura (2004)

Table 3.5
Summary of Variables and Total Number of Items

Variables	Total number of Items
Demographic data	4
Self-employment	4
College experience	8
Family support	4
Role model	4

3.4 Population and Sampling Technique

According to Sekaran (2009), population refers to a specific group of individuals used by the researcher in the related subject while sample size is a subset of the population. The population for this study is IKBN students in Northern region. Based on the Department of Skill Development, Ministry of Youth and Sports Malaysia, the statistical number of IKBN students in Northern region for January 2017 is around 2,707 students.

This group was selected as respondents of this study because they were exposed to focus on technical and skills-based learning to be skills worker that can produce a product or provide a service and these will lead them to be self-employed after their graduation.

The unit analysis of this study is an individual which is students. Following Krejcie and Morgan table (1970) as shown on the Table 3.6, a population of 2,707 requires a sample size of 338. The researcher decides to choose the closest amount because the table did not provide the accurate number of IKBN population. This is line with Sekaran *et al.* (2009) where the more representative of the population the sample is, the more generalizable are the findings of the research.

Table 3.6
Krejcie and Morgan Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	263	3000	341
20	19	120	92	300	169	900	269	3500	356
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Krejcie and Morgan (1970)

This study also tends to use simple random sampling for the sampling frame. According to Sekaran and Bougie (2013), design is best when the generalizability of the findings to the whole population is the main objective of the study. In this study, a representative sample of 338 students was chosen randomly out of 2,707 IKBN students in the Northern region. This is supported by Sekaran (2008) where the representative sample techniques are the collection of a rational amount of research

objects drawn by the researcher, based on the criteria that the selected sample possesses distinctive and significant characteristics of the research population.

Blumberg *et al.* (2008) states that simple random sampling is the element of population was known and every element has an equal or non-zero chance of being selected as a sample subject. Same goes to this study that the respondent has the same changes to be choose to be the sample. The researcher has been given the IKBN student lists name that are listed by the Ministry of Youth and Sport Malaysia, 2017. By looking at this list, the researcher selects the respondents from the Northern region randomly from the list and researcher attached the authorization letter to the related IKBN for the permission to distribute the questionnaire to the selected respondents. After get the permission, the researcher distributes the questionnaire.

3.5 Data Collection

Generally, the data in this study was collected from primary and secondary data. Sekaran (2009) categorized primary and secondary data both basically in collection techniques.

3.5.1 Pilot Study

This study conducted a pilot test to examine the reliability and the validity of the research instruments or items in the questionnaires (Sekaran and Bougie, 2010). Thirty questionnaires were distributed to the random respondents selected at places such as the library and residence hall. Cronbach's alpha was used to test the reliability of each item in the questionnaire. If the Cronbach's

alpha is between 0.70 - 0.95, it consider reliable and acceptable (Tavakol & Dennick, 2011). But, if the value of Cronbach's alpha is below than 0.70 the reliability of an instrument is considered as low. In this study, the range of the Cronbach's alpha is from 0.758 – 0.943 as shown in Table 3.7. Therefore, the result of the Cronbach's alpha indicates the validity and reliability if the research instrument.

Table 3.7
Pilot Study Reliability and Validity Test

S/N	Constructs	No. of items	Cronbach's Alpha
1	Views on self-employment	4	0.758
2	College experience	8	0.833
3	Family support	4	0.877
4	Role model	4	0.943

3.5.2 Data Collection

IKBN was regulated by Skills Development Division under the Ministry of Youth and Sports Malaysia. Thus, in order to collect the information, the researcher must follow some procedures before carried out of study on them. Firstly, the researcher need to contact and email an authorization letters of data collection from Othman Yeop Abdullah (OYA) Graduates School of Business, UUM to the Ministry of Youth and Sports in order to obtain the statistical number of IKBN students in Malaysia for the purpose to determining the total number of population. At the same time, researchers

also need to contact and fax the same authorization letter to the directors of IKBN to distribute questionnaires. After the application is approved, researchers distribute the questionnaires.

Specifically, the researcher conducted a self-administrated questionnaires to do the survey among the students of IKBN. The questionnaire is a set of questions was developed and distributed to respondents to answer. Nazira and Idros (2012) states that questionnaires functioning as an important tools because it determine the whole investigation of the study, thus it also minimize the cost and the details of ambiguity among respondents.

A total of 338 questionnaires were distributed and the process of data collection took two days. The questions in questionnaire were translated to Malay version in order to increase the respondents understanding. Besides that, the researcher also gives a brief explanation to each dimension of the questionnaire. Then, a total of 306 questionnaires were returned. However, due to time constrain, a total of 36 survey forms were not returned to the researcher.

3.6 Data Analysis

In quantitative research, data analysis is important for analyzing the collected data. It helps researcher to conduct arranged testing of the data and develop explanations, and assist in testing the hypothesis (Joel, 1996). Following are some of the analysis that has been conducted in this study.

3.6.1 Descriptive Analysis

Descriptive analysis can be defined as a method of describing, displaying, organizing and explaining the characteristic of the sample in a tabular and graphic form to provide summarized measures (Johnson & Christensen, 2000). It helps in providing a summarization form of data that have been analyze. The purpose of this study is descriptive or explanation study where it reveals the influence of college experience, family support and role model towards students' views on self-employment. The aim of descriptive analysis is to understand the demographic of the respondents such as gender, age group and programs of study.

3.6.2 Reliability Analysis

According to Sekaran (2009), the reliability analysis was used to measure the goodness of data which includes the consistency and the stability of the instruments. Sekaran (2009) also suggested that the reliability of internal consistency is consider high if the value of Cronbach's Alpha is closer to 1. If the Cronbach's alpha is between 0.70- 0.95, it consider reliable and acceptable (Tavakol & Dennick, 2011). But, if the value of Cronbach's alpha is below than 0.70 the reliability of an instrument is considered as low.

3.6.3 Normality Test

Normality analysis is needed to identify whether the data sample of the population is normally distributed (Hair *et al.*, 2010). They added that in order to see the normality test, it can be access through skewness and

kurtosis. According to George and Mallery (2010) the z-values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution. With this simple test, the researcher can easily assess the degree to which the skewness and kurtosis of distribution vary from the normal distribution (Hair *et al.*, 2010).

3.6.4 Multiple Regression Analysis

This study tends to use multiple regression analysis. According to Pallant (2011), multiple regressions are more sophisticated extension of correlation. It has been used to predict the influence of independent variables on the dependent variables (Sekaran & Bougie, 2010). Coakes (2012) argued this test helps researcher to understand how much the amount of variance explained the independent variable by dependent variable. Through this analysis, the researcher also can find the indirect correlation between independent and dependent variables apart from determine the strongest influences among the independent variables towards dependent variable.

3.7 Conclusion

The chapter clearly stated the methodology aspect of this study. The descriptive analysis was used to see the demographic profile of IKBN student. This chapter also explains the validity and reliability of the instruments. The results from the data analysis are presented in the next chapter.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings of data analysis for this study. The result outcomes for data analysis were completed using analytical tools of SPSS version 22.0. The data analysis involved normality test. In addition, this chapter also addressed the findings from respondent's background which is analyzed by using descriptive analysis. The researcher run regression analysis to see the factors influence on students' views on self-employment. Last but not least, the indirect results obtained from the correlation analysis were also explained in order to identify the relationship among the variables. The analyses were based solely on the data furnished by the respondents through returned questionnaires.

4.2 Descriptive Analysis

In this study, researcher tends to used statistical tools of SPSS version 22.0 to analyze the data. A total of 338 questionnaires were distributed and only 306 questionnaires were returned. However, a total of 36 survey forms were not returned to the researcher. Table 4.1 presents the descriptive statistics for the study sample.

Table 4.1
Demographic Profile of Respondents (N-306)

Variable	Category	Frequency	Percentage
1. Gender	Male	263	85.90
	Female	43	14.10
2. Age	16 – 20	256	83.7
	21 – 25	49	16.0
	25 & above	1	0.30
3. Programmes of study	Automotive technology	152	49.70
	Machanical technology	2	0.70
	Electronic technology	1	0.30
	Marine technology	91	29.70
	Civil technology	60	19.60
4. Family business background	Yes	77	25.20
	No	229	74.80

Based on Table 4.1, most of IKBN students' are male with the frequency 263 (85.90 percent), while the rest of 43 students with the percentage of 14.10 percent are females. In the term of age, the highest respondents are those in the age group of 16 – 20 years representing 83.7 percent of the sample, while those above 25 years were lowest with representing only 0.30 percent of the sample. For programmes of study, those from automotive technology programmes formed the highest respondents with 152 (49.70 percent) and those from electronic technology programmes showed the lowest respondents with only one (0.30 percent). Apart from that, the others

programmes in IKBN are marine technology (29.70 percent) and civil technology (19.60 percent). It can be concluded that, most of IKBN students are not comes from family business background. It took about 74.80 percent with the frequency of 229 students out of 306 students. Others are coming from family who has a business.

4.3 Reliability Analysis

The main purpose of reliability analysis is to measure the goodness of data which includes the consistency and the stability of the instruments (Sekaran, 2009; Hair *et al.*, 2003). Table 4.2 represents the reliability analysis in this study.

Table 4.2
Reliability Analysis

S/N	Constructs	No. of items	Cronbach's Alpha
1	Views on self-employment	4	0.715
2	College experience	8	0.863
3	Family support	4	0.899
4	Role model	4	0.906

As the results, the role model states the highest rate with 0.905, followed by family support (0.899), college experience (0.863) and views on self-employment (0.715). Based on Tavakol and Dennick (2011), it is suggested that if the value of Cronbach's alpha is between 0.70- 0.95, it consider reliable and acceptable. But, if the value of Cronbach's alpha is below than 0.70 the reliability of an instrument is considered as low. Thus, based on the results obtained, the internal consistency among all items

both of dependent variable and independent variables are considered as acceptable because the value of Cronbach's alpha is above that 0.70.

4.4 Normality

This study examined the normality analysis to identify the data sample of population is normally distributed.

Table 4.3
Skewness and Kurtosis Statistics

Variables	Skewness	Kurtosis
Views on self-employment	0.040	0.142
College experience	-0.178	0.399
Family support	-0.752	1.20
Role model	-0.854	1.023

In addition, George and Mallery (2010) suggest that the data is acceptable if the z-values for skewness and kurtosis statistics are between 2 and -2. Based on the result of normality test in Table 4.3, all variables is acceptable because the value of skewness and kurtosis are at the range of 2 and -2. This indicates that the data is normal. The Q-Q plots for the normality of each variable are attached on the Appendix D.

4.5 Regression Analysis

The regressions were carried out to determine the independent variables as well as contribution of these predictors; college experience, family support and role model on prediction to the students' views on self-employment as dependent variable. This analysis not refers one technique, but it refers to the family techniques which can be used to test the relationship between two variables (Pallant, 2011). Thus, this analysis indirectly shows the correlation between college experience, family support, role model and students' views on self-employment.

Correlation between independent and dependent variables must be test before pursuit the regression analysis. This is because regression analysis cannot be tested if there is no relationship between two variables. Cohen (1988) suggests that 0.10 to 2.90 correlations is considered weak, 0.30 to 4.9 is seen as a moderate relationship while 0.5 and above is regarded as a strong relationship.

While, for the regression analysis, Gliner et al. (2009) suggested that the independent variable influences the dependent variable if the value is below the significant level of $p < 0.05$. While, it is indicates that there is no influence between independent and dependent variables if the value is above the significant value. Therefore, the results for correlation and regression analysis are as bellow.

H1: College experience influences students' views on self-employment

Table 4.4 indicates there is positive relationship between college experience and students' views on self-employment. This can be seen through significant value

(0.01) is less than 0.05. However, the strength of two variables indicates at the medium level ($r=0.461$).

Table 4.4
Correlation for College Experience (N=306)

		Students' views on self-employment
College Experience	Pearson Correlation	0.461
	Sig (2-Tailed)	0.01

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

Based on the Table 4.5, college experience has significantly influenced students' views on self-employment. This can be proven where the p-value is less than 0.05 (0.000) and the standardized coefficient is 0.461 ($B=0.461$). Therefore, H1 is supported. Then, the R square value contributes 21.20 percent towards students' views to be self-employment.

Table 4.5
Linear Regression for College Experience

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.004	0.185		10.847	0.000
College experience	0.451	0.050	0.461	9.054	0.000

Dependent variable: Self-employment
R square: 0.212
F: 81.982

H2: Family support influences students' views on self-employment

According to Table 4.6, there is positive relationship between two variables (Sig. value less than 0.05). The strength of two variables indicates at the medium level ($r=0.492$).

Table 4.6
Correlation for Family Support (N=306)

		Students' views on self-employment
Family Support	Pearson Correlation	0.492
	Sig (2-Tailed)	0.01

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

While, based on the linear regression analysis on table 4.7, the p-value is 0.000 which is less than 0.05. A standardized coefficient is 0.492. Thus, family support has significantly influenced students' views on self-employment and H2 is supported.

The R square showed this variable contributes 24.20 percent on students' views to be self-employment.

Table 4.7
Linear Regression for Family Support

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.154	0.155		13.884	0.000
Family support	0.390	0.040	0.492	9.862	0.000

Dependent variable: Self-employment
R square: 0.242
F: 97.264

H3: Role model influences students' views on self-employment

According to Table 4.8, there is positive relationship between two variables (Sig. value less than 0.05). The strength of two variables indicates at the medium level ($r=0.445$).

Table 4.8
Correlation for Role Model (N=306)

		Students' views on self-employment
Role Model	Pearson Correlation	0.445
	Sig (2-Tailed)	0.01

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

Thus, Table 4.9 shows role model influences students' views on self-employment. This can be seen through p-value is less than 0.05 (0.000) and the standardized coefficients is 0.445 ($B=0.445$). Hence, H3 is supported. The value of R square is 0.198 which is explained R square contributes 19.8 percent towards students' views to be self-employed.

Table 4.9
Linear Regression for Role Model

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.448	0.138		18.010	0.000
Role model	0.317	0.037	0.445	8.671	0.000

Dependent variable: Self-employment
R square: 0.198
F: 75.187

Researcher tends to run the multiple regression analysis in order to see the most influence of dependent variable towards dependent variables. Therefore, the result of ANOVA as attached on Appendix D shows that, the F value is 43.006 and the significant value is 0.000 which is less than 0.05. Thus, this analysis shows that college experience, family support and role model are significantly influence students' views on self-employment.

Based on the regression analysis on Table 4.10, college experience, family support and role model explain 29.90 percent ($R^2 = 0.299$) of the variance in predicting the students' views on self-employment. The model proposed is significant at 0.00 level ($F=43.006$, $p=0.000$). It also shows that the Beta for standardized coefficient of college experience ($B= 0.217$), family support ($B= 0.246$) and role model ($B= 0.176$). Thus, it can be concluded that all three variables have positively affected students' views on self-employment and family support most influence students' views on self-employment. It is because, family support have a high value of Beta for standardized coefficient compared to others.

Table 4.10
Multiple Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.668	0.183		9.101	0.000
College experience	0.213	0.061	0.217	3.460	0.001
Family support	0.195	0.055	0.246	3.536	0.000
Role model	0.125	0.045	0.176	2.751	0.006
R Square =	0.299				
ANOVA: F =	43.006				
R =	0.547				

Dependent variable: Self-employment

4.6 Conclusion

This chapter briefly presented on the statistical result or findings on the respondent's rate, descriptive analysis, reliability analysis, normality test and multiple regression analysis. The study examined the influence of college experience, family support and role model on students' views on self-employment. The discussion of the results of the study will be done at chapter five.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter begins with a discussion of the findings, followed by the implication of the study. Lastly, researcher gives some recommendation for future research.

5.2 Discussion of the Findings

In this study, the researcher examines the factors that influence students' views on self-employment among IKBN students. This study utilized The Knowledge Spillover Theory by Audretsch (2005) as an underpinning theory and supported the research framework. The theory hypothesis are in three factors that is college experience, family support and also role model, this is the independent variable that will brings to the view of IKBN students on self-employment. This study applied the analytical tool of SPSS version 22.0 to analyze the data and lastly, the findings are discussed in details.

5.2.1 College experience influences students' views on self-employment.

The finding in this study shows college experience influenced students' views on self-employment. Therefore hypothesis one (H1) is supported since the significant value (p-value) for college experience is less than 0.05 referred to the multiple regression analysis. It is parallel with study by Anderson (2011), where he claimed that university environment may influence the students' life

and development in future. The researcher found that the IKBN provide a proper learning and environment condition such as classrooms, libraries, laboratories and others (Pace, 1984). David et al. (2015) encouraging in designing learning environments to promote interest, concentration, focus and intrinsic motivation because it is a worthy aspiration. Through this, it will affect their students experience, thus helps in strengthen the views of student to become self-employment. It is supported by Franke and Luthjie (2004), whereby they states that the assessable on the college environment might encourage student intention to be self-employed or entrepreneur. Therefore, college or university plays an important role in guiding students' future, which is by teaching them a good technical-skills lesson.

5.2.2 Family support influences students' views on self-employment.

The findings in this study indicate that family support influenced students' views on self-employment. Thus, hypothesis two (H2) is supported. Based on the regression analysis, family support was the most influenced on IKBN students' views on self-employment, where the value of standardized coefficients Beta for family support is higher than the other variables. This result is parallel to the study by Ahmad Yasruddin, Nik Abdul Aziz and Nik Azyyati (2011) which is the family support have positively influence entrepreneurial inclination. In this case, the researcher indicates that families members of IKBN students are encourage them to become self-employment or venture their own business. The researcher found that the intention to be self-employed is high because most of IKBN student got supports from their family members. The support can be in term of tangible or intangible support.

It is supported by the other scholar where the support from family members can be in moral support (Renzulli et al., 2000), early funding (Bygrave et al., 2003) and information and contacts (Steier, 2009). Sorensen (2007) suggests that family support also can be in tangible or instrumental support provided to the entrepreneur. Though this support, it will make student become motivated to start up their own business or venture. This statement is correlated with the Taylor and Thorpe (2004) study by which personal, family and peer influences can affect graduates' entrepreneurial motivation and career aspirations. To be a strong, descriptive analysis in this study found around 77 students of IKBN is comes from family business background. In the literature, there is strong empirical evidence that shows entrepreneurs are descended in part from family members, especially parents (Wit & Van Widen, 1989; Davidsson, 1995; Rubio Lopez et al, 1999). Frazie and Niehm, (2006) also conclude that, the positive views on self-employment or entrepreneurship from students are those who comes from family business background. In a nut shell, the higher influence from family members, the stronger students preference for decision-making to be self-employed.

5.2.3 Role model influences students' views on self-employment.

Role model shows significant influences on students' views to be self-employment. Therefore, hypothesis three (H3) is supported. The finding seemed to be same from the result obtained from the study by Drennan, Kennedy and Renfrew (2005) which showed that students with role model perceive to be self-employed rather than students who do not have role model. From this study, it has been identified that certain of the IKBN

students have their own role model, thus it will motivate them in viewing themselves to be self-employment. Mueller (2004) found that the role model enhance students' views to be self-employment by providing encouraging to turn the views into reality. According to Bosma et al. (2012), the decision of the individual might be influence by other behavior or opinions. Therefore, the function of role model is to influence students to become like them.

5.3 Implication

The main objective of the present study is to examine the influences of college experience, family support and role model towards students' views on self-employment. By achieving these objectives, the study is believed to attain both theoretical and practical significance.

5.3.1 Theoretical Implication

Consistent with the Knowledge Spillover Theory of Entrepreneurship, technical knowledge has capability in sharpening views on self-employment. Thus, this study contributes to the theory on the factors that can influence views on self-employment which includes the technical knowledge through learning process. This knowledge rises opportunities and able to sharpen views on self-employment among students.

5.3.2 Practical Implication

This study is also important for practical managerial implication where it is expected that IKBN can produce more skillful of self-employments among graduate students. Thus, this can help government in controlling and reducing the unemployment rate in Malaysia.

5.4 Limitation of Study

There are several limitations during this study. Between the limitations of this study are:

1. The study was conducted in a short period of time. It had been conducted from February 2017 until May 2017.
2. Most respondents are comprised of outstanding students who are less academically.
3. This study is limited to skills-based student in the Northern region.
4. There are several procedures laid down by the IKBN that need to be complied. The researcher needs to send a written application letter to the director of IKBN to get permission for distributing questionnaires to their students. This situation lead to time constrain in getting the approval.

5.5 Recommendation

Based on the findings, family support was the most influence to the students' views on self-employment. Thus, it shows that family support is important and plays crucial roles to enhance students' views to be self-employed. It is recommended for

both parents and students in joining the mentor and mentee programs arranged by community to sharpen views on the advantages of self-employment apart from get additional information related to the first step to be self-employment including the financial information. Besides that, the college also should play roles such as IKBN can develop more programs related to the self-employment such as Entrepreneur Open Day, Career Open Day and so on. Through this, it can help students in sharpening their career path insight after they finish their study. Apart from that, IKBN also can organize the programs by inviting the successful business person in Malaysia to share their knowledge and experience. This suggestion might be effective since the most of young people nowadays are easy to influence and being motivate by the speaker. Thus, through this efforts hopefully student can create their own future and career path without too much relaying on the employment jobs, thus it will help in reducing unemployment rate in Malaysia.

Finally, it is recommended for the future research to investigate the other factors that might influence the students' views on self-employment such as the factor of information technology since technology are important nowadays, the self-efficacy factor since the students knows their ability to be self-employed and so on. Besides that, due to the time constrain, this study only focus on the Northern region. Thus, for the future research, it is recommended for them to expand the research scope and area. Trhe future researcher also can focus the study on the final years students because they are mostly intend to think about their career path after they finish their study, thus the result will be more appropriate.

5.6 Conclusion

The purpose of this study is to examine the influence factors of college experience, family support and role model towards students' views on self-employment. This study indirectly found that there is significant relationship between independent and dependent variables. The main findings in this study indicate that all the independent variables tested support the students' views on self-employment. Besides that, the researcher also found that family support is the most influence and plays important roles in sharpen students' views on self-employment.

Therefore, the implication and limitation of this study have been identified and the recommended also has been recommended by the researcher in order to sharpen the views of IKBN student to be self-employment. Hopefully, IKBN can produce more students to be self-employment after they finish their study and not just wait to be employed by others. Lastly, through this effort it can help in reducing the unemployment rate in Malaysia apart from giving benefits for the economic growth of the country.

REFERENCES

- Aaker, A. Kumar, V.D. & George, S. (2000). *Marketing research*. John Wiley and Sons, Inc, New York.
- Ab. Aziz, K., Harris, H., Md. Zahid, S. & Ab. Aziz, N.A. (2013). *Commercialisation of University Research: An Investigation of Researchers' Behaviour*. *Communications of IBIMA*. 2013, 19.
- Abdulkarim, J. (2012). *Entrepreneurship in Technical and Vocational Education 3: (Practical Entrepreneurship and Self Employment)*. Umuahia: Dgood Konzeptz.
- Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences* (4th ed). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Ahmad Yasruddin Md Yasin , Nik Abdul Aziz Nik Mahmood & Nik Azyyati Nik Jaafar. (2011). Students' entrepreneurial inclination at a Malaysian Polytechnic: a preliminary investigation. *International Education Studies*, 4(2), 198-205.
- Ahmed, I., Aamir, M. & Ijaz, H.A. (2011). External factors and entrepreneurial career intentions; moderating role of personality traits. *International Journal of Academic Research*, 3(5), 262-267.
- Ahmed, I., Nawaz, M.M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, W. & Ahmed, N. (2010). Determinants of students' entrepreneurial career intentions: Evidence from business graduates. *European Journal of Social Sciences*, 15(2): 14 – 22.

- Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573-596.
- All Have Role in Solving Youth Unemployment. *New Straits Times Online*. Retrieved on April 20, 2017 from <https://www.nst.com.my>.
- Anderson, A. R., Jack, S. L. & Dodd, S. D. (2005). The Role of Family Members in Entrepreneurial Networks: Beyond the Boundaries of the Family Firm. *Family Business Review*, 18(2), 135–154.
- Audretsch, D. B., Keilbach, M., & Lehmann, E. E. (2005). The knowledge spillover theory of entrepreneurship and technological diffusion. *Advances in the Study of Entrepreneurship, Innovation and Economic Growth*. 16, 69–91.
- Awongbenle, A. C. & Iwuamadi K. C. (2010) Youth Unemployment: Entrepreneurship Development Program as an Intervention Mechanism. *African Journal of Business Management*, 14(6) .831-835.
- Basow, S & Howe, K. (1980). Role-model influence: Effects of sex and sex-role attitude in college students. *Psychology of Women Quarterly*, 4, 558-572.
- Blumberg, B., Cooper, D.R & Schindler, P. (2008). *Business Research Methods: second European edition*, 770.
- Bosma, N., Hessels, J., Schutjens, V., Van Praag, M. & Verheul, I. (2012), Entrepreneurship and role models. *Journal of Economic Psychology*, 33(2).
- Burns, AC. & Bush, RF. (2002). Marketing research: Online research applications (4th ed). Prentice Hall, New Jersey.

Business Dictionary. (2012). *Role Model*. Retrieved on April 14, 2017 from <http://www.businessdictionary.com/definition/role-model.html>.

Buzeye Zegeye. (2013). *Factors Explaining Students Inclination Towards Entrepreneurship: Empirical Study of Ethiopian University Students*. (April), 1(4).

Bygrave, W., Hay, M., Ng, E. & Reynolds, P. (2003). Executive forum: a study of informal investing in 29 nations composing the Global Entrepreneurship Monitor. *Venture Capital*, 5(2), 101–116.

Carr, J.C. & Sequeira, J.M. (2007). Prior family business exposure as intergenerational influence and entrepreneurial intent: A theory of planned behavior approach. *Journal of Business Research*, 60(10), 1090–1098.

Castro, S. L., & Scandura, T. A. (2004). The tale of two measures: Evaluation and comparison of Scandura's (1992) and Ragsin and McFarlin's (1990) mentoring measures. *Paper presented at the Southern Management Association Meeting*, San Antonio, TX.

Churchill, G.A. & Iacobucci, D. (2004). *Marketing research: Methodological foundations, 9th ed.* Thomson South-Western, Ohio.

Coakes, S. J., & Steed, L. (2012). *SPSS: Analysis without Anguish Using SPSS Version 20.0 for Windows*. Australia: John Wiley & Sons Australia, Ltd.

Cohen, J. (1988). *Statistical power analysis for the behavior sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.

- Chlosta, S., Patzelt, H., Klein, S. B. & Dormann, C. (2010). Parental role models and the decision to become self-employed: The moderating effect of personality. *Small Business Economics*, 38(1).
- David J. Shernoff, Sean Kelly, Stephen M. Tonks, Brett Anderson, Robert F. Cavanagh, Suparna Sinha & Beheshteh Abdi (2015). Student engagement as a function of environmental complexity in high school classrooms. *Learning and Instruction*. 43 (52-60).
- Davidsson, P. (1995). Determinants of Entrepreneurial Intentions. *Paper Prepare for Rent IX Workshop*, Piacenza, Italia.
- Department of Statistic Malaysia. (2017). *Unemployment Rate in Malaysia*. Retrieved from www.dosm.gov.my.
- Drennan, J., Kennedy, J., and Renfrow, P. (2005). Impact of childhood experiences on the development of entrepreneurial intentions. *The International Journal of Entrepreneurship and Innovation*, 6(4), 231-238.
- Drucker, P. F. (1985). Entrepreneurial Strategies. *California Management Review*, 27.
- Dyer W.G. & Handler W. (1994). Entrepreneurship and family business: exploring the connections. *Entrepreneurship Theory and Practice*, 71-83.
- Elmuti, D., Khoury, G., & Omran, O. (2012). Does entrepreneurship education have a role in developing entrepreneurial skills and ventures' effectiveness? *Journal of Entrepreneurship Education*, 15, 83–99.
- Federal Republic of Nigeria. (2004). National Policy on Education, Nigeria. Yaba, Lagos, NERDC Press.

- Fong, C.O. (2005), "The official opening Malaysia Career and Training Fair", viewed April 10, 2017, www.mohr.gov.my.
- Franke, N. & Luthje, C. (2004). Entrepreneurial intentions of Business Students: A benchmarking study. *International Journal of Innovation and Technology Management*, 7 (1), 1-24.
- Frazier, B.J. & Niehm, L.S. (2006). *Predicting the entrepreneurial intentions of non-business majors: a preliminary investigation*. Paper presented at the USASBE/SBI Conference, Tucson, AZ, January 14-17.
- Fretschner, M. & Weber, S. (2013). Measuring and understanding the effects of entrepreneurial awareness education. *Journal of Small Business Management*, 51(3).
- George, D. & Mallery, M. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference*, 17.0 update (10a ed.) Boston: Pearson.
- Giacomin, O., Janssen, F., Pruett, M., Shinnar, R. S., Llopis, F. & Toney, B. (2011). Entrepreneurial intentions, motivations and barriers: differences among American, Asian and European students. *International Entrepreneurship and Management Journal*, 7, 219-238.
- Giuliano Guerra & Roberto Patuelli. (2014). The influence of role models on immigrant self-employment: a spatial analysis for Switzerland. *International Journal of Manpower*, 35(1/2).
- Gliner, J. A., Morgan, G. A., & Leech, N. L. (2009). *Research Method in Applied Settings: An Integrated Approach to Design and Analysis*. New York: Taylor & Francis Group, LLC.

- Greve, A., & Salaff, J. W. (2003). Social networks and entrepreneurship. *Entrepreneurship theory and practice*, 28(1), 1-22.
- Gurel, E., Altinay, L. & Daniele, R. (2010). Tourism students' entrepreneurial intentions. *Annals of Tourism Research*, 43(3).
- Guzman, J. & Santos, F. (2001). The Booster Function and Entrepreneurial Quality: An Application to the Province of Seville. *Entrepreneurship and Regional Development*, 13: 211-228.
- Haftendorn, K., & Salzano, C. (2003). Facilitating youth entrepreneurship: An analysis of awareness and promotion programmes in formal and non-formal education. *International Labour Office*.
- Hair, J., Money, A. & Samouel, P. (2003). *Essentials of business research*. New York: Wiley.
- Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th Ed.). New Jersey: Prentice Hall, Inc.
- Henderson, R. & Robertson, M. (2000), "Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career", *Career Development International*, 5(6).
- Hisrich, R. D. (2005). Entrepreneurship education and research. In K. Anderseck & K. Walterscheid (Eds.), *Entrepreneurship research and entrepreneurship education*. Wiesbaden, Germany: Deutsche University Press.
- Hytti, U. & O'Gorman, C. (2004), "What is enterprise education? An analysis of the objectives and methods of enterprise education programmes in four European countries", *Education Training*, 46(1).

- Idogho, P. O., & Ainabor, A. E. (2011). Entrepreneurship education and small-scale business management skill development among students of Auchi. *International Journal of Business and Management*, 6(3), 284–288.
- Kamau-maina, R. (2008). *Encouraging entrepreneurial intentions: The role of university or college environments and experiences*. Dissertation, (May), Case Western Reserve University.
- Karuna Sharma (2015). Influence of media exposure on vocational interest among adolescents. *International Journal of Applied Research*, 1(10): 30-33.
- Keat, Ooi Yeng, Selvarajah, Christopher, & Meyer, Denny. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, 2(4), 206-220.
- Key Statistics of Labour Force in Malaysia, January 2017*. (2017). Retrieved on April 20, 2017 from www.dosm.gov.my/v1.
- Kirzner, Isreal. M. (1973). *Competition and Entrepreneurship*. Chicago: University of Chicago Press.
- Klyver, K. (2007). Shifting family involvement during the entrepreneurial process. *International Journal of Entrepreneurial Behavior & Research*, 13(5), 258-277.
- Kniveton, B. H. (2004). The influences and motivations on which students base their choice of career. *Research in Education*, 72, 47-59.
- Krejcie, Morgan. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

- Krueger, N., Reilly, M. & Carsrud, A.(2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15, 411-432.
- Kuratko, D. F. & Hodgetts, R. M. (2004). *Entrepreneurship – A Process Perspective*. Sixth Edition. Thompson: South Western
- Lemmink, Jos, Annelien Schuijf, & Sandra Streukens. (2003). The Role of Corporate Image and Company Employment Image in Explaining Application Intentions. *Journal of Economic Psychology*, 24 (1): 1–15.
- Linan, Francisco, David Urbano & Maribel Guerrero. (2011). Regional Variations in Entrepreneurial Cognitions: Start-up Intentions of University Students in Spain. *Entrepreneurship and Regional Development*, 23 (3–4): 187–215.
- Lockwood, P. & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73, 91-103.
- Lorz, M., Mueller, S. & Volery, T. (2013) ‘Entrepreneurship education: a systematic review of the methods in impact studies’, *Journal of Enterprising Culture*, 21(2).
- Lucky, I., & Minai, M. S. (2011). “*The Entrepreneurial Mind of the Female Graduate-to-be in Northern Malaysia*”. Paper presented at the The Proceeding at the World Business, Economics and Finance Conference.
- McCarthy, P., & McCarthy, H. (2006). When case studies are not enough: Integrating experiential learning into business curricula. *Journal of Education for Business*, 81(4), 201-204.

- Niels Bosma, Jolanda Hessels, Veronique Schutjens, Mirjam Van Praag & Ingrid Verheul. (2012). Entrepreneurship and role models. *Journal of Economic Psychology*, 33(2).
- Nur Hanis Md. Salleh, Shamsul Huda Abd Rani & Donny Abdul Latief. (2016). The Influence of College Experience on Entrepreneurial Intention among IKBN Students. *Sains Humanika*, UTM Press, 8(4-2).
- Minniti, M. & Bygrave, W. D. (1999). The microfoundations of entrepreneurship. *Entrepreneurship Theory and Practice*, 23(4), 41-52.
- Mueller, P. (2006). Entrepreneurship in the region: Breeding ground for nascent entrepreneurs? *Small Business Economics*, 27, 41-58.
- Muszafarshah, M. M. & Woon, M. V. (2004), *Academic knowledge to holistic wisdom: Four transformations for institutional reform in higher education*.
- Muthmainnah, N., & Hadi, H. (2013). *Conceptual framework for the role of entrepreneurship centre in mediating the relationship between psychosocial factors and entrepreneurial quality among heI students in Malaysia*. 13(1), 1-9.
- Morris, M. H., Lewis, P. S., & Sexton, D. L. (1994). Reconceptualizing entrepreneurship: an input-output perspective. *SAM Advanced Management Journal*, 59, 21-21.
- Mourad Mansour. (2009). Employers' attitude and concerns about the employment of disabled people. *International Review of Business Research Papers*, 5(4), 209-218.

- Nabi, G., Holden, R., & Walmsley, A. (2010). *Entrepreneurial intentions among students: towards a re-focused research agenda.*
- Nazira, S., & Idros, S. (2012). *Kajian Terhadap Faktor-Faktor Penyumbang kepada Kejayaan dan Penglibatan Usahawan Wanita di Kawasan Lembah Klang* (Doctoral dissertation, Universiti Utara Malaysia).
- Ndagi, J.O. (1998). *Technology education the way forward. A key address at the annual state conference of NATT, April, 1-2.*
- Ni, L. W., Ping, L. B., Ying, L. L., & Jia, N. H. W. (2012). Entrepreneurial Intention: A Study among Students of Higher Learning Institution. *Entrepreneurial Intention*, 12 (August), 181.
- Nor Aishah & Yufiza (2006). Motivating factors that influence class F contractors to become entrepreneurs. *Jurnal Pendidikan*, 31, 107-121.
- Norasmah & Salmah (2009). Attitude towards choosing a career in entrepreneurship amongst graduates. *European Journal of Social Science*, 10(3), 419-434.
- Ooi, Y.K (2008), *Inclination towards entrepreneurship among Malaysian university students in Northern Peninsula Malaysia.*
- Pace, R. C. (1984). *Measuring The Quality Of College Student Experiences.* Eric.
- Pallant, J. (2011), *SPSS survival manual: A step by step guide to data analysis using SPSS for windows (version 12).* Fourth ed. Allen & Unwin, Crow Nest, N.S.W.
- Parker, S.C. (2004), *The Economics of Self-Employment and Entrepreneurship,* Cambridge (UK): Cambridge University Press.

- Pascarella, E. T., & Terenzini, P. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.
- Peterman, N. & Kennedy, J. (2003), "Enterprise education: influencing students' perceptions of entrepreneurship", *Entrepreneurship Theory and Practice*, 28(2).
- Purna Prabhakar Nandamuri & Ch. Gowthami (2015). An Analysis of the Effect of Role Models on Entrepreneurial Resourcefulness. *Journal of Management Development and Research*, 1(1).
- Rajani,N. & Sarada,D. (2008). Women entrepreneurship and support systems. *Student Home Community Sci*, 2(2), 107-112.
- Renzulli, L., Aldrich, H. E., & Moody, J. (2000). Family matters: Gender, networks, and entrepreneurial outcomes. *Social Forces*, 79, 523–546.
- Rita, R., Grazania,S. & Daiva D. (2013). *Explaining Entrepreneurial Intention of University Students: The Role of Entrepreneurial Education*. International Conference, 2013.
- Robert J. Trebar. (2014). *The Influence of The College Environment on The Entrepreneurial Intention of Students*. Thesis and Dissertation. University of Toledo.
- Robinson, J. P. (2000). Technical and Employability Skill in the work Place. *The workplace*, 5(3), 1-3.
- Rubio López, E. A., Cordon Pozo, E. & Agote Martín, A. L. (1999). Actitudes hacia la creación de empresas: Un modelo explicativo. *Revista Europea de Dirección y Economía de la Empresa*, 8 (3), 37-52.

- Sekaran, U. (2009). *Research method for business: A skill building approach (4th ed.)*. Denver: John Wiley & Sons.
- Sekaran, U. & Bougie, R. (2010). *Research methods for business: A skill building approach (5th ed.)*. Chichester: John Wiley & Sons Ltd.
- Shamsul Hana Abd. Rani. (2012). *A Study of Relationship between Family Support, Role Model and Financial Support Towards Entrepreneurial Inclination Among UUM Non-business Students*. Master Thesis. Universiti Utara Malaysia.
- Shapiro, E., Haseltine, F. and Rowe, M.(1978). Moving up: Role models, mentors, and the 'patron system'. *Sloan Management Review*, 6(1), 19-47.
- Simone Chlosta, Holger Patzelt, Sabine B. Klein & Christian Dormann (2012). Parental Role Models and the Decision to Become Self-employed: The Moderating Effect of Personality. *Small Buss Econ*, 38:121-138.
- Singh, G., & De Noble, A. (2003). Views on self-employment and personality - an exploratory study. *Journal of Developmental Entrepreneurship*, 8(3), 265–281.
- Singh, G., Saghafi, M., Ehrlich, S., & De Noble, A. (2010). Perceptions of self-employment among mid-career executives in the people's republic of China. *Journal of Career Assessment*, 18(4), 393–408.
- Sorensen, J.B., 2007. Closure and Exposure: Mechanisms in the Intergenerational Transmission of Self-employment. In: Ruef, M., Lounsbury, M. (Eds.), *Research in the Sociology of Organizations*. Emerald Group Publishing Limited, Bradford.

- Sorenson, R. L., & Bierman, L. (2009). Family Capital, Family Business, and Free Enterprise. *Family Business Review*, 22(3), 193-195.
- Sosina Bezu & Stein T. Holden (2015). *Street Based Self-employment: A Poverty Trap or A Stepping Stone for Migrant Youth in Africa?*. Conference Paper.
- Steier, L. (2003). Variants of agency contracts in family-financed ventures as a continuum of familial altruistic and market rationalities. *Journal of Business Venturing*, 18 (5), 597–618.
- Steier, L. (2009). Where do new firms come from? Households, family capital, ethnicity, and the welfare mix. *Family Business Review*, 22, 273-8.
- Talwar, P., Kumaraswamy, N., & Ar, M. F. (2013). *Perceived Sosial Support, Stress and Gender Differences among University Students: A Cross Sectional Study*.
- Tavakol M. & Dennick R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2:53-55.
- Taylor, D. W., and Thorpe, R. (2004), Entrepreneurial learning: a process of co-participation. *Journal of Small Business and Enterprise Development*, 11(2), 203-211.
- Tiago A. (2013). *Entrepreneurial Intentions and Behavior among University Students: The Case of the Institutor Superior Technico*.
- Titilayo, O. G. (2015). *The Influence of Entrepreneurship Education and Students' Views on Self-employment among Postgraduate Students in Universiti Utara Malaysia*. Master Thesis. Universiti Utara Malaysia.

- Ugwoke, S. C., Onomereroso, M. E. and Abidde, E.(2014). Entrepreneurial skill Development in Basic Education for Wealth creation. *International Journal of Educational Research*, 13(1),65-80.
- Van Auken, H., Fry, F.L. and Stephens, P. (2006). The influence of role models on entrepreneurial intentions. *Journal of Developmental Entrepreneurship*, 11(2).
- Wang, C. K. & Wong, P. K. (2005). Entrepreneurial interest of university students in Singapore. *Technovation*, 24(2), 163-172.
- William R. Meek. (2010). The role of family member support in entrepreneurial entry, continuance, and exit: An autoethnography. *In Entrepreneurship and Family Business*. Published online. 87-111.
- Wit, G. & Van Winden (1989). An Empirical Analysis of Self-employment in the Netherlands. *Small Business Economics*, 1, 263-272.
- Wright, S., Wong, A. & Newill, C.(1997). The impact of role models on medical students. *Journal of General Internal Medicine*, 12, 53-56.
- Zaroug Osman Bilal, Samir Marwan Hammami & Syed Ahsan Jamil (2016). The Influence of Entrepreneurship Education and Previous Entrepreneurial Experience on Student's Desirability to Self-employment: A Case of Heis in Dhofar Region in Oman. *International Journal of Economic Research*, 13(4). 1737-1749.
- Zhao, C., & Kuh, G. D. (2004). Adding Value: Learning Communities and Student Engagement, 45(2), 115–139.

Zhou, M., & Xu, H. (2012). A Review of entrepreneurship education for college students in China. *Administrative Sciences*, 2(4), 82–98.

Zikmund, W.G., Babin, B.J., Carr, J.C. & Griffin, M. (2010). *Business Research Methods*. Eighth edition. Mason: South-Western Cengage Learning.





Appendix A:
Permission Letter

UUM
Universiti Utara Malaysia



"MUAFAKAT KEDAH"

UUM/OYAGSB/R-4/4/1
 2 May 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION

COURSE: Research Paper
COURSE CODE: BPMZ69912
LECTURER: Dr. Shamsul Huda Binti Abd. Rani

This is to certify that the following is a postgraduate student from the OYA Graduate School of Business, Universiti Utara Malaysia. She is pursuing the above mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	WAN NUR SYUHADA BINTI WAN ISMAIL	819761

In this regard, I hope that you could kindly provide assistance and cooperation for her to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"BERKHIDMAT UNTUK NEGARA"
"ILMU, BUDI, BAKTI"

Yours faithfully



FADHLINA BINTI MD PUDZI
 Assistant Registrar
 for Dean
 Othman Yeop Abdullah Graduate School of Business

c.c - Student's File (819761)



Appendix B:
Statistic of *Institut Latihan Belia dan Sukan (ILBS)*
in Malaysia
2017

UUM
Universiti Utara Malaysia



Appendix C:
Questionnaires

Universiti Utara Malaysia



UNIVERSITI UTARA MALAYSIA

**ASSESSING THE FACTORS THAT INFLUENCE STUDENTS' VIEWS ON
SELF-EMPLOYMENT AMONG IKBN STUDENTS**

Dear Respondent,

I am conducting a research on: *College experience, family support, role model and students' views on self-employment*. I am glad to inform you that you have been chosen to participate in this study.

Your responses and views are highly important in achieving the objectives of this study. The information provided will be treated as confidential and will be used only for the purpose of this study.

Thank you for your valuable time, attention and cooperation.

Wan Nur Syuhada binti Wan Ismail
Master of Science Management
School of Business Management, UUM College of Business
Universiti Utara Malaysia
06010, Sintok, Kedah
syuhadaismail2109@gmail.com
0135911143

PART A: DEMOGRAPHIC FACTORS

Please answer the following questions with (/) in the box given.

1. Gender: Male Female
2. Age: 16 – 20 21 – 25 25 & above
3. Program of study: Automotive Technology Marine Technology
Mechanical Technology Civil Technology
Electronics Technology Information Technology
Photography Technology Hospitality
- Others:
4. Family business background: Yes No



PART B:

Please indicate the degrees of you agree and disagreement with the statement below by circling your response according to the following option:

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1	2	3	4	5

IEWS ON SELF-EMPLOYMENT

Questions					
I have preference for self-employment than paid employment.	1	2	3	4	5
I have motivation from within to start my own business.	1	2	3	4	5
I have been equipped with needed entrepreneurial skills to become successful entrepreneur.	1	2	3	4	5
Self-employment is now my first priority because of the knowledge gained in entrepreneurship education program.	1	2	3	4	5

COLLEGE EXPERIENCE

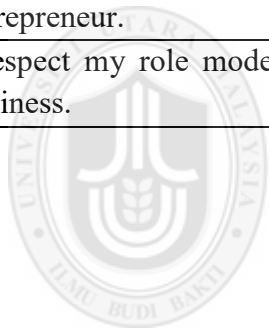
Questions					
IKBN emphasizes on the importance of hands-on activities.	1	2	3	4	5
IKBN environment often provides me with adequate training on business activities.	1	2	3	4	5
IKBN has offers Entrepreneurship courses.	1	2	3	4	5
IKBN provides various entrepreneurship activities.	1	2	3	4	5
IKBN provides opportunities to listen successful entrepreneur speakers and presenters.	1	2	3	4	5
IKBN provides positive message about entrepreneurship as a career option	1	2	3	4	5
In course of my studies I have learnt a lot about recognizing business opportunities.	1	2	3	4	5
In course of my studies I have learnt a lot about the starting a business.	1	2	3	4	5

FAMILY SUPPORT

Questions					
My family feels positive about my interest in starting a business.	1	2	3	4	5
My family offers important information about advantages and disadvantages of products or services.	1	2	3	4	5
My family tells me what I need if I doing a business	1	2	3	4	5
My family gives objective feedback that helps me know how to deal with the problems.	1	2	3	4	5

ROLE MODEL

Questions					
I am interested in business because my role models are in business.	1	2	3	4	5
I try to model my behavior after my role model.	1	2	3	4	5
I admire my role model's ability to be successful entrepreneur.	1	2	3	4	5
I respect my role model's ability to teach others about business.	1	2	3	4	5



THANK YOU
Universiti Utara Malaysia



UNIVERSITI UTARA MALAYSIA

**MENILAI FAKTOR-FAKTOR YANG MEMPENGARUHI PANDANGAN
PELAJAR TERHADAP BEKERJA SENDIRI DI KALANGAN PELAJAR
IKBN**

Responden yang dihormati,

Saya sedang menjalankan kajian terhadap: Pengalaman di kolej, sokongan keluarga, idola dan pandangan pelajar terhadap bekerja sendiri. Dengan berbesar hati saya ingin memaklumkan bahawa anda telah terpilih untuk terlibat dalam kajian ini.

Respond dan pandangan anda adalah sangat penting dalam mencapai objektif kajian ini. Maklumat yang diberikan akan dianggap sulit dan hanya akan digunakan bagi tujuan kajian ini.

Terima kasih untuk perhatian, kerjasama dan masa anda yang berharga.

Wan Nur Syuhada binti Wan Ismail
Master of Science Management
School of Business Management, UUM College of Business
Universiti Utara Malaysia
06010, Sintok, Kedah
syuhadaismail2109@gmail.com
0135911143

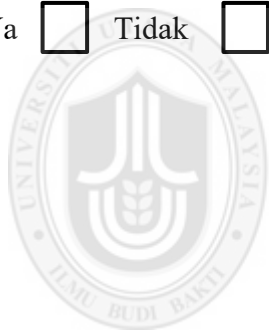
BAHAGIAN A: FAKTOR DEMOGRAFIK

Sila jawab soalan-soalan berikut dengan menandakan (/) pada kotak yang disediakan:

1. Jantina: Lelaki Perempuan
2. Umur: 16 – 20 21 – 25 25 & ke atas
3. Program pengajian: Teknologi Automotif Teknologi Marin
Teknologi Mekanikal Teknologi Awam
Teknologi Elektronik Teknologi Maklumat
Teknologi Fotografi Hospitaliti
Lain-lain:

4. Adakah anda dari keluarga yang berlatar belakangkan perniagaan?

Ya Tidak



UUM
Universiti Utara Malaysia

BAHAGIAN B:

Sila nyatakan tahap persetujuan anda terhadap kenyataan di bawah dengan membulatkan jawapan anda mengikut mengikut pilihan yang berikut:

Sangat tidak setuju	Tidak setuju	Tidak Pasti	Setuju	Sangat setuju
1	2	3	4	5

PANDANGAN TERHADAP BEKERJA SENDIRI

Soalan					
Saya memilih untuk bekerja sendiri daripada makan gaji.	1	2	3	4	5
Saya mempunyai motivasi dari dalam untuk memulakan perniagaan saya sendiri.	1	2	3	4	5
Saya telah dilengkapi dengan kemahiran keusahawanan yang diperlukan untuk menjadi seorang usahawan berjaya.	1	2	3	4	5
Melalui pengetahuan yang diperolehi dalam program pendidikan keusahawanan, bekerja sendiri kini menjadi keutamaan saya.	1	2	3	4	5

PENGALAMAN DI KOLEJ

Soalan					
IKBN menekankan kepentingan aktiviti praktikal.	1	2	3	4	5
Persekitaran IKBN sering memberikan saya latihan yang mencukupi terhadap aktiviti perniagaan.	1	2	3	4	5
IKBN mempunyai tawaran kursus Keusahawanan.	1	2	3	4	5
IKBN menyediakan pelbagai aktiviti keusahawanan.	1	2	3	4	5
IKBN menyediakan peluang untuk mendengar perkongsian daripada usahawan yang berjaya.	1	2	3	4	5
IKBN menyediakan maklumat tentang keusahawanan sebagai pilihan kerjaya	1	2	3	4	5
Dalam kursus yang saya ambil, saya telah banyak belajar mengenai cara mengenal pasti peluang-peluang perniagaan.	1	2	3	4	5
Dalam kursus yang saya ambil, saya telah banyak belajar tentang cara untuk memulakan perniagaan.	1	2	3	4	5

SOKONGAN KELUARGA

Soalan					
Keluarga saya berasa positif dengan minat saya dalam memulakan perniagaan.	1	2	3	4	5
Keluarga saya menawarkan maklumat penting tentang sesuatu produk atau perkhidmatan.	1	2	3	4	5
Keluarga saya memberitahu apa yang saya perlukan jika saya menjalankn perniagaan.	1	2	3	4	5
Keluarga saya memberikan maklumbalas objektif yang membantu saya bagaimana untuk menguruskan masalah.	1	2	3	4	5

IDOLA

Soalan					
Saya berminat dalam perniagaan kerana idola saya terlibat dalam perniagaan.	1	2	3	4	5
Saya cuba meletakkan tingkah laku saya selepas idola saya.	1	2	3	4	5
Saya mengkagumi keupayaan idola saya untuk menjadi usahawan berjaya.	1	2	3	4	5
Saya mengkagumi keupayaan idola saya untuk membantu orang lain tentang perniagaan.	1	2	3	4	5

Universiti Utara Malaysia

TERIMA KASIH



Appendix D:
SPSS Results

Universiti Utara Malaysia

FREQUENCIES

		Statistics				
		Respondents	Gender	Age	Programmes	BusinessBackgr ound
N	Valid	306	306	306	306	306
	Missing	0	0	0	0	0
Mean			1.14	1.17	3.18	1.75
Std. Deviation			.348	.382	2.220	.435
Minimum			1	1	1	1
Maximum			2	3	6	2

RELIABILITY ANALYSIS

Scale: Self-employment

Case Processing Summary

		N	%
Cases	Valid	306	100.0
	Excluded ^a	0	.0
	Total	306	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.717	4

Item Statistics

	Mean	Std. Deviation	N
I have preference for self-employment than paid employment.	3.74	.897	306
I have motivation from within to start my own business.	3.59	.829	306
I have been equipped with needed entrepreneurial skills to become successful entrepreneur.	3.57	.904	306
Self-employment is now my first priority because of the knowledge gained in entrepreneurship education program.	3.71	.852	306

Scale: College Experience

Case Processing Summary

		N	%
Cases	Valid	306	100.0
	Excluded ^a	0	.0
	Total	306	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.863	8

Item Statistics

	Mean	Std. Deviation	N
IKBN emphasizes on the importance of hands-on activities.	4.07	.854	306
IKBN environment often provides me with adequate training on business activities.	3.53	.965	306
IKBN has offers Entrepreneurship courses.	3.60	.855	306
IKBN provides various entrepreneurship activities.	3.47	.876	306
IKBN provides opportunities to listen successful entrepreneur speakers and presenters.	3.61	.959	306
IKBN provides positive message about entrepreneurship as a career option	3.61	.895	306
In course of my studies I have learnt a lot about recognizing business opportunities.	3.68	.896	306
In course of my studies I have learnt a lot about the starting a business.	3.61	1.000	306

Scale: Family Support

Case Processing Summary

		N	%
Cases	Valid	306	100.0
	Excluded ^a	0	.0
	Total	306	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.899	.899	4

Item Statistics

	Mean	Std. Deviation	N
My family feels positive about my interest in starting a business.	3.88	.940	306
My family offers important information about advantages and disadvantages of products or services.	3.76	.895	306
My family tells me what I need if I doing a business	3.79	.936	306
My family gives objective feedback that helps me know how to deal with the problems.	3.92	.911	306

Scale: Role Models

Case Processing Summary

		N	%
Cases	Valid	306	100.0
	Excluded ^a	0	.0
	Total	306	100.0

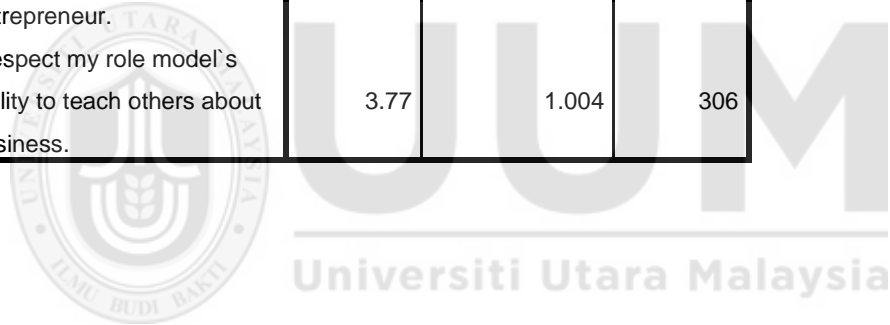
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.907	4

Item Statistics

	Mean	Std. Deviation	N
I am interested in business because my role models are in business.	3.56	1.085	306
I try to model my behavior after my role model.	3.70	.992	306
I admire my role model's ability to be successful entrepreneur.	3.66	.990	306
I respect my role model's ability to teach others about business.	3.77	1.004	306



EXPLORE (NORMALITY)

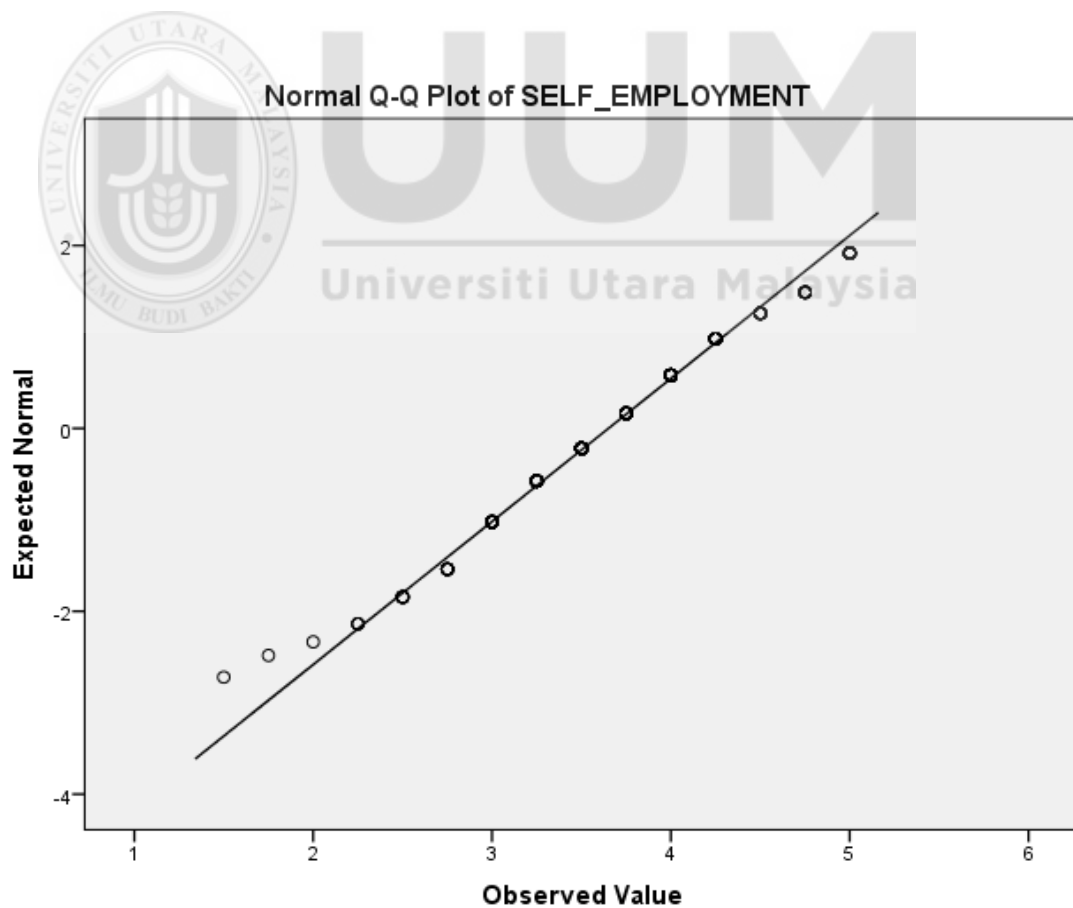
Case Processing Summary

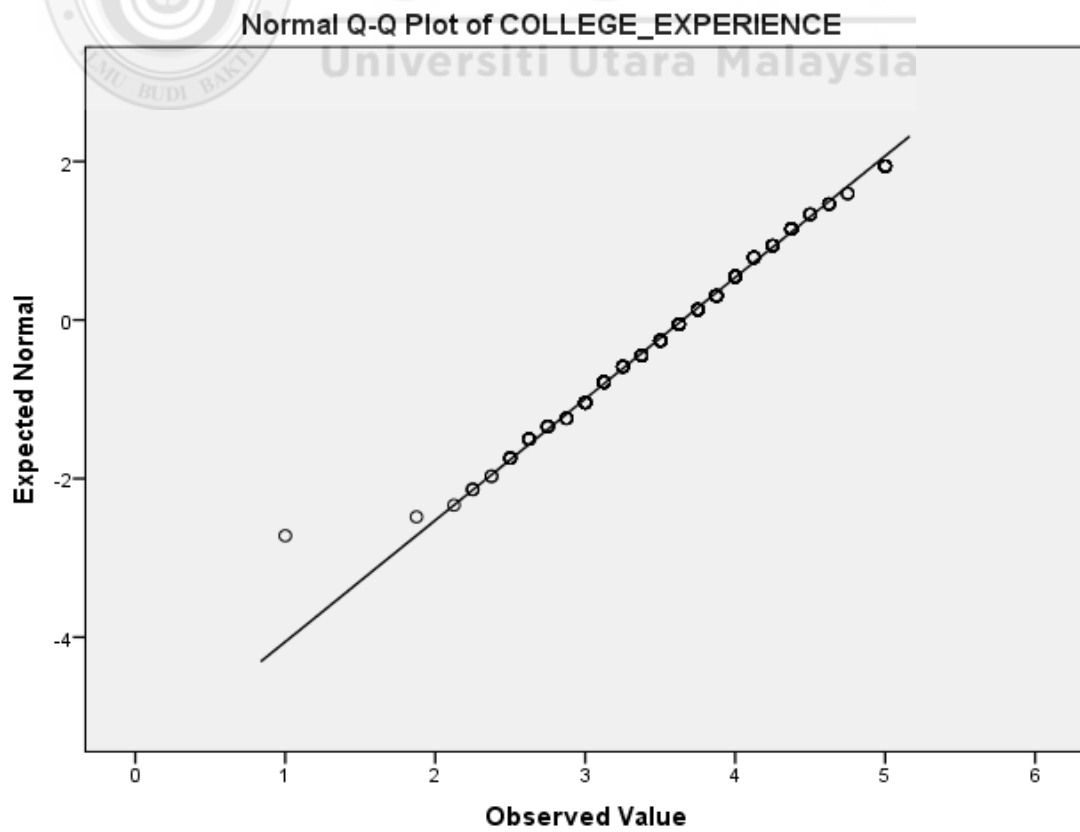
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SELF_EMPLOYMENT	306	100.0%	0	0.0%	306	100.0%
COLLEGE_EXPERIENCE	306	100.0%	0	0.0%	306	100.0%
FAMILY_SUPPORT	306	100.0%	0	0.0%	306	100.0%
ROLE_MODELS	306	100.0%	0	0.0%	306	100.0%

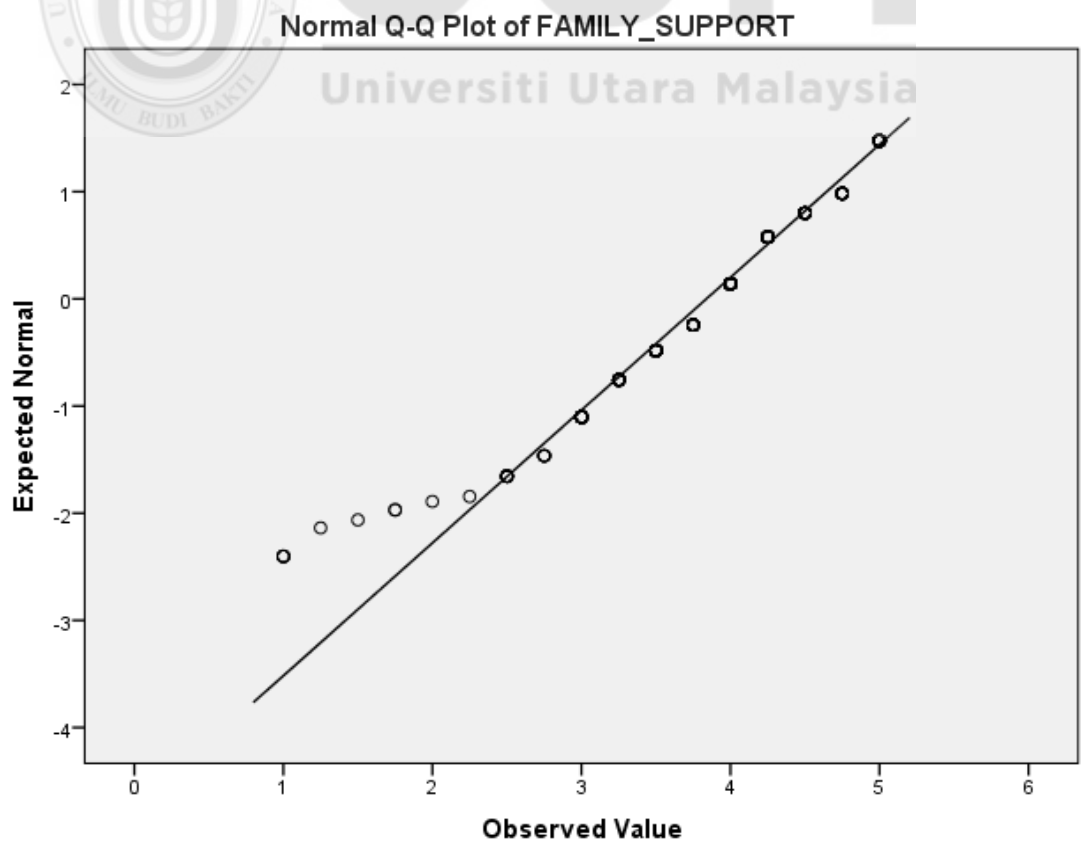
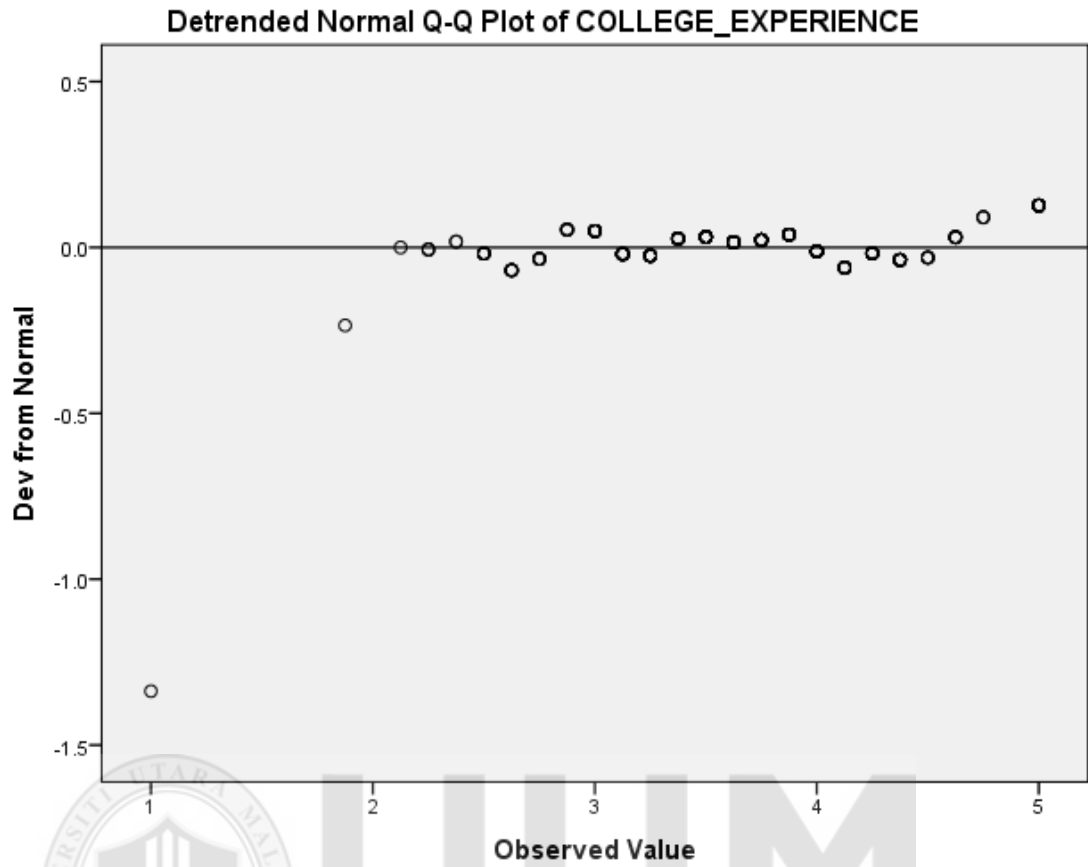
Descriptives

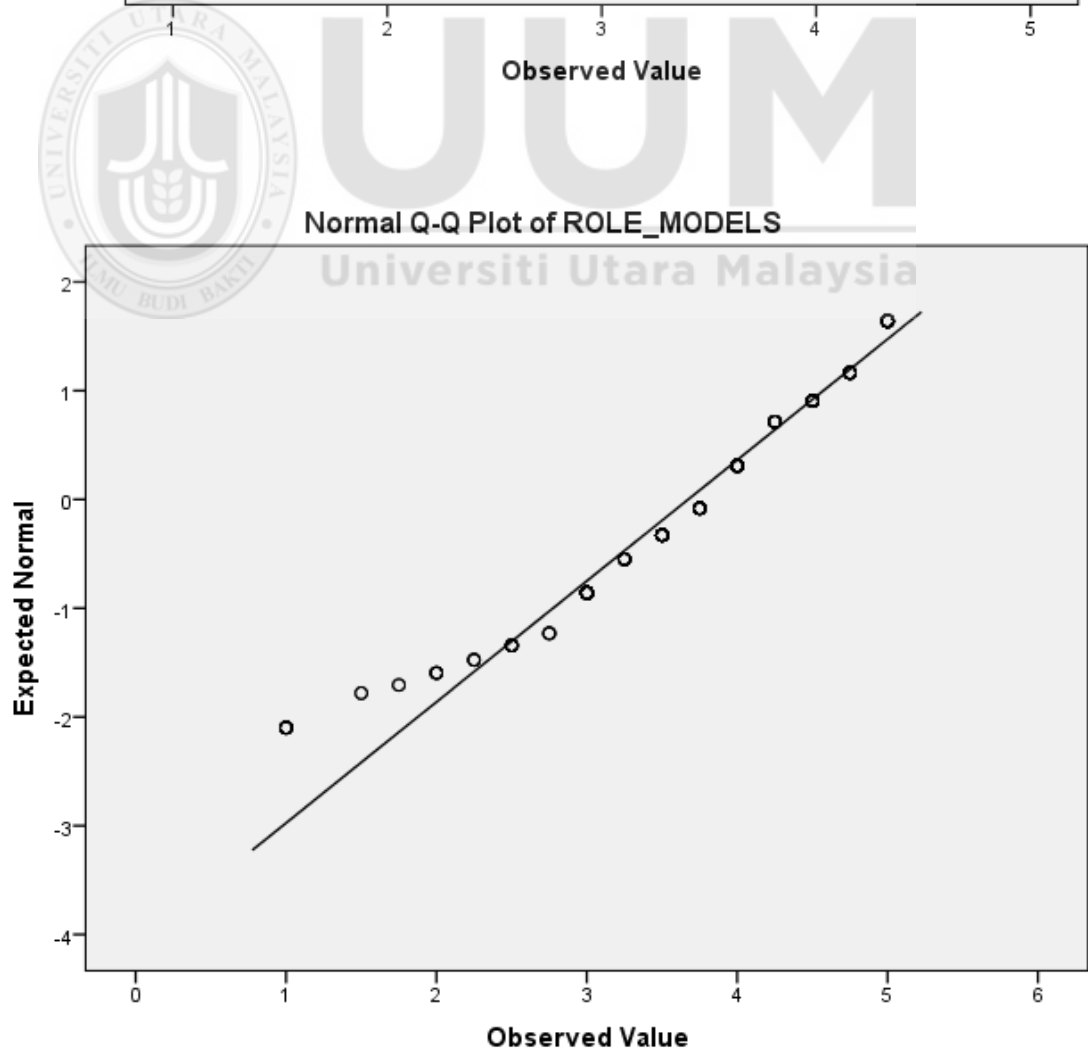
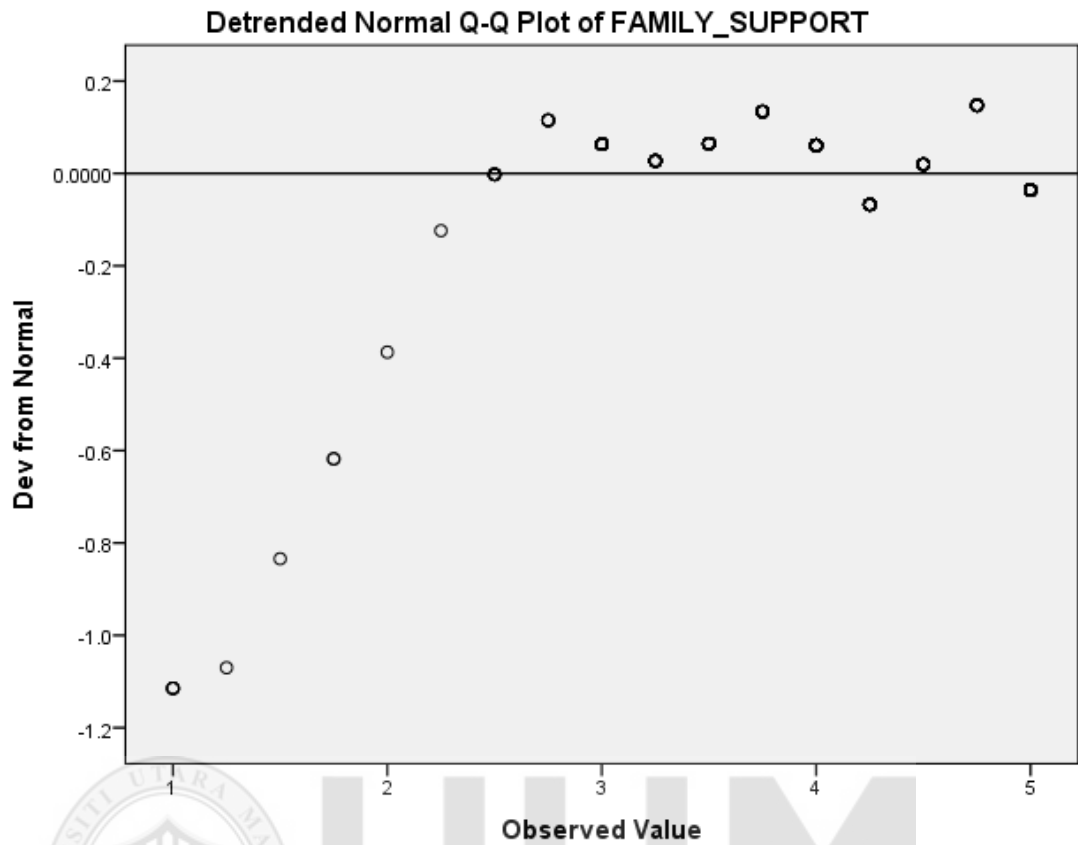
		Statistic	Std. Error	
SELF_EMPLOYMENT	Mean	3.6511	.03655	
	95% Confidence Interval for Mean	Lower Bound	3.5792	
		Upper Bound	3.7231	
	5% Trimmed Mean	3.6490		
	Median	3.7500		
	Variance	.409		
	Std. Deviation	.63941		
	Minimum	1.50		
	Maximum	5.00		
	Range	3.50		
	Interquartile Range	.75		
	Skewness	.040	.139	
	Kurtosis	.142	.278	
	COLLEGE_EXPERIENCE	Mean	3.6495	.03732
95% Confidence Interval for Mean		Lower Bound	3.5761	
		Upper Bound	3.7230	
5% Trimmed Mean		3.6513		
Median		3.6250		
Variance		.426		
Std. Deviation		.65287		
Minimum		1.00		
Maximum		5.00		
Range		4.00		
Interquartile Range		.88		
Skewness		-.178	.139	
Kurtosis		.399	.278	
FAMILY_SUPPORT		Mean	3.8382	.04613
	95% Confidence Interval for Mean	Lower Bound	3.7475	
		Upper Bound	3.9290	
	5% Trimmed Mean	3.8862		
	Median	4.0000		
	Variance	.651		
	Std. Deviation	.80697		
	Minimum	1.00		
	Maximum	5.00		
	Range	4.00		
	Interquartile Range	1.00		
	Skewness	-.752	.139	

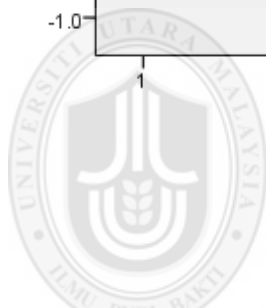
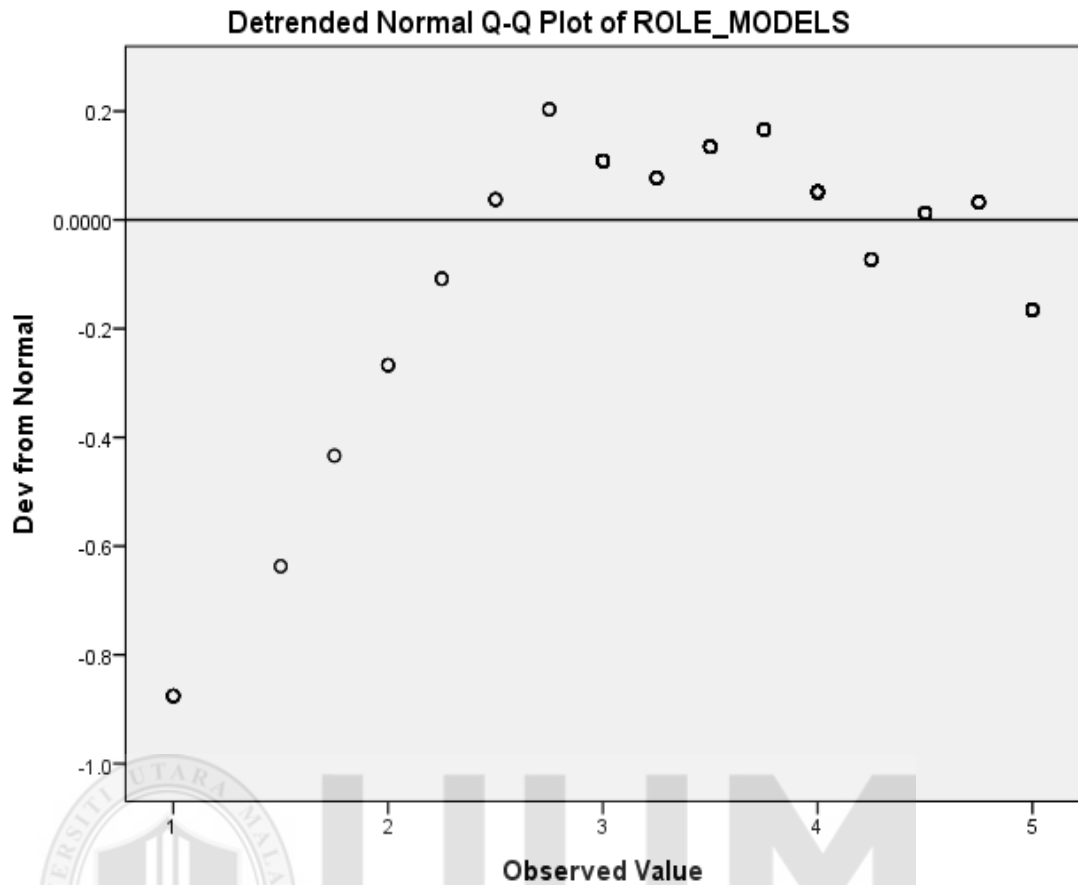
	Kurtosis	1.200	.278
ROLE_MODELS	Mean	3.6740	.05140
	95% Confidence Interval for Mean	Lower Bound	3.5729
		Upper Bound	3.7752
	5% Trimmed Mean	3.7351	
	Median	3.8750	
	Variance	.808	
	Std. Deviation	.89908	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.25	
	Skewness	-.854	.139
	Kurtosis	1.023	.278











UUM
Universiti Utara Malaysia

LINEAR REGRESSION

Correlations

		SELF_EMPLOYMENT	COLLEGE_EXPERIENCE
Pearson Correlation	SELF_EMPLOYMENT	1.000	.461
	COLLEGE_EXPERIENCE	.461	1.000
Sig. (2-tailed)	SELF_EMPLOYMENT	.	.000
	COLLEGE_EXPERIENCE	.000	.
N	SELF_EMPLOYMENT	306	306
	COLLEGE_EXPERIENCE	306	306

Correlations

		SELF_EMPLOYMENT	FAMILY_SUPPORT
Pearson Correlation	SELF_EMPLOYMENT	1.000	.492
	FAMILY_SUPPORT	.492	1.000
Sig. (2-tailed)	SELF_EMPLOYMENT	.	.000
	FAMILY_SUPPORT	.000	.
N	SELF_EMPLOYMENT	306	306
	FAMILY_SUPPORT	306	306

Correlations

		SELF_EMPLOYMENT	ROLE_MODELS
Pearson Correlation	SELF_EMPLOYMENT	1.000	.445
	ROLE_MODELS	.445	1.000
Sig. (2-tailed)	SELF_EMPLOYMENT	.	.000
	ROLE_MODELS	.000	.
N	SELF_EMPLOYMENT	306	306
	ROLE_MODELS	306	306

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.004	.185		10.843	.000
	COLLEGE_EXPERIENCE	.451	.050	.461	9.054	.000

a. Dependent Variable: SELF_EMPLOYMENT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.154	.155		13.884	.000
	FAMILY_SUPPORT	.390	.040	.492	9.862	.000

a. Dependent Variable: SELF_EMPLOYMENT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.488	.138		18.010	.000
	ROLE_MODELS	.317	.037	.445	8.671	.000

a. Dependent Variable: SELF_EMPLOYMENT

MULTIPLE REGRESSIONS

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.292	.53787

a. Predictors: (Constant), ROLE_MODELS, COLLEGE_EXPERIENCE, FAMILY_SUPPORT

b. Dependent Variable: SELF_EMPLOYMENT

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.326	3	12.442	43.006	.000 ^b
	Residual	87.371	302	.289		
	Total	124.697	305			

a. Dependent Variable: SELF_EMPLOYMENT

b. Predictors: (Constant), ROLE_MODELS, COLLEGE_EXPERIENCE, FAMILY_SUPPORT

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.668	.183		9.101	.000		
	COLLEGE_EXPERIENCE	.213	.061	.217	3.460	.001	.589	1.696
	FAMILY_SUPPORT	.195	.055	.246	3.536	.000	.480	2.083
	ROLE_MODELS	.125	.045	.176	2.751	.006	.569	1.759

a. Dependent Variable: SELF_EMPLOYMENT

Histogram

Dependent Variable: SELF_EMPLOYMENT

