THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION IN DEVELOPING ENTREPRENEURIAL INTENTIONS AMONG UTeM STUDENTS

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By

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I hereby acknowledge this project paper has been accepted as part fulfilment for the degree of Bachelor of Technopreneurship (Hons)

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THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION
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Submitted By:

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(JUNE 2016)
This report was completed by me and is my personal work in which the content has been approved by supervisor as a whole and complete report after timeframe set by the faculty.

Signature : ........................

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Date : 15/06/2016
DEDICATION

Bismilahirrahmananirrahim…
Terlebih dahulu, buat insan yang teristimewa ayahanda dan bonda yang tersayang…

SALLEH BIN IBRAHIM & AMINAH BINTI DERAMAN

Terima kasih di atas berkat doa kalian, semangat yang diberikan, juga segala pengorbanan dan baktimu untuk seorang insan yang bergelar seorang anak perempuan ini.

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Assalammualaikum wbt dan salam sejahtera, in the name of ALLAH s.w.t, the most gracious, the most merciful.

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Other than that, this appreciation is also for all those involved directly or indirectly helps the success of this research project. Hopefully this report will give benefit for my universities and will be a reference to the other students in the future.
This study aims to study the relationship between entrepreneurship educations and entrepreneurial intentions among Universiti Teknikal Malaysia Melaka (UTeM) at Faculty Technology Management and Technopreneurship. The questionnaire distributed to all the students in city campus. Data will collects from 149 respondents through questionnaires used by previous researchers using regression analysis and correlation analysis.

The research Design has based on a hypothetical framework, the independent variable of entrepreneurship education, including entrepreneurship curriculum, teaching methodologies and university’s roles in promoting entrepreneurship, to test the dependent variable of entrepreneurial intentions.

Four hypotheses were developed namely; entrepreneurship educations entrepreneurship curriculum, teaching methodologies, universities roles focus to test the entrepreneurial intentions of the UTeM students. Final questionnaires were distributed to students in UTeM from Faculty Technology Management and Technopreneurship.

Last but list, the result from the research show the positive relationship between teaching methodologies and universities roles with the dependent variable are entrepreneurial intentions among UTeM students. Besides that, the result show negative relationship entrepreneurship curriculum with entrepreneurial intentions.
ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan antara pendidikan keusahawanan dan niat keusahawanan di kalangan pelajar Universiti Teknikal Malaysia Melaka (UTeM) ke atas pelajar sarjana muda di Fakulti Pengurusan Teknologi dan teknousahawan (FPTT). Soal selidik diedarkan kepada semua pelajar di kampus bandar. Data akan dikumpulkan daripada 149 responden melalui soal selidik yang digunakan oleh penyelidik sebelum menganalisis data yang di perolehi.

Bentuk penyelidikan yang dijalankan berasaskan rangka kerja yang buat, pembolehubah bebas adalah pendidikan keusahawanan, termasuk kurikulum keusahawanan, kaedah pengajaran dan peranan universiti dalam menggalakkan keusahawanan, terhadap niat keusahawanan dikalangan pelajar universiti.

Terdapat empat hipotesis telah dibentuk iaitu; keusahawanan kurikulum keusahawanan, kaedah pengajaran, peranan universiti dalam beri tumpuan terhadap niat keusahawanan pelajar UTeM. Soalan soal selidik telah diedarkan kepada pelajar – pelajar di UTeM dari falkulti pengurusan teknologi dan teknousahawan dan semua pelajar daripada kelas technousahawan menjadi sasaran dalam kajian ini.

Daripada kajian yang telah dilakukan, terdapat hubungan yang positif diantara kaedah pengajian dan peranan universiti terhadap niat keusahawanan pelajar universiti teknikal Malaysia Melaka (UTeM). Selain itu, terdapa hubungan yang negative diantara kurikulum terdapat niat keusahawanan pelajar universiti.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECOGNITION</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii- x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xi - xiii</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xiv – xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER 1  INTRODUCTION

<table>
<thead>
<tr>
<th>1.1. Introduction</th>
<th>1 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2. Problem Statement</td>
<td>2 - 3</td>
</tr>
<tr>
<td>1.3. Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>1.4. Research Objective</td>
<td>5</td>
</tr>
<tr>
<td>1.5. Research Hypotheses</td>
<td>6</td>
</tr>
<tr>
<td>1.6. Scope of Study</td>
<td>7</td>
</tr>
<tr>
<td>1.7. Limitation of Study</td>
<td>7</td>
</tr>
<tr>
<td>1.8. Significant of Study</td>
<td>8</td>
</tr>
<tr>
<td>1.8.1. Contribution to Knowledge</td>
<td>8</td>
</tr>
<tr>
<td>1.8.2. Contribution to Practice</td>
<td>8</td>
</tr>
</tbody>
</table>
CHAPTER 2  LITURE REVIEW

2.1. Introduction 12 - 13

2.2. The Country Context

2.2.1. Significant Development in the Malaysia Economy 14 – 15

2.2.2. The New Economic Policy 15 – 16

2.2.3. The New Development Policy 16 – 17

2.2.4. The National Vision Policy 17 – 20

2.2.5. Evaluation of Malaysia Universities to Entrepreneurship Education 21 – 22

2.3 Definitions and theories of Entrepreneurship

2.3.1. Defining Entrepreneurship 23

2.3.2. The Preferred Definition 24 - 25

2.4 Entrepreneurial Intentions

2.4.1. Definition and Theories on Entrepreneurial Intentions 26 - 28

2.5. Entrepreneurship Education 29

2.5.1. Entrepreneurship Curricula in Malaysia Universities 30

2.5.2. Teaching Methodologies of Entrepreneurship Program 31

2.5.3. University’s Role in Promoting Entrepreneurship Education 32 - 33

2.6. Entrepreneurship Education in Malaysian Universities 34 – 35

2.7. Malaysian Entrepreneurial Intentions
# CHAPTER 5  DISCUSSION, SUGGESTION AND CONCLUSION

5.1. Introduction  

5.2. Summary of Descriptive  

5.3. Scale Measurement  
5.3.1. Validity  
5.3.2. Reliability  

5.4. Discussion of Objective and Hypothesis  

5.5. Suggestion  
5.5.1. Suggestion to Organization  
5.5.2. Suggestion for Future Researcher.  

5.6. Conclusion  

REFERENCES  

APPENDIXES
<table>
<thead>
<tr>
<th>TABLE NO</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Summaries of the Hypotheses</td>
<td>6</td>
</tr>
<tr>
<td>1.2</td>
<td>Operational Definition</td>
<td>9 - 10</td>
</tr>
<tr>
<td>2.1</td>
<td>Development History of Malaysia</td>
<td>17</td>
</tr>
<tr>
<td>2.2</td>
<td>Definitions of Entrepreneurship</td>
<td>24 - 25</td>
</tr>
<tr>
<td>2.3</td>
<td>Definition of three variable</td>
<td>33</td>
</tr>
<tr>
<td>3.1</td>
<td>Data Analysis Method</td>
<td>45</td>
</tr>
<tr>
<td>3.2</td>
<td>Gantt chart for PSM 1</td>
<td>44</td>
</tr>
<tr>
<td>4.1</td>
<td>Case processing summary</td>
<td>49</td>
</tr>
<tr>
<td>4.2</td>
<td>Reliability Statistics</td>
<td>49</td>
</tr>
<tr>
<td>4.3</td>
<td>Validity test</td>
<td>51</td>
</tr>
<tr>
<td>4.4</td>
<td>Cronbach’s Alpha</td>
<td>52</td>
</tr>
</tbody>
</table>
4.5 Case Processing Summary
4.6 Reliability Statistic
4.7 Result of survey by Gender
4.8 Result of survey by Race
4.9 Result of survey by Origin
4.10 Result of survey by Education Qualification
4.11 Result of survey by working experience
4.13 Result of survey by working sector
4.14 Result of survey by Father’s working status
4.15 Result of survey by Mother’s working status
4.16 Result of survey by Family history of Entrepreneurship
4.17 Result of survey by Choice of study program
4.18 Result of survey by my interest in the area of study
4.19 Result of descriptive analysis
4.20 Model summary analysis hypothesis 2 67
4.21 Result of coefficients 68
4.22 Simple Regression Result for Hypothesis 3 69
4.23 Simple Regression Result for Hypothesis 4 71
4.24 Simple Regression Result for Hypothesis 5 72
4.25 Rules of thumb about correlation coefficient 73
4.26 Strength of Person Correlation Coefficient 73
4.27 Correlation between independent variable and dependent variable 74
5.1 Summary of Descriptive 77-78
## LIST OF FIGURE

<table>
<thead>
<tr>
<th>FIGURE NO</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Conceptual Framework for the Literature Review</td>
<td>13</td>
</tr>
<tr>
<td>2.2</td>
<td>Show the framework of strategic Development in Malaysian</td>
<td>15</td>
</tr>
<tr>
<td>2.3</td>
<td>Hypothetical Model of the Relationship between Education Background and Entrepreneurial Intentions.</td>
<td>27</td>
</tr>
<tr>
<td>2.4</td>
<td>The hypothetical model</td>
<td>39</td>
</tr>
<tr>
<td>4.1</td>
<td>Result of survey by Gender</td>
<td>54</td>
</tr>
<tr>
<td>4.2</td>
<td>Result of survey by Race</td>
<td>55</td>
</tr>
<tr>
<td>4.3</td>
<td>Result of survey by Origin</td>
<td>56</td>
</tr>
<tr>
<td>4.4</td>
<td>Result of survey by Education qualifications</td>
<td>57</td>
</tr>
<tr>
<td>4.5</td>
<td>Result of survey by working experience</td>
<td>58</td>
</tr>
<tr>
<td>4.6</td>
<td>Result of survey by working sector</td>
<td>59</td>
</tr>
</tbody>
</table>
4.7 Result of survey by Father’s working status 60

4.8 Result of survey by Mother’s working status 61

4.9 Result of survey by Family history of Entrepreneurship 62

4.10 Result of survey by Choice of study program 63

4.11 Result of survey by My interest in the area of study 64
<table>
<thead>
<tr>
<th>APPENDICES</th>
<th>TITLE</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>QUESTIONNAIRES</td>
<td>95 - 100</td>
</tr>
<tr>
<td>B</td>
<td>DATA RESULT ANALYSIS FROM SPSS</td>
<td>101- 105</td>
</tr>
<tr>
<td>C</td>
<td>GANTT CHART FOR PSM 1</td>
<td>106</td>
</tr>
<tr>
<td>D</td>
<td>GANTT CHART FOR PSM 2</td>
<td>107</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

1.1. Introduction

This research more focuses on the “Relationship” between the entrepreneurship education for university students and entrepreneurial intentions among university students at Universiti Teknikal Malaysia Melaka (UTeM). The way to encourage the students to become an entrepreneurship since their full finish the studies, should starting from first they join to be an entrepreneurship.

The important of entrepreneurship has been the centre of attention and recognized worldwide including Malaysia. An entrepreneurship in Malaysia was increasing, it can see in the current development, such as globalization and emergence of knowledge-based industry. An entrepreneurship is seen as a possible solution to global competition and corporate downsizing which has contributed to the problem of unemployment, especially among the graduates in Malaysia (Ragayah & smith 2005; Ooi 2008).

This chapter introduces the present research and an overview of the research. In line with Perry (2002), the chapter is organised into 8 sections as presented. All in this section introduces the research topic, problem statement, research objectives, and research hypotheses, scope of study, and limitation of study, importance of study, and operation concept.
1.2. Problem Statement

Talk about education in university, many an education that students learning in university such as sources skill or knowledge was very important for them in further. Other ways, for entrepreneurships student, skill or something that should learn more to become entrepreneurships behaviour as an entrepreneurial. Entrepreneurship students should learning more to start up the business from the beginning using all the knowledge to build the business plan. How to improve the quality of fresh graduates in market demand jobs in Malaysia. Other than that, the quality of entrepreneurship education in UTeM should more to upgrade, the analyses about the entrepreneurship education will affect the entrepreneurial intentions.

The problem statement that created to identified three issues from the big issues. The researcher examines the research problem more precisely in the hypotheses, which is the problem promoting and placing a boundary around the research, not specifying what kind of research is to be done (Emory & Cooper 1991). In view of the research study, the problem statement is stated as:

“How effective is entrepreneurship education in developing entrepreneurial intentions among UTeM students?”

Entrepreneurship intentionality was suggested as an indicator of the effectiveness of entrepreneurship education programs. Some researches focused on assessing the impact of entrepreneurship education program on students’ intentions to start a business venture and the on the traditional antecedents of intentions; such as attitudes, perceptions of control and self-efficacy (Cox, Mueller & Moss 2002; Fayolle, Gailly & Lassas-Clerc 2005a, Botha, Nieman & Vuur&en 2006).

According to Pittaway and Cope (2007), entrepreneurship education would be booted by research on the relationship between the educational processes and the outputs of these processes. If entrepreneurship education is to be an effective form of education, entrepreneurship research has less to do with transferable teaching techniques as outlined within the conceptual, and more to do with the unique set of
dialogic relations as outlined within the conceptual framework. Entrepreneurship education stems from the unique dialogic relationships that exist between students, educators, educational process, institutions and the communities that such interaction occurs (Jones and Matlay, 2011, p.701; Pittaway and Edwards, 2012, p.793).
1.3. Research Questions

Based on the problem statement above, many research questions that will be created to archive these several goals, such as:

1.3.1. What are the level of entrepreneurship education and entrepreneurial intentions?

1.3.2. What are the relationship between entrepreneurship education and entrepreneurial intentions among UTeM students?

1.3.3. What are the relationships between entrepreneurship curriculums in the university can affect the entrepreneurial intentions.

1.3.4. What are the relationships of teaching methodologies in the universities can affect the entrepreneurial intentions.

1.3.5. What are the university’s roles in promoting entrepreneurship among university students can affect the entrepreneurial intentions.
1.4. Research Objective

Based on the problem statement above, many research objectives that will created to archive these several goals, such as:

1.4.1. To identify the level of entrepreneurship education and entrepreneurial intentions.

1.4.2. To study the relationship between entrepreneurship education and entrepreneurial intentions among UTeM students.

1.4.3. To study the relationship between entrepreneurship curriculums in the university can affect the entrepreneurial intentions.

1.4.4. To examine the relationship of teaching methodologies in the universities can affect the entrepreneurial intentions.

1.4.5. To examine the university’s role in promoting entrepreneurship among university students can affect the entrepreneurial intentions.