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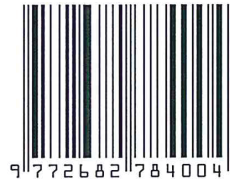
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Role Model And University Role Towards Entrepreneurship Inclination

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ABSTRACT

Malaysia is facing problem with the increase of 4.15 percent unemployment graduates in 2016 as only 650,000 were employed. The unemployment rate among youth at the age 15 to 24 is 10.7 percent, which is three times the national average. Mismatch between university's curriculum and skills set by employers is said to be the factor towards the high unemployed of graduates as well as lack of communication skills. Such problem may lead to socio-economic issues, may impact the national finance if it is not properly addressed. Therefore, graduates should be encouraged to become self-employed as it is understood that entrepreneurship contributes eighty-five percent of the national income. Thus, this study tends to identify the factors such as role model and university's role that play an integral part towards entrepreneurial inclination among graduates. Self-administered questionnaire were collected from 60 respondents and findings reveal that role model and university role are positively significant towards entrepreneurial inclination. Highly desirable career option, feeling confident and venturing into new business, are the attributes that lead to the entrepreneurial inclination. In the nutshell, such findings clearly shows that, besides intrinsic motivation, society also played an important role in encouraging ones attention to become an entrepreneur. Therefore, it is important for the university to provide conducive environment and appropriate entrepreneurial curriculum in order to enhance the entrepreneurship inclination upon students' graduation.

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1. Introduction

Recently, entrepreneurship has become a heavily debated issue due to the economic downturn and the emergence of new and online businesses. Entrepreneurship is an activity that involves creating new idea, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes and raw materials through forming the efforts that previously had not existed (Shane & Venkataraman, 2000). It is one of the drivers for job creation and the

achievement of economic development (Gorman et al., 1997) and also the essential route to economic advancement for either developed or developing markets (Zealelam et al., 2004). In short, entrepreneurship is a good platform that can enhance people knowledge in handling businesses and it also has been viewed as one of the contributing factor to the economic vitality of any country (Raguz, Ivona Vrdoljak; Mati, Matea, 2001). With the technology advancement in the century, it is that a career in entrepreneurship offers an ample opportunities for individuals as it can assist in achieving financial independence as well as play a vital role in providing employment that will lead to economic growth.

Malaysia right now is facing high unemployment rate among graduates especially aftermath of the Global Financial Crisis (GFC). The global youth unemployment rate rose from 11.7% in 2007 to 13.1% in 2009 and reached 13.2% in 2013, estimated to remain at about 13.1% in 2016 (Bank Negara, 2016). As for Malaysia, the reported national unemployment rate in 2015 was 3.1% and the rate for youth is about 10.7% which is three times higher. In 2015, there are 405,000 youths with tertiary education. From this number, 15.3% were unemployed (Star Online, 2017). In 2016, the graduate unemployed trended up to 4.1% from 880,000 who graduated and the job creation was only 650,000 jobs (Bank Negara, 2016). The unemployment among university graduates were reported due to lack of communication skills and mismatch between training provided by the university and skills sets needed by future employer (MOHE, 2016). Thus, many graduates are unable to secure jobs.

As such, being entrepreneur is one way of solving this problem as they have been exposed to this kind of career in their tertiary education but most university are facing difficulty in providing a proper curriculum and conducive environment as the scenario and trends in business keep changing.

Being an entrepreneur, one who is self-employed and who initiates, organizes, manages and takes responsibility for business, provides a personal challenge that many individuals prefer over being an employee working for someone else (Raguz et al., 2001). University or any tertiary education institution should came up with a strong curriculum that needed to encourage graduates to venture their interest in starting a business and with the help of role model this can be materialized. Thus, this study seeks to unravel University's roles and role model that create inclinations towards entrepreneurship among graduates.

2. Literature Review

2.1 Entrepreneurship

Entrepreneurship involves developing knowledge, skills, attitudes, and personal qualities that are appropriate to age and development of students in educational setting or environment (Pihie, 2009) which includes endowing existing resources for new wealth-producing capacity (Drucker, 1985). Knowing the importance of entrepreneurship, the researchers in the earlier studies tried to prove the differences between entrepreneurs and non-entrepreneurs in terms of their personality and background (Gartner, 1985). As education was found as one of the important factor, later studies differentiate entrepreneurship education between formal and informal learning (Edwards and Muir, 2005) and also the differences that exist in culture setting (Lee et al., 2005) which brings effect to the inclination towards being an entrepreneur.

There is no doubt that barriers exist in entrepreneurship (Sandhu, et al., 2011). Lack of resources and social networks are the main barrier reported in Malaysia. No doubt, support

in terms of proper financing is important and in order to sustain in the business requires good networking system, especially in Asia where reliance on networking is deemed to be in high mode. Due to barriers in doing business, there is existence of disinclination especially among graduates towards entrepreneurship. Thus, studies were conducted to find answers on intention or inclination among graduates towards entrepreneurship (Pihie, 2009; Ooi et al., 2011; Iqbal et al., 2017; Khuong and An, 2016).

The findings from these studies have contributed to a better understanding of the process in decision making. Through the findings from these researches, more effective education initiatives were revealed and also a better understanding of the role of institutions and the evaluation over time of the individual entrepreneurial process were obtained.

2.2 Role Model

Role model can be defined as “a person(s) an individual perceives to be similar to some extent, and because of that similarity, the individual desires to emulate (or specifically avoid) aspects of that person’s attributes or behaviours (Gibson, 2003: 592). Role model can be anyone from close friend, popular persons or family (Bosma, Hessels, Schutjens, Praag, & Verheul, 2012). It is one of the leading factors that can drive a person to become an entrepreneur (Van Auken, Stephens, Fry, & Silva, 2006) especially during the early life and career (Gibson, 2003).

During the earlier stage of a human development, parents are the main source of knowledge transfer and influence. Parents who involved in entrepreneurship, will indirectly portraying the many aspects of the entrepreneurship, is more likely to have entrepreneur inspiring children. Ooi et al. (2011) reported that mother’s occupation was statistically significant in relation to student’s inclination towards entrepreneurship as compared to father’s occupation. In this case, mothers who are self-employed plays important role in developing student’s inclination towards entrepreneurship. This may be related to the student’s childhood upbringing process as mothers play a vibrant role in the process. Furthermore, mothers have special parent-children relationship and easily influence their children’s decision (Ooi, et al., 2011).

Although role model can be in any forms or persons, family and friends also impose a strong role model character (Bosma et al., 2012). Besides family and friends, lecturers’ role also a critical element as it provides guidance and inspire students’ interest in entrepreneurship (Hannon, 2005). Lecturers provide knowledge and also create an authentic learning space for students to do hands-on activities as it can assists in nurturing the interest in entrepreneurship. Bligh (1998) stated that, it is a lecturers responsibility to educate and broaden students’ horizon in entrepreneurship. In contrast, Ooi et al. (2011) found weak relationship between lecturers and friends towards student’s entrepreneurship inclination. Even though it is a weak relationship, it is one of the important factor that should be considered to influence the students. Students have the opportunity to discover and participate in socializing with their peers and lecturers and eventually grow their inherent set of attitude to entrepreneurship. Role model has the capability to influence and promote entrepreneurship. Therefore, the role of immediate person be it family, close friend and lecturers, able to continue to impose a positive entrepreneurship driven perspective. Based from the above discussion, the hypothesis of this study is:

H1: Role model is positively related to entrepreneurship inclination

2.3 University Role

University as the institute of higher learning is an important medium to promote entrepreneurship as a career choice to students who are tomorrow's entrepreneurs. As the seedbed of entrepreneurship, university plays a functional role in promoting entrepreneurship education to develop regional economies and societies (Binks et al. 2006). So, universities should make changes to create an entrepreneurial environment to foster entrepreneurship among the students (Ooi, et al., 2011). Therefore, university should provide resources and social networks as it is the hurdle towards entrepreneurship. Most business relationship especially in Asia and also Malaysia, rely heavily on social networking (Sandhu, et al., 2011).

Networking and venture creation are significant factors that contributes towards entrepreneurship inclination. Therefore, support networking helps students to access the required information timely for them to create a business and enhances startups of new business (Iqbal et al., 2017). Therefore, based on the discussion above, the study suggests the following hypothesis:

H2: University role is positively related to entrepreneurship inclination

Based on the previous discussions, the proposed conceptual framework for this study is as depicted in Figure 1.

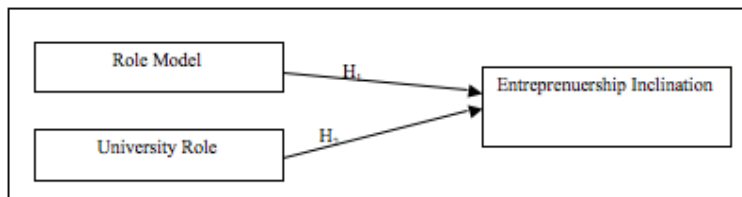


Figure 1: Conceptual Framework for entrepreneurship inclination

3. Methodology

The aim of the study is to investigate whether role model and university's role affect students' entrepreneurship intention. Therefore, a quantitative method of data collection and analysis was used in this study. A stratified random sampling technique was used to distribute 100 questionnaires to the undergraduate students in Universiti Malaysia Terengganu who has taken the entrepreneurship courses. Out of this number, 60 responded, and all the responses were valid.

The measurement instrument, which is the questionnaire, was divided into two sections. The first section is Section A, contains questions measuring the demographic factors while the second section, namely, Section B contained 21 items which consists of three domains; entrepreneurship inclination, role model and university role. Responses in Section B were measured using a five-point

Likert scale where 1="strongly disagree" to 5= "strongly agree". The questions were adopted from Gelaidan and Abdullateef (2017) and Ooi, Selavarajah and Meyer (2011).

4. Results and Discussion

4.1 Descriptive Statistics

Table 1 presents the demographic results of the 60 respondents. 56 percent of the respondents were females (n=56) compared to males with only 6.7 percent (n=4). Most of the respondents were from the age of 21-23 years (n=57). In terms of the race and religion, 83.3 percent were Malays (Islam), where the balance were Indian and Chinese, respectively at the same number (8.3%, n=5). Most respondents (83.3%, n=50) were from the matriculation college before entering the degree program at the university. Only 11.7 percent (n=7) were STPM students and 5 percent (n=3) were from the diploma level. The results obtained were understandable as the respondents were from the public university where Malays and female students are the dominant. Besides that, matriculation students were mainly the feeder for the public university programs in Malaysia. From the results, it showed that the respondents were mostly from the third year degree level and considered faithful and reliable samples towards the survey questions.

Table 1 : Descriptive Statistics on Variables (n=60)

		<i>Frequency</i>	<i>Percentage</i>
Gender	Male	4	6.7
	Female	56	93.3
Age	18-20 years	1	1.7
	21-23 years	57	95.0
	24 years above	2	3.3
Race	Malay	50	83.3
	Indian	5	8.3
	Chinese	5	8.3
Religion	Islam	50	83.3
	Hindu	5	8.3
	Buddha	5	8.3
Level of education	STPM	7	11.7
	Matriculation	50	83.3
	Diploma	3	5.0

Table 2 presents the frequency analysis among the respondents. When the students were asked about their inclination towards entrepreneurship, 46 students (76.67%) were inclined. Out of this number, clothing-based (n=18, 30%) and food-based (n=17, 28.3) businesses were the priority type of business.

Table 2 : Frequency Analysis on Inclination of Entrepreneurship Among Students

		Frequency	Percentage
Do you have any inclination towards entrepreneurship	Yes	46	76.67
	No	14	23.33
If yes, what type of business that you are interested in?	Clothes	18	30.0
	Food	17	28.3
	Hair Salon	2	3.3
	Cars/motorbikes	1	1.7
	Mini market	1	1.7
	Homestay	2	3.3
	Others	5	8.3

Referring to Table 3, 50% of the students came from families that were involved in business. This shows that the respondents might have some knowledge in business before entering the tertiary education. Out of 30 students, 12 students (20%) came from family that involved in food-based business and 5 students (8.3%) from clothing-based. The results from Table 2 and 3 showed that the type of business that a family runs influenced the choice of the chosen business by the students. It seems that the students who are inclined to become an entrepreneur were due to the exposure that they had at their early childhood.

Table 3: Background of Family Business

		Frequency	Percentage
Do your family involved in business?	Yes	30	50.0
	No	30	50.0
If yes, what type of business that they involved?	Clothes	5	8.3
	Food	12	20.0
	Hair Salon	2	3.3
	Cars/motorbikes	2	3.3
	Mini market	2	3.3
	Homestay	0	0
	Others	7	11.8

Table 4 shows the mean, standard deviation and Cronbach's alpha for 3 domains; entrepreneurship inclination, role model and university role.

Table 4 : Mean for Role Model, University's Role and Entrepreneurship Inclination

Variables	Mean	Standard Deviation	Cronbach's alpha
Entrepreneurship Inclination			
Highly desirable career option	4.200	0.97	0.715
Open new venture	3.600	0.88	
Not afraid of risk and failure	3.250	1.00	
Confident	3.600	0.83	
Looking forward as entrepreneur	3.550	0.93	
Currently own a business	2.250	1.15	
Role Model			
Close friend's belief in me	3.166	0.88	0.798
Close friend doing business	3.100	0.97	
Friends as source of information	3.169	0.98	
Parents doing business	2.633	1.26	
Parent's encouragement	3.117	1.12	
Family as main source of interest	3.300	1.09	
Lecturers' encouragement	3.483	1.27	0.886
Information from lecturer	3.150	1.10	
University Role			
Ideal place to learn business	3.783	0.83	
Provide entrepreneurship education	3.733	0.97	
Encouragement	3.733	0.89	
Provide infrastructure to start business	3.650	0.88	
Creative university environment	3.617	0.83	
Meet people with good ideas	3.883	0.80	
Provide resources to assist students doing business	3.750	0.79	

The results of the Cronbach alpha were more than 0.7 is acceptable and 8.0 and above is good (Sekaran and Bougie, 2011). This shows that the internal consistency reliability of the measure used in this study can be considered to be acceptable for the entrepreneurship inclination and role model but good for university role.

The mean values for entrepreneurship inclination were between 2 to 5 which shows that the respondents' point score were between disagree and strongly agree. Highly desirable career option is ranked the highest mean under this domain. Besides that, students who are inclined to become an entrepreneur were because they are confident and would like to venture into new business. Most of the students were looking forward to become an entrepreneur and were not afraid of any risk and failure. However, already owned a business was not the factor that leads the students to be an entrepreneur.

The domain for role model shows a mean values of between 2 to 4, where the point score were between disagree and agree. Under the role model domain, encouragement from the lecturers was the main factor towards entrepreneurship inclination among the students. Second in line is family as source of main interest. This finding shows that lecturers play an important role to motivate students in venturing into business. Third factor is friend as source of information followed by the belief from friends. Parent's encouragement and the fact the parents are currently doing the business were found the least factor that affect students' inclination towards entrepreneurship.

The mean values for the university role domain is between 3 to 4 which present the point score between disagree and agree. The role by the university is to be the platform for the students to meet people with good ideas in business. In addition to this, university is an ideal place to learn about business and should provide resources to assist students in doing business. Encouragement to venture into business and education provided by the university were found to have the same mean value, which shows the university should provide them both at the same time. Infrastructure provided by the university is not so important for students' decision in venturing into business. However, the least important role is providing creative university environment. This shows that providing a creative environment in the university to inspire students to develop business ideas is not so important as they were more inspired by ideas from practiced businessmen.

4.2 Correlation Analysis

Table 5 presents the result on the correlation analysis between variables in the study; entrepreneurial inclination, role model and university role. The correlation values are between 0.3 to 0.5 which shows that there is no collinearity problem between the independent variables in the study as the values were less than 0.75 (Sekaran and Bougie, 2011). Role model and university role were both significant and positively related to entrepreneurial inclination, which is as expected in the hypotheses.

Table 5 : Correlation Analysis

	Entrepreneurial Inclination	Role Model	University Role
Entrepreneurial Inclination	1.0		
Role Model	0.553*	1.0	
University Role	0.428*	0.355*	1.0

4.3 Multiple Regression

The regression results of all the variables used in the study is shown in Table 6. The model explains 23.5% of the variation in entrepreneurship inclination (adj R²=0.235) and fit at 1% level (F-stat=10.067). This result is in line with previous literatures (Ooi et al., 2011; Sandhu, Sidique and Riaz, 2011). Thus, this model is valid in predicting entrepreneurship inclination.

Table 6: Regression Result

	B	t-value	Sig.
Role Model	0.238	2.862	0.000
University Role	0.196	2.212	0.006
F Stat	10.057***		
R ²	0.261		
Adj R ²	0.235		

Referring to Table 6, both role model and university role, were significantly influence entrepreneurship inclination among university students. Beta coefficient for both variables were significantly positive. Thus, Hypothesis 1 and Hypothesis 2 were supported. The findings show that role model is the most influential factor that contributes towards entrepreneurship inclination among university students ($t=2.862$, sig 1%). The mean value reported in Table 4 shows that the most crucial role is played by the lecturers in encouraging the students to venture into business. This finding is consistent with Edwards and Muir (2005) who reported that the lecturers play huge role in influencing students towards entrepreneurship inclination. The students in this study seem to depend more on their lecturers which may be due to their respect towards the knowledge and linkages that their lecturers able to provide for them. In addition, the students have become an active learner as the new teaching and learning approach conducted in the university is more towards student-centred learning. This means that there is no more spoon-feeding method being implemented in the lecture rooms. Students were required to do their own searching and reading materials which improved their current knowledge, confidence, independent and be more practical in the learning process.

University role reported to play an important role towards students' entrepreneurship inclination, consistent with Ooi et al. (2011). University is the hub to provide entrepreneurial friendly environment in encouraging and fostering entrepreneurial culture (Ooi et al., 2011). Therefore university is the best place where students are able to meet with people with excellent ideas and an ideal place to learn about business. At the same time it is important for the university to provide sources to help students to start doing business. The impact of entrepreneurship education in countries where entrepreneurship-oriented culture is poor or in its embryonic stage is better (Lee, Chang and Lim, 2005).

5. Conclusion

In this paper, university students' inclination towards entrepreneurship is examined together with two variables; role model and university role. The results indicate that both of the variables positively influence entrepreneurship inclination. The role of lecturers is the most important besides family and friends. Apart from that, university should provide a space where students can meet with excellent businessmen to get new ideas in venturing into a business. University is therefore an ideal place to learn business and the place that provide sources to assist students to involved in business at an early stage.

The study is not free from limitations. Only two variables; role model and university role, were examined in the study. Other variables such as university curriculum/syllabus, culture, gender, might influence entrepreneurship inclination were not analysed. As the study involved 93% of female students and small sample size, it could not be generalized to a bigger population. Therefore, future study should be more comprehensive and involved more sample size.

One of the practical implication to be considered by the institution of higher learning is that they should offer ideal place or space for the students to learn about business, invite excellent entrepreneurs to the campus to share their success stories and provide new ideas to the students. Besides that, higher institutions should provide resources to assist the students to involve in business. Encouraging students to choose entrepreneurship as their first career in mind is one of the important way to influence their intention. Therefore, the lecturers in the higher learning institutions should extensively play the role in encouraging their students to become entrepreneurs as they have

direct contact with the students during the duration of the study. In order to do that, the lecturers themselves should be equipped with knowledge about business.

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