THE ROLE OF DIGITAL MARKETING TRAINING IN FOSTERING YOUTH ENTREPRENEURSHIP

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This report is submitted in partial fulfilment of the requirements for the award of Bachelor of Technopreneurship (Honors)

Faculty of Technology Management and Technopreneurship

University Teknikal Malaysia Melaka

FEBRUARY 2025

APPROVAL

"I hereby declare that I have read through this report entitle "The Role of Digital Marketing Training in Fostering Youth Entrepreneurship" and found that it has comply the partial fulfilment for awarding the Bachelor of Technopreneurship (Honors)"

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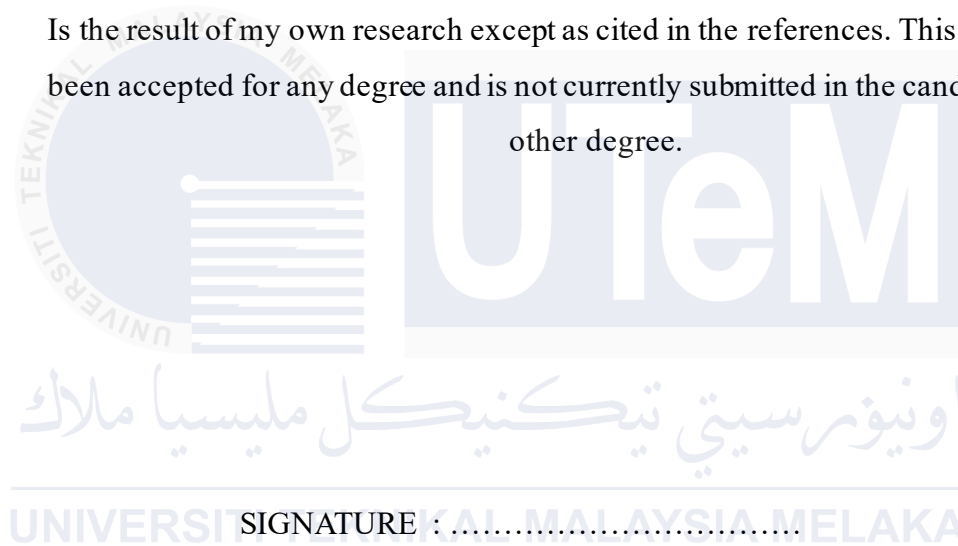
DATE   : 31 JANUARY 2025

DECLARATION

I hereby declared that this thesis entitled.

"THE ROLE OF DIGITAL MARKETING TRAINING IN FOSTERING YOUTH ENTREPENUERSHIP"

Is the result of my own research except as cited in the references. This thesis has not been accepted for any degree and is not currently submitted in the candidature of any other degree.

SIGNATURE : …………………………

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DATE : 30 JANUARY 2025

DEDICATION

I would like to dedicate this project to God S.W.T as an excuse not to give up, a source of motivation for completing this research. I would like to dedicate this project to Allah S.W.T as a reason not to give up, a source of motivation to complete this research. I would also like to thank my parents, family and friends who never stopped giving me encouragement to complete this study. Not to be forgotten, I would like to dedicate to my supervisor, Dr. Norun Najjah binti Ahmat, who became my source of reference and my centre for learning about this study. I would like to dedicate a million thanks and the highest appreciation to everyone who has always been with me, because without them, it is impossible for me to successfully complete this thesis report. Thank you very much.

ACKNOWLEDGEMENT

First and foremost, I am thankful to God for giving me the strength that I needed to complete this thesis report successfully as a final year task. I also want to express my gratitude to my parents for their unwavering prayers for the success of their youngest daughter. I might not be able to complete my duty well if it weren't for the prayers of my parents and the power of the Almighty.

Next, I would also want to thank my supervisor Dr. Norun Najjah binti Ahmat because she helped me a lot in the process of preparing this study until the completion of this study. She often helps without complaining, instead she wants success for her students. I would like to thanks to the best panel, Dr. Kamarudin bin Abu Bakar, for his supportive remarks and useful advice during the presentation process.

In addition, I would like to say thank you to the friends of the struggle who support a friend in need without depending on knowledge. Despite facing various challenges in preparing this thesis report, thank God I was able to deal with it thanks to the help of everyone who helped me.

ABSTRACT DAN *ABSTRAK*

Youth entrepreneurship is a crucial research topic, especially considering the growing significance of digital skills in the modern workforce. Thus, this research aims to identify the role of digital marketing training in fostering youth entrepreneurship. Three variables which are types of digital marketing training programs, effectiveness of digital marketing training approaches and digital marketing training program intensity will be measured. Concerning quantitative research, this study distributes a questionnaire to 371 target respondents and the data was collected and analysed by using SPSS, Reliability, Pearson Correlation Analysis and Multiple Regression Analysis. Data were gathered from young entrepreneurs on the east coast of Malaysia using a quantitative research approach.

Keusahawanan belia ialah topik penyelidikan yang penting, terutamanya dengan mengambil kira kepentingan kemahiran digital yang semakin meningkat dalam tenaga kerja moden. Justeru, penyelidikan ini bertujuan untuk mengenal pasti peranan latihan pemasaran digital dalam memupuk keusahawanan belia. Tiga pembolehubah iaitu jenis program latihan pemasaran digital, keberkesanan pendekatan latihan pemasaran digital dan intensiti program latihan pemasaran digital akan diukur. Berkenaan kajian kuantitatif, kajian ini mengedarkan borang soal selidik kepada 371 responden sasaran dan data dikumpul dan dianalisis dengan menggunakan SPSS, Kebolehpercayaan, Analisis Korelasi Pearson dan Analisis Regresi Berganda. Data dikumpul daripada usahawan muda di pantai timur Malaysia menggunakan pendekatan penyelidikan kuantitatif.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter discussed about the background of the study, where it gave the definition of youth entrepreneur in Malaysia and how they develop in this country. This chapter also explained about the problem statement, research question, research objective, and scope of this research will be carried out.

1.1 Background of Study

Malaysians between the ages of 18 and 35 who start and run companies that offer novel ideas, goods, or services are considered young entrepreneurs. Numerous characteristics, including attitude, entrepreneurial expertise, self-efficacy, and ethical conduct, have been found to influence young people's aspirations to start their own business (Mohd & Rosli, 2023).

Over the last decade, Malaysia has seen a growth in youth-led businesses, supported by favourable government policies, better financing availability, and a developing culture of innovation. These young entrepreneurs contribute significantly to economic development, job creation, and technical innovation.

The development of young entrepreneurship in Malaysia may be traced back to government attempts to encourage entrepreneurship education and assist entrepreneurial endeavours. The National Entrepreneurship Policy (NEP) and other startup accelerators have offered resources, mentorship, and networking opportunities to young entrepreneurs. In addition, the rise of e-commerce platforms and the spread of digital technology have lowered entry barriers, enabling young people to launch businesses with little startup capital.

Entrepreneurship promotes economic progress and societal development by generating innovation, encouraging competition, and increasing productivity. Entrepreneurship is acknowledged as a crucial engine of economic transformation in Malaysia, as evidenced by the government's attempts to support SME growth and foster a thriving business environment (Government of Malaysia, 2020). Malaysia's goal in fostering entrepreneurship is to foster a thriving startup culture, attract foreign investment, and boost global competitiveness.

In scope of researcher study, researcher carried out the topic of youth entrepreneurship, which is the process of starting, managing, and expanding firms by people aged 18 to 35. However, Malaysia using Akta Pertubuhan Belia dan Pembangunan Belia (Akta 688) which is stated range aged for Malaysian youth is between 15-40. These entrepreneurs demonstrate traits such as innovation, risk-taking, and resilience as they face the obstacles of beginning and developing businesses in volatile market situations. Youth entrepreneurship spans several areas, including technology, e-commerce, healthcare, and sustainability.

Within the scope of this study, the researcher has found an accurate definition that can be used as a guide for researchers to conduct research related to the title of the role of digital marketing training in fostering youth entrepreneurship. Chaffey and Smith (2022) define digital marketing as the use of digital channels, platforms, and technology to promote products or services, engage customers, and drive corporate growth. It comprises a variety of online marketing tactics, including search engine optimization (SEO), social media marketing, email marketing, content marketing, and paid advertising. Digital marketing allows organizations to reach out to specific

consumers, track campaign results, and adjust marketing activities in real time (Chaffey & Smith, 2022).

Training is the process of obtaining information, skills, and competences via organized learning experiences. It entails official or informal education, practical experience, and continual growth to improve individual talents and performance. Classroom instruction, hands-on workshops, online courses, mentorship, and experiential learning opportunities are all possible components of training programs.

Digital marketing training refers to educational programs that provide individuals with the information, skills, and procedures required to effectively use digital marketing technologies and tactics (Chaffey & Ellis-Chadwick, 2019). These training programs include subjects including market research, consumer segmentation, content production, campaign management, data analysis, and digital advertising (Chaffey & Ellis-Chadwick, 2019). Digital marketing training is designed to help entrepreneurs, marketers, and business professionals use digital platforms to reach and engage target audiences, drive traffic, create leads, and achieve company goals (Chaffey & Ellis-Chadwick, 2019).

Finally, the combination of young entrepreneurship with digital marketing training provides exciting potential for economic empowerment and innovation in Malaysia.

1.2 Problem Statement

In recent years, the convergence of digital marketing training and youth entrepreneurship has received more attention as stakeholders attempt to provide young people with the skills and mentally required to flourish in the digital era. However, there many young entrepreneurs that face barrier such as lack of access to the precise sorts of digital marketing training programs that effectively nurture entrepreneurial skills and mindsets among youth.

This study intends to equip young entrepreneurs with the knowledge to thrive in the market by identifying the role of digital marketing training in nurturing youth

entrepreneurs. Lack of knowledge makes young entrepreneurs face high risks when running their business in this increasingly challenging world market. for example, the risk of a business not being able to last long in the market.

In addition, the lack of digital marketing training that should be received by an entrepreneur can also cause them to be unable to compete with any other entrepreneur who has a lot of knowledge and expertise which ultimately influences them to stop doing business. This problem can be helped by preparing a study on the role of digital marketing training in fostering youth entrepreneurs through aspects of the type of digital marketing training that is suitable to help them in doing business.

In the meantime, most entrepreneurs also face a lack of approach to the effectiveness of different types of digital marketing training which helps to nurture youth entrepreneurs. when these youth entrepreneurs know about the effectiveness of different digital marketing training in fostering youth entrepreneurship, they will be more prepared in running their business because they are equipped with new knowledge that can help them in business.

In conclusion, this study tries to attempt this problem by using quantitative research methodologies which will be conduct for youth entrepreneur in west coast.

1.3 Research Question

1) What kind of digital marketing training that contribute to the development of entrepreneurial skills and mindset among youth?

2) How does the effectiveness of digital marketing training in fostering youth entrepreneurship?

3) What is the relationship between the types of digital marketing training and the digital marketing training and the youth entrepreneurship?

1.4 Research Objective

1) To identify the specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial skills and mindset among youth.

2) To assess the effectiveness of different digital marketing training approaches in enhancing youth entrepreneurship.

3) To investigate the relationship between digital marketing training and youth entrepreneurship

1.5 Scope of Study

The scope of the study is to identify the specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial abilities and mindsets in youth. This study tries to classify digital marketing training programs by making research on their content, structure, and delivery method. The second goal of this study is to determine the efficacy of various digital marketing training approach in fostering youth entrepreneurship by involving research. This study uses quantitative metrics to assess the impact of various digital marketing training approaches in fostering youth entrepreneurship.

1.6 Limitation of Study

The study revealed that researchers struggle to acquire study-related information as some papers need registration and payment for full access. The researcher's target also consists solely of Malaysian youth entrepreneurs, which limits the number of potential responders. Researcher also confront challenges when creating surveys that must be circulated on a big scale to collect correct respondent data.

1.7 Significance of Study (importance)

The importance of the study is to understand the exact sorts of digital marketing training programs that have a substantial impact on the development of entrepreneurship skills and mindset among youth is critical for developing tailored interventions. By identifying the most effective digital marketing training, the stakeholders or maybe the big company could be better allocating resources by providing customize training initiatives. On the other hand, assessing the efficacy of various digital marketing training methodologies in fostering youth entrepreneurship is critical for continual development. The results of this study could be obtained from questionnaire that distribute to target respondent. By assessing the outcomes of diverse training programs, researchers may find strengths, flaws, and areas for growth, thereby improving the quality of training offers which could guide the youth entrepreneur in business.

1.8 Summary

This chapter aims to investigate which digital marketing training programs have the most influence on developing entrepreneurial abilities and mindsets among youngsters. Researchers also investigate the efficacy of various digital marketing training methodologies in promoting young entrepreneurship. The researcher explains the scope and significance of the study to ensure clarity.

CHAPTER 2

LITERATURE REVIEW
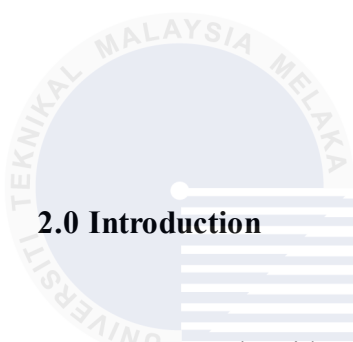
2.0 Introduction

Researcher identified studies that are closely relevant to the issue under research. This phase involves extracting keywords from the study title and previous research history. The researcher supported the theoretical framework by published articles, journals, and other resources from previous studies. The purpose is to get a deeper grasp of the issue, identify research gaps, and create a research statement to justify the necessity for more research.

2.1 Definition of key concept

To make a statement of the researcher topic stronger, key concepts that applied in this study was explained by the researcher.

2.1.1 Entrepreneurship

The history of entrepreneurship is extensive and complex, ranging from ancient trading practices to modern, technology-driven start-ups that define today's global

economy. Entrepreneurship has long been regarded as a crucial engine of economic growth and innovation, extending back to early human cultures when trade and barter were the primary modes of economic interaction. Purpose earlier research confirms the positive effect of innovation in shaping growth ambitions of entrepreneurs (Mehrzad Saeedikiya, 2021).

The Industrial Revolution, which began in the late 18th century, was a watershed moment in the history of entrepreneurship. Innovations in manufacturing, transportation, and communication, such as the adoption of new technologies and processes, have been pivotal in reducing production costs and expanding markets for enterprises, ultimately facilitating successful scaling of businesses (Ilyina, 2023).

Meanwhile entrepreneurship in Malaysia has changed dramatically throughout the years. During the Malacca Sultanate period, the Malay Peninsula served as a crucial trading hub facilitating East-West commerce, connecting regions as far as North and East Africa in the West and China and Ryukyu in the East (Borschberg, 2022). During British colonial authority, economic responsibilities were split based on ethnicity, with Malays predominantly involved in agriculture, Chinese in tin mine and rubber plantations, and Indians in plantation work. Following independence, Malaysia introduced the New Economic Policy (NEP) in 1971, aiming to enhance economic involvement among the Bumiputera community through affirmative action measures (Sujana Adapa & Subba Reddy Yarram, 2022).

Today, entrepreneurship is seen as a worldwide phenomenon, with digital technology playing a critical role in altering entrepreneurial environments. The growth of the digital economy has democratized access to knowledge, resources, and markets, allowing entrepreneurs from all backgrounds to start and build their businesses. Digital technologies and platforms have created new opportunities for entrepreneurs and organizations, facilitating the creation of innovative business models and media channels (Bernardino et al., 2023).

2.1.2 Youth Entrepreneurship

Youth entrepreneurship in Malaysia has seen increased participation and interest in recent years, reflecting both the country's robust business environment and the ambitions of its youthful people. Malaysia indeed has a young demographic, with more than half of its population below the age of 30, as highlighted by the United Nations Population Fund (UNFPA) ("Malaysia 2020," 2023), which provides many prospects for youth participation in entrepreneurial initiatives.

Despite encountering several hurdles, Malaysian government has indeed implemented various policies and initiatives to promote young entrepreneurship, such as the National Entrepreneurship Policy 2030 (DKN) (Zarith Nurzafirah Khairuddin et al., 2023). These projects give potential young entrepreneurs with assistance and resources, such as training, coaching, and financial options, encouraging them to participate actively in the economy.

Malaysian youth have become more involved in a variety of areas, including technology, e-commerce, and social businesses. This trend is being driven by reasons such as rising digital literacy, more access to online platforms, and shifting customer behaviours, which have provided new chances for young entrepreneurs to innovate and succeed.

Additionally, the COVID-19 pandemic has accelerated digitalization and e-commerce activities in Malaysia, prompting businesses to utilize social media platforms for advertising to attract young consumers (Tham Siew Yean & Kam, 2023). Many young people have resorted to entrepreneurship to overcome economic issues, using digital marketing tools and e-commerce platforms to attract clients and sustain their firms.

Despite these encouraging advances, there are still areas where Malaysia may strengthen its support for young entrepreneurship. Regulatory constraints, availability to inexpensive workspace, and the requirement for specific education and training

programs all continue to impede young entrepreneurial potential (Ministry of Entrepreneur Development and Cooperatives Malaysia, 2020).

2.1.3 Digital Marketing

Digital marketing substantially helps young entrepreneurs establish their brands. Social media sites like Facebook, Instagram, and Twitter offer low-cost and widely accessible outlets for company awareness. Nawal (2015) identifies social media's influence on entrepreneurship through advertising, branding, information access, customer service, and social capital. This multimodal influence helps young entrepreneurs to build a robust online presence, which is critical for brand recognition and trust.

Furthermore, digital marketing research investigates the efficiency of various online channels and platforms in reaching desired consumers. (Hoffman and Novak, 2018) To evaluate the efficacy of digital marketing efforts across multiple digital channels, including social media, search engines, and email, measures like as click-through rates, conversion rates, and return on investment (ROI) are used.

The internet's worldwide accessibility enables young entrepreneurs to broaden their business beyond local limits. According to Fruhling and Digman (2000), firms can benefit from increased customer base and market share through internet usage. This growth extends beyond geographical bounds to encompass the diversity of products and services. Young businesses might get access to previously untapped client groups and niches by implementing digital marketing methods.

Despite its benefits, digital marketing poses obstacles for young companies. These include understanding digital customer orientation, building a compelling value offer, and adjusting to consumer behaviours in a digital setting. Furthermore, there is frequently a dearth of formal training in digital marketing, which limits youth entrepreneurs' capacity to effectively utilize these technologies. According to research, 70% of SMEs employ digital marketing, although many struggle with its effectiveness. This gap highlights the need for comprehensive digital marketing training programs dedicated to young entrepreneurs.

2.1.4 Digital marketing training

Digital marketing training is vital for firms looking to properly exploit digital platforms. (Chaffey and Ellis-Chadwick, 2019). It provides staff with the information and abilities needed to traverse the intricacies of digital platforms, evaluate customer behaviour online, and execute effective marketing initiatives.

Furthermore, digital marketing training allows firms to keep current on the newest trends and technology in the digital marketing space. By providing training on marketing strategies through social media, search engine optimization, quality content creation, and online brand management, businesses can enhance their competitiveness in the rapidly evolving digital era (Afandi et al., 2023).

Digital marketing training fosters collaboration and multidisciplinary interaction inside firms. Such training is crucial in bargaining for the new era of digital revolution in a way that positively enhances the performance and growth of communication and distribution channels, as outlined in several papers of research (None Rika Septianingsih, 2023).

Digital marketing training may take many forms, including workshops, seminars, online courses, and certifications. These training programs accommodate to a variety of learning styles and ability levels, allowing employees to gain information at their own speed and convenience.

Hands-on practical experience is an important aspect of digital marketing training since it helps students to apply theoretical principles to real-world circumstances. There are many advantages of using practical exercises and case when it comes to training of students, including the possibility, based on the classroom knowledge, to provide real practices, which increase the knowledge and expertise of the students (Charlesworth, 2022).

2.2 Specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial skills and mindset among youth.

2.2.1 Content Marketing and Creation

Content marketing and copywriting classes may help young people develop an entrepreneurial perspective and abilities. Literature highlights how creativity stresses the importance of providing students with relevant skills in the field of advertising copy writing to make them more passionate and relevant in the field (I Gusti Agung Sri Rwa Jayantini et al., 2023). These programs teach more than just writing methods; they also cover the strategic components of generating content that connects with target audiences, promotes engagement, and eventually helps to corporate success.

Another important part of these courses is branding and message. Participants learn how to create captivating narratives, value propositions, and brand tales that appeal to their target audience. They learn how to create convincing message that not only catches attention but also fosters trust and credibility, all of which are critical components for acquiring and maintaining clients in a competitive marketplace. Many important insights about communication suggest that the relevance and the degree of fragmentation of messages help to improve persuasiveness of advertisements, and, accordingly, the positive perception of brands (Eunjin (Anna) Kim et al., 2022)

By combining these aspects, content marketing and copywriting classes build a variety of entrepreneurial abilities and attitudes. Participants learn how to discover market possibilities, create appealing messaging, increase brand recognition, and make data-driven decisions, all of which are critical components of successful entrepreneurial endeavours.

In conclusion, content marketing and copywriting workshops go beyond teaching writing basics to provide a comprehensive learning experience that fosters entrepreneurial abilities such as market research, branding, compelling message, and data-driven decision making. By providing participants with these abilities, these programs help to foster an entrepreneurial attitude and educate young people for successful companies in the digital era.

2.2.2 Social Media Marketing Bootcamps

Social media marketing bootcamps have developed as an effective tool for preparing individuals, particularly young people, with the skills and mentality required for entrepreneurial success in the digital era. These intense training programs give hands-on learning experiences that allow participants to create and implement complete social media marketing plans, while also developing a variety of entrepreneurial skills and attitudes.

One of the most important aspects of social media marketing bootcamps is their capacity to foster strategic thinking and flexibility, both of which are required for success as entrepreneurs. Marketing and media bootcamps offer real-world practices on how target audiences should be analysed, advertising for specific audiences should be developed, the results of social media should be evaluated, how misinformation can be found, and how the right candidate for a social media manager's job can be selected (Jitrinee Chanphati & Nongnapat Thosuwanchot, 2023).

By analysing the results of the bootcamps in social media marketing, it was found that creativity and innovation was enhanced which reflects with increased entrepreneurship insights (None Suehara Vanity M. Barit, 2023). They learn to experiment with various media, including as video, live streaming, and interactive material, to catch and maintain audience interest. This creative problem-solving approach is crucial for entrepreneurs, who must constantly develop and adapt to remain competitive.

Furthermore, these bootcamps give participants hands-on experience in implementing and managing social media advertising campaigns. They learn how to create budgets, assess performance indicators, and optimize campaigns to maximize return on investment (ROI). This experience is consistent with the entrepreneurial abilities of financial management, data-driven decision-making, and resource allocation.

2.2.3 E-commerce and Online Business Building Programs

These programs offer a thorough and immersive learning experience that mirrors the real-world problems and possibilities of starting and maintaining an internet business.

One of these programs' primary benefits is their capacity to promote opportunity detection, which is an essential component of entrepreneurial success. Participants learn how to discover possible market gaps, examine consumer trends, and assess the feasibility of company concepts. They improve critical and creative thinking skills, visualizing unique solutions to consumer goals or pain spots (Neck & Corbett, 2018).

Furthermore, e-commerce and online company development programs provide participants with the skills required for good resource management, which is an important facet of entrepreneurship. Participants learn how to use limited resources, such as time, money, and human capital, to enhance efficiency and profitability. They learn about budgeting, inventory management, and supply chain logistics, allowing them to make educated decisions and reduce risks connected with entrepreneurial operations (Jones et al., 2019).

These programs also highlight the value of adaptability and resilience, which are two critical attitudes for successful entrepreneurs. Participants are exposed to the ever-changing environment of e-commerce and online business, learning how to overcome issues such as shifting customer tastes, technical improvements, and market rivalry. They learn to pivot and change their plans as needed, cultivating a growth mentality and the confidence to take measured risks (Piperopoulos & Dimov, 2015).

These programs provide hands-on learning experiences through simulated business situations, case studies, and real-world projects, resulting in an immersive atmosphere in which participants may apply their knowledge and abilities. This experiential learning technique not only reinforces theoretical knowledge, but also develops problem-solving abilities, collaboration, and communication skills, all of which are essential for successful entrepreneurial activities (Jones et al., 2019).

According to Neck and Corbett (2018), the most effective entrepreneurship education programs include practical learning opportunities and real-world applications. This approach is supported by e-commerce and online company development programs, which provide participants with hands-on experiences that prepare them for the difficulties and possibilities of digital entrepreneurship.

2.2.4 Search Engine Optimization (SEO) and Digital Advertising Courses

Search engine optimization (SEO) and digital advertising courses are educational programs that teach people how to improve a website's visibility and ranking on search engines like Google, as well as how to run digital advertising campaigns across multiple online platforms.

One of the primary advantages of SEO and digital advertising training is the emphasis on data-driven decision-making. Participants learn how to use a variety of analytical tools and indicators to assess website traffic, search engine rankings, and advertising campaign effectiveness. They learn to understand data, spot patterns, and make educated decisions to improve their online presence and advertising strategy. This analytical approach is critical for entrepreneurs, who must constantly review and adjust their strategy depending on market feedback and performance metrics (Duval-Couetil et al., 2014).

Furthermore, these courses promote critical thinking and problem-solving abilities, both of which are necessary for business success. Participants learn how to identify and overcome difficulties associated with search engine algorithms, advertising platforms, and user behaviour. They are encouraged to think creatively and come up with novel ideas to increase website exposure, targeted traffic, and user engagement. This problem-solving approach is critical for entrepreneurs, who must constantly traverse complicated difficulties and embrace fresh possibilities (Nabi et al., 2017).

Furthermore, these courses frequently involve hands-on projects and simulations, allowing students to apply their skills in real-world settings. They might

be entrusted with improving a website, managing an advertising campaign, or analysing and interpreting real-world data. This experiential learning technique not only reinforces theoretical concepts but also develops skills like project management, time management, and collaboration, all of which are necessary for successful entrepreneurial activities (Neck & Corbett, 2018).

2.3 The effectiveness of different digital marketing training approaches in enhancing youth entrepreneurship.

Formal training programs have several advantages. Bootcamps and workshops, known for their intensive and immersive nature, provide a focused learning environment ideal for rapidly acquiring essential digital marketing skills (Samia Ghozlane, 2022). These programs have gained popularity due to their ability to address the evolving needs of various sectors by building a pool of digital talent (Arbeit et al., 2019). Research on bootcamps highlights their high job placement rates and effectiveness in training skilled workers, particularly in technology-related fields (Indriastuti et al., 2022). However, these programs can be expensive and time-consuming, possibly excluding young entrepreneurs with little finances or previous company commitments.

Mentorship is beneficial for both traditional programs and online courses. Experienced digital marketing specialists can provide individualized coaching and handle the unique issues that young entrepreneurs encounter while entering the competitive online world. Coachability in entrepreneurship is importance for venture growth (Bak et al., 2023), emphasizing the need for tailored guidance and feedback integration. Mentorship may boost confidence and assist young entrepreneurs negotiate the complexity of applying their newly acquired knowledge to their own company objectives.

Furthermore, the most successful training technique is likely to be a hybrid model that incorporates the qualities of many methodologies. By combining online courses with bootcamp sessions or workshops, young entrepreneurs may receive

foundational information through online learning and then develop their abilities through engaging face-to-face interactions. The importance of blended learning approaches in fostering youth entrepreneurship education, highlighting the significance of time planning, communication, motivation, and educator competence in achieving successful outcomes (Rūta Čiutienė & Ramunė Čiarnienė, 2022)

The success of young entrepreneur training programs must be evaluated from several perspectives. Tracking course completion rates and participation data gives preliminary insights, but it is critical to measure the impact on company success. This may be accomplished by tracking website traffic, sales growth, and social media participation following training completion.

Finally, there are numerous ways to digital marketing training, each with its own set of benefits for young entrepreneurs. While conventional programs provide a regulated learning environment, online courses are more flexible and accessible. Mentorship bridges the gap between theory and practice, instilling confidence in applying information in real-world situations. Finally, the most successful training technique is likely a hybrid model that combines online learning with interactive aspects and mentorship support. By analysing the influence on company performance, trainers and young entrepreneurs can constantly improve the learning model, guaranteeing that young talent is ready to succeed in the digital marketplace.

2.4 The relationship between digital marketing training and youth entrepreneurship

This review of the literature looks at the studies that have been done on the relationship between young entrepreneurship and digital marketing training.

Research has indicated that youthful entrepreneurs possessing skill in digital marketing are more likely to initiate successful businesses, as these abilities allow them to expand their consumer base, establish brand recognition, and communicate with them efficiently. Research by Ahmad Hasan Afandi, Syahrul Amsari, and Isra Hayati (2023) found that youth entrepreneurs who participated in digital marketing

training programs experienced higher customer acquisition rates compared to those without such training.

Research continues to indicate that young entrepreneurs with expertise in digital marketing are more likely to start profitable businesses because these abilities allow them to connect with a larger audience, establish their brand, and interact with clients efficiently (Bernardino et al., 2023). According to research conducted in 2023 by Ahmad Hasan Afandi, Syahrul Amsari, and Isra Hayati, young entrepreneurs who took part in digital marketing training programs had better client acquisition rates than those who did not.

The researcher used the previous study to help in enhancing the knowledge for conduct this study research.

2.5 Theoretical Framework

A theoretical framework in research serves as an organized foundation for the study, demonstrating how diverse concepts and theories connect to one another. It incorporates existing theories pertinent to the study subject, assisting in the definition of important variables and linkages, as well as providing a lens through which data is interpretable. The figure below shows the framework of independent variables, which is types of digital marketing training programs, effectiveness of digital marketing training approaches and digital marketing training program intensity which ultimately influences dependent variables: youth entrepreneurship.

Independent Variable   Dependent
Variable
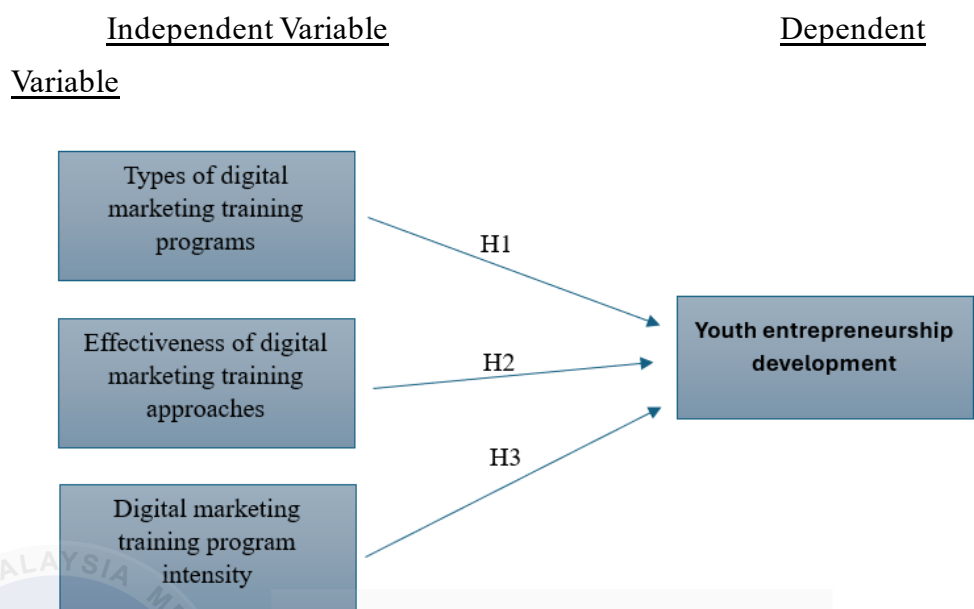
Figure 1: Theoretical Framework

2.6 Research Hypotheses

H1: There is a significant relationship between specific types of digital marketing training programs and enhance entrepreneurial skills and mindset among youth.

H2: There is a significant relationship between different approaches to digital marketing training and effectiveness in enhancing youth entrepreneurship.

H3: There is a significant relationship between digital marketing training and the entrepreneurial development of youth.

2.7 Summary

This chapter, in general, is based on secondary data, meaning that the researchers obtained all their material from theses, journals, and internet articles. The ideas and several definitions related to the research issue of the role of digital marketing training in fostering youth entrepreneurship have already been covered in

this chapter by earlier researchers. This chapter has also explored the hypothesis and provided an outline of the conceptual framework.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

Research techniques is a crucial aspect of doing a study, providing insight into the process. The process includes study design, methodological selection, data collection, and analysis. The researcher outlined the study's methodology, including questionnaire design, sample size, pilot testing, and method analysis.

3.1 Research Design

Research design refers to a researcher's selected methodology and techniques. The design enables researchers to conduct study using a relevant methodology. There are four types of study designs: explanatory, exploratory, descriptive, and evaluative. The researcher does descriptive research for this study.

3.1.1 Descriptive Research

Descriptive research is one of the four main forms of research design, distinguished by its capacity to give a thorough knowledge of events through precise characterization. This quantitative research approach is deemed conclusive and is used to evaluate certain hypotheses while also describing aspects and functions within a given study (Loeb et al., 2017). When investigating the influence of digital marketing training in supporting young entrepreneurship, descriptive research is critical for discovering trends and addressing important questions regarding who, what, where, and when the phenomena occur.

One of the primary advantages of descriptive research is its ability to include both quantitative and qualitative data. Quantitative data, such as the number of entrepreneurs enrolled in digital marketing training programs, the most often used digital marketing technologies, and young entrepreneur satisfaction ratings, can be collected and presented numerically. This method enables the collection of vast volumes of data into manageable and interpretable statistics, resulting in a clear comprehension of trends and patterns (Kaur et al., 2018).

For example, when researching the role of digital marketing training for young entrepreneurship, researchers can create surveys and questionnaires that respondents can easily comprehend and complete. These surveys may include questions regarding the frequency of training attendance, specific skills learned, and the perceived impact on corporate performance. Researchers can use descriptive statistics to simplify raw data and highlight the most essential information, making it simpler to spot significant patterns (Jilcha Sileyew, 2020).

Descriptive research also allows researchers to create extensive profiles of persons, events, or circumstances, providing an in-depth understanding of the topic being studied (Jilcha Sileyew, 2020). In the instance of digital marketing training for young entrepreneurs, this may include profiling different types of training programs, participant demographics, and the many ways in which training impacts entrepreneurial actions. Such profiles contribute to a better understanding of the overall influence of digital marketing training on the entrepreneurial scene.

3.2 Methodologies Choice

3.2.1 Quantitative

Quantitative research is a survey conducted to identify the role of digital marketing training in fostering youth entrepreneurship. The scope and impact of business endeavours may be greatly increased by skilfully utilizing digital platforms. To create programs that will enable young people to thrive in the contemporary business environment, it is imperative to comprehend the function that digital marketing training plays in encouraging youth entrepreneurship. An organized way to look at this link is to use quantitative research approaches, which yield empirical data that may inform policy and educational choices.

In this study, the researcher wants to study what kind of digital marketing training that contributes to the development of entrepreneurial skills and mindset among youth and how does the effectiveness of digital marketing training in fostering youth entrepreneurship. The researcher uses youth entrepreneurs as target respondents who have basic digital marketing training in their business. This quantitative method can help researchers to collect data and categorize it into several groups. Graphs and tables of raw data can be constructed with the help of quantitative research, making it easier for researchers to analyse the results (Ahmad et al., 2019). The researcher chose to use this method because this method is more suitable for this study compared to qualitative method or mixed methodologies

3.3 Data Collection

The researcher collected data from many sources, including surveys, papers and online sources.

3.3.1 Primary Data

Primary data is the raw information gathered directly from the specific study resources. It is the original data collected using a variety of approaches including surveys, observations, interviews, and measurement. Primary data is suited to specific research aims, giving researchers direct without filtered.

Primary data refers to original data collected firsthand by researchers for a specific research project (Kara, 2023). It is the original data collected using various methods such as surveys, experiments, observations, interviews, or measurements. Primary data is unique and suited to the specific study aims, giving researchers direct and unfiltered insights into the phenomena under investigation. Primary data collection gives researchers control over the data gathering process, assuring its relevance and correctness, but it can be time-consuming and resource intensive. In this research, the researchers using survey as primary data to collect respondent data and information that related to digital marketing training.

3.3.2 Secondary Data

Secondary data is data which has been collected by someone else, for a purpose other than a researcher's own research or evaluation project and has been made available for re-use. (Kara, 2023). It includes data from sources such as government publications, industry reports, academic journals, online databases, and company records (Saunders et al., 2009). The researchers using journals article and websites to collect information regarding the topics discovered.

3.4 Research Strategy

The methodological technique that researchers use to address their research questions and objectives is known as a research strategy (Zhang et al., 2023). It entails choosing what kinds of data to gather, where to get the data, how to handle limitations and ethical issues, and how to analyse the data. Experiments, surveys, case studies,

action research, grounded theory, ethnography, and archival research are examples of common research techniques (Yin, 2014).

3.4.1 Survey

In a survey, the researcher collects information from participants using a questionnaire to answer the study questions. Using questionnaires is a highly practical way to quickly collect information from many respondents. The intended respondents, who are youth entrepreneurs in universities and east coast of Malaysia, will get the online questionnaire from the researcher via Google Form. According to Nawi et al. (2019), the online survey's questionnaire was created with straightforward, objective language.

For the questions to be simply understood by the respondents. Basically, the researcher consults previous research to create a questionnaire about the significance of technological advancements like digital marketing training received by entrepreneur. Based on the goals of the study, the researcher also creates the questionnaire. The desired responder will receive the questionnaire from the researcher, who will also randomly assign 370 questionnaire surveys to online company owners.

3.5 Research Location

The researcher focuses on young entrepreneurs in east coast of Malaysia. These states have many young entrepreneurs who are directly or indirectly involved in digital marketing training. Such a setting is ideal for conducting this study, which aims to identify the specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial skills and mindset among youth and to assess the effectiveness of different digital marketing training approaches in enhancing youth entrepreneurship.

3.6 Time Horizon

3.6.1 Cross Sectional Studies

Cross-sectional studies, also known as prevalence studies, are observational research designs where exposure, outcome, and other variables are assessed simultaneously (Maninder Singh Setia, 2023). These studies provide a snapshot of a population at a specific point in time, estimating prevalence, making inferences about associations between variables, and monitoring trends in distributions (Kramer, 1988). While they are cost-effective, quick to conduct, and useful for generating hypotheses, cross-sectional studies have limitations such as sampling biases, the inability to establish temporal relationships between exposure and outcome in many cases, and the challenge of inferring causality from the observed associations.

3.7 Research Instrument

3.7.1 Questionnaire Design

In research, questionnaires are crucial, particularly when using the quantitative research approach. A questionnaire consists of a list of written inquiries intended to gather comprehensive information on an individual's beliefs, attitudes, perceptions, expectations, and behaviour that may be used to inform future research studies. The questionnaire is divided into five sections, the first of which asks for the respondent's demographic data. The respondent's age, gender, state, level of education, and current position. Respondents are asked about types of digital marketing training that they have taken in Part B of the survey.

This part asks five questions for each section: (Section B) types of digital marketing training, (Section C) effectiveness of digital marketing training approaches, (Section D) intensity of digital marketing training, the final element of the questionnaire, section D, Impact of digital marketing training on youth

entrepreneurship. This area covers information analysis, teamwork, problem-solving, opportunity recognition, risk-taking, and situational adaptation.

The researcher employed a Likert scale with the following options: strongly disagree, disagree, agree, and highly agree in sections B until D. Additionally, the researcher created a questionnaire based on the goals of the investigation. 371 questionnaires will be given to the target respondents by the researcher in addition to the questionnaire itself. According to Menold et al. (2018), the suggested assessment scale will be crucial in a questionnaire that will decide whether continuity is approved based on respondent permission, intensity, frequency, or satisfaction. Respondents will assess the items and questions by checking the relevant categories, most of which relate to their own traits, beliefs, and actions.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Table 1: Likert-scale Survey

3.8 Sampling Design

3.8.1 Target Population

Target population for this research is youth entrepreneur who are receiving digital marketing training formally or non-formal in the east coast of Malaysia. The researcher using sampling method to identify the role of digital marketing training in fostering youth entrepreneur.

3.8.2 Sampling Size

Overall, sample size means the number of participants in a survey or subjects in an observation. Referring to Delİce, (2001), it is stated that the size of the sample used in the data analysis is crucial techniques that are applicable where a high number

of respondents will be employed. Sampling for this research is convenience sampling which is the simple methods to calculate a big data. The researchers expect the number of youth entrepreneurs in east coast to be 10,000. The researchers used techniques from Krejcie and Morgan (1970) for determining the research sample size. According to Sangadah (2020), Krejcie and Morgan (1970) offer tables like the ones below that may be used to apply sample size formulae for bigger populations, making it simpler to conduct research to estimate samples. The study will be done in east coast of the country, with a sample size of approximately 370 respondents for this study to achieve success. Thus, the young entrepreneurs will receive the questionnaire from the researcher.

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	1000000	384

Note.—N is population size.   S is sample size.
Source: Krejcie & Morgan, 1970

Figure 2: Krejcie and Morgan (1970) sample size formula

(Source: McNaughton & Cowell, 2018)

3.9 Pilot Test

Pilot testing is a research training that can help researchers to test the study before carrying out the actual study. Fraser et al. (2018) state that pilot studies are frequently carried out to evaluate the viability of approaches, procedures questionnaires, and interviews as well as how effectively they function in a specific setting. The researcher will test by distributing the questionnaire to a small number of respondents consisting of related youth entrepreneurs. Researchers use this pilot test also to test the accuracy and reliability of the questionnaire before distributing it to the real respondents. So, this method will determine whether the questionnaire is clear or not respondents to understand well so that they can provide accurate data for the researcher.

To ensuring that the study won't be a waste of time or money, this pilot test might assist the researcher in formulating the research topic. Additionally, pilot testing can alert researchers to issue with the questionnaire that might have had a detrimental effect on the study and help them make modifications.

3.10 Data Analysis

3.10.1 Statistical Package for Social Science (SPSS)

Each data analysed using statistical software is commonly referred to as SPSS. SPSS, which stands for social science statistics package, is integral in the manipulation and interpretation of data across various categories. Its capabilities extend to the analysis and modification of diverse data types and nearly all structured data formats. Moreover, SPSS serves as a tool for statistical analysis, equipped to efficiently handle extensive information and facilitate thorough research. Following the completion of data collection, researchers utilize SPSS to conduct data analysis.

3.10.2 Pearson's Correlation Coefficient Analysis

Test statistics that quantify the statistical link, or correlation, between two continuous variables are called Pearson correlation coefficients. According to Zhou et al. (2016), Pearson's correlation coefficient, which assesses the strength and direction of the linear relationship between two research variables, is a commonly used technique to evaluate the usage of correlation.

Furthermore, the direction of the link between the two variables determines whether the correlation coefficient is positive or negative. This is because, depending on the connection, the correlation coefficient can range from +1 to -1. A positive relationship is shown when the sign has a (+) sign, while a negative relationship is indicated when the sign has a (-) sign.

Coefficient Range	Strength
$0.8 \leq r \leq 1.0$	Perfect Positive Correlation
$0.6 \leq r \leq 0.79$	Positive Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.2 \leq r \leq 0.39$	Negative Correlation
$0 < r \leq 0.19$	Perfect Negative Correlation

Table 2: Pearson's Correlations Coefficient Scale

3.10.3 Multiple Regression Analysis

Regression analysis is a statistical method for measuring the relationship between variables that have a cause-and-effect relationship, according to Uyanık & Güler (2013). It creates the linear connection equation between these two variables and is used to study the relationship between one independent and one dependent variable. Furthermore, multilinear regression refers to regression models that contain one dependent variable and many independent variables. The researcher uses a multiple regression model in the study to evaluate the degree of correlation between indicators and criterion variables and explore the many kinds of relationships that exist between

them. The researcher uses multiple regression analysis to analyse what kind of training digital marketing training that contribute to the development of entrepreneurial skills and mindset among youth and how does the effectiveness of digital marketing training in fostering youth entrepreneurship.

3.11 Reliability

An evaluation of a process's potential to provide reliable and solid outcomes is known as reliability. Saunders et al. (2019) define dependability as the accuracy or consistency of a statistic. The researcher has chosen to employ the method outlined by Saunders et al. (2019) to achieve perfect validity and reliability. This method uses Cronbach's alpha, a metric to measure the uniformity of respondents' responses to the provided questions, which will be created as a scale to evaluate specific responses.

The value or number between 0 and 1 is indicated by the alpha coefficient. Because it acknowledges the coefficients, Cronbach's Alpha Index is used in this study for consistency research applying the most basic concepts. The measure of several variables used in internal consistency research is calculated using Cronbach's alpha. The Cronbach's Alpha Value and essential concepts for comprehending questions with two possible outcomes are shown in the table below.

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 3: Cronbach's Alpha Rule of Thumb

(Source: Habidin et al., 2015)

3.12 Summary

This chapter describes every technique the researchers used while conducting their research. The researcher applied quantitative approaches to collect data for this study, which was distributed to youth entrepreneurs using questionnaires. Furthermore, descriptive research is used by researchers as the study design. Additionally, primary and secondary data were the two ways of data collecting used by the researchers. In this study, SPSS software was also utilized to help the researcher analyse data. Every technique used in the study makes it much easier for the researcher to get enough information.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

In this chapter, the researcher analyses the collected data by using a quantitative method. The researcher distributed the questionnaire using google form to 371 respondents consisting of youth entrepreneur in Terengganu, Kelantan and Pahang. The researcher will analyse the data collected by using SPSS version 27 for achieve the objectives of the research. In this research also contains pilot tests for all variables, reliability tests, descriptive analysis, Pearson correlation analysis, multiple regression analysis, and study hypotheses. Researchers also cover descriptive demographic statistic, profile of respondent variables, descriptive statistical results for each independent variable, and the dependent variable.

4.2 Descriptive Analysis (Frequency)

Descriptive analysis was used by the researcher for the description of the data sample. Researchers have used tables and pie charts to display and summarize data details for easier reader understanding of the data collected from questionnaire. This method was used to analyse all sections of the questionnaire that included demographic profiles form respondents in section A, types of digital marketing training in section

B, effectiveness of digital marketing training approaches in section C, intensity of digital marketing training in section D, and impact of digital marketing training on youth entrepreneurship in section E.

4.2.1 Respondent Demographic Profile

Respondent's personal background which includes gender, age, level of education, state, and current status of business. Frequency for all questions in the score value to be obtained on the group demographics indicates a demographic analysis of the data.

4.2.2 Gender

Table 4: Frequency and Percentage of Gender

Gender / Jantina					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	202	54.4	54.4	54.4
	2	169	45.6	45.6	100.0
	Total	371	100.0	100.0	
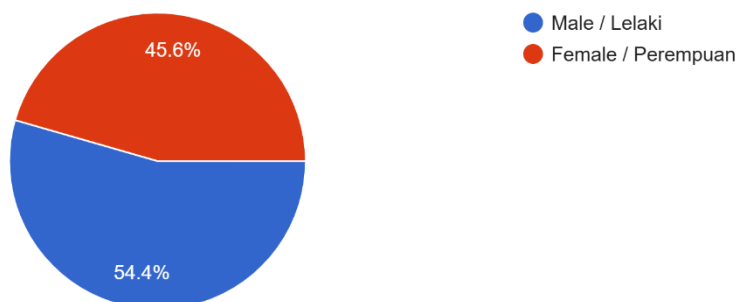
Figure 3: Gender of Respondents

Table 4 showed about the analysis of respondent's data by gender. 169 female respondents (45.6%) and 202 male respondents (54.4%) out of the 370 total respondents have participated in this data gathering procedure. The near-equal distribution indicates that digital marketing training is attracting both genders, showing inclusivity in entrepreneurship. However, efforts should continue to encourage more female entrepreneurs to participate in digital marketing training to further bridge the gap.

4.2.3 Age

Table 5: Frequency and Percentage of Age

Age / Umur					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	120	32.3	32.3	32.3
	2	142	38.3	38.3	70.6
	3	74	19.9	19.9	90.6
	4	35	9.4	9.4	100.0
	Total	371	100.0	100.0	
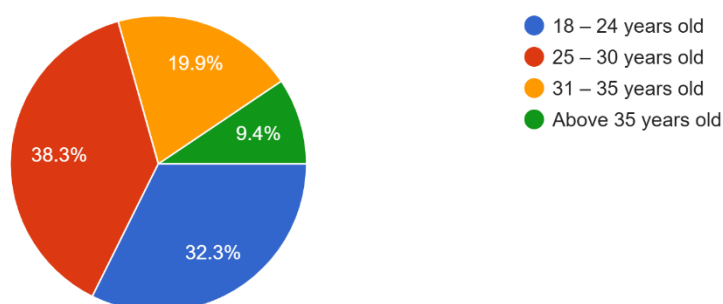
Figure 4: Age of Respondents

Most responders (38.3%) are in the 25–30 age range, with the 18–24 age group coming in second (32.3%). Those over 35 make up just 9.4%, compared to 19.9% of those aged 31 to 35. This distribution highlights that young adults in their mid to late twenties are the most engaged in entrepreneurship and digital marketing training. Since younger individuals (18-24) also form a significant percentage, introducing digital marketing education earlier, such as in universities, could further enhance youth entrepreneurship.

4.2.4 Level Education

Table 6: Frequency and Percentage of Level Education

Level of Education / Peringkat Pengajian					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	68	18.3	18.3	18.3
	2	55	14.8	14.8	33.2
	3	218	58.8	58.8	91.9
	4	27	7.3	7.3	99.2
	5	3	.8	.8	100.0
	Total	371	100.0	100.0	
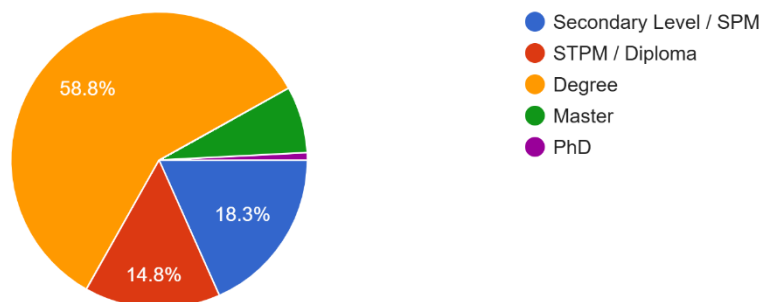
Figure 5: Level Education of Respondent

The majority of respondents (58.8%) have a degree, followed by those with a secondary education (18.3%) and a diploma or STPM (14.8%). Postgraduate degrees are only held by a tiny fraction (7.3% for master's and 0.8% for PhD). Given the large number of degree holders, formal education appears to be essential in training young people for entrepreneurship. However, as entrepreneurship does not always require a university degree but rather practical skills and experience, digital marketing training should be made more accessible to individuals with less formal education.

4.2.5 State

Table 7: Frequency and Percentage of State

State / Negeri					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	122	32.9	32.9	32.9
	2	181	48.8	48.8	81.7
	3	68	18.3	18.3	100.0
	Total	371	100.0	100.0	
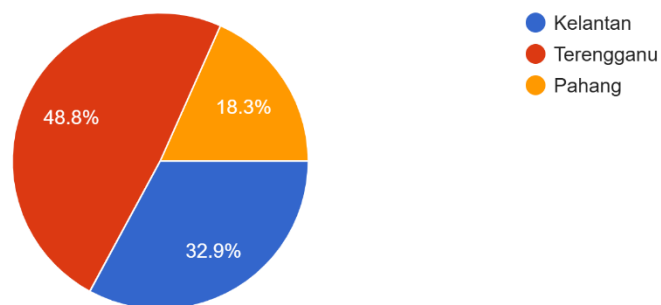
Figure 6: State of Respondent

The majority of respondents which is 181 respondent (48.8%) were from Terengganu, followed by Kelantan; 122 respondents (32.9%) and Pahang; 68 respondents (18.3%), according to regional representation (Table 7). This distribution shows that Terengganu has a concentration of young entrepreneurs, maybe as a result of local support systems or economic prospects.

Terengganu's dominance indicates that training programs for digital marketing and entrepreneurship are more actively sought after or marketed there. It would be helpful to look at whether this is because of local economic realities, more awareness, or improved institutional support. To achieve a more equitable distribution, efforts should be made to improve the entrepreneurial initiatives in Pahang and Kelantan.

4.2.6 Current Status

Table 8: Frequency and Percentage of Current Status

Current Status / Status Semasa					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	140	37.7	37.7	37.7
	2	231	62.3	62.3	100.0
	Total	371	100.0	100.0	
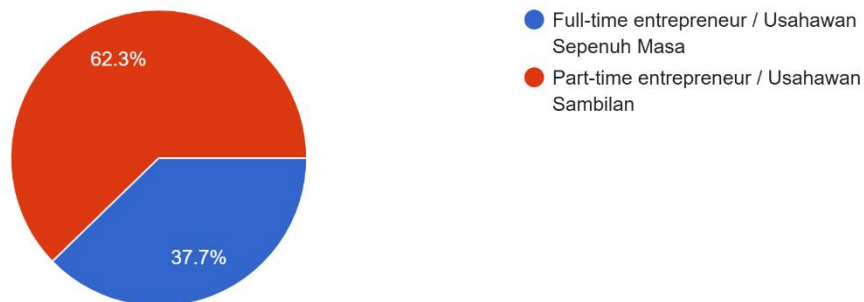
Figure 7: Current Status of Respondent

Table 8 show the current status of respondents most are part-time entrepreneurs; 231 respondent (62.3%), while full-time entrepreneurs; 140 respondent (37.7%). This suggests that many youth entrepreneurs may still be exploring or balancing entrepreneurial ventures with other commitments.

Besides, given the large proportion of part-time business owners, it is likely that many young entrepreneurs are still experimenting before deciding to devote themselves entirely to their ventures. This emphasises how crucial it is to provide part-time business owners with flexible digital marketing training so they may go to full-time entrepreneurship when ready.

4.3 Result of Data Analysis

4.3.1 Normality Test

Table 9: Normality Test: Skewness and Kurtosis

(Sources: SPSS Output)

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
IV1S1	-1.862	.127	5.366	.253
IV1S2	-2.076	.127	7.596	.253
IV1S3	-2.021	.127	7.108	.253
IV1S4	-2.225	.127	7.692	.253
IV1S5	-2.405	.127	8.423/	.253
IV2S1	-1.687	.127	4.663/	.253
IV2S2	-1.972	.127	6.623	.253
IV2S3	-1.936	.127	5.880	.253
IV2S4	-2.224	.127	7.345	.253
IV2S5	-1.865	.127	5.104	.253
IV3S1	-2.052	.127	6.396	.253
IV3S2	-2.317	.127	8.070	.253
IV3S3	-1.721	.127	5.192	.253
IV3S4	-2.103	.127	7.522	.253
IV3S5	-2.128	.127	6.958	.253
DV1S1	-1.862	.127	5.440	.253
DV1S2	-2.257	.127	8.045	.253
DV1S3	-2.119	.127	7.234	.253
DV1S4	-2.124	.127	6.778	.253

DV1S5	-2.220	.127	7.604	.253
Valid N (listwise)				

Two crucial variables for figuring out a dataset's distributional structure are skewness and kurtosis. Skewness quantifies the symmetry of the data. According to Jennifer L. (2023), a distribution that is more skewed to the right with smaller values is considered positive, whereas one that is more skewed to the left with bigger values is considered negative. A statistical concept known as kurtosis evaluates a distribution's peak and tail shapes in comparison to a normal distribution (Anders Kallner, 2018).

Significant departures from the normal distribution are seen in the normality test findings for this research. Left-skewed data is shown by skewness values, which range from -1.687 to -2.405. This suggests that respondents gave the variables mostly positive values. Kurtosis values, which range from 4.663 to 8.423, indicate strong agreement and leptokurtic distributions with concentrated responses around the mean. These results demonstrate that participants consistently agreed that training in digital marketing is crucial for fostering youth entrepreneurship.

4.3.2 Reliability Test

The process by which a system tests something consistently is known as a reliability test. When doing research, reliability testing is crucial because it allows the researcher to confirm if the question is right and accurate before delivering the questionnaire to real respondents. Researchers should reevaluate the questions till test results can reach 0.7 and above Cronbach's alpha if the results fall below 0.7.

4.3.2.1 Pilot Test

One type of software testing that validates a system component or the system as a whole in real time is called a pilot test. According to Hassan et al. (2018), a pilot test encourages decision-making and serves as a small-scale experiment or collection of observations carried out to determine how and when a full-scale project should be started. Furthermore, the pilot test guarantees that the participants comprehend the inquiry and finish the given surveys. To make sure the study is functioning properly, pilot testing is necessary.

Table 10: Reliability Statistic (Pilot Test)

	Cronbach's Alpha	N of items
IV1	0.921	5
IV2	0.867	5
IV3	0.772	4
DV1	0.855	5

Cronbach's alpha (pilot test) for IV 1 is 0.921, IV 2 is 0.867, IV 3 is 0.772 and DV is 0.855. According to Ahmad et al, 2024, values of 0.80 and above indicate that the questions are being measured on the same scale. The value from the table shows it all above 0.70, showed the questionnaire is acceptable and reliable.

Table 11 below show the three items of independent variable.

Table 11: Cronbach's Alpha test of Reliability (Pilot Test)

(Sources: SPSS Output)

Variables	Cronbach's Alpha	Number of Items	Result
IV1: Types Of Digital Marketing Training	0.921	5	Excellent
IV2: Effectiveness Of Digital Marketing Training Approaches	0.867	5	Good
IV3: Intensity Of Digital Marketing Training	0.772	4	Acceptable
DV1: Impact Of Digital Marketing Training on Youth Entrepreneurship	0.855	5	Good

4.3.2.2 Reliability Test

Table 12: Reliability Statistic

(Sources: SPSS Output)

	Reliability Statistic	
All Variables	Cronbach's Alpha Value	N of items
IV1	0.850	5
IV2	0.830	5
IV3	0.837	5
DV1	0.832	5

Table 12 above shows Cronbach's Alpha for independent variable 1 is 0.850, independent variable 2 is 0.830, independent variables 3 is 0.837 and dependent variable 1 is 0.832. According to the Ahmad et al, 2024, values of 0.80 and above indicate that the question are being measured in the same scale and reliable. Values of 0.80 and higher, according to (Ahmad et al., 2024), show that the questions are being assessed using the same scale. The table's values, which are all above 0.80, demonstrated the validity of the survey.

4.3.3 Pearson Correlation Coefficient Analysis

Finding the association between independent factors and study dependent variables is the primary goal of Pearson correlation coefficient analysis. Variables can have neutral, negative, or positive correlations with one another. A complete negative correlation with a -1 correlation would have r values between -1 and 1. A complete positive relationship is shown by a correlation of 1, while no relationship between independent and dependent variables is indicated by a correlation of 0.

Table 13: Pearson Correlation Between Variables

(Source: SPSS Output)

Correlations					
		IV1MEAN	IV2MEAN	IV3MEAN	DV1MEAN
IV1MEAN	Pearson Correlation	1	.833**	.843**	.843**
	Sig. (2-tailed)		.000	.000	.000
	N		371	371	371
IV2MEAN	Pearson Correlation	.833**	1	.828**	.840**
	Sig. (2-tailed)	.000		.000	.000
	N	371	371	371	371
IV3MEAN	Pearson Correlation	.843**	.828**	1	.857**
	Sig. (2-tailed)	.000	.000		.000
	N	371	371	371	371
DV1MEAN	Pearson Correlation	.843**	.840**	.857**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	371	371	371	371
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 13 shows the values of the correlation coefficient between all the independent and dependent variables of this study. The dependent variable (impact on young entrepreneurship) and the variables that are independent (types, efficacy, and

intensity of digital marketing training) have high positive relationships, according to the Pearson correlation coefficients. All relationships have coefficients between 0.828 and 0.857 and are statistically significant at the 0.01 level. This shows that the perceived influence of the independent factors on entrepreneurship increases as they do.

The dependent variable (DV1MEAN), which represents the results of young entrepreneurship, and the independent variables (IV1MEAN, IV2MEAN, and IV3MEAN), which represent elements of digital marketing training, have strong and substantial positive connections, according to the Pearson Correlation analysis. With correlation values ranging from r =.828 to r =.843 (p =.000), IV1MEAN, IV2MEAN, and IV3MEAN are closely connected to one another and influence entrepreneurial results in a complementary manner. Its significance is shown by the fact that IV3MEAN has the greatest association with DV1MEAN (r =.857, p =.000). These results highlight the vital role that thorough digital marketing training programs have in encouraging young entrepreneurship by giving them a range of related information and abilities.

4.3.4 Multiple Regression Analysis

Multiple regression analysis is used to determine the relationship between the important variables in this study. Moreover, the multiple regression approach is employed to establish a direct correlation between the independent variables and the most important dependent and independent variables in this investigation. Regression coefficient estimates were computed using the equation's formula, which was described in Chapter 3.

4.3.4.1 R-Square

Table 14: Multiple Regression Analysis (Model Summary)

(Sources: SPSS Output)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.898ª	.807	.805	.22921
a. Predictors: (Constant), IV3MEAN, IV2MEAN, IV1MEAN				

According to the table 14, the dependent variable and the variable (IV3MEAN, IV2MEAN, and IV1MEAN) have a significant positive connection, as seen by the R value of 0.898. The model's combined variables represent around 80.7% of the variation in youth entrepreneurship results (the dependent variable), according to the R-Square value of 0.807. The model's dependability is further supported by the Adjusted R-Square score of 0.805, which takes the number of variables into consideration. The efficiency of the independent factors in predicting the dependent variable is demonstrated by the relatively low level of prediction error indicated by the average error of the estimate of 0.22921. This implies that the elements of training in digital marketing have a major role in encouraging young people to start their own businesses.

4.3.4.2 F-Value

Table 15: ANOVA Analysis

(Source: SPSS Output)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.518	3	26.839	510.878	.000[b]
	Residual	19.281	367	.053		
	Total	99.799	370			
a. Dependent Variable: DV1MEAN						
b. Predictors: (Constant), IV3MEAN, IV2MEAN, IV1MEAN						

According to the ANOVA analysis in table 15, the regression model's ability to explain the variation in the dependent variable (DV1MEAN) is statistically significant. With an F-value of 510.878 and a significance level (p-value) of.000, the dependent variable is significantly impacted by the predictors IV3MEAN, IV2MEAN, and IV1MEAN taken together. The regression's sum of squares (80.518) in relation to the residual (19.281) shows that the model accounts for a significant amount of the overall variance (99.799). The model's high predictive ability is further shown by the regression mean square of 26.839 compared to the residual mean square of 0.053. These findings support the notion that training in digital marketing has a major role in encouraging young people to start their own businesses.

4.3.4.3 T-Value

Table 16: Multiple Regression Analysis (Coefficient)

(Sources: SPSS Output)

Coefficients[a]							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.218	.111		1.964	.050		
IV1MEAN	.278	.047	.281	5.891	.000	.231	4.320
IV2MEAN	.295	.046	.294	6.431	.000	.252	3.974
IV3MEAN	.380	.048	.377	8.000	.000	.238	4.210
a. Dependent Variable: DV1MEAN							

Each independent variable's (IV1MEAN, IV2MEAN, and IV3MEAN) statistical significance in predicting the dependent variable (DV1MEAN) is shown by the t-values in the table. IV1MEAN's (5.891), IV2MEAN's (6.431), and IV3MEAN's (8.000) t-values are all high, providing strong proof that these coefficients are not equal to zero. This implies that each of the three independent variables has a substantial role in predicting the dependent variable. At any standard significance level (e.g., 0.05),

they are statistically significant since all of their associated significance values (Sig.) are 0.000. Consequently, every variable has a significant effect on the model.

4.4 Result Discussion

According to the demographic research, the majority of responses were between the ages of 25 and 30, which indicates that young, mid-career entrepreneurs are well represented. The fact that the majority of participants had at least a degree (58.8%) and were mostly part-time business owners (62.3%) suggests that there is a potential group of educated people looking to start their own businesses. Moreover, Terengganu is home to the majority of responders (48.8%), according to the state-by-state distribution, possibly as a result of more robust institutions for fostering entrepreneurship.

The data distribution was shown by the skewness and kurtosis analysis. Skewness results showed left-skewed distributions and varied from -1.687 to -2.405. According to this pattern, the majority of respondents gave the measured variables high ratings, indicating a significant agreement with the claims on the significance and impact of training in digital marketing.

Kurtosis values ranged from 4.663 to 8.423, indicating leptokurtic distributions with concentrated responses around the mean and a noticeable high. These results suggest a high level of participant consistency, which strengthens the data's dependability. The skewness and kurtosis that have been noticed highlight how young entrepreneurs discover training in digital marketing positively.

The statistical reliability analysis demonstrated the questionnaire's consistency and robustness in this study. All variables have Cronbach's alpha values over 0.80, with values ranging from 0.830 to 0.850, indicating a high degree of internal consistency. In particular, the dependent variable (the influence of training on young entrepreneurship) had a value of 0.832, while the independent factors (training types, effectiveness, and intensity) had values of 0.850, 0.830, and 0.837, respectively.

These values demonstrate to the trustworthiness of each variable by confirming that its components measure the same concept. Similar high reliability was

demonstrated in an earlier pilot test, further confirming the questionnaire's validity. since of its robustness, the research may make relevant findings since the data obtained precisely reflects the targeted measurements.

The dependent variable, youth entrepreneurship, and the independent variables—kinds, efficacy, and intensity of digital marketing training—showed a substantial positive association, according to the Pearson correlation analysis. Entrepreneurial results appear to improve in parallel with the quality and intensity of digital marketing training, according to correlation coefficients ranging from 0.828 to 0.857. Training intensity and entrepreneurial effect showed the highest link ($r = 0.857$, $p < 0.01$), highlighting the need of a thorough training strategy.

The independent variables' predictive ability was validated by multiple regression analysis, which represented 80.7% of the variation in entrepreneurial results. Training types ($\beta = 0.281$), efficiency ($\beta = 0.294$), and intensity ($\beta = 0.377$) all had separate contributions that were highlighted by the averaged coefficients. Interestingly, the most important predictor was the level of digital marketing training, indicating the significance of immersive and ongoing learning initiatives.

The findings clearly demonstrate how important digital marketing training is for promoting successful entrepreneurship. The robustness of the regression model is confirmed by the significance of the t-values and F-value (510.878, $p < 0.000$) in the ANOVA test. These results are consistent with earlier research that supports the necessity of specialised training to provide young business owners the essential digital skills they require.

The results imply that comprehensive and structured digital marketing courses designed for young business owners have to be given top priority by legislators and academic institutions. Furthermore, state-specific programs can help close regional gaps and promote entrepreneurship more fairly in Pahang, Kelantan, and Terengganu.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The findings of the data analysis completed in Chapter 4 will be explained and compiled in this chapter. Based on the findings of this chapter, the objectives of the research, as outlined in chapter 1, will be addressed in this chapter. Apart from that, a number of topics will be covered in detail in this chapter, which serves as a conclusion for the research study. These topics include discussions of objective and hypothesis testing, research implications, recommendations for further research, and conclusions.

5.2 Research Objectives Achievement

Objective 1: To identify the specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial skills and mindset among youth.

The first objectives of this study are to identify the specific types of digital marketing training programs that have the greatest impact on the development of entrepreneurial skills and mindset among youth. The most effective were found to be search engine optimisation (SEO) courses, e-commerce training, social media

bootcamps, and content marketing. As an example, the demographic data shows that the majority of participants (58.8%) had a degree, indicating a highly educated group prepared to embrace advanced training. This suggests that content marketing and creation programs equip participants with the skills necessary to develop compelling stories and value propositions.

The significance of these programs is further supported by the strong reliability ratings, which include a Cronbach's alpha of 0.850 for training program types. Analysis of skewness and kurtosis, which showed an average value of 8.423 and skewness values ranging from -1.862 to -2.405, further demonstrated the respondents' great agreement about the significance of such training. These results advocate for the development and promotion of organised initiatives such as social media boot camps and e-commerce training programs. Along with technical capabilities, these training approaches foster creativity and strategic thinking, two things that young entrepreneurs need to build successful enterprises in the digital marketplace. Therefore, additional funding should be allocated to improve access to these programs, especially for those without a formal education, in order to guarantee that entrepreneurship is a feasible option for everyone.

Objective 2: To assess the effectiveness of different digital marketing training approaches in enhancing youth entrepreneurship.

The study evaluated the efficacy of various digital marketing training methodologies and discovered that blended models, which combined online instruction with practical workshops and mentorship, had the greatest influence. The demographic data, which shows that 62.3% of respondents were part-time entrepreneurs, supports this finding by showing that flexible yet thorough training techniques are required to meet their dual responsibilities.

With coefficients exceeding 0.843 (p < 0.01), the correlation analysis demonstrated a significant positive relationship between training efficacy and its influence on young entrepreneurship. With a regression analysis beta value of 0.294, the results also showed that training efficacy played a significant predictive influence.

These findings show that training methods that prioritise mentoring and hands-on, interactive components greatly improve entrepreneurial abilities and improve company success.

Additionally, concentrated positive answers were seen in the skewness and kurtosis values for the efficacy of training approaches, highlighting the fact that participants thought these approaches had an impact. In order to ensure that young entrepreneurs have both knowledge and practical skills, the research emphasises the value of a hybrid training approach that achieves a balance between academic learning and real-world application.

Objective 3: To investigate the relationship between digital marketing training and youth entrepreneurship

The study confirmed the hypothesis that thorough training directly improves entrepreneurial success by finding a high and positive correlation between young entrepreneurship and digital marketing training. This was demonstrated by an R-squared value of 0.807, which showed that the independent variables of training types, efficacy, and intensity could account for 80.7% of the variance in entrepreneurial results.

With the highest beta value of 0.377 among the variables, the multiple regression analysis further demonstrated the training intensity's significant impact. This illustrates the need of intensive and regular training programs for long-term business development. Furthermore, the model's overall significance was confirmed by the F-value of 510.878 ($p < 0.000$), which highlighted the combined influence of these training components on entrepreneurship.

Strong positive correlations were also found using the Pearson correlation coefficient, with the strongest association ($r = 0.857$, $p < 0.01$) between entrepreneurial results and training intensity. A group in the best years for developing a career, 38.3% of respondents were between the ages of 25 and 30, according to the demographic study, which further supports the importance of digital marketing training in influencing their entrepreneurial path.

5.3 Research Hypothesis Achievement

Hypothesis 1: There is a significant relationship between specific types of digital marketing training programs and enhance entrepreneurial skills and mindset among youth.

According to the study, specific types of digital marketing training programs greatly improve young people's entrepreneurial mentality and skill set. According to the research, training courses like e-commerce classes, social media boot camps, and content marketing workshops are crucial in giving aspiring business owners the tools they need to succeed, including branding, creativity, strategic thinking, and customer interaction.

This association is further supported by statistical data, since the training types' Cronbach's alpha was 0.850, showing strong internal consistency and dependability of the replies. Additionally, a significant degree of agreement among respondents was found by the skewness and kurtosis analysis, highlighting the perceived relevance and effectiveness of these training sessions.

Furthermore, 58.8% of respondents had a degree, according to the demographic data, indicating that many participants have a solid academic background and are therefore well-suited to gain from advanced digital marketing courses. This supports the findings of Afandi et al. (2023), who highlight that training programs for entrepreneurs should be created to provide skills that are instantly practical and customised to meet the demands of the market.

Program customisation need to be given top priority in order to increase the efficacy of training in digital marketing. With an emphasis on modules like SEO optimisation, targeted digital advertising, and influencer marketing tactics, training providers must make sure that their curriculum reflect industry expectations and practical implementations. In order to enable participants to apply theoretical knowledge to real-world business circumstances, future programs should also include interactive components like as simulations, collaborative projects, and real-world case studies.

Organisations can guarantee that digital marketing education stays relevant, useful, and directly helps young people improve their entrepreneurial abilities by improving the design of training programs.

Hypothesis 2: There is significant relationship between different approaches to digital marketing training and effectiveness in enhancing youth entrepreneurship.

According to the study, young entrepreneurship is significantly impacted by a variety of digital marketing training methodologies, with blended learning models showing the most success. Young entrepreneurs may benefit from flexibility, accessibility, and real-world experience through blended learning, which combines online courses with interactive workshops and coaching.

With a beta value of 0.294 and a correlation coefficient of 0.843 ($p < 0.01$), this hypothesis is statistically approved and shows a substantial association between training methods and the success of entrepreneurship. These results suggest that when theoretical learning is combined with practical applications, training efficiency is increased.

Additionally, 62.3% of respondents to the research are part-time business owners, underscoring the need for adaptable training programs that help people balance their entrepreneurial activities with other responsibilities. The usefulness of workshop-based and mentorship-driven training approaches is supported by research by Nazir (2022) that indicates experiential learning improves the real-world implementation of business ideas.

Institutions should give priority to blended learning strategies that contain a variety of interactive and hands-on components to improve skill development in order to maximise training in digital marketing. Mentorship programs, which pair up potential company owners with specialists in the field who can offer practical assistance, exchange ideas, and give specialised counsel to overcome obstacles in the business sector, ought to be prioritised.

Besides, case study-based learning is also essential since it fosters critical thinking and strategic planning by enabling participants to examine effective digital marketing techniques and apply these insights to their own company ventures. Additionally, adding interactive online modules with peer conversations, quizzes, and live problem-solving exercises may improve retention as well as engagement while guaranteeing that entrepreneurs learn digital marketing principles more thoroughly.

Last but not least, training programs need to include experiential workshops that emphasise data analytics, ad campaign management, and content development. This will provide entrepreneurs real-world experience and enable them to use what they have learnt. These components may be combined to create more thorough, interesting, and effective digital marketing training that will eventually provide young business owners the tools they need to thrive in the competitive digital environment.

Digital marketing training programs may increase engagement, retention, and application by putting these enhancements into practice, which will eventually result in greater success for young businesses.

Hypothesis 3: There is a significant relationship between digital marketing training and the entrepreneurial development of youth.

The hypothesis is well supported by the study's research results, which show that training in digital marketing significantly and directly influences young people's growth as entrepreneurs.

With an R-squared value of 0.807 from regression research, digital marketing training accounts for 80.7% of the variance in entrepreneurial performance. With a beta value of 0.377, training intensity was shown to be the most significant predictor among the factors analysed. According to these findings, regular and in-depth training sessions are essential for company growth.

Furthermore, the F-value of 510.878 (p < 0.000) from the ANOVA analysis confirmed the importance of digital marketing training in promoting entrepreneurship. Entrepreneurial success and training intensity had the greatest link (r = 0.857, p < 0.01) among the Pearson correlation coefficients, which ranged from 0.828 to 0.857.

According to the study, 38.3% of participants were between the ages of 25 and 30, underscoring the importance of this time frame for the development of entrepreneurs and the launch of new businesses. This emphasises even more how important it is to introduce students to digital marketing skills at a young age through both official education and self-directed learning programs.

Long-term, organised programs should be put in place to guarantee ongoing skill development and business expansion in order to further enhance the impact of digital marketing training. In order to empower entrepreneurs to make data-driven business decisions based on consumer behaviour, market trends, and campaign effectiveness, these programs have to include modern technology and analytics.

Furthermore, using AI-powered marketing methods like automated client interaction plans and predictive analytics may improve marketing effectiveness and personalisation, providing young business owners with a competitive advantage in the digital market. Effective company incubators should also be set up, giving entrepreneurs genuine chances to apply their understanding of digital marketing to actual commercial activities. This will enable them to test ideas, improve their approaches, and get useful experience in a safe setting.

Last but not least, regional training expansions must to be given top priority, especially in underserved regions like Kelantan and Pahang, to guarantee that prospective business owners everywhere in Malaysia have equitable access to excellent educational opportunities and business possibilities. Training programs in digital marketing may close the skills gap, encourage innovation, and boost economic growth by putting these efforts into practice. This will enable more young people to thrive in the rapidly changing digital economy.

5.4 Significant Contribution (Implication) of the Study

There are important ramifications for policymakers, educators, training providers, and young entrepreneurs from this study on how digital marketing training promotes youth entrepreneurship. Through a study of certain training programs, methodologies, and their correlation with entrepreneurial outcomes, this research

advances knowledge on how digital marketing abilities may be used to encourage young entrepreneurship, especially in Malaysia.

The results of this study may be used by policymakers to create initiatives and policies that effectively encourage teenage entrepreneurship. A geographical concentration of entrepreneurial activity was highlighted by the study's finding that 48.8% of the respondents were from Terengganu. This implies that specific policies are required to overcome regional imbalances, such expanding access to training in digital marketing in underprivileged areas like Pahang and Kelantan. Furthermore, the significance of long-term, organised training programs is shown by the substantial correlation ($\beta = 0.377$) between training intensity and entrepreneurial results. Afandi et al. (2023) promote ongoing government-supported training to boost entrepreneurial competitiveness, and policymakers should set aside funds for ongoing funding and support of such initiatives.

Schools are essential in helping young people acquire the skills needed for entrepreneurship. Higher education institutions are well-positioned to include digital marketing training into their courses, as evidenced by the study's finding that the majority of respondents (58.8%) had a degree. To provide students useful, marketable skills, entrepreneurship classes might combine initiatives like social media bootcamps and content marketing, which have shown a great deal of effect. The study also shows that blended learning approaches, which combine online courses with practical workshops and mentorship, are beneficial (correlation coefficient = 0.843, $p < 0.01$). Blended learning strategies enhance student engagement and real-world application, making them a crucial component of entrepreneurial education, claim (Nazir, 2022).

The study emphasises how important digital marketing abilities are for fostering business success for young entrepreneurs. Intensive training programs may greatly improve entrepreneurial capacities, as seen by the robust link between training intensity and entrepreneurial results ($r = 0.857$, $p < 0.01$). Entrepreneurs should actively look for chances for thorough training, especially those that provide real-world, hands-on experience. Flexible training formats are essential for balancing entrepreneurial activities with other responsibilities, according to demographic data that revealed a significant number of part-time entrepreneurs (62.3%). Better

participation and results can result from training plans that are adapted to entrepreneurs' time restrictions, as noted by Afandi et al. (2023).

5.5 Limitation of the Study

The study's goal is to offer insightful information on how training in digital marketing might encourage young people to start their own businesses, but there were a number of obstacles that could have an impact on the results. These restrictions include age restrictions for the target audience, time constraints, and challenges in interacting with respondents.

The limited amount of time available for data gathering was one of the study's main limitations. In a short amount of time, the researcher had a difficult time getting enough responds. The quality and comprehensiveness of the replies received may have been influenced by the urgency with which the data gathering phase had to be finished. Additionally, this time limitation made it more difficult to follow up with survey respondents who did not finish it, which could have affected the sample's representativeness.

The challenge of successfully interacting with responders was another limitation. Many respondents did not actively participate in the survey, even though a link to a Google Form was provided to make participation easier. There are a number of reasons for this lack of participation, including survey weariness, disinterest, or difficulty accessing the research. Because of this, the response rate may not accurately represent the whole target demographic, which might skew the results. This restriction was made worse by the inability to communicate directly with respondents to ask clarifying questions or promote involvement.

The study's target demographic was young entrepreneurs between the ages of 18 and 35. Although this range fits the study's goals, it unintentionally leaves out viewpoints from those outsides of this age range who could also gain from training in digital marketing. Because older or younger people may have important insights into role digital marketing training fostering entrepreneurship, this age limitation may limit how broadly the findings may be applied.

5.6 Recommendation and Future Direction

Several challenges that arise throughout the research process might affect the quality and reliability of the results. Future researchers may learn a lot from the study's limitations, which include age limits, time constraints, and challenges in interacting with respondents. The following suggestions are put out in an effort to lessen these difficulties.

Early in the study timeline, it is crucial for future researchers to plan and prioritise data collecting. By giving this stage enough time, you may avoid the last-minute rush and guarantee that the required sample size is reached. As soon as the study framework is complete, data collecting should begin to allow for unexpected delays and to offer opportunity for follow-ups.

Additionally, the data gathering process may be streamlined by utilising automated technologies like follow-up emails and survey reminders. These resources serve as mild reminders of encouraging responders to participate on time.

Engaging respondents may be difficult for future researchers, especially if surveys are the main tool used to collect data. Offering rewards might be a useful tactic to deal with this. However, personalised and varied outreach tactics are equally crucial. The survey's reach may be increased by using a variety of communication methods, including email, social media, and local community networks. Higher levels of engagement can be fostered by personalised communications that highlight the significance of the respondent's participation. To lessen the perceived load on respondents, researchers should also make sure the survey design is clear, simple, and pleasing to the eye.

5.7 Conclusion

In conclusion, quantitative approaches were effectively used to achieve all of the research's goals. After the data were analysed, it was demonstrated that the independent variables, like the types of digital marketing training programs, the efficacy of the training methods, and the intensity of training, had a substantial role on

fostering young entrepreneurship in Malaysia. The interconnectedness of these parameters was further confirmed by the fact that all of the variables in this study showed positive relationship with one another.

According to the findings, the most significant factor influencing young entrepreneurs' performance was the level of education in digital marketing. This research emphasises the need of thorough and intensive training programs that provide aspiring company owners the abilities and tactics they need to succeed in a extremely competitive field.

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> **QUESTIONNAIRE OF THE ROLE OF DIGITAL MARKETING TRAINING IS FOSTERING YOUTH ENTREPRENEURSHIP**

Dear Respondent,

Assalamualaikum and hi. I am Nurizzah Liyana binti Mohd Apendi (B062110186), a final year student from Bachelor of Technopreneurship with Honour (BTEC), Faculty of Technology Management and Technopreneurship at Universiti Teknikal Malaysia Melaka (UTeM). I am currently conducting my Final Year Project (FYP) regarding on **"The Role of Digital Marketing Training in Fostering Youth Entrepreneurship."**

I would be grateful if you could spend 5-10 minutes of your valuable time to provide your feedback by completing this questionnaire. Please be assured that all data collected will be treated with strict confidentiality and will only be used for academic purposes. The results will in no way be prejudicial or detrimental to the image of any individual.

Thank you in advance for participating in this study. I look forward to receiving your responses.

Responden yang dihormati,

Assalamualaikum dan Hai. Saya Nurizzah Liyana binti Mohd Apendi (B062110186), merupakan pelajar tahun akhir dari Sarjana Muda Teknousahawan dengan Kepujian (BTEC), Fakulti Pengurusan Teknologi dan Teknousahawan di Universiti Teknikal Malaysia Melaka (UTeM). Saya sedang menjalankan Projek Tahun Akhir (FYP) saya mengenai "Peranan Latihan Pemasaran Digital dalam Memupuk Keusahawanan Belia."

Saya amat berterima kasih sekiranya anda dapat meluangkan masa 5-10 minit masa berharga anda untuk memberikan maklum balas anda dengan melengkapkan soal selidik ini.
Semua data yang dikumpul akan dijaga dengan kerahsiaan yang ketat dan hanya akan digunakan untuk tujuan akademik. Hasilnya tidak akan memudaratkan atau menjejaskan imej mana-mana individu.

Terima kasih terlebih dahulu kerana mengambil bahagian dalam kajian ini. Saya berharap untuk menerima jawapan anda.

SECTION A: DEMOGRAPHY PROFILE

The following questions are intended to solicit information that will be used to determine the profile of respondent. Please (/) for the most suitable answers.

Soalan berikut bertujuan untuk mendapatkan maklumat yang akan digunakan untuk menentukan profil responden. Sila (/) untuk jawapan yang paling sesuai.

1. **Gender**

   Jantina

Male *Lelaki*	
Female *Perempuan*	

2. **Age**

   Umur

18 – 24 years old	
25 – 30 years	
31 – 35 years old	
Above 35 years old	

3. **Level of Education**

Peringkat Pengajian

Secondary Level / SPM	
STPM / Diploma	
Degree	
Master	
PhD	

4. **State**

Negeri

Kelantan	
Terengganu	
Pahang	

5. **Current Status**

Status Semasa

Full-time entrepreneur *Usahawan Sepenuh Masa*	
Part-time entrepreneur *Usahawan Sambilan*	

SECTION B: TYPES OF DIGITAL MARKETING TRAINING

In this section, please choose which represents you by placing TICK (/).

Di bahagian ini, pilih yang mewakili anda dengan meletakkan TICK (/).

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

1= Strongly Disagree

1= Sangat Tidak Bersetuju

2= Disagree

2= Tidak Bersetuju

3= Neutral

3= Neutral

4= Agree

4= Bersetuju

5= Strongly Agree

5= Sangat Bersetuju

IV1	**Statement**	1	2	3	4	5
IV1S1	I have received training on content creation and content marketing strategies. *Saya telah menerima latihan tentang penciptaan kandungan dan strategi pemasaran kandungan.*					
IV1S2	I have attended social media marketing programs to enhance my business presence *Saya telah menghadiri program pemasaran media sosial untuk meningkatkan perniagaan saya*					
IV1S3	My training included e-commerce and online business setup. *Latihan saya termasuk e-dagang dan persediaan perniagaan dalam talian.*					
IV1S4	I have been trained in SEO (Search Engine Optimization) and digital advertising techniques. *Saya telah dilatih dalam SEO (Search Engine Optimization) dan teknik pengiklanan digital.*					
IV1S5	Overall, the type of training I received aligns with my business needs. *Secara keseluruhannya, jenis latihan yang saya terima sejajar dengan keperluan perniagaan saya.*					

SECTION C: EFFECTIVENESS OF DIGITAL MARKETING TRAINING APPROACHES

In this section, please choose which represents you by placing TICK (/).

Di bahagian ini, pilih yang mewakili anda dengan meletakkan TICK (/).

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

1= Strongly Disagree

1= Sangat Tidak Bersetuju

2= Disagree

2= Tidak Bersetuju

3= Neutral

3= Neutral

4= Agree

4= Bersetuju

5= Strongly Agree

5= Sangat Bersetuju

IV2	Statement	1	2	3	4	5
IV2S1	Online courses have been effective in helping me learn essential digital marketing skills. *Kursus dalam talian telah berkesan dalam membantu saya mempelajari kemahiran pemasaran digital yang penting.*					
IV2S2	In-person workshops and bootcamps offered hands-on experiences that improved my understanding of digital marketing. *Bengkel bersemuka dan bootcamp menawarkan pengalaman secara langsung yang meningkatkan pemahaman saya tentang pemasaran digital.*					
IV2S3	Mentorship or coaching during training sessions helped me apply the knowledge to my business. *Bimbingan atau bimbingan semasa sesi latihan membantu saya mengaplikasikan pengetahuan tersebut kepada perniagaan saya.*					
IV2S4	Self-paced learning options allowed me to learn digital marketing skills at a comfortable pace. *Pilihan pembelajaran kendiri membolehkan saya mempelajari kemahiran pemasaran digital pada kadar yang selesa.*					
IV2S5	A blended learning approach (mix of online and in-person) was the most effective for my learning style. *Pendekatan pembelajaran gabungan (campuran dalam talian dan secara peribadi) adalah yang paling berkesan untuk gaya pembelajaran saya.*					

SECTION D: INTENSITY OF DIGITAL MARKETING TRAINING

In this section, please choose which represents you by placing TICK (/).

Di bahagian ini, pilih yang mewakili anda dengan meletakkan TICK (/).

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

1= Strongly Disagree

1= Sangat Tidak Bersetuju

2= Disagree

2= Tidak Bersetuju

3= Neutral

3= Neutral

4= Agree

4= Bersetuju

5= Strongly Agree

5= Sangat Bersetuju

IV3	Statement	1	2	3	4	5
IV3S1	The training sessions I attended were long enough to cover essential topics in depth. *Sesi latihan yang saya hadiri cukup panjang untuk merangkumi topik penting secara mendalam.*					
IV3S2	I participated in ongoing or repeated training sessions to strengthen my digital marketing skills. *Saya mengambil bahagian dalam sesi latihan yang berterusan atau berulang untuk mengukuhkan kemahiran pemasaran digital saya.*					
IV3S3	My training was frequent enough to stay up-to-date with current digital marketing trends. *Latihan saya cukup kerap untuk kekal terkini dengan trend pemasaran digital semasa.*					
IV3S4	The training program included comprehensive coverage of digital marketing tools and techniques. *Program latihan termasuk liputan komprehensif alat dan teknik pemasaran digital.*					
IV3S5	I feel that the intensity of the training sessions was sufficient to prepare me for real-world application. *Saya merasakan bahawa intensiti sesi latihan adalah mencukupi untuk menyediakan saya untuk aplikasi dunia sebenar.*					

SECTION E: IMPACT OF DIGITAL MARKETING TRAINING ON YOUTH ENTREPRENEURSHIP

In this section, please choose which represents you by placing TICK (/).

Di bahagian ini, pilih yang mewakili anda dengan meletakkan TICK (/).

Please rate your opinion based on:

Sila nilaikan pendapat anda berdasarkan:

1= Strongly Disagree

1= Sangat Tidak Bersetuju

2= Disagree

2= Tidak Bersetuju

3= Neutral

3= Neutral

4= Agree

4= Bersetuju

5= Strongly Agree

5= Sangat Bersetuju

DV1	Statement	1	2	3	4	5
DV1S1	Digital marketing training has enhanced my confidence in running a business. *Latihan pemasaran digital telah meningkatkan keyakinan saya dalam menjalankan perniagaan.*					
DV1S2	I can reach and engage my target audience effectively due to my digital marketing training. *Saya boleh menjangkau dan melibatkan khalayak sasaran saya dengan berkesan kerana latihan pemasaran digital saya.*					
DV1S3	The training I received has improved my problem-solving skills in an entrepreneurial context. *Latihan yang saya terima telah meningkatkan kemahiran menyelesaikan masalah saya dalam konteks keusahawanan.*					
DV1S4	I am more innovative and can identify new opportunities as a result of my digital marketing skills. *Saya lebih inovatif dan boleh mengenal pasti peluang baharu hasil daripada kemahiran pemasaran digital saya.*					
DV1S5	My business performance has improved due to the digital marketing training I received. *Prestasi perniagaan saya telah bertambah baik kerana latihan pemasaran digital yang saya terima.*					

APPENDIX B

TASK	PSM 1 GANTT CHART/WEEK															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FYP Talk	■															
Title Selection	■	■	■													
Meeting with SV			■				■		■		■					
Literature Review			■	■	■											
Finding and discussion on the research topic by supervisor			■					M								
Draft of Research				■	■			I								
Changes on Research Topic					■			D								
Writing Chapter 1			■	■	■	■	■	S								
Finding Related Journals			■	■	■	■	■	E	■	■	■	■	■			
Identify the Research Objectives, Research Questions, and Variables			■	■	■	■	■	M E S T E R	■	■	■	■	■			
Writing Chapter 2			■	■	■	■	■		■	■	■	■	■			
Developing Research Framework			■	■	■	■	■	B	■	■	■	■	■			
Writing Chapter 3			■	■	■	■	■	R	■	■	■	■	■			
Determine and Refine the Research Methodology			■	■	■	■	■	E A K	■	■	■	■	■			
Final Report Correction														■	■	■
PSM 1 Submission																■

PSM 1 Presentation													

TASK	PSM 2 GANTT CHART/WEEK															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FYP 2 Briefing	■							M								
Develop the questionnaire		■	■					I								
Distribute the Questionnaire			■	■	■	■	■	D	■	■	■					
Data collection			■	■	■	■	■	S E	■	■	■					
Data analysis								M		■	■					
Report writing chapter 4								E S T		■	■	■	■	■		
Report writing chapter 5								E R				■	■	■		
FYP 2 presentation								B R						■		
Thesis submission								E A K							■	■