

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**ESTIMATING THE EFFECT OF ENTREPRENEURSHIP
EDUCATION, INTENTION AND COMMUNICATION
APPREHENSION ON THE CAREER CHOICE
OF GRADUATES AS ENTREPRENEUR**



**By
NOORKARTINA BINTI MOHAMAD**

UUM
Universiti Utara Malaysia

**Thesis Submitted to
School of Economics, Finance and Banking,
Universiti Utara Malaysia in fulfillment of the requirement for the
Degree of Doctor of Philosophy**

PERMISSION TO USE

In presenting this thesis in fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisors or in their absence, by the Dean of School of Economic, Finance and Banking where I did my thesis. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:

Dean of School of Economic, Finance and Banking
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman



UUM
Universiti Utara Malaysia

ABSTRACT

Entrepreneurship has been recognized as a catalyst for the economic growth of a nation and is becoming an important field in Malaysia. Graduates' involvement in entrepreneurial activities is encouraged and the Malaysian government has invested millions of Ringgit in support of this agenda. Using the Theory of Planned Behaviour, students' entrepreneurial intention, before and after they graduated, could be predicted. However, the statistics showed that, as of 2013, only 1.7 percent of graduates were self-employed, compared to the 5 percent aspired by the government. It is therefore imperative to study the factors influencing graduates' choice to become entrepreneur. This study attempted to fill the research gaps by differentiating between the intentions and the actual choice to become an entrepreneur. The analysis included the effects of the types of entrepreneurship education and communication skill. Data analysis using logistics and multinomial logistics models were carried out with a sample of 2,300 graduates (including those pursuing entrepreneur degrees). The findings showed that most of the respondents agreed that entrepreneurship education (formal and informal) was an important factor to produce graduate entrepreneurs with different effects. The findings also showed that a communication skill among graduates is not a necessary condition to become an entrepreneur. Moreover, the relationship between graduates' academic achievements and the tendency to become an entrepreneur is negative. This study provides theoretical contributions to studies of entrepreneurial intention and actual choice of becoming entrepreneurs among graduates. Therefore, it is essential for graduates to understand that their actual behaviour is triggered by intention. In addition, measures should be taken by the universities in Malaysia to facilitate the government in promoting education of entrepreneurship so that the level of entrepreneurship education among Malaysian could produce future entrepreneurs who are successfully educated.

Keywords: graduates, intention, actual choice, entrepreneurship education, generic skills

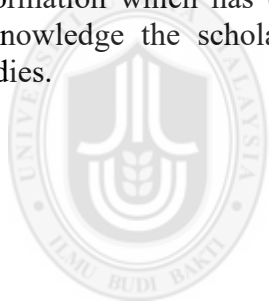
ABSTRAK

Keusahawanan telah diiktiraf sebagai pemangkin kepada pertumbuhan ekonomi sesebuah negara dan menjadi bidang yang penting di Malaysia. Penglibatan graduan dalam aktiviti keusahawanan amat digalakkan dan kerajaan Malaysia telah melaburkan jutaan ringgit bagi menyokong agenda ini. Teori Tingkah Laku Dirancang digunakan bagi meramal niat keusahawanan pelajar sebelum dan selepas tamat pengajian. Walau bagaimanapun, statistik menunjukkan bahawa pada tahun 2013, hanya 1.7 peratus graduan yang bekerja sendiri berbanding 5 peratus yang disasarkan oleh kerajaan. Oleh itu, adalah penting untuk mengkaji faktor-faktor bagi mengisi jurang penyelidikan dengan membezakan diantara niat dengan pilihan sebenar untuk menjadi seorang usahawan. Analisis ini melibatkan kesan daripada jenis pendidikan keusahawanan dan kemahiran komunikasi. Analisis data menggunakan model logistik dan logistik multinomial telah dijalankan dengan sampel seramai 2,300 orang graduan (termasuk yang mengikuti pengajian peringkat ijazah keusahawanan). Dapatan kajian menunjukkan bahawa kebanyakan responden bersetuju bahawa pendidikan keusahawanan (formal dan tidak formal) merupakan faktor penting untuk melahirkan graduan usahawan dengan kesan yang berbeza. Dapatan kajian turut menunjukkan bahawa kemahiran komunikasi dalam kalangan graduan bukanlah satu syarat yang perlu untuk menjadi seorang usahawan. Tambahan pula, hubungan antara pencapaian akademik graduan dan kecenderungan untuk menjadi seorang usahawan adalah negatif. Kajian ini memberikan sumbangan berbentuk teori bagi kajian kecenderungan keusahawanan dan pilihan sebenar untuk menjadi usahawan dalam kalangan graduan. Adalah penting bagi graduan untuk memahami bahawa tingkahlaku sebenar mereka dicetuskan oleh niat. Di samping itu, universiti- universiti di Malaysia perlu mengambil langkah yang bertepatan untuk membantu kerajaan dalam mempergiatkan lagi pendidikan keusahawanan di kalangan pelajar bagi melahirkan usahawan yang berjaya pada masa hadapan.

Kata kunci: graduan, niat, pilihan sebenar, pendidikan keusahawanan, kemahiran sendiri

ACKNOWLEDGEMENTS

Alhamdulillah, I thank Allah SWT for blessing me with the opportunity and willpower to endure this worthy experience. First, I would like to thank my supervisors, Associate Professor Dr. Lim Hock Eam, Associate Professor Dr. Norhafezah Yusof and Dr Soon Jan Jan, who have guided me throughout my doctoral studies. Being experienced, knowledgeable and excellent supervisors, they have provided invaluable help and shown scholarly ways of research. I am indeed blessed with such supervisors who have strong work ethics, are meticulous, committed and not forgetting, pleasantly warm in nature. I also wish to express my sincere gratitude to the anonymous referees of the journal to which I had submitted papers as a result of the ongoing research of this thesis and who made useful comments for improvement. My thanks are due also to symposium participants for their constructive criticisms on the same paper I presented. I would like to extend my gratitude to the staff of the School of Economics, Finance and Banking at Universiti Utara Malaysia for providing me with an excellent working environment and support. I would like to express my thanks to those who have assisted me in data collection, especially Muhammad Yahya bin Ab Rahman, Tuan Rohasnida binti Tuan Teh, and Muhammad Baqir bin Abdullah. I am also grateful to all the respondents in the surveys. It is their willingness to participate and provide information which has enabled me to complete this research. Finally, I gratefully acknowledge the scholarship from the Ministry of Education, Malaysia for my studies.



UUM
Universiti Utara Malaysia

DEDICATION

Especially dedicated to my dearest husband, Akhtar Ahmad Darwis. Thank you for your love and patience and for being there for me. You are my source of strength and inspiration.

Also dedicated to all my extended family members – specially, to my father and father-in-law and also my mother and mother-in-law. Thank you for your kind support and prayers. I hope I have made you proud. All of you are always in my heart.



TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION OF THESIS WORK	ii
PERMISSION TO USE	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
DEDICATION	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xv
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Definition of Entrepreneurship	5
1.3 Graduate Unemployment in Malaysia	9
1.3.1 Status of Graduate Unemployment in Malaysia	9
1.3.2 The Issue of Graduate Unemployment in Malaysia	10
1.3.3 Higher Education Entrepreneurship Development Policy	14
1.3.4 Importance of Graduate Entrepreneurship in Malaysia	17
1.3.5 Entrepreneurship Programmes in HEIs in Malaysia	21
1.3.6 Graduate Entrepreneurs and the Theory of Planned Behaviour	25
1.4 Problem Statement	28
1.5 Research Objectives	33

1.6	Research Questions	34
1.7	Significance of the Study	34
1.8	Operational Definitions	36
1.8.1	Graduate Entrepreneur	36
1.8.2	Intention to be an Entrepreneur	36
1.8.3	Formal Education	37
1.8.4	Informal Education	38
1.8.5	Communication Apprehension	39
1.8.6	Types of Employment	39
1.9	Thesis Outline	40
1.10	Summary	41
CHAPTER TWO: LITERATURE REVIEW		43
2.1	Introduction	43
2.2	Issues Related to Job Searches	45
2.3	Theory of Reasoned Action and Theory of Planned Behaviour	50
2.3.1	Usefulness of the Theory Planned Behavior	53
2.3.2	Limitation of Theory Planned Behavior	57
2.4	Theory of Utility Maximization	59
2.5	Factors Influencing a Graduate's Intentions and Choice to become an Entrepreneur	62
2.5.1	The Entrepreneurship Education (Formal and Informal) factor Towards Intention and Actual Behavior	63
2.5.1.1	The Formal Entrepreneurship Education factor Towards Intention and Actual Behavior	63
2.5.1.2	Informal Entrepreneurship Education	67
2.5.2	Graduate Intention and Actual Behaviour towards Entrepreneurship	73

2.5.3	Communication Apprehension towards Graduate' Intention and Actual Behavior	76
2.6	Research Gaps	79
2.7	Summary	81
CHAPTER THREE: DATA AND METHODOLOGY		82
3.1	Introduction	82
3.2	Research Design	82
3.3	Theoretical Framework of the Study	83
3.4	Sampling Design	85
3.5	Data Collection Procedure	85
3.6	Questionnaire	88
3.7	Variables	90
3.8	Pilot Study	91
3.9	Data Analysis	92
3.9.1	Factor Analysis	92
3.9.2	Cluster Analysis	96
3.9.3	Descriptive Statistics	97
3.9.4	Multiple Regression Model (Intention to be an Entrepreneur)	97
3.9.5	Logistic Regression Model (Choose to become an Entrepreneur)	100
3.9.6	Multinomial Regression Model (Choose to become an Entrepreneur)	101
3.10	Summary	102
CHAPTER FOUR: DESCRIPTIVE ANALYSIS		104
4.1	Introduction	104
4.2	Characteristics of Respondents	104

4.3	Language Proficiency and Malaysia University English Test (MUET)	105
4.4	Current Employment Status and Monthly Income and Types of Degree	108
4.4.1	Current Employment and Unemployment Status with Types of Degree	108
4.4.2	Current Employment Status and Monthly Income	109
4.4.3	Current Monthly Income with Types of Degree	110
4.5	Entrepreneurial Education (Formal and Informal)	111
4.6	Statistical Test of Means Difference between Generic Skills, Intention to be an Entrepreneur and Communication Apprehension Before and After Respondent's Enter the Employment Market	113
4.6.1	Statistical Test of Means Difference between Generic Skills Before and After Respondents Entering the Employment Market	113
4.6.2	Statistical Test of Means Difference between Intention to be an Entrepreneur Before and After the Respondents Enter into the Employment Market	115
4.6.3	Statistical Test of Means Difference between Respondents' Communication Apprehension, Before and After Respondents Enter into the Employment Market	117
4.7	Further Profiling of Graduate Entrepreneurs	119
4.7.1	Further Profiling of Graduate Entrepreneurs in Talent Domain	119
4.7.2	Further Profiling of Graduate Entrepreneurs in Innovator Domain	129
4.8	Summary	139
CHAPTER FIVE: INTENTION AND CHOICE TO BE AN ENTREPRENEUR		140
5.1	Introduction	140
5.2	Intention to be an Entrepreneur	140

5.2.1	Intention to be an Entrepreneur in the Talent Domain	141
5.2.1.1	Formal Entrepreneurship Education	143
5.2.1.2	Informal Entrepreneurship Education	145
5.2.1.3	Communication Apprehension	146
5.2.1.4	Generic Skills	149
5.2.1.5	Respondents' Backgrounds	150
5.2.2	Intention to be Entrepreneur in the Innovator Domain	154
5.2.2.1	Formal Entrepreneurship Education	156
5.2.2.2	Informal Entrepreneurship Education	156
5.2.2.3	Communication Apprehension	157
5.2.2.4	Generic Skills	158
5.2.2.5	Respondents' Backgrounds	159
5.3	Choice to be an Entrepreneur	161
5.3.1	Choice to be an Entrepreneur (Logistics Regression)	162
5.3.1.1	Formal Entrepreneurship Education	164
5.3.1.2	Informal Entrepreneurship Education	164
5.3.1.3	Intention to be an Entrepreneur	165
5.3.1.4	Communication Apprehension	166
5.3.1.5	Respondents' Backgrounds	166
5.3.2	Choice to be an Entrepreneur (Multinomial Logistics Regression)	167
5.3.2.1	The Effects of Formal Entrepreneurship Education	170
5.3.2.2	The Effects of Informal Entrepreneurship Education	171
5.3.2.3	The Effects of Intention to be an Entrepreneur	172
5.3.2.4	The Effects of Communication Apprehension	173
5.3.2.5	The Effects of Respondents' Background	174

5.4	Correlation Analysis: Intention and Choice to be an Entrepreneur	178
5.5	Summary	181
CHAPTER SIX: DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS		183
6.1	Introduction	183
6.2	Summary of Findings Related to Research Questions	183
6.3	Discussions	185
6.3.1	Formal Entrepreneurship Education	185
6.3.2	Informal Entrepreneurship Education	187
6.3.3	Intention to be an Entrepreneur	188
6.3.4	Communication Apprehension	188
6.3.5	Generic Skills	189
6.3.6	Respondents' Background	189
6.4	Theoretical Implications	191
6.5	Practical Implications	192
6.6	Research Limitations and Directions for Future Research	198
REFERENCES		200
APPENDICES		260

LIST OF TABLE

Table	Page
1.1 Graduate Employment Status (Tracer Study), 2009- 2013	9
1.2 Reasons for Unemployed Malaysian Graduates (Tracer Study) 2009- 2013	13
1.3 The Six Trusts for 2010 and 2013	16
1.4 The Improved Six Trusts and the Fifteen Proposed Strategies	17
1.5 Employability Status of Graduates (Malaysians), Graduates Tracer Study, from Year 2009 to 2013	19
1.6 Entrepreneurship Courses and Programmes in HEIs in Malaysia	23
3.1 Distribution of Type of Degree in UUM, 2012	87
3.2 Reliability of Generic Skills, Intention and Communication Apprehension: Pilot Study	92
3.3 PCA for Intention to be an Entrepreneur (Section C), Main Study	95
4.1 Characteristics of Respondents	105
4.2 Respondents' Language Proficiency and MUET Achievement	107
4.3 Current Employment and Unemployment Status with Types of Degree	108
4.4 Current Employment Status and Monthly Income	109
4.5 Current Monthly Income with Types of Degree	110
4.6 Entrepreneurship Education: Formal and Informal Entrepreneurship Education	111
4.7 Paired Sample T- Tests on the Respondents' Generic Skills	113
4.8 Paired Sample T- Tests on the Respondents' Intention to be an Entrepreneur	115
4.9 Paired Sample T- Tests on the Respondents' Communication Apprehension	117
4.10 Further Profiling of Respondents towards Intention to be an Entrepreneur in Talent Domain	120

4.11	Further Profiling of Respondents towards Intention to be an Entrepreneur in Innovator Domain	130
5.1	The Estimated Ordinary Least Squares (OLS) Model on Intention to be an Entrepreneur in Talent Domain	142
5.2	The Estimated Ordinary Least Squares (OLS) Model on Intention to be an Entrepreneur in the Innovator Domain	155
5.3	The Estimated Logistics Model of Respondents' Actual Choice to be an Entrepreneur	163
5.4	Estimated Multinomial Logistics Regression Model on Respondents' Choice to be an Entrepreneur	168
5.5	Sample Correlation between Respondents' Intention and Choice to be an Entrepreneur in Talent and Innovator Domain	179



LIST OF FIGURE

Figure		Page
1.1	Entrepreneurs by Education Level from Year 1982 to 2008 (%)	20
2.1	Theory of Planned Behavior	52
3.1	Theoretical Framework	83



LIST OF ABBREVIATIONS

CAP	Critical Agenda Project
CEDEFOP	European Centre for the Development of Vocational Training
CGPA	Cumulative Grade Point Average
ENT	Entrepreneur
FMIE	Family involve in entrepreneurship
FRIE	Friend involve in entrepreneurship
FT	Employed full-time
GLCs	Government Linked Companies
GTP	Government's Transformation Programme
HEIs	Higher Education Institutions
INSKEN	National Institute of Entrepreneurship
MoE	Ministry of Higher Education
MOF	Ministry of Finance
NDP	National Development Policy
NEP	New Economic Policy
NFT	Not full-time employed
OLS	Ordinary Least Squares
PCA	Principal Component Analysis
PRCA 24	Personal Report Communication Apprehension (24)
PSPTN	National Higher Education Action Plan
PUNB	<i>Permodalan Usahawan Bumiputera Nasional</i>
RBBS	Ran business before study
RBDS	Ran business during study
TPB	Theory Planned Behaviour

TRA	Theory of Reasoned Action
TUS	<i>Tabung Usahawan Nasional</i>
Uem	Unemployed
UUM	Universiti Utara Malaysia
VDP	Vision Development Policy
%	Percentage



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

During a time of global economic reforms, such as increased integration of world economies resulting in borderless business opportunities, entrepreneurship has emerged as the newest driver of a country's economic growth (Gerba, 2012; Helms et al., 2011; Satwinder et al., 2011; Linan, 2008; Matlay, 2006). The key function of entrepreneurship undertakings is to boost a country's development, and to generate wealth and employment opportunities, especially in emerging nations such as Malaysia (Ahmad & Xavier, 2012; Muhammad Mu'az et al., 2011; Sandhu et al., 2010).

In keeping with the national transformation agenda of Malaysia, entrepreneurship is regarded as a leading factor that can transform the country from being a middle-income economy to a high-income one by the year 2020 (Ooi & Shuhymee, 2012; Berma et al., 2012). Researchers, specialists and policy makers should intensify their efforts to nurture an entrepreneurial outlook among members of the society (Davey et al., 2011; Zalealem et al., 2004). As stated by the Department of Statistics (2009), the population of Malaysia grew from 14.65 million in 1982 to 30.30 million in 2014 (Ministry of Human Resources, 2015), while the active labour force grew from 5.25 million to 13.93 million.

The contents of
the thesis is for
internal user
only

REFERENCES

- Abdul Halim, A., Yahya, D., Mohd Fo'ad, S., Mohamad Suker, K., & Yaakob, D. (2010). *Kajian impak program pembangunan keusahawan kolej komuniti*. Pusat Penyelidikan dan Inovasi, Universiti Utara Malaysia.
- Abosedo, A. J., & Onakoya, A. B. (2013). Entrepreneurship, economic development and inclusive growth. *International Journal of Social Sciences and Entrepreneurship*, 1(3), 375-387.
- Abubakar, Y. A., & Mitra, J. (2010). Factors influencing innovation performance in European regions: Comparing manufacturing and services ICT sub-sectors. *International Journal of Entrepreneurship and Innovation Management*, 11(2), 156-177.
- Agarwala, T. (2008). Factors influencing career choice of management students in India. *Career Development International*, 13(4), 362-376.
- Ahmad, N., & Seymour, R. G. (2008). *Defining entrepreneurial activity: Definitions supporting frameworks for data collection*. Retrieved June 23, 2016, from OECD Statistics Working Paper: [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)

- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhl, & J. Beckman (Eds.), *Action-control: From cognition to behavior* (pp. 11-39). Heidelberg: Springer.
- Ajzen, I. (1987). Attitudes, traits and actions: Dispositional prediction of behaviour in personality and social psychology. *Advances in Experimental Social Psychology*, 20, 1-63.
- Ajzen, I. (1991). Theory of planned behavior. *Organizational Behavior and Human Decisions Process*, 50(2), 179-211.
- Ajzen, I. (2005). *Attitudes, personality and behavior*. (2nd ed.). New York: Open University Press.
- Ajzen, I., & Driver, B. L. (1992). Application of the theory of planned behavior to leisure choice. *Journal of Leisure Research*, 24(3), 207-224.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. New Jersey: Prentice Hall.
- Albarracin, D., Johnson, B. T., Fishbein, M., & Muellerleile, P. A. (2001). Theories of reasoned action and planned behavior as models of condom use: A meta-analysis. *Psychological Bulletin*, 127(1), 142-161.

Aldenderfer, M. S., & Blashfield, R. K. (1984). *Cluster analysis*. Beverly Hills, CA: Sage Press.

Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Towards a family embeddedness perspective. *Journal of Business Venturing, 18*, 573-596.

Alsos, G. A., Carter, S., Ljunggren, E., & Welter, F. (2011). Introduction: Researching entrepreneurship in agriculture and rural development. In G. A. Alsos, S. Carter, E. Ljunggren, & F. Welter (Eds.), *The handbook of research on entrepreneurship in agriculture and rural development* (pp. 1-18). Cheltenham, UK: Edward Elgar.

Amabile, T., M. (1996). *Creativity in context boulder*. Colorado: Westview.

Anderson, A. R., & Jack, S. L. (2008). Role typologies for enterprising education: The professional artisan? *Journal of Small Business and Enterprise Development, 15*(2), 259-273.

Andersson, P., & Wadensjö, E. (2006). *Do the unemployed become successful entrepreneurs? A Comparison between the unemployed, inactive and wage-earners (IZA Discussion Papers No.2402)*. Retrieved January 17, 2016, from <http://d-nb.info/993186971/34/>

- Arenius, P., & Minniti, M. (2005). Perceptual variables and nascent entrepreneurship. *Small Business Economics*, 24, 233-247.
- Armanurah, M., Abdul Razak, A., & Syahrina, A. (2005). Kepentingan pendidikan keusahawanan kepada organisasi dan negara. *National Conference on Skills and Competencies in Education*, 101-106.
- Armitage, C., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-analytic review. *British Journal of Social Psychology*, 40, 471-499.
- Ary, D., Jacobs, L. C., & Razavich, A. (2002). *Introduction to research in education*. (6th ed.). Belmont, CA: Wadsworth.
- Autio, E., Keeley, R. H., Klofsten, M., & Ulfdtedt, T. (1997). Entrepreneurial intent among students: Testing an intent model in Asia, Scandinavia, and USA. *Frontier of Entrepreneurship Research*, 17, 133-147.
- Autio, E., Keeley, R. H., Klofsten, M., Parker, G., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145-160.
- Azleen, I., Mohd Zulkeflee, A. R., & Nek Kamal, Y. Y. (2013). Communication apprehension (CA): A case of accounting students. *International Journal of Independent Research and Studies*, 2(1), 16-27.

- Bagozzi, R. P., & Warshaw, P. R. (1990). Trying to consume. *Journal of Consumer Research*, 17, 127-140.
- Bamberg, S., Rolle, D., & Weber, C. (2003). Does habitual car use not lead to more resistance to change of travel mode. *Transportation*, 20(1), 91-108.
- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Baron, R. A. (2004). The cognitive perspective: A valuable tool for analyzing entrepreneurship's basic <Why> questions. *Journal of Business Venturing*, 19(2), 221-239.
- Baron, R. A. (2007). Behavioral and cognitive factors in entrepreneurship: Entrepreneurs as the active element in new venture creation. *Strategic Entrepreneurship Journal*, 1, 167-182.
- Baron, R. A. (2012). Entrepreneurship: A process perspective. In J. R. Baum, M. Frese, & R. A. Baron (Eds.), *The psychology of entrepreneurship* (pp. 19-40). East Sussex: Psychology Press.
- Bassili, J. N. (1995). Response latency and the accessibility of voting intentions: What contributes to accessibility and how it affects vote choice. *Personality and Social Psychology Bulletin*, 21, 686-695.

- Basu, A., & Virick, M. (2008). Assessing entrepreneurial intentions amongst students: A comparative study. *National Collegiate Inventors & Innovators Alliance, 1*(1), 79-86.
- Baumol, W. J. (1990). Entrepreneurship: Productive, unproductive, and destructive. *Journal of Political Economy, 98*(5), 893-921.
- Beaugrand, P. (2004). *And Schumpeter said, "This is how thou shalt grow": The further quest for economic growth in poor countries (IMF Working Paper)*. Retrieved January 17, 2016, from <https://www.imf.org/external/pubs/ft/wp/2004/wp0440.pdf>.
- Bechard, J., P., & Toulouse, J., M. (1998). Validation of a didactic model for the analysis of training objectives in entrepreneurship. *Journal of Business Venturing, 13*(14), 317-332.
- Becker, S. G. (1965). A theory of the allocation time. *The Economic Journal, 75*(299), 493-517.
- Berma, M., Shamshubaridah, R., Faridah, S., & Shazlinda, M. (2012). Developing an entrepreneurship education eco-system at University Kebangsaan Malaysia (UKM): A critical analysis on teaching, learning and knowledge development. *Teaching and Learning Convention in Bangi* (pp. 1-36). Bangi: UKM.

- Bilic, I., Prka, A., & Vidovic, G. (2011). How does education influence entrepreneurship. *Management*, 16(1), 115-128.
- Bills, D. B. (2003). Credentials, signals, and screens: Explaining the relationship between schooling and job assignment. *Review of Educational Research*, 73(4), 441-469.
- Bird, B. (1988). Implementing entrepreneurial ideas: The case of intention. *Academy of Management Review*, 13, 442-453.
- Bird, B. (1992). The operation of intentions in time: The emergence of the new venture. *Entrepreneurship Theory and Practice*, 17(1), 11-20.
- Blau, G. (1994). Testing a two-dimensional measure of job search behavior. *Organizational Behavior and Human Decision Processes*, 59, 288-312.
- Blume, D. B., Baldwin, T. T., & Ryan, C. K. (2013). Communication apprehension: A barrier to students' leadership, adaptability and multicultural appreciation. *Academy of Management Learning & Education*, 12(2), 158-172.
- Bobek, D. D., & Hartfield, R. C. (2003). An investigation of the theory of planned behavior and the role of moral obligation in tax compliance. *Behavioral Research in Accounting*, 15, 13-38.

Boston University School of Public Health. (2013). *The theory of planned behavior*. Retrieved January 17, 2016, from <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/SB721-Modules/SB721-Models3.html#limitationsofthetheoryofplannedbehavior>

Boyatzis, R. E., Smith, M., & Blaize, N. (2006). Developing sustainable leaders through coaching and compassion. *Academy of Management Journal on Learning and Education, 1*, 8-24.

Brown, D. K. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations. *Sociology of Education, 74*, 19–34.

Bruni, A., Gherardi, S., & Poggio, B. (2004). Doing gender, doing entrepreneurship: An ethnographic account of intertwined practices. *Gender, Work and Organization, 11*, 407-429.

Byron, A., L. (2005). *Communication apprehension in the workplace and its effects on employee job satisfaction*. (Unpublished doctoral dissertation). Texas Tech University.

Bygrave, W. D. Z. A. (Ed.). (2004). *The portable MBA in entrepreneurship. The entrepreneurship process*. New Jersey: John Wiley & Sons, Inc.

- Carr, J. C., & Sequeira, J. M. (2007). Prior family business exposure as intergenerational influence and entrepreneurial intent: A Theory of Planned Behavior approach. *Journal of Business Research*, 60, 1090-1098.
- Casson, M. (2003). *The entrepreneur: An economic theory* (2nd ed.). Massachusetts, USA: Edward Elgar Publishing.
- Carsrud, A., & Brannback, M. (2011). Entrepreneurial Motivations: What Do We Still Need to Know? *Journal of Small Business Management*, 49, 9–26.
- Central Bank of Malaysia. (2002). *Central Bank of Malaysia Survey*. Retrieved January 17, 2016, from <http://bond.npc.org.my>
- Charlesworth, D., & Morris, R. (2006). Identifying communication apprehension levels in senior level information systems majors: A pilot study. *Issues in Information Systems*, 7(1), 319-323.
- Chatzisarantis, N., Hagger, M., & Smith, B. (2007). Influences of perceived autonomy support on physical activity within the theory of planned behaviour. *European Journal of Social Psychology*, 37, 934-954.
- Cheetham, G., & Chivers, G. (2001). How professionals learn in practice: An investigation of informal learning amongst people working in professions. *Journal of European Industrial Training*, 25, 248–292.

- Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295-316.
- Cheng, Y. M., Chan, W. S., & Mahmood, A. (2009). The effectiveness of entrepreneurship education in Malaysia. *Education + Training*, 5(51), 555-556.
- Chiou, J. S. (1998). The effects of attitude, subjective norm, and perceived behavioral control on consumers' purchase intentions: The moderating effects of product knowledge and attention to social comparison information. *Proc. Natl. Sci. Counc. ROC (C)*, 9(2), 298-308.
- Chor, F. T. (2009). The linkages among inflation, unemployment and crime rate in Malaysia. *International Journal of Economics and Management*, 3(1), 50-61.
- Chua, J. H., Chrisman, J. J., & Sharma, P. (1999). Defining the family business by behavior. *Entrepreneurship Theory and Practice Journal*, 23(4), 19-39.
- Chua, Y. P. (2009). *Statistik penyelidikan lanjutan: Ujian regresi, analisis factor dan analisis SEM*. Malaysia: McGraw Hill.

- Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms conformity and compliance. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., pp. 151-192). Boston: McGraw-Hill.
- Clarke, J., & Cornelissen, J. (2011). Language, communication and socially situated cognition in entrepreneurship. *Academy of Management Review*, 34(3), 776-778.
- Clifford, C. (2016). Why single women are quicker to jump into entrepreneurship. Retrieved May 13, 2016, from <https://www.entrepreneur.com/article/270926>.
- Co, M. J., & Mitchell, B. (2006). Entrepreneurship education in South Africa: A nationwide survey. *Education + Training*, 48(5), 348-359.
- Cohen, L., Frazzini, A., & Malloy, C. (2010). Sell-side school ties. *The Journal of Finance*, LXV(4), 1409-1437.
- Collins, L., Hannon, P. D., & Smith, A. (2004). Enacting entrepreneurial intent: The gap between students' needs and higher education capabilities. *Education + Training*, 48(8/9), 454-463.
- Conner, M., & Sparks, P. (1996). The theory of planned behaviour and health behaviours. In M. Conner, & P. Norman (Eds.), *Predicting health behaviour* (pp. 121-162). Buckingham, UK: Open University Press.

Consortium for Entrepreneurship Education. (2012). *Entrepreneurship competency model*. Retrieved January 17, 2016, from <http://www.careeronestop.org/CompetencyModel/competency-models/entrepreneurship.aspx>

Cooney, T., & Murray, T. (2008). *Entrepreneurship education in the third-level sector in Ireland' Institute of Minority Entrepreneurship Report*. Dublin: Institute of Technology.

Cooper, D. R., & Schindler, P. S. (1988). *Business research method* (6th ed.). New York: Irwin.

Cooper, S., Bottomley, C., & Gordon, J. (2004). Stepping out of the classroom and up the ladder of learning; An experiential learning approach to entrepreneurship education. *Industry and Higher Education*, 18(1), 11-22.

Corbett, A. C. (2005). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory and Practice*, 29(4), 473-491.

Coulter, M. (2003). *Entrepreneurship in action* (2nd ed.). New Jersey: Prentice-Hall.

- Cox, L. W., Mueller, S. L., & Moss, S. E. (2002). The impact of entrepreneurship education on entrepreneurial self-efficacy. *International Journal of Entrepreneurship Education*, 1(1), 229-245.
- Cressy, R. (1996). Pre-entrepreneurial income, cash-flow growth and survival of start-up businesses: Model and tests on U.K. data. *Small Business Economics Journal*, 8(1), 49-58.
- Croitoru, A. (2012). A review to a book: Scheumpeter, J., A. 1934, The theory of economic development: An inquiry into profits, capital, credit, interest and the business cycle, translated from the German by Redvers Opie, New Brunswick (U.S.A) and London (U.K): Transaca. *Journal of Comparative Research in Anthropology and Sociology*, 3(2), 137- 148.
- Daly, J. A., & McCroskey, J. C. (1975). Occupational desirability and choice as a function of communication apprehension. *Journal of Counseling Psychology*, 22, 309-313.
- Davey, T., Plewa, C., & Struwig, M. (2011). Entrepreneurship preceptions and career intentions of international students. *Education + Training*, 53(5), 335-352.
- Davidson, P. (2004). *Researching entrepreneurship*. New York: Springer.

Davidson, P., & Honig, B. (2003). The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing, 18*, 301-331.

Davidsson, P. (1995, November). Determinants of entrepreneurial intentions. Paper prepared for the RENT IX Workshop, Piacenza, Italy.

Dewan Dictionary. (2014). *Pusat rujukan persuratan Melayu*. Retrieved January 17, 2016, from <http://prpm.dbp.gov.my/Search.aspx?k=intention>

Dixxon, R., Meier, R. L., Brown, D. C., & Custer, R. L. (2005). The critical entrepreneurial competencies required by instructors from institution-based enterprises: A Jamaican study. *Journal of Industrial Teacher Education, 42*(4), 25-51.

Douglas, E. J., & Shepherd, D. A. (2002). Self-employment as a career choice: Attitudes, entrepreneurial intentions, and utility maximization. *Entrepreneurship Theory and Practice*(Spring), 81-90.

Drennan, J., Kennedy, J., & Pisarski, A. (2005). Factors affecting student attitudes toward flexible online learning in management education. *The Journal of Educational Research, 98*(6), 331-338.

Dunn, T., & Holtz-Eakin, D. (2000). Financial capital, human capital, and the transition to self-employment: Evidence from intergenerational links. *Journal of Labor Economics, 18*, 282-305.

Dyer, W. G., & Handler, W. (1994). Entrepreneurship and family business: Exploring the connections. *Entrep Theory Pract*, 71-83.

Eddleston, K. A., & Powell, G. N. (2008). The role of gender identity in explaining sex differences in business owners' career satisfier preferences. *Journal of Business Venturing*, 23(2), 244-256.

Edwards, L. J., & Muir, E. J. (2005). Promoting entrepreneurship at the University of Glamorgan through formal and informal learning. *Journal of Small Business and Enterprise Development*, 12(4), 613-626.

Eisenhauer, J. G. (1995). The entrepreneurial decision: Economic theory and empirical evidence. *Entrepreneurship Theory and Practice*, 67-79.

Engle, R., Dimitriadi, N., Gavidia, J. V., Schlaegel, C., Delanoe, S., Alvarado, I., . . . Wolff, B. (2010). International Journal of Entrepreneurial Behaviour and Research. *Entrepreneurial intent: A twelve-country evaluation of Ajzen's model of planned behaviour.*, 16(1), 36-58.

Ertuna, Z. I., & Gurel, E. (2011). The moderating role of higher education on entrepreneurship. *Education + Training*, 53(5), 387 - 402.

- European Commission. (2012). *Entrepreneurship education: A guide for educators*. Retrieved January 17, 2016, from http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/entredu-manual-fv_en.pdf
- Evans, D., & Jovanovic, B. (1989). An estimated model of entrepreneurial choice under liquidity constraints. *Journal of Political Economy*, 97, 808-827.
- Everitt, B. S., Landau, S., & Leese, M. (2001). *Cluster analysis* (4th ed.). New York: Oxford University Press.
- Fairlie, R. W., & Robb, A. (2007). Families, human capital, and small business: Evidence from the characteristics of business owners survey. *Industrial and Labor Relations Review*, 60(2), 225-245.
- Fatoki, O. O. (2010). Graduate entrepreneurial intention in South Africa: Motivations and obstacles. *International Journal of Business and Management*, 5(9), 87-98.
- Fayolle, A., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training*, 30(9), 701-720.
- Filion, I., & Rentschler, R. (2010). From entrepreneurship to entrenology. *Journal of Enterprising Culture*, 6(1), 1-23.

- Fillis, I., & Rentschler, R. (2010). The role of creativity in entrepreneurship. *J. Enterprising Culture*, 18(1), 49-81.
- Friedrich, C., & Visser, K. (2005). *South African entrepreneurship education and training*. De Dooms: Leap Publishing.
- Gabadeen, W. O., & Raimi, L. (2012). Management of entrepreneurship education in Nigerian higher institutions: Issues, challenges and way forward. *Abuja International Journal of Education and Management Sciences (ABIJEMS)*, 2(1), 1-26.
- Garavan, T., Costine, P., & Heraty, N. (1995). *Training and development in Ireland, context, policy and practice*. Dublin: Oak Tree Press.
- Gasse, Y. (1985). A strategy for the promotion and identification of potential entrepreneurs at the secondary school level. *Frontiers of Entrepreneurship Research*, 538-559.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Boston, MA: Allyn & Bacon.
- Gerba, T. D. (2012). The context of entrepreneurship education in Ethiopian universities. *Management Research Review*, 35(3/4), 225-244.

- Giannetti, M., & Simonov, A. (2009). Social interactions and entrepreneurial activity. *Journal of Economics & Management Strategy*, 18(3), 665-709.
- Gifford, S. (1993). Heterogeneous ability, career choice, and firm size. *Small Business Economics*, 5, 249-259.
- Glauber, R. (2013). *Wanting more but working less: Involuntary part-time employment and economic vulnerability*. Retrieved January 17, 2016, from The Carsey School of Public Policy at the Scholars' Repository.: <http://scholars.unh.edu/carsey/199>
- Gnyawali, D. R., & Fogel, D. S. (1994). Environments for entrepreneurship development: Key dimensions and research implications. *Entrepreneurship Theory and Practice*, 18(4), 43-62.
- Gollwitzer, P. M. (1993). Goal achievement: The role of intentions. In W. Stroebe, & M. Hewstone (Eds.), *European review of social psychology* (Vol. 4, pp. 141-185). Chichester: Wiley.
- Gompers, P., Lerner, J., & Scharfstein, D. (2005). Entrepreneurial spawning: Public corporations and the genesis of new ventures, 1986 to 1999. *The Journal of Finance*, Lx(2).

Green, A. E., Hoyos, M. d., Li, Y., & Owen, D. (2011). *Job search study: Literature review and analysis of the Labour Force Survey*. United Kingdom: Department for Work and Pensions.

Griffith, M., K., Reardon, C., R., & Hartley, L., S. (2009). An examination of the relationship between career thoughts and communication apprehension. *The Career Development Quarterly*, 58(1), 171-180.

Grilo, I., & Irigoyen, J. M. (2006). Entrepreneurship in the EU: To wish and not to be. *Small Business Economics*, 26(4), 305-318.

Gujarati, D. N. (2006). *Essential of econometrics*. Singapore: McGraw Hill (Asia).

Gupta, V., Turban, D., Wasti, A., & Sikdar, A. (2009). The role of gender stereotypes in perceptions of entrepreneurs and intentions to become an entrepreneur. *Entrepreneurship Theory and Practice*, 33, 397-417.

Guyer, P. (2004). Can you succeed with talent alone? Retrieved January 17, 2016, from <http://athenaintl.com/articles/can-you-succeed-with-talent-alone/>

Hagger, M., Chatzisarantis, N., & Biddle, S. (2002). A meta-analytic review of the theories of reasoned action and planned behaviour: Predictive validity and the contribution of additional variables. *Journal of Sport and Exercise Psychology*, 24, 3-32.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). London: Prentice Hall International.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis: A global perspective*. United States: Pearson.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Hanno, D. M., & Violette, G. R. (1996). An analysis of moral and social influences on taxpayer behavior. *Behavioral Research in Accounting*, 8, 57-75.

Harris, M. S., Gibson, S. T., & Mick, T. (2008). Examining the impact of small business institute participation on entrepreneurial attitudes. *Journal of Small Business Strategy*, 18(2), 57–75.

Hardy, L. R., Mohd Ali, B. A., K., Zanariah, Z., A., Junainah, J., Laila, M., K., Noor Faizah., M., L., & Siti Zahrah, B. (2015). Entrepreneurship education in Malaysia: A critical review. *Journal of Technology Management and Business*, 2(2), 1-11.

Hart, M. M., Stevenson, H. H., & Dail, J. (1995). Entrepreneurship: A definition revisited. In W. D. Bygrave, B. J. Bird, S. Birley, N. C. Churchill, M. Hay, R. H. Keelry, & W. E. Wetzel Jr. (Eds.), *Frontiers of entrepreneurship research: Proceedings of the Fifteenth Entrepreneurship Research Conference*. Babson Park: Babson College.

Hattab, H. (2014). Impact of entrepreneurship education on the entrepreneurial intentions of university students in Egypt. *Journal of Entrepreneurship*, 23(1), 1-18.

Hee- Yeon, K., & Jae-Eun, C. (2011). Consumer purchase intention for organic personal care products. *Journal of Consumer Marketing*, 28(1), 40-47.

Helms, M. M., Rodriguez, M. A., Rios, L. d., & Hargrave, W. (2011). Entrepreneurial potential in Argentina: A SWOT analysis. *Competitiveness Review: An International Business Journal*, 21(3), 269-287.

Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career Development International*, 5(6), 279-287.

Henry, C., Hill, F., & Leitch, C. (2003). *Entrepreneurship education and training*. Aldershot: Ashgate Publishing.

- Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: Can entrepreneurship be taught? Part I. *Education & Training*, 47(2/3), 98-111.
- Heuer, A., & Kolvereid, L. (2014). Education in entrepreneurship and the theory of planned behaviour. *European Journal of Training and Development*, 38(6), 506-523.
- Hillhouse, J. J., Turrisi, R., & Kastner, M. (2000). Modeling tanning salon behavioral tendencies using appearance motivation, self-monitoring and the theory of planned behavior. *Health Education Review*, 15(1), 405-414.
- Hills, G. E. (1988). Variations in university entrepreneurship education: an empirical study of an evolving field. *Journal of Business Venturing*, 3(1), 109-122.
- Holt, R., & Macpherson, A. (2010). Sensemaking, rhetoric and the socially competent entrepreneur. *International Small Business Journal*, 28(1), 20-42.
- Hynes, B. (1996). Entrepreneurship education and training – Introducing entrepreneurship into non-business disciplines. *Journal of European Industrial Training*, 20(8), 10-17.

International Labour Organization. (1994). *What is part-time work?* Retrieved January 17, 2016, from http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_170717.pdf

International Labour Organization. (2015). *World employment and social outlook: The changing nature of jobs*. Retrieved January 17, 2016, from http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm

Isarji, S., Zainab, M. N., Zubairi, A. M., Tunku Ahmad, T. B., & Nordin, M. S. (2013). Needs assessment of workplace English and Malaysian graduates' English language competency. *World Applied Sciences Journal*, 21, 88-94.

Ishfaq, A., Muhammad Musarrat, N., Zafar, A., Muhammad Zeeshan, S., Ahmad, U., Wasim, R., & Naveed, A. (2010). Determinants of students' entrepreneurial career intentions: Evidence from business graduates. *European Journal of Social Sciences*, 15(2), 14-22.

Ismail, N. A. (2011). Graduates characteristics and unemployment: A study among Malaysian graduates. *International Journal of Business and Social Sciences*, 2(16), 94-102.

Izquierdo, E., & Buelens, M. (2008, July). *Competing models of entrepreneurial intentions: The influence of self-efficacy and attitudes*. Paper presented at Internationalizing Entrepreneurship Education and Training, IntEnT2008 Conference, Oxford, Ohio, USA.

Jan Khan, M., & Khalique, M. (2014). An overview of small and medium enterprises in Malaysia and Pakistan: Past, present and future scenario. *Business and Management Horizons*, 2(2), 38-49.

Jiménez, A., Palmero-Cámara, C., González-Santos, M. J., González-Bernal, J., & Jiménez-Eguizábal, J. A. (2015). The impact of education levels on formal and informal entrepreneurship. *Business Research Quarterly*, 18(3), 204-212.

Jovanovic, B. (1982). Selection and evolution of industry. *Econometrica*, 50(3), 649–670.

Kamsah, M. Z. (2004, December). *Developing generic skills in classroom environment: Engineering student' perspective*. Paper presented at Conference On Engineering Education (CEE 2004), Kuala Lumpur, Malaysia.

Kao, R., W. (1993). Defining entrepreneurship: Past, present and ?. *Creativity and Innovation Management*, 2(1), 69- 70.

- Karimi, S., Biemans, H. J., Lans, T., Arasti, Z., Chizari, M., & Mulder, M. (2011). Application of structural equation modelling to assess the impact of entrepreneurial characteristics on students' entrepreneurial intentions. In H. Fulford (Ed.), *Proceedings of ECIE, The 6th European Conference on Entrepreneurship and Innovation* (pp. 954-967). Aberdeen: Robert Gordon University. Retrieved January 17, 2016, from <http://ssrn.com/abstract=2152932>
- Kautonen, T., Tornikoski, E., & Kibler, E. (2011). Entrepreneurial intentions in the third age: The impact of perceived age norms. *Small Business Economics*, 37, 219–234.
- Khalique, M., Shaari, J. A., Isa, A. H., & Ageel, A. (2011). The challenges faced by the small and medium enterprises (SMEs) in Malaysia: In intellectual capital perspective. *International Journal of Current Research*, 3(6), 398-401.
- Kickul, J., & Zaper, J. A. (2000). Untying the knot: Do personal and organizational determinants influence entrepreneurial intentions? *Journal of Small Business and Entrepreneurship*, 15(3), 57-77.
- Kirby, D., A. (2004). Entrepreneurship education: can business schools meet the challenge? *Education + Training*, 46(8/9), 510-519.
- Klofsten, M. (2000). Training entrepreneurship at universities: a Swedish case. *Journal of European Industrial Training*, 24(6), 337-344.

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kolvereid, L. (1996). Prediction of employment status choice intentions. *Entrepreneurship Theory and Practice*, 21(1), 47-57.
- Kolvereid, L., & Moen, Ø. (1997). Entrepreneurship among business graduates: Does a major in entrepreneurship make a difference? *Journal of European Industrial Training*, 21(4), 154 - 160.
- Komatsu, A., Takagi, D., & Takemura, T. (2013). Human aspects of information security: An empirical study of intentional vs actual behavior. *Information Management & Computer Security*, 21(1), 5-15.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(1), 607-610.
- Krueger, N., F. (1993). Impact of prior entrepreneurial exposure on perceptions of new venture feasibility and desirability. *Entrepreneurship Theory and Practice*, 18(1), 5-21.
- Krueger, N., F. (2003). The cognitive psychology of entrepreneurship. In Z. J. Acs, & D. B. Audretsch (Eds.), *Handbook of entrepreneurial research* (pp. 105-140). London: Kluwer Law International.

Krueger, N., F., & Brazeal, D. V. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice*, 18(1), 91-104.

Krueger, N., F., & Carsrud, A., L. (1993). Entrepreneurial intentions: applying the theory of planned behavior. *Entrepreneurship & Regional Development*, 5(4), 315- 330.

Krueger, N., F., Micheal, D. R., & Carsrud, A. L. (2000). Competing models of entrepreneurial intention. *Journal of Business Venturing*, 15(1), 411-432.

Krueger, N., F., Reilly, M., & Carsrud, A. (2000b). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5/6), 411-532.

Kuratko, D., F., & Hodgetts, R., M. (2004). *Entrepreneurship: Theory, process, practice*. Mason, OH: South- Western Publishers.

Lackeus, M., & Middleton, K. W. (2015). Venture creation programs: Bridging entrepreneurship education and technology transfer. *Education + Training*, 57(1), 48-73.

LaFortune, J., Tessada, J., & Peticara, M. (2013). Are (random) friends good for business? Peer effects in training and entrepreneurs courses. *Mimeo*.

Lans, T., Wesselink, R., Biemans, H. J., & Mulder, M. (2004). Work-related lifelong learning for entrepreneurs in the agri-food sector. *International Journal of Training and Development*, 8(1), 73-89.

LaRocco, J. M. (1983). Job attitudes, intentions and turnover: An analysis of effects using latent variables. *Human Relations*, 36(9), 813-826.

Latisha, A. S., & Surina, N. (2010). Employability awareness among Malaysian undergraduates.. *International Journal of Business and Management*, 5(8), 113-118.

Lau, A., & Pang, M. (2000). Career strategies to strengthen graduate employees' employment position in the Hong Kong labour market. *Education + Training*, 42(3), 135-149.

Lebusa, M., J. (2011). Does entrepreneurial education enhance undergraduate students' entrepreneurial self-efficacy? A case at one University of Technology in South Africa. *China-USA Business Review*, 10(1), 53-64.

Lee, R., & Jones, O. (2008). Networks, communication and learning during business start-up: The creation of cognitive social capital. *International Small Business*, 26(5), 559-594.

Lee, S. H., & Wong, P. K. (2004). An exploratory study of technopreneurial intentions: A career anchor perspective. *Journal of Business Venturing*, 19(1), 7-28.

Lepoutre, J., Van den Berghe, W., Tilleuil, O., & Crijns, H. (2010). *A new approach to testing the effects of entrepreneurship education among secondary school pupils (Vlerick Leuven Gent Working Paper Series 2010/01)*. Retrieved January 17, 2016, from <https://public.vlerick.com/Publications/32770ac2-6aa9-e011-8a89-005056a635ed.pdf>

Lerner, J., & Malmendier, U. (2013). With a little help from my (random) friends: Success and failure in post-business school entrepreneurship. *Review of Financial Studies*, 26(10), 2411-2452.

Lim, H. E. (2007). Estimating the employability performance indicator: The case of Universiti Utara Malaysia graduates. *Singapore Economic Review*, 52(1), 73-91.

Lim, H. E. (2008). Feasibility of early identification of low employability graduates in Malaysia. *Malaysian Journal of Economic Studies*, 45(2), 95-112.

- Lim, H. E. (2010). Estimating psychological impact of unemployment: The case of Malaysian graduates. *Malaysian Journal of Economic Studies*, 47(1), 33-53.
- Lim, H. E. (2011). The determinants of individual unemployment duration: The case of Malaysian graduates. *Journal of Global Management*, 2(2), 184-203.
- Lim, H. E., & Hussin, A. (2004). Gelagat pembelian barang cetak rompak: Kesan faktor harga dan pendidikan. *Jurnal Ekonomi Malaysia*, 38(1), 81-98.
- Lim, H. E., & Muszafarshah, M. M. (2013). Effectiveness of industrial training in improving student's generic skills: An exploratory study. *International Journal of Business and Society*, 14(3), 418-423.
- Lim, H. E., & Normizan, B. (2004). Unemployment duration of Universiti Utara Malaysia graduates: The impact of English language proficiency. *Malaysian Journal of Economic Studies*, 41, 1-20.
- Linan, F. (2008). Skill and value perceptions: How do they affect entrepreneurial intention? *International Entrepreneurship and Management Journal*, 4(3), 257-272.

Linan, F., Rodríguez-Cohard, J. C., & Rueda-Cantuche, J. (2005, August). *Factors affecting entrepreneurial intention levels*. Paper presented at 45th Congress of the European Regional Science Association, Amsterdam, Netherlands.

Linan, F., & Chen, Y. W. (2006). *Testing the entrepreneurial intention model on a two-country sample (Document de Treball num. 06/7)*. Retrieved January 17, 2016, from https://www.researchgate.net/publication/28117836_Testing_the_Entrepreneurial_Intention_Model_on_a_Two-Country_Sample

Linan, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 33(3), 593-617.

Linan, F., & Rodríguez-Cohard, J. C. (2015). Assessing the stability of graduates' entrepreneurial intentions and exploring its predictive capacity. *Academia Revista Latinoamericana de Administracion*, 28(1), pp. 77-98.

Linan, F., Cohard, J. C., & Guzman, J. (2008, August). *Temporal stability of entrepreneurial intentions: A longitudinal study*. Paper presented at 4th European Summer University Conference on Entrepreneurship, Bodo, Norway.

- Linan, F., Rodriguez-Cohard, J., & Rueda-Cantuche, J. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship Management Journal*, 7, 195–218.
- Luthje, C., & Franke, N. (2003). The Making of an entrepreneur: Testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135–147.
- MacMillan, E. W. (1986). To really learn about entrepreneurship, let's study habitual entrepreneurs. *Journal of Business Venturing*, 1, 241-243.
- MacQueen, J. (1967). Some methods for classification and analysis of multivariate observations. In L. M. Cam, & J. Neyman (Ed.), *Proceedings of the Fifth Berkeley Symposium on Mathematical Statistics and Probability, Volume 1: Statistics* (pp. 281-297). Berkeley, CA: University of California Press.
- Maddala, G. S. (1992). *Introduction to econometrics* (2nd ed.). New York: Macmillan.
- Mahlberg, T. (1996). *Evaluating secondary school and college level entrepreneurial education – Pilot testing questionnaire*. Paper presented at The Internationalizing Entrepreneurship and Training Conference, Arnhem University of Nijmegen, Netherlands.

Mahmoud, M. A., Kastner, A., & Yeboah, J. (2010). Antecedents, environmental moderators and consequences of market orientation: A study of pharmaceutical firms in Ghana. *Journal of Medical Marketing, 10*(3), 231-241.

Malaysia Department of Statistics. (2003). *Malaysia labor force survey report*. Putrajaya: Department of Statistics.

Malaysia Department of Statistics. (2009). *Siaran khas penyiasatan tenaga buruh usahawan di Malaysia*. Retrieved January 17, 2016, from [http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/SIARAN_KHAS_\(USAHAWAN_DI_MALAYSIA\).pdf](http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/SIARAN_KHAS_(USAHAWAN_DI_MALAYSIA).pdf)

Malaysia Department of Statistics. (2016). *Glossary A-Z*. Retrieved January 17, 2016, from https://www.statistics.gov.my/dosm/index.php?r=column/cglossary2&menu_id=eWd2VFdIZ2xpdzBmT2Y0a0pweDcwQT09

Malaysia Qualification Register (MQR). (2009). *Search for qualifications public government institutions*. Retrieved January 17, 2016, from <http://www.mqa.gov.my/mqr/english/eakrbyipta.cfm>

- Malaysian Examination Council. (2005). *Benchmarking report: Correlation between the Malaysian University English Test (MUET) and International English Language Testing System (IELTS)*. Kuala Lumpur: Malaysian Examination Council.
- Mariana, Y., & Siti Akmar, A. S. (2013). Exploring the engineering communicative challenges amongst undergraduates. *Mediterranean Journal of Social Sciences*, 4(4), 59-64.
- Marsick, V. J., & Volpe, M. (1999). The nature and need for informal learning. *Advances in Developing Human Resources*, 1(1), 1-9.
- Martin, L. (2001). More jobs for the boys? Succession planning in SMEs. *Women in Management Review*, 16(5), 222-231.
- Matlay, H. (2005). The foundations of entrepreneurship. *Journal of Small Business and Enterprise Development*, 12(1), 146-147.
- Matlay, H. (2006b). *Entrepreneurship education in the UK: A critical perspective*. Paper presented at The 29th ISBE National Conference, Cardiff.
- Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15(2), 382-396.

Maxwell, J. (2007). *Talent is never enough: Discover the choices that will take you beyond your talent*. Nelson-Business: Nashville.

McCroskey, J. C. (2005). *An introduction to rhetorical communication*. (9th ed.). Boston, MA: Allyn and Bacon.

McCroskey, J. C., Beatty, M. J., Kearney, P., & Plax, T. G. (1985). The content validity of the PRCA-24 as a measure of communication apprehension across communication contexts. *Communication Quarterly*, 33(3), 165-173.

McCroskey, J. C., Daly, J. A., & Sorensen, G. A. (1976). Personality correlates of communication apprehension: A research note. *Human Communication Research*, 2, 376-380.

McCroskey, J., C., & Wheelless, L., R. (1976). *Introduction to human communication*. Boston: Allyn & Bacon.

McIntyre, R., & Smith, W. D. (1989). Theory of intentionality. In J. N. Mohanty, & W. R. McKenna (Eds.), *Husserl's phenomenology: A textbook* (pp. 147-179). Washington, DC: Center for Advanced Research in Phenomenology and University Press of America.

McKeown, T., & Lindorff, M. (2011). The graduate job search process – a lesson in persistence rather than good career management? *Education + Training*, 53(4), 310-320.

McMullen, W. E., & Gillin, L. M. (1998). Industrial viewpoint-Entrepreneurship Education. *Technovation*, 18(4), 275-286.

Menzies, B. M. (2008). *Recognising scientific entrepreneurship in New Zealand*. (Unpublished doctoral dissertation). Texas Tech University. Victoria University of Wellington.

Ministry of Education. (2007). *National Higher Education Plan 2007-2010*. Retrieved January 17, 2016, from www.mohe.gov.my/psptn.

Ministry of Education. (2011). *Kajian keberkesanan graduan*. Retrieved January 17, 2016, from <http://graduat.moe.gov.my/skpg1/english/nokp.php>.

Ministry of Finance, Malaysia. (2012). *The 2012 Budget*. Percetakan Nasional Malaysia Berhad. Kuala Lumpur.

Ministry of Finance, Malaysia. (2013). *The 2012 Budget*. Percetakan Nasional Malaysia Berhad. Kuala Lumpur.

Ministry of Finance, Malaysia. (2014). *The 2012 Budget*. Percetakan Nasional Malaysia Berhad. Kuala Lumpur.

Ministry of Finance, Malaysia. (2015). *The 2012 Budget*. Percetakan Nasional Malaysia Berhad. Kuala Lumpur.

- Misra, S., & Kumar, E., S. (2000). Resourcefulness: A proximal conceptualisation of entrepreneurial behavior. *The Journal of Entrepreneurship*, 9(2), 135-154.
- Mitra, J., Abubakar, Y. A., & Sagagi, M. (2011). Knowledge creation and human capital for development: The role of graduate entrepreneurship. *Education + Training*, 53(5), 462-479.
- Mohamad Idham, M. R., Asliza, M. Y., Wan Nor, S., Wan Effa, J., & Adi Hakim, T. (2014). Factors influencing unemployment among graduates in Malaysia- An overview. *Journal of Economics and Sustainable Development*, 5(11), 168-173.
- Mohammad, A. A. (2012). Sizing up Malaysia's manufacturing SMEs- definitional implications. *Journal of Statistical Modeling and Analytics*, 3(1), 37-45.
- Mohd Khairuddin, H., & Syed Azizi, W. (2002). *Small and medium-sized enterprises in Malaysia: Development issues*. Kuala Lumpur: Prentice Hall Pearson Malaysia.
- Mohd Nor Azam, N., & Ishak, A. G. (2011). Modelling employability of graduates using logistic regression. *Journal of Statistical Modelling and Analytics*, 2(1), 45-52.

- Mohd Sahandri, G. H., & Saifuddin, K. A. (2009). Generic skills needed to produce human capital with 'first class mentality'. *European Journal of Social Sciences*, 10-1, 1-11.
- Mokhtar, I. L. (2013, October 9). Malaysia enjoying full employment, says Ismail. *New Straits Times*. Retrieved January 17, 2016, from <http://www.nst.com/nation/general/malaysia-enjoying-full-employment-says-ismail-1.371835>
- Moriano, J. A., Gorgievski, M., Laguna, M., Stephan, U., & Zarafshani, K. (2012). A cross-cultural approach to understanding entrepreneurial intention. *Journal of Career Development*, 39(2), 162-185.
- Morshidi, S., Razak, A. A., & Koo, Y. L. (2011). Trade in services and its policy implications: The case of cross-border/ transnational higher education in Malaysia. *Journal of Studies in International Education*, 15(3), 241-260.
- Muhammad Mu'az, M., Zainal Abidin, M., Rezai, G., & Mad Nasir, S. (2011). Agri-entrepreneurship development: A study of young graduates in Malaysia. *The 1st international Conference on Rural Development and Entrepreneurship*, (pp. 537-546). Kuching, Sarawak.
- Muhd Amirul, F. A. (2014). *Graduan tempatan tidak mahir Bahasa Inggeris*. Retrieved January 17, 2016, from <http://plm.org.my/wrdp1/?p=2141>

- Muller, S. (2008). *Encouraging future entrepreneurs: The effects of entrepreneurship course characteristics on entrepreneurial intention* (Unpublished doctoral dissertation). University of St. Gallen, Zurich.
- Nabi, G. R., & Bagley, D. (1998). Graduates' perceptions of transferable personal skills and future career preparation in the UK. *Career Development International*, 3(1), 31-39.
- Nabi, G., Holden, R., & Walmsley, A. (2006). Graduate career-making and business start-up: A literature review. *Education + Training*, 48(5), 373-385.
- Nanda, R., & Sorensen, J. B. (2010). Workplace peers and entrepreneurship. *Management Science*, 56(7), 1116–1126.
- Nasrudin, M. (2004). Graduate unemployment: Perspectives and brief analysis. *Journal of Administrative Science*, 3(4), 34-50.
- National Association of Colleges and Employers. (2009). *Job Outlook 2009*. Bethlehem, PA: NACE.
- Ndirangu, M., & Bosire, J. (2004). Student entrepreneurship on campus: a survival response or a career rehearsal? The case of Egerton University student entrepreneurs. *Eastern Africa Social Science Research Review*, 20, 151-166.

Newin, S. (2013). Richard Cantillon- The father of economics. *History Ireland*, 21(2), 20-23.

Ngaka, W., Openjuru, G., & Mazur, R. E. (2012). Exploring formal and non-formal education practices for integrated and diverse learning environments in Uganda. *The International Journal of Diversity in Organizations, Communities and Nations*, 11(6), 109-121.

Noel, T. W. (2002). Effects of entrepreneurial education on intent to open a business: An exploratory study. *Journal of Entrepreneurship Education*, 5, 3-13.

Noor Azina, I. (2011). Graduate characteristics and unemployment: A study among Malaysian graduate. *International Journal of Business and Social Sciences*, 2(6), 94-102.

Noorah, Y., & Zakiah, J. (2015). Graduate employability and preparedness: A case study of Malaysia Perlis (UNIMAP), Malaysia. *Malaysian Journal of Society and Space*, 11(11), 129- 143.

Nor Aishah, B. (2002). *Asas keusahawanan*. Selangor: Fajar Bakti.

Nor Aishah, B. (2005). *Hubungkait pendidikan universiti dengan tingkah laku kerjaya keusahawanan siswazah ke arah pembangunan pendidikan keusahawanan yang berkesan. Laporan Akhir Projek Penyelidikan*. Bangi: UKM.

- Nor Aishah, B. (2013). *Kajian keperluan pendidikan keusahawanan secara formal dalam kalangan pelajar Fakulti Kejuruteraan dan Alam Bina dan Fakulti Pendidikan*. Retrieved January 17, 2016, from Universiti Kebangsaan Malaysia: www.ukm.my/p3k/images/sppb08/d/7.pdf.
- Norasmah, O., & Faridah, K. (2010). Entrepreneurship behaviour amongst Malaysian university students. *Pertanika Jurnal Social Science & Humanities*, 18(1), 23-32.
- Norman, P., & Smith, L. (1995). The theory of planned behaviour and exercise: An investigation into the role of prior behaviour, behaviour intentions and attitude variability. *European Journal of Social Psychology*, 25, 403-415.
- Norman, P., Conner, M., & Bell, R. (1999). The theory of planned behavior and smoking cessation. *Health Psychology*, 18, 89-94.
- Nunnally, J. C. (1978). *Psychometric theory*. New York: McGraw Hill.
- Nurul, H., Nova, R., Yosi, M., & Purnama, P. (2012). The analysis of attitudes, subjective norms and behavioral control on muzakki's intention to pay zakah. *International Journal of Business and Social Science*, 3(22), 271-279.
- O'Neil, H. F., Allred, K. G., & Baker, E. L. (1997). Review of theoretical frameworks for workforce competencies. In F. O. Harold (Ed.), *Workforce competencies and assessment*. Mahwah: Lawrence Erlbaum Associates.

- Omar, S. S., Arokiasamy, L., & Ismail, M. (2009). The background and challenges faced by the small medium enterprises. A human resource development perspective. *International Journal of Business and Management*, 4(10), 95-102.
- Ooi, Y. K., & Shuhymee, A. (2012). A study among university students in business start-ups in Malaysia: Motivations and obstacles to become entrepreneurs. *International Journal of Business and Social Sciences*, 3(19), 181-192.
- Oosterbeek, H., van Praag, M., & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3), 442-454.
- Organization for Economic Cooperation and Development (OECD). (1997). OECD economic surveys- United States. OECD.
- Oruoch, D. M. (2006). *Factors that facilitate intention to venture creation among nascent entrepreneurs- Kenya case*. Retrieved January 17, 2016, from http://www.weatherhead.case.edu/edm/archive/Files/year3/oruoch%20_%20T YRP%20FINAL_DRAFT.pdf
- Ozaralli, N., & Rivenburgh, N., K. (2016). Entrepreneurial intention: Antecedents to entrepreneurial behaviour in the U.S.A and Turkey. *Journal of Global Entrepreneurship Research*, 6(3), 1-32.

Packham, G., Jones, P., Miller, C., & Pickernell, D. (2010). Attitudes towards entrepreneurship education: A comparative analysis. *Education + Training*, 52(8/9), 568-586.

Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows* (3rd ed.). Maidenhead, Berkshire: Open University Press.

Pallant, J. (2011). *A step guide to data analysis using the SPSS program* (4th ed.). Australia: Allen & Unwin.

Peterman, N., E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129- 144.

Pindyck, S. R., & Rubinfeld, D. L. (2013). *Microeconomics* (8th ed.). United States: Pearson.

Pinard, M., & Allio, R. (2005). Improving the creativity of MBA students. *Strategy & Leadership*, 33(1), 49-51.

Pittaway, L., & Edwards, C. (2012). Assessment: Examining practice in entrepreneurship education. *Education + Training*, 58(8/9), 778-800.

- Politis, D., & Gabrielsson, J. (2009). Entrepreneurs' attitudes towards failure: An experiential learning approach. *International Journal of Entrepreneurial Behavior & Research*, 15(4), 364-383.
- Pribadi, H. (2005). Defining and constructing The Teaching Model of Entrepreneur Education Based On Entrepreneurial Intention Model. *Journal Teknik Industri*, 7(1), 76-82.
- Pruett, M., Shinnar, R., Toney, B., Llopis, F., & Fox, J. (2009). Explaining entrepreneurial intentions of university students: A cross-cultural study. *International Journal of Entrepreneurial Behaviour & Research*, 15(6), 571-594.
- Rahmah, I., Ishak, Y., & Noorsiah, U. (2012). Analysis of labour requirements in the Malaysian services sector. *International Journal of Business and Management Science*, 5(1), 19-37.
- Rahmah, I., Ishak, Y., & Wei Sieng, L. (2011). Employers' perception on graduates in Malaysia service sector. *International Business Management*, 5(3), 184-193.
- Rahman, S. U. (2001). A comparative study of TQM practice and organizational performance of SMEs with and without ISO 9000 certification. *International Journal of Quality & Reliability Management*, 18(1), 35-49.

Ranjit, S. M. (2009). *Make yourself employable: How graduates can hit the ground running!* Kuala Lumpur: TQM Consultants Sdn. Bhd.

Reider, R. (2008). *Effective Operations and Controls for the Privately Held Business.* New York: John Wiley & Sons.

Richmond, V. P., & McCroskey, J. C. (1989). Willingness to communicate and dysfunctional communication process. In C. V. Roberts, & K. W. Watson (Eds.), *Intrapersonal communication process: Original essays* (pp. 292-318). Scottsdale, AZ: Gorsuch Scarisbrick Publishers.

Ronstadt, R. C. (1984). *Entrepreneurship.* Dover, MA: Lord Publishing.

Roodt, J. (2005). Self-employment and the required skills. *Management Dynamics*, 14(1), 18-33.

Rose, R. C., Kumar, N., & Yen, L. L. (2006). Entrepreneurs success factors and escalation of small and medium-sized enterprises in Malaysia. *Journal of Social Sciences*, 2(3), 74-80.

Rosti, L., & Chelli, F. (2005). Gender discrimination, entrepreneurial talent and self-employment. *Small Business Economics*, 24(2), 131-142.

Roxas, B. (2014). Effects of entrepreneurial knowledge on entrepreneurial intentions: A longitudinal study of selected South-east Asian business students. *Journal of Education and Work*, 27(4), 432-453.

Russo, J. E., & Schoemaker, P. J. (1992). Managing Overconfidence. *Sloan Management Review*, 33(2), 7-17.

Sandhu, S. M., Sidique, F. S., & Riaz, S. (2010). Entrepreneurial barriers and entrepreneurial inclination among Malaysian postgraduate students. *International Journal of Entrepreneurial Behaviour & Research*, 17(4), 428-449.

Schied-Biefait, N. (2004). A real world project driven approach, a pilot experience in a graduate enterprise programme: Ten years on. *International Journal of Entrepreneurship and Small Business*, 1(1/2), 176-191.

Schumpeter, J., A. (1934). *The theory of economic development*. Cambridge, MA: Harvard University Press.

Schwab, D. P., Rynes, S. L., & Aldag, R. J. (1987). Theories and research on job search and choice. *Research in Personnel and Human Resources Management*, 5, 129-166.

- Segal, G., Borgia, D., & Schoenfeld, J. (2005). The motivation to become an entrepreneur. *International Journal of Entrepreneurial Behaviour and Research*, 11(1), 42-57.
- Sekaran, U. (2003). *Research methods for business: A skill building approach* (4th ed.). New York: John Wiley & Sons.
- Sexton, D. L., & Bowman- Upton, N. B. (1991). *Entrepreneurship: Creativity and growth*. New York: Macmillan.
- Shane, S. (1996). Explaining variation in rates of entrepreneurship in the United States: 1899- 1988. *Journal of Management*, 22(5), 747-781.
- Shapero, A. (1975). The displaced, uncomfortable entrepreneur. *Psychology Today*, 9, 83-88.
- Shapero, A., & Sokol, P. (1982). The social dimensions of entrepreneurship. In C. A. Kent, D. L. Sexton, & K. H. Ves-per (Eds.), *Encyclopedia of entrepreneurship* (pp. 72-90). Englewood Cliffs, NJ: Prentice Hall.
- Shaw, J. (2006). Intention in ethics. *Canadian Journal of Philosophy*, 36(2), 187-224.

Sheeran, P. (2002). Intention-behaviour relations: A conceptual and empirical review. *European Review of Social Psychology*, 12, 1-36.

Sheeran, P., & Orbell, S. (1998). Do intentions predict condom use? Meta-analysis and examination of six moderator variables. *British Journal of Social Psychology*, 37, 231-250.

Sheeran, P., Orbell, S., & Trafimow, D. (1999). Does the temporal stability of behavioral intentions moderate intention-behavior and past behavior-future behavior relations. *Personality and Social Psychology Bulletin*, 25(6), 724-734.

Siti Farhah, F., S., Abdullah, A., M., Noorshella, C., N., Noorul, A., M., N., & Mohd Nazri, Z. Policies and practices for entrepreneurial education in Malaysia: A review. Retrieved October 19, 2016,

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwiK2MiDu7TQAhUQT48KHWxjBw8QFggoMAI&url=http%3A%2F%2Fumkeprints.umk.edu.my%2F4938%2F1%2FPaper%2520Conference%2520%25201%2520ISEB%25202015.pdf&usg=AFQjCNHoxXt3ssGXg9Am9WNyX9ZS5-BYHQ&bvm=bv.139250283,d.c2I>

- Shook, C., & Bratianu, C. (2010). Entrepreneurial intent in a transitional economy: An application of the theory of planned behavior to Romanian students. *International Entrepreneurship and Management Journal*, 6(1), 231-247.
- Shuib, M. (2005). Preparing graduates for employment. *Bulletin of Higher Education Research*, 5(1), 1-7.
- Siegal, G., & Sorenson, J. (1994). *What corporate America wants in entry-level accountants*. Retrieved January 17, 2016, from http://www.imanet.org/PDFs/Public/MAQ/2001_Q1/MAQ_Winter01_UniversityAcctProgram.pdf
- Simeon, R. (2013). *Working in the global economy. How to develop and manage your career across borders*. New York: Routledge.
- Singh, G., & Singh, S. (2008). Malaysian graduates' employability skills. *UniTAR e-Journal*, 4(1), 15-45.
- Singh, S., Simpson, R., Mordi, C., & Okafor, C. (2011). Motivation to become an entrepreneur: A study of Nigerian women's decisions. *African Journal of Economic and Management Studies*, 2(2), 202-219.

Sitkin, S. B. (1992). Learning through failure: The strategy of small losses. In B. M. Staw, & L. L. Cummings (Eds.), *Research in organizational behavior* (pp. 231-266). Greenwich, CT: JAI Press.

SME International Malaysia. (2013). *Developing Malaysian SMEs*. Retrieved January 17, 2016, from <http://smeinternational.org/sme-information/developing-malaysian-smes/>

SMEs Corp. Malaysia. (2014). *SME Annual Report 2011/12*. Retrieved January 17, 2016, from http://www.smeinfo.com.my/index.php?option=com_content&view=article&id=1415&Itemid=

SMEs Corp. Malaysia. (2016). *Tunas Usahawan Belia Bumiputera (TUBE) Programme*. Retrieved January 17, 2016, from <http://www.smeinfo.com.my/index.php/en/programmes/2015-12-21-10-03-39/tunas-usahawan-belia-bumiputera-tube-programme>

Smith, J. R., Manstead, A., Terry, D., & Louis, W. (2007). Interaction effects in the theory of planned behaviour: The interplay of self-identity and past behaviour. *Journal of Applied Social Psychology, 37*(11), 2726-2750.

Solomon, G. (2007). An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development, 14*(2), 168-182.

- Sommer, L. (2011). The theory of planned behavior and the impact of past behavior. *International Business and Economic Research Journal*, 10(1), 91-110.
- Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and technology student? The effect of learning, inspiration and resource. *Journal of Business Venture*, 22(4), 566-591.
- Sorensen, J. (2007). Closure and exposure: Mechanisms in the intergenerational transmission of self-employment. In: Ruef, M., Lounsbury, M. (Eds). *Research in the Sociology of Organizations*, 25(1), 83-125.
- Stanga, K. G., & Ladd, R. T. (1990). Oral communication apprehension in beginning accounting majors: An exploratory study. *Issues in Accounting Education*(Fall), 180-194.
- Sternberg, R., J. (2006). The nature of creativity. *Creative Research Journal*, 18(1), 87-98.
- Stevens, G., & Burley, J. (1997). 3000 raw ideas equal 1 commercial success! *Research Technology Management*, 40(3), 16-27.

- Stracke, E., & Kumar, V. (2014). Realising graduate attributes in the research degree: The role of peer support groups. *Teaching in Higher Education, 1*(1), 1-14.
- Stoian, M. C. (2007). *Managerial determinants and their influence upon the export behavior of the firm case-study of catalan exporting SMEs* (Unpublished doctoral dissertation). Universitat Autònoma de Barcelona, Barcelona, Spain.
- Stuart, T. E., & Sorenson, O. (2003). The geography of opportunity: Spatial heterogeneity in founding rates and the performance of biotechnology firms. *Research Policy, 32*(2), 229-253.
- Syahrina, A., Armanurah, M., Habshah, B., Norashidah, H., & Ooi, Y. K. (2012). Tracer study of bachelor in entrepreneurship program: The case of Universiti Utara Malaysia. *International Journal of Education and Research, 1*(9), 1-10.
- Syed Zamberi, A. (2013). The need for inclusion of entrepreneurship education in Malaysia lower and higher learning institutions. *Education + Training, 55*(2), 191-203.
- Syed Zamberi, A., & Xavier, S. R. (2012). Entrepreneurial environments and growth: Evidence from Malaysia GEM data. *Journal of Chinese Entrepreneurship, 4*(1), 50-69.

Syed, A. A., Ahmadani, M. M., Shaikh, N., & Shaikh, F. M. (2012). Impact analysis of SMEs sector in economic development of Pakistan: A case of Sindh. *Journal of Asian Business Strategy*, 2(2), 44-53.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Allyn & Bacon.

Tanveer, A., M., Shafique, O., Akbar, S., & Rizvi, S. (2013). Intention of business graduate and undergraduate to become entrepreneur. A study from Pakistan. *J.Basic. Appl. Sci. Res.*, 3(1), 718-725.

Temttime, Z. T., Chinyoka, S., & Shunda, J. (2004). A decision tree approach for integrating small business assistance schemes. *Journal of Management Development*, 23(6), 563-578.

The Asian Pacific Post. (2005). *60,000 Malaysian graduates unemployed*. Retrieved January 17, 2016, from <http://www.asianpacificpost.com/portal2/40288183079edd0101079fb57cb0001do.html>

Thurik, A. R., Carree, M., van Stel, A., & Audretsch, D. (2008). Does self-employment reduce unemployment. *Journal of Business Venturing*, 23(6), 673-686.

- Tijani, A. A., Ogunyomi, O. O., & Oyeniya, G. O. (2012). The impact of technical entrepreneurial skills on employment generation in small and medium scale enterprises in Lagos state, Nigeria: A comparative analysis. *European Journal of Humanities and Social Sciences*, 13(1), 604-622.
- Timmons, J. A., & Spinelli, S. (2003). *New Venture Creation*. New York: McGraw Hill.
- Tjepkema, S. (2002). *The learning infrastructure of self-managing work teams*. Enschede: Twente University Press.
- Tkashev, A., & Kolvereid, L. (1999). Self-employment intentions among Russian students. *Entrepreneurship and Regional Development*, 11(3), 269-280.
- Turker, D., & Selcuk, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142-159.
- U.S. Department of State. (2007). *Principles of entrepreneurship*. Retrieved January 17, 2016, from <http://iipdigital.usembassy.gov/st/english/publication/2011/07/20110727111003su0.1185528.html>

- Veciana, J. M., Aponte, M., & Urbano, D. (2005). 'University students' attitudes towards entrepreneurship: A two countries comparison. *International Entrepreneurship and Management Journal*, 1(2), 165-182.
- Verheul, I., Thurik, R., Grilo, I., & van der Zwan, P. (2012). Explaining preferences and actual involvement in self-employment: Gender and the entrepreneurial personality. *Journal of Economic Psychology*, 33, 325-341.
- Veskaisri, K., Chan, P., & Pollard, D. (2007). Relationship between strategic planning and SME success: Empirical evidence from Thailand. *International DSI/Asia and Pacific DSI*, 13.
- Vesper, K., H. (1980). *New venture strategies*. Englewood Cliffs, New Jersey: Prentice Hall.
- Vesper, K., H. (1982). *Introduction and summary of entrepreneurial research*. In C. A. Kent, D., L. Sexton, & K., H., Vesper (Eds.), *Encyclopedia of entrepreneurship* (pp. xxxi-xxxviii). Englewood Cliffs: Prentice- Hall.
- Vidich, A., & Lyman, S. (1994). Qualitative methods: Their history in sociology and anthropology. In N., K., Denzim, & Y., S., Lincoln (Eds), *Handbook of qualitative research* (pp. 23-59). Thousand Oaks, CA: Sage.
- Warshaw, P. R., & Davis, F. D. (1984). Self understanding and the accuracy of behavioural expectations. *Personality and Social Psychology Bulletin*, 10(1), 111-118.

Warshaw, P. R., & Davis, F. D. (1985). Disentangling behavioral intention and behavioral expectation. *Journal of Experimental Social Psychology*, 21, 213-228.

Warshaw, P. R., Calantone, R., & Joyce, M. (1986). A field application of the Fishbein and Ajzen intention model. *The Journal of Social Psychology*, 126(1), 135-136.

Wei- Loon, K., & Izaidin, A. M. (2014). Socio- cultural factors and intention towards sustainable entrepreneurship. *Eurasian Journal of Business and Economics*, 145-156.

Wei- Loon, K., Juan, R. S., Izaidin, A. M., & Kamarial, I. (2012). Determinants of entrepreneurial intention among millennial generation. *Social and Behavioral Sciences*, 40(1), 197-208.

Wells, J., & Lashbrook, B., W. (1970). A study of the effects of systematic desensitization of the communication anxiety of individuals in small groups. Paper presented to the Speech Communication Association Convention, New Orleans.

Werner, A., & Kay, R. (2006). Entrepreneurial image, gender and the formation of new ventures. *Die Betriebswirtschaft*, 5(6), 497-521.

Werner, P. (2004). Reasoned action and planned behavior. In S. J. Peterson, & T. S. Bredow (Eds.), *Middle range theories: Application to nursing research* (pp. 125-147). Philadelphia: Lippincott Williams & Wilkins.

Willie, S., O., Afolabi, O., O., Jesuleye, O., A., Egbetokun, A., A., Dada, A., D., Aderemi, H., O., Sanni, M., & Rasaan, M., A. (2012). Determinants of entrepreneurial propensity of Nigerian undergraduates: An empirical assessment. *Int. J. Business Environment*, 5(1), 1-29.

Wilson, F., Kickul, J., & Marlindo, D. (2007). Gender, entrepreneurial self-efficacy and entrepreneurial career intention: Implication for entrepreneurship education. Retrieved March 7, 2016, from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjZ7dP2q7jNAhXJuY8KHVHPDK0QFggmMAE&url=http%3A%2F%2Fw4.stern.nyu.edu%2Fmanagement%2Fdocs%2FGender_ETP.pdf&usg=AFQjCNF4ZZfmgmv3eUt04rrb-JCRfk2srA&bvm=bv.125221236,d.c2I

Wilson, F., Kickul, J., Marlino, D., Barbosa, S. D., & Griffiths, M. (2009). An analysis of the role of gender and self-efficacy in developing female entrepreneurial interest and behavior. *Journal of Developmental Entrepreneurship*, 14(2), 105-119.

Wong, A., & Hamali, J. (2006). Higher education and employment in Malaysia. *International Journal of Business and Society*, 7(1), 102-121.

Wong, K. Y., & Aspinwall, E. (2004). Characterizing knowledge management in the small business environment. *Journal of Knowledge Management*, 8(3), 44-61.

Wong, P. K., Ho, Y. P., & Low, P. C. (2014). *Do university entrepreneurship programs influence students' entrepreneurial behavior? An empirical analysis of university students in Singapore*. Retrieved January 17, 2016, from Social Science Research Network: <http://ssrn.com/abstract=2411266>

Wrech, J., Brogan, S., McCroskey, J., & Doreen, J. (2008). Social communication apprehension: The intersection of communication apprehension and social phobia. *Human Communication*, 11(4), 409- 430.

Yassin, S., Hassan, F., Amin, W., & Amiruddin, N. (2008). Implementation of generic skills in the curriculum. *Proceedings of the EDU-COM, International Conference* (pp. 19-21). Perth: Edith Cowan University.

Yeng-Keat, O., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Sciences*, 2(4), 206-220.

- Yosuf, M., Sandu, M. S., & Jain, K. K. (2007). Relationship between psychological characteristics and entrepreneurial inclination: A case study of students at University Tun Abdul Razak. *Journal of Asia Entrepreneurship and Sustainability*, 3(2), 12-19.
- Young, J. (1997). Entrepreneurship education and learning for university students and practicing entrepreneurs. In D. L. Sexton, & R. D. Smilor, *Entrepreneurship 2000* (pp. 215-242). Chicago: Upstart Publishing.
- Zaidatol, A., Bakar, A. R., & Konting, M. M. (2001). Pelaksanaan pendidikan keusahawanan di Malaysia: Kesan terhadap aspirasi keusahawanan pelajar. *Pertanika J. Soc. Sci. & Hum.*, 10(1), 53-61.
- Zainalabidin, M., Rezai, G., Mad Nasir, M., & Muhammad Mu'az, M. (2012). Enhancing young graduates' intention towards entrepreneurship development in Malaysia. *Education + Training*, 54(7), 605-618.
- Zakaria, S., Yusoff, W. F., & Madun, R. H. (2011). Entrepreneurship education in Malaysia: Nurturing entrepreneurial interest amongst students. *Journal of Modern Accounting and Auditing*, 7(6), 615-620.
- Zaliza, H., & Mohd Safarin, N. (2014). Unemployment among Malaysia graduates: Graduates' attributes, lecturers' competency and quality of education. *Procedia- Social and Behavioral Sciences*, 112, 1056-1063.

Zaretsky, A. M., & Coughlin, C. C. (1995). *An introduction to the theory and estimation of a job-search model*. Retrieved January 17, 2016, from Federal Reserve Bank of St. Louis: https://research.stlouisfed.org/publications/review/95/01/Theory_Jan_Feb1995.pdf.

Zarina, O., Faridah, M., Nor Hasni, M., Azizah, Y., Rozmel, A. L., Harieza, H., & Saran, K. (2011). Undergraduate awareness and readiness towards employability: The significance of English. *British Journal of Arts and Social Sciences*, 2(2), 122-142.

Zarina, M., A., Idrus, S., Shukur., S., A., M., Ithnin, R., & Mohamad, S., S. (2015). The effectiveness of entrepreneurial motivational training programme among university students. *International Journal of Social Science and Humanity*, 5(5), 487-490.

Zedeck, S., & Goldstein, I. L. (2000). The relationship between I/O psychology and public policy: A commentary. In J. F. Kehoe (Ed.), *Managing selection in changing organizations* (pp. 371-396). San Francisco: Jossey-Bass.

Zuhairah Ariff, A. G., Herna, M., & Zarinah, H. (2014). "Legal Eagle" entrepreneurship education for law students: Special reference to International Islamic University Malaysia. *Pertanika Journal of Social Sciences & Humanities*, 22(S), 83-98.

APPENDIX I

Table 1(a)
Definition and measurement of variables

Variables	Measurement
Formal Entrepreneurship	
Education:	
Bachelor of Entrepreneur	Dummy variable for Bachelor of Entrepreneur (comparison group: other degrees)
Entrepreneurship training	Dummy variable for attending programme/ training/ course/ seminar on entrepreneurial activities during their study
Informal Entrepreneurship	
Education:	
Ran business during study (RBDS)	Dummy variable for businesses experience in entrepreneurial activities during study in Universiti Utara Malaysia (UUM)
Ran business before study (RBBS)	Dummy variable for businesses experience in entrepreneurial activities before enter UUM
Family involve in entrepreneurship (FMIE)	Dummy variable for family's involvement in entrepreneurship activities
Friend involve in entrepreneurship (FRIE)	Dummy variable for friend's involvement in entrepreneurship activities
Intention to be entrepreneur:	
Talent	Before: Self- reported the talent (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Innovator	Self- reported the innovator skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Communication skills:	
Group discussion	Self- reported the group discussion skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Meeting	Self- reported the meeting skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Interpersonal	Self- reported the interpersonal skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Public speaking	Self- reported the public speaking skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Generic skills:	
Creative and analytical skills	Self- reported the creative and analytical skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Time and group management skills	Self- reported the time and group management skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
ICT skills	Self- reported the ICT skills (Likert scale: 1 –strongly disagree” to 7 –strongly agree”)
Respondent's Demographic	
Male	Dummy variable for being male
Age	Age in years (0= 26- 30 years old; 1= 20- 25 years old)
Malay	Dummy variable for being Malay (comparison others races)
Marital Status	Dummy variable for marital status (0= Married 1= Single)

Table 1(b)
Definition and measurement of variables

Variables	Measurement
Cumulative Grade Point Average (CGPA)	Academic attainment (1= 2.00- 2.99; 2= 3.00- 3.66; 3= 3.67- 4.00)
Malaysian University English Test (MUET)	Malaysian University English Test (1= Band 1 (extremely limited user); 2= Band 2 (limited user); 3= Band 3 (modest); 4= Band 4 (competent user); 5= Band 5 (good user); 6= Band 6 (very good user))
Malay language proficiency	Self- perceived (Likert scale: 1= Non-user to 9= expert- user)
English language proficiency	Self- perceived (Likert scale: 1= Non-user to 9= expert- user)
Chinese language proficiency	Self- perceived (Likert scale: 1= Non-user to 9= expert- user)
Others language proficiency	Self- perceived (Likert scale: 1= Non-user to 9= expert- user)
Father economically active	Dummy variable father's employment status economically active (0= No; 1= Yes)
Mother economically active	Dummy variable mother's employment status economically active (0= No; 1= Yes)



UUM
 Universiti Utara Malaysia

APPENDIX II

Table 2
International English Language Testing System (IELTS) scoring

Band score	Skill Level	Description
Band 9	Expert user	You have a full operational command of the language. Your use of English is appropriate, accurate and fluent, and you show complete understanding.
Band 8	Very good user	You have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. You may misunderstand some things in unfamiliar situations. You handle complex detailed argumentation well.
Band 7	Good user	You have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally you handle complex language well and understand detailed reasoning.
Band 6	Competent user	Generally you have an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. You can use and understand fairly complex language, particularly in familiar situations
Band 5	Modest user	You have a partial command of the language, and cope with overall meaning in most situations, although you are likely to make many mistakes. You should be able to handle basic communication in your own field.
Band 4	Limited user	Your basic competence is limited to familiar situations. You frequently show problems in understanding and expression. You are not able to use complex language.
Band 3	Extremely limited user	You convey and understand only general meaning in very familiar situations. There are frequent breakdowns in communication.
Band 2	Intermittent user	You have great difficulty understanding spoken and written English.
Band 1	Non-user	You have no ability to use the language except a few isolated words.
Band 0	Did not attempt the test	You did not answer the questions.

Adopted from: British Council (2016)

APPENDIX III

Introduction of Universiti Utara Malaysia (UUM) and Bachelor of Entrepreneurship

Universiti Utara Malaysia (UUM) was established on February 16, 1984 and is the sixth public university in Malaysia. UUM is the only university mandated to focus on management courses. Since its establishment, UUM has undergone several restructuring exercises and currently, thirteen faculties have been merged into three Academic Colleges, namely UUM College of Business (UUM COB), UUM College of Arts and Sciences (UUM CAS) and UUM College of Law, Government and International Studies (UUM COLGIS). The academic programmes are all management-based courses, and currently UUM offers programmes in accounting, economics, information technology, public administration, human resource management, entrepreneurship, finance and banking, law, marketing, technology management, applied linguistics, communication, social work, multimedia, education, decision science, international affairs, business management, tourism, muamalat administration, development management, logistics and transportation, hospitality, risk and insurance management, media technology, creative industry, agribusiness management science, business mathematics, industrial statistics and counseling. UUM is a catalyst for socio-economic development in the northern region of Peninsular Malaysia, through its infrastructure, facilities and human resources.

UUM involves the community in programmes offered (community-university collaboration and other government agencies and the private sector). UUM's vision is to be an eminent management university, with the mission to be an excellent centre for teaching and learning, research, publication and consultation in the management field as well as consultancy services to produce excellent human capital for the nation. UUM is the first university to introduce a bachelor's degree programme in entrepreneurship, i.e., the Bachelor of Entrepreneurship, since 2004. This programme aims to produce graduates who possess entrepreneurial characteristics, such as creativity, ability, knowledge, skills, initiatives and personal attributes to acquire opportunities in the employment market, improve their chances of career mobility and initiate new business ventures as a viable career choice. This programme is designed to produce graduates who are able to start their own business and equips them for an entrepreneurial career. Besides that, this programme aims to produce graduates with skills in consulting, guiding and advising prospective entrepreneurs. The Bachelor of Entrepreneurship programme aims to produce graduates who may wish to acquire knowledge that will be helpful in their careers in financial institutions, government departments, non-governmental organisations (NGOs), small and medium enterprises (SMEs) and multi-national corporations (MNCs). This programme consists of core courses that emphasise various disciplines, such as accounting, economics, management, behavioural science, information technology, quantitative skills and techniques, law and ethics, interpersonal and communication skills, thinking skills, languages and specific courses in entrepreneurship. To be conferred the Bachelor of Entrepreneurship with Honours; a student must complete at least 129 credit hours.

APPENDIX IV

Questionnaire



Soal selidik ini mengandungi 12 halaman bercetak termasuk muka depan

Sekolah Ekonomi, Kewangan dan Perbankan, Kolej Perniagaan,
Universiti Utara Malaysia,
06010 Sintok, Kedah Darulaman

Kepada saudara/i yang dihormati,

Saya sedang menjalankan kajian “*Estimating the effect of entrepreneurship education, intention and the communication apprehension on the career choice of graduates as entrepreneur*”. Oleh itu, saya amat berharap saudara/i dapat membantu secara sukarela untuk memastikan kejayaan pengumpulan data bagi kajian ini.

Untuk makluman saudara/i, tidak ada mana-mana satu jawapan yang salah atau betul. Saudara/i hanya diminta agar dapat memberikan jawapan dengan jujur. Borang soal selidik ini mengandungi **Empat (4)** Bahagian. Sila baca arahan bagi setiap bahagian dan sila jawab kesemua item soal selidik yang disediakan.

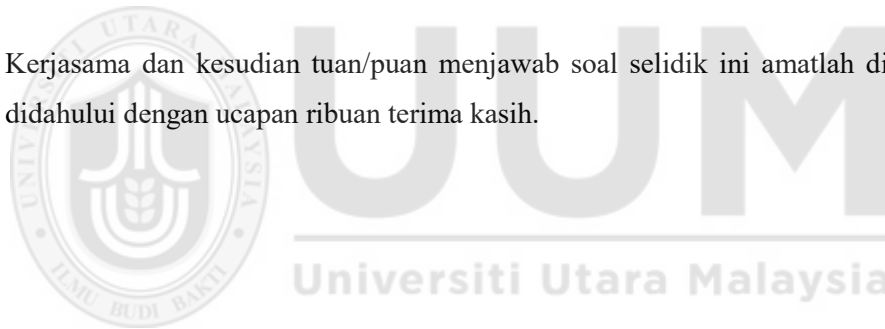
Jawapan saudara/i adalah dianggap sulit dan saudara/i tidak perlu menyatakan nama saudara/i di mana-mana bahagian dalam soal selidik ini. Semua maklumat yang diberikan adalah semata-mata untuk kajian akademik.

Kerjasama dan kesudian tuan/puan menjawab soal selidik ini amatlah dihargai dan didahului dengan ucapan ribuan terima kasih.

Yang benar,

NOORKARTINA MOHAMAD

Pelajar Ph.D,
Sekolah Ekonomi, Kewangan dan Perbankan
Kolej Perniagaan
Universiti Utara Malaysia
06010 Sintok
Kedah Darul Aman



Bahagian A : Sosio demografi dan maklumat pekerjaan

Arahan : Sila tanda (/) pada ruangan yang berkenaan

- 1 Jantina Lelaki Perempuan
- 2 Umur
- 3 Agama Islam Budhha Kristian Hindu Lain-lain
.....
- 4 Bangsa Melayu Cina India Lain-lain
.....
- 5 Status Bujang Berkahwin Lain-lain
.....
- 6 Program
- 7 CGPA 2.00-2.99 3.00- 3.66 3.67- 4.00
- 8 MUET 1 2 3 4 5 6
Malaysian University English Test
- 9 Kemahiran Berbahasa: (Arahan: sila bulatkan pada nombor yang berkenaan berdasarkan skala berikut)

Bukan Pengguna 1 2 3 4 5 6 7 8 9 Pengguna Mahir

Bahasa Melayu

Bahasa Inggeris

Bahasa Mandarin

Lain-lain Bahasa: (nyatakan)

1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9

- 10 Tempoh mencari pekerjaan:
- 11 Pendapatan bulanan (Ringgit Malaysia):
- 12 Tarikh Tamat pengajian anda di UUM (dd/mm/yy):
- 13 Tarikh mula mencari pekerjaan (dd/mm/yy):.....
- 14 Tarikh mula mendapat kerja selepas tamat pengajian di uum:.....
- 15 Saya pernah menyertai kursus/
seminar/ bengkel keusahawanan Pernah
 Tidak pernah (sila terus ke soalan 17)
- 16 *Jika pernah, sila nyatakan maklumat di bawah:

16a. SEMASA pengajian di UUm

16b. SEBELUM pengajian di UUM

Nama kursus/ bengkel/seminar	Tempoh/hari	Nama kursus/ bengkel/seminar	Tempoh/hari

17 Pengalaman Perniagaan (*arahan: sila tanda —y’ atau —tidak’ pada soalan-soalan berikut)

Pengalaman perniagaan		Ya	Tidak
17a. Semasa pengajian di universiti, pernahkah anda terlibat dalam mana-mana perniagaan? Contoh: _top-up’, _printing’ dll			
17b. Semasa sebelum pengajian di universiti, pernahkah anda terlibat dalam mana- mana perniagaan? Contoh: _top-up’, printing’ dll			
17c. Adakah keluarga anda terlibat dalam bidang perniagaan?			
17d. Adakah kawan baik anda terlibat dalam bidang perniagaan?			

18 Status Pekerjaan **IBU** dan **BAPA**(*Arahan: Sila tandakan pernyataan di bawah)

Status Pekerjaan	(a) Bapa	(b) Ibu
Tidak Bekerja dan tidak aktif mencari pekerjaan		
Tidak Bekerja dan aktif mencari pekerjaan		
Bekerja Sepenuh Masa Tetap		
Bekerja Sepenuh Masa Kontrak		
Bekerja Sepenuh Masa Sambilan		
Bekerja Sepenuh Masa Sementara		
Bekerja Sendiri(Berniaga Sendiri)		
Lain-lain: _____ (sila nyatakan cth: meninggal dunia/sakit)		

19. Status pekerjaan anda (*Arahan: Sila tandakan pernyataan di bawah)

- (19a) TIDAK BEKERJA: Melanjutkan Pelajaran/ Sedang mengikuti kursus/lain-lain (Sila terus ke Bahagian B)
 Tidak Bekerja dan tidak aktif mencari pekerjaan (Sila terus ke Bahagian B)
 Tidak Bekerja dan aktif mencari pekerjaan (Sila terus ke Bahagian B)

(19b) BEKERJA

- Bekerja Sepenuh Masa Tetap Sila jawab: Nama jawatan: _____ Tarikh mula kerja (dd/mm/yy): _____ (Sila terus ke Bahagian B)
 Bekerja Sepenuh Masa Kontrak Sila jawab: Nama jawatan: _____ Tarikh mula kerja: (dd/mm/yy): _____ (Sila terus ke Bahagian B)
 Bekerja Sepenuh Masa Sambilan Sila jawab: Nama jawatan: _____ Tarikh mula kerja: (dd/mm/yy): _____ (Sila terus ke Bahagian B)
 Bekerja Sepenuh Masa Sementara Sila jawab: Nama jawatan: _____ Tarikh mula kerja: (dd/mm/yy): _____ (Sila terus ke Bahagian B)

(19c) BEKERJA SENDIRI : Bekerja Sendiri

*Arahan: Sila tandakan aktiviti sektor perniagaan sendiri anda

- | | | | |
|--------------------------|-------------------------------------|--------------------------|---|
| <input type="checkbox"/> | Peruncitan/Pasaraya | <input type="checkbox"/> | Salun Kecantikan |
| <input type="checkbox"/> | Borong/ Pembekal | <input type="checkbox"/> | Pembekal/Pemprosesan Makanan |
| <input type="checkbox"/> | Perkhidmatan Perisian/Software | <input type="checkbox"/> | Kedai Makan/Restoran |
| <input type="checkbox"/> | Perkhidmatan/ Penyenggaraan/ Broker | <input type="checkbox"/> | Sektor Pertanian dan Ternakan Ladang |
| <input type="checkbox"/> | Sektor Perlancongan | <input type="checkbox"/> | Sektor Tekstil (Pemborong/Tukang Jahit) |
| <input type="checkbox"/> | Konsultant | <input type="checkbox"/> | Bengkel Kereta/Motorsikal/Basikal |
| <input type="checkbox"/> | Kontraktor | <input type="checkbox"/> | Perabot/Kayu Kayan |
| <input type="checkbox"/> | Francais | <input type="checkbox"/> | Lain-lain (sila nyatakan)..... |

(19d) MODAL PERNIAGAAN (*Arahan : Sila nyatakan satu atau lebih daripada satu modal pembiayaan perniagaan anda):

<input type="checkbox"/>	Institusi Perbankan	<input type="checkbox"/>	Kementerian Pembangunan Usahawan & Koperasi
<input type="checkbox"/>	Ahli Keluarga	<input type="checkbox"/>	Majlis Amanah Rakyat (MARA)
<input type="checkbox"/>	Rakan Perkongsian	<input type="checkbox"/>	Perbadanan Usahawan Nasional Berhad (PUNB)
		<input type="checkbox"/>	Lain- lain (sila nyatakan):.....

(19e) Saya masih aktif mencari pekerjaan yang Ya Tidak (Sila terus ke bahagian B) lain:

BAHAGIAN B:

ARAHAN: Setiap pernyataan berikut menerangkan **KEMAHIRAN (softskills)** anda pada **MASA SEKARANG** dan pada **SEMASA SEMESTER AKHIR PENGAJIAN** anda di Universiti. Sila bulatkan pada pernyataan yang paling **TEPAT** bagi menerangkan sejauh mana anda bersetuju atau tidak bersetuju dengan pernyataan berikut.

Sangat Tidak Setuju

1 2 3 4 5 6 7

Sangat Setuju

**Sila jawab semua soalan*

		MASA SEKARANG							SEMASA SEMESTER AKHIR PENGAJIAN						
1.		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1.	Saya boleh berfikir secara kritis.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.	Saya boleh berfikir secara kreatif.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.	Saya boleh menyelesaikan masalah saya sendiri	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4.	Saya suka menambah ilmu	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.	Saya boleh menganalisa sesuatu dengan baik	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6.	Saya boleh memberikan keputusan yang baik	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7.	Saya berkebolehan dalam menilai sesuatu	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.	Saya berkebolehan meneliti sesuatu dengan menyeluruh	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9.	Saya boleh berkerjasama dalam kumpulan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10.	Saya menggunakan masa dengan sebaiknya	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11.	Saya seorang yang berdisiplin dalam pengurusan masa	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12.	Saya berkeupayaan merancang pelan tindakan yang baik	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13.	Saya seorang yang bertanggungjawab	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14.	Saya mempunyai kemahiran teknologi dalam :	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	i. mencari maklumat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	ii. pemprosesan maklumat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	iii. memberikan maklumat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
15.	Saya boleh berkomunikasi dengan baik	1	2	3	4	5	6	7	1	2	3	4	5	6	7

BAHAGIAN C:

ARAHAN: Setiap pernyataan berikut menerangkan **BIDANG KEUSAHAWANAN** anda pada **MASA SEKARANG** dan pada **SEMASA SEMESTER AKHIR PENGAJIAN** anda di Universiti. Sila bulatkan pada pernyataan yang paling **TEPAT** bagi menerangkan sejauh mana anda bersetuju atau tidak bersetuju dengan pernyataan berikut.

Sangat Tidak Setuju

1 2 3 4 5 6 7

Sangat Setuju

**Sila jawab semua soalan*

		MASA SEKARANG							SEMASA SEMESTER AKHIR PENGAJIAN						
1.	Kerjaya dalam bidang keusahawanan benar-benar menarik minat saya menceburinya	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.	Bidang keusahawanan amat bersesuaian dengan diri saya	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.	Saya mula mencari peluang untuk berniaga sendiri selepas tamat pengajian	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4.	Saya meminati bidang perniagaan kerana bebas bekerja sendiri	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.	Saya sedang merancang untuk membuka perniagaan sendiri	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6.	Matlamat utama saya adalah menjadi seorang usahawan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7.	Sekiranya saya mempunyai sumber, saya akan menjadi seorang usahawan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.	Saya mempunyai minat yang mendalam terhadap bidang perniagaan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9.	Saya berazam untuk membuka perniagaan sendiri pada masa hadapan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10.	Saya telahpun bekerja tetapi minat untuk menceburi perniagaan	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Bahagian C (Sambungan)

11.	Saya mengharapkan bidang perniagaan akan meningkatkan pendapatan saya	1	2	3	4	5	6	7		1	2	3	4	5	6	7
12.	Bidang perniagaan menyediakan banyak peluang pekerjaan lain	1	2	3	4	5	6	7		1	2	3	4	5	6	7
13.	Saya melihat bidang perniagaan sebagai satu peluang baik	1	2	3	4	5	6	7		1	2	3	4	5	6	7
14.	Saya amat berminat bekerja sebagai majikan dan bukannya pekerja	1	2	3	4	5	6	7		1	2	3	4	5	6	7
15.	Saya membuat perniagaan sambil selain bekerja dengan majikan	1	2	3	4	5	6	7		1	2	3	4	5	6	7
16.	Pekerjaan (usahawan) sekarang memberi kepuasan kepada saya	1	2	3	4	5	6	7		1	2	3	4	5	6	7
17.	Bidang perniagaan membantu meningkatkan pendapatan saya	1	2	3	4	5	6	7		1	2	3	4	5	6	7
18.	Keluarga saya mendorong minat saya kearah bidang keusahawanan	1	2	3	4	5	6	7		1	2	3	4	5	6	7
19.	Kejayaan orang lain dalam bidang perniagaan, mendorong minat saya untuk turut berniaga	1	2	3	4	5	6	7		1	2	3	4	5	6	7

BAHAGIAN D:

ARAHAN: Setiap pernyataan berikut menerangkan **TAHAP KOMUNIKASI** anda pada **MASA SEKARANG** dan pada **SEMASA SEMESTER AKHIR PENGAJIAN** anda di Universiti. Sila bulatkan pada pernyataan yang paling **TEPAT** bagi menerangkan sejauh mana anda bersetuju atau tidak bersetuju dengan pernyataan berikut.

Sangat Tidak Setuju

1 2 3 4 5 6 7

Sangat Setuju

**Sila jawab semua soalan*

		MASA SEKARANG							SEMASA SEMESTER AKHIR PENGAJIAN						
1.	Saya tidak suka menyertai perbincangan berkumpulan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2.	Selalunya, saya berasa tidak selesa apabila menyertai perbincangan berkumpulan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3.	Saya berasa tertekan dan gementar semasa terlibat dalam perbincangan berkumpulan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4.	Saya suka melibatkan diri dalam perbincangan berkumpulan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5.	Perbincangan melibatkan ahli-ahli kumpulan yang baru membuatkan saya tertekan dan gementar	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6.	Saya berasa tenang dan selesa semasa terlibat dalam sesebuah mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7.	Selalunya, saya berasa gementar apabila terlibat dalam sesebuah mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8.	Kebiasaannya, saya berasa tenang dan tidak gementar semasa dalam mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9.	Saya berasa tenang dan tidak gementar apabila dipanggil untuk memberi pendapat dalam sesebuah mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10.	Saya tidak takut untuk bersuara dalam kuliah	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11.	Saya selalu berasa tidak selesa untuk berkomunikasi dalam mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Bahagian D (Sambungan)

12.	Saya sangat tenang apabila menjawab soalan dalam sesebuah mesyuarat	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13.	Saya berasa sangat gementar semasa berbual dengan individu yang baru saya kenali	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14.	Saya tidak takut untuk mengemukakan pendapat saya dalam perbualan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
15.	Kebiasaannya, saya berasa tertekan dan gementar dalam perbualan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
16.	Kebiasaannya, saya berasa tenang dan tidak gementar dalam perbualan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
17.	Saya berasa tenang berbual dengan individu yang baru saya kenal	1	2	3	4	5	6	7	1	2	3	4	5	6	7
18.	Saya takut untuk menyuarakan pendapat dalam perbualan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
19.	Saya tidak takut untuk menyampaikan ucapan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
20.	Sebahagian badan saya berasa tegang dan kaku semasa menyampaikan ucapan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
21.	Saya berasa tenang semasa menyampaikan ucapan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
22.	Fikiran saya menjadi keliru dan bercelaru apabila menyampaikan ucapan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
23.	Apabila saya diberi peluang untuk menyampaikan ucapan, saya hadapinya dengan penuh keyakinan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
24.	Semasa menyampaikan ucapan, saya menjadi sangat gementar sehingga terlupa fakta-fakta yang saya tahu	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Tamat

>>> Terima kasih di atas kerjasama anda <<<

APPENDIX V

The estimated logistics model of respondents' actual choice to be an entrepreneur

Iteration 0:	log pseudolikelihood =	-567.80262
Iteration 1:	log pseudolikelihood =	-509.69753
Iteration 2:	log pseudolikelihood =	-495.2277
Iteration 3:	log pseudolikelihood =	-495.02898
Iteration 4:	log pseudolikelihood =	-495.0285
Iteration 5:	log pseudolikelihood =	-495.0285

Entreprene~_	Coef.	Robust Std. Err.	z	P> z	[95% Conf. Interval]	
DegreeEntr~p	.6265753	.3216365	1.95	0.051	-.0038206	1.256971
Entreprene~g	.2396519	.1803868	1.33	0.184	-.1138998	.5932036
RBDS	.7325337	.2419534	3.03	0.002	.2583137	1.206754
RBBS	.0510787	.2541243	0.20	0.841	-.4469958	.5491532
FMIE	.69386	.2207916	3.14	0.002	.2611164	1.126604
FRIE	-.3346991	.2170571	-1.54	0.123	-.7601231	.0907249
TCreativeA	-.041814	.0382186	-1.09	0.274	-.116721	.033093
TTimeA	.0664237	.0641837	1.03	0.301	-.0593742	.1922215
T_ICT_A	-.0619176	.0534911	-1.16	0.247	-.1667582	.0429231
TTalentA	.0079515	.0122314	0.65	0.516	-.0160216	.0319247
TInnovatorA	.0733496	.0218319	3.36	0.001	.0305599	.1161394
GroupA	.0324022	.0196465	1.65	0.099	-.0061043	.0709087
MeetingA	-.0560911	.0247069	-2.27	0.023	-.1045156	-.0076665
Interperso~A	-.0095096	.0277224	-0.34	0.732	-.0638446	.0448254
PublicA	.0366921	.023093	1.59	0.112	-.0085693	.0819535
Gender	.4168519	.2001618	2.08	0.037	.024542	.8091618
Age	-.0818187	.2340299	-0.35	0.727	-.5405089	.3768716
MelayuDummy	-1.053014	.3147393	-3.35	0.001	-1.669892	-.4361362
MaritalSta~s	.0310845	.329363	0.09	0.925	-.614455	.6766241
CGPA	-.2717322	.1738283	-1.56	0.118	-.6124294	.0689649
MUET	.1005995	.1161573	0.87	0.386	-.1270646	.3282637
PBahasa	-.2150164	.0740655	-2.90	0.004	-.3601821	-.0698508
PEnglish	.0623397	.0714406	0.87	0.383	-.0776814	.2023607
PMandarin	.0541052	.045303	1.19	0.232	-.0346871	.1428976
POthers	.0472795	.0432977	1.09	0.275	-.0375825	.1321415
Father_Emp~y	-.2707833	.2770587	-0.98	0.328	-.8138083	.2722417
Mother_Emp~y	.4709788	.1842473	2.56	0.011	.1098608	.8320969
_cons	-2.685534	1.160987	-2.31	0.021	-4.961026	-.4100418

Classified	True		Total
	D	~D	
+	3	0	3
-	153	2108	2261
Total	156	2108	2264

Sensitivity	Pr(+ D)	1.92%
Specificity	Pr(- ~D)	100.00%
Positive predictive value	Pr(D +)	100.00%
Negative predictive value	Pr(~D -)	93.23%
False + rate for true ~D	Pr(+ ~D)	0.00%
False - rate for true D	Pr(- D)	98.08%
False + rate for classified +	Pr(~D +)	0.00%
False - rate for classified -	Pr(D -)	6.77%
Correctly classified		93.24%

mfx
Marginal effects

y = Pr(Entrepreneur_vs_NonEntrepreneur_) (predict) =
.04355177

variable	dy/dx	Std. Err.	z	P> z	95% C.I.	x
Degree~p*	.0340723	.02248	1.52	0.130	-.009985 .078129	.04682
Entrep~g*	.0101915	.00784	1.30	0.193	-.005169 .025552	.413428
RBDS*	.0343743	.01283	2.68	0.007	.009225 .059523	.344965
RBBS*	.0021514	.01084	0.20	0.843	-.019104 .023407	.264134
FMIE*	.0314002	.01048	3.00	0.003	.010861 .051939	.391784
FRIE*	-.0140115	.0092	-1.52	0.128	-.032044 .004021	.504859
TCreat~A	-.0017418	.00157	-1.11	0.267	-.004814 .001331	47.1948
TTimeA	.0027669	.00263	1.05	0.293	-.002393 .007926	29.8207
T_ICT_A	-.0025792	.00223	-1.16	0.247	-.006946 .001788	23.5468
TTalentA	.0003312	.00051	0.65	0.515	-.000666 .001328	63.6568
TInnov~A	.0030554	.00088	3.47	0.001	.001328 .004783	36.9448
GroupA	.0013497	.00081	1.67	0.095	-.000235 .002935	22.3034
MeetingA	-.0023365	.00102	-2.28	0.022	-.004341 -.000332	25.3458
Interp~A	-.0003961	.00115	-0.34	0.731	-.002654 .001861	26.0919
PublicA	.0015284	.00096	1.59	0.113	-.00036 .003417	25.9722
Gender*	.0189128	.01005	1.88	0.060	-.000782 .038607	.288428
Age	-.0034082	.00977	-0.35	0.727	-.022564 .015748	1.15857
Melayu~y	-.0438633	.0129	-3.40	0.001	-.069153 -.018573	1.32465
Marita~s	.0012948	.01372	0.09	0.925	-.025589 .028178	1.07597
CGPA	-.011319	.00711	-1.59	0.111	-.025245 .002607	1.77959
MUET	.0041905	.00483	0.87	0.385	-.00527 .013651	2.72482
PBahasa	-.0089565	.00324	-2.76	0.006	-.015312 -.002601	7.9788
PEnglish	.0025968	.003	0.86	0.387	-.00329 .008483	6.375
PManda~n	.0022538	.00186	1.21	0.224	-.001383 .00589	2.91652
POthers	.0019694	.00181	1.09	0.277	-.001581 .00552	2.19744
Father~y*	-.0124359	.01395	-0.89	0.373	-.039776 .014905	.887809
Mother~y*	.0209696	.00882	2.38	0.017	.003677 .038262	.360424

(*) dy/dx is for discrete change of dummy variable from 0 to 1

vif

Variable	VIF	1/VIF
TCreativeA	7.58	0.131994
TTimeA	7.18	0.139282
T_ICT_A	4.72	0.211868
Interperso~A	3.63	0.275458
MelayuDumy	3.26	0.307069
PublicA	3.11	0.321267
TTalentA	3.07	0.325785
TInnovatorA	3.06	0.326327
MeetingA	2.95	0.339548
GroupA	2.81	0.355349
PMandarin	2.45	0.407353
PBahasa	1.81	0.553694
RBDS	1.74	0.575951
RBBS	1.71	0.584661
PEnglish	1.67	0.598454
MUET	1.41	0.709954
POthers	1.40	0.716782
FRIE	1.38	0.724495
FMIE	1.34	0.746912
CGPA	1.28	0.783403
Age	1.24	0.804124
Entreprene~g	1.16	0.860316
MaritalSta~s	1.14	0.877816
Gender	1.10	0.910319
Mother_Emp~y	1.07	0.934370
DegreeEntr~p	1.06	0.942705
Father_Emp~y	1.03	0.968476
Mean VIF	2.42	

APPENDIX VI

Estimated Multinomial Logisticals regression model on respondents' choice to be an entrepreneur

Iteration 0: log likelihood = -2789.7599
 Iteration 1: log likelihood = -2782.2398
 Iteration 2: log likelihood = -2781.0831
 Iteration 3: log likelihood = -2781.0804
 Iteration 4: log likelihood = -2781.0804

Employment~L	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
Unemployed (base outcome)						
Full_Time						
DegreeEntr~p	-.4131062	.2843658	-1.45	0.146	-.970453	.1442405
_cons	-.4807116	.0508044	-9.46	0.000	-.5802865	-.3811368
Not_Full_T~e						
DegreeEntr~p	.4462255	.2486947	1.79	0.073	-.0412072	.9336581
_cons	-.8982106	.0583738	-15.39	0.000	-1.012621	-.7838
Entrepreneur						
DegreeEntr~p	.9684149	.3055427	3.17	0.002	.3695622	1.567267
_cons	-1.980016	.0901612	-21.96	0.000	-2.156729	-1.803303



UUM

Universiti Utara Malaysia

Iteration 0: log pseudolikelihood = -2760.0763
 Iteration 1: log pseudolikelihood = -2494.3826
 Iteration 2: log pseudolikelihood = -2480.8485
 Iteration 3: log pseudolikelihood = -2480.6709
 Iteration 4: log pseudolikelihood = -2480.6708

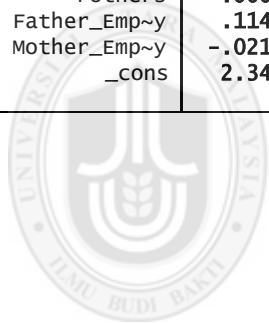
Employment~L	Coef.	Robust Std. Err.	z	P> z	[95% Conf. Interval]	
Unemployed	(base outcome)					
Full_Time						
DegreeEntr~p	-.0710906	.3237849	-0.22	0.826	-.7056973	.5635161
Entreprene~g	-.0737136	.1193072	-0.62	0.537	-.3075515	.1601242
RBDS	-.3696248	.1515939	-2.44	0.015	-.6667435	-.0725061
RBBS	-.2105054	.1681788	-1.25	0.211	-.5401298	.119119
FMIE	-.1597929	.1270186	-1.26	0.208	-.4087448	.089159
FRIE	.044799	.125091	0.36	0.720	-.2003748	.2899728
TCreativeA	-.0051556	.021871	-0.24	0.814	-.0480221	.0377109
TTimeA	.0483369	.0338983	1.43	0.154	-.0181025	.1147763
T_ICT_A	-.0739928	.0324552	-2.28	0.023	-.1376038	-.0103817
TTalentA	.0052826	.0060178	0.88	0.380	-.0065119	.0170772
TInnovatorA	-.0091219	.0109369	-0.83	0.404	-.0305578	.012314
GroupA	.0385771	.014098	2.74	0.006	.0109455	.0662087
MeetingA	-.0314604	.0164434	-1.91	0.056	-.063689	.0007682
Interperso~A	.0001083	.0192081	0.01	0.996	-.0375389	.0377555
PublicA	.0014217	.0170014	0.08	0.933	-.0319003	.0347438
Gender	.3120133	.1235798	2.52	0.012	.0698014	.5542253
Age	.2359105	.1649606	1.43	0.153	-.0874063	.5592273
MelayuDummy	.8637182	.1963228	4.40	0.000	.4789326	1.248504
MaritalSta~s	1.109968	.2061749	5.38	0.000	.7058727	1.514063
CGPA	-.2159996	.1107981	-1.95	0.051	-.4331599	.0011608
MUET	-.0315638	.0676746	-0.47	0.641	-.1642035	.101076
PBahasa	-.0215443	.0490917	-0.44	0.661	-.1177622	.0746736
PEnglish	.0401311	.0439157	0.91	0.361	-.0459421	.1262043
PMandarin	.0770569	.0256654	3.00	0.003	.0267536	.1273602
POthers	-.0005701	.023957	-0.02	0.981	-.047525	.0463849
Father_Emp~y	-.1148321	.1726337	-0.67	0.506	-.4531879	.2235237
Mother_Emp~y	.0219661	.1167141	0.19	0.851	-.2067894	.2507216
_cons	-2.340924	.6688865	-3.50	0.000	-3.651917	-1.02993
Not_Full_T~e						
DegreeEntr~p	.534264	.2585255	2.07	0.039	.0275634	1.040965
Entreprene~g	.1926975	.1282371	1.50	0.133	-.0586426	.4440376
RBDS	-.1373804	.1630452	-0.84	0.399	-.456943	.1821823
RBBS	-.1452249	.171157	-0.85	0.396	-.4806864	.1902366
FMIE	-.3117507	.1411523	-2.21	0.027	-.5884042	-.0350972
FRIE	-.1083237	.1382114	-0.78	0.433	-.3792131	.1625657
TCreativeA	.0001307	.0257786	0.01	0.996	-.0503945	.0506558
TTimeA	.0641245	.0382855	1.67	0.094	-.0109137	.1391628
T_ICT_A	-.027491	.0391658	-0.70	0.483	-.1042545	.0492725
TTalentA	.0024858	.0073004	0.34	0.733	-.0118226	.0167943
TInnovatorA	.0299381	.0132373	2.26	0.024	.0039935	.0558827
GroupA	.0158029	.0141309	1.12	0.263	-.0118932	.0434989
MeetingA	.0251388	.0170572	1.47	0.141	-.0082927	.0585704
Interperso~A	-.0492751	.0190563	-2.59	0.010	-.0866247	-.0119254
PublicA	-.0176006	.0171819	-1.02	0.306	-.0512764	.0160753
Gender	.2756827	.1327527	2.08	0.038	.0154921	.5358733
Age	.3490172	.1717415	2.03	0.042	.01241	.6856244
MelayuDummy	.2570701	.2456445	1.05	0.295	-.2243843	.7385244
MaritalSta~s	-.3685263	.2871466	-1.28	0.199	-.9313234	.1942707
CGPA	-.4229874	.1153003	-3.67	0.000	-.6489718	-.1970029
MUET	-.1559662	.0750749	-2.08	0.038	-.3031104	-.008822
PBahasa	-.0265799	.0582938	-0.46	0.648	-.1408337	.0876739
PEnglish	.0612878	.0495077	1.24	0.216	-.0357456	.1583212
PMandarin	-.0136811	.0324599	-0.42	0.673	-.0773014	.0499391
POthers	-.0001779	.0304651	-0.01	0.995	-.0598883	.0595326
Father_Emp~y	-.1054973	.1963597	-0.54	0.591	-.4903553	.2793608

Mother_Emp~y _cons	.1359336 .1264549 -1.9034 .8246207	1.07 0.282 -2.31 0.021	-.1119134 .3837806 -3.519627 -.2871727
Entrepreneur			
DegreeEntr~p	.7905102 .3327717	2.38 0.018	.1382896 1.442731
Entreprene~g	.2583593 .1874851	1.38 0.168	-.1091047 .6258234
RBDS	.6009458 .2510241	2.39 0.017	.1089477 1.092944
RBBS	-.0353645 .2626321	-0.13 0.893	-.5501139 .479385
FMIE	.5721634 .2258801	2.53 0.011	.1294466 1.01488

FRIE	-.3572862 .2224225	-1.61 0.108	-.7932263 .0786539
TCreativeA	-.0432892 .0393789	-1.10 0.272	-.1204705 .033892
TTimeA	.094868 .0660603	1.44 0.151	-.0346079 .2243439
T_ICT_A	-.0907408 .0557498	-1.63 0.104	-.2000084 .0185268
TTalentA	.0096289 .0124511	0.77 0.439	-.0147749 .0340327
TInnovatorA	.0778802 .022323	3.49 0.000	.0341281 .1216324
GroupA	.0448213 .0205413	2.18 0.029	.0045611 .0850815
MeetingA	-.0582557 .0256141	-2.27 0.023	-.1084585 .0080529
Interperso~A	-.0220619 .028971	-0.76 0.446	-.0788439 .0347202
PublicA	.0341693 .0243672	1.40 0.161	-.0135896 .0819283
Gender	.5762865 .2076034	2.78 0.006	.1693914 .9831816
Age	.0778583 .2485775	0.31 0.754	-.4093447 .5650613
MelayuDummy	-.7158865 .3300962	-2.17 0.030	-1.362863 .0689098
MaritalSta~s	.3104383 .3540828	0.88 0.381	-.3835513 1.004428
CGPA	-.4319095 .1797766	-2.40 0.016	-.7842651 .0795539
MUET	.0565886 .1199142	0.47 0.637	-.1784388 .2916161
PBahasa	-.2245107 .0778777	-2.88 0.004	-.3771482 .0718731
PEnglish	.0836694 .0734109	1.14 0.254	-.0602133 .2275522
PMandarin	.0770712 .0467401	1.65 0.099	-.0145376 .1686801
POthers	.046208 .0450887	1.02 0.305	-.0421642 .1345802
Father_Emp~y	-.3281598 .2881312	-1.14 0.255	-.8928866 .2365671
Mother_Emp~y	.5110526 .1903042	2.69 0.007	.1380633 .8840419
_cons	-2.673059 1.198555	-2.23 0.026	-5.022184 -.323934

Iteration 0: log pseudolikelihood = -2760.0763
Iteration 1: log pseudolikelihood = -2494.3826
Iteration 2: log pseudolikelihood = -2480.8485
Iteration 3: log pseudolikelihood = -2480.6709
Iteration 4: log pseudolikelihood = -2480.6708

Employment~L	Coef.	Robust Std. Err.	z	P> z	[95% Conf. Interval]	
Unemployed						
DegreeEntr~p	.0710906	.3237849	0.22	0.826	-.5635161	.7056973
Entreprene~g	.0737136	.1193072	0.62	0.537	-.1601242	.3075515
RBDS	.3696248	.1515939	2.44	0.015	.0725061	.6667435
RBBS	.2105054	.1681788	1.25	0.211	-.119119	.5401298
FMIE	.1597929	.1270186	1.26	0.208	-.089159	.4087448
FRIE	-.044799	.125091	-0.36	0.720	-.2899728	.2003748
TCreativeA	.0051556	.021871	0.24	0.814	-.0377109	.0480221
TTimeA	-.0483369	.0338983	-1.43	0.154	-.1147763	.0181025
T ICT_A	.0739928	.0324552	2.28	0.023	.0103817	.1376038
TTalentA	-.0052826	.0060178	-0.88	0.380	-.0170772	.0065119
TInnovatorA	.0091219	.0109369	0.83	0.404	-.012314	.0305578
GroupA	-.0385771	.014098	-2.74	0.006	-.0662087	-.0109455
MeetingA	.0314604	.0164434	1.91	0.056	-.0007682	.063689
Interperso~A	-.0001083	.0192081	-0.01	0.996	-.0377555	.0375389
PublicA	-.0014217	.0170014	-0.08	0.933	-.0347438	.0319003
Gender	-.3120133	.1235798	-2.52	0.012	-.5542253	-.0698014
Age	-.2359105	.1649606	-1.43	0.153	-.5592273	.0874063
MelayuDummy	-.8637182	.1963228	-4.40	0.000	-1.248504	-.4789326
MaritalSta~s	-1.109968	.2061749	-5.38	0.000	-1.514063	-.7058727
CGPA	.2159996	.1107981	1.95	0.051	-.0011608	.4331599
MUET	.0315638	.0676746	0.47	0.641	-.101076	.1642035
PBahasa	.0215443	.0490917	0.44	0.661	-.0746736	.1177622
PEnglish	-.0401311	.0439157	-0.91	0.361	-.1262043	.0459421
PMandarin	-.0770569	.0256654	-3.00	0.003	-.1273602	-.0267536
POthers	.0005701	.023957	0.02	0.981	-.0463849	.047525
Father_Emp~y	.1148321	.1726337	0.67	0.506	-.2235237	.4531879
Mother_Emp~y	-.0219661	.1167141	-0.19	0.851	-.2507216	.2067894
_cons	2.340924	.6688865	3.50	0.000	1.02993	3.651917



UUM
Universiti Utara Malaysia

Full_Time	(base outcome)					
Not_Full_T~e						
DegreeEntr~p	.6053546	.3338075	1.81	0.070	-.048896	1.259605
Entreprene~g	.2664111	.1427938	1.87	0.062	-.0134595	.5462818
RBDS	.2322444	.1824765	1.27	0.203	-.125403	.5898918
RBBS	.0652805	.1987172	0.33	0.743	-.324198	.4547589
FMIE	-.1519579	.1587651	-0.96	0.339	-.4631317	.159216
FRIE	-.1531227	.1533516	-1.00	0.318	-.4536864	.147441
TCreativeA	.0052862	.0277262	0.19	0.849	-.0490561	.0596286
TTimeA	.0157876	.041994	0.38	0.707	-.0665191	.0980943
T ICT_A	.0465018	.0421127	1.10	0.269	-.0360377	.1290412
TTalentA	-.0027968	.0080682	-0.35	0.729	-.0186103	.0130166
TInnovatorA	.03906	.0144501	2.70	0.007	.0107384	.0673816
GroupA	-.0227742	.0163982	-1.39	0.165	-.0549142	.0093657
MeetingA	.0565992	.0201594	2.81	0.005	.0170875	.096111
Interperso~A	-.0493833	.0223286	-2.21	0.027	-.0931466	-.00562
Publica	-.0190223	.020352	-0.93	0.350	-.0589115	.0208669
Gender	-.0363306	.1448956	-0.25	0.802	-.3203208	.2476595
Age	.1131067	.1870269	0.60	0.545	-.2534593	.4796727
MelayuDummy	-.6066481	.2451414	-2.47	0.013	-1.087116	-.1261797
MaritalSta~s	-1.478494	.2855076	-5.18	0.000	-2.038079	-.9189097
CGPA	-.2069878	.1314781	-1.57	0.115	-.4646802	.0507046
MUET	-.1244024	.081455	-1.53	0.127	-.2840513	.0352465
PBahasa	-.0050356	.0631239	-0.08	0.936	-.1287562	.118685
PEnglish	.0211567	.0554083	0.38	0.703	-.0874416	.129755
PMandarin	-.090738	.0324117	-2.80	0.005	-.1542638	-.0272122
POthers	.0003922	.0308184	0.01	0.990	-.0600108	.0607952
Father_Emp~y	.0093349	.2161643	0.04	0.966	-.4143394	.4330091
Mother_Emp~y	.1139675	.1418412	0.80	0.422	-.1640361	.3919711
_cons	.4375241	.8732811	0.50	0.616	-1.274075	2.149124
Entrepreneur						
DegreeEntr~p	.8616008	.4134774	2.08	0.037	.0512	1.672002
Entreprene~g	.332073	.1984397	1.67	0.094	-.0568617	.7210076
RBDS	.9705706	.2614332	3.71	0.000	.458171	1.48297
RBBS	.1751409	.2811931	0.62	0.533	-.3759875	.7262694
FMIE	.7319563	.2375501	3.08	0.002	.2663666	1.197546
FRIE	-.4020852	.2335772	-1.72	0.085	-.8598881	.0557177
TCreativeA	-.0381336	.0412247	-0.93	0.355	-.1189326	.0426654
TTimeA	.0465311	.0683241	0.68	0.496	-.0873817	.1804438
T ICT_A	-.016748	.058676	-0.29	0.775	-.1317509	.0982548
TTalentA	.0043463	.0127996	0.34	0.734	-.0207405	.029433
TInnovatorA	.0870021	.0230984	3.77	0.000	.0417301	.1322741
GroupA	.0062442	.02233	0.28	0.780	-.0375219	.0500103
MeetingA	-.0267953	.0278196	-0.96	0.335	-.0813208	.0277302
Interperso~A	-.0221701	.031426	-0.71	0.481	-.083764	.0394237
Publica	.0327476	.0265774	1.23	0.218	-.0193432	.0848384
Gender	.2642731	.2186416	1.21	0.227	-.1642565	.6928027
Age	-.1580522	.2568458	-0.62	0.538	-.6614608	.3453564
MelayuDummy	-1.579605	.3358488	-4.70	0.000	-2.237856	-.9213531
MaritalSta~s	-.7995297	.3479617	-2.30	0.022	-1.481522	-.1175374
CGPA	-.2159099	.1908696	-1.13	0.258	-.5900074	.1581876
MUET	.0881524	.1256416	0.70	0.483	-.1581007	.3344055
PBahasa	-.2029664	.0821978	-2.47	0.014	-.3640712	-.0418616
PEnglish	.0435383	.0780884	0.56	0.577	-.1095121	.1965888
PMandarin	.0000143	.0479212	0.00	1.000	-.0939094	.0939381
POthers	.046778	.0463326	1.01	0.313	-.0440322	.1375883
Father_Emp~y	-.2133277	.3096521	-0.69	0.491	-.8202346	.3935793
Mother_Emp~y	.4890865	.2029021	2.41	0.016	.0914056	.8867674
_cons	-.3321354	1.245883	-0.27	0.790	-2.774022	2.109751

Employment~L	Coef.	Robust Std. Err.	z	P> z	[95% Conf. Interval]	
Unemployed						
DegreeEntr~p	-.534264	.2585255	-2.07	0.039	-1.040965	-.0275634
Entreprene~g	-.1926975	.1282371	-1.50	0.133	-.4440376	.0586426
RBDS	.1373804	.1630452	0.84	0.399	-.1821823	.456943
RBBS	.1452249	.171157	0.85	0.396	-.1902366	.4806864
FMIE	.3117507	.1411523	2.21	0.027	.0350972	.5884042
FRIE	.1083237	.1382114	0.78	0.433	-.1625657	.3792131
TCreativeA	-.0001307	.0257786	-0.01	0.996	-.0506558	.0503945
TTimeA	-.0641245	.0382855	-1.67	0.094	-.1391628	.0109137
T ICT_A	.027491	.0391658	0.70	0.483	-.0492725	.1042545
TTalentA	-.0024858	.0073004	-0.34	0.733	-.0167943	.0118226
TInnovatorA	-.0299381	.0132373	-2.26	0.024	-.0558827	-.0039935
GroupA	-.0158029	.0141309	-1.12	0.263	-.0434989	.0118932
MeetingA	-.0251388	.0170572	-1.47	0.141	-.0585704	.0082927
Interperso~A	.0492751	.0190563	2.59	0.010	.0119254	.0866247
PublicA	.0176006	.0171819	1.02	0.306	-.0160753	.0512764
Gender	-.2756827	.1327527	-2.08	0.038	-.5358733	-.0154921
Age	-.3490172	.1717415	-2.03	0.042	-.6856244	-.01241
MelayuDummy	-.2570701	.2456445	-1.05	0.295	-.7385244	.2243843
MaritalSta~s	.3685263	.2871466	1.28	0.199	-.1942707	.9313234
CGPA	.4229874	.1153003	3.67	0.000	.1970029	.6489718
MUET	.1559662	.0750749	2.08	0.038	.008822	.3031104
PBahasa	.0265799	.0582938	0.46	0.648	-.0876739	.1408337
PEnglish	-.0612878	.0495077	-1.24	0.216	-.1583212	.0357456
PMandarin	.0136811	.0324599	0.42	0.673	-.0499391	.0773014
POthers	.0001779	.0304651	0.01	0.995	-.0595326	.0598883
Father_Emp~y	.1054973	.1963597	0.54	0.591	-.2793608	.4903553
Mother_Emp~y	-.1359336	.1264549	-1.07	0.282	-.3837806	.1119134
_cons	1.9034	.8246207	2.31	0.021	.2871727	3.519627
Full_Time						
DegreeEntr~p	-.6053546	.3338075	-1.81	0.070	-1.259605	.048896
Entreprene~g	-.2664111	.1427938	-1.87	0.062	-.5462818	.0134595
RBDS	-.2322444	.1824765	-1.27	0.203	-.5898918	.125403
RBBS	-.0652805	.1987172	-0.33	0.743	-.4547589	.324198
FMIE	.1519579	.1587651	0.96	0.339	-.159216	.4631317
FRIE	.1531227	.1533516	1.00	0.318	-.147441	.4536864
TCreativeA	-.0052862	.0277262	-0.19	0.849	-.0596286	.0490561
TTimeA	-.0157876	.041994	-0.38	0.707	-.0980943	.0665191
T ICT_A	-.0465018	.0421127	-1.10	0.269	-.1290412	.0360377
TTalentA	.0027968	.0080682	0.35	0.729	-.0130166	.0186103
TInnovatorA	-.03906	.0144501	-2.70	0.007	-.0673816	-.0107384
GroupA	.0227742	.0163982	1.39	0.165	-.0093657	.0549142
MeetingA	-.0565992	.0201594	-2.81	0.005	-.096111	-.0170875
Interperso~A	.0493833	.0223286	2.21	0.027	.00562	.0931466
PublicA	.0190223	.020352	0.93	0.350	-.0208669	.0589115
Gender	.0363306	.1448956	0.25	0.802	-.2476595	.3203208
Age	-.1131067	.1870269	-0.60	0.545	-.4796727	.2534593
MelayuDummy	.6066481	.2451414	2.47	0.013	.1261797	1.087116
MaritalSta~s	1.478494	.2855076	5.18	0.000	.9189097	2.038079
CGPA	.2069878	.1314781	1.57	0.115	-.0507046	.4646802
MUET	.1244024	.081455	1.53	0.127	-.0352465	.2840513
PBahasa	.0050356	.0631239	0.08	0.936	-.118685	.1287562
PEnglish	-.0211567	.0554083	-0.38	0.703	-.129755	.0874416
PMandarin	.090738	.0324117	2.80	0.005	.0272122	.1542638
POthers	-.0003922	.0308184	-0.01	0.990	-.0607952	.0600108
Father_Emp~y	-.0093349	.2161643	-0.04	0.966	-.4330091	.4143394
Mother_Emp~y	-.1139675	.1418412	-0.80	0.422	-.3919711	.1640361
_cons	-.4375241	.8732811	-0.50	0.616	-2.149124	1.274075
Not_Full_T~e	(base outcome)					

Entrepreneur						
DegreeEntr~p	.2562462	.3660335	0.70	0.484	-.4611662	.9736587
Entreprene~g	.0656618	.2004731	0.33	0.743	-.3272581	.4585818
RBDS	.7383261	.2679592	2.76	0.006	.2131358	1.263516
RBBS	.1098604	.2805015	0.39	0.695	-.4399123	.6596332
FMIE	.8839141	.2424732	3.65	0.000	.4086755	1.359153
FRIE	-.2489625	.2373406	-1.05	0.294	-.7141414	.2162164
TCreativeA	-.0434199	.0423223	-1.03	0.305	-.1263701	.0395303
TTimeA	.0307435	.0692782	0.44	0.657	-.1050392	.1665262
T ICT_A	-.0632498	.0598299	-1.06	0.290	-.1805143	.0540147
TTalentA	.0071431	.0133191	0.54	0.592	-.0189619	.0332481
TInnovatorA	.0479422	.0238669	2.01	0.045	.0011639	.0947204
GroupA	.0290184	.0218776	1.33	0.185	-.0138608	.0718976
MeetingA	-.0833945	.027635	-3.02	0.003	-.1375581	-.0292309
Interperso~A	.0272132	.0307781	0.88	0.377	-.0331107	.0875371
PublicA	.0517699	.0258569	2.00	0.045	.0010913	.1024485
Gender	.3006038	.2186423	1.37	0.169	-.1279274	.7291349
Age	-.2711589	.2580245	-1.05	0.293	-.7768776	.2345598
MelayuDummy	-.9729566	.3586611	-2.71	0.007	-1.675919	-.2699938
MaritalSta~s	.6789646	.3982982	1.70	0.088	-.1016854	1.459615
CGPA	-.0089221	.1920508	-0.05	0.963	-.3853348	.3674905
MUET	.2125548	.1277056	1.66	0.096	-.0377436	.4628532
PBahasa	-.1979308	.0840627	-2.35	0.019	-.3626906	-.033171
PEnglish	.0223816	.0795832	0.28	0.779	-.1335985	.1783618
PMandarin	.0907524	.0501156	1.81	0.070	-.0074725	.1889772
POthers	.0463859	.0488598	0.95	0.342	-.0493776	.1421493
Father_Emp~y	-.2226625	.303999	-0.73	0.464	-.8184895	.3731645
Mother_Emp~y	.375119	.206322	1.82	0.069	-.0292647	.7795027
_cons	-.7696595	1.294755	-0.59	0.552	-3.307332	1.768013

Iteration 0: log pseudolikelihood = -2760.0763
Iteration 1: log pseudolikelihood = -2494.3826
Iteration 2: log pseudolikelihood = -2480.8485
Iteration 3: log pseudolikelihood = -2480.6709
Iteration 4: log pseudolikelihood = -2480.6708

Multinomial logistic regression Number of obs
wald chi2(81)
Prob > chi2
Pseudo R2

Log pseudolikelihood = -2480.6708

Employment~L	Coef.	Robust Std. Err.	z	P> z	[95% Conf. Interval]	
Unemployed						
DegreeEntr~p	-.7905102	.3327717	-2.38	0.018	-1.442731	-.1382896
Entreprene~g	-.2583593	.1874851	-1.38	0.168	-.6258234	.1091047
RBDS	-.6009458	.2510241	-2.39	0.017	-1.092944	-.1089477
RBBS	.0353645	.2626321	0.13	0.893	-.479385	.5501139
FMIE	-.5721634	.2258801	-2.53	0.011	-1.01488	-.1294466
FRIE	.3572862	.2224225	1.61	0.108	-.0786539	.7932263
TCreativeA	.0432892	.0393789	1.10	0.272	-.033892	.1204705
TTimeA	-.094868	.0660603	-1.44	0.151	-.2243439	.0346079
T ICT_A	.0907408	.0557498	1.63	0.104	-.0185268	.2000084
TTalentA	-.0096289	.0124511	-0.77	0.439	-.0340327	.0147749
TInnovatorA	-.0778802	.022323	-3.49	0.000	-.1216324	-.0341281
GroupA	-.0448213	.0205413	-2.18	0.029	-.0850815	-.0045611

MeetingA	.0582557	.0256141	2.27	0.023	.0080529	.1084585
Interperso~A	.0220619	.028971	0.76	0.446	-.0347202	.0788439
PublicA	-.0341693	.0243672	-1.40	0.161	-.0819283	.0135896
Gender	-.5762865	.2076034	-2.78	0.006	-.9831816	-.1693914
Age	-.0778583	.2485775	-0.31	0.754	-.5650613	.4093447
MelayuDummy	.7158865	.3300962	2.17	0.030	.0689098	1.362863
MaritalSta~s	-.3104383	.3540828	-0.88	0.381	-1.004428	.3835513
CGPA	.4319095	.1797766	2.40	0.016	.0795539	.7842651
MUET	-.0565886	.1199142	-0.47	0.637	-.2916161	.1784388
PBahasa	.2245107	.0778777	2.88	0.004	.0718731	.3771482
PEnglish	-.0836694	.0734109	-1.14	0.254	-.2275522	.0602133
PMandarin	-.0770712	.0467401	-1.65	0.099	-.1686801	.0145376
POthers	-.046208	.0450887	-1.02	0.305	-.1345802	.0421642
Father_Emp~y	.3281598	.2881312	1.14	0.255	-.2365671	.8928866
Mother_Emp~y	-.5110526	.1903042	-2.69	0.007	-.8840419	-.1380633
_cons	2.673059	1.198555	2.23	0.026	.323934	5.022184
Full_Time						
DegreeEntr~p	-.8616008	.4134774	-2.08	0.037	-1.672002	-.0512
Entreprene~g	-.332073	.1984397	-1.67	0.094	-.7210076	.0568617
RBDS	-.9705706	.2614332	-3.71	0.000	-1.48297	-.458171
RBBS	-.1751409	.2811931	-0.62	0.533	-.7262694	.3759875
FMIE	-.7319563	.2375501	-3.08	0.002	-1.197546	-.2663666
FRIE	.4020852	.2335772	1.72	0.085	-.0557177	.8598881
TCreativeA	.0381336	.0412247	0.93	0.355	-.0426654	.1189326
TTimeA	-.0465311	.0683241	-0.68	0.496	-.1804438	.0873817
T ICT_A	.016748	.058676	0.29	0.775	-.0982548	.1317509
TTalentA	-.0043463	.0127996	-0.34	0.734	-.029433	.0207405
TInnovatorA	-.0870021	.0230984	-3.77	0.000	-.1322741	-.0417301
GroupA	-.0062442	.02233	-0.28	0.780	-.0500103	.0375219
MeetingA	.0267953	.0278196	0.96	0.335	-.0277302	.0813208
Interperso~A	.0221701	.031426	0.71	0.481	-.0394237	.083764
PublicA	-.0327476	.0265774	-1.23	0.218	-.0848384	.0193432
Gender	-.2642731	.2186416	-1.21	0.227	-.6928027	.1642565
Age	.1580522	.2568458	0.62	0.538	-.3453564	.6614608
MelayuDummy	1.579605	.3358488	4.70	0.000	.9213531	2.237856
MaritalSta~s	.7995297	.3479617	2.30	0.022	.1175374	1.481522
CGPA	.2159099	.1908696	1.13	0.258	-.1581876	.5900074
MUET	-.0881524	.1256416	-0.70	0.483	-.3344055	.1581007
PBahasa	.2029664	.0821978	2.47	0.014	.0418616	.3640712
PEnglish	-.0435383	.0780884	-0.56	0.577	-.1965888	.1095121
PMandarin	-.0000143	.0479212	-0.00	1.000	-.0939381	.0939094
POthers	-.046778	.0463326	-1.01	0.313	-.1375883	.0440322
Father_Emp~y	.2133277	.3096521	0.69	0.491	-.3935793	.8202346
Mother_Emp~y	-.4890865	.2029021	-2.41	0.016	-.8867674	-.0914056
_cons	.3321354	1.245883	0.27	0.790	-2.109751	2.774022
Not_Full_T~e						
DegreeEntr~p	-.2562462	.3660335	-0.70	0.484	-.9736587	.4611662
Entreprene~g	-.0656618	.2004731	-0.33	0.743	-.4585818	.3272581
RBDS	-.7383261	.2679592	-2.76	0.006	-1.263516	-.2131358
RBBS	-.1098604	.2805015	-0.39	0.695	-.6596332	.4399123
FMIE	-.8839141	.2424732	-3.65	0.000	-1.359153	-.4086755
FRIE	.2489625	.2373406	1.05	0.294	-.2162164	.7141414
TCreativeA	.0434199	.0423223	1.03	0.305	-.0395303	.1263701
TTimeA	-.0307435	.0692782	-0.44	0.657	-.1665262	.1050392
T ICT_A	.0632498	.0598299	1.06	0.290	-.0540147	.1805143
TTalentA	-.0071431	.0133191	-0.54	0.592	-.0332481	.0189619
TInnovatorA	-.0479422	.0238669	-2.01	0.045	-.0947204	-.0011639
GroupA	-.0290184	.0218776	-1.33	0.185	-.0718976	.0138608
MeetingA	.0833945	.027635	3.02	0.003	.0292309	.1375581
Interperso~A	-.0272132	.0307781	-0.88	0.377	-.0875371	.0331107
PublicA	-.0517699	.0258569	-2.00	0.045	-.1024485	-.0010913
Gender	-.3006038	.2186423	-1.37	0.169	-.7291349	.1279274
Age	.2711589	.2580245	1.05	0.293	-.2345598	.7768776
MelayuDummy	.9729566	.3586611	2.71	0.007	.2699938	1.675919
MaritalSta~s	-.6789646	.3982982	-1.70	0.088	-1.459615	.1016854
CGPA	.0089221	.1920508	0.05	0.963	-.3674905	.3853348
MUET	-.2125548	.1277056	-1.66	0.096	-.4628532	.0377436

PBahasa	.1979308	.0840627	2.35	0.019	.033171	.3626906
PEnglish	-.0223816	.0795832	-0.28	0.779	-.1783618	.1335985
PMandarin	-.0907524	.0501156	-1.81	0.070	-.1889772	.0074725

Pothers	-.0463859	.0488598	-0.95	0.342	-.1421493	.0493776
Father_Emp~y	.2226625	.303999	0.73	0.464	-.3731645	.8184895
Mother_Emp~y	-.375119	.206322	-1.82	0.069	-.7795027	.0292647
_cons	.7696595	1.294755	0.59	0.552	-1.768013	3.307332
Entrepreneur	(base outcome)					



Marginal effects

y = Pr(EmploymentStatus_MNL==Entrepreneur) (predict, p outcome (3)) = .04793795

variable	dy/dx	Std. Err.	z	P> z	[95% C.I.]	x
Degree~p*	.041047	.02539	1.62	0.106	-.008724 .090818	.04682
Entrep~g*	.0111492	.00855	1.30	0.192	-.005616 .027915	.413428
RBDS*	.0373501	.01394	2.68	0.007	.010034 .064667	.344965
RBBS*	.0023787	.01185	0.20	0.841	-.020853 .025611	.264134
FMIE*	.0334973	.01133	2.96	0.003	.01128 2	.391784
FRIE*	-.0159649	.01004	-1.59	0.112	-.035644 .003714	.504859
TCreat~A	-.0019102	.00172	-1.11	0.266	-.005275 .001455	47.1948
TTimeA	.0031131	.00288	1.08	0.280	-.002538 .008764	29.8207
T ICT_A	-.0029301	.00245	-1.19	0.232	-.007739 .001879	23.5468
TTalentA	.0003482	.00055	0.63	0.529	-.000736 .001433	63.6568
TIInnov~A	.0033967	.00096	3.53	0.000	.00150 9	36.9448
GroupA	.0014006	.00089	1.57	0.116	-.000347 .003149	22.3034
MeetingA	-.0024831	.00113	-2.20	0.028	-.004698 -.000268	25.3458
Interp~A	-.0005542	.00127	-0.44	0.663	-.003049 .001941	26.0919
PublicA	.0017033	.00107	1.60	0.110	-.000387 .003793	25.9722
Gender*	.0212311	.01105	1.92	0.055	-.000426 .042888	.288428
Age	-.0027169	.01071	-0.25	0.800	-.023707 .018273	1.15857
Melayu~y	-.0462241	.01407	-3.29	0.001	-.073794 -.018654	1.32465
Marita~s	.0031938	.01523	0.21	0.834	-.026662 .033049	1.07597
CGPA	-.0130181	.00778	-1.67	0.094	-.028272 .002235	1.77959
MUET	.0044285	.0053	0.84	0.403	-.005954 .014812	2.72482
PBahasa	-.0097228	.00356	-2.73	0.006	-.016696 -.002749	7.9788
PEnglish	.0027343	.00328	0.83	0.404	-.003689 .009158	6.375
PManda~n	.002646	.00202	1.31	0.190	-.001309 .006601	2.91652
POthers	.0021179	.002	1.06	0.289	-.0018 .006036	2.19744
Father~y*	-.0137368	.01536	-0.89	0.371	-.043834 .01636	.887809
Mother~y*	.0232641	.00968	2.40	0.016	.00428 8	.360424

(*) dy/dx is for discrete change of dummy variable from 0 to 1

```
. predict prob*
(option pr assumed; predicted
probabilities)
(36 missing values generated)
. egen pred_max = rowmax
(prob*)
(36 missing values generated)
. gen
pred_choice = .
(2300 missing values
generated)
```

```
11 . forv i=1/4 {
2. replace pred_choice = `i' if (pred_max == prob`i')
3. }
(1522 real changes made)
(632 real changes made)
(200 real changes made)
(54 real changes made)
```

12 . tab pred_choice EmploymentStatus_MNL

29. Respondent's employment status
(Multinomial Logisticals Regression)

pred_choic e	Unemploye	Full Time	Not Full	Entrepren	Total
1	808	273	297	108	1,486
2	171	332	67	26	596
3	43	34	74	13	164
4	36	6	3	9	54
Total	1,058	645	441	156	2,300

14 . vif

variable	VIF	1/VIF
TCreativeA	7.58	0.131994
TTimeA	7.18	0.139282
T_ICT_A	4.72	0.211868
Interperso~A	3.63	0.275458
MelayuDummy	3.26	0.307069
PublicA	3.11	0.321267
TTalenta	3.07	0.325785
TInnovatorA	3.06	0.326327
MeetingA	2.95	0.339548
GroupA	2.81	0.355349
PMandarin	2.45	0.407353
PBahasa	1.81	0.553694
RBDS	1.74	0.575951
RBBS	1.71	0.584661
PEnglish	1.67	0.598454
MUET	1.41	0.709954
POthers	1.40	0.716782
FRIE	1.38	0.724495
FMIE	1.34	0.746912
CGPA	1.28	0.783403
Age	1.24	0.804124
Entreprene~g	1.16	0.860316
MaritalSta~s	1.14	0.877816
Gender	1.10	0.910319
Mother_Emp~y	1.07	0.934370
DegreeEntr~p	1.06	0.942705
Father_Emp~y	1.03	0.968476
Mean VIF	2.42	