

Correlation of Entrepreneurial Attitudes Towards Entrepreneurial Career Aspirations for Generation Z in Community Colleges

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Abstract

The application of entrepreneurship to the younger generation needs to be implemented first to stimulate the world of entrepreneurship in the future. Thus, the majority of countries use education as one of the mediums to foster entrepreneurial attitudes and entrepreneurial career aspirations in generation Z in particular. Various entrepreneurial programs and activities have been implemented at the community college level to attract students. Therefore, this study aims to identify the level and relationship of entrepreneurial attitude towards the entrepreneurial career aspirations of generation Z in community colleges in the Johor zone. A total of 340 Johor zone community college students were randomly selected as respondents for this study. This study has applied the Theory of Planned Behavior according to Azjen (1991) which explains human behavior. This study uses a descriptive quantitative design by using the survey method. CVI expert validity results have shown that the validity value of the measured items is high where the mean expert proportion is 0.99 and it measures what is to be measured. A questionnaire was constructed as a data collection instrument and distributed online. The results of data analysis report that the level of entrepreneurial attitude of students in Johor zone community colleges is at a high level. Meanwhile, the entrepreneurial career aspirations of Johor zone community college students are also at a high level. Meanwhile, the Pearson correlation analysis made on entrepreneurial attitudes and entrepreneurial career aspirations also shows that there is a significant relationship between entrepreneurial attitudes and entrepreneurial career aspirations. Through the findings of this study, the Johor zone community colleges especially need to ensure that the entrepreneurial ecosystem is expanded and involves all parties. Exposure to entrepreneurial activities during studies is very helpful in fostering students' interest in venturing into the field of entrepreneurship.

Keywords: Entrepreneurship Attitudes, Entrepreneurial Careers, Generation Z, Community College

Introduction

Entrepreneurship is a key area of a country that offers a diversity of creativity as well as product and service innovation (Barba, 2016). Current scenarios have turned entrepreneurship into one of the careers to generate income and create employment opportunities once the economy in the country has improved (Silva & Koggalage, 2021).

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The implementation of entrepreneurship among Generation Z needs to be carried out first in order to plan the entrepreneurial world in the future. In that connection, the majority of the country uses education as a medium to foster the desire and entrepreneurship of students (Sun et al., 2020). In fact, a variety of programs and activities have been carried out at the community college level to attract student interest. Based on the Entrepreneurship Action Plan, the Ministry of Higher Education (MOHE) has mandated every educational institution to implement entrepreneurial activities in every program offered to students. (MOHE, 2020). In addition, one of the missions of the Department of Polytechnic Education and Community Colleges (DPECC) is to produce holistic, entrepreneurial, and balanced graduates. (DPECC, 2017). So community colleges across Malaysia have responded to the call by providing exposure and entrepreneurial experience to all current students in study (DPECC, 2017).

The emphasis on the Entrepreneurship course should be given to all students in order to attract their interest in the field of enterprise. The Entrepreneurship Course (MPU 12012) is a general study course that must be taken by all students at the certificate level at community colleges. The students will take an entrepreneurship course during the third semester (Bahagian Pembangunan Kurikulum, 2020). Early exposure is given so that the interests and tendencies of the students can be melted more effectively.

The typical young generation Z has more energy and opportunities, being exposed to new markets and technology that helps in doing business. They're also more willing to take risks, and if the business fails, they can still have a long time to create success. The constraints faced are a lack of knowledge, experience, and access to resources, including a solid reputation at an early stage (Global Entrepreneurship Monitor, 2022).

Entrepreneurship has been identified as a major contributor to sustainable economic growth and development because it not only creates jobs but also increases market spending, knowledge transformation, and innovation. (Meyer et al. 2018). The Global Entrepreneurship Monitor (GEM) report for 2021/2022 finds that entrepreneurial activity is an important indicator of the dynamics of the country's economy. Given that enterprise is the main driver of economic development and an important source of jobs and new incomes, policymakers will see entrepreneurship as a key component of the solution to repair the nation's economies in the post-pandemic era (GEM, 2022).

The Ministry of Higher Education (MOHE) has established every educational institution so that entrepreneurial activities are assimilated into all programs offered. The education system, both at home and abroad, is starting to give serious attention to education and the culture of entrepreneurship. Romania is an example of a country in which curricula in all higher education institutions apply skills as well as the basic science of entrepreneurship

(Boldureanu et al., 2020). Therefore, in the rankings of the Department of Polytechnic Education and Community Colleges (DPECC) has also required every polytechnic and community college to meet the Key Performance Guidelines (KPI) of the Entrepreneurship Unit each year. (Bahagian Perancangan Strategik, 2023).

According to the 2021 Graduate Tracking Survey, a total of 176,256 graduates have graduated, of which only 17,156 or 9.7 percent have become entrepreneurs (MOHE,2021). If you look at the statistical reports, it can be concluded that a large number of students and graduates are still not choosing entrepreneurship as their primary career choice. The situation worsened when the data released showed attitudes, career personality trends, levels of desire and behaviour, and career choices. Entrepreneurship students are still at a simple stage Esmalaily (2019), overlooking that all these things are important and necessary to be at a high level. Indeed, the self-enrichment of a young entrepreneur is necessary to succeed in a business where attitude, interests, and self-awareness factors must be at high levels. (Zurinah, 2021). Therefore, there is a need to conduct studies for students at community colleges. This study is aimed at:

- i. Identify the level of entrepreneurial attitude among Johore zone community college students.
- ii. Determine the stage of entrepreneurial career aspirations among Johore zone community college students.
- iii. Test the relationship between entrepreneurial attitudes and entrepreneurial career aspirations among Johore zone community college students.

Literature Review

Entrepreneurial Attitude

One of the internal factors that affects an entrepreneur's success is their entrepreneurial attitude. A Nor Aishah study (2002) shows that entrepreneurial attitudes are seen as a value that is able to shape a person's behaviour in his daily routine. This is because one's life values are heavily influenced by entrepreneurial attitudes and tendencies towards entrepreneurship. The sustainability of a business is also helped by the assimilation of positive values into their business. This factor is further confirmed by a study by Mohammad Hassan (2007), which found that all the actions and demands of entrepreneurship carried out by the entrepreneur are largely influenced by entrepreneurial attitudes. Therefore, there is no doubt that the success of an entrepreneur is influenced by his or her attitude toward entrepreneurship. Moreover, an entrepreneur's tendency to act more progressively toward creating success with clear goals is also influenced by entrepreneurial attitudes. (Mohammad Hassan,2007).

According to Ajzen & Fishben (2005), attitude is generally associated with the positive or negative judgment that exists within the individual when performing some behaviour. Crow & Alice Crow (1980) formulated in their study that attitudes are individual personalities that exist within themselves or group movements. In the context of entrepreneurship, the Khairi Mohamed Omar study (2021) proves that someone who has an entrepreneurial attitude usually has a tendency toward a career in entrepreneurial.

A study by Lu et al (2021); Lavelle (2021) says that entrepreneurship education can nurture entrepreneurial attitudes in students. This statement is supported by Rahman (2017), who says that the traits of entrepreneurship in students can be enhanced through entrepreneurial education. For Omar (2021) the student's desire for a career in entrepreneurship can be

enhanced through a positive entrepreneurial attitude. Jasmin et al (2020) also found that a conducive and adaptive environment for students would help realize the effort.

In addition, the diversity of activities and entrepreneurship programs offered in educational institutions can also be one of the ways that can improve the entrepreneurial attitude of students. However, so far, efforts to make entrepreneurship a career choice have not been achieved, even though initiatives have been made in institutions. (Azwin et al., 2021). This is clearly demonstrated by studies (Kusumojanto et al., 2021), where their findings show that entrepreneurial attitudes are not positively linked to student entrepreneurship career aspirations.

Entrepreneurial Career Aspirations

The aspiration, according to the Dewan Bahasa dan Pustaka (2005), is a strong desire. A career is a profession or a job chosen as a way of making a living (Dewan Bahasa dan Pustaka, 2005).

The decision to choose a career is not an easy process. Among the problems we often encounter are failure to make decisions, lack of self-information and career, uncertainty about the chosen job, a lack of desire to plan, and a lack of problem-solving skills. Therefore, decision-making will be postponed by a string of difficulties in choosing a career. Naturally, they will be facing a long period of unemployment as a result of the failure (Yusof, 2013). Furthermore, Yusof (2013) formulated in his study that competition in the labour market is also the asphalt of the problem of obtaining employment. Therefore, Jusoh (2012) say that it is very important for students to plan and be aware of career opportunities so that they can explore the desired work environment.

The importance of choosing the right career and fit the personality is crucial in shaping life in the future (Yusof, 2013). Students need to choose wisely and make the right decisions in their career choices to get maximum satisfaction in their careers.

Generation Z

Generation Z is an individual born between 1994 and 2010 (Schawbel, 2015). While Thomas and Srinivasan (2016) classified Generation Z as individuals born between 2000 and 2025, which includes adolescents who are in school and college level education, Thomas and Srinivasan (2016) explained that each generation has its own characteristic pattern, and it turns out that generation Z has stronger entrepreneurial characteristics than generation X and generation Y.

Generation Z, known as "The Internet Generation" or "Digital Native," has a high interest in self-employment and self-reliance. This group is said to love challenges, want to be agents of change, problem solvers, love differences, and tend to work alone rather than in groups (Isabella, 2017). Besides, Generation Z has a high aspiration to be an entrepreneur and the ability to commercialize interests into income (Srinivasan, 2016). This scenario is because they were born and raised during a time during a time when the world faced various economic and financial conflicts and could master technology and information easily and quickly (Thomas and Srinivasan, 2016). Therefore, the learning methods existing at the community college level should be in line with those of the Z generation in applying knowledge and skills as successful entrepreneurs.

Ajzen's Planned Behaviour Theory (1991)

The Theory of Planned Behaviour is a theory created by Ajzen and Fishbein in the 1980s. Ajzen's Planned Behavior Theory is a very influential theory that argues about attitudes toward behaviour. This theory has often been the benchmark for many scholars of a person's behaviour and inclination toward something. This is confirmed by searches in Google Scholar, where the keyword search Theory of Organized Behaviour Ajzen was referred to 4550 times in 2010 and only 22 citations in 1985 (Rosna & Norasmah, 2018). This proves that Ajzen's theory has achieved the highest scientific impact among social psychologists in the United States and Canada (Ajzen, 2011).

This Theory of Planned behaviour explains that suggestive behaviour is influenced by attitudes, subjective norms, and behavioural controls that respond. These three main factors have a correlation with each other and are used to predict and explain suggestive behaviour that will be performed by an individual. In the context of this study, behaviour is the product of the dynamic interaction between entrepreneurial attitudes, control over entrepreneurial behaviours and the social norms of societies and cultures. Besides these factors, behaviour also involves cognitive and psychological factors (Rosna & Norasmah, 2018). The cognitive factor is an assessment of abilities, values and social support, while the psychological factor consists of motivation, emotions, thoughts and tendencies throughout the conduct of entrepreneurial activities.

Study Method

The study uses a descriptive quantitative study design using a survey method. The total population is 1,714 students from the Johor community. According to the Krejcie and Morgan (1970) sample size determination table, the matching study sample was 313 students. However, in order to get a good result, a total of 340 students were taken, with the addition of 27 students, as stated by (John W. Creswell and T.C. Guetterman, 2019), the larger the sample size, the more reliable the study is and the lower the risk of sampling errors. The respondents of this survey consisted of all the students of the community college of the Johor zone in session 1 2023/2024 which consists of all courses and semesters.

The questionnaire form is used as a study instrument to obtain information related to entrepreneurial attitude construction from the survey respondents. The questionnaire forms are distributed to respondents online, modified and simplified into Google Forms to be distributed and answered by respondents. This is because the area of study covers the entire community colleges in Johor: Ledang Community College, Segamat 2 Community College, Segamat Community College, Pagoh Community College, Muar Community College, Batu Pahat Community College, Kluang Community College, Bandar Tenggara Community College, Bandar Penawar Community College, Gelang Patah Branch Community College and Pasir Gudang Community College, Tanjung Piai Community College and Kota Tinggi Community College. The data will be analysed descriptively and inferentially after the distribution process of the survey is completed.

There are three main parts to this study instrument: Parts A, B, and C. Section A contains eight items that focus on respondent demographics. The measurement scale of all demographic variables is in the form of a nominal scale. Next Part B is measuring the entrepreneurial attitude toward entrepreneurship careers (8 items) adapted and modified based on the study of Robinson et al (1991); Pelizza et al (2016), as well as (Rosna and Norasmah, 2018). Next, Part C is to measure entrepreneurial career aspirations (7 items) adapted and modified from

(Norlida, 2010; Abd Razak et al., 2016). This questionnaire is constructed using a Likert scale of 1 to 5 (5=very agree to 1=very disagree). This is because Chua (2006) said that using the Likert Scale would facilitate the process of preparing quantitative data.

For the validity of the content, the study was reviewed by five experts selected based on their academic background, field of expertise and experience in the field of entrepreneurship. The first expert is a senior lecturer in the Department of Polytechnic Commerce; the second expert is the Chief of Department of the Johor Business School (JBS) in a public university; the third specialist is a chief lecturer on entrepreneurship in a community college; the fourth expert is an instrument expert in public universities; and the fifth expert is an experienced entrepreneurial professor in the field. The content validity index (CVI) has been used by researchers to determine whether to retain all items or not. A higher CVI value indicates that the item is eligible for acceptance. It is important to ensure that the correct measuring instrument can measure the desired construction. The CVI validity conclusion is to show that the validity value of the measured item is high, where the mean expert proportion is 0.99 and it measures what to measure. The decision implies that the instrument is good and can be used with some proposed improvements to make it easier for respondents to understand. Before conducting a field study, a pioneering study was conducted on 43 students at Tanjung Piai Community College. This is in line with Fauziah et al (2020) suggestion that the suitable respondents to be tested in the pioneer study are 30 to 60 people. This pioneering study was conducted to test the effectiveness and reliability of the instrument. Yee (2018) defines effectiveness as the ability of a study instrument to measure something. Reliability, however, is the ability of an instrument to deliver the same result even if it has been used repeatedly. (Amran et al., 2021).

After the pioneering study is completed, the data is analysed using the Statistical Package for The Social Sciences software version 28.0 (SPSS). According to Pallant (2001), an alpha index value greater than 0.7 is reliable for some samples. Meanwhile, the Cronbach's Alpha scale from Bond and Fox (2015), the Cronbach's Alpha scale for the study instrument, is measured according to several criteria, such as those in Table 1.

Table 1

Cronbach's Alpha Coefficient

Alpha Value (α)	Reliability
0.8 hingga 1.0	Very good and effective with high level of consistency
0.7 hingga 0.8	Good and acceptable
0.6 hingga 0.7	Acceptable
<0.6	Item to be repaired
<0.5	Item to be removed

Table 2 displays the results of the study instrument reliability test for each construction item. The revenue of the pioneer study for all 23 items indicates that the reliability of the item is excellent and effective with a high alpha value of 0.849 (entrepreneurial attitude) for the independent variable. While the sliding variable recorded a score of 0.904 (entrepreneurial career aspirations). Thus, the questioning instruments used for this study are applied and accepted for field studies.

Table 2

Reliability of study instrument

Bil	Construct	Cronbach's Alpha (α) Pioneer Study	Reliability
1	Entrepreneurial attitude	0.849	Very good and effective
2	Entrepreneurial Career Aspirations	0.904	Very good and effective

Table 3 below shows the interpretation of min scores used by the researcher as a reference for the reading level of min values for descriptive analysis of the study variable. The overall analysis results were measured based on the interpretation of the min score value using the minimum min score interpretation, which is 1.00 to 2.33, medium is 2.34 to 3.66, and high is from 3.67 to 5.00.

Table 3

Mean Score Intepretation

Mean Score	Level
1.00 to 2.33	Low
2.34 to 3.66	Medium
3.67 to 5.00	High

Sources: (Sumarni & Zamri, 2018)

Findings and Discussion

Students' level of entrepreneurial attitude at Community College

The income obtained indicates that the level of entrepreneurial attitude of the students in Community College Johor zone is high, with a mean score of 4.07 and a standard deviation of 0.602. Based on a survey that has been distributed, even though there are students who can't do two jobs simultaneously while managing a business, they find themselves among the students who are able to learn from mistakes. They're going to do everything they can to get the business going. The results of this study are similar to the study by Noorizda Emellia et al. (2019) which has proven that the entrepreneurial attitude of students is high. However, it differs slightly from the findings of a study by Azwin et al (2021) in which the tendency of student entrepreneurial attitudes is at a moderate level high. This means that involving students in programs and entrepreneurial activities during studies plays a major role in building entrepreneurship attitudes as well as student entrepreneur characteristics (Noratikah & Aishah, 2017). In generally, entrepreneurship is characterized by the courage to take risks and try something new that can be nurtured in the face of real-life situations or experiences. In addition, entrepreneurial attitudes among Johor community college students have been formed and trained through a variety of learning activities towards entrepreneurship, such as knowledge, training, workshops, technology and business facilities. A study by Aishah (2016) also says that career choices in entrepreneurship actually refer to a clear picture of an individual's entrepreneurial attitude. Meanwhile, Zahariah et al (2010) argued that entrepreneurial attitudes were an important element in influencing

entrepreneurial behaviour. Thus, if students are given the right training and education, the potential of all students to become entrepreneurs will be attainable.

Table 4
Student Entrepreneurial Attitude Level

Item	Statement	SD n	%	DNA n	%	D n	%	A n	%	TA n	%
B1.	I'll do whatever I can to get the business going	3	0.9	1	0.3	38	11.2	148	43.5	150	44.1
B2.	I'm the one who can accept failure in business	6	1.8	8	2.4	57	16.8	171	50.3	98	28.8
B3.	I'm the one who can learn from mistakes	2	0.6	3	0.9	33	9.7	168	49.4	134	39.4
B4.	I always try different ways when facing difficult times	0	0.0	3	0.9	43	12.6	177	52.1	117	34.4
B5.	I like competition because it encourages improving self-skill	2	0.6	9	2.6	52	15.3	166	48.8	111	32.6
B6.	I can convince others with effective delivery	4	1.2	5	1.5	79	23.2	156	45.9	96	28.2
B7.	I'm able to control the pressure while doing business	4	1.2	9	2.6	74	21.8	172	50.6	81	23.8
B8.	I'm able to do two jobs at a time to manage the business	6	1.8	14	4.1	98	28.8	143	42.1	79	23.2
	Mean Score		4.07								
	Standard Deviation		0.602								
	Intepretation		High								

SD: Disagree DNA: Do Not Agree D: Disagree A: Agree TA: Totally Agree

Levels of Entrepreneurial Career Aspirations of Community College Students

There are seven items used to identify the level of entrepreneurial career aspirations of students at community colleges: C1, C2, C3, C4, C5, C6 and C7. For the survey, the entrepreneurship career aspirations of community college students in the Johor zone are at the highest level, with a mean score of 4.07 and a standard deviation of 0.634. According to Ling et al (2022) students inclined to receive advice or examples of skills from their closest family or friends regarding business trends. Although the findings indicate that entrepreneurship is not a career choice, students have a desire to start a business by applying to those who succeed in the business if intended.

Table 5

Level of Entrepreneurial Career Aspirations Students

Item	Statement	SD n	%	DNA n	%	D n	%	A n	%	TA n	%
C1.	I regard entrepreneurship as the most desirable career choice	4	1.2	12	3.5	93	27.4	148	43.5	83	24.4
C2.	I see entrepreneurship as a field of job creation	0	0.0	9	2.6	66	19.4	173	50.9	92	27.1
C3.	I think of entrepreneurship as a self-employed career	3	0.9	4	1.2	61	17.9	169	49.7	103	30.0
C4.	I take permission from those who succeed in running a business	2	0.6	0	0.0	48	14.1	170	50	120	35.3
C5.	I'd rather be an entrepreneur (self-employed) than work for a salary	2	0.6	9	2.6	60	17.6	163	47.9	106	31.2
C6.	I have a desire to start a business someday	4	1.2	6	1.8	53	15.6	161	47.4	116	34.1
C7.	I want to be the employer in the business of my dreams	3	0.9	6	1.8	56	16.5	141	41.5	134	39.4
Mean Score		4.07									
Standard Deviation		0.634									
Intepretation		High									

SD: Disagree DNA: Do Not Agree D: Disagree A: Agree TA: Totally Agree

Examining the Relationship Between Entrepreneurial Attitudes and Entrepreneurial Career Aspirations of Community College Students

The Pearson correlation is used to test the relationship between entrepreneurial attitudes and entrepreneurship career aspirations of community college students in the Johor zone. Based on the index test as in Table 6, there is a significant relationship between the two variables where the correlation value is $r = .687^{**}$, $n = 340$, $p < 0.05$. This is in line with a study by David (2004) that there is a strong relationship between entrepreneurial attitudes and entrepreneurship career aspirations. The same is true of a study by Lim et al. (2022) that states that there is a relationship between entrepreneurial attitudes and entrepreneurial career aspirations of students of the National University of Malaysia (UKM).

Table 6

Relationship Between Entrepreneurial Attitude and Entrepreneurial Career Aspirations of Community College Students

	Entrepreneurial Attitude	
	r	p
Entrepreneurial Aspiration	.687**	0.05

r = Pearson Correlation Value *significant 2 ways $p < 0.05$

The variable of entrepreneurial attitude has shown a positive and significant relationship between entrepreneurship attitude and entrepreneur career aspirations, where the correlation factor, $r = 0.687^{**}$ and the p value < 0.05 indicate the strength of the relationship between the two. A study by Ling et al (2022) also showed similar results that students have a high level of entrepreneurial attitude in entrepreneurial desire. Thus, we can see that it becomes an important factor in determining student interest in the field of entrepreneurship. Indirectly, it will help students to be more prepared to face the risks and challenges that may arise if they want to explore the field of entrepreneurship. The same findings were also obtained from the study Fatima et al (2022) that there was a significant link between entrepreneurial attitudes towards entrepreneurship and entrepreneurial career aspirations. It will create the need for a well-established entrepreneurial ecosystem where it will encourage and inspire creating your own business.

Conclusion

Overall, the findings of this study are relevant to the JPPKK's general missions which is, among all, to produce holistic, entrepreneurial and balanced graduates. Johor community college students have generally been exposed to entrepreneurship throughout their studies. The results of the analysis have shown that the level of entrepreneurial attitude of students at community colleges in the Johor zone is at a high level. The same result is also obtained for the level of entrepreneurial career aspirations that are also at a high level.

An entrepreneurial attitude change has also shown a positive and significant link to entrepreneurial career aspirations. The strong relationship that exists between entrepreneurial attitudes and entrepreneurial career aspirations can be seen in the high entrepreneur attitudes among students of community colleges in the Johor zone. Indirectly, it could be a trigger for their choice of entrepreneurship as their chosen career. In addition,

the implications of this study are that there are a number of things that need to be considered in ensuring that entrepreneurial attitudes can be nurtured in students. The involvement of students in both theoretical and practical entrepreneurial activities is essential to fostering entrepreneurial career aspirations among them. In addition, the curriculum of the Entrepreneurship course needs to be constantly updated so that it is relevant and consistent with current developments. Community colleges need to encourage students to engage more actively in business activities to produce more entrepreneurs in the future. Indirectly, the percentage of success in entrepreneurship will also increase as graduates apply the entrepreneurial science they have learned (theory). Thus, educators should pay more attention to the formation of entrepreneurial attitudes and behaviour among students by organizing more programmes like dialogue session with successful entrepreneurs, visits to business premises, entrepreneurship competitions, and those that are synonymous with entrepreneurship. Studies have empirically confirmed that the Theory of Planned Behaviour is used to determine entrepreneurial attitudes toward entrepreneurship career choice behaviour among students.

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