

**A STUDY OF THE ATTITUDE OF MALAYSIAN TERTIARY
EDUCATION STUDENTS TOWARDS
ENTREPRENEURSHIP: IMPACT OF ENTREPRENEURIAL
EDUCATION, GOVERNMENT ENTREPRENEURIAL
POLICY, AND ENTREPRENEURIAL CULTURE &
ENVIRONMENT**

Research Dissertation presented for the degree of
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Candidate Declaration

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I hereby declare that the dissertation entitled: **“A Study of the Attitude of Malaysian Tertiary Education Students towards Entrepreneurship: Impact of Entrepreneurial Education, Government Entrepreneurial Policy, and Entrepreneurial Culture & Environment”** is being submitted as the dissertation for the degree of MSc in International Business and Law of Griffith College Dublin, is the record of my own work and investigation.

Date: May 2020

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Abstract

A STUDY OF THE ATTITUDE OF MALAYSIAN TERTIARY EDUCATION STUDENTS TOWARDS ENTREPRENEURSHIP: IMPACT OF ENTREPRENEURIAL EDUCATION, GOVERNMENT ENTREPRENEURIAL POLICY, AND ENTREPRENEURIAL CULTURE & ENVIRONMENT

Yap Keen Leong

This dissertation focused on exploring the development of entrepreneurship in Malaysia. This dissertation revealed the attitudes of student at tertiary education towards entrepreneurship in Malaysia by uncovering the development and impact of entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia.

This dissertation aimed to develop a conceptual framework to examine the factors influencing and encouraging the creation of new entrepreneur. This research built on existing literatures relates to entrepreneurial development. The conceptual framework is intended to provide a starting point for scholars for further relevant research applicable in Malaysia.

The approach taken by the dissertation was mainly exploratory in nature. The dissertation was investigated through a triangulation method, a combination of quantitative and qualitative data collection. Quantitative studies were conducted through questionnaire survey and the questionnaire was framed based on the research objective and reflection of literature review. The questionnaire survey was completed via a purposive sampling method involving local students at tertiary education in Malaysia. Qualitative data was collected through interview with five Malaysian entrepreneurs with tertiary education qualification.

Conclusion was established by analysing the impact of entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment to tertiary education students in Malaysia. In addition, strengths and shortcomings of the entrepreneurial ecosystem in Malaysia have been identified and highlighted which require quick action to be taken by the government, academic institution, public and private sector.

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Chapter 1: Introduction

1.1 Background of the Research

“National Entrepreneurship Policy (NEP) 2030 is intended to be the nucleus and catalyst to drive a culture of entrepreneurship in the country, with the ultimate objective of creating a holistic and conducive entrepreneurial ecosystem to support an inclusive, balanced and sustainable socio-economic agenda,” said the Prime Minister of Malaysia on 11 July 2019 (The Sun Daily, 2019).

The government of Malaysia believed that through implementation of NEP 2030, the following goals will be achieved:-

- i) Increase SME contribution to national GDP to 50 % by 2030 (38.3 % contributed in 2018);
- ii) Increase employment opportunities by SME to 80 % by 2030 (66 % contributed in 2018); and
- iii) Increase SME export contribution to 30 % by 2030 (17.3 % contributed in 2018).

There are many uncertainties and complexity in modern economy, creative and innovative entrepreneurial skill and knowledge are constantly in demand serving as solutions to the distressing unemployment issue. The economic markets can only be able to provide limited employment (Franke and Luthje, 2004). Graduates from university will continue to find it difficult to secure a job, in both private and public enterprise (Hisrich, Michael and Shephard, 2005). According to Ramalan and Ngah (2012), the global economy is so incertitude and unpredictable, it is believed that entrepreneurial activities can be served as catalyst to stabilize economy and offer job creation. In light of this, urgent action and measures become paramount.

Economically, entrepreneurship is range of activities concerned with owning and managing business, and it has been recognized as one of the most effective economic strategies (Nazri, Arrosha and Omar, 2016). According to Rasli (2013), entrepreneurs are the strong backbone of one country’s economy and it is crucial as springboards for future employment, especially in developing countries such as Malaysia.

The goals set under NEP 2030 by the government of Malaysia are seem to be very ambitious but yet it is achievable. Students represent the future of the country. Thus, a better understanding of the attitudes of students towards entrepreneurship in Malaysia is essential for relevant parties such as the government, academic institutions, public and private sector to evaluate, enhance and reinforce strategy in order to improve the overall entrepreneurial development in the country.

Research Problem

In Malaysia, the issue of unemployment, particularly among youth group have led them seek opportunities in self-employment. Although circumstances show that there is huge potential opportunities in the current market and despite considerable support from the government in terms of funding, grants, entrepreneurial training and programs, many businesses still fail and the failure rate is worrying. According to Central Bank of Malaysia (2016), the bankruptcies among company in Malaysia is remarkably high, there were 107,306 individuals cases of bankruptcies between the period of January to April 2015 among entrepreneurs (Rikinorhakis, Nik and Anis, 2017). Records shows that there are only around 20 percent of Malaysian entrepreneurs survive in market every year. The success rate is not encouraging.

Despite the fact that much efforts have been made by the government in promoting entrepreneurial education (Rahim et al., 2015), research shows that in Malaysia, many entrepreneurship policies and education programs initiated by the government have failed to popularize entrepreneurship among young graduates as their career choice. High resources input but low result output is reflecting the current entrepreneurial situation in Malaysia, and therefore, more effective action and measurement ought to be enforced.

Furthermore, Malaysia is a multiracial country of which population is mainly made up by three ethnic groups, namely Malay, Chinese, and Indian. However, Malays make up the majority population and followed by Chinese and Indian. As a result, the concept of Malay supremacy has been accepted and recognized in the political sphere which became the root cause of biased policies being introduced in Malaysia.

1.2 Research Aim and Objectives

Primary Objective

The primary objective of the research is to investigate the attitudes of local tertiary education students towards entrepreneurship in Malaysia.

Research Objective

Attitudes of tertiary education students towards entrepreneurship can be affected by several factors, therefore the following list of research objectives are formulated to complement the result of the primary objective:-

- To study how entrepreneurial education would affect the attitudes of tertiary education student towards entrepreneurship in Malaysia ;
- To study how government entrepreneurial policy would affect the attitudes of tertiary education student towards entrepreneurship in Malaysia;
- To study how entrepreneurial culture and environment would affect the attitudes of tertiary education student towards entrepreneurship in Malaysia.

1.3 Research Questions

Based on the objective of the research, the following research questions are formulated:-

- a) Whether entrepreneurial education is encouraging tertiary education student towards entrepreneurship in Malaysia;
- b) Whether government entrepreneurial policy is encouraging tertiary education student towards entrepreneurship in Malaysia; and
- c) Whether entrepreneurial culture and environment is encouraging tertiary education student towards entrepreneurship in Malaysia.

1.4 Research Structure

The research is separated into five main chapters with each contributing to the research objective. The first chapter outlines the introduction, identifies background of the research and explains the research topic and its objectives. The academic area of the research being focused is entrepreneurship.

The second chapter delivers literature review on impact of entrepreneurial factors that influence the attitudes of students towards entrepreneurship. The chapter is important to establish understanding that will lead to result of the findings.

The third chapter is research methodology explaining the approaches and methods used for collecting research data. The research will be conducted through a triangulation method, a combination of quantitative and qualitative data collection.

The fourth chapter reviews and discusses the results obtained from quantitative and qualitative data and the findings will be concluded in the end of this chapter. The fifth chapter is the final conclusion which highlights the research limitations and suggestions for the area of future research.

Chapter 2: Literature Review

2.1 Definition of Entrepreneur and Entrepreneurship

Entrepreneurship has a broad definition and the term has been evolving progressively. Schumpeter (1934) suggested that entrepreneurship is the process of innovation and entrepreneur is in fact an innovator. Entrepreneurs overcome immanent challenges in the economic market through innovation to nourish the economic development. Therefore, entrepreneurship is equal to innovation.

Kirzner (1973) defined entrepreneurship as exploiting business opportunity. Hisrich, Michael, and Shephard (2005) defined that entrepreneurship is a dynamic process by entrepreneurs creating values. Niyazi (2008) suggested that entrepreneurship is creating value by cultivating idea, transforming and presenting to market in the form of new products or services. In other words, entrepreneur is someone who initiates something with creativity, and by taking the financial and social risks, creatively introduce new concept to the market.

Cassim et al. (2014) describes that entrepreneurship is an engine that will drive a country's economic and industrial development in a sustainable way. In the modern world we live in today, innovations are deemed to be the source of sustainable developments such as science and technology. Following the consistent growth and development of technologies, the role of entrepreneurs is becoming more significant (Jafari-Moghadam et al., 2017). The importance of entrepreneur activities can be observed through rapid development in recent years ranging from employment creation, expansion of new market segment, technology development and development of sustainable resources.

In short, entrepreneurs are a group of individuals who have strong passions in developing sustainable formulas and solutions to address potential global challenges and intending to make the world better. (Markman et al., 2019) argued that entrepreneurs should adhere to economic logic, but prioritize creating solutions to tackle challenges ahead of income generation per se. They do not seek to dominate or monopolize the market alone by slaying competitors but they share ideas, supporting each other pursuing a broader range of objectives.

Table 1 The elements mentioned most frequently in definitions of the term “entrepreneurship”

Elements that define Entrepreneur	References
Innovation	(Cochran, 1968); (Drucker, 1985); (Julien, 1998); (Schumpeter, 1947)
Risk	(Cantillon, 1755); (Knight, 1921); (Palmer, 1971); (Reuters, 1982); (Rosenberg, 1983)
Coordination of resources for production, organizing factor of production or the management of resources	(Aitken, 1965); (Belshaw, 1955); (Casson, 1982); (Chandler, 1962); (Cole, 1942); (Ely and Hess, 1893); (Leibenstein, 1968); (Pearce, 1981); (Wilken, 1979)
Value Creation	(Bruyat and Julien, 2001); (Fayolle, 2008); (Say, 1996)
Projective and Visionary Thinking	(Fillion, 1991; 2011); (Longenecker and Schoen, 1975)
Focus an Action	(Baty, 1981)
Leadership	(Hornaday and Aboud, 1971)
Dynamo of the Economic System	(Baumol, 1968); (Moffat, 1983); (Storey, 1982); (Weber, 1947)

Source : Adapted from Fillion (2011)

2.2 Necessity of Entrepreneurship

In the global arena, entrepreneurship is important to promote borderless innovation and technological capabilities expansion. It is a process where new knowledge transforms to a commodity and service (Mohammadali and Abdulkhaliq, 2019). Entrepreneurship has also become important profession in developing human and intelligent capital. In addition, entrepreneurship is essential to economic growth as it provides employment opportunities and offers new products and services (Wibowo and Saptono, 2018). Entrepreneurs are valuable asset of the society, their strength in innovation, their capacity for success, and their ability to seize business opportunities are considered to be sustainable resources.

Entrepreneurship is an unlimited resource that derives from creativity, and it is inexpensive and inexhaustible (Popescu and Simion, 2012). Entrepreneurial revolution is very much needed in the present societies, this revolution is deemed far more important than industrial revolution. This trend of prioritising entrepreneurship has emerged since the early 1980s (Forsstrom et al., 2015).

Businesses are increasingly involving in cross-sectoral collaboration to minimize environmental impacts on society. More entrepreneurial activities are needed to stimulate environmental innovations. Research has proven that how environmental entrepreneurship helps resolve environmental issues by ecologically responsible products and services (Meek, Pacheco and York, 2010).

The importance of entrepreneurship in boosting economic development is not restricted to incremental per capital income per se, but it establishes structural reform in social and economic activity. Earlier research has proven that entrepreneurship is the impact stimulator that rocketed the development of industrialized countries such as Japan and Germany (Mohammadali and Abdulkhaliq, 2019). Entrepreneurship has now become a profession, and it should be developed intensively.

2.3 Factors Influencing Attitude of Student towards Entrepreneurship

2.3.1 Personality Traits

Attitude refers to perception of personal desirability towards certain behaviour. In terms of entrepreneurship, it signifies individual characteristics that drive people to a positive desire to entrepreneurship (Krueger et al., 2000). It is logical to deduce that attitude generates intention. Empirical studies have explained that attitude of an individual strongly influence business start-up intentions of entrepreneurs (Frank, Lueger and Korunka, 2007). Evidence suggested that risk-propensity (Pascoe and Mortimer, 2014), curiosity towards new knowledge and opportunities (Keat et al., 2011), attempt to visualize ideas into reality (Al Mamun et al., 2016) are the strong indicators that reflect entrepreneurial intention.

The relationship between personal trait and attitude are interdependent. Who is an entrepreneur? What traits define an entrepreneur? Many researcher are struggled framing a unifying approach, developing theoretical framework and measurement tools to conceptualize the term.

The famous Big-5 model is a multidimensional approach used to define personality. It has become the predominant model for personality traits by measuring openness, conscientiousness, extraversion, agreeableness, and neuroticism to identify individual's entrepreneurial intention.

- *Openness to experience*: describes the breadth, depth, originality, and complexity of an individual's mental and experimental life
- *Conscientiousness*: describes socially prescribed impulse control that facilitates task- and goal-orientated behavior
- *Extraversion*: implies an energetic approach toward the social and material world and includes traits such as sociability, activity, assertiveness, and positive emotionality
- *Agreeableness*: contrasts a prosocial and communal orientation toward others with antagonism and includes traits such as altruism, tender-mindedness, trust, and modesty
- *Neuroticism*: contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense

Five traits described in John et al. (2008)

Based on a meta-analysis conducted in between 1970 to 2002, result reported that an entrepreneur appear to show higher level of openness to experience; high conscientiousness; less agreeable; and less neurotic (Zhao and Seibert, 2006). However, a survey conducted by Envick and Langford (2000) revealed a slightly different result in which an entrepreneur has higher level of openness; less agreeable; less neurotic; but significantly less conscientious.

Subsequently, several traits were fused into the Big-5 model used in different entrepreneurial studies, including self-efficacy and innovativeness (Cassar and Friendman, 2009), locus of control (Caliendo et al., 2009), and need for achievement (Frank et al., 2007). These traits are very often adopted in the researches to explain a multidimensional entrepreneurial orientation.

However, these relevant studies received heavy critique on the basis that the big-5 model and the relevant personality traits are not definite, they are unable to predict precisely the situation-specific behaviours of entrepreneurs, and they failed to explain a coherent portrait of the entrepreneur accurately in different circumstantial context.

To summarize, tonnes of studies have proven that personality traits are one of the essential factor affecting individual entering into entrepreneurship but it is unlikely to have generalized these traits for entrepreneurial assessment across environments.

2.3.2 Entrepreneurial Education

Many entrepreneurs are found to be short of entrepreneurial skills, knowledge and intensive training programs before engaging in a new business. Inexperience and lack of particular knowledge and skills are one of the common factor that contributes to high business discontinuance rate (Jafari-Moghadam et al., 2017).

Entrepreneurial education is an effective method of delivering entrepreneurial skill and ability to the students, which could help them to be successful in their entrepreneurial career. More specifically, entrepreneurship education train and equip students with innovative enterprise skills to capture entrepreneurial opportunity (Nian, Bakar and Aminul-Islam, 2014). Therefore, entrepreneurial education is a long term sustainable method that is capable of creating entrepreneurs.

Entrepreneurial education is a set of programme designed to teach and create awareness to those who are interested in new start-up (Bechard and Tolohouse, 1998). Entrepreneurship education is a process of preparing individual for the establishment and administration of a profitable enterprise.

According to Rasmussen and Sørheim (2006), in the situation where majority of young people are having difficulties in finding decent job especially during economic downturn, entrepreneurial education has the ability to positively improve the employability rate. According to Mahajar (2012), the role of universities in advocating entrepreneurship created huge impact influencing students to pursue entrepreneurship by implementing entrepreneurial curricula. Sanchez (2013) expressed that entrepreneurial education enhances both entrepreneurial intention and capabilities to self-employment among students. Entrepreneurial education is claimed to the most effective way to foster entrepreneurial culture by instilling entrepreneurial thoughts and thereby encouraging the emergence of future entrepreneurs (Fenton and Barry, 2014).

Implementation of entrepreneurial education is not simple and straightforward. One of the tough challenges is setting appropriate curricula and program ensuring knowledge and skill can be delivered effectively. It gives rise to questions such as “can entrepreneurship be taught? How entrepreneurship should be taught? Whether entrepreneur is born or made?”

Entrepreneurial skill and knowledge can be created. Some individual is born with certain exceptional entrepreneurial skills, but these skills can be made and taught. Kuratko (2004) expressed that entrepreneurial skill and knowledge is not kind of magic and it is irrelevant to genes, entrepreneurship is a discipline and it can be learned.

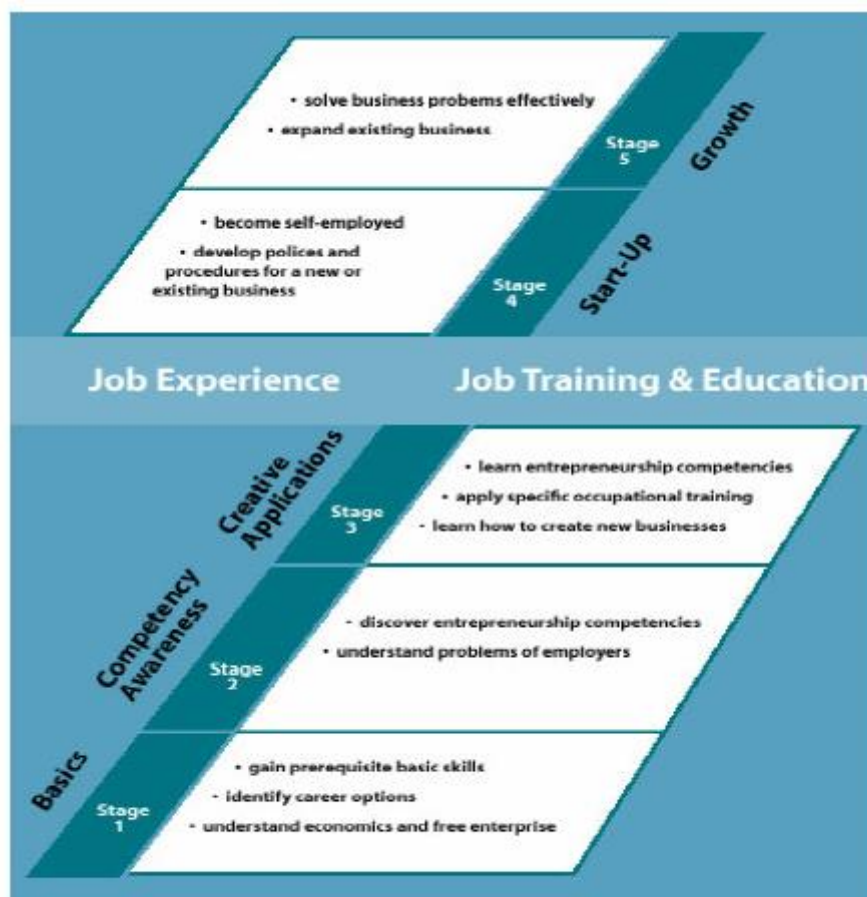
Unlike traditional business studies, different set of teaching direction is required for entrepreneurial education. Entrepreneurial personality can be trained, and individual's entrepreneurial capabilities can be cultivated through effective education (Lee, Chang, and Lim, 2005). Entrepreneurial education has the capability to stimulate a person's consciousness towards self-employment; consciousness that will inspire students to equip themselves with necessary skill, knowledge and experience required to develop a successful business (Ahmad, 2013). Entrepreneurial education can be referred as learning programme that is aimed to prepare students with the necessary knowledge and skill that enable them to identify business opportunities, understand market's need, develop new ideas and design business plan by assessing and evaluating environmental and political factors (Cheng, Chan and Mahmood, 2009).

Donald (2005) expressed that the overall understanding pertaining how entrepreneurial education should be apprehended in higher level education is insufficient, efforts were invested but the results are often below expectation. According to Onimole and Olaiya (2018), it became clear to government that the growth and economic development of the country, requires entrepreneurial programs, quality vocational training to acquire essential knowledge to meet the needs of special sectors of the economy, and for self-employment. The authors added that *“school curriculum has to be restructured at all levels to embrace entrepreneurial development”*, school curriculum which either too restricted or not purposeful enough is unable to awaken the innovative resources of youths for entrepreneurship ventures.

It is the global trend now where many colleges and universities in the world have increasingly introduced entrepreneurial courses to promote more and more professional entrepreneurial careers. However, the optimum way of delivery has been much disputed (Rahim et al., 2015). There are several ways how entrepreneurship education can be delivered, depending on the objectives, supplying entrepreneurial information through public channels such as media and lectures can deliver better understanding of entrepreneurship (Hytti and O’Gorman, 2004). These method can easily disseminate information to large group of audiences. According to Rahim et al. (2015), if the aim is to equip individuals with entrepreneurial competencies,

industrial training method should be used; and if the aim is creation of entrepreneurs, the optimum technique is by controlled environment, through methods such as business simulation. Entrepreneurship education need to be approached differently. It has to be linked with experiential learning, work-related learning, action learning exercise (Smith, 2001) and entrepreneurial training (Gibb, 1999). Broadly, entrepreneurship education should provide students with an understanding of a business concept, and how business interrelates with the economy and society. Furthermore, entrepreneurial education is a lifelong process, it should not just end at the college or university stage. Isaacs, Visser, Friedrich and Brijlal (2007) described entrepreneurial education consisting five stages as shown in the Figure 1 below.

Figure 1 -Five stages of entrepreneurial education



Source: Isaacs, Visser, Friedrich and Brijlal (2007)

Quality of the entrepreneurial education is also very important. Entrepreneurial education's quality is believed to have significant effect to entrepreneurial activities. Education program

with poor quality is found to be incapable of delivering entrepreneurial competency (Fatoki, 2010) and it will negatively diminish the entrepreneurial culture among students. On the other hand, high quality education programs are needed to trigger entrepreneurial intent of students (Mahajar, 2012). Al Mamun et al. (2016) suggested that comprehend understanding of the purpose of entrepreneurship instilled among students will encourage long term entrepreneurial development, individuals with proper entrepreneurial education remained active in entrepreneurial activities for longer period.

In short, entrepreneurial education is one of the potential force that can improve the health of the economy and to foster entrepreneurial attitude and perception among students and nurture their interest to approach new start-up.

2.3.2A Entrepreneurial Education in Malaysia

Ministry of Higher Education in Malaysia has taken initiative making entrepreneurship subjects compulsory at the national public universities (Rahim et al, 2015). Universities students are encouraged to participate in many entrepreneurship activities organized by the universities such as seminars, training, conferences and entrepreneurship events hoping these exposures will develop the entrepreneurial attitudes of students and with the aim of creating 5 percent entrepreneurs from local graduates (Harian, 2006). However, research shows that in Malaysia, many entrepreneurship policies and education programs initiated by the government have failed to popularize entrepreneurship among young graduates as their career choice (Mohamed, Rezai, Shamsudin and Mahmud, 2012).

Commitment level towards entrepreneurship education is another issue. Both educators and learners find it is challenging to commit regularly towards this cause (Hamidon, 2015). To make things worse, some of the educators involved were found to have no adequate qualifications to conduct the education program largely due to irrelevant education background and lack of teaching experience (Yusoff et al., 2014). To overcome the problem, competency of educators have to be intensified through continuous learning.

According to Mohd, Fakhrul, and Mohamed (2014), most existing entrepreneurial education in Malaysia generally focuses on theoretical knowledge and pays less attention to practical application. The programmes can effectively delivered the established knowledge, but at the end students are frail on tacit skill development and practical experience. Presently, the

traditional way of teaching exposes students to maximum philosophy and theory but minimum exposure to practical component. The aspects of imagination and innovation have been theoretically explained and as a result, students are deprived of the opportunity to perceive and grasp the actual entrepreneurial experience. Government's expenditure and effort would continue be wasted if the particular shortcomings in the entrepreneurial education system could not be improved.

2.3.3 Government Entrepreneurial Policy

Policies are instruments to structure the general framework and entrepreneurial policies are essential to promote entrepreneurial performance. Entrepreneurship policy has been evolving in different countries over the last few decades, first appearing in the US (Hart, 2003) and then subsequently followed by European policymakers (Gilbert et al., 2004). The reason behind is that many experts and national officials consider entrepreneurship as the most crucial determinant of a country's long term competitiveness.

Basically, entrepreneurship policy is designed to create an environment and healthy support system that encourage and foster the overall entrepreneurial movement at the business start-up stage and initial phase of new companies. A good entrepreneurship policy offers support services and encourage engagement rate in entrepreneurial activities. At national level, government plays an important role in eliminating barriers for entrepreneurs entering into business world, creating new business opportunities and encourage entrepreneurial participation (Tsai and Kuo, 2011).

Government is responsible for entrepreneurial development in a country, it should provide sufficient resources within its capability. Government policy in this context refers to any course of action aimed to regulate and enhance the conditions of small medium enterprise (SMEs) and other business entity in terms of supportive policy by the government. Governmental entrepreneurial policies includes development of SMEs, setting up new business venture, forming new company, focusing on specific groups and a holistic policy (Stevenson and Lundström, 2001). According to this definition, government policy is an entrepreneurial practice to encourage entrepreneurship by forming a favourable environment for every

entrepreneurs. It has to be done through enactment of guidelines to regulate entrepreneurial activity.

Entrepreneurial movement is being gradually aided by governments in many countries. Governments of many countries especially developing countries have been investing so much efforts and money in entrepreneurship policy hoping to uplift entrepreneurial activities. Hoppe (2016) expressed that '*entrepreneurship policy has been implemented at the local, regional, national, and international level*'. Entrepreneurship policy has been highly emphasised by the European Union and it can be reflected on the 2020 Work Plan which clearly demonstrates that entrepreneurial movement is deemed as important growth factor for the economy (Bager et al., 2015). It is explained that entrepreneurial movement is the currently the most crucial policy of government if a country wants to maintain its competitiveness.

Inefficiency of government policy lead to ineffective entrepreneurial movement. For instance, a research study in Nigeria discovered that insufficient of governmental effort, lack of proper entrepreneurship policies and implementation became the main cause of entrepreneurial failure (Lucky, 2013). Earlier research suggested that in more developed nations, entrepreneurial activities are comparatively more active with the aid from government entrepreneurship-related programs and policies (Fogel, 2001).

According to Gnyawali and Fogel (1994), government can improve national entrepreneurship level through assistance programs which includes tax relief, incentives, flexible trade rules and regulations, resulting positive entrepreneurial environment. The authors added that the capability and willingness of entrepreneurs to initiate a new business can be enhanced when start-up obstacles are reduced, external resources and skills can be easily acquired (Tan and Teo, 2000), therefore, substantial government support has a significantly positive impact to enhance overall entrepreneurship level.

From economic perspective, Morris (1998) argued that relationship between entrepreneurs and the surrounding factors such as the role of government are inseparable, they are needed to form the economic, financial and social structures which characterize the entrepreneurial environment. Governments will always be linked with entrepreneurship development because they are responsible for leading the economic institutions to ensure entrepreneurs are protected.

Public policies have been evolving at a faster pace to manage the rapid growth of entrepreneurship, especially in developed countries. A comprehensive policy must be designed

to address from pre-startup, during startup, and post startup stages to have the entrepreneurial process covered (Lundstrom and Stevenson, 2005).

In many countries, entrepreneurial policy is still underdeveloped because lack of appropriate framework to justify policy aim and objective and the resulted inconsistency and confusion make the governments' effort to be seen as ineffective. Yusof (2010) stated that another difficulty faced by government is that entrepreneurial policy involves a broad area of intervention ranging from social and political to economic sector. Dealing with the complexity of these sectors is a time consuming task. As the underlying objective of the entrepreneurial policy is to improve entrepreneurship development, the national policy has to be designed pertinent to the country's needs. Therefore, merely adapting foreign policy that have been proved successful elsewhere is not viable, the structure of the policy requires great effort because economy and entrepreneurship is interdependent, resulting a complex relationship between entrepreneurship and economic growth.

As mentioned earlier, entrepreneurial policy is important in structuring the entrepreneurial landscape of a country. There are various types of entrepreneurship policies, and formulation of a policy largely depends on the exigencies and prevailing conditions of entrepreneurship. Stevenson and Lundstrom (2002) clustered entrepreneurship policy into four main types; (1) E-extension policy, which is similar but add on to SMEs policy; (2) New business venture creation policy; (3) Niche or specific group entrepreneurship policy; and (4) Holistic entrepreneurship policy. Different constraints and possibilities have to be taken into considerations to create an integrated entrepreneurial policy. In addition, policy design need to contemplate the local differences and be consistent with different scale of the resources, markets and networks in a society because there is no one size fit all policy.

The integration between entrepreneurship and government policy is tight in developed countries but loose in developing countries (Schott and Jensen, 2008). This is because most of the conditions that strengthen the integration in developed countries are absence in developing countries. Developed countries usually possess more scientific and technological resources for entrepreneurship development and testing models with policy implications. Subsequently, when these models are perfected, they are exclusively fit and ready for implementation in developed countries. These models may at times made as prototypes for world models because of the high performance and efficiency of such models (Schott and Jensen, 2008). However,

adopting entrepreneurial policy from these world models needs substantial amounts of resources, which may not be viable in less developed or developing countries.

2.3.3A Recent National Entrepreneurial Policy in Malaysia

Malaysia is a developing country. According to SME Corp. Malaysia, Secretariat to the National Entrepreneur and SME Development Council (NESDC), a governmental body responsible for entrepreneurship and SMEs development in Malaysia, the entrepreneurship ecosystem in Malaysia is grounded on five key components that enables a holistic approach to entrepreneurship development. These include policy development, financing schemes, registration and licensing, awareness programmes and advisory services, and start-up & incubation. There are many ministries and agencies involved in the ecosystem such as Majlis Amanah Rakyat (MARA), Centre for Entrepreneur Development and Research (CEDAR), Institut Keusahawan Negara (INSKEN), and Malaysian Global Innovation & Creativity Centre (MaGIC) to ensure the objective of generating entrepreneurs can be achieved. These agencies assume a pivotal role in offering business support, consultation, training programmes, financing facilities, business premises and as well as mentorship to ensure entrepreneurs are fully supported.

Based on SME Annual report 2018/19 edition by NESDC (SME Annual Report 2018/19), the development of entrepreneurship in Malaysia has been accelerating in its importance, in terms of policy making. Entrepreneurship and SMEs have become an important instrument of the government to drive the nation out of the middle-income trap. A total of 164 development programmes initiated by the government supported by a financial budget of Ringgit Malaysia (RM) 13.7 billion have been implemented in year 2019. It was estimated that around 555,408 beneficiaries will be benefited from the government schemes. The programmes were designed to target different focus areas that were deemed vital for the sustainable entrepreneurial development namely, financing, human capital, innovation & technology, market access, infrastructure and legal & regulatory aspects.

Figure 2 -SME Development Programmes in 2019 (Sources: SME Annual Report 2018/19)

Focus Area	Number of Programmes	Total Financial Commitment (RM million)	Total Beneficiaries (Target)
Access to Financing	33	13,172.9	434,502
Human Capital Development	53	192.1	103,684
Innovation and Technology Adoption	28	148.0	5,613
Market Access	34	124.4	10,191
Infrastructure	15	44.0	1,418
Legal and Regulatory Environment	1	20.0	-
Total	164	13,701.4	555,408

Figure 3 – SME development programmes by focus area (%)

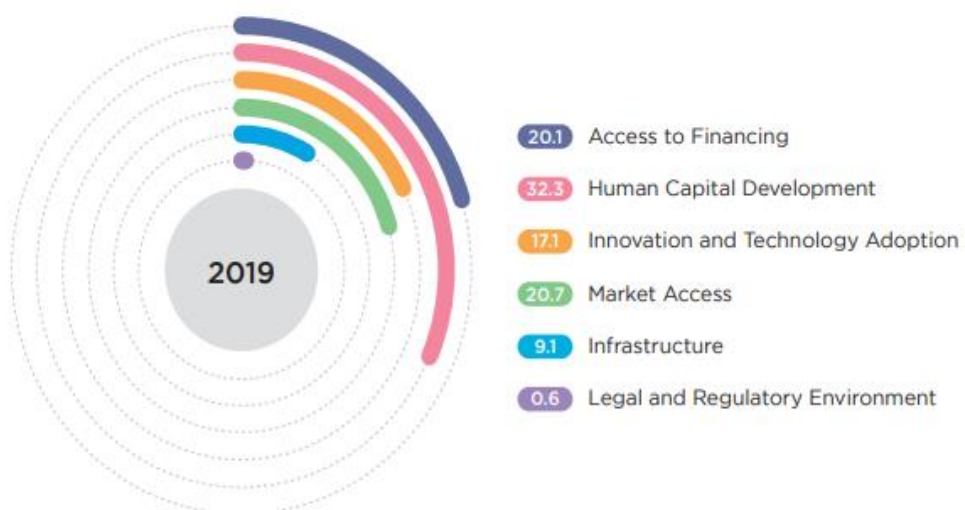
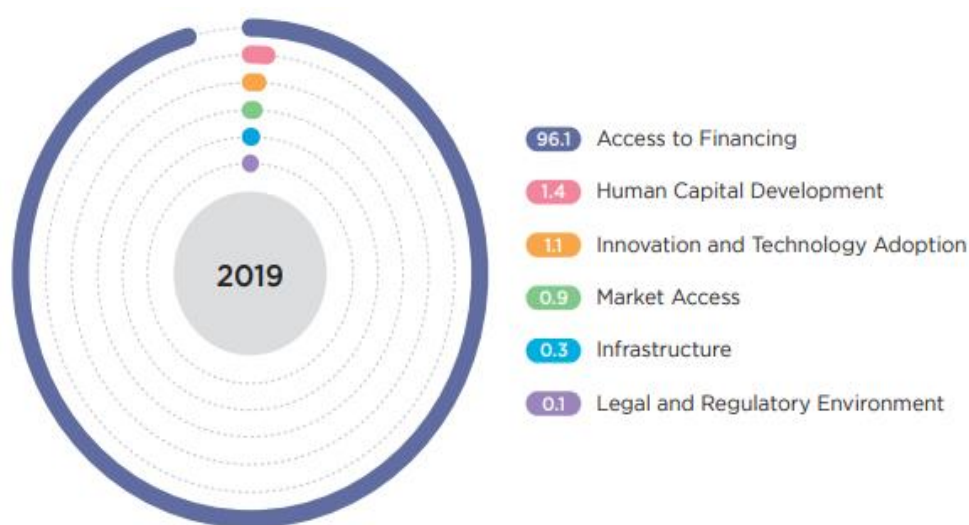


Figure 4– SME development programmes financial commitment by focus area (%)



It can be shown in Figure 2 above that government effort was emphasized on human capital development with 53 assigned programmes with a financial allocation of RM192.1 million, followed by market access development with 34 assigned programmes with a financial budget of RM124.4 million. It is clear that the prioritized intention of the government was to create and attract new entrepreneurs to the economic market. On the other hand, the numbers of programmes and financial commitment allocated for innovation and technology are comparatively low and it reflects the problem of insufficient resources in scientific and technological segment faced by underdeveloped and developing countries.

Accessibility of monetary support is one of the effective catalyst for the continued existence of many newly formed business entities as well as a necessary element in entrepreneurship practice. In line with the Malaysia government's agenda with providing an inclusive financial landscape, a bulk of financial allocation for SMEs development has been invested for greater access to financing. Priorities in the financing policy to encourage greater financial innovation, enhance efficiency of financial processes, and to strengthen financial management capabilities of business enterprise remained supportive of the growth of SMEs.

2.3.4 Entrepreneurial Culture and Environment

Entrepreneurs do not work in vacuum, they respond to the surrounding entrepreneurial environment. Entrepreneurial environments are critical for entrepreneurship development. Jafari-Moghadam et al. (2017) expressed that a favourable environment will increase entrepreneurial activities in a society. A stable socio-economic environment is a guarantee for entrepreneurial development (Edward, Stuart, and William, 2009).

Entrepreneurial culture is the value and beliefs related to entrepreneurship on the individual learn from one person to another, from one generation to next generation (Hofstede, 2001). Entrepreneurial culture spread the ideology and habit to foster entrepreneurial spirit in the population. It is evident that societies differ in their perspective towards entrepreneurship (Wennekers et al., 2005) that makes some societies produced higher rate of entrepreneurship involvement than others. Irrespective of environmental and economic conditions, a society's cultural perspective plays a significant role in this respect. The high level of entrepreneurial activities in the USA have been linked to their cultural values such as individualism and materialism, strong desire for achievement and independence (Morris et al., 1994).

Individualism is a strong catalyst that encourage entrepreneurship, a person with strong individualism tends to seek for autocratic decision making, high need for achievement, and strong locus of control. Pinillos and Reyes (2011) expressed that despite individualism is closely associated with entrepreneurship, there are countries oriented by collectivism also exhibit comparatively high levels of entrepreneurial activity.

However, Stephan and Uhlaner (2010) expressed their diverse view on culture dominantly oriented by individualism being supportive of entrepreneurial activity. The authors identified two cultural factors: the performance-based culture (PBC), and the socially supportive culture (SSC). PBC is described as culture where individual accomplishment will be rewarded which is opposed to collectivism society, family relationship or influence from peers, PBC is viewed as fundamental way to accomplish high performance, Germanic Europe and Nordic country of Europe are the representative societies, followed by southern Asian countries in the middle, whereas Latin countries and eastern Europe showed the lowest score. Society with high PBC scores tend to have higher entrepreneurial rate. On the other hand, SSC demonstrates high human orientation and lower assertiveness. Southern Asian countries and Nordic European countries showed the highest score whereas Germanic Europe countries scored very low on

SSC. Society with high SSC scores tend to have comparatively low entrepreneurial rate. The authors further argued that SSC demonstrates a norm based on surrounding repeated practices and experiences. It is evident that in southern Asian countries such as Malaysia, traditional practices and family influence especially by elders play a very important role to influence career direction of the children (Rahim et al., 2015). Meaning to say, a family with entrepreneurial background is likely to create new entrepreneur whereas children from a family without entrepreneurial background has high tendency not becoming an entrepreneur or participating in entrepreneurial activity in the future.

Entrepreneurial culture is established by several aspects in the entrepreneurial ecosystem. Influence from friend, family and community serve as major element that can affect a person's attitude towards entrepreneurship (Davidson, Hunter, and Klofsten, 2006). If entrepreneur is a common career choice in the society; young individual starting new business venture becoming a norm, domino effect of the norm can be triggered, the entrepreneurial spirit will gradually occupy the whole population.

On the other hand, a stable economic condition reduce the burden for entrepreneurs to obtain fund for new business venture. Access to financial support for entrepreneurs at the beginning stage is crucial. Failure to raise capital and obtain loans are deadly strike to many new entrepreneurs. Many great ideas were just buried silently when entrepreneurs failed to leap from the initial financial difficulty. The situation not only applies to new entrepreneurs, but also to entrepreneurs at their growing stage (Mohammadali and Abdulkhaliq, 2019).

Globalization and liberalization of economy have make resources more accessible and transferable beyond borders. As a result of globalization, competition for resources has increased. However, economy liberalization harms local SMEs in many ways, they have to find cheaper materials to compete with cheaper foreign products and services. Globalization creates advanced information and communication technologies, and as a result, globalization requires more effective entrepreneurial facilities such as risk management system, supply chain management system, sales strategy and marketing channels (Ritchie and Brindley, 2000). Globalization is stimulating the development of entrepreneurship but on the other side, small-scale businesses may not to be able to survive in the high competitiveness environment. Eventually, entrepreneurs need to enhance their competitive capability and the assistance from the government is crucial.

In Malaysia, entrepreneurs are often linked with multinational corporations (MNCs), they have business relationship with MNCs in small or medium scales. Following the global liberalization trend on the market, some MNCs are shifting out to other countries with lower labour cost such as China, Bangladesh and Vietnam. As a result, foreign direct investment will be affected, entrepreneurs will lose businesses and the vicious circle will be triggered. Subsequently, some entrepreneurs business or SMEs will close down, sourcing chain of MNCs may be affected as some particular parts or components could not be obtained (Samad, 2007). However, Knight (2000) conducted a research on the ground that focus on SMEs being internationalized. His empirical studies implied that international entrepreneurship orientation is vital, and several important parameters such as internationalization preparation and technology acquisition are required to elevate SMEs competencies at international stage. Hence again, government has to undertake necessary actions to sustain the MNCs as their economic role is irreplaceable and for SMEs to maintain and prosper.

2.4 Summary of Literature Review

Based on the above literature discussions, it can be concluded that individual with entrepreneurial personal trait serve as an internal factor that will positively influence an individual towards entrepreneurship.

On the other hand, entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment serve as the external factors that will positively influence an individual towards entrepreneurship. In relation to the external factors that are being the focus of the research, three hypothesis can be established based on examination of the above literatures:-

- a) **Entrepreneurship can be encouraged by entrepreneurial education;**
- b) **Entrepreneurship can be encouraged by government; and**
- c) **Entrepreneurship can be encouraged by entrepreneurial culture & environment.**

2.5 Conceptual Framework

A conceptual framework is a structure of the research that present the relationship between the major concepts of a study. It is a logical structure to explain how concepts or ideas relate to one another (Grant and Osanloo, 2014).

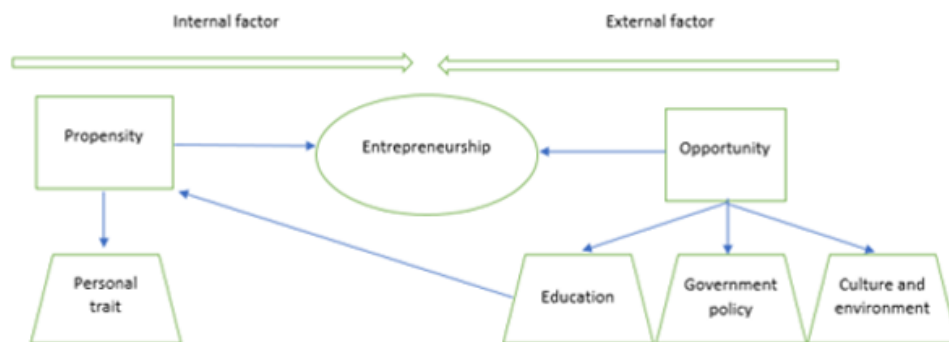
Figure 5 below illustrates the factors influencing the attitude towards entrepreneurship. After examining earlier literatures, the researcher logically conclude that the factors can be categorised into internal and external factor. Internal factor signifies the entrepreneurial force that emanated from entrepreneur himself. It is the natural inclination towards entrepreneurship. Certain individual characteristic will create positive desire to entrepreneurship (Krueger et al., 2000) and such natural inclination derive from the personality trait of character. Individual who naturally reveals entrepreneurial traits is believed to have higher tendency to participate in entrepreneurial activities.

External factors derive from surrounding opportunities. For the context of the study, the research focuses on education, government policy, and culture & environment. These three elements are highly connected to the attitude towards entrepreneurship as the literatures discussed earlier have indicated that the impact of entrepreneurial education, government

policy and entrepreneurial culture and environment are highly significant to increase intention of an individual to start new business venture.

In addition, it can be induced that entrepreneurial education has the capability to influence an individual's propensity towards entrepreneurship. Lee, Chang, and Lim (2005) suggested that entrepreneurial personality can be developed and cultivated through entrepreneurial education. Individuals that are not born with entrepreneurial traits can be equipped through education and learning programme.

Figure 5- Conceptual framework of factors influencing attitude towards entrepreneurship



Chapter 3: Research Methodology

3.1 Introduction

The research methodology chapter outlines the research philosophy, approach and design as well as the process of data collection and analysis. The research objective as discussed in earlier chapter, is to investigate the attitudes of local tertiary education students towards entrepreneurship in Malaysia, based on the influence by entrepreneurial education, entrepreneurial policy and entrepreneurial culture & environment in Malaysia.

The literature review in chapter two revealed that a favourable entrepreneurial education, entrepreneurial policy, and culture & environment are important to encourage entrepreneurship. Hence, the relationship between these entrepreneurial factors and the attitude of tertiary education student towards entrepreneurship will be further examined in Malaysia context.

In order to enhance the validity and reliability of the research findings, triangulation approach will be used which involve both qualitative and quantitative methods.

3.2 Research Philosophy

The research heavily inclines towards positivism paradigm, which allows understanding of certain behaviour through observation and measurement (O'Leary, 2004). Under this paradigm, objective analysis is more emphasised through interpretation from the collected data.

For the purpose of the research, the elements of interpretivism can also be uncovered as it recognise the impact of participants' own experience (Creswell, 2003) and the research tend to discover the varying social reality, by interpreting personal entrepreneurial experience of the participant.

Therefore, the research employs a triangulation approach combining quantitative and qualitative research approach to collect data required to achieve the research objective. Quantitative approach focuses on collection of large amounts of data whereas qualitative approach focuses on examining how people think and act. To make the research more diligent

and rigorous is not merely based on what is being said, but also what is being interpreted, and subsequently how the findings reflect the specific social context (Ezzy, 2001).

3.3 Research Approach

The objective of the research is to study the attitudes of local tertiary education student towards entrepreneurship in Malaysia, principally influenced by entrepreneurial education, government entrepreneurial policy, entrepreneurial culture & environment in Malaysia.

Quantitative data collection will be conducted through purposive sampling questionnaire survey. The survey strategy permits the data collection from a wide range of responses from the target respondents, which is local tertiary education students in Malaysia for the research purpose. The large amount of data collected will be subsequently analysed with the help of relevant statistical modules and to establish a conclusion.

Qualitative data collection will be conducted to enhance the research finding, through structured interview with Malaysian entrepreneurs with tertiary education qualification. The nature of this method allows collection of inclusive information, detailed and quality data (Bryman and Bell, 2015) to enhance the quantitative data findings. The interview is designed to extract inclusive information from participants to gain better insight to understand the current entrepreneurial situation in Malaysia. Through the designed interview questions, responses from participants will help the research to understand in details the actual impact of entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia, as in whether these factors are positively and constructively influencing students at higher education.

The literature chapter contributes in formulating the interview questions. Specific questions are designed mostly deriving from content of the literature review to increase consistency of primary and secondary data result outcome in order to establish a supported conclusion.

With the use of both quantitative and qualitative approach, more thorough and in-depth information can be discovered from the research. The combining method is termed as triangulation as previously discussed to increase validity and reliability of the finding. This method enables the research to obtain more comprehensive result, particularly interview with

Malaysian entrepreneurs who have actual entrepreneurial experience, which can provide more comprehensive insight and information that can support the research finding.

3.4 Methods of Data Collection

Research data are to be obtained from different channel of sources depending on the nature of the research (Bell, 2014). The research will collect primary data by both quantitative and qualitative approach. Questionnaire survey and structured interview will be employed.

3.4.1 Quantitative Data Collection

Questionnaire survey is used to collect quantitative data in the research. Questionnaire was chosen as the data collection tool because it is reliable method to collect information from large numbers of respondents effectively in a timely manner. The questionnaire survey was designed from Googleform. The questionnaire aimed to be participated only by qualified respondents, which are restricted to only local tertiary education student in Malaysia. The questionnaire survey consists of five sections and the survey comprises of multiple choice question and question based on likert-rating scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Bennett, 2006).

The first section (Chapter 7.1) is personal information whereby the respondent is required to fill up his or her personal details such as gender, academic qualification and age group. The second section (Chapter 7.2) is to obtain responses regarding students' attitude and perception towards entrepreneurship. The purpose of this section intends to identify students' attitudes by answering the questionnaire involving questions such as their entrepreneurial intention and career preference. The third section (Chapter 7.3) involves questions with regards to entrepreneurial education. The purpose of this section intends to investigate the students' perception of the importance and quality of entrepreneurial education. Questions on government entrepreneurial policy is on fourth section (Chapter 7.4) and entrepreneurial culture & environment on fifth section (Chapter 7.5).

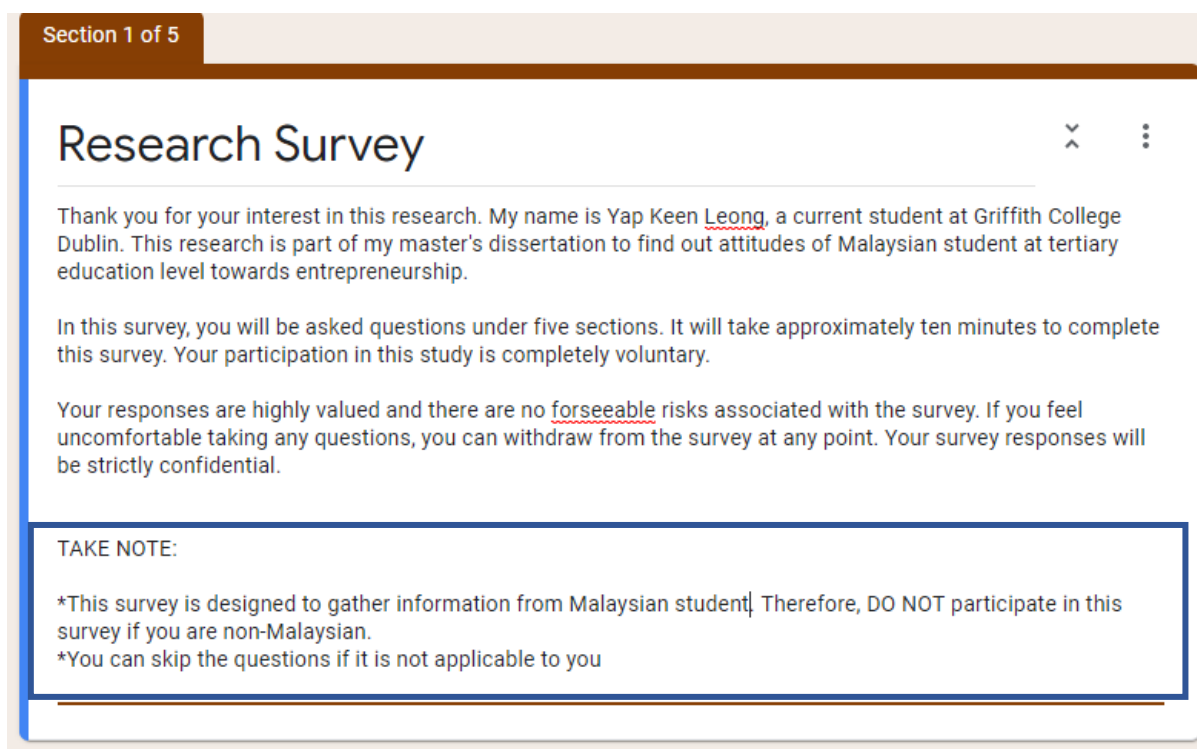
The survey was created in pursuant of the conceptual framework and literature chapter to discover the attitude of local tertiary education student towards entrepreneurship in Malaysia and to explore the impact of entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia. Questions were formulated by referring to

the literature review and the survey was designed to encourage the students to answer based on their perception.

Prior to conducting the survey, the first draft was sent to supervisor for review and a pre-test was done based on the first draft of questionnaire with three Malaysian students of a local college, at the age from 19 to 24. The first draft was revised subsequently to minimise grammatical error, repetitiveness of questions and to improve the structure of the survey to become more research-oriented.

The questionnaire survey is composed into a short link and subsequently distributed in several social media channels, mainly via Facebook by posting directly on local college student community pages and Whatsapp group. Through this method, the questionnaire survey can be reached to target students quickly and effectively. To enhance the credibility and participation rate, the survey will be conducted anonymously, with the option to opt-out at any time during the survey. Furthermore, the survey will be conducted on a voluntary basis to avoid imposing any pressure to anyone. The data collected will remain confidential and be used only for the purpose of the research and will not disclose to any third party. The research has made an assumption that each student is participating the survey honestly and in good faith. To minimize the chances of participation in the survey from non-qualified participant in order to increase the data accuracy, instructions as shown in Figure 6 below was given in the questionnaire survey which only to allow Malaysian student to participate in the questionnaire survey.

Figure 6 Questionnaire survey instructions



Section 1 of 5

Research Survey

Thank you for your interest in this research. My name is Yap Keen Leong, a current student at Griffith College Dublin. This research is part of my master's dissertation to find out attitudes of Malaysian student at tertiary education level towards entrepreneurship.

In this survey, you will be asked questions under five sections. It will take approximately ten minutes to complete this survey. Your participation in this study is completely voluntary.

Your responses are highly valued and there are no foreseeable risks associated with the survey. If you feel uncomfortable taking any questions, you can withdraw from the survey at any point. Your survey responses will be strictly confidential.

TAKE NOTE:

- *This survey is designed to gather information from Malaysian student. Therefore, DO NOT participate in this survey if you are non-Malaysian.
- *You can skip the questions if it is not applicable to you

3.4.2 Qualitative Data Collection

The objective of the research is to study the attitudes of local tertiary education student towards entrepreneurship in Malaysia, principally based on the aspects of entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia. As previously mentioned, qualitative data method is employed to supplement the research finding from quantitative data. The understanding of the impact of entrepreneurial education, government entrepreneurial policy, entrepreneurial culture & environment to students at higher education level in Malaysia can be obtained through a structure interview as it is an excellent method to acquire insight into social issues by examining the individual's experience (Seidman, 2012).

A structured interview is used to collect qualitative data in the research. A structured interview contains explicit questions that helps to prevent veering off the topic. The interview question is separated by four topics into four sections. The four topics includes attitudes towards entrepreneurship, entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia respectively. It is believed that the interview

on these four topics will help the research to gain exploratory findings in line with the research objective.

As introduced in Chapter 1, Malaysia is a multiracial country and consists of three main ethnic groups, namely Malay, Chinese, and Indian. Therefore, interview will be conducted with a set of target participants, a group of Malaysian entrepreneurs from different racial background (Malay, Chinese and Indian) with tertiary education qualification. The reason to select participants from different racial background is to avoid any potential biased finding.

It is important to gain approval from interviewee before proceeding to data analysing. Therefore, the transcribed interview record will be resent to the respective interviewee for checking if the content is consistent to what they had expressed during the interview. This will help to ensure the validity and credibility of the data interpretation.

In terms of interview, telephone interview will be conducted as it serve as the 'primary electronic medium for interpersonal communication' (Hopper, 1992). Research somehow proved that telephone interview share many benefits of face-to-face interviews, such as high response rate and cost-effectiveness (Lavrakas, 1987). Furthermore, some potential problems associated with face-to-face interview such anxiety of interviewer and interviewee, may be minimized through telephone interview (Marcus and Crane, 1986). Furthermore, to improve time efficiency, a full set of interview question will be sent to all interviewees for their perusal prior actual interview.

3.4.3 Interview Questions

A series of questions were prepared for the telephone interview. The interview questions consists mixture of open ended & close ended question, and behaviour-based question with the purpose of obtaining straightforward and relevant response from the respondent. Open ended and behaviour-based question is appropriate in collecting qualitative data as it allows respondent to provide full information without restricting or influencing respondent with predefined answer. The interview questions are categorised and listed in Table 2 below:-

Table 2- Interview Questions

<p>Introduction</p> <ol style="list-style-type: none">1. When was your business established?2. What makes you decided to start up your own business?
<p>Entrepreneurial education</p> <ol style="list-style-type: none">1. Which college or university were you graduated from? What was your study course?2. Did you start your business once after you have completed your tertiary education?3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?5. How was the subject being taught? Was the subject more towards theoretical or practical basis?6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?
<p>Government entrepreneurial policy</p> <ol style="list-style-type: none">1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?3. Today, what are the government entrepreneurial support that are available to a student who wish to start a new business?4. Did you apply for any government entrepreneurial support? How did it help your business?5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?
<p>Entrepreneurial culture and environment</p> <ol style="list-style-type: none">1. Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?2. Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?3. Is entrepreneur be considered as a common career option in Malaysia? And why?4. Do you think socio-economic condition of a society will affect the entrepreneurial development?5. Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?

3.5 Sampling Size

In relation to quantitative data, the research intends to target 250 respondents, only local tertiary education students in Malaysia are qualified to participate the questionnaire survey. As mentioned above, questionnaire survey will be distributed online through appropriate social media group to ensure all respondents are qualified to take part in the survey.

In relation to qualitative data, the research aims to conduct interview with 5 respondents. Each respondent has to be a Malaysian entrepreneur with tertiary level education qualification.

3.6 Research Ethics

The research considers ethical conduct as the core aspect of the research. The ethical consideration aims to reduce risk of misunderstanding and misinterpretation of data collected. Therefore, the research has employed ethical practices throughout the research process particularly during the conduct of questionnaire survey and interview. Highly sensitive and incriminating information is unlikely to be involved throughout the data collection. Moral obligation is highlighted by the researcher especially during interview session to avoid any potential misunderstanding between interviewee and interviewer. In addition, privacy and anonymity of the respondents will be respected in an ethical manner.

The data collection process is unlikely to impose any potential risks to the respondents who involve in the research study. Data collected through the research will be used by the researcher for the purpose of the dissertation solely and the data collected will not be disclosed to any third party unless consent is obtained from the respondent. Furthermore, it is intended that the data collected from the respondents will be destroyed within two year from the collection date.

The researcher has considered copyright and plagiarism issue and it is ensured that adherence to university guidelines and ethical practices are strictly followed.

3.7 Research Limitation

The dissertation was prepared and produced in the midst of COVID-19 pandemic, there are some unavoidable constraints and limitations in the process of completing the research.

In collection of qualitative data, face to face interviews were originally fixed and scheduled. However, due to the pandemic, face to face interviews were not appropriate and not advisable to be conducted. Therefore, all the interviews were subsequently changed to phone interviews to make it convenient for all interview respondents.

Through phone interviews, the whole interview conversations may not be able to be recorded word by word accurately without zero mistake. However, interview has been subsequently transcribed and resent to all interviewees to obtain their approval to ensure accuracy and reliability.

In addition, physical resources such as reference book in library were not accessible throughout the dissertation process, and thus the research has been conducted mostly in reliance of online resources.

Chapter 4: Presentation and Discussion of the Findings

This chapter reviews and discusses the findings that were produced from quantitative and qualitative data through interview and online questionnaire survey. The findings were recorded and obtained following the research design and methodology as discussed in chapter 3 based on the research objectives. The objective of the research is to investigate the attitudes of local tertiary education students towards entrepreneurship in Malaysia, and within the context of the research, the study focuses on the effect of entrepreneurial education, government entrepreneurial policy, entrepreneurial culture and environment that serve as the significant factors that would influence the entrepreneurial attitude of the students.

For the purpose of the research, 225 questionnaire surveys responses were collected but only 221 responses were validly completed. Out of 221 respondents, 124 respondents are male amounts to 56.1 % and 97 female respondents amounts to 43.9 %. In terms of age, 16 respondents (7.2 %) are below age of 18; 180 respondents (81.4 %) are between age of 19 to 24; 24 respondents (10.9 %) are between age of 25 to 30; and 1 respondent (0.5 %) is above age of 30. In terms of academic qualification, the survey was designed to collect information only from Malaysian students at tertiary level education in Malaysia, and it was revealed that 185 respondents (83.7 %) are undergraduate students and 36 respondents (16.3 %) are postgraduate students. It was revealed that 198 respondents (89.6 %) are having compulsory entrepreneurship subject within their college study course while 23 respondents (10.4 %) revealed that there is no compulsory entrepreneurship subject within their study course.

On the other hand, 5 interviews were conducted, all the respondents are Malaysian entrepreneurs with tertiary education qualification. The brief details of the interviewees are as follows:-

Respondent	Races	Age	Gender	Business Nature
Interviewee A	Malaysian Chinese	24	Male	Food and beverages
Interviewee B	Malaysian Chinese	25	Male	Logistic service
Interviewee C	Malaysian Indian	26	Female	Food and beverages
Interviewee D	Malaysian Chinese	28	Male	Agricultural business owner
Interviewee E	Malaysian Malay	23	Male	E-commerce

4.1 Attitude of Malaysian Tertiary Education Students towards Entrepreneurship

Table 3- Summary findings of questionnaire second section in chapter 7.2 (Column Graph 1-7)

The findings of attitude of Malaysian tertiary education students towards entrepreneurship	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I wish to get a salaried employment	2.7 %	8.7 %	35.6 %	46.6 %	6.4 %
I am determined to start my own business venture in the future	11.4 %	45 %	30 %	8.6 %	5 %
I consider entrepreneurship as a career option	8.2 %	17.3 %	31.8 %	32.7 %	10 %
Being an entrepreneur implies more advantages than disadvantages	8.2 %	12.7 %	33.2 %	30 %	15.9 %
Being an entrepreneur would lead to great satisfaction	8.2 %	10.9 %	33.2 %	32.7 %	15 %
Entrepreneurship contributes to economic development	5 %	10.5 %	25.9 %	29.1 %	29.5 %
Entrepreneurship can improve employment rate in Malaysia	6.4 %	11.9 %	23.3 %	26 %	32.4 %

Based on Table 3, respondents were asked if they wish to get a salaried employment, 53 % are agreeing; 35.6 % neutral; and 11.4 % are disagreeing. On the other hand, respondents were asked if they are determined to set up new business venture in the future, 13.6 % are agreeing; 30 % neutral; and 56.4 % are disagreeing. Majority of the respondents are looking for a salaried employment and they do not plan to set up their own business.

Question regarding whether respondents consider entrepreneurship as a career option, 42.7 % are agreeing; 31.8 % neutral; and 25.5 % are disagreeing. Respondents were asked whether if

being an entrepreneur implies more advantages than disadvantages, 45.9 % are agreeing; 33.2 % neutral; and 20.9 % are disagreeing. Whether being an entrepreneur would lead to great satisfaction, 47.7 % are agreeing; 33.2 % neutral; and 19.1 % are disagreeing. Furthermore, when the respondents were asked if entrepreneurship could help to contribute economic development, 58.6 % are agreeing; 25.9 % neutral; and 15.5 % are disagreeing. To add to that, whether entrepreneurship can improve employment rate in Malaysia, 58.4 % are agreeing; 23.3 % neutral; and 18.3 % are disagreeing.

The result shows that most of the respondents expressed that entrepreneurship can positively benefit themselves and economy of the society, contributing overall benefits. However, most of the respondents are not interested in entrepreneurship.

4.2 Impact of Entrepreneurial Education in Malaysia

Table 4- Summary findings of questionnaire third section in chapter 7.3 (Column Graph 8-15)

The findings of the effect of entrepreneurial education	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Entrepreneurial education is essential to encourage entrepreneurship	5.5 %	12.3 %	26.5 %	30.1 %	25.6 %
Entrepreneurial training program and short course influence student to become an entrepreneur	7.3 %	12.8 %	24.7 %	32.4 %	22.8 %
Entrepreneurial subject in my college is very practical	23.4 %	34 %	27.7 %	9.6 %	5.3 %
Entrepreneurial subject in my college is merely theoretical	5.3 %	6.8 %	26.8 %	34.7 %	26.3 %
Entrepreneurial subject in my college has enhanced my entrepreneurial intention to become an entrepreneur	22.1 %	32.6 %	28.4 %	11.6 %	5.3 %
Entrepreneurial subject should be implemented starting from primary school	6.8 %	13.2 %	35 %	33.2 %	11.8 %
Quality of lecturer is very important for entrepreneurial education	5 %	4.5 %	25.9 %	39.1 %	25.5 %
Entrepreneurship subject lecturer in my college is well qualified and very effective in teaching	26.2 %	35.1 %	26.2 %	6.3 %	6.3 %

Based on Table 4, respondents were asked whether entrepreneurial education is essential to encourage entrepreneurship, 55.7 % are agreeing; 26.5 % neutral; and 17.8 % are disagreeing. In addition, whether entrepreneurial training program and short course can influence student to become an entrepreneur, 55.2 % are agreeing; 24.7 % neutral; and 20.1 % are disagreeing. Majority of the respondents expressed that entrepreneurial education, courses, and training programmes have the capability to encourage entrepreneurship among students and this point of view is supported by Sanchez (2013), where the author suggested that entrepreneurial education can enhance both entrepreneurial intention and capabilities to self-employment. Entrepreneurial education is claimed to be the most effective way to foster entrepreneurial culture by nurturing entrepreneurial mindset and thereby encouraging the emergence of future entrepreneurs (Fenton and Barry, 2014).

Whether entrepreneurial subject should be implemented starting from primary school, 45 % are agreeing; 35 % neutral; and 20 % are disagreeing. Whether quality of lecturer is very important for entrepreneurial education, 64.6 % are agreeing; 25.9 % neutral; and 9.5 % are disagreeing.

The respondents at tertiary level education were asked of their views pertaining to the entrepreneurship subject within their study course in college. Out of 221 responses, less than 191 responses were obtained for this part of the survey because some respondents have not attended the any entrepreneurship subject before participating in this questionnaire survey. Respondents who expressed that the entrepreneurship subject they have attended during college is practical, 14.9 % are agreeing; 27.7 % neutral; and 57.4 % are disagreeing. On the other hand, respondents who are expressing that the entrepreneurship subject that they have attended during college is merely theoretical, 61 % are agreeing; 26.8 % neutral; and 12.1 % are disagreeing. Whether entrepreneurial subject in college has enhanced their entrepreneurial intention to become an entrepreneur, 16.9 % are agreeing; 28.4 % neutral; and 54.7 % are disagreeing. From the result, it shows that majority of the college students in Malaysia expressed that the entrepreneurship subject in college was more towards theoretical basis and less practical effect to the students and it has not created much impact influencing students' entrepreneurial intention. This point of view is consistent with the previous study in Malaysia, suggesting that many entrepreneurship policies and education programs initiated by the government have failed to popularize entrepreneurship among young graduates as their career choice (Mohamed, Rezai, Shamsudin and Mahmud, 2012).

Mohd, Fakhrul, and Mohamed (2014) suggested that most existing entrepreneurial education in Malaysia generally focuses on theoretical knowledge and pays less attention to practical application. In addition, interviewee A, B and E have the similar view where they described that the entrepreneurship subject they had attended during college was more theoretical concept learning. Interviewee A stated that:

“the subject was taught in a very theoretical basis, many entrepreneurial theories were explained, but it does not show us how to apply in real life.”

Interviewee B stated that: *“I remember the entrepreneurship subject, when I was in year two in my college, the subject was kind of boring, I remember because I was expecting that would be very interesting and I had high expectation on the subject because personally I am very into business activities. There were not much practical activities involved, just normal teaching following syllabus and we had exam after that, and that’s all, in fact I was expecting more.”*

Interviewee E stated that: *“I think the class did not have much impact to me, it is just basic entrepreneurship knowledge which enable us to understand a little about entrepreneurship.”*

However, interviewee D expressed differently and stating that: *“the entrepreneurship subject during my college gave me a clearer perspective in business world. It enriched me with the knowledge regarding access to finance and procedures of patent rights application and of course I had my own research as well, but overall I think I am benefited from the subject and it has contributed to me in the process of becoming an entrepreneur.”*

Education program with poor quality is found to be incapable of delivering entrepreneurial competency (Fatoki, 2010). Some of the educators involved were found to have no adequate qualifications to conduct the education program largely due to irrelevant education background and lack of teaching experience (Yusoff et al., 2014).

Interviewee B stated that: *“I am sure that the lecturer did not have proper and qualified entrepreneurial background when he was teaching us, he was not very familiar with the entrepreneurship process because I think he did not have actual entrepreneurship experience.”*

In relation of this view, respondents were asked of their view whether their entrepreneurship subject lecturer in college is well qualified and effective in teaching, 12.6 % are agreeing; 26.2 % neutral; and 61.3 % are disagreeing.

In relation to expectation on entrepreneurship subject in college, few questions have been posted during the interview. Interviewee A expressed that the entrepreneurial subject should be divided into theoretical and practical session and the course should be extended for longer period for students to actually get involved in entrepreneurial environment because actual entrepreneurial experience will encourage and promote entrepreneurial intention of the student to create new business venture in the future. Interviewee B suggested that the entrepreneurial subject should be structured on pure project basis in which students have to complete certain entrepreneurial tasks with collaboration with actual companies. Interviewee C also suggested that entrepreneurial subject should be made a yearly subject where she mentioned that:

“if we want to achieve the entrepreneurial purpose, student need to have attend the subject every year during college because if student had the subject only in second year for example, and at the time when they graduate, students might have probably forgotten the subject and this will not serve the purpose to enhance their entrepreneurial interest.”

Interviewee E admitted that entrepreneurial subject could serve the purpose of introducing entrepreneurial idea and basic concept to the students, but they expressed that entrepreneurial education has limited impact to student, it can offer entrepreneurial knowledge and practical support at limited extent, but self-determination and passion of students towards entrepreneurship are more important factors.

Interviewee E added that: *“you cannot blame the school for not providing a very good education to you, you cannot 100 % rely on education to change someone’s mind, education serve to introduce some entrepreneurship idea and concept, you yourself have to be very resourceful and strive really hard if you really want to become a successful entrepreneur.”*

4.3 Impact of Government Entrepreneurial Policy in Malaysia

Table 5- Summary findings of questionnaire fourth section in chapter 7.4 (Column Graph 16-22)

The findings of the effect of government entrepreneurial policy	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Government entrepreneurial policy is critical to promote entrepreneurship	3.6 %	6.4 %	25 %	34.1 %	30.9 %
Government entrepreneurial policy in Malaysia is effective to support new venture creation	17.3 %	33.2 %	28.2 %	12.7 %	8.6 %
Government support help to minimize startup obstacles for entrepreneur	3.7 %	14.2 %	25.6 %	35.2 %	21.5 %
Government entrepreneurial support in Malaysia can be easily accessible	17 %	28 %	24.8 %	19.7 %	10.6 %
Startup fund can be easily accessible in Malaysia	22 %	33 %	23.9 %	15.1 %	6 %
Entrepreneurial rules and regulation in Malaysia is flexible and entrepreneur-friendly	16.9 %	30.6 %	28.3 %	16.9 %	7.3 %
Intellectual property rights of entrepreneurs are well protected and supported by the government in Malaysia	14.7 %	35.5 %	29.5 %	12.9 %	7.4 %

Based on Table 5, whether government entrepreneurial policy is critical to promote entrepreneurship, 65 % are agreeing; 25 % neutral; and 10 % are disagreeing. Whether government support can help to minimize startup obstacles for entrepreneur, 56.7 % are

agreeing; 25.6 % neutral; and 17.9 % are disagreeing. According to Tsai and Kuo (2011), government plays an important role in eliminating barriers for entrepreneurs entering into business world, creating new entrepreneurial opportunities and encourage entrepreneurial participation. Furthermore, the capability and willingness of entrepreneurs to initiate a new business may be enhanced when start up obstacles are reduced, external resources and skills can be easily acquired (Tan and Teo, 2000).

According to Gnyawali and Fogel (1994), government can improve national entrepreneurship level through assistance programs which includes tax relief, incentives, flexible trade rules and regulations, resulting positive entrepreneurial environment. With regards to the most essential government support to entrepreneur in Malaysia, Diagram 5 in chapter 7.4 shows that 68.8 % of the respondents selected startup fund; 15.6 % selected tax incentive; 7.8 % selected intellectual property protection; 7.3 % selected flexible entrepreneurial rules and regulation; and 0.5 % selected mentoring as support from the government that entrepreneur needs the most.

Whether government entrepreneurial policy in Malaysia is effective to support new venture creation, 21.3 % are agreeing; 28.2 neutral; and 50.5 % are disagreeing. Whether government entrepreneurial support in Malaysia can be easily accessible, 30.3 % are agreeing; 24.8 % neutral; and 45 % are disagreeing. Whether startup fund can be easily accessible in Malaysia, 21.1 % are agreeing; 23.9 % neutral; and 55 % are disagreeing. Whether entrepreneurial rules and regulation in Malaysia is flexible and entrepreneur-friendly, 24.2 % are agreeing; 28.3 % neutral; and 47.5 % are disagreeing. Whether intellectual property rights of entrepreneurs are well protected and supported by the government in Malaysia, 20.3 % are agreeing; 29.5 % neutral; and 50.2 % are disagreeing. From the result, it shows that only minority of the respondents agreed that government entrepreneurial policy and support in Malaysia such as start-up fund, entrepreneurial rules and regulation are satisfying.

During the interview, all interviewees agreed that government entrepreneurial policy is essential to assist new entrepreneurs at beginning stage initiating their businesses and they believed that government entrepreneurial policy and support substantially influence students' attitude towards entrepreneurship.

Interviewee A explained that his participation in a mentorship programme supported by government had benefited him at the beginning stage, however he added that many government support programmes were not implemented fairly and effectively. He stated that:

“there are numbers of government assistance programmes which are only applicable to certain group of people, they are only open to particular group of people.”

He concluded that the current government entrepreneurial policy on entrepreneurship are generally unequal, most of the entrepreneurial policies are benefiting the Malay group, in terms of budget allocating, distribution of resources and infrastructure support, Therefore, many Chinese and Indian students opted for salaried employment after graduate instead of trying to start new business venture because they were aware that they might not be able to receive sufficient support from the government.

Interviewee B expressed his view that government entrepreneurial policy is the most important factor to encourage student to participate in entrepreneurial activities especially in terms of financial assistance. He stated that:

“to a student or a new entrepreneur, financial abilities is very crucial especially for those who do not have a strong financial background. Skills and knowledge can be learned and improved later but if you do not have money, you are not able to start your business.”

However, he added that financial assistance or business loan are available to new entrepreneur in Malaysia, but there are different standard in business loan application due to different racial background.

He stated that:

“Malay group has special advantage in Malaysia because they are bumiputera of the country. That is where I felt unfair because in Malaysia, you may obtain financial support from the government not because you have a good business idea but your racial background. I myself did not apply for government subsidy because I felt the process is time wasting and luckily I obtained my startup fund from my family. But some of my friends who have been applying government subsidy to start their business but many of their applications were rejected, then they had no choice but to get a job first, and they have to postpone their plan after they have enough saving.”

In relation to the effect of government entrepreneurial policy to influence students' attitude towards entrepreneurship, interviewee C expressed that government entrepreneurial policy in Malaysia has been improving gradually in the past 10 years even it is still incomparable with other advanced countries such as the United States and China in terms of scale and technology. She continued to explain that she was benefited from the tax relief policy implemented by the

government at the first 2 years of her business. She described that she was having dilemma between accepting a job offer and starting her own business at the time she graduated from college. She chose the latter because she felt secure with the entrepreneurship ecosystem with various incentive programme in Malaysia. In addition, she believed that the government effort in promoting entrepreneurship is very encouraging to students and she expects to see more creation of new entrepreneurs in near future.

Interviewee D described that government entrepreneurial policy in Malaysia is encouraging and making the entrepreneurial environment favourable to student and new entrepreneur. He added that the intellectual property corporation of Malaysia (MyIPO), a government agency that in charge of intellectual property rights, copyrights, patents, and trademarks has been assisting him to complete his agriculture product patent application, patents that are registered under MyIPO will become part of worldwide database to avoid idea stealing. Furthermore, the process of drafting patent is now easier with no cost as the patent drafting process is funded by the government.

Interviewee D stated that:

“it is important to protect your idea, your invention because your invention will have zero value if you do not register and protect it. In Malaysia, grey market exists where there are people steal idea from others and selling unregistered products and services to make profit. To prevent that, you have to ensure your products are safely registered and protected.”

At national level, government plays an important role in eliminating barriers for entrepreneurs entering into business world, creating new business opportunities and encourage entrepreneurial participation (Tsai and Kuo, 2011). In support of this view, interviewee E described that Malaysian government is active in building a favourable entrepreneurial environment by introducing numbers of new funding & incentive plans and graduate entrepreneurial programme, bridging the graduate students to entrepreneurship. These plans and programmes are introduced to reduce and minimize the entry barrier for new entrepreneurs. He further added that nowadays many college students have been setting up their business during college and this trend is getting popular following the introduction of such entrepreneurial programmes and plans by the government.

4.4 Impact of Entrepreneurial Culture and Environment in Malaysia

Table 6- Summary findings of questionnaire fifth section in chapter 7.5 (Column Graph 23-28)

The findings of the effect of entrepreneurial culture and environment	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Society culture and environment will affect individual's attitude towards entrepreneurship	5 %	5.9 %	29.5 %	32.7 %	26.8 %
A stable socio-economic status will encourage entrepreneurial activity	5.5 %	9.5 %	28.2 %	31.8 %	25 %
Influence from friend and family are very important to entrepreneur	6.4 %	10 %	28.8 %	29.7 %	25.1 %
Entrepreneurial culture and environment in Malaysia is favourable to entrepreneur	15.5 %	25.6 %	27.9 %	16.4 %	14.6 %
Socio-economic in Malaysia is stable and favourable for entrepreneurial activity	10 %	23.3 %	30.6 %	25.1 %	11 %
Entrepreneur is a common career option in Malaysia	15.5 %	36.1 %	26.9 %	12.8 %	8.7 %

Based on Table 6, whether society culture and environment will affect individual's attitude towards entrepreneurship, 59.5 % are agreeing; 29.5 % neutral; and 10.9 % are disagreeing. Whether stable socio-economic status will encourage entrepreneurial activity, 56.8 % are agreeing; 28.2 % neutral; and 15 % are disagreeing. Whether influence from friend and family are very important to entrepreneur, 54.8 % are agreeing; 28.8 % neutral; and 16.4 % are disagreeing. Majority of the respondents agreed that entrepreneurial culture & environment, stable socio-economic environment, and entrepreneurial influence in the community can substantially enhance entrepreneurial activities in a society. In support of this view, Jafari-

Moghadam et al. (2017) expressed that a favourable environment will increase entrepreneurial activities in a society. A stable socio-economic environment is a guarantee for entrepreneurial development (Edward, Stuart, and William, 2009). Furthermore, influence from friend, family and community serve as major element that can affect a person's attitude towards entrepreneurship (Davidson, Hunter, and Klofsten, 2006).

However, when respondents were asked of their view whether entrepreneurial culture and environment in Malaysia is favourable to entrepreneur, 31 % are agreeing; 27.9 % neutral; and 41.1 % are disagreeing. Whether socio-economic in Malaysia is stable and favourable for entrepreneurial activity, 36.1 % are agreeing; 30.6 % neutral; and 33.3 % are disagreeing. Whether entrepreneur is a common career option in Malaysia, 21.5 % are agreeing; 26.9 neutral; and 51.6 % are disagreeing.

Interviewee A described that the entrepreneurship rate in Malaysia is low, entrepreneur is not considered a common career option for students and most of the graduate students will opt for a salaried employment because it is safe and secure.

He added that:

“the overall mindset of Malaysian is still less-connected with entrepreneurship, awareness of the importance of entrepreneurship is lacking among Malaysian, and even some people will think that only those who do not have sufficient education background or those who could not get a proper job, will involve themselves as an entrepreneur. The traditional way of thinking is still very strong especially elder generation. You have to first get a job, get promoted, become manager and higher position, that is the traditional definition of being successful and do not be surprised that this kind of perspective still exist in Malaysia.”

He also mentioned that his parents actually wanted him to accept the stable paid job instead of taking risk of starting his food and beverages business.

Interviewee B stated that entrepreneurial culture in Malaysia is not encouraging, the general view is that students are not encouraged to create new business venture immediately, they are advised to gain some job experience before starting their own business.

However, he added that:

“they will choose to continue in their position when they feel comfortable, they will keep going with their current career progress and they will feel reluctant to give up the stable monthly

income and regular working hours, and that is why the number of entrepreneur is not increasing.”

He started his logistic business after graduated from college, he agreed that working experience is important but he said that:

“the intention of obtaining working experience could also be the obstacle to anyone who intends to become an entrepreneur because the entrepreneurial opportunity does not exist anytime according to the entrepreneur’s preferential timeline, if you missed the golden opportunity, then you will miss it forever.”

Interviewee C realized that entrepreneur is not a common career option in Malaysia partly because Malaysian are lack of entrepreneurial understanding because entrepreneurial education is not strong in Malaysia. In addition, he realized that those who has strong financial background is more likely to become entrepreneur and those who are not supported by parents financially has higher tendency seeking for a stable employment. In addition, she explained that her decision to become entrepreneur was substantially influenced by her parents who are running their own business, she believed that her entrepreneurial intention was cultivated within the entrepreneurial environment since young age. Her parents are running cloth retail business and they did not urge her to succeed their business but gave her full support starting food and beverages business. In Malaysia, traditional practices and family influence especially by elders play a very important role to influence career direction of the children (Rahim et al., 2015). In support of this view, she concluded that support from family and family influence are key factor that can decide an individual’s attitude towards entrepreneurship.

Interviewee D asserted that he is the only entrepreneur who decided to initiate a startup among his friends group. He asserted that his friends refuse to join him despite several attempts of invitation. Furthermore, his parents attempted to stop his agriculture business because of high risk and not making good profit. He asserted that he was pressurized when he was not supported by people surrounding him and he believed that influence from friend and family is very important to increase entrepreneurship rate in Malaysia.

Interviewee E agreed that entrepreneurial culture will affect an individual’s attitude towards entrepreneurship. He expressed that his parents did not fully support his decision to become entrepreneur when he was still a student and he believed that support from family is definitely an encouraging factor to student who intend to become entrepreneur. He mentioned that he set up the E-commerce business with another two partners, who are also his classmates in college.

They had already decided to plan for the business when they were still in college, they had mutual intention and they encouraged with each other throughout the entrepreneurial process. He believed that influence from each other is important to keep them motivated.

4.5 Hypothesis Testing

Based on Table 4, 55.7 % agreed that entrepreneurial education is essential to encourage entrepreneurship, and 55.2 % agreed that entrepreneurial training program and short course can influence student to become an entrepreneur. Majority of the respondents expressed that entrepreneurial education, courses, and training programmes have the capability to encourage entrepreneurship among students which support the first hypotheses - **Attitude of tertiary education student towards entrepreneurship can be encouraged by entrepreneurial education**

Based on Table 5, 65 % agreed that government entrepreneurial policy is critical to promote entrepreneurship, 56.7 % agreed that government support can help to minimize start-up obstacles for entrepreneur. Majority of the respondents expressed that government entrepreneurial policy and support can help to promote entrepreneurship which support the second hypotheses - **Attitude of tertiary education student towards entrepreneurship can be encouraged by government entrepreneurial policy**

Based on Table 6, 59.5 % agreed that society culture and environment will affect individual's attitude towards entrepreneurship, 56.8 % agreed that stable socio-economic status will encourage entrepreneurial activity, and 54.8 % agreed that influence from friend and family are very important to entrepreneur. Majority of the respondents agreed that entrepreneurial culture & environment, stable socio-economic environment, and entrepreneurial influence in the community can substantially enhance entrepreneurial activities in a society which support the third hypotheses - **Attitude of tertiary education student towards entrepreneurship can be encouraged by entrepreneurial culture & environment**

Therefore, the three hypothesis established based on literature review in Chapter 2 is further developed and confirmed that:-

- a) **Attitude of tertiary education student towards entrepreneurship can be encouraged by entrepreneurial education;**
- b) **Attitude of tertiary education student towards entrepreneurship can be encouraged by government entrepreneurial policy; and**
- c) **Attitude of tertiary education student towards entrepreneurship can be encouraged by entrepreneurial culture & environment.**

To the research questions, a conclusion will be made by discovering to what extent the entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture & environment in Malaysia are influencing tertiary education student in Malaysia towards entrepreneurship in next section.

4.6 Conclusion

The research aims to develop a better understanding of the attitudes of tertiary education student towards entrepreneurship in Malaysia. In response of addressing the research objectives, the research aims to answer the following research questions set in Chapter 1.

- a) Whether entrepreneurial education is encouraging tertiary education student towards entrepreneurship in Malaysia?
- b) Whether government entrepreneurial policy is encouraging tertiary education student towards entrepreneurship in Malaysia?
- c) Whether entrepreneurial culture and environment is encouraging tertiary education student towards entrepreneurship in Malaysia?

a) Entrepreneurial education in Malaysia is NOT positively influencing Malaysian tertiary student towards entrepreneurship

This conclusion is derived from several result evidences. Based on Table 4, 54.7 % of the respondents expressed that the entrepreneurial education from the college has failed to enhance their entrepreneurial intention to become an entrepreneur. It is also revealed that entrepreneurial education in Malaysia is more towards theoretical basis (61 % of the respondents agreed), and a few respondents during interview shared the similar opinion.

Quality of entrepreneurial education is one of the major problem discovered in college and university in Malaysia, one of the interviewee also commented that lecturer in the college did not have adequate qualification and experience. The findings from both questionnaire survey and interview reveal that insufficient effort has been invested and caused the overall entrepreneurial education in Malaysia failed to serve the its educational purpose, which is to encourage entrepreneurship and produce entrepreneurs among students.

b) Government of Malaysia failed to provide impartial entrepreneurial policy

Based on interview findings, it was described that government entrepreneurial policy in Malaysia has been improving gradually in the past 10 years and many new entrepreneurial plans and programmes funding & incentive plan and graduate entrepreneurial programme are introduced intending to reduce and minimize the entry barrier for new entrepreneurs. A few respondents during the interview claimed that they were benefited from the government entrepreneurial support and the government is putting effort to create a favourable entrepreneurial environment for entrepreneurs.

However, another issue was discovered. There are more than one respondents during the interview expressed that certain government entrepreneurial policies in Malaysia are unfairly introduced and implemented. Due to multiracial background in Malaysia, the study discovered that certain races in Malaysia enjoy special treatment under government entrepreneurial policy. For instance, certain group of people (Malay group) has the higher opportunity to obtain funding from the government, affected group of individuals are being ‘oppressed’, and many of them were deprived of the entrepreneurial opportunity.

Moreover, based on Table 5, 50.5 % of the respondents in the questionnaire survey expressed that government entrepreneurial policy in Malaysia is not effective in supporting

new venture creation. There are more respondents expressed that government entrepreneurial support such as start-up fund and intellectual property protection in Malaysia is not easily accessible.

In short, government entrepreneurial policy in Malaysia has been improving gradually, but there is also serious impediment that obstruct the overall entrepreneurial development, particularly minority group (non-Malay group) in Malaysia.

c) Entrepreneurial culture and environment in Malaysia is NOT positively encouraging tertiary education student in Malaysia to engage in entrepreneurial activities.

It was found that there are more respondents expressed that entrepreneurial culture and environment in Malaysia is not favourable to entrepreneur. However, more respondents expressed that socio-economic in Malaysia is stable and favourable for entrepreneurial activity.

The interview findings revealed that the overall Malaysians are having traditional and conservative perception towards entrepreneurship especially elder generation. Many parents do not encourage their children to engage in entrepreneurial activities for traditional reasons which led to the phenomenon that entrepreneur not being a common career option among Malaysian. It was also revealed that most of the young graduates from college in Malaysia will opt for a stable salaried employment. In short, entrepreneurial culture and environment in Malaysia are not encouraging tertiary education student to become entrepreneur.

In conclusion, it is believed some tertiary education students in Malaysia are unwilling to risk themselves in new start-up venture due to biased entrepreneurial policy and it is safe to conclude that most tertiary education students in Malaysia are having unassertive attitude towards entrepreneurship because of the discouraging entrepreneurial education, culture and environment in Malaysia.

Chapter 5: Final Conclusion and Recommendation

This final chapter will discuss on the implications of the findings, limitation of the study, and future recommendations. The aim of this chapter is to suggest areas in the research that can be improved and proposes suggestion for future research.

5.1 Implications of Findings for the Research

The research has investigated the attitudes of tertiary education student towards entrepreneurship in Malaysia which influenced by entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture and environment. The research has provided better insight and awareness to understand the current development of entrepreneurship in Malaysia from student's perspective.

The results of the quantitative and qualitative data have demonstrated that there are significant barriers and impediments that are discouraging and slowing the development of entrepreneurship among tertiary education students in Malaysia.

There are critical shortcomings particularly in entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture in Malaysia that have been highlighted in the finding results that require quick actions from government, academic institutions, public and private sector. Even though development of entrepreneurship is a long term goal in Malaysia, education that promotes positive entrepreneurial belief; government policy that supports and encourages potential entrepreneurs; and culture that values entrepreneurship are urgently needed. It will be worthwhile when these effort and investment make entrepreneurship key pillar of economic growth for Malaysia.

5.2 Limitations of the Research

There is limitation to the quantitative data sample size, only 221 completed questionnaire surveys were collected, and it is unlikely to generalize and represent the opinions of every tertiary education students in Malaysia.

Furthermore, the research coverage was conducted within Malaysia context, with its own cultural and racial elements. Therefore there are limits for future references purpose as certain of the result finding may only be applicable in Malaysia.

Development of entrepreneurship is essential for every nations. Different factors could influence the development of entrepreneurship of a country and the influencing factors may vary from one country to another. However, the focus of the dissertation is only limited to three factors namely entrepreneurial education, government entrepreneurial policy, and entrepreneurial culture and environment.

5.3 Recommendations for Future Research

Students should be exposed to entrepreneurial education earlier at younger age for the purpose of nurturing entrepreneurial culture to encourage the development of entrepreneurship among students. This study was examined solely based on tertiary education students' perspective, secondary and primary education students were not included within the research coverage. Therefore, there is a need for further research to understand the behaviour and perspective of student from primary and secondary education.

Furthermore, the research finding predominantly based on students' perspective may not be able to reveal accurately and comprehensively the actual barriers of entrepreneurial education in Malaysia. Thus, it is suggested that a further research can be conducted along with educators and college lecturer to have a better position investigating the issue of entrepreneurial education in Malaysia.

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Chapter 7: Appendices

7.1 Questionnaire First Section

Diagram 1

Gender

221 responses

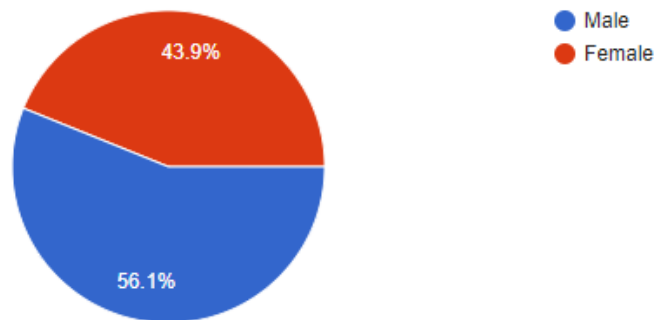


Diagram 2

Age

221 responses

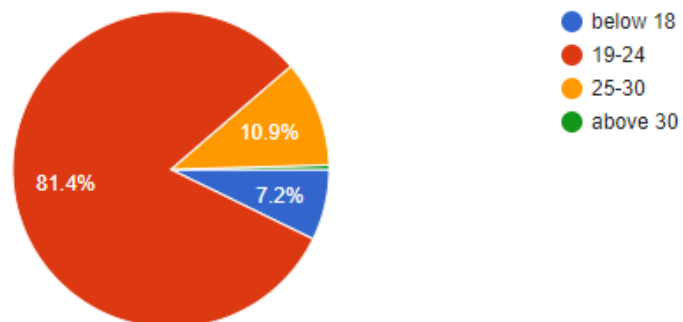


Diagram 3

Academic qualification

221 responses

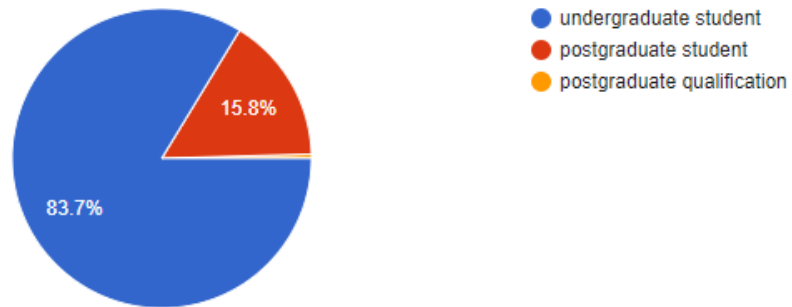
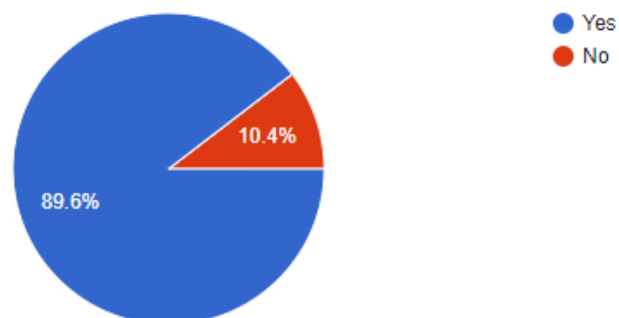


Diagram 4

There is compulsory entrepreneurship subject in my study course

221 responses

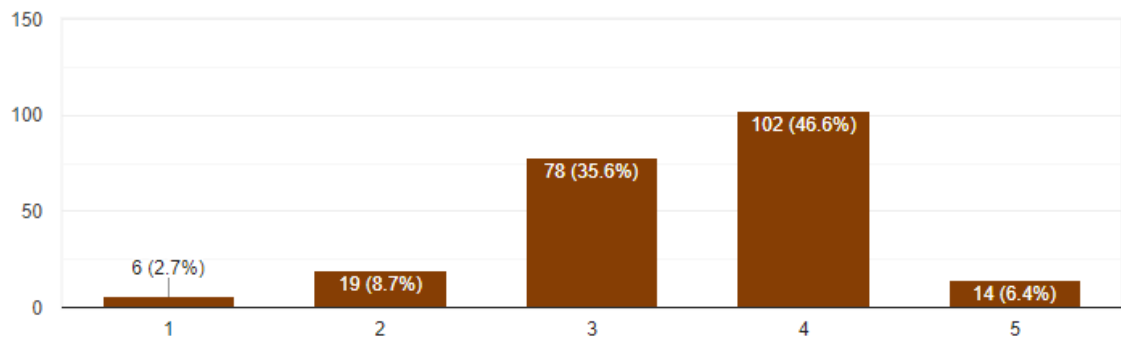


7.2 Questionnaire Second Section

Column Graph 1

I wish to get a salaried employment

219 responses

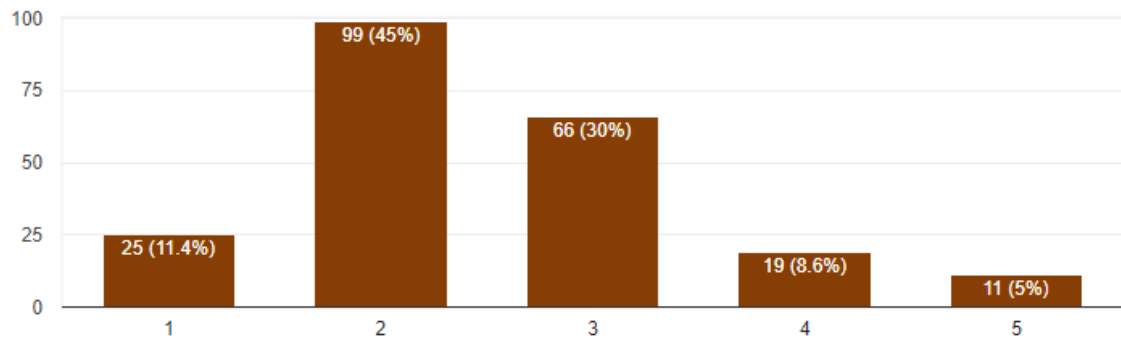


Column Graph 2

I am determined to start my own business venture in the future



220 responses

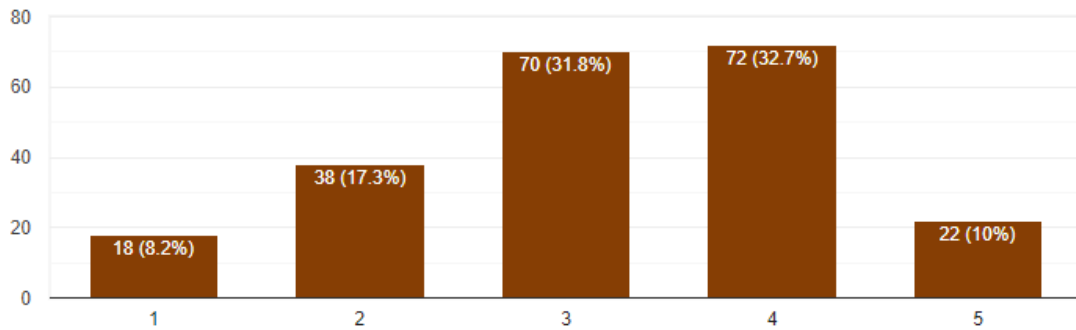


Column Graph 3

I consider entrepreneurship as a career option



220 responses

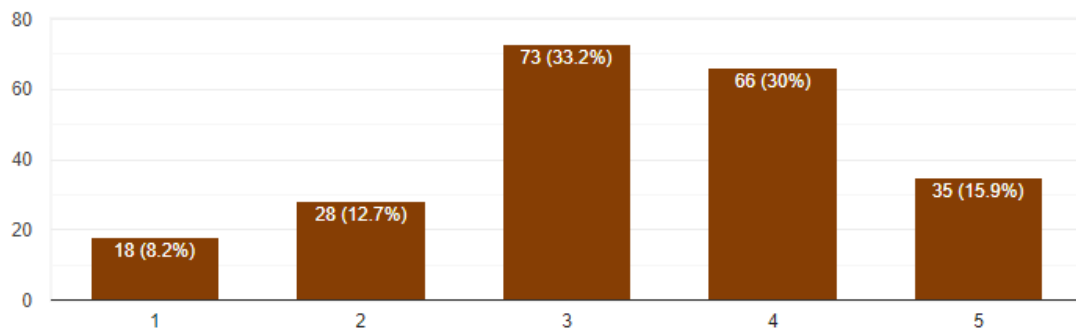


Column Graph 4

Being an entrepreneur implies more advantages than disadvantages



220 responses

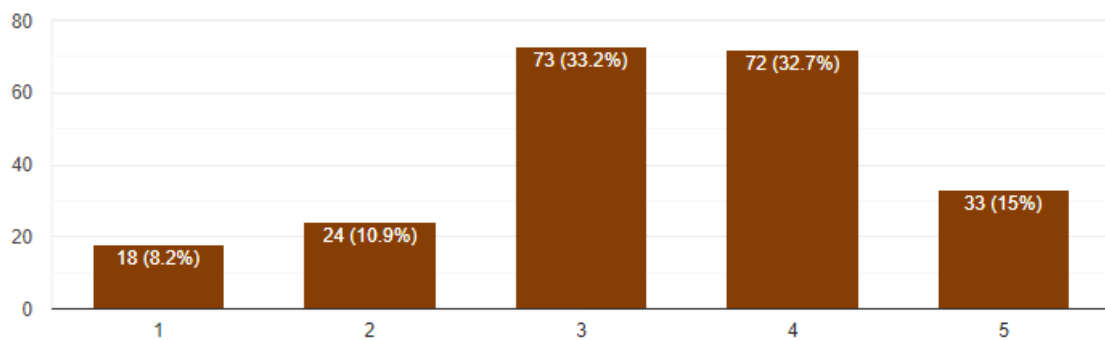


Column Graph 5

Being an entrepreneur would lead to great satisfaction



220 responses

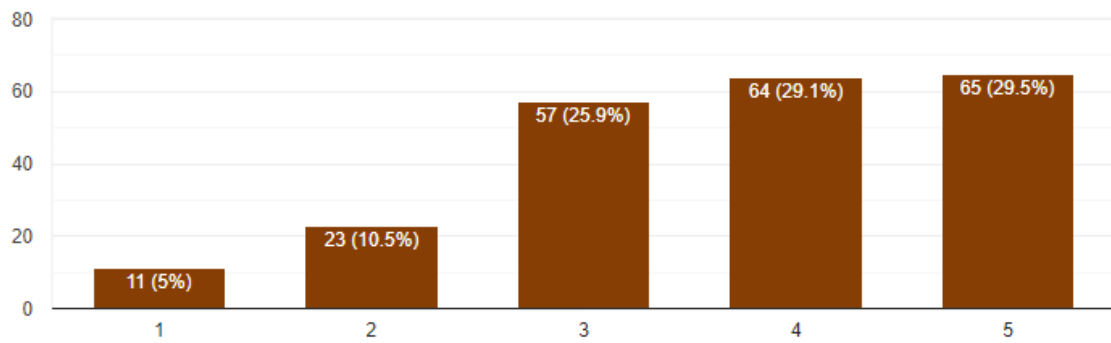


Column Graph 6

Entrepreneurship contributes to economic development



220 responses

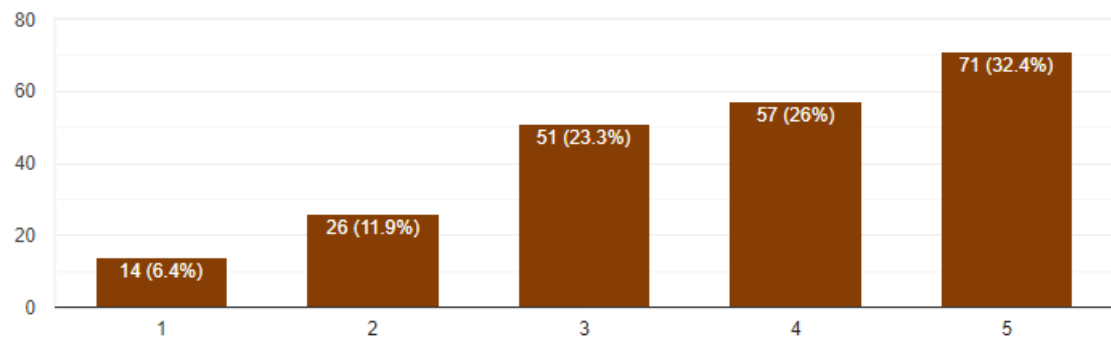


Column Graph 7

Entrepreneurship can improve employment rate in Malaysia



219 responses



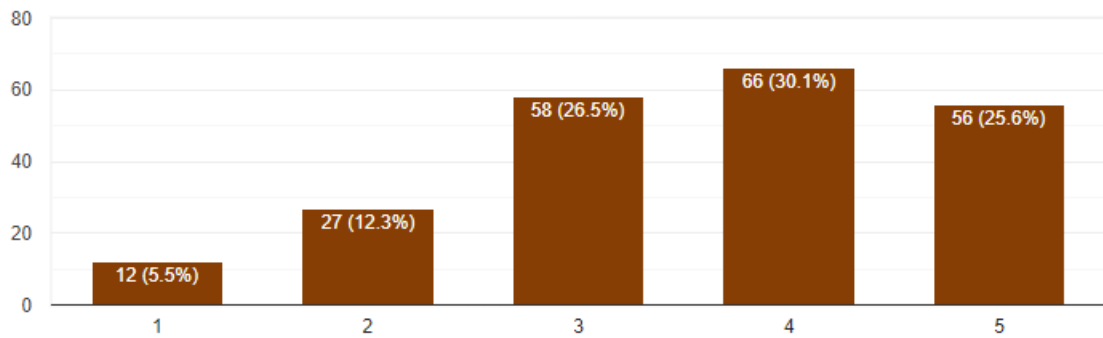
7.3 Questionnaire Third Section

Column Graph 8

Entrepreneurial education is essential to encourage entrepreneurship



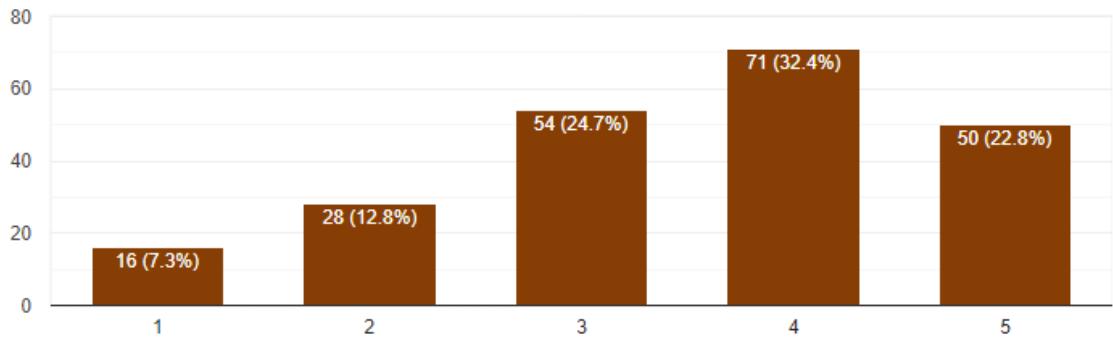
219 responses



Column Graph 9

Entrepreneurial training program and short course influence student to become an entrepreneur

219 responses

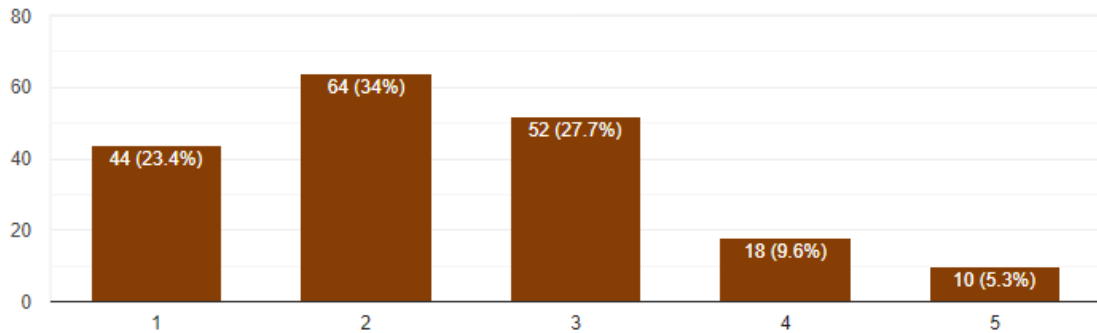


Column Graph 10

Entrepreneurial subject in my college is very practical



188 responses

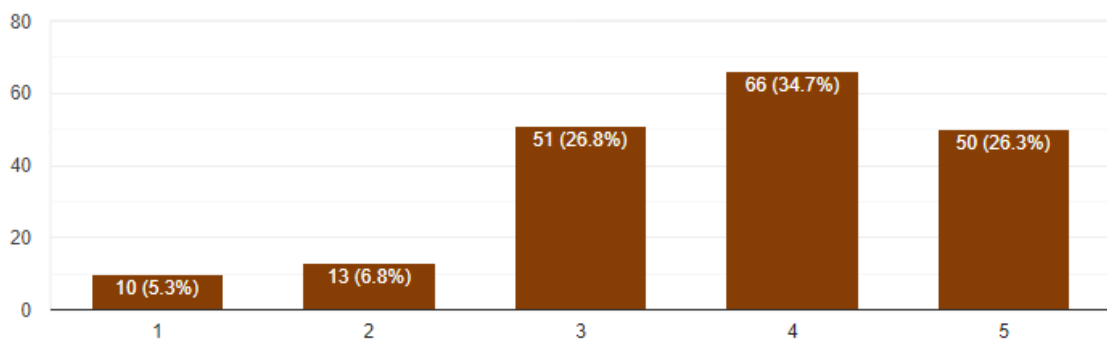


Column Graph 11

Entrepreneurial subject in my college is merely theoretical



190 responses

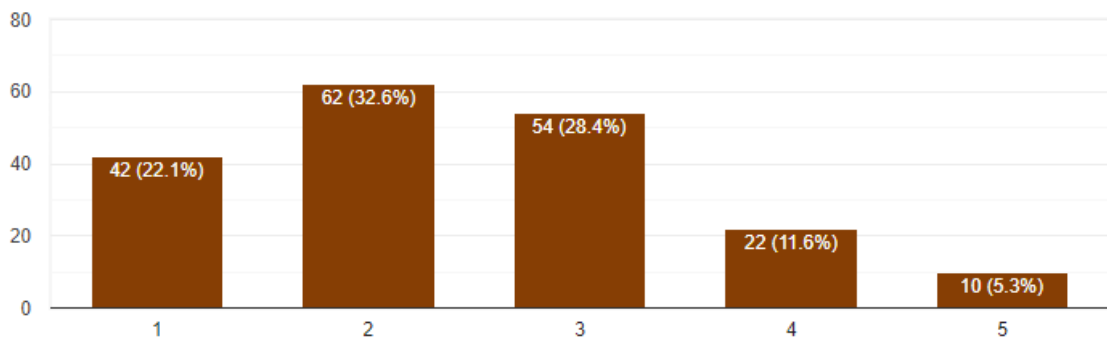


Column Graph 12

Entrepreneurial subject in my college has enhanced my entrepreneurial intention to become an entrepreneur



190 responses

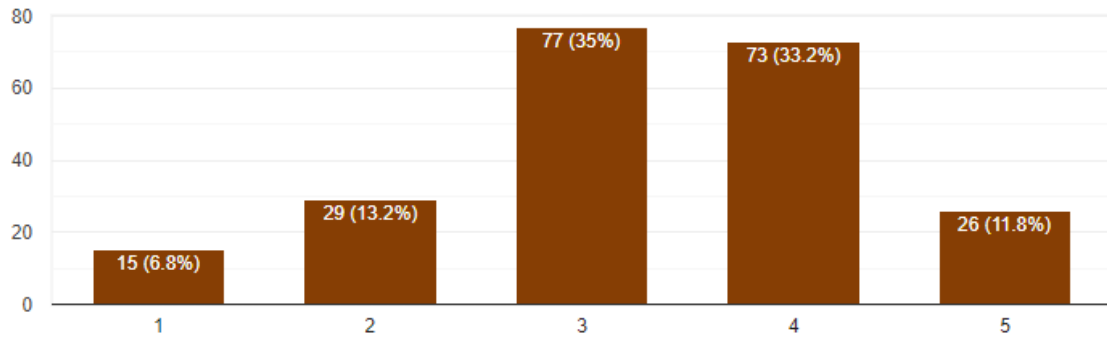


Column Graph 13

Entrepreneurial subject should be implemented starting from primary school



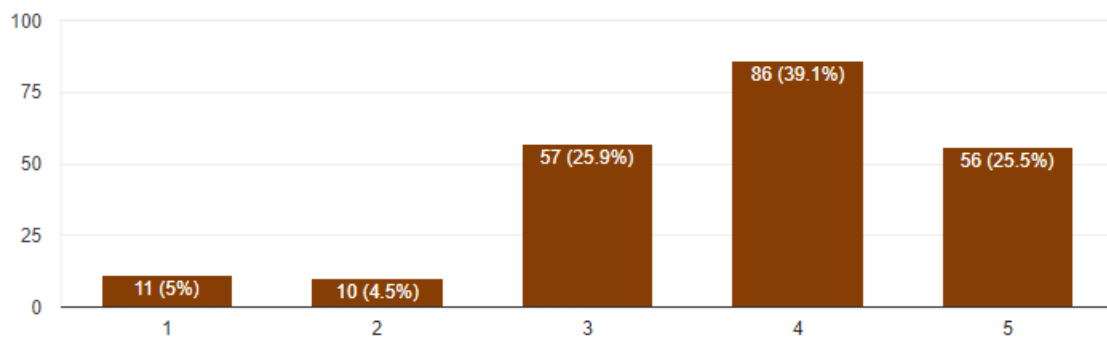
220 responses



Column Graph 14

Quality of lecturer is very important for entrepreneurial education

220 responses

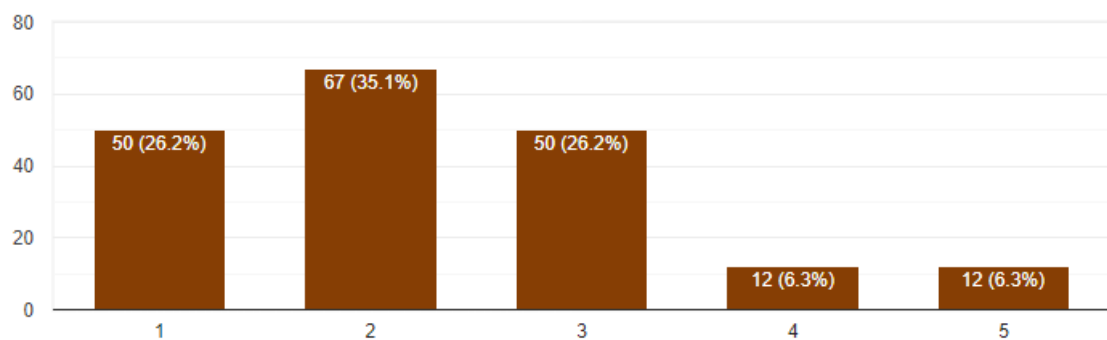


Column Graph 15

Entrepreneurship subject lecturer in my college is well qualified and very effective in teaching



191 responses



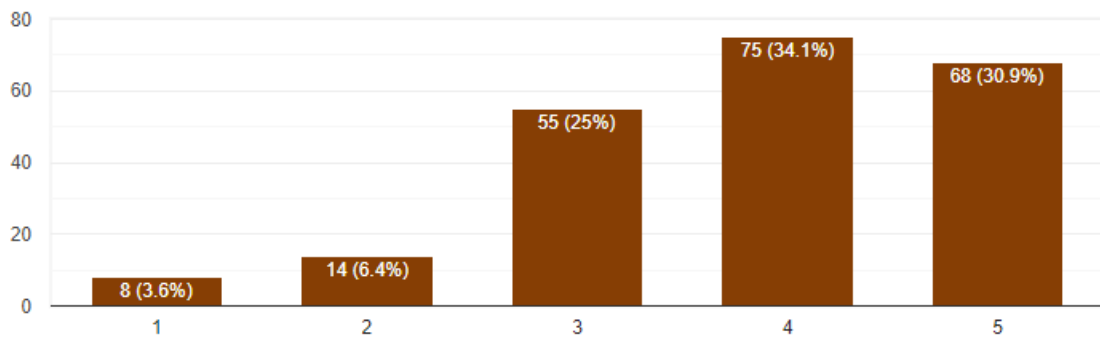
7.4 Questionnaire Fourth Section

Column Graph 16

Government entrepreneurial policy is critical to promote entrepreneurship



220 responses

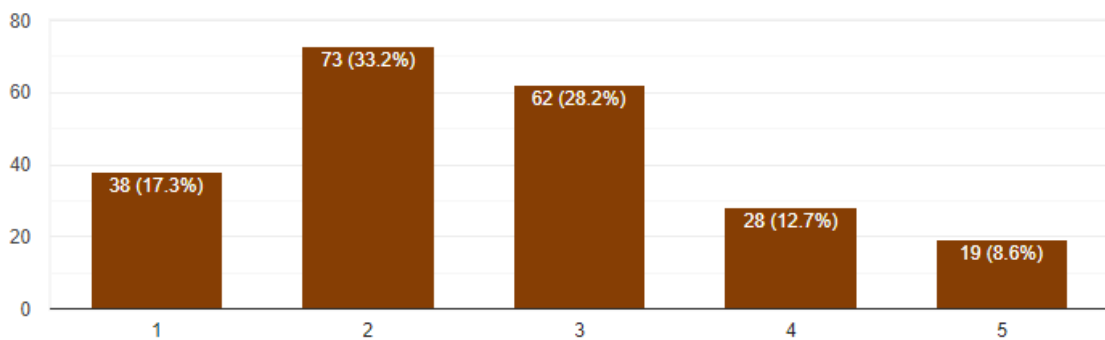


Column Graph 17

Government entrepreneurial policy in Malaysia is effective to support new venture creation



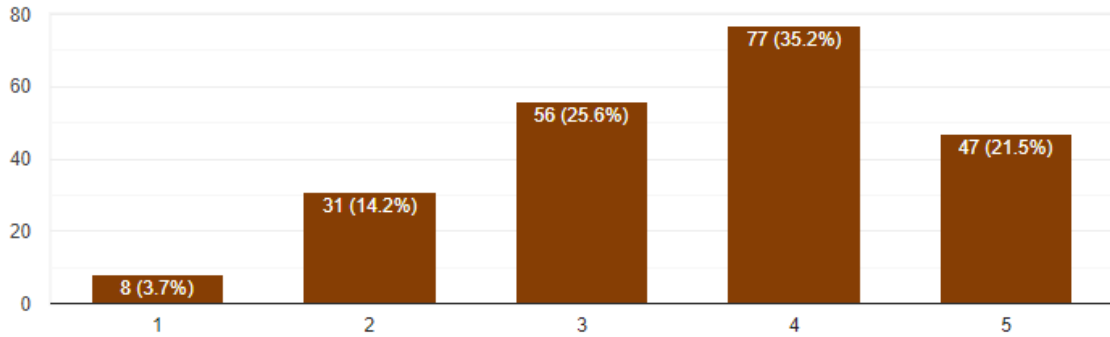
220 responses



Column Graph 18

Government support help to minimize startup obstacles for entrepreneur

219 responses

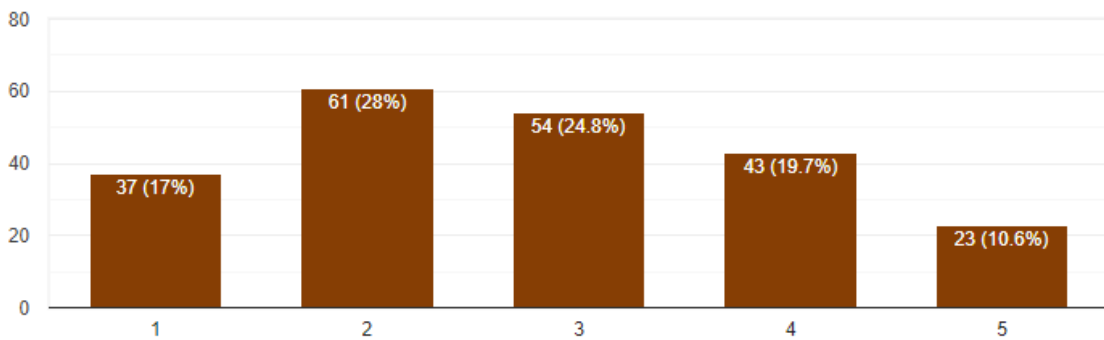


Column Graph 19

Government entrepreneurial support in Malaysia can be easily accessible



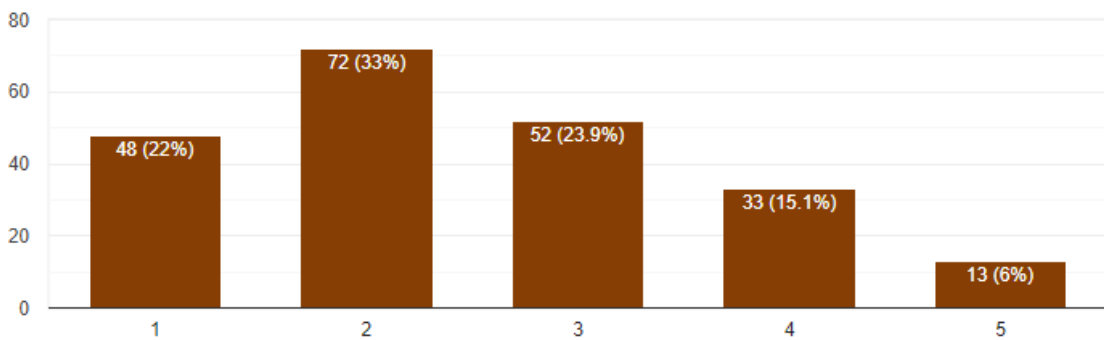
218 responses



Column Graph 20

Startup fund can be easily accessible in Malaysia

218 responses

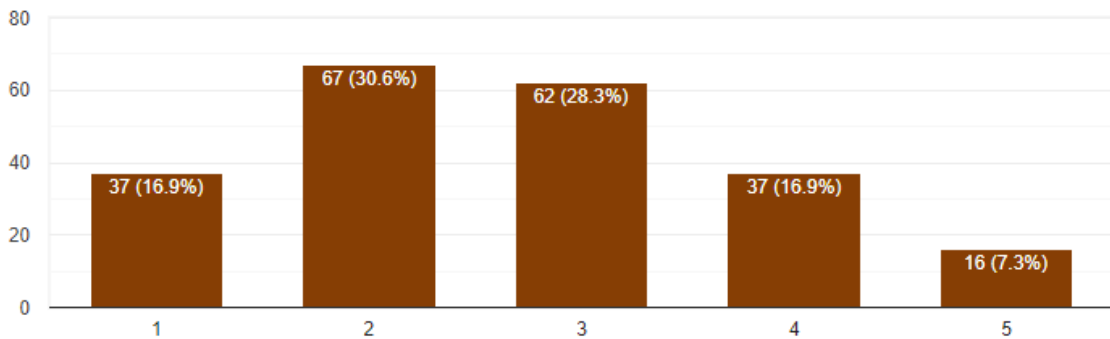


Column Graph 21

Entrepreneurial rules and regulation in Malaysia is flexible and entrepreneur-friendly



219 responses



Column Graph 22

Intellectual property rights of entrepreneurs are well protected and supported by the government in Malaysia



217 responses

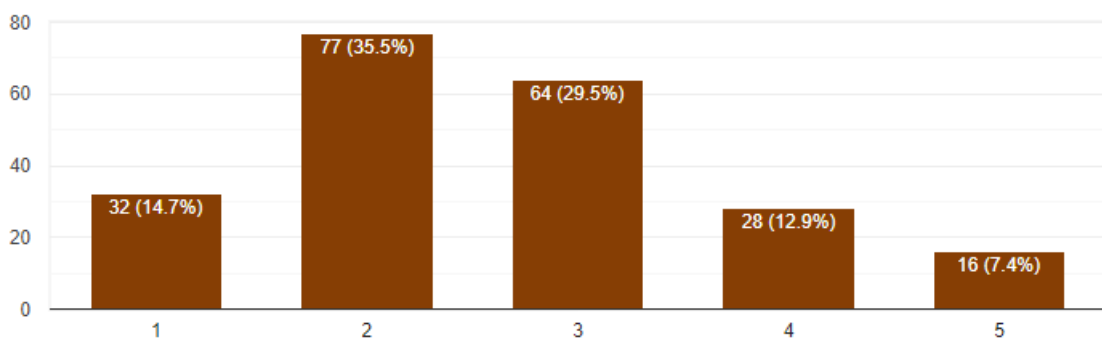
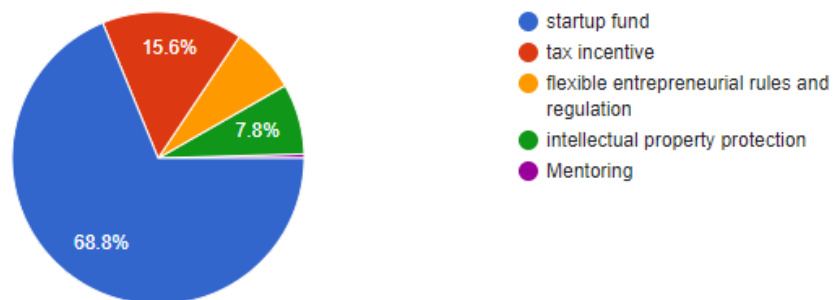


Diagram 5

What kind of government support do you think entrepreneur need the most?



218 responses



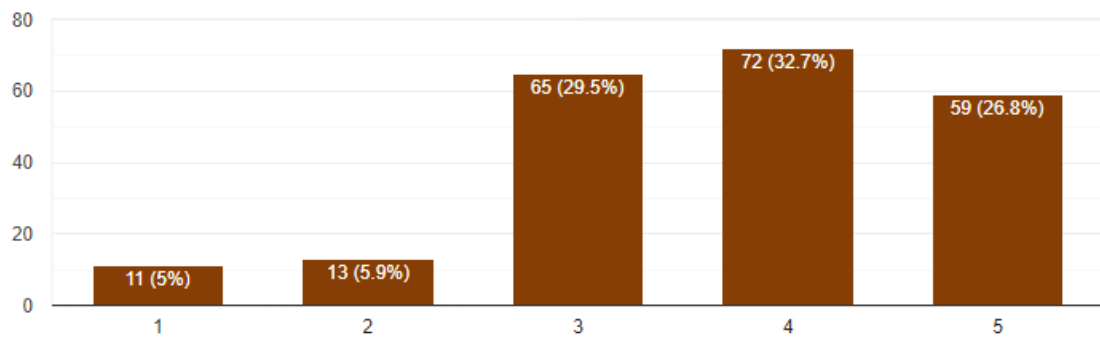
7.5 Questionnaire Fifth Section

Column Graph 23

Society culture and environment will affect individual's attitude towards entrepreneurship



220 responses

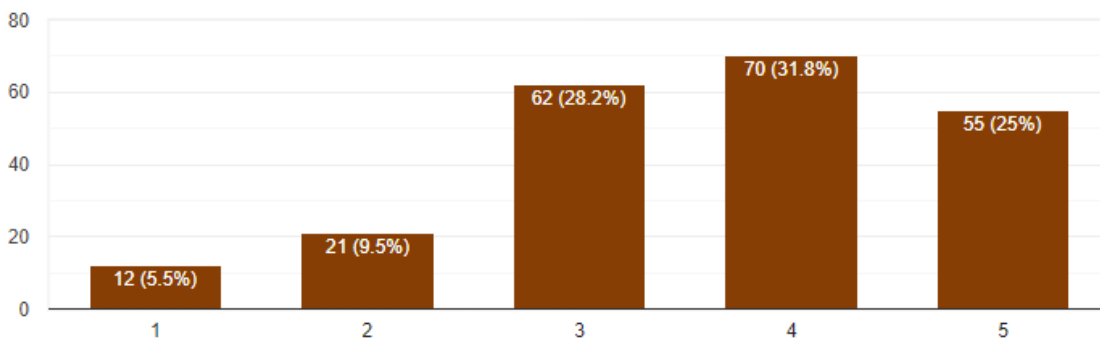


Column Graph 24

A stable socio-economic status will encourage entrepreneurial activity



220 responses

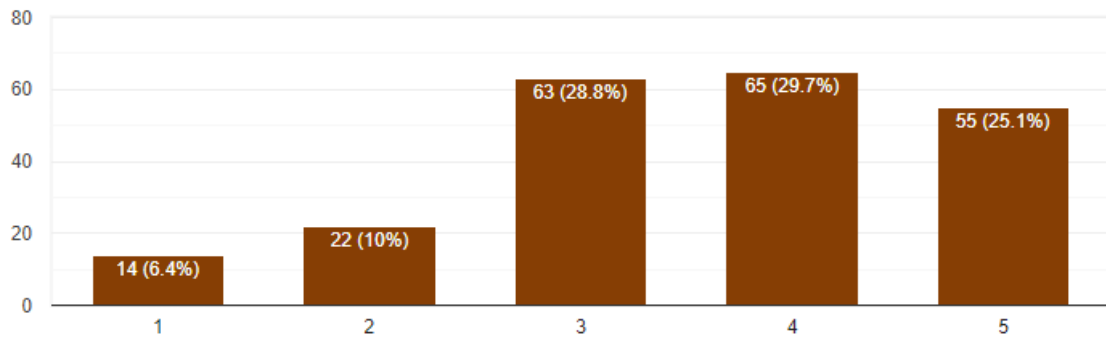


Column Graph 25

Influence from friend and family are very important to entrepreneur



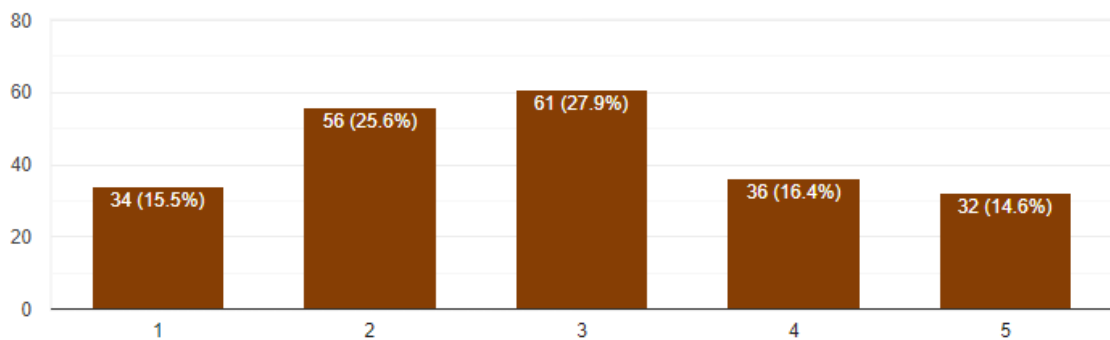
219 responses



Column Graph 26

Entrepreneurial culture and environment in Malaysia is favourable to entrepreneur

219 responses

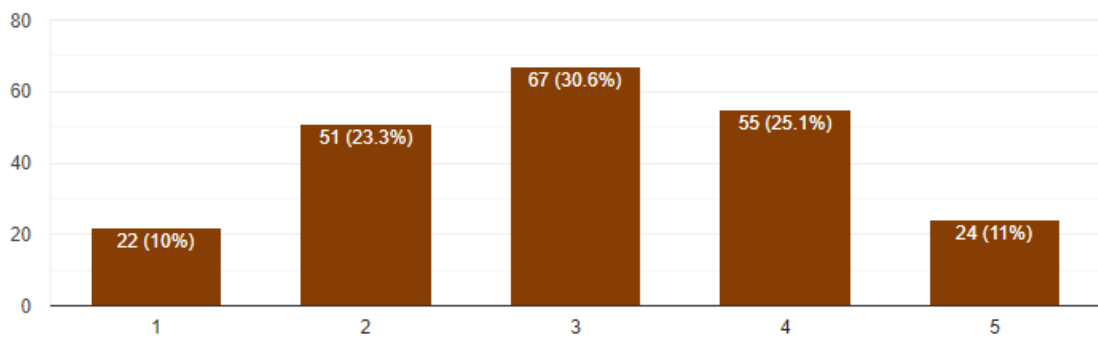


Column Graph 27

Socio-economic in Malaysia is stable and favourable for entrepreneurial activity



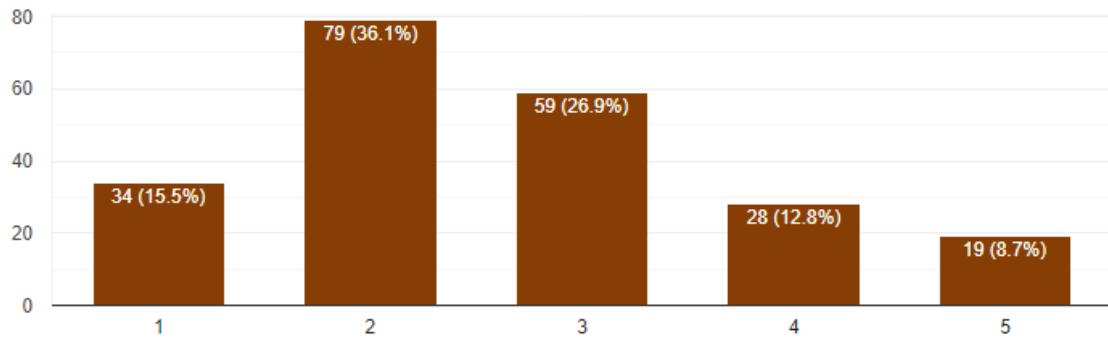
219 responses



Column Graph 28

Entrepreneur is a common career option in Malaysia

219 responses



7.6 Transcribed Interview

7.6A Transcribed Interview – Interviewee A

Introduction

1. When was your business established?

My business was started in 2019 (February), just right before Chinese New Year. I purposely choose to get started before Chinese New Year hoping to have a good start.

2. What makes you decided to start up your own business?

I do not like regular working hours, every Monday to Friday. I do not want my time to be restricted by work so I decided to set up my own. Also, I believe own business can make more profit.

Entrepreneurial Education

1. Which college or university were you graduated from? What was your study course?

I got a degree in Business Marketing from [REDACTED] Malaysia.

2. Did you start your business once after you have completed your tertiary education?

Yes, I started once after my college. 2 or 3 months after college.

3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?

Yes. It is compulsory for all student.

4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?

To me it is important because education is an express way to gain massive knowledge and education will lead student to positive way of thinking.

5. How was the subject being taught? Was the subject more towards theoretical or practical basis?

The subject name was entrepreneurship and innovation if I am not mistaken. The subject was taught in a very theoretical basis, many entrepreneurial theories were explained, but it does not show us how to apply in real life. The subject was not tough.

6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?

Definitely. I cannot remember exactly.

7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?

It did gave me a little business insight on how real business world looks like but it has not contributed much to me in becoming an entrepreneur.

8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?

No.

9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?

I think the entrepreneurial education today in college is less attractive and competitive and it was only a short course. It was not enough for student to learn much from that, most teaching materials are very basic. The subject should be made longer, I mean time period so that student can have more thorough learning opportunities about entrepreneurship.

It should not be taught just theoretically, because it could be boring. The subject should include practical session because entrepreneurship is a very 'lively' subject. You need many practical activities to make the subject interesting to students.

Government entrepreneurial policy

1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?

You need to have startup money. Self-determination is very important, you need to be very determined if you really want to start a business, if you are afraid of failures, you have to rethink again if you are suitable.

2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?

Yes, in Malaysia or everywhere in the world, government policy is closely related to entrepreneurs. As I just said, startup money, you will need financial help from friends and family, if they are not helping, you will need to seek help from the government or banking institutions.

3. Today, what are the government entrepreneurial support that are available to a student who wish to start a new business?

Mentoring programme, startup loan from the bank, startup facilities for entrepreneur and etc...

4. Did you apply for any government entrepreneurial support? How did it help your business?

Yes, I have participated in a mentorship programme organized by a government agency. It was a free of charge programme. I noticed the programme from government website and I started to approach them a few weeks after I started my business. There were a few new entrepreneurs like me and we were assigned in a group with an experience mentor. We had meeting once a week, we will do sharing with each other and the mentor was really resourceful and he almost have solution for all the issues that we were facing in our business. For example, the mentor had recommended a very established marketing channel which is very helpful to my business.

5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?

To be honest, there is no fair play. Policy in Malaysia is not fairly introduced and implemented. There are numbers of government assistance programmes which are only applicable to certain group of people, they are only open to particular group of people namely the Malay group. They

always received more financial fund, resources, and entrepreneurial facilities just because they have the highest population in Malaysia.

The unfair play has caused many Chinese and Indian to put in double effort, and many of them choose to get a paid job instead of starting their own business because of the unequal policy setting.

Entrepreneurial culture and environment

1. **Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?**

Yes.

2. **Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?**

It is a very important factor. My family did not want me to start the food and beverages business initially. I was being offered job and my parents strongly persuaded me to take the job. I felt it was like strong resistance when my parents did not support my decision to be entrepreneur to start my own business, it can become a barrier. But eventually I also managed to have their support. Therefore, support from family is really important to encourage a student to become an entrepreneur.

3. **Is entrepreneur be considered as a common career option in Malaysia? And why?**

It is not a common in Malaysia. Numbers of entrepreneur are low in Malaysia. I think mostly is because the overall mindset of Malaysian is still less-connected with entrepreneurship, awareness of the importance of entrepreneurship is lacking among Malaysian, and even some people will think that only those who do not have sufficient education background or those who could not get a proper job, will involve themselves as an entrepreneur. The traditional way of thinking is still very strong especially elder generation. You have to first get a job, to be safe and secure, get promoted, become manager and higher position, that is the traditional definition of being successful and do not be surprised that this kind of perspective still exist in Malaysia.

4. **Do you think socio-economic condition of a society will affect the entrepreneurial development?**

A healthy socio-economic condition will greatly help entrepreneur to grow and sustain their business.

5. **Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?**

In terms of socio-economic condition, it is quite stable in Malaysia and there are plenty of business opportunities. Malaysia is an ideal place for entrepreneurs to achieve their entrepreneurial dream. However, as I mentioned earlier, culture and environment in Malaysia still need more time to improve.

7.6B Transcribed Interview – Interviewee B

Introduction

1. When was your business established?

I established my company in year 2018.

2. What makes you decided to start up your own business?

I see opportunities in logistic industry. The industry is growing globally and it is developing rapidly in Malaysia. I wish I can have started my business earlier, now it has become very competitive.

Entrepreneurial Education

1. Which college or university were you graduated from? What was your study course?

I graduated from University College Sedaya International (UCSI), Kuala Lumpur, Malaysia with bachelor degree in logistic management.

2. Did you start your business once after you have completed your tertiary education?

Yes, I established my company right after completion of study.

3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?

Yes. But I do not remember whether it is compulsory subject.

4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?

Yes, it is.

5. How was the subject being taught? Was the subject more towards theoretical or practical basis?

I remember the entrepreneurship subject, when I was in year two in my college, the subject was kind of boring. I remember because I was expecting that would be very interesting and I had high expectation on the subject because personally I am very into business activities. There were not much practical activities involved, just normal teaching following syllabus and we had exam after that, and that's all, in fact I was expecting more.

6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?

In my view, lecturer must possesses certain level of quality and standard. I am sure that the lecturer did not have proper and qualified entrepreneurial background when he was teaching us, he was not very familiar with the entrepreneurship process because I think he did not have actual entrepreneurship experience. The lecturer gave us online notes and we were asked to read ourselves most of the time. I believe quality of lecturer will decide quality of students.

7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?

It did not help.

8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?

No, but I always keep myself updated by reading business books and I always search for business news worldwide. From there I get to know how successful entrepreneur run and operate their business.

9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?

In my view, education related to business or entrepreneurship has to be pure project basis. Business is a very practical activity, business student need to always do and think practically, they need actual practice, make mistake and learn from the mistake and the result outcome cannot be achieved by learning theory knowledge.

Government entrepreneurial policy

1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?

Good opportunity. We need to do the right decision in the right time, entrepreneur need to be good in sensing business opportunity.

2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?

In my view, I believe government plays a huge role in entrepreneurship development. For example, business loan with lower interest rate helps many new entrepreneur to get their business started. Not everyone has the ability to set up business by their own.

3. Today, what are the government entrepreneurial support in Malaysia that are available to a student who wish to start a new business?

Student can access to numbers of government entrepreneurial programme such as entrepreneur business loan, tax relief incentive policy, TUBE programme (entrepreneurial training programme), and MAGIC programme where certain amount of startup fund will be granted to the participant with the best innovative idea.

4. Did you apply for any government entrepreneurial support? How did it help your business?

I did not apply.

5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?

In my view, the government is not doing right. Many policies are biased. Malay group has special advantage in Malaysia because they are bumiputera of the country. That is where I felt unfair because

in Malaysia, you may obtain financial support from the government not because you have a good business idea but your racial background. I myself did not apply for government subsidy because I felt the process is time wasting and luckily I obtained my startup fund from my family. But some of my friends who have been applying government subsidy to start their business but many of their applications were rejected, then they had no choice but to get a job first, and they have to postpone their plan after they have enough saving.

To a student or a new entrepreneur, financial abilities is very crucial especially for those who do not have a strong financial background. Skills and knowledge can be learned and improved later but if you do not have money, you are not able to start your business.

Entrepreneurial culture and environment

1. **Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?**

Yes.

2. **Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?**

Yes, it is important. But in my view, many parents in Malaysia will encourage their children to look for a job and to gain experience first. It is undeniable that working experience is important, but the intention of obtaining working experience could also be the obstacle to anyone who intends to become an entrepreneur because the entrepreneurial opportunity does not exist anytime according to the entrepreneur's preferential timeline, if you missed the golden opportunity, then you will miss it forever. Most of the parents do not fully support their children to engage in risky business. However, there are some exceptions.

3. **Is entrepreneur be considered as a common career option in Malaysia? And why?**

No. as I said earlier, many parents will encourage their children to first get a proper job. And in many cases, they will choose to continue in their position when they feel comfortable, they will keep going with their current career progress and they will feel reluctant to give up the stable monthly income and regular working hours, and that is why the number of entrepreneur is not increasing.

4. **Do you think socio-economic condition of a society will affect the entrepreneurial development?**

Yes.

5. **Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?**

The entrepreneurial culture and socio-economic condition in Malaysia is less vigorous comparing with western countries. We are still bound by many traditional culture and practice. It is not motivating student to approach in entrepreneurial activity.

7.6C Transcribed Interview – Interviewee C

Introduction

1. When was your business established?

It was almost 3 years ago, in 2017.

2. What makes you to start up your own business?

I love food. Making food for others brings me great satisfaction. I love new challenges, I want to see how far my ability can achieve, so I set up my own.

Entrepreneurial Education

1. Which college or university were you graduated from? What was your study course?

I obtained degree of bachelor of Accounting from [REDACTED], Malaysia.

2. Did you start your business once after you have completed your tertiary education?

Yes.

3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?

Yes. It is compulsory.

4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?

Yes, but only to a certain extent. I think individual's interest is more important.

5. How was the subject being taught? Was the subject more towards theoretical or practical basis?

Actually I do not remember that well.

6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?

Sometimes self-learning ability is more important. I cannot recall that.

7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?

In fact mostly it is because of my interest to food that made me to become a food entrepreneur today.

8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?

No.

9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?

If we want to achieve the entrepreneurial purpose, student need to have attend the subject every year during college because if student had the subject only in second year for example, and at the time when they graduate, students might have probably forgotten the subject and this will not serve the purpose to enhance their entrepreneurial interest.

Government entrepreneurial policy

1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?

Personal interest to entrepreneurship.

2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?

If you are referring to government support to entrepreneur. Government entrepreneurial policy do really promote entrepreneurship, it offers a better business environment for all entrepreneur.

3. Today, what are the government entrepreneurial support in Malaysia that are available to a student who wish to start a new business?

For example, tax relief plan, financial aid by banking institutions, numbers of incentive programme, business exchange programme.

4. Did you apply for any government entrepreneurial support? How did it help your business?

The tax relief plan for entrepreneur initiated by the government has been assisting me financially for the first 2 years of my business. Literally, I received higher percentage of tax refund, it is applicable to new entrepreneur with qualified requirement.

5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?

In fact the government effort has been improving gradually in the past 10 years, there are significant numbers of new entrepreneurship plan and programmes initiated to help entrepreneur. We cannot compare to the US and China, the business size is different and they have better advanced technology, and so their entrepreneurship is very energetic and vigorous.

After I graduated from college, I received a few accounting job offers but I know I love making food. I was self-conflicting. Eventually, I decided to set up my own business mainly because of my interest, and also because I had confidence in the business environment (ecosystem) in Malaysia, with incentive programmes introduced by the government and I believe it will encourage more students to involve in the entrepreneurship industry in near future.

Entrepreneurial culture and environment

1. Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?

Yes.

2. Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?

Yes, if you are referring to the encouragement and mentality support from family. In my case, my parents are doing cloth retail business. I grew up in this kind of environment, and I believe my interest was seeded since then. I always helping in the shop. My parents encourage me to do what I love and they know I love food. They do not tell ask me to continue their business but always support and encourage me to do what I love. Their support has strengthen my decision to become a food entrepreneur. So, support from family is an influential factor that will decide an individual's perception to entrepreneurship.

3. Is entrepreneur be considered as a common career option in Malaysia? And why?

It is not common partly because education system is weak in Malaysia, and many of us are lack of proper understanding in this industry (entrepreneurship), many are not aware of this career opportunity.

Besides, I realized that many entrepreneurs are from rich family, but those who are (less rich) and parents not able to support them financially have the higher tendency to get a paid and stable job. It tells us that money is really important.

4. Do you think socio-economic condition of a society will affect the entrepreneurial development?

Yes.

5. Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?

Yes.

7.6D Transcribed Interview – Interviewee D

Introduction

1. When was your business established?

In 2016.

2. What makes you to start up your own business?

In agriculture industry in Malaysia, there are not many available job and career opportunities, it is better to do your own business.

Entrepreneurial Education

1. Which college or university were you graduated from? What was your study course?

[REDACTED], Malaysia. I studied industrial Biotech.

2. Did you start your business once after you have completed your tertiary education?

I joined in a food manufacturing company for a few months after I have completed my study. I quit the job later and started my own business.

3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?

Yes. It is an elective subject, only students who are interested can choose the subject.

4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?

Yes. Education can introduced entrepreneurship idea to students but passion to do something is more important.

5. How was the subject being taught? Was the subject more towards theoretical or practical basis?

Learning of the subject has been useful to me. The subject is more theoretical basis but they are necessary knowledge an entrepreneur should know.

6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?

It depends. I do not quite remember.

7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?

The entrepreneurship subject during my college gave me a clearer perspective in business world. It enriched me with the knowledge regarding access to finance and procedures of patent rights

application and of course I had my own research as well, but overall I think I am benefited from the subject and it has contributed to me in the process of becoming an entrepreneur.

8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?

I have attended several intellectual property seminars organized by government agency.

9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?

I hope there will be more practical exercise covered in the subject.

Government entrepreneurial policy

1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?

Financial factor, cultural factor, self-achievement factor.

2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?

Yes.

3. Today, what are the government entrepreneurial support in Malaysia that are available to a student who wish to start a new business?

Financial support, SME loan, business fund, intellectual property protection, mentorship programme.

4. Did you apply for any government entrepreneurial support? How did it help your business?

I registered my business under MyIPO (intellectual property corporation of Malaysia), a government agency that manage intellectual property rights, copyrights, patents and trademarks matter. The body has assisted registering my products for patent application that covers worldwide recognition, with their support, I do not need to bear the expensive registration and patent drafting fee, it is funded by the government body

It is important to protect your idea, your invention because your invention will have zero value if you do not register and protect it. In Malaysia, grey market exists where there are people steal idea from others and selling unregistered products and services to make profit. To prevent that, you have to ensure your products are safely registered and protected.

5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?

Government entrepreneurial policy in Malaysia has been assisting many entrepreneurs, many government bodies are created to offer all kind of assistance making Malaysia a suitable place for entrepreneurial activity.

Entrepreneurial culture and environment

1. Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?

Yes.

2. Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?

Not only support from family, support from your friends are also very important. My parents did not want me to engage in agricultural business because they said it is hard to make good money and it is very risky. They have been trying to stop me many times even until now, they gave me a lot of pressure.

3. Is entrepreneur be considered as a common career option in Malaysia? And why?

I believe I am the only entrepreneur in my group of friends. It is not a common career option in Malaysia. Actually I have tried to invite my friends and college classmate to join my business in many occasions, because a group of friends achieve something together, that will be very interesting and encouraging.

4. Do you think socio-economic condition of a society will affect the entrepreneurial development?

Yes.

5. Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?

Not really. As I told you, I am the only one (entrepreneur) among my group of friends, entrepreneurial culture is not active in Malaysia.

7.6E Transcribed Interview – Interviewee E

Introduction

1. When was your business established?

2018. During our final year in college.

2. What makes you to start up your own business?

Online platform is the trend. Now everyone spent most of their time online, shopping, buy food, entertainment. The online opportunity is basically for everyone, now everyone can do business so long as you have internet.

Entrepreneurial Education

1. Which college or university were you graduated from? What was your study course?

I got my degree in actuarial science from University of Malaya, Malaysia.

2. Did you start your business once after you have completed your tertiary education?

Actually me and two of my college classmates, which is my business partners now, three of us started with online business trading during our final year in college.

3. Have you attended any college subject related to entrepreneurship throughout your college study? If yes, is that a compulsory subject?

Yes. It is an elective subject, not compulsory.

4. Do you think formal entrepreneurial education is important helping student to create entrepreneurial intention?

No. I don't think so.

5. How was the subject being taught? Was the subject more towards theoretical or practical basis?

It was theory class and I think the class did not have much impact to me, it is just basic entrepreneurship knowledge which enable us to understand a little about entrepreneurship

6. Do you think quality of lecturer is important? And do you think your lecturer who taught you the subject is well qualified and effective in teaching?

Yes. Normal.

7. Did the entrepreneurial education in college actually contribute to you becoming an entrepreneur today? How?

No but I have to say that entrepreneurial education can bring the entrepreneurship idea to students, it can create awareness at least let the students understand more about entrepreneurship.

8. Other than the entrepreneurial subject in college, have you attended any other short courses or training programme related to entrepreneurship?

No.

9. If you were to go back to college again, what do you expect to benefit from the entrepreneurial education in college or how do you hope the entrepreneurial education be like?

Entrepreneurial education cannot contribute much like what you said to influence someone to become an entrepreneur, it has very limited effect. You cannot blame the school for not providing a very good education to you, you cannot 100 % rely on education change someone's mind, education serve to introduce some entrepreneurship idea and concept, you yourself have to be very resourceful and strive really hard if you really want to become a successful entrepreneur.

An entrepreneur must have strong self-determination and passion to entrepreneurship. These are more important and college cannot teach you that.

Government entrepreneurial policy

1. Other than education, what other factors do you think are important to influence a student becoming an entrepreneur?

Other than self-determination and passion, surrounding environment can affect a student's perception towards entrepreneurship. For example, if many friends around you starts selling things online and making money, slowly you will be influenced.

2. Do you think government entrepreneurial policy is important that will affect development of entrepreneurship?

Very important.

3. Today, what are the government entrepreneurial support in Malaysia that are available to a student who wish to start a new business?

The basic support such as SME loan, startup incubator facilities, tax incentive plan, MaGIC programme, mentoring programme, entrepreneurial training and seminars for graduate.

4. Did you apply for any government entrepreneurial support? How did it help your business?

We applied for SME loan as our startup fund.

5. Do you think government entrepreneurial policy in Malaysia is effective to encourage student to participate in entrepreneurial activity?

Yes. There are many new funding and incentive plan being implemented by the government through national budget 2019 and also 2020 (I believe) to improve the competitiveness of entrepreneurship in Malaysia. To students, there are numbers of entrepreneurship graduate programme specifically for students in college intended to encourage students to participate actively in entrepreneurial activities, many students have their own business even before they graduate. All these programmes are introduced intended to minimize the entry barrier for new entrepreneurs.

Entrepreneurial culture and environment

1. Other than entrepreneurial education and policy, do you think entrepreneurial culture and environment in a society is important for entrepreneurial development?

As I said, surrounding environment can affect a student's perception towards entrepreneurship.

2. Do you think non-financial support from family is important to encourage student to becoming an entrepreneur?

It is very important. My parents did not encourage me when I was still a student and it was a big problem. I had to do it without them knowing. I am glad that my partners and I went through it, we encouraged and motivated each other, we had the same goal and intention, and we managed to make it. Support from friends can always keep you motivated.

3. Is entrepreneur be considered as a common career option in Malaysia? And why?

It is common but not very common. Because now anyone can easily grab an entrepreneurial opportunities anytime when u surf internet.

4. Do you think socio-economic condition of a society will affect the entrepreneurial development?

Yes.

5. Do you think that entrepreneurial culture and environment, and socio-economic condition in Malaysia is encouraging student to participate in entrepreneurial activity?

Yes but it can still be improved.