



UNIVERSITI TEKNOLOGI MARA KOTA SAMARAHAN

BACHELOR OF BUSINESS MANAGEMENT WITH HONOURS (MARKETING)

FACULTY OF BUSINESS MANAGEMENT

**THE STUDY OF FINAL SEMESTER STUDENT'S INTENTIONS TO BECOME
AN ENTREPRENEUR IN UITM KOTA SAMARAHAN, SARAWAK**

RESEARCH PROPOSAL

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DECLARATION OF ORIGINAL WORK



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I, **MUHAMMAD ZULASRI BIN ROSDI**, I/C NUMBER: **910802135445**, Matrix Number: **2011418274**, hereby, declare that:

- This work has not previously been accepted in substance for any degree, locally or overseas, and is not being concurrently submitted for this degree or any degrees.
- This project paper is the result of my independent work and investigation, otherwise stated.
- All verbatim extracts have been distinguished by quotation marks and sources of my information have been specifically acknowledged.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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Dear Sir / Madam,

SUBMISSION OF RESEARCH PROPOSAL

Attached is the Research Proposal titled **“THE STUDY OF FINAL SEMESTER STUDENT’S INTENTIONS TOWARDS BECOMING AN ENTREPRENEUR IN UITM KOTA SAMARAHAN, SARAWAK.”** to fulfill the requirement as needed by the Faculty of Business Management, Universiti Teknologi MARA.

Thank you

Yours sincerely

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Chapter 1

INTRODUCTION

1.0 Introduction to the chapter

This study is conducted to comprehend intentions of students in UiTM Samarahan towards becoming an entrepreneur where the focus will be on final semester students of four (4) business degree courses comprising of BM220 - Bachelor in Business Administration (Hons) (Marketing), BM222 – Bachelor in Business Administration (Hons) (Finance), AC220 – Bachelor in Accounting (Hons), BM232 – Bachelor in Office Management (Hons) in UiTM Kota Samarahan, Sarawak. This first chapter of the study presents the introduction of the study, background of the study, research problem, and specifies its research question and research objective. This will be followed by the scope, limitation and significance of study.

1.1 Introduction

Entrepreneurship is a vibrant source for economic growth, economic competitiveness, job creation and the advancement of societal interests (European Commission, 2003; Linˆaˆn et al., 2005). Academicians, practitioners and policy makers have increased their efforts in stimulating an entrepreneurial mindset within the society. A particular focus of such efforts lies in the areas of graduate entrepreneurship (Nabi and Holden, 2008), entrepreneurship education (Kourilsky and Walstad, 1998), and this research focus, entrepreneurial intentions (Krueger et al., 2000).

Entrepreneurial intention (Katz and Gartner, 1988) is defined as the search for information that can be used to help fulfill the goal of venture creation. Choo and Wong (2006, p. 49) argued that “the personal commitment of the would-be entrepreneur to found a business is a critical dimension of this search which has a significant impact on shaping entrepreneurial intentions”.

Intentions are the single best predictor of behavior (Ajzen, 1991) and individuals with intentions to start a business can be identified and studied as they progress through the entrepreneurial process much more readily than people without an initial intention. Thus, entrepreneurial

intentions are essential to understand the dynamics of entrepreneurship because intentions establish key initial characteristics for new establishments (Bird, 1988; Katz and Gartner, 1988; Krueger and Carsrud, 1993).

This findings has create a need for studying the intentions of the students in particularly in UiTM Kota Samarahan. Positively, it will be very imperative to understand why there is such a low Bumiputera involvement in becoming an entrepreneur, is it because of the mentality of the Bumiputera themselves or other factors affecting their intentions.

1.2 Background of Study

At present, entrepreneurship has become one of the most essential activities for the development of any economy. Reason for this importance is that growth of entrepreneurial activities lead to creation of opportunities for various sectors of the society. Entrepreneurial activities generate job opportunities and multiple other economic benefits. This happens because in economic terms entrepreneurial activity is the combination of risk taking and innovation. So such activities lead to new businesses offering innovative products and services, which eventually lead to a significant contribution to the development of the economy.

It is well known that a career in entrepreneurship offers significant opportunities for individuals to achieve financial independence and benefit the economy by contributing to job creation, innovation, and economic growth. Today's students are tomorrow's potential entrepreneurs.

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. Entrepreneurs accept the personal and financial risks that go with owning a business but they also benefit directly from the potential success of business (Segal et al., 2005.).

Being an entrepreneur is correlated with the uncertainty, risk, hard work and persistence, some new creations and improvements which often lead to pressure, stress and frustration. In order to

cope with these problems the entrepreneur has to be prepared. Their knowledge of entrepreneurship is likely to shape their intentions to start their own business in the future.

In Malaysia, importance of entrepreneurship grows by many fold. However, Malaysia's economy is not stable in term of percentage of involvement and the economic power control. The majority group specifically the Bumiputera is lacking in the involvement in entrepreneurial activities although Bumiputera is the major resident in Malaysia. In Malaysia, the corporate equity ownership of bumiputera is still relatively low which only makes up 23.09% in 2011. (SME Corp, 2012).

There are multiple reasons for this which includes both psychological and hardcore factors. In Malaysia, the government is expected to take initiatives such as introducing the NEP program, and for the setup of new establishments to help Bumiputera entrepreneurs such as MARA and TEKUN. Thus in order to encourage entrepreneurial activities in Malaysia, it is important that along with modifying the role of government as a catalyst to entrepreneurship, ideology and behavior of people also needs to be altered as well.

On the other hand, the Chinese is known as a very successful ethnic in business in Malaysia. Most of Chinese in Malaysia involve in entrepreneurship for many generation since they first arrived in Malaysia. Wan Norhasniah (2013) mention that societies in Malaysia participate themselves in business whether in small enterprises or large scale industries. However, most of large businesses are being controlled by the Chinese community than the Malays.

The main focus of this study is to measure how different factors influence 'Entrepreneurial Intentions' among the business students or young graduates in UiTM Kota Samarahan since they are the closes to make decision of their career choice after graduating.

1.3 Problem Statement

According to Sekaran (2003), the meaning of the problem is any situation where gap exists between the actual and the desired ideal states. The researcher usually defines their problems from this perspective. Problem statement is also referred to a clear, precise and brief statement of the question or issue that is to be investigated with the goal of finding and answer or solution.

In Malaysia, it has been found that the numbers of Bumiputera entrepreneurs are considered low if compared among other races particularly the Chinese which are very well-known and dominates the trading business in Malaysia. This difficulties can cause an unstable wealth proportion in our multi-racial country which could lead to racial tension thus disturbing peace and harmony in our country.

Viewing from different perspective, level of competitiveness in the working world is ever increasing. Each year the number of graduates produce by either the public or the private universities is growing each year with thousands of fresh graduates seeking for jobs, not counting other earlier graduates that are still hunting for the same number of employments.

It is because of that, becoming an entrepreneur or self-employed is seen as a way for fresh graduates and also for unemployed graduates to start to have their own career and a decent way to start making income.

Past studies have revealed that Perception (Shapero and Sokol, 1982), Theory of Planned Behavior (Ajzen 1991) is responsible for the development of entrepreneurial Intention (Katz and Gardner, 1988)

However, there is a differences exist based on result of prior study, especially between the developed and developing countries, which may differ significantly between countries that limit the overview of research results. Thus, this study aims to fill in the gap and differences between prior studies and the study that is conducted.

Because of that, this study is conducted to understand the intentions of the students in UiTM Kota Samarahan. Positively, it will be very imperative to understand why there is such a low Bumiputera involvement in becoming an entrepreneur, is it because of the mentality of the Bumiputera themselves or other factors affecting their entrepreneurial intentions.

1.4 Scope of Study

The scope of study is focused on the final semester students of Business course in Universiti Teknologi Mara (UiTM) Kota Samarahan, Sarawak. Business course is comprising of Bachelor in Business Administration (Hons) (Marketing), Bachelor in Business Administration (Hons) (Finance), Bachelor in Accounting (Hons) and Bachelor in Office Management (Hons).

Table 1.0 Respondent's Scope of Study

Business Course (Degree)	No. of Respondent
BM220 - Bachelor in Business Administration (Hons) (Marketing)	39
BM222 – Bachelor in Business Administration (Hons) (Finance)	55
AC220 – Bachelor in Accounting (Hons)	20
BM232 – Bachelor in Office Management (Hons)	15
TOTAL	129

Source: HEA UiTM Kota Samarahan (As at 27.05.2014)

1.5 Objective of Study

According to Burns and Bush (2000), the research objective although related to determine the problem definitions, are set so that when achieved they identify what specific pieces of information are necessary to solve the problem at hand.

The primary objective of this research was to better understand the students entrepreneurial Intention. This study was not a simulation using students to predict the behavior of other non-student populations. Rather, this was a study of people actually beginning to face career decisions. However, they are students; which researchers cannot be certain that their intentions are durable and clear. Also, the findings may not be generalizable to non-student populations. Below are the 3 primary objective of this study.

- i) To describe which factors influencing entrepreneurial intention the most among students in UiTM Samarahan.
- ii) To determine the relationship between Students Perception and Theory of Planned Behavior with student's Intention on becoming an entrepreneur.
- iii) To describe how significant is the overall perception in influencing students in UiTM Samarahan towards becoming an entrepreneur.

1.6 Research Questions

In order to understand this topic, it is important to identify the question need to be answered later on. This question will be the guideline to determine the objectives. The research question listed as below:

- i) What are the factors influencing entrepreneurial intention the most among students in UiTM Kota Samarahan, Sarawak.
- ii) What is the relationship between Student's Perceptions and Theory of Planned Behaviour with student's Intention to become an entrepreneur

- iii) How significant is students overall perception in influencing students intention towards becoming and entrepreneur.

1.7 Significance of Study

The study generates important findings for both entrepreneurship literature and universities, specifically among the emerging economies. This findings should allow both researchers and universities to identify determinants of entrepreneurial intention among undergraduates who will one day become the leaders of the country and are expected to contribute effectively to sustainable economic and social development.

Evaluating the intentions of the students as well as analyzing the factors affecting them is very vital as researcher can better understand what is the students in UiTM Samarahan think about becoming an entrepreneur. In the Malaysian context, this study is very important as it can help the government to formulate new ways to encourage more graduates to pursue entrepreneur as a new way of generating income and as a life career.

Besides that, this study will help strengthen the Bumiputera stand in the entrepreneur world as better plan and study program will be implemented, so that high entrepreneurial spirit can be embedded in more Bumiputeras in years to come and also to challenge the entrepreneurial balance in Malaysia and particularly Kuching, Sarawak.

1.8 Research Limitations

- I. **Response Rate** - Response rate or also known as completion rate and return rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It will be difficult to find significant relationships from the data even though the sample size is big, but when the response rate is low, it will be questionable to accept the result of the analysis to be reliable, since it does not represent large number of the targeted population as statistical tests normally require high respond rate to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized or transferred.

- II. **Lack of Prior Research in Malaysian Context** - Citing prior research studies forms the basis of the literature review and helps lay a foundation for understanding the research problem the research are investigating. Depending on the currency or scope of the research topic, there may be little, if any, prior research on the topic especially on the Malaysian context. Because of that, it is necessary for this research to be done as it will help to facilitates future research on basically the same topic and plus give a better insight for businessmen and researchers on the problems and situations.

Keywords: University students, Entrepreneurship, Entrepreneurship Perceptions, Theory of Planned Behavior, Entrepreneurship Intention, Self-employed workers, and Students.

1.9 Definition of Terms

Table 1.1 Research Definition of Terms

Terms	Definition
Self-employed	A situation in which an individual works for himself or herself instead of working for an employer that pays a salary or a wage. A self-employed individual earns their income through conducting profitable operations from a trade or business that they operate directly.
Entrepreneur	An individual who, rather than working as an employee, runs a small business and assumes all the risk and reward of a given business venture, idea, or good or service offered for sale. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes.
Intention	What one plans to do or achieve. Intention simply signifies a course of action that one proposes to follow.
Perception	The way in which something is regarded, understood, or interpreted
Theory of Planned Behavior	The theory states that attitude toward behavior, subjective norms, and perceived behavioral control, together shape an individual's behavioral intentions and behaviors.

Chapter 2

LITERITURE REVIEW

2.0 Introduction

In this section, the literature reviews and opinions from other authors related to the topic are presented. The aims are to generate awareness, understanding, and interest for this study. The literatures have explored the given topic in the past. The literatures are collected from various sources such as journals, books, articles, internet and others.

2.1 Entrepreneurship

Entrepreneurship is a vital source for economic growth, economic competitiveness, job creation and the progression of societal interests (European Commission, 2003; Linˆaˆn et al., 2005).

Being an entrepreneur, one who is self-employed and who starts, organizes, manages, and assumes responsibility for a business, offers a personal challenge that many individuals prefer over being an employee working for someone else.

Entrepreneurs accept the personal financial risks that go with owning a business but also benefit directly from the potential success of the business. Being an entrepreneur is often viewed as an aversive career choice where one is faced with everyday life and work situations that are fraught with increased uncertainty, impediments, failures, and frustrations associated with the development of new firm creation (Campbell, 1992).

2.2 Entrepreneurial Intention

Entrepreneurship intention has been extensively researched in the past decades and continues to be of interest to researchers due to its important reputation to the development for many countries (Hart and Harrison, 1992; Graham and McKenzie, 1995; Mazzarol, Volery, Doss and Thein, 1999; Nabi and Holden, 2008; Ismail, Khalid, Othman, Jusoff, Abdul Rahman, Kassim and Shekh Zain, 2009).

Entrepreneurship intention refers to the action of an individual's attitudes toward the outcomes of that actions and individual's self-efficacy (Douglas and Fitzsimmon, 2008). Studies on entrepreneurship intention often used behavioural intention models to explain the link between influencing personality factors and entrepreneurship intention. One common model being used is the Shapero's (1982) "Entrepreneurial Event" model which is similar to Ajzen's (1991) "Theory of Planned Behaviour" model (Nabi and Holden, 2008). One of the most widely and successfully applied theories for predicting behavioral intentions is the theory of planned behavior. This theory can be considered as a solid model for explaining and predicting entrepreneurial intentions (starting a business). It implies that a person's intentions are the immediate antecedent of behavior.

This theory has wide acceptance in many behavioral science disciplines and has been used empirically in a variety of settings to predict and understand behavioral intentions (Segal et al. 2005). To researcher and theoreticians it offers a significant opportunity to understand and predict entrepreneurial activity. According to Krueger et al (2000), entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits, demographic characteristics, or situational factors.

2.3 Entrepreneurship Perception

Entrepreneurs are developed through multiple factors and profile traits. However, not all of the traits and factors are compulsory in order to create an entrepreneur. Shapero (1975), Shapero and Sokol (1982) explained that perception towards entrepreneurship depend on exogenous factors such as demographic traits, skills, culture and social and financial support. Drennan et al. (2005) reported that those who found a positive view of their family's business experience perceived starting a business as both desirable and feasible.

They also found that an experience during childhood of frequently relocating had a positive effect on perceived autonomy and attitude towards self-employment. Alsos et al. (2011) also indicate that a family business has a role to play in enhancing the development of entrepreneurship among family members. On the other hand some studies show that the educational background plays a vital role on creating entrepreneurial skills (Murphy, 2005;

Vojak et al. 2006). It means those with the technical background can leverage a mere idea into a potentially successful process (Murphy, 2005) as Vojak et al. (2006) called this group "technical visionaries".

2.4 Theory of Planned Behavior

Studies on entrepreneurship intention often used behavioral intention models to explain the link between influencing personality factors and entrepreneurship intention. One common model being used is the Shapero's (1982) "Entrepreneurial Event" model which is similar to Ajzen's (1991) "Theory of Planned Behaviour" model (Nabi and Holden, 2008).

Arguably the most widely and successfully applied theories for predicting behavioral intention are the theories of reasoned action (Ajzen and Fishbein, 1980; Fishbein and Ajzen, 1975) and planned behavior (Ajzen, 1988, 1991). The theory of planned behavior (TPB) is essentially an extension of the theory of reasoned action (TRA) that includes measures of control belief and perceived behavioral control.

The theory of planned behavior (Ajzen, 1985) was developed to account for the process by which individuals decide on, and engage in, a particular course of action. Kolvereid (1996) demonstrated that the Ajzen (1991) framework is a solid model for explaining or predicting entrepreneurial intentions. Ajzen (1991) states that a person's intention is the immediate antecedent of behavior. Intent to perform a behavior, in turn, is a function of three variables:

Firstly is the "Attitude toward the behavior", which refers to the degree to which individuals perceive the attractiveness of the behavior in question. In general, a person who believes that the performance of a given behavior will, with high probability, lead to mostly positive outcomes will possess a favorable attitude toward that behavior. Ajzen (1991)

Secondly is the "Subjective norm", which refers to the perceived social pressure to perform the behavior in question. Perceived social norms is a measure of social support of the behavior by significant others, such as family, friends, and other role models and mentors. Ajzen (1991)

Lastly is the "Perceived behavioral control" (i.e. a self-evaluation of one's own competence with regard to the task or behavior). Ajzen (1991)

2.5 Entrepreneurship in Students Education

Since the establishment of entrepreneurship education in the mid-1990s, there has been a tremendous growth in developing entrepreneurship throughout Malaysia (Mahmood and Cheng, 2005). It shows that the Malaysian government believes that increased levels of entrepreneurship can be reached through education, especially entrepreneurship education. Therefore, such education has been promoted and implemented into the curricula in many universities (such as University Putra Malaysia, Multimedia University and University Malaya to name a few) as well as in many informal training courses.

Many studies to date simply describe entrepreneurship courses (Vesper and Gartner, 1997), discuss the content of good entrepreneurship education (Fiet, 2001) or evaluate the economic impact of courses by comparing takers and non-takers (Chrisman, 1997). The education influences on entrepreneurship activities could be observed from many researches results. Some researchers have proposed a positive link between entrepreneurship education and entrepreneurial attitudes, intention or action, but the evidence is still not strong (Gibb Dyer; 1994; Robinson et al., 1991; Krueger and Brazeal, 1994).

Some empirical studies do confirm that there is a positive impact of entrepreneurship education courses or programs at universities on perceived attractiveness and perceived feasibility of new venture initiation (Tkachev and Kolvereid, 1999; Fayolle et al., 2006). Several researchers have called for more research to answer the question if entrepreneurship education can influence entrepreneurial perceptions and intentions (Donckels, 1991; Kantor, 1988; Krueger and Brazeal, 1994; McMullan et al., 2002).

Authors such as Sexton and Bowman (1984) have claimed that entrepreneurship education has to be considered as an extension of entrepreneurship itself. According to the research conducted in 1990s, one third of Harvard Business School graduates end up working for themselves (Timmons, 1994). Cases in other countries provide similar findings (34% of Irish students and 40% of UK students were interested in starting their own business in 1980s. Other study reported that 3% of Norwegian students preferred self-employment. In Singapore 62% of surveyed students had intentions to start their own business (Wang and Wong, 2002).

Most of the survey shows that education in entrepreneurship encourages students to start their own business. In Republic Croatia students' intentions towards entrepreneurship have been researched at the University of Split (Bakotic and Kruzic, 2010). This study has shown that more than 67% of Croatian respondent's students have a strong entrepreneurship intention. If the result is compared from other countries the consistency with research results from the US and Singapore could be observed. While the comparison with the UK and Irish students shows that Croatian students have a greater entrepreneurship intention.

2.6 Theoretical Background and Conceptual Framework

Theoretical framework is considered as an information provider on how the variables should be operationalized and measured, as well as how the researcher design and sample should be selected (Naresh K. Malhotra, 2000).

Research on entrepreneurial intention has been ongoing for several years. This research has reflected an important effort to monitor attitudes and intentions of students towards starting up their own businesses (Ghulam 2010).

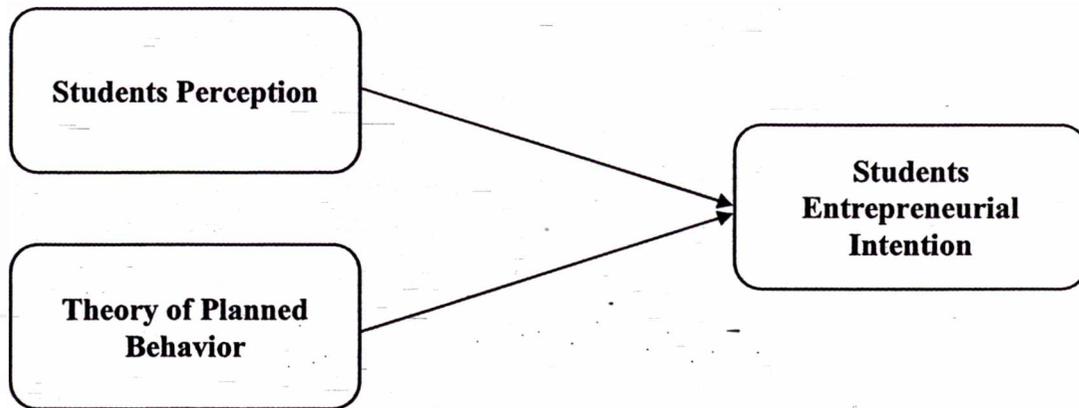
The entrepreneurial intention can be defined as a conscious awareness and conviction by an individual that they intend to set up a new business venture and plans to do so in the future (Bird 1988; Thompson 2009). Two main entrepreneurial intention models have emerged in the literature

as the main theory-driver models: the theory of planned behavior (Ajzen 1991) and the entrepreneurial event theory (Shapero and Sokol 1982). In this research, the Theory of Planned Behavior will be used and analyzed.

In Theory of planned behavior Ajzen (1991, p. 181) asserted that "Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior". He suggests that an individual's attitude toward the behavior, subjective norm, and perceived behavioral control shape their intentions. Ajzen (2002, p. 5) defined attitude towards the behavior as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question".

It is also assumed that individuals reporting a higher attitude towards the behavior will be more likely to intend and subsequently undertake the action being monitored (i.e. the action to become an entrepreneur). Subjective norm relates to the perceived social pressure to perform the action being monitored. Opinions of important others (i.e. family members, close friends and other influential people such as teachers, successful entrepreneurs, enterprise advisors, etc.) are believed to shape the formation of entrepreneurial intentions. Perceived behavioural control relates to the individuals control beliefs relating to the action being monitored.

This factor relates to the perceived relative ease (or difficulty) of performing the monitored action. Both Kolvereid (1996) and Tkachev and Kolvereid (1999) found that high attitude toward the behavior, subjective norm, and perceived behavioral control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions. Perceived behavioral control was found in both studies to explain more of the variance in the intention than attitude toward the behavior or subjective norm. Engle et al. (2010) detected that attitude toward the behavior, subjective norm, and perceived behavioral control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions.



-Figure 2.0: Theoretical Framework

The theoretical frameworks above represent the dependent variables and independent variables. Researcher is trying to show the possible link of the independent variables that could affect the dependent variables or the students' perceptions and intentions toward becoming an entrepreneur.

There are elements in the variables that can effect student's perceptions and intentions. The variables is consisting of 2 variable, where Students Perception and Students Behavior act as the independent variables, meanwhile Entrepreneurial Intention is dependent variables.

2.7 Operational Definition Table

Table 2.0 Operational Definition Table

Variables	Element	Item	No. of Item	Author
1. Entrepreneurial Perception	1. Perceived Desirability	<ol style="list-style-type: none"> 1. It is desirable for me to become an entrepreneur 2. It is interesting for me to become an entrepreneur 3. It is attractive for me to become an entrepreneur 4. Becoming an entrepreneur is lucrative for me 5. It is interesting to start my own business plan 	5	Krueger (1993)
	2. Perceived Feasibility	<ol style="list-style-type: none"> 1. It is feasible for me to become an entrepreneur 2. Becoming an entrepreneur is an acceptable option for me 3. Becoming an entrepreneur is not a realistic option for me 4. Starting my own business would be impossible for me 5. Building a business is going to be hard on me 	5	Krueger (1993)
2. Theory of Planned Behavior	1. Attitude toward behavior	<ol style="list-style-type: none"> 1. Being an entrepreneur implies more advantages than disadvantages to me 2. Becoming an entrepreneur will benefit me more than working with a company or other people. 	5	Tkachev and Kolveid (1999)

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		<ol style="list-style-type: none"> 3. If I had the opportunity and resources, I would love to start a business 4. Being an entrepreneur would give me great satisfaction 5. Among various options, I would rather be an entrepreneur 		
	2. Subjective Norm	<ol style="list-style-type: none"> 1. My closest family members think that I should pursue a career as an entrepreneur 2. My closest friends think that I should pursue a career as an entrepreneur 3. People that are important to me think that I should pursue a career as an entrepreneur 4. My closest family member is ready to help me with financial support 	4	Tkachev and Kolvereid (1999)
	3. Perceived behavioral control	<ol style="list-style-type: none"> 1. If I wanted to, I could easily become an entrepreneur 2. As an entrepreneur I would have sufficient control over my business 3. It is entirely up to me whether or not I become an entrepreneur 	3	Tkachev and Kolvereid (1999)
3. Entrepreneurial Intention	1. Intention	1. I am ready to do anything to be an entrepreneur	10	Audet, 2002 Veciana et

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		<ol style="list-style-type: none"> 2. My professional goal is to become an entrepreneur 3. I am determined to create a business venture in the future 4. I have very seriously thought about starting a firm 5. I have got the intention to start a firm one day 6. I intend to start a firm within five years of graduation 7. I have planned an idea of my future business 8. I have studied on entrepreneurship to increase my knowledge 9. I am not afraid to start my own businesses 10. I am aware of risk and reward of building a business 	<p>al., 2005 Urbano (2006)</p> <p>Chen et al 1998</p>
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Chapter 3

RESEARCH METHODOLOGY

3.0 Introduction to the chapter

This chapter explains the methodology used to collect data related to the research problem that is to understand student's intentions towards becoming an entrepreneur. The research design and technique including quantitative survey and document search will be explained in detail.

3.1 Research design

A research design is a systematic plan to study a scientific problem of the research. The design of the study defines the study type. This study was conducted using the descriptive study design. According to Uma Sekaran (2003), descriptive study are undertaken when the characteristics or the phenomena to be tapped in a situation are known to exist, and one wants to be able to describe them better by offering a profile of factors.

Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic.

The research design was a survey questionnaire. The self-administered survey instrument was composed of open-ended questions. Hence, qualitative and quantitative data was collected with the use of the instrument. This researcher chose to conduct self-administered surveys as opposed to interviewer-administered surveys because as Spunt (1999) suggested, self-administered surveys are more convenient and less expensive to administer, eliminates interviewer bias, gives respondents privacy, and results can be analyzed more quickly.

A disadvantage of self-administered surveys is that respondents have the opportunity to scan the questions as they wish (Spunt, 1999). According to Spunt, this creates a potential response bias

in that the questions and answers of future questions may negatively impact responses provided on previous ones. Although interviewer-administered surveys have advantages such as control of the atmosphere and sequence of questions, in-person interviews and telephone interviews can be expensive and sometimes difficult to arrange (Spunt, 1999).

This research is conducted to better understand students' of UiTM Samarahan decision to become an entrepreneur or work for others. As well as finding out students intentions on becoming an entrepreneur. Four (4) main students courses at UiTM Samarahan will be involve in the distribution of the questionnaire that is the Marketing, Finance, Office Management and Accounting courses.

129 respondents is eligible to involve in research. At the end of this research, result obtained should produce an important findings that can help researchers as well as the university and the government to becoming more aware and understand student's intention towards becoming an entrepreneur.

3.2 Qualitative or quantitative

Qualitative research provides insights and understanding of the problem setting, while quantitative research seeks to quantify the data and, typically, applies some form of statistical analysis. Whenever new marketing research problems is being addressed, quantitative research must be preceded by appropriate qualitative research. However, in this study, we will be using qualitative and quantitative research method to develop initial understanding on student's intentions towards becoming entrepreneur.

3.3 Data collection methods

This section is very important to researcher to get the clear view of their studies. The primary and secondary data were both used in the data collection and data sources for this study.

Primary data

Primary data can be defined as data that originated from researcher that have been used for specific purpose of addressing a problem at hand. In this research the primary data were collected from the students of UiTM Kota Samarahan.

The primary data were collected through questionnaires that were distributed to 129 respondents that are obtained from the Marketing, Finance, Accounting and Office Management students only from semester 6 (Semester 8 for Accounting Course) which have a basic or intermediate idea on entrepreneurship.

The questionnaire will be distributed to each course representative which has been chosen and contacted earlier to conduct the questionnaire distribution. The course representative will assure only final semester students will involve in the questionnaire completion and 2 weeks is given for the overall distribution and answering process. After 2 weeks has ended, each course representative will return all the completed questionnaire back to the researcher.

Secondary data –

Secondary data is a data that have already been collected and are readily available from sources. Several secondary data were collected from journal of Marketing, Journal of Marketing Research, magazines, internet, the previous research report, and books.

3.3.1 SAMPLING TECHNIQUE AND TARGET POPULATION

Sampling is important in determining and representing the whole large population. Researcher uses the non-probability sampling techniques that are convenience sampling. Convenience sampling attempts to obtain a simple of convenience elements (Malhotra, 2004).

For this study, researcher used list of four (4) business course students, coming from BM220 - Bachelor in Business Administration (Hons) (Marketing), BM222 - Bachelor in Business Administration (Hons) (Finance), AC220 - Bachelor in Accounting (Hons), BM232 - Bachelor in Office Management (Hons) to determine the number of students that currently studying at UiTM Kota Samarahan in order to decide the right students group to distribute the questionnaires. This is to ensure the data collected are accurate as possible.

3.4 SAMPLE SIZE

According to Uma Sekaran in Research Method for Business 4th Edition, Roscoe (1975) proposed the rules of thumb for determining sample size where sample size larger than 30 and less than 500 are appropriate for most research. Nevertheless, this research will determine the sample size according to a table below proposed by Uma Sekaran (1992).

The sample size for this research since the population size is approximately 129 respondents. Based on the table below, a population size 129 respondent have a suitable sample size of 97 respondent. However since the original number of the population is not too overwhelming, researcher has decided to use all 129 respondent in this research as to get a more accurate result but at the same time is over than the suitable number of respondent needed.

3.3.2 Table for Determining Sample Size from a Given Population

Table 3.0 Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N – POPULATION SIZE

S – SAMPLE SIZE

Source: Uma Sekaran. 1992. Research Methods for Business: A Skill Building Approach. 2nd ed. John Wiley & Sons, INC

3.5 INSTRUMENT USED FOR RESEARCH

The structured questionnaire is used in gathering data for completion of this study. For this study, the question is divided into six different parts. Part A researcher constructed question about demographic profile, while Part B is the discussions on the student's perceptions. Part C is about the Theory of Planned Behavior, Part D is the discussion on Overall Students Perceptions and lastly part E is an Open Ended questions on opinion of making entrepreneur as a lifelong career. All parts are using Likert Scale except part A which uses multiple choice questions and section F which uses an open ended-questions.

3.5.1 MULTIPLE CHOICE QUESTIONS

The multiple choice question are single coded in which the respondent is permitted to check one and only one answer.

For example:

1. Age

Below 20 years

21-25 years

26-30 years

Above 30 years

3.5.2 LIKERT SCALE QUESTIONS

This scaling technique required respondents to indicate a degree of agreement and disagreement with each series of statements. There are seven different scale used to differentiate the degree of agreement and disagreement. The scales are ranging 1 to 7 from strongly disagree to strongly agree, respectively.

Table 3.1: Degree of Agreement and Disagreement in Likert Scale

Scale	Degree of Agreement & Disagreement
1	Strongly Disagree
2	Very Disagree
3	Disagree
4	Neutral
5	Agree
6	Very Agree
7	Strongly Agree

Table 3.2 Example of Likert Scale Question

No.	Statement	Scale						
1.	I am determined to create a business venture in the future	1	2	3	4	5	6	7

For example:

Scale from "1" to "7" with "1" being the strongly disagree and "7" being the strongly agree.

3.5.3 Pilot Test

A pilot test will be conducted 2 weeks before the questionnaires were sent out to 4 selected Business Studies Courses includes BM220 - Bachelor in Business Administration (Hons) (Marketing), BM222 – Bachelor in Business Administration (Hons) (Finance), AC220 – Bachelor in Accounting (Hons), BM232 – Bachelor in Office Management (Hons). 10% of the total number of respondent will be selected to participate in the pilot test. The purpose of the pilot test is to ensure the clarity of questionnaire statement to respondents and also to detect other possible weaknesses in the questionnaire. Some feedback received from the pilot study will help to improve the questionnaire.

3.6 Data Analysis and Interpretation

This stage is the process of data analysis where it begins after the data have been selected. After the data are obtained through questionnaire and interview, it needs to be edited. The data will then need to be keyed in the software to be analyzed.

The program that will be used to analyze the data is called SPSS (Statistical Program for Social Science). SPSS is one of the most widely available and powerful program to summarize data and also determine whether there are significant differences between groups, examine relationships among variables and graph results. -For this study, the data will be analyzed by using the frequency distribution, correlation coefficient and regression.

3.6.1 Frequency Distribution

Frequency distribution is a mathematical distribution where the researcher tries to obtain and count the number of responses with different values of variables and expressed them in percentage term. When the data have been collected, the researcher used program to analyze the data called SPSS (Statistical Program for Social Science).

SPSS is one of the most widely available and powerful program to summarize data and also determine whether there are significant differences between groups, examine relationships

among variables and graph the results. The researcher analyzed the demographic profiles that are influencing customers answer, in the questionnaires. Besides that, the researcher also used measures of central tendency to determine the frequent response of respondents.

3.6.2 Reliability Analysis

The reliability test measure is established for testing both consistency and stability. Consistency indicates how well the items measuring a concept hanging together as a set. In general, reliability less than 0.500 are considered to be poor, a range around 0.500 is acceptable and Coefficient Alpha over 0.700 is considered good. The closer the reliability or Coefficient Alpha is to 1, the higher the internal consistency reliability.

3.6.3 Pearson Correlation Analysis

The Pearson correlation matrix is obtained for the five interval-scaled variables. The function is to measure the closeness of the relationship between two or more variables. The measure of goodness between the variable should fall within the range of 1 to -1. If the $r = 1$ there is a perfect direct linear relationship between two variables. Otherwise if $r = -1$, there is a negative relationship between two variables.

In addition, the researcher used the correlation to know the relationship between the dependent and independent variables. The correlation were used to determine whether the relationship is weak or strong with the negative or positive association.

3.6.4 Regression Analysis

Regression analysis is used when independents variables are correlated with one another and with the dependent variable (Sheridan J Coakes, 2005). Regression analysis is also used to trace the sequential antecedents that cause the dependent variable through what is known as Path analysis. Regression analysis examines the situation where a dependent variable is simultaneously influenced by a number of dependent variables.

R square value close to one (1.00) indicates that the model fits the data very well. However, above 0.5 has been considered significant. Beta is an attempt to make the regression coefficient more comparable. The interpretation of the regression analysis is based on the standardized coefficient beta (β) and R square (R^2) which provide evidence whether the independent variable and dependent variables have a relationship or not.

3.7 Conclusion

In conclusion, this research used the descriptive study and need to made own interpretation. Researcher chose to select 129 respondents based on convenience sampling for the four (4) Business Courses in UiTM Kota Samarahan, consisting of BBA Marketing, Finance, Accounting and Office Management.

Statistical Package for Social Science Version 16.0 program was used by researcher to analyze the data after the fieldwork process was done. The analyses included frequency distribution, correlation analysis, reliability analysis and regression analysis. Lastly, the researcher able to deliver the conclusion and recommendation regarding the study conducted.

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APPENDIX I



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STUDENTS PERCEPTIONS AND INTENTIONS TOWARDS BECOMING AN ENTREPRENEUR

Dear Respondent,

I am a student from Universiti Teknologi MARA (UiTM) Samarahan Campus. I'm conducting a survey as a partial requirements to complete my degree in Bachelor in Business Administration (Hons) Marketing.

The primary objective of this research was to better understand students' decision to become an entrepreneur or work for others and also to capture the point of view of their intentions on becoming an entrepreneur.

You are invited to answer this questionnaire and your participation is totally voluntary. All information collected will be kept confidential and for academic purposes only. If you need further assistance kindly contact Muhammad Zulasri at 013-8170761. Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

<p>1. Gender</p> <p>Male <input type="checkbox"/></p> <p>Female <input type="checkbox"/></p>	<p>5. Marital Status</p> <p>Single <input type="checkbox"/></p> <p>Married <input type="checkbox"/></p>
<p>2. Age</p> <p>Below 20 <input type="checkbox"/></p> <p>21 – 25 <input type="checkbox"/></p> <p>26 – 30 <input type="checkbox"/></p> <p>Above 30 <input type="checkbox"/></p>	<p>6. Race</p> <p>Malay <input type="checkbox"/></p> <p>Iban <input type="checkbox"/></p> <p>Melanau <input type="checkbox"/></p> <p>Bidayuh <input type="checkbox"/></p> <p>Others <input type="checkbox"/></p>
<p>3. Income Source</p> <p>PTPTN <input type="checkbox"/></p> <p>Family <input type="checkbox"/></p> <p>Own Savings <input type="checkbox"/></p> <p>Part Time Work <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	<p>7. Do you have any relatives involved in entrepreneurship activities?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>4. Course</p> <p>Marketing <input type="checkbox"/></p> <p>Finance <input type="checkbox"/></p> <p>Office Management <input type="checkbox"/></p> <p>Accounting <input type="checkbox"/></p>	

SECTION B: PERCEPTIONS ON BECOMING AN ENTREPRENEUR

Please indicate your level of agreement /disagreement with each of these statements by circling it. You may choose any number from 1 to 7 to express your opinion on the basis of the scale below.

No		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1.	It is desirable for me to become an entrepreneur	1	2	3	4	5	6	7
2.	It is interesting for me to become an entrepreneur	1	2	3	4	5	6	7
3.	It is attractive for me to become an entrepreneur	1	2	3	4	5	6	7
4.	It is feasible for me to become an entrepreneur	1	2	3	4	5	6	7
5.	Becoming an entrepreneur is not a realistic option for me	1	2	3	4	5	6	7
6.	Starting my own business would be impossible for me	1	2	3	4	5	6	7
7.	Becoming an entrepreneur is lucrative for me	1	2	3	4	5	6	7
8.	It is interesting to start my own business plan	1	2	3	4	5	6	7
9.	Becoming an entrepreneur is an acceptable option for me	1	2	3	4	5	6	7
10.	Building a business is going to be hard on me	1	2	3	4	5	6	7

SECTION C: INTENTIONS TO BECOME AN ENTREPRENEUR

Please indicate your level of agreement /disagreement with each of these statements by circling it. You may choose any number from 1 to 7 to express your opinion on the basis of the scale below.

No		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1.	I am ready to do anything to be an entrepreneur	1	2	3	4	5	6	7
2.	My professional goal is to become an entrepreneur	1	2	3	4	5	6	7
3.	I am determined to create a business venture in the future	1	2	3	4	5	6	7
4.	I have very seriously thought about starting a firm	1	2	3	4	5	6	7
5.	I have got the intention to start a firm one day	1	2	3	4	5	6	7
6.	I intend to start a firm within five years of graduation	1	2	3	4	5	6	7
7.	I have planned an idea of my future business	1	2	3	4	5	6	7
8.	I have studied on entrepreneurship to increase my knowledge	1	2	3	4	5	6	7
9.	I am not afraid to start my own businesses	1	2	3	4	5	6	7
10.	I am aware of risk and reward of building a business	1	2	3	4	5	6	7

SECTION D: THEORY OF PLANNED BEHAVIOR

Please indicate your level of agreement /disagreement with each of these statements by circling it. You may choose any number from 1 to 7 to express your opinion on the basis of the scale below.

No		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1.	Being an entrepreneur implies more advantages than disadvantages to me	1	2	3	4	5	6	7
2.	Becoming an entrepreneur will benefit me more than working with a company or other people.	1	2	3	4	5	6	7
3.	If I had the opportunity and resources, I would love to start a business	1	2	3	4	5	6	7
4.	Being an entrepreneur would give me great satisfaction	1	2	3	4	5	6	7
5.	Among various options, I would rather be an entrepreneur	1	2	3	4	5	6	7
6.	If I wanted to, I could easily become an entrepreneur	1	2	3	4	5	6	7
7.	As an entrepreneur I would have sufficient control over my business	1	2	3	4	5	6	7
8.	It is entirely up to me whether or not I become an entrepreneur	1	2	3	4	5	6	7
9.	My closest family member is ready to help me with financial support	1	2	3	4	5	6	7
10.	My closest family members think that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7
11.	My closest friends think that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7
12.	People that are important to me think that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7

SECTION E: OVERALL PERCEPTIONS ON BECOMING AN ENTREPRENEUR

Please indicate your level of agreement /disagreement with each of these statements by circling it. You may choose any number from 1 to 7 to express your opinion on the basis of the scale below.

No		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1.	Overall, I think becoming an entrepreneur is a good way to for students to start earning income	1	2	3	4	5	6	7
2.	Overall, I think I am ready to become an entrepreneur	1	2	3	4	5	6	7
3.	Overall, I think opening up a business can be a lifelong career in someone's life	1	2	3	4	5	6	7
4.	Overall, I think becoming an entrepreneur can build a great wealth in someone's life	1	2	3	4	5	6	7
5.	Overall, I think I need to work with other people first before venturing in entrepreneurship	1	2	3	4	5	6	7
6.	Overall, I think becoming an entrepreneur is not going to happen for me	1	2	3	4	5	6	7

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7.	Overall, I think I am not yet ready to become an entrepreneur	1	2	3	4	5	6	7
8.	Overall, I think more Bumiputera should pursue career in entrepreneurship.	1	2	3	4	5	6	7
9.	Overall, I think universities must put more effort to make entrepreneurship studies a vital part in business courses	1	2	3	4	5	6	7
10.	Overall, I think universities should organize more entrepreneurial based program to enhance students interest in becoming an entrepreneur	1	2	3	4	5	6	7

SECTION F: PERSONAL OPINION

In general, state your opinion of making entrepreneur as a lifelong career.

THANK YOU FOR YOUR COOPERATION

APPENDIX II

The Study Of Final Semester Student's Intention Towards Becoming An Entrepreneur

Research Timeline

Research Project Timeline															
Project Goal	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Find areas in which research will be done	█														
Select most suitable research title	→	█													
Draft the research proposals	→	→	█												
Develop full research proposals	→	→	→	█											
Submit proposal to supervisor	→	→	→	→	█										
Construct research questionnaire	→	→	→	→	→	█									
Distribute questionnaire	→	→	→	→	→	→	█								
Data collection and analysis	→	→	→	→	→	→	→	█							
SPSS Data Analysis	→	→	→	→	→	→	→	→	█						
Development of final data	→	→	→	→	→	→	→	→	→	█					
Submission of Research for Checking	→	→	→	→	→	→	→	→	→	→	█				
Viva Presentation	→	→	→	→	→	→	→	→	→	→	→	█			
Research Enhancement	→	→	→	→	→	→	→	→	→	→	→	→	█		
Final Adjustment of Research	→	→	→	→	→	→	→	→	→	→	→	→	→	█	
Final Submission	→	→	→	→	→	→	→	→	→	→	→	→	→	→	█