



**UNIVERSITI PUTRA MALAYSIA**

***INFLUENCE OF SELECTED FACTORS TOWARD ENTREPRENEURIAL  
CAREER INTENTIONS AMONG STUDENTS OF COMMUNITY  
COLLEGES IN SELECTED STATES OF MALAYSIA***

**TE TIE SENG**

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By

**TE TIE SENG**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirements for the Degree of Master of Science**

**April 2019**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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**TE TIE SENG**

**April 2019**

**Chairman : Arnida binti Abdullah, PhD**  
**Faculty : Educational Studies**

Although many past studies have shown that community college students have high level of entrepreneurial intentions, but the number of community college graduates who chose to pursue entrepreneurial career after the completion of their studies are still less favourable. Besides that, despite there are many past studies involving community college students, there is still lack of studies involving states which have recorded a high rate of self-employment.

Therefore, this study was conducted to identify the relationship between the selected factors and entrepreneurial career intentions among students of community college from the selected states. The selected factors in this study are attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy and entrepreneurial exposure. This correlational research was theoretically based on the Theory of Planned Behaviour (TPB) by Ajzen (1991) and Social Cognitive Career Theory (SCCT) by Lent, Brown and Hackett (1994).

This study consisted of 265 community college students in Kedah, Pahang and Perak. Cluster random sampling was applied in selecting the samples. The Pearson Correlation ( $r$ ) and multiple regression analysis were used as the main inferential statistical analysis for this study. The instrument used was modified based on several sources of past studies and had gone through a content validity process. The instrument has a reliability value with a Cronbach  $\alpha$  value between 0.75 to 0.91.

The results indicate that all the selected factors have a positive and significant correlation with entrepreneurial career intentions. Attitude towards entrepreneurship

was found to have a strong correlation with entrepreneurial career intentions ( $r=.597$ ,  $p<.01$ ). Meanwhile, entrepreneurial self-efficacy ( $r=.362$ ,  $p<.01$ ) and subjective norms ( $r=.327$ ,  $p<.01$ ) had a moderate correlation with entrepreneurial career intentions. Entrepreneurial exposure ( $r=.263$ ,  $p<.01$ ) was reported to have a low correlation with entrepreneurial career intentions.

Based on the multiple regression analysis, the combination of the four research variables has significantly contributed 39% ( $R^2=.39$ ) to students' entrepreneurial career intentions. This means the four independent variables has a moderate impact towards the dependent variable. There are almost 60% of the variables outside the research which are yet to be studied. It is recommended that future studies be conducted to look into the influence of other variables towards entrepreneurial career intentions among the students of community colleges. Meanwhile, attitude towards entrepreneurship ( $\beta=0.520$ ,  $p<0.05$ ) was found to be the most dominant factor contributing to students' entrepreneurial career intentions.

As a conclusion, all the selected factors showed a significant and positive relationship with entrepreneurial career intentions. Among all the selected factors, attitude towards entrepreneurship exerts the strongest influence toward entrepreneurial career intentions. This indicates that if the students have positive perceptions toward the benefits and outcomes of entrepreneurial career, they are likely to pursue an entrepreneurial career. Thus, it is important that entrepreneurship education in community college focuses on raising students' awareness regarding the benefits and outcomes of entrepreneurial career in order to encourage more students to pursue entrepreneurial career. This study provides an enriched contribution to the knowledge and significant implication to the practices of entrepreneurship. This study also signals to policy makers as well as entrepreneurship educators to further nourish the entrepreneurial career intentions among the students, so that it can be turned into actual entrepreneurial behaviour.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**PENGARUH FAKTOR TERPILIH TERHADAP TEKAD KERJAYA  
KEUSAHAWANAN DALAM KALANGAN PELAJAR KOLEJ KOMUNITI  
DI NEGERI-NEGERI TERPILIH DI MALAYSIA**

By

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**April 2019**

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Pelbagai kajian lepas telah menunjukkan pelajar kolej komuniti mempunyai tekad keusahawanan yang tinggi, namun graduan kolej komuniti yang memilih kerjaya keusahawanan selepas tamat pengajian masih kurang memberangsangkan. Walaupun terdapat banyak kajian yang dijalankan ke atas pelajar kolej komuniti, kajian yang melibatkan pelajar kolej komuniti dari negeri yang merekodkan peratusan bekerja sendiri yang tinggi masih kurang.

Sehubungan dengan itu, kajian ini dijalankan untuk mengenalpasti hubungan antara faktor terpilih dengan tekad kerjaya keusahawanan dalam kalangan pelajar kolej komuniti dari negeri-negeri yang terpilih. Faktor terpilih dalam penyelidikan ini adalah sikap terhadap keusahawanan, norma subjektif, efikasi keusahawanan sendiri dan pendedahan terhadap keusahawanan. Kajian ini merupakan kajian korelasi yang dibina berdasarkan Teori Tingkah-laku Terancang oleh Ajzen (1991) dan Teori Kerjaya Kognitif Sosial oleh Lent, Brown dan Hackett (1994).

Kajian ini melibatkan 265 pelajar kolej komuniti di negeri Kedah, Pahang dan Perak. Kaedah persampelan rawak kelompok digunakan dalam pemilihan sampel. Ujian korelasi Pearson ( $r$ ) dan analisis regresi berganda digunakan sebagai analisis statistik inferensi dalam kajian ini. Soal-selidik yang digunakan dalam kajian ini diadaptasi daripada kajian-kajian lepas dan telah melalui proses kesahan kandungan dan mempunyai nilai kebolehpercayaan Cronbach  $\alpha$  antara 0.75 hingga 0.91.

Dapatan kajian menunjukkan semua faktor terpilih mempunyai hubungan korelasi yang positif dan signifikan dengan tekad kerjaya keusahawanan. Sikap terhadap

keusahawanan mempunyai hubungan yang kuat dengan tekad kerjaya keusahawanan ( $r=.597, p<.01$ ) manakala efikasi keusahawanan sendiri ( $r=.362, p<.01$ ) dan norma subjektif ( $r=.327, p<.01$ ) mempunyai hubungan yang sederhana dengan tekad kerjaya keusahawanan. Pendedahan terhadap keusahawanan pula dilaporkan mempunyai hubungan yang rendah dengan tekad kerjaya keusahawanan ( $r=.263, p<.01$ ).

Berdasarkan analisis regresi berganda, gabungan keempat-empat pembolehubah kajian menyumbang sebanyak 39% ( $R^2=.39$ ) terhadap tekad kerjaya keusahawanan pelajar. Ini menunjukkan keempat-empat pembolehubah bebas tersebut mempunyai impak yang sederhana ke atas pembolehubah bersandar. Terdapat lebih kurang 60% tekad kerjaya keusahawanan pelajar disumbangkan oleh pembolehubah-pembolehubah yang lain. Adalah disarankan kajian masa hadapan dijalankan untuk mengkaji pengaruh pembolehubah-pembolehubah yang lain terhadap tekad kerjaya keusahawanan dalam kalangan pelajar kolej komuniti. Di samping itu, sikap terhadap keusahawanan ( $\beta=0.520, p<0.05$ ) didapati merupakan faktor paling dominan yang menyumbang terhadap tekad kerjaya keusahawanan pelajar.

Sebagai kesimpulan, kesemua faktor terpilih dalam kajian ini mempunyai hubungan yang signifikan dan positif dengan tekad kerjaya keusahawanan. Antara kesemua faktor terpilih, sikap terhadap keusahawanan menunjukkan pengaruh paling kuat terhadap tekad kerjaya keusahawanan. Ini menunjukkan jika pelajar mempunyai persepsi positif terhadap faedah dan hasil kerjaya keusahawanan, mereka berkemungkinan besar memilih kerjaya keusahawanan. Sehubungan dengan itu, adalah penting pendidikan keusahawanan di kolej komuniti memberi fokus dalam meningkatkan kesedaran pelajar tentang faedah dan hasil kerjaya keusahawanan supaya dapat menggalakkan lebih ramai pelajar memilih kerjaya keusahawanan. Kajian ini memberikan sumbangan dan implikasi signifikan terhadap teori dan amalan berkaitan keusahawanan. Kajian ini juga memberikan panduan kepada penggubal dasar dan pendidik keusahawanan untuk menggilap tekad kerjaya keusahawanan pelajar agar dapat merealisasikan tekad kerjaya keusahawanan tersebut sebagai tingkah laku keusahawanan yang sebenar.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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## LIST OF ABBREVIATIONS

EDA	Exploratory Data Analysis
EMK	<i>Elemen Merentas Kurikulum</i> (Cross-Curricular Elements)
GDP	Gross Domestic Products
GEM	Global Entrepreneurship Monitor
GES	Graduates Entrepreneur Scheme
HEI	Higher Education Institution
DoCCE	Department of Community College Education
KSSM	<i>Kurikulum Standard Sekolah Menengah</i> (Standard Curriculum of Secondary School)
KSSR	<i>Kurikulum Standard Sekolah Rendah</i> (Standard Curriculum of Primary School)
M	Mean
MoE	Ministry of Education
MoHE	Ministry of Higher Education
SCCT	Social Cognitive Career Theory
SD	Standard Deviation
SKK	<i>Sijil Kolej Komuniti</i> (Certificate of Community College)
SME	Small and Medium Enterprises
TPB	Theory of Planned Behaviour
TVET	Technical and Vocational Education and Training

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

This chapter discusses the background and problem statement regarding entrepreneurial career intentions among students of community colleges. The research objectives, research questions, significance of the study, limitations of the study and operational definitions are also presented in this chapter.

#### 1.2 Background

The dynamism of entrepreneurship has become a growing area of interest around the world in the recent decades. Entrepreneurship has proven to be able to contribute significantly to economic growth because its activities help in increasing gross domestic product (GDP) and export of a country (Audretsch, Carree & Thurik, 2001; Cumming, Johan & Zhang, 2014). Entrepreneurship can also increase job opportunities and subsequently reduce unemployment rate of a nation (Cumming et al., 2014). Besides the economic contributions, entrepreneurship has roles to play in individual development and fulfilment as it provides opportunities for individuals to unlock their potential (Onstenk, 2003; European Commission, 2013).

By acknowledging the important roles of entrepreneurship, the research on entrepreneurial career intention has become increasingly popular (Fayolle & Linan, 2014). This is because entrepreneurial career intention explains the relationship between business creation and an individual (Bird, 1988; Krueger & Carsrud, 1993). With the formation of entrepreneurial career intention, it helps to direct one's attention and action towards starting an entrepreneurial career (Bird, 1988; Callanan & Zimmerman, 2016). A large number of past researches have also indicated that entrepreneurial intention is the best predictor of entrepreneurial behaviour (Krueger, Reilly & Carsrud, 2000; Fishbein & Ajzen, 2010).

In order to cultivate entrepreneurial career intention and instill entrepreneurial culture among the students, entrepreneurship education has a very important role to play. In Malaysia, entrepreneurship education has been given due attention by the Ministry of Education. Entrepreneurship, as one of the elements in Cross-Curricular Elements (*Elemen Merentas Kurikulum*, EMK), is embedded into the teaching and learning process of all subjects since the introduction of Standard Curriculum of Primary School (*Kurikulum Standard Sekolah Rendah*, KSSR) in 2011 and Standard Curriculum of Secondary School (*Kurikulum Standard Sekolah Menengah*, KSSM) in 2017. The infusion of entrepreneurship in the curriculum introduces students to entrepreneurial knowledge, skills and practice. The Ministry of Education also hopes

to foster an entrepreneurial mindset among students through relevant and meaningful activities.

The emphasis on entrepreneurship education is continued at the tertiary level. To enhance the entrepreneurship mindset among students of higher education institutions, the Malaysian government has drawn several policies. In 2010, the Ministry of Higher Education launched the Higher Education Institutions Entrepreneurship Development Policy (*Dasar Pembangunan Keusahawanan Institusi Pengajian Tinggi*). The objectives of the policy are: to produce human capitals who have an entrepreneurial mindset, attributes and value; to increase the number of graduates who choose entrepreneurship as their career choice; and to produce academicians, researchers and administrators of higher education institutions who are competitive and have an entrepreneurial mindset (MoHE, 2010). Besides that, the Ministry of Higher Education has also drawn the Higher Education Institutions Entrepreneurship Strategic Plan 2013-2015 (*Pelan Strategik Keusahawanan Institusi Pengajian Tinggi 2013-2025*) to ensure the objectives stated in the HEI Entrepreneurship Development Policy are achieved (MoHE, 2016a). Under the strategic plan, the Ministry of Higher Education has outlined 15 strategies for public and private HEIs to achieve the entrepreneurship agenda of HEIs (MoHE, 2010).

To further enhance the entrepreneurship culture and mindset in HEIs, the Ministry of Higher Education has drawn the HEI Entrepreneurship Action Plan 2016-2020. Under the action plan, MoHE has outlined two main strategies which are developing holistic and comprehensive curriculum and strengthening the supportive learning system (MoHE, 2016a). To develop a holistic and comprehensive curriculum, HEIs would implement the Higher Impact Education Practice (HIEP) by instilling entrepreneurship elements across curriculum and programmes (MoHE, 2016a). Three initiatives have also been outlined to strengthen the supportive learning system, which are implementing the Job Creator Framework, enhancing students' entrepreneurship development ecosystem, and strengthening the competencies of entrepreneurship educators (MoHE, 2016a).

Other than the mainstream education, technical and vocational education (TVET) is very important as well, in providing individuals who go through the education process a range of skills which enable them to venture into the entrepreneurship world after completing their studies (Ibrahim, Bakar, Asimiran, Mohamed & Zakaria, 2015). In Malaysia, there are many TVET institutions which offer skills courses at various levels. The institutions include vocational colleges, community colleges, polytechnics, Industrial Training Institutes (ILP), the National Youth Skills Institute (NYSI), and GIATMARA. Besides equipping students with technical and vocational skills, TVET institutions also expose students to entrepreneurship. According to Badawi (2013), a combination of entrepreneurship skills and occupation-specific skills helps in reducing unemployment and increasing self-employment opportunities. TVET and entrepreneurship education have more in common than either has with many other types of education. First, TVET is already utilising enterprises of all sizes to help in training trainees. Second, some of the jobs for which TVET courses provide training

lend themselves particularly to self-employment and the formation of SMEs. Third, many TVET programmes have included some of the main entrepreneurship skills, such as teamwork, innovative thinking and problem-solving (Badawi, 2013).

Realising the significance of integrating entrepreneurship and TVET, the Malaysian government has drawn several initiatives in technical and vocational education in order to develop an entrepreneurship culture among technical and vocational education students. The commitment of the Malaysian government in developing technical and vocational education can be seen from the Malaysia Education Blueprint 2013-2025. As stated in the Malaysia Education Blueprint 2013-2015, the Ministry of Education aims at making the vocational education more industry-relevant and can meet the economic needs in the future (MoE, 2013). The Ministry of Education has also implemented the Vocational Education Transformation Plan since 2013 to provide a more relevant vocational education for the students. In the Vocational Education Transformation Plan, entrepreneurial competencies are emphasised and highlighted.

However, despite the measures initiated by the government, not many Malaysians intend to choose an entrepreneurial career. Malaysians' entrepreneurial intention was reported as among the lowest in this region (GEM, 2017). The entrepreneurial intention rate of 4.9% in 2016, ranked Malaysia in 63rd position out of 64 countries listed in GEM. Moreover, the report shows that entrepreneurship is not regarded as a primary career option in Malaysia as compared to other countries in this region. Only 44.1% Malaysians regarded entrepreneurship as a good career choice. Based on the GEM 2016/17 Global Report, it is clearly shown that generally not many Malaysians have the intentions to become entrepreneurs despite various supportive initiatives implemented by the government.

In addition, the percentage of graduates who are involved in entrepreneurship is still low despite various initiatives and policies drawn by the government to enhance entrepreneurship especially among the students of higher learning institutions. Entrepreneurship is the least favoured career option among Malaysian graduates as graduates usually expect to secure positions in the public and private sectors (Othman & Ishak, 2011; Amran, Ima & Siti, 2014). According to the Job Status Update by MoHE (2016b), more than 90% of HEI graduates worked as employees, either in government sectors, multinational companies, local companies, government-linked companies or non-governmental organisations. The data gives the indication that many Malaysian graduates prefer to be job seekers rather than job creators.

### **1.3 Problem Statement**

Entrepreneurship is acknowledged for its roles in reducing unemployment and contributing to economic and social development. Realising the importance of entrepreneurship, entrepreneurship education is exposed to students at all levels in order to develop entrepreneurship in Malaysia.

Community college, as one of the most prominent TVET institutions in Malaysia, too, has implemented programmes and courses to develop students' entrepreneurial potential. In community colleges, basic entrepreneurship course is made compulsory to all its students. Implementation of entrepreneurship education in community colleges is believed to have contributed to the high entrepreneurial intentions among the students as reported in many of the past studies (Alhaj, Yusof & Edama, 2011; Rahim, Yunus, Masran, Baser & Marian; 2013; Ibrahim, W.N.A., 2014; Sipon, Lope Pihie, Rahman & Manaf, 2014; Ooi & Nasiru, 2015). However, the number of community college graduates who chose to pursue entrepreneurial career after the completion of their studies are still less favourable. According to the Graduates Tracer Study Report (2013 - 2015) by the MoE, the percentage of community college students who chose to be self-employed was 5% in 2013; 4.7% in 2014; and 8.2% in 2015. Although the report shows that community college students recorded higher percentage of self-employed graduates as compared to other HEIs, but there is still a discrepancy with the high entrepreneurial intentions rate among community college students as reported in many of the past studies. As many past researches show that community college has bright potential in producing large number of entrepreneurs (Che Hassan, Mahamad & Noor, 2013; Don, Daud, Kasim, Sakdan & Fauzee, 2014; Jaafar & Maki, 2017), therefore, the entrepreneurial attributes possessed by community college students should be explored further so that the researchers and practitioners in entrepreneurship can have a better knowledge regarding the factors influencing students to choose entrepreneurial career. As posited by Krueger et al. (2000), having better understanding on the cause of intentions is important in order to get the best predictor of intention itself.

Besides that, although many studies have been conducted among community college students (Alhaj et al., 2011; Rahim et al.; 2013; Ibrahim, W.N.A., 2014; Sipon et al., 2014; Ooi & Nasiru, 2015), but there is lack of studies based on groups of population which have recorded the higher rate of self-employment. Therefore, there is a need to conduct a study among groups of population with a high rate of self-employment so that good attributes and practices from the particular groups of population can be emulated. Acknowledging this research gap, the researcher thus decided to conduct a study comprising students of community colleges from Kedah, Pahang and Perak because the community college graduates from these three states recorded the higher percentage of self-employment rate in recent years (DoCCE, 2017a). In Kedah, the percentage of students who opted to be self-employed was 11.7% in 2014; 11.9% in 2015; and 13.5% in 2016. The percentage of graduates in Pahang who chose to be self-employed after graduation was 18.1% in 2014; 12.2% in 2015; and 10.7% in 2016. In Perak, the percentage of graduates who chose to be self-employed after graduation was 9% in 2014; 12% in 2015; and 14.3% in 2016 (DoCCE, 2017a).

In short, the community college students who pursue entrepreneurial career is still less favourable despite the fact that many past studies have shown that community college students have high intentions toward choosing entrepreneurial career. Besides that, although quite a number of researches have been carried out to examine the entrepreneurial intentions of community college students, but there is lack of studies conducted among groups of students which have recorded higher self-employment

rate. Thus, this study is worth to be conducted as the good attributes and practices from the potential group of students could be emulated and subsequently produce more entrepreneurs. This will significantly create further employment and contribute to economic and social development of the country.

#### **1.4 Research Objectives**

The general objective of this study is to determine the entrepreneurial career intentions among the students of community colleges in Kedah, Pahang and Perak.

The specific objectives of this research are:

1. To determine the level of entrepreneurial career intentions, attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy and entrepreneurial exposure among the students of community colleges in Kedah, Pahang and Perak.
2. To determine the relationship between the selected factors and entrepreneurial career intentions. The selected factors are:
  - a) Attitude towards entrepreneurship
  - b) Subjective norms
  - c) Entrepreneurial self-efficacy
  - d) Entrepreneurial exposure
3. To determine the factors contributing to students' entrepreneurial career intentions.

#### **1.5 Research Questions**

The research questions of this study are as below:

1. What is the level of entrepreneurial career intentions among the students of community colleges?
2. What is the level of attitude towards entrepreneurship among the students of community colleges?
3. What is the level of subjective norms among the students of community colleges?
4. What is the level of entrepreneurial self-efficacy among the students of community colleges?
5. What is the level of entrepreneurial exposure among the students of community colleges?

6. Is there any significant relationship between students' attitude towards entrepreneurship and their entrepreneurial career intentions?
7. Is there any significant relationship between students' subjective norms and their entrepreneurial career intentions?
8. Is there any significant relationship between students' entrepreneurial self-efficacy and their entrepreneurial career intentions?
9. Is there any significant relationship between students' entrepreneurial exposure and their entrepreneurial career intentions?
10. What are the factors contributing to students' entrepreneurial career intentions?

## **1.6 Significance of the Study**

This study contributes towards enriching the body of knowledge and practice in the entrepreneurship field. Firstly, this study contributes to the body of knowledge in the context of entrepreneurial intentionality. Specifically, this research enriches the knowledge about the influence of the selected factors, namely attitude towards entrepreneurship, subjective norms, entrepreneurial self-efficacy and entrepreneurial exposure towards one's entrepreneurial career intentions. Even though many studies have been conducted to study the influence of the selected factors toward entrepreneurial career intentions, the study of the same factors in this research enables entrepreneurial researchers and practitioners to have a better understanding on whether the same influence exists among the students from community colleges in the selected states.

Secondly, the findings of this study give a clearer picture to Ministry of Education, community college, TVET institutions, educators and society in general about the level of students' entrepreneurial career intentions and the factors influencing students' entrepreneurial career intentions. This study is important to determine the relationship between the selected factors and students' entrepreneurial career intentions. The result of this study can give insights for the government and respective agencies to develop effective policies and programmes to promote and cultivate an entrepreneurial mindset among the students of technical and vocational education. This can help to increase the employment rate and subsequently decrease unemployment among youths in the future.

## **1.7 Limitations of the Study**

There are a few limitations in this study. Firstly, only the survey questionnaire is used to obtain data for this research. So, students' feedback is limited to the items stated in the questionnaire. It also has to be acknowledged that the feedback given by the students in the questionnaire is based on self-perception, which might not truly portray an accurate picture on the students' entrepreneurial attributes. As argued by Krueger et al. (2000), researchers and practitioners may be sceptical about the response by students even if the sample is valid.

Moreover, the population of this study is limited to the students of community colleges in Kedah, Pahang and Perak. Therefore, the research findings cannot be generalised to the community college students from all states in Malaysia. A population that incorporates all community colleges from all the states in the country is useful when findings are generalised.

In addition, this research only studied four independent variables and their relationship with entrepreneurial career intentions. Other factors which can contribute to entrepreneurial career intentions are yet to be studied. Thus, it is recommended that future research take into account the other unexplored variables so that more comprehensive understanding concerning entrepreneurial career intentions can be obtained.

## **1.8 Operational Definitions**

### **1.8.1 Entrepreneurial Career Intention**

According to Bird (1988), entrepreneurial intention is defined as “a state of mind directing a person’s attention and action towards starting own’s business” (p.442).

For this study, entrepreneurial career intention refers to the respondent’s goal to pursue an entrepreneurial career after graduation.

### **1.8.2 Attitude towards Entrepreneurship**

According to Ajzen’s Theory of Planned Behaviour (1991), attitude refers to “the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question” (p.188). Hisrich, Peters and Shepherd (2008) defined attitude towards entrepreneurship as “the degree to which an individual has a favourable or unfavourable evaluation of the potential entrepreneurial outcomes” (p.17).

For this study, attitude towards entrepreneurship is defined as the respondents’ perceptions toward the outcomes, benefits and favourability of entrepreneurship which influences their goal to pursue an entrepreneurial career.

### **1.8.3 Subjective Norm**

According to the Ajzen’s Theory of Planned Behaviour (1991), subjective norm refers to “the perceived social pressure to perform or not to perform the behaviour”(p.188).

For this study, subjective norm refers to the perceptions of what people around respondents' lives think about engaging in entrepreneurial careers, including the surrounding culture of the respondents.

#### **1.8.4 Entrepreneurial Self-Efficacy**

According to Ajzen (1991), self-efficacy or perceived behavioural control refers to "people's perception of the ease or difficulty of performing the behaviour of interest" (p.188). Hisrich et al. (2008) defined entrepreneurial self-efficacy as "the conviction that one can successfully execute the entrepreneurial behaviour" (p.16).

For this study, entrepreneurial self-efficacy refers to respondents' belief about their abilities in performing entrepreneurial activities and tasks, which include financial, management, marketing, and production tasks.

#### **1.8.5 Entrepreneurial Exposure**

According to Krueger (1993), entrepreneurial exposure refers to both quantity and quality of experiences gained by an individual prior to starting his/her entrepreneurial career. The quantity of exposure refers to how much of exposure one gains whereas, the quality of exposure refers to the positiveness or negativeness of the experiences (Krueger, 1993).

For this study, entrepreneurial exposure is defined as the quantity and quality of entrepreneurial experience gained by the respondents through sources which include own working experience, family business and role model exposure.

### **1.9 Summary**

Research on entrepreneurial career intentions has become increasingly popular as entrepreneurial career intention is known as the best predictor of entrepreneurial behaviour. To cultivate entrepreneurial career intentions, Ministry of Education has provided entrepreneurship education to the students at all levels, including those in TVET institutions. As one of the most prominent TVET institutions in Malaysia, community college is reported to have higher potential in producing entrepreneurs in this country. By conducting this research, the respective parties can have a better understanding in the factors influencing entrepreneurial career intentions among the community college students and subsequently more effective measures could be taken to realise their entrepreneurial career intentions.

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## BIODATA OF STUDENT

Te Tie Seng was born on 27 August 1985 in Klang, Selangor. He is the youngest of three siblings. He studied at SJK(C) Choong Hua, Banting from Standard 1 to Standard 6 and continued his secondary education at SMK Telok Datok, Banting. He pursued a degree level education at Universiti Utara Malaysia from 2005-2009 and obtained Bachelor of Education (Business Management). After graduation, he was posted to SMK Seri Bintang Utara in July, 2009. During his career, he held many important positions in the school such as Head of Commerce Panel, Coordinator of Uniform Bodies and Head of the Disciplinarian Board. Other than teaching at school, he was often involved as facilitator in the Commerce/Business subject workshops organised by the district and state education department. He also contributed in the scouting association as Assistant District Commissioner (Cheras). He was awarded with the Excellent Service Reward (*Anugerah Perkhidmatan Cemerlang*) in 2013. In August 2016, he was given “*Hadiah Latihan Persekutuan*” by the Ministry of Education to further his studies to a master’s degree. He did Master of Science in Technical and Vocational Education at Universiti Putra Malaysia, Serdang, Selangor.

## PUBLICATION

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