I/ We hereby declare that I/ we have read this dissertation/report and in my opinion, this dissertation/report is sufficient in terms of scope and quality as a partial fulfillment the requirements for the award of Bachelor of Technology Management

(Technology Innovation)

SIGNATURE	:	
NAME OF SUPERVISOR	:	
DATE	:	
SIGNATURE	:	
NAME OF PANEL	:	
DATE	:	

EDUCATIONAL CULTUREPRENEURSHIP IN MALAYSIAN TECHNICAL UNIVERSITY NETWORK (MTUN) INCORPORATE WITH ASEAN ECONOMIC COMMUNITY BLUEPRINT 2025

ATIRAH BINTI MOHD TAJUDDIN

This report is submitted in fulfillment of the requirement for the Bachelor of

Technology Management (Innovation Technology)

Faculty of Technology Management and Technopreneurship

Universiti Teknikal Malaysia Melaka

June 2018



DECLARATION

'I declare that this report is my own work except the summary and excerpts of everything I have to explain the source'

Signature :

Name : Atirah binti Mohd Tajuddin

Date : June 2018

DEDICATION

I would like to dedicate a thousand thanks to my both parent and siblings for their endless supports and love for supporting me in furthering study. Secondly, I would like to thank my friends for helping me a lot in completing my research study and last but not least I would like to dedicate my supervisor, Dr. Fam Soo Fen and my panel, Madam Mislina binti Atan @ Mohd Salleh for providing guidance and full support.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillah, thanks to Allah, for giving me His bless and opportunity to complete this research study entitled "EDUCATIONAL CULTUREPRENEURSHIP IN MALAYSIAN TECHNICAL UNIVERSITY NETWORK (MTUN) INCORPORATE WITH ASEAN ECONOMIC COMMUNITY BLUEPRINT 2025".

I would like to give my deepest thanks to my supervisor, Dr. Fam Soo Fen, by giving me endless support and guidance from start to the end of my research. Also, I would like to give a lot of thanks to Dr. Chew Boon Cheong, who gives me a knowledge and guidance to complete this research study and last but not least, I would like to thank my fellow friends for always helping me in writing this research. Lastly, I would like to give my deepest thanks for my family members who always give me their endless support, encouragement for me to complete this research.

Thank you

ABSTRACT

In the face of many current economic challenges, the unemployment problem among Malaysian graduates has given us great concern. To solve this problem, besides working under the employer, they also have the opportunity to work on their own by becoming entrepreneurs indirectly they are able to increase employment opportunities to others. Our entrepreneurship based on education and learning play a very important role in promoting cultural entrepreneurship among students as well as promoting entrepreneurial and knowledge skills among students of higher learning institutions. This study examines the student's entrepreneurial intention for becoming an entrepreneur as their future career. This research aims to identify the factors that cause the students of the Malaysian Technical University Network (MTUN) to become an entrepreneur and analyze the impact of those factors towards their entrepreneurial intentions. To achieve this objectives, the conceptual framework has been developed. The method of data collection that will be used in this research is by distributing questionnaires to the students among Malaysian Technical University Network (MTUN). Afterwards, the data collected will be analyzed by using the SPSS Statistical version 23.0 software to support the research by conducting descriptive analysis, correlation analysis, reliability analysis, and regression analysis. After that, the discussions will be made from the analysis and suggestions will be made.

Keywords: Unemployment, Malaysian graduates, entrepreneurial intention, MTUN.

ABSTRAK

Dalam menghadapi pelbagai cabaran ekonomi pada masa sekarang, masalah pengangguran di kalangan mahasiswa Malaysia telah memberi kita keprihatinan yang sangat besar. Bagi menyelesaikan masalah ini, selain bekerja di bawah majikan, mereka juga berpeluang untuk bekerja sendiri dengan menjadi usahawan secara tidak langsung ia mampu untuk menambah peluang pekerjaan kepada orang lain. Pendidikan dan pembelajaran berasaskan Keusahawanan kita memainkan peranan yang sangat penting dalam meningkatkan keusahawanan budaya di kalangan pelajar selain menggalakkan kemahiran keusahawanan dan pengetahuan di kalangan pelajar institusi pengajian tinggi. Kajian ini meneliti niat keusahawanan pelajar untuk menjadi seorang usahawan sebagai karier masa depan mereka selepas tamat pengajian. Ia bertujuan mengenal pasti faktor-faktor yang menyebabkan para pelajar Rangkaian Universiti Teknikal Malaysia (MTUN) menjadi seorang usahawan serta menganalisis impak faktor-faktor tersebut ke arah niat keusahawanan mereka. Untuk mencapai matlamat ini, rangka kerja konsep telah dibangunkan. Kaedah pengumpulan data yang akan digunakan dalam penyelidikan ini adalah dengan menyebarkan soal selidik kepada pelajar-pelajar Universiti Teknikal Universiti Rangkaian (MTUN). Selepas pengumpulan data dijalankan, data yang dikumpul akan dianalisis menggunakan perisian SPSS Statistics versi 23.0 untuk menyokong penyelidikan dengan melakukan analisis deskriptif, analisis korelasi, analisis kebolehpercayaan, dan analisis regresi. Selepas itu, perbincangan akan dilakukan dari analisis dan cadangan akan dibuat.

Kata kunci: Pengangguran, siswazah Malaysia, niat keusahawanan, MTUN.

TABLE OF CONTENT

APPROVAL		I
DECLARATIO	N	III
DEDICATION		IV
ACKNOWLED	GEMENT	V
ABSTRACT		VI
ABSTRAK		VII
LIST OF TABL	E	XV
LIST OF FIGURES		XXI
LIST OF ABBR	EVIATIONS	XXV
LIST OF APPENDICES		XXVI
CHAPTER 1	INTRODUCTION	
	1.1 Background of Study	1-2
	1.2 Problem Statement	2-3
	1.3 Research Gap	3
	1.4 Research Question	4

	1.5 Research Objectives	4
	1.6 Significance of The Study	4-5
	1.7 Scope and Limitation of The Study	5
	1.8 Structure of The Study	6
CHAPTER 2	LITERATURE REVIEW	
	2.1 Introduction	7
	2.2 Definition of Terms	8
	2.2.1 Educational Culture Entrepreneurship	8-9
	2.2.2.ASEAN Economic Community (AEC) 2025	9-10
	2.2.3 Entrepreneurial Intention	10-11
	2.2.4 Entrepreneurial Attitude	11-12
	2.2.4.1 Need For Achievement	12
	2.2.4.2 Locus of Control	12-13
	2.2.5 Self Efficiency	13-14
	2.2.5.1 Risk Propensity	14
	2.2.5.2 Instrumental Readiness	15
	2.2.5.3 Entrepreneurial Knowledge	16
	2.2.5.4 Entrepreneurial Practice Experience	16-17
	2.2.6 Subjective Norms	17-18

	2.3 Theoretical Framework Development	18
	2.3.1 Theory Planned of Behaviour	18-19
	2.4 Research Framework	20
	2.5 Hypothesis Development	20-22
	2.6 Summary	22
CHAPTER 3	RESEARCH METHOD	
	3.1 Introduction	23
	3.2 Research Design	24
	3.2.1 Descriptive	24
	3.3 Methodological Choices	24-25
	3.3.1 Quantitative Method	25
	3.4 Sampling Design	25-26
	3.5 Primary Data Sources and Secondary Data Sources	26
	3.5.1 Primary Data	26-27
	3.5.2 Secondary Data	27
	3.6 Location of the Research	27-28
	3.7 Research Strategy	28
	3.7.1 Data Analyzing Techniques	28
	3.8 Time Horizon	29

	3.9 Pearson's Correlation Analysis	30
	3.10 Scientific Canon	30
	3.10.1 Internal Validity	31
	3.10.2 Reliability and Generalisability (External Validity)	31
	3.11 Multiple Regression Analysis	31
	3.12 Pilot Testing	32
	4.0 Summary	32
CHAPTER 4	DATA AND FINDING	
	4.1 Introduction	33
	4.2 Pilot Test	33-35
	4.3 Descriptive Analysis	36
	4.3.1 Respondent Demographic of Gender	36
	4.3.2 Respondent Demographic of Age	37
	4.3.3 Respondent Demographic of Institution	38
	4.3.4 Respondent Demographic of Entrepreneurship Training	39-40
	4.3.5 Respondents Demographic of Entrepreneurship Experience	41
	4.3.6 Respondent Demographic of Current Business	42

4.3.7 Multiple Response	43
4.3.7.1 Subjective Norms	43-47
4.3.7.2 Self Efficacy	48-54
4.3.7.3 Risk Propensity	54-57
4.3.7.4 Entrepreneurial Knowledge	57-58
4.3.7.5 Entrepreneurial Practice Experience	59-64
4.3.7.6 Instrumental Readiness	65-69
4.4 Scale Measurement	69
4.4.1 Internal Reliability Test	69
4.4.1.1 Reliability Test between Locus of Control, Need for Achievement and Entrepreneurial Attitude	70
4.4.1.2 Reliability Test between Risk Propensity, Instrumental Readiness, Entrepreneurial Knowledge, Entrepreneurial Practice Experience and Self Efficacy	71
4.4.1.3 Reliability Test between Entrepreneurial Attitude, Subjective Norms, Self Efficacy and Entrepreneurial Intention	72-73
4.5 Pearson Correlation Analysis	73
4.5.1 Pearson Correlation Analysis between Locus of Control, Need For Achievement and Entrepreneurial Attitude	73-75
4.5.2 Pearson Correlation Analysis between Risk Propensity, Instrumental Readiness, Entrepreneurial	75-78

Knowledge, Entrepreneurial Practice Experience and Self Efficacy	
4.5.3 Pearson Correlation Analysis between Entrepreneurial Attitude, Subjective Norms, Self Efficacy and Entrepreneurial Intention	79-81
4.6 Hypothesis Testing	82-85
4.7 Multiple Regression Analysis	85
4.7.1 Multiple Regression Analysis on Locus of Control, Need for Achievement and Entrepreneurial Attitude	86-87
4.7.2 Multiple Linear Regression on Risk Propensity, Instrumental Readiness, Entrepreneurial Knowledge, Entrepreneurial Practice Experience and Self Efficacy	88-90
4.7.3 Multiple Regression Analysis on Entrepreneurial Attitude, Self Efficacy and Subjective Norms and Entrepreneurial Intention	91-93
4.8 Summary	93
CHAPTER 5 CONCLUSION AND RECOMMENDATION	
5.1 Introduction	94
5.2 Summary of Descriptive	95
5.3 Discussion of Findings	95
5.3.1 To identify factors that lead students to become	96-98

	an entrepreneur as their career	
	5.3.2 To analyze the impact of the factors toward student's entrepreneurial intention	98-99
	5.3.3 To evaluate the student's entrepreneurial intention in becoming an entrepreneur.	99-100
	5.4 Limitation of Research	100-101
	5.5 Recommendation for Future Research	101
	5.6 Conclusion	101-102
REFERENCES		103-111
APPENDICES		112

LIST OF TABLE

TABLE	TITLE	PAGE
1.8	Structure of The Study	6
3.9	Strength of Association of Pearson's Correlation	30
4.2.1	Reliability Statistics for Pilot Test (20 respondents)	34
4.2.2	Reliability Test for All Variables (Pilot Test)	34
4.3.1	Respondent Demographic of Gender	36
4.3.2	Respondent Demographic of Age	37
4.3.3	Respondent Demographic of Institution's Name	38
4.3.4	Respondent Demographic of Entrepreneurship Training	39
4.3.5	Respondent Demographic of Entrepreneurship Experience	41
4.3.6	Respondent Demographic of Current Business	42
4.3.7.1.1	Frequency Analysis of Respondents by Family Support	43
4.3.7.1.2	Frequency Analysis of Respondents by Friend and Relatives Support	45
4.3.7.1.3	Frequency Analysis of Respondents by Experts Support	46

4.3.7.2.1	Frequency Analysis of Respondents by Confidence Sources	48
4.3.7.2.2	Frequency Analysis of Respondents by Leadership Characteristics	49
4.3.7.2.3	Frequency Analysis of Respondents by Course or Leadership Training that have been attended	50
4.3.7.2.4	Frequency Analysis of Respondents by Privilege in Managing Business	53
4.3.7.3.1	Frequency Analysis of Respondents by Risk That Have Ever Encountered	54
4.3.7.3.2	Frequency Analysis of Respondents by Fund of Loan that Respondents Want to Request	56
4.3.7.4.1	Frequency Analysis of Respondents by Information that Respondents get from the campus about Entrepreneurship Knowledge	57
4.3.7.5.1	Frequency Analysis of Respondents by Types of Training that Provide Benefits	59
4.3.7.5.2	Frequency Analysis of Respondents by Type of Businesses that Respondents helped to Manage	60
4.3.7.5.3	Frequency Analysis of Respondents by Type of Businesses owned by Respondents	63
4.3.7.6.1	Frequency Analysis of Respondents by Types of Capital to Start a New Venture	65
4.3.7.6.2	Frequency Analysis of Respondents by the Cooperation	66



Network that Respondents have when start a Business

4.3.7.6.3	Frequency Analysis of Respondents by Types of Information that Support the Respondents to Start in Becoming a Entrepreneur	68
4.4.1	Cronbach's Alpha Coefficient range and its Strength of Association	69
4.4.1.1	Reliability Test between Locus of Control, Need for Achievement and Entrepreneurial Attitude (All variables)	70
4.4.1.1.1	Reliability Test between Locus of Control, Need for Achievement and Entrepreneurial Attitude (Each variable)	70
4.4.1.2	Reliability Test between Risk Propensity, Instrumental Readiness, Entrepreneurial Knowledge, Entrepreneurial Practice Experience and Self Efficacy (All variables)	71
4.4.1.2.1	Reliability Test between Risk Propensity, Instrumental Readiness, Entrepreneurial Knowledge, Entrepreneurial Practice Experience and Self Efficacy (Each variables)	71
4.4.1.3	Reliability Test between Entrepreneurial Attitude, Subjective Norms, Self Efficacy and Entrepreneurial Intention (All variables)	72
4.4.1.3.1	Reliability Test between Entrepreneurial Attitude, Subjective Norms, Self Efficacy and Entrepreneurial Intention (Each variable)	72

4.5.1.1	Correlation between Locus of Control and	73
	Entrepreneurial Attitude	
4.5.1.2	Correlation between Need For Achievement and	74
	Entrepreneurial	
	Attitude	
4.5.2.1	Correlation between Risk Propensity and Self Efficacy	75
4.5.2.2	Correlation between Instrumental Readiness and Self	76
	Efficacy	
4.5.2.3	Correlation between Entrepreneurial Knowledge and	77
	Self	
	Efficacy	
4.5.2.4	Correlation between Entrepreneurial Practice Experience	78
	and Self Efficacy	
4.5.3.1	Correlation between Entrepreneurial Attitude and	79
	Entrepreneurial Intention	
4.5.3.2	Correlation between Subjective Norms and	80
	Entrepreneurial Intention	
4.5.3.3	Correlation between Self Efficacy and Entrepreneurial	81
	Intention	
4.6	The Summary of Hypothesis testing from the correlation	84
	analysis	
4.7.1.1	Multiple Linear Regression on Locus of Control, Need	86
	For Achievement and Entrepreneurial Attitude (Model	



Summary)

4.7.1.2	Multiple Linear Regression on Locus of Control, Need	86
	For Achievement and Entrepreneurial Attitude	
	(ANOVA)	
4.7.1.3	Multiple Linear Regression on Locus of Control, Need	87
	For Achievement and Entrepreneurial Attitude among	
	MTUN's students (COEFFICIENTS)	
4.7.2.1	Multiple Linear Regression on Risk Propensity,	88
	Instrumental Readiness, Entrepreneurial Knowledge,	
	Entrepreneurial Practice Experience and Self Efficacy	
	(Model Summary)	
4.7.2.2	Multiple Linear Regression on Risk Propensity,	89
	Instrumental Readiness, Entrepreneurial Knowledge,	
	Entrepreneurial Practice Experience and Self Efficacy	
	(ANOVA)	
4.7.2.3	Multiple Linear Regression on Risk Propensity,	90
	Instrumental Readiness, Entrepreneurial Knowledge,	
	Entrepreneurial Practice Experience and Self Efficacy	
	among MTUN's students (COEFFICIENTS)	
4.7.3.1	Multiple Linear Regression on Entrepreneurial Attitude,	91
	Self Efficacy and Subjective Norms and Entrepreneurial	
	Intention (Model Summary)	
4.7.3.2	Multiple Linear Regression on Entrepreneurial Attitude,	92
	Self Efficacy and Subjective Norms and Entrepreneurial	
	Intention (ANOVA)	

4.7.3.3	Multiple Linear Regression on Entrepreneurial Attitude,	93
	Self Efficacy, Subjective Norms and Entrepreneurial	
	Intention among MTUN's students (COEFFICIENTS)	
5.3.1.1	Multiple Linear Regression on Locus of Control, Need	96
	For Achievement and Entrepreneurial Attitude among	
	MTUN's students (COEFFICIENTS)	
5.3.1.2	Multiple Linear Regression on Risk Propensity,	97
	Instrumental Readiness, Entrepreneurial Knowledge,	
	Entrepreneurial Practice Experience and Self Efficacy	
	among MTUN's students (COEFFICIENTS)	
5.3.1.3	Multiple Linear Regression on Entrepreneurial Attitude,	98
	Self Efficacy, Subjective Norms and Entrepreneurial	
	Intention among MTUN's students (COEFFICIENTS)	

LIST OF FIGURES

FIGURES	TITLE	PAGE
2.3.1.1	Theory of Planned Behaviour (Ajzen,1991)	19
2.4	Conceptual Framework of Research Study	20
3.8.1	PSM 1 Gantt Chart	29
4.3.1	Respondent Demographic of Gender	36
4.3.2	Respondent Demographic of Age	37
4.3.3	Respondent Demographic of Institution's Name	38
4.3.4	Respondent Demographic of Entrepreneurship Training	40
4.3.5	Respondent Demographic of Entrepreneurship Experience	41
4.3.6	Respondent Demographic of Current Business	42
4.3.7.1.1	Frequency Analysis of	44



	Respondents by Family Support	
4.3.7.1.2	Frequency Analysis of	45
	Respondents by Friend and	
	Relatives Support	
4.3.7.1.3	Frequency Analysis of	47
	Respondents by Experts Support	
4.3.7.2.1	Frequency Analysis of	48
	Respondents by Confidence	
	Sources	
4.3.7.2.2	Frequency Analysis of	49
	Respondents by Leadership	
	Characteristics	
4.3.7.2.3	Frequency Analysis of	52
	Respondents by Course or	
	Leadership Training that have	
	been attended	
4.3.7.2.4	Frequency Analysis of	53
	Respondents by Privilege in	
	Managing Business	
4.3.7.3.1	Frequency Analysis of	55
	Respondents by Risk That Have	
	Ever Encountered	
4.3.7.3.2	Frequency Analysis of	56
	Respondents by Fund of Loan	
	that Respondents Want to	
	Request	



4.3.7.4.1	Frequency Analysis of	58
	Respondents by Information that	
	Respondents get from the	
	campus about Entrepreneurship	
	Knowledge	
4.3.7.5.1	Frequency Analysis of	59
	Respondents by Types of	
	Training that Provide Benefits	
4.3.7.5.2	Frequency Analysis of	62
	Respondents by Type of	
	Businesses that Respondents	
	helped to Manage	
4.3.7.5.3	Frequency Analysis of	64
	Respondents by Type of	
	Businesses owned by	
	Respondents	
4.3.7.61	Frequency Analysis of	65
	Respondents by Types of	
	Capital to Start a New Venture	
4.3.7.6.2	Frequency Analysis of	67
	Respondents by the Cooperation	
	Network that Respondents have	
	when start a Business	
4.3.7.6.3	Frequency Analysis of	68
	Respondents by Types of	
	Information that Support the	
	Respondents to Start in	



Becoming a Entrepreneur

99 5.3.3 Frequency Analysis of Student's Entrepreneurial Intention Evaluation in becoming an Entrepreneur

