

INTEREST IN ENTREPRENEURSHIP AMONG THE SECOND
YEAR KOLEJ MARA BANTING STUDENT

JOHANA BT. AB JALAL
MATRIC NUMBER :85482
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YEAR KOLEJ MARA BANTING STUDENTS**

JOHAINA BT. AB JALAL

Matric Number : 85432

Master's in Business Administration

UNIVERSITI UTARA MALAYSIA

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Admission

I hereby admit that all the content of this study is my individual work except for the background case which I took from the college's profile and the literature review which I refer to authorities work that I took from the internet (which I know the source).

Hak Milik MARA

**Interest in entrepreneurship among the second year Kolej MARA Banting
students**

**This project paper is handed in to the Business Administration Faculty to fulfill
the requirement for the Master's programme in Business Administration**

By

Johaina bt. Ab. Jalal

Business Administration Faculty

University Utara Malaysia

Contents

Admission

Topic

Appendix A

Acknowledgement

Abstract

List of tables

List of charts

Glossary

Chapter 1:

Introduction 1

Case Background 2

Objective 13

Chapter 2:

Literature Review 14

Hypothesis 17

Chapter 3:

Methodology 18

Technique of collecting data 19

Chapter 4

Findings

4.1 – Profile Analysis Respondents 22

4.2 – Research Analysis (Hypothesis Analysis) 30

Chapter 5

Conclusion 65

Suggestion 66

References 68

Appendix B

Acknowledgement

First of all, I would like to thank God Almighty for giving me the opportunity and strength to complete the project. I would like to take the opportunity to express my gratitude towards my mentor, Prof. Madya Abdul Aziz bin Ab. Latif who helped me a lot in completing this task.

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Johaina Ab Jalal

Faculty of Business and Administration

Universiti Utara Malaysia

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Abstract

Individuals are born with certain characteristics that predispose them to entrepreneurial endeavors and there is a set of traits that can be attributed to an entrepreneurial personality. In environmental context, such as early exposure to entrepreneurialism, it can create or make the entrepreneur. These topics will be explored among second year Kolej MARA Banting students. I'm interested to explore various perspectives such as genetically and family background on the origins of entrepreneurial behavior. It is of practical significance to know whether entrepreneurs are born or made.

I have used some approaches such as questionnaire to get first hand data from some of the second year students, surveys from 150 selected Kolej MARA Banting students. I'm also getting secondary data from Kolej MARA Banting administration to get information about Kolej MARA Banting and their academic club. I have also researched about the entrepreneurial definition and traits from some journals, a few books and some useful articles from the websites on the internet.

I can say that entrepreneurial traits are not born but it can be made with some entrepreneurship education and training.

List of tables

Table 3.1 – the distribution of the students according to respective race and gender

Table 4.1 -Profile analysis respondents

Table 4.2-Correlations table = Correlation among all the dimensions in entrepreneurs' traits.

Table 4.3- ANOVA Analysis on entrepreneurial traits

Table 4.4 - ANOVA Analysis on self determination and positive outlook

Table 4.5 - Post Hoc Tests and Homogeneous Subsets on self determination

Table 4.6 - Post Hoc Tests and Homogeneous Subsets on positive outlook

Table 4.7- Interested to become an entrepreneur & gender Crosstabulation

Table 4.8 – Interested to become an entrepreneur & hometown Crosstabulation

Table 4.9 – Family Income & Interested to become an entrepreneur Crosstabulation

Table 4.10- Father Occupation & Interested to become an entrepreneur crosstabulation

Table 4.11- Mother Occupation & Interested to become an entrepreneur crosstabulation

Table 4.12- Guardian Occupation & Interest in entrepreneurship Crosstabulation

Table 4.13- Brother involved in business & interested to become an entrepreneur Crosstabulation

Table 4.14 – Sisters involve in business & interested to become an entrepreneur Crosstabulation

Table 4.15 – Uncles involve in business & interested to become an entrepreneur Crosstabulation

Table 4.16 – Aunties involve in business & interested to become an entrepreneur

Crosstabulation

Table 4.17 – Study business (primary) & interest to become an entrepreneur

Crosstabulation

Table 4.18 - Study business (secondary) & interest to become an entrepreneur

Crosstabulation

Table 4.19 - Study business (IB) & interest to become an entrepreneur

Crosstabulation

Table 4.20 – Never Study business & interest to become an entrepreneur

Crosstabulation

Hak Milik MARA

List of charts

Model 4.7.1 – Bar Chart - Interested to become an entrepreneur & gender

Crosstabulation

Model 4.8.1. Bar Chart– Interested to become an entrepreneur & hometown

Crosstabulation

Model 4.9.1. Bar Chart- Family Income & Interested to become an entrepreneur

crosstabulation

Model 4.10.1. Bar Chart - Father Occupation & Interested to become an entrepreneur

crosstabulation

Model 4.11.1. Bar Chart – Mother Occupation & Interested to become an

entrepreneur crosstabulation

Model 4.13 Bar Chart- Brother involved in business & interested to become an

entrepreneur Crosstabulation

Model 4.14.1 Bar Chart – Sisters involve in business & interested to become an

entrepreneur Crosstabulation

Model 4.15.1. Bar Chart – Uncles involve in business & interested to become an

entrepreneur Crosstabulation

Model 4.16.1. Bar Chart – Aunties involve in business & interested to become an

entrepreneur Crosstabulation

Model 4.17.1. Bar Chart – Study business (primary) & interest to become an

entrepreneur Crosstabulation

Model 4.18.1. Bar Chart - Study business (secondary) & interest to become an

entrepreneur Crosstabulation

Model 4.19.1. Bar Chart - Study business (IB) & interest to become an entrepreneur

Crosstabulation

Model 4.20.1. Bar Chart – Never Study business & interest to become an entrepreneur Crosstabulation

Model 4.21. Bar Chart-Study business (club activities) & interested to become an entrepreneur Cross tabulation

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Glossary

BPM = Bahagian Pendidikan Menengah MARA

CAS = Creative, Action & Service

IB = International Baccalaureate

KMB = Kolej MARA Banting

MCB = Mara College Banting

PDK = Pemulihan Dalam Komuniti

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Chapter 1

Introduction

The resolution of first Bumiputra Economic Congress in 1965 had agreed upon the establishment of Majlis Amanah Rakyat (MARA) to replace Rural & Industrial Development Authority (RIDA). On 1st Mac 1966, Majlis Amanah Rakyat (MARA) was legalized through Palliment Act. The objective of Majlis Amanah Rakyat (MARA) is to encourage, guide, train and help bumiputeras to take active participant, as well as gained development in trade and light industries toward the creation of Bumiputra Trade and Industry society.

Interest among policy makers in stimulating start-ups in small and medium scale enterprises (Sees) has increased significantly, especially in Malaysia, since the establishment of Ministry of Entrepreneurial Development (Ministry of Public Enterprise), MARA, Ministry of International Trade and Industry, Ministry of Rural Development, Ministry of Youth and Sport, Federation of Malaysian Manufacturers, Chambers of Commerce, MIEL, SIRIM, MIDF, National Entrepreneur Corporation (PUNB), Malaysian Development Bank, Bank of Industry, Agriculture Bank, Credit Guarantee Corporation (CGC) and other related agencies involved in financial, technical and training supports of SMEs.

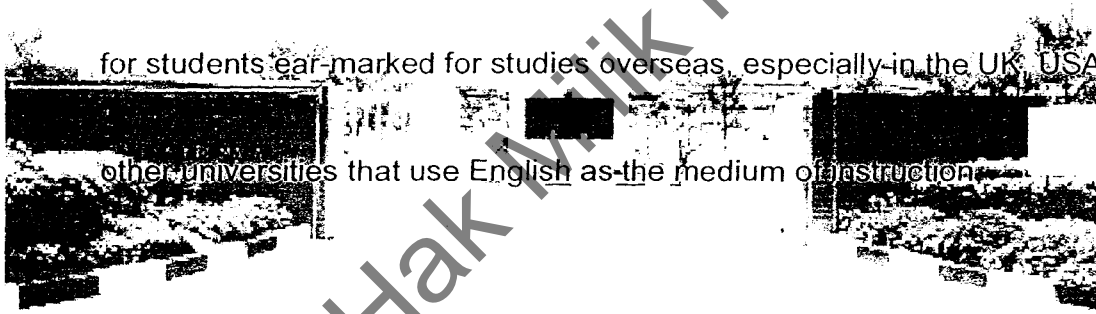
In Malaysia, government is continuously promoting an enterprise culture among the school and university graduates to meet the objectives of creating entrepreneurship and innovative society. A key component of this is introducing entrepreneurship program at school, college and university levels and providing the support to young

entrepreneurs to start their own businesses while studying. Program such as Young Entrepreneurs Program was set up

Although there are none entrepreneurship related subjects are taught at MCB formally, the research is conducted to know on how much interest do the students have in entrepreneurship through the research of their background and their behavior that are related and similar to entrepreneurs' trait

Case Background

The A-Level programme had its beginnings in Seremban in 1985 and moved to its new campus in Cheras in 1988. The International Baccalaureate (IB) programme was started in Cheras in 1991. Both programmes were meant for students ear-marked for studies overseas, especially in the UK, USA and other universities that use English as the medium of instruction.



A new 84-acre campus was established in Banting in 1992 to cater for both programmes. This campus, known as MARA College Banting (MCB), offers full residential facilities for 900 students. MCB lies at the heart of the country's most modern region – the Multimedia Super Corridor, the futuristic

capital Putrajaya and the Kuala Lumpur International Airport. In addition, the campus which was once an oil palm estate is only a 15-minute drive from the F1 Sepang Circuit, the home to one-leg of the prestigious F1 international motorsports race. Today, MCB is recognised as one of the premier government colleges under MARA for pre – university education.

Currently, there are 764 students doing the IB programme in 2 disciplines, Engineering and Medicine. MCB is expected to maintain an enrolment of 900 students, both Year1 and Year 2, in the IB programme. Should the allocation for sponsoring students for overseas education increase, there will be a corresponding increase in the enrolment. The balance of the places in the campus is taken up by students doing the local matriculation programme.

The students in both programmes are not only recognised for their academic achievements but also for their active participation in extra-curricular activities and social services. The Friends of the PDK and Friends of the

Hospital are two community services which are permanent features of the college. In addition, MCB students provide free tuition and organize motivational programmes for the students in the surrounding community and these have proven to be very successful and popular among the people in the neighbourhood. Their co-curricular divided into two group of activities; external and internal. For external activities, the students have to go out of the campus to do the community services. For internal activities, the students have to create club activities and active in sport. Many clubs were formed by the student such as English Club, Guidance, Home Making Club, Health Club, Interactive Peers, JERI Club, Public Speaking Club, LRC Club, landscaping Club, Islamic Art Club, MPAC Club, Nature Club, Playschool Club, Photography Club, Science Club, Astronomy Club, Alternative therapy Club, Audio-Visual Club, Beauty and Therapy Club, Bio-D Club, Creative Club and Cooperative Apprentice Club. The students also active in sport like football, rugby, hockey, petanque, basketball, takraw, valleyball, tennis, badminton, table tennis, fizical fitness, danceroics, softball, netball, swimming, Tae Kwan-do, silat olahraga and Karate-do.

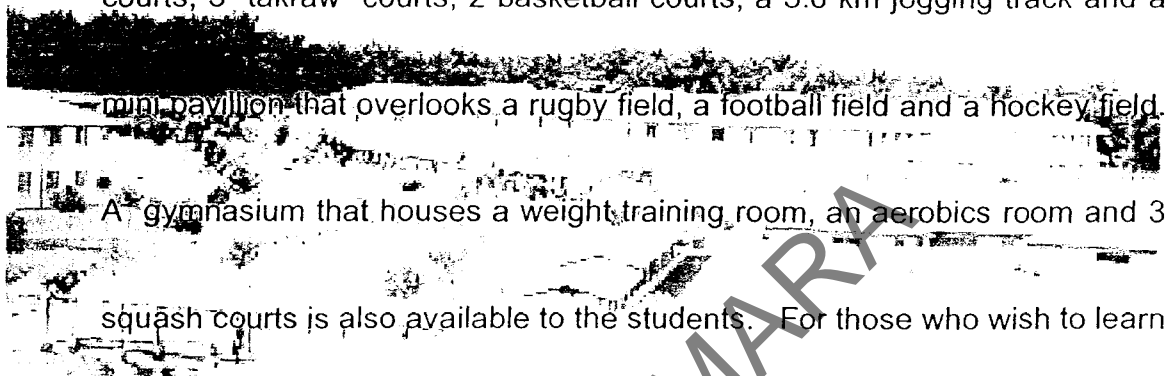
The academic staff comprise of well qualified graduates from leading universities. Most of the teachers possess a masters degree and they are instrumental in providing a sound education.

The Learning Resource Centre (LRC) which is located in the academic block is the most popular place among students. The ground floor has 2 AVA rooms and computing services while the first floor has 2 discussion rooms and an English Fun Room.

MCB currently has 6 residential blocks which can house 900 students on a twin sharing basis. Each block is managed by a resident warden who oversees and supervises the overall planning, programming and maintenance of the living – learning environment. Since students come from a multitude of family background and races, the wardens assist students in planning a variety of programmes which promote a sense of community and cooperation among students. The residential blocks are within walking distance from the other college facilities.

The college boasts complete facilities required of a higher learning institution. MCB is the only college in the area with a full range of sporting facilities and services to cater to the recreational needs of the students.

These facilities include 5 tennis courts, 3 badminton courts, 2 volleyball courts, 3 “takraw” courts, 2 basketball courts, a 3.6 km jogging track and a



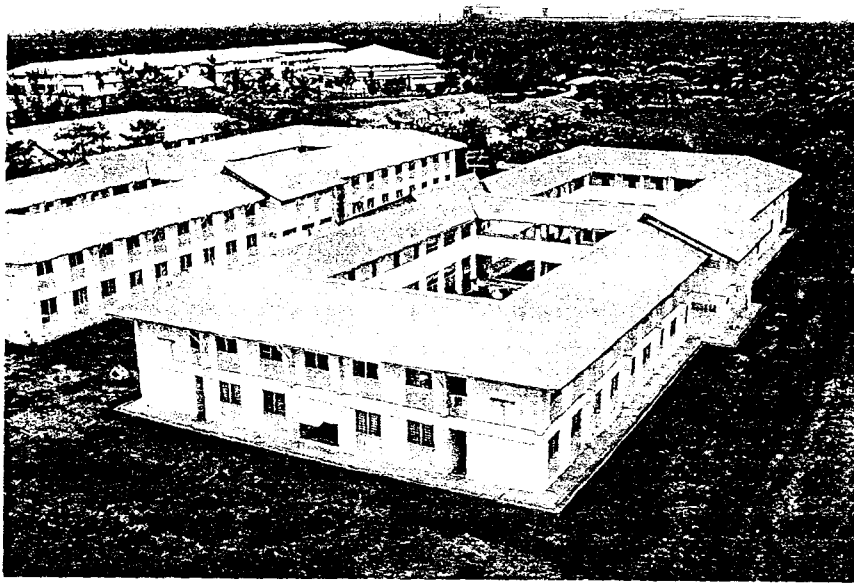
mini pavillion that overlooks a rugby field, a football field and a hockey field. A gymnasium that houses a weight training room, an aerobics room and 3 squash courts is also available to the students. For those who wish to learn

and improve or simply engage in physical recreation, instructional classes such as “ art of self-defence” or aerobics are organised.

The student centre besides housing the gymnasium for sporting activities also includes the laundry room, the co-op shop and a dining hall that can accommodate 700 students and serve 6 meals a day – breakfast, morning tea, lunch, afternoon tea, dinner and supper.

It is envisioned that in a few years MCB will be the centre of excellence for higher education and act as a centre for MARA teacher training.

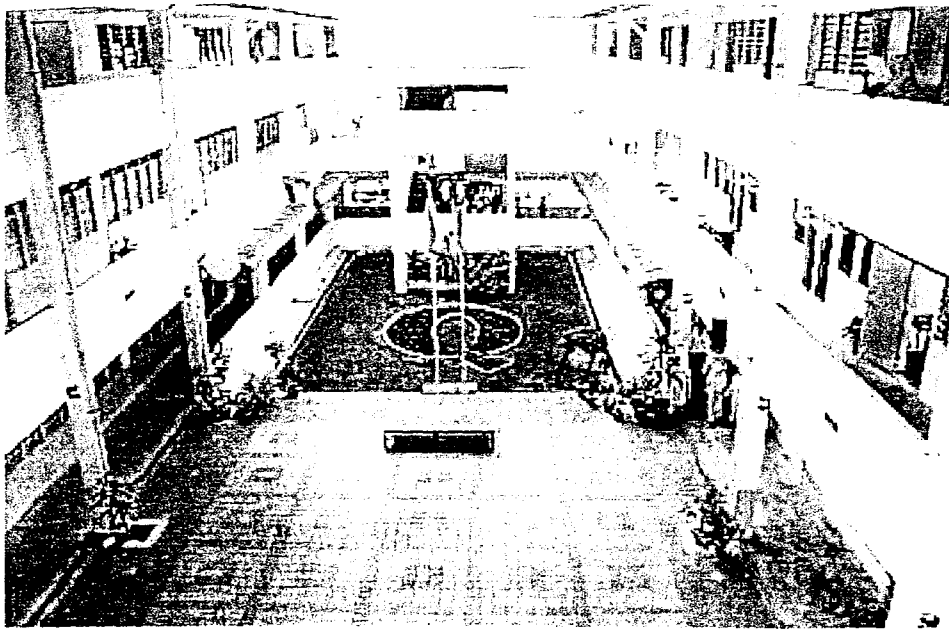
Hak Milik MARA



Bird's eye view of the campus



Entrance to the Academic Block



View within the Academic Block



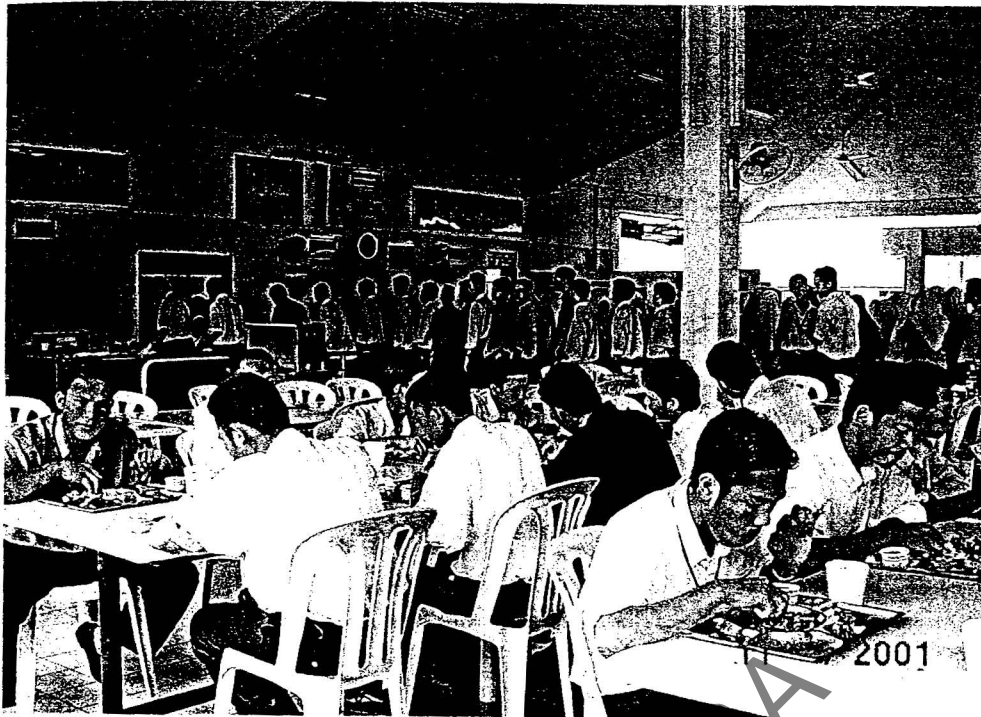
Having a good time at the Volleyball Court



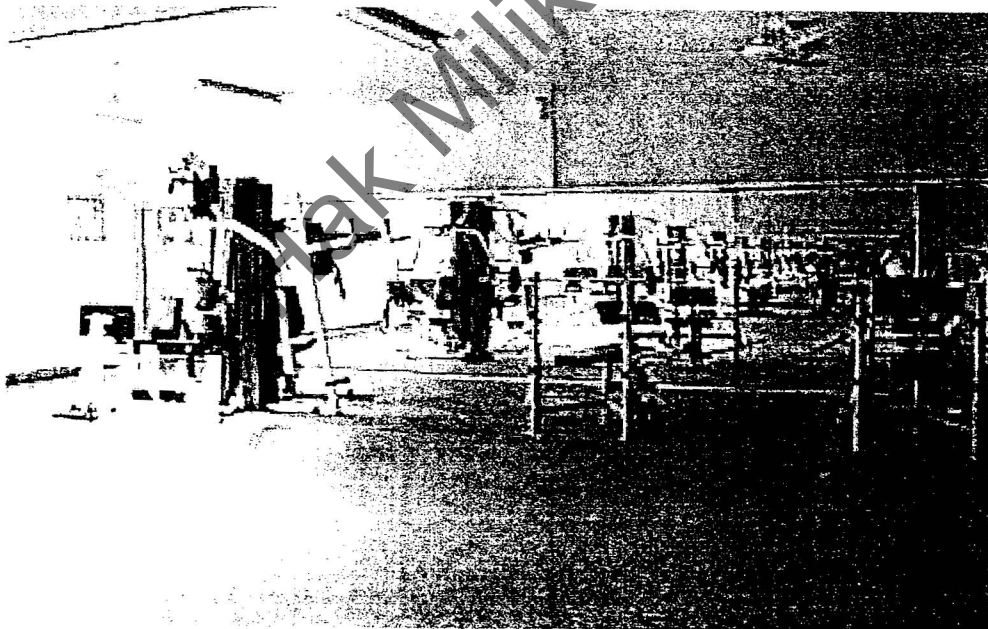
Learning Resource Centre – ground floor



Fun Room where students can relax in a homely atmosphere



Happy faces at lunch time



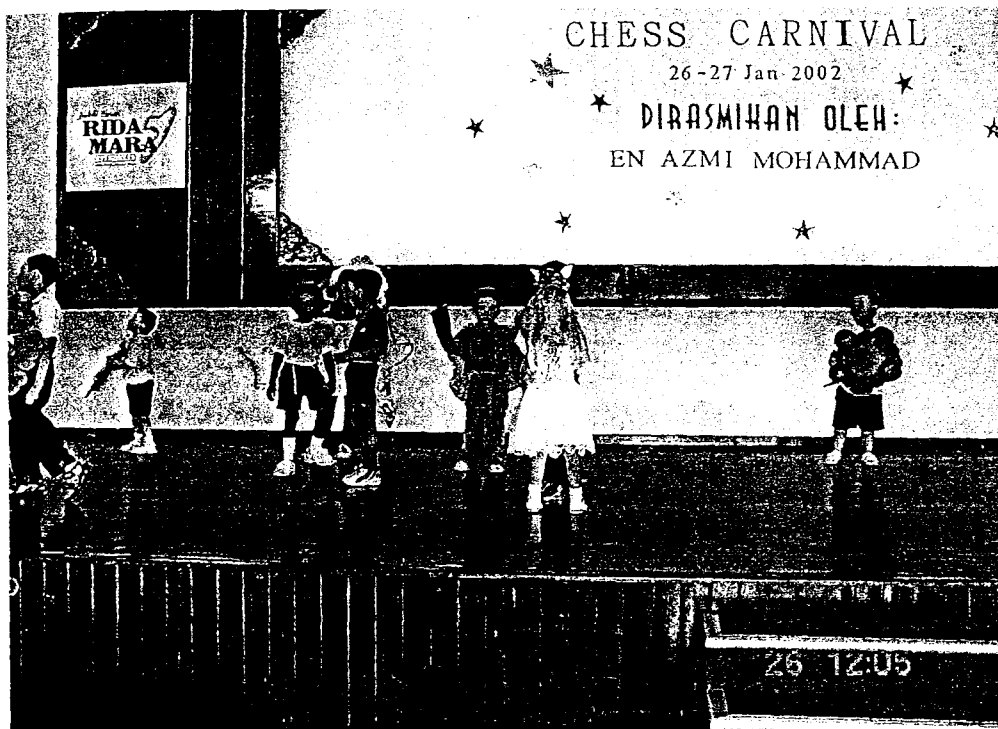
The Fitness Centre



Students' co-operative shop



Home away from home



CAS Activity – with the autistic children



CAS activity – charity event

The Objectives Of The Study

Since MARA has made it compulsory for me to do which has things to do with entrepreneurship, I have chosen the topic “Interest in entrepreneurship among the second year MCB’s students.” Knowing that there are no specific entrepreneurship programmes at MCB, I feel that it is important to investigate on how much is the interest in entrepreneurship possessed by the students. So, the objective of the study are:

- 1) To determine the entrepreneurship traits among ethnic group at Kolej MARA Banting.
- 2) To examine the relationship of family background with interest in entrepreneurship among students at Kolej MARA Banting.

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What is entrepreneurship?

Entrepreneurship is the dynamic process for creating incremental wealth (Ronstadt, 1984). This process includes the organized efforts of an individual or a group of individuals working together to fulfill a common goal to satisfy consumer demand (Coulter, 2001). It is a kind of behavior that consists of taking initiatives, constantly and periodically organizing social and economic instruments, and the ability to take risks and accept failures (Shapero, 1975). Key aspects of entrepreneurship include identifying and pursuing opportunities (Sahlman & Stevenson, 1992). Entrepreneurship also involves providing a new product or service, the ability to create value and to initiate a new venture and enable it to grow (Bird, 1989). The function of the entrepreneur is to reform or revolutionize the pattern of production by exploiting an invention or, more generally an untried technological method of producing an old one in a new way. This function opened a new source of supply of materials or a new outlet for products, by organizing a new industry (Schumpeter, 1982).

Entrepreneurship also defined as self-employment of any sort (Richard Cantillon, circa 1730). Entrepreneurs buy at certain prices in the present and sell at uncertain prices in the future. The entrepreneur is a bearer of uncertainty. Entrepreneurs attempt to predict and act upon change within markets (Frank Knight, 1921). Knight emphasize the entrepreneur's role in bearing the uncertainty of market dynamics. The Entrepreneurship Center at Miami University of Ohio has an interesting definition of entrepreneurship: "entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process

is the creation of a new venture, formed under conditions of risk and considerable uncertainty

In summary, entrepreneurship is often viewed as a function which involves the exploitation of opportunities which exist within a market. Entrepreneurs usually are considered to bear risk while pursuing opportunities and often are associated with creative and innovative actions. The most important aspect is the development of entrepreneur characteristics and entrepreneurial competence and the availability of conducive entrepreneurial environment.

Are Entrepreneurs Born or Made?

Professor of Psychology Alan Jacobowitz, holds that entrepreneurs are born, not made (Cohen, 1980 July). Through interviews with over 500 entrepreneurs over a three year period, Jacobowitz observed that entrepreneurs commonly share certain personality characteristics. These include: restlessness, independence, a tendency to be a loner, and extreme self confidence (Cohen, 1980 July). Other researchers have added innovative, action oriented, high on need for personal control and highly autonomous to the list of what they see as uniquely entrepreneurial characteristics (Schein, 1994, Solomon, 1989).

In addition to identifying personality traits common to entrepreneurs, Jacobowitz devised a chronological schema of entrepreneurial indicators he calls the five ages of the entrepreneur. The ages include: early childhood exposure, trouble in school, problems with work, desire to risk, and bliss in business independence. Trait theories such as Jacobowitz's suggest that entrepreneurial aptitude is static-that is,

either people are born with the related characteristics, or they are not. While this approach was supported by the majority of theorists at the dawn of entrepreneurial research, some criticize that it has yet to be empirically proven (Naffziger, Hornsby, & Kurtado 1994).

Aspects of trait theories have not been completely eschewed by entrepreneurship researchers, however. Various researchers support Jacobowitz's identification of entrepreneurial-type characteristics, but most opt for a more dynamic approach to entrepreneurial personality in which personality traits and subsequent behavior are shaped by a variety of factors (Krueger & Brazil, 1994, Naffziger, Hornsby, & Kurtado 1994, Solomon, 1989).

Kreuger and Brazeal (1994) offer a dynamic model that suggests entrepreneurial intention is based on the interaction between personal characteristics, perceptions, values, beliefs, background and environment (situational context). They base this approach on Shapero's model of the entrepreneurial event in which entrepreneurship is defined as "the pursuit of an opportunity irrespective of existing processes" (Krueger & Brazeal, 1994). Unlike the traits models, Shapero's approach incorporates the influence of environment, and the notion that entrepreneurial behavior is planned and intentional. This approach is process focused in that the interaction of several factors are examined in order to predict behavior.

Kreuger and Brazeal argue that beliefs, perceptions and assumptions are learned within the context of a given environment (such as a business or community). They also argue that these attitudes and perceptions predict intentions which in turn influence behavior. Thus by indirect relationship, the Kreuger and Brazeal model suggests that entrepreneurial intention is mediated in the following manner: the environment or event causes an individual to form perceptions, attitudes and

assumptions. These perceptions then translate themselves into intentions, or potential which are expressed through behavior.

Entrepreneurs have many of the same character traits as leaders. Entrepreneurs are often contrasted with managers and administrators who are said to be more methodical and less prone to risk-taking. Although such person-centric models have shown to be of questionable validity, a vast but clearly literature studying found that certain traits seem to be associated with entrepreneurs:

- 1) David McClelland described the entrepreneur as primarily motivated by an overwhelming need for achievement and strong urge to build.
- 2) Collins and Moore (1970) concluded that entrepreneurs are tough, pragmatic, driven by needs of independence and achievement, they are seldom are willing to submit to authority.
- 3) Birds (1992) sees entrepreneurs are mercurial, that are prone to insights, brainstorm, deceptions, ingeniousness and resourcefulness. They are cunning, opportunistic, creative and unsentimental.
- 4) Businitz and Barney (1997) claim entrepreneurs are prone to overconfidence and over generalizations.
- 5) According to Cole (1959), there are four type of entrepreneur; the innovator, the calculating inventor, the over- optimistic promoter and the organization builder. These types are not related to the personality but to the type of opportunity the entrepreneur faces.

Channing (1977), Baumback (1981) and Welsh & White (1983) identified eleven common characteristic which include good health, realism, superior, conceptual ability, self-confidence, a need to control or direct and attraction

Hypothesis

Based on the foregoing review of entrepreneurial characteristic, we posit that:-

- H1. Entrepreneurial traits among MCB students are positively correlated.
- H2. Entrepreneurial traits among MCB students are the same across ethnic groups.
- H3. The entrepreneur's interest among the students are positively related on their family background.

Chapter 3

Methodology

The goal of the study was to examine the interest among second year Kolej MARA Banting in entrepreneurship. For the purposes of this paper, entrepreneurship' interest is covered under entrepreneur characteristic .

The study was carried out in two stages and utilized both secondary and primary sources of data. Stage 1 of the study was secondary data source-based through the intake 2005 students of Kolej MARA Banting and the clubs. The purpose of the search was to identify the right figures of the students and the information of the clubs. Stage two was structured questionnaire-based search among 150 second year student that was selected according to the races proportion .

Approach that has been used in this research is descriptive and in the form of structured survey research where the data of students' behavior in entrepreneurship and their interest in the area of entrepreneurship is collected. Some of the data collected includes the background of the students like their gender, race, place of living, the parents' occupation, the family's involvement in business as well as their education on business or entrepreneur subject. The research was done to the second year students of Mara College Banting. In this research, the population of the second year students is 362 and the sample size is 150 students. This sample is classified according to race and gender. All of the non-malay second year students are involved in this research. The survey forms have been distributed to the sample students but unfortunately, only 112 out of 150 who have returned the survey form.

The classification of the sample according to their race and gender is as in the table below.

Table 3.1 – the distribution of the students according to respective race and gender

<u>Race</u>	<u>Total number of students</u>
Malay	127
Non-Malay	23
Total number of students	150
<u>Gender</u>	<u>Total number of students</u>
Female	77
Male	73
Total number of students	150

The method used in this research is by distributing the survey form to the respondents from Block D (female) as well as to the respondents at their respective classes (male). This division is made because the ratio of the female students to the male students in each class is not the same. Only 112 students return the survey form.

3.2 Techniques of collecting data

This sub chapter discuss in detail about the scale used and the code used to represent variables for the purpose of processing data. All the data collected are the primary

data obtained from the survey form that is further sub divided into three parts which are;

- a) part 1 (questions one to seven) : respondents background
- b) part 2 (questions 8 to 13) : entrepreneurship traits in students
- c) part 3 (question 14) : students interest towards entrepreneurship

Part 1 involves the research of respondents' background including their gender, race, place of living, family's income, the occupation of the parents/guardians, family involvement in business and the education upon business or entrepreneurship course at their previous or current school.

Part 2 involves in the research of the entrepreneurship traits among students. The data obtained are as follows; 31 items were set for the research on entrepreneurship traits among students that are;

- a) 5 items on the co-curricular activities
- b) 6 items on the reason of becoming an entrepreneur
- c) 5 items on the self-determination
- d) 5 items on drive and the energy level of students
- e) 5 items on positive outlook
- f) 5 items on the desire for independence

Part 3 involves the research of the students' interests in entrepreneurship among the Mara College Banting's second year students.

To analyze the data, I have use SPSS software to generate the data to further simplify my work. The instrument of questionnaire is as in the appendix.

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Chapter 4 : The Findings

This part explains the profile analysis of the respondents who are involved in the research which relates with the gender frequency, race, the place of living, family's income, parents/ guardian occupation, family members who are involved in business and the education upon business or entrepreneurship (which are importantly related to the research done).

Table 4.1 :Profile analysis respondents

		Frequency	Percentage
1	<u>Gender</u>		
	Female	62	55.4%
	Male	50	44.6%
	Total	112	100%
2	<u>Race</u>		
	Malay	89	79.5%
	Chinese	13	11.6%
	Indian	3	2.7%
	Others	7	6.3%
	Total	112	100%
3	<u>Place of living category</u>		
	In town	84	75.0%
	In the village	26	23.2%
	Missing	2	1.8%

	Total	112	100%
4	<u>Family Income</u>		
	<RM 1,000	3	2.7%
	RM 1,001 – RM 2,500	21	18.8
	RM 2,501 - 5,000	39	34.8%
	RM 5,001 – RM 10,000	33	29.5%
	>RM 10,001	14	12.5%
	Missing system	2	1.7%
	Total	112	100%
5	<u>Parents/guardian occupation</u>		
	<u>Father</u>		
	Government Employee	55	49.1%
	Private Employee	27	24.1%
	Self-employed	15	13.4%
	Pensioner	6	5.4%
	Others	6	5.4%
	Missing system	3	2.7%
	Total	112	100%
	<u>Mother</u>		
	Government Employee	49	43.8%
	Private Employee	22	19.6%
	Self-employed	7	6.3%
	Pensioner	4	3.6%

	Others	25	22.3%
	Missing system	5	4.5%
	Total	112	100%
	<u>Guardian</u>		
	Government Employee	2	1.8%
	Private Employee	1	0.9%
	Self-employed	2	1.8%
	Pensioner	1	0.9%
	Others	2	1.8%
	Missing system	104	92.9%
	Total	112	100%
6	<u>Family Members</u> <u>involved in business</u>		
	<u>Brother</u>		
	Yes	8	7.1%
	No	98	87.5%
	Missing system	6	5.4%
	Total	112	100%
	<u>Sister</u>		
	Yes	8	7.1%
	No	101	90.2%
	Missing system	3	2.7%
	Total	112	100%
	<u>Uncles</u>		

	Yes	81	72.3%
	No	27	24.1%
	Missing system	4	3.6%
	Total	112	100%
	<u>Aunties</u>		
	Yes	59	52.7%
	No	50	44.6%
	Missing system	3	2.7%
	Total	112	100%
7	<u>Study business or</u> <u>subject relate to</u> <u>entrepreneurship</u>		
	<u>Primary</u>		
	Yes	10	8.9%
	No	102	91.1%
	Total	112	100%
	<u>Secondary</u>		
	Yes	58	51.8%
	No	54	48.2%
	Total	112	100%
	<u>International</u> <u>Baccalaureate (IB)</u>		
	Yes	61	54.5
	No	51	45.5

	Total	112	100%
	<u>Club Activities</u>		
	Yes	37	33%
	No	75	67%
	Total	112	100%
	<u>Never study business</u>		
	Yes	8	7.1%
	No	103	92%
	Total	112	100%

Based to the table above there are 112 respondents altogether. Out of the total 55.4% (62 students) are female while the rest of them which make up 44.6% (50 students) of the respondents are male

When classified according to race, Malay respondents are as much as 89 students, equivalent to 79.5% and 13 respondents which is equivalent to 11.6% are Chinese. Other respondents are Indians which makes up 2.7% or 3 students from the whole respondents. The rest of the respondents are from other races such as Punjabis and the Bumiputeras from Sabah and Sarawak which are the Dayaks and the Ibans. This group of students which are 7 in number makes up 6.3% of the respondents .

For the place of living category, 84 students or 75.0% live in the town and 26 students or 23.2% live in villages. There are overall 2 respondents who did not answer this particular question.

On the aspect of family's income, there are overall 3 students (2.7%) come from a family who earn less than RM 1000 per month and 21 students or 18.8% are from a family who earn between RM 1001-RM 2500 per month. There are also 39 students or 34.8% of them come from a family that have a range of income between RM 2501-RM5000 and 29.5% respondents (33 students) are from a family who earn an income ranging from RM 5001-RM 10,000 per month. Last but never the least, 14 students or 12.5% respondents came from a family who earn more than RM 10,001 per month. There are 2 students who did not answer this question.

On the aspect of parents'/guardians' occupation, there are overall 55 students 49.1% of the students who have their father working with the government. 27 or 24.1% students have their father working in the private sector and also 15 students or 13.4% of them have their father working on their own. Fathers of 6 more students or 5.4% of the respondents have retired and the fathers of 6 other students or another 5.4% of the students are jobless or have already passed away. There are overall 3 students or 2.7% who did not respond to this particular question.

There are overall 49 or 43.8% respondents have their mothers working with the government while there are only 22 or 19.6% respondents have their mothers working in the private sector. The mothers of other 7 or 6.3% respondents work on their own while the mothers of another 4 or 3.6% respondent have already retired. There are 25 or 22.3% of respondents' mother are included in the category of not working or being a housewife. 4.5% (5 students) of the respondents did not respond to the particular question.

The guardians of 2 or 1.8% of the respondents work as a government servant, and the guardian of only 1 respondent (0.9%) work in the private sector. 2 or 1.8% of the respondents have their guardian working on their own and the guardian of another 1 respondent has retired. There are also 2 or 1.8% of the respondents have their guardian not working. Overall, there are 104 students who did not answer this question because they only have parents and not guardians.

On the involvement of the family members in business, there are overall 8 or 7.1% respondents have their brothers involve in business and 98 or 87.5% respondents have their brother not working in a business line. There are 6 respondents who have no brother or they simply did not answer the question. There are 8 or 7.1% respondents who have their sisters working in the business line while the other 101 or 90.2% of the respondents not having their sisters involved in business. There are altogether 3 respondents who did not answer the question probably because they do not have any sisters. Uncles' of 81 or 72.3% respondents involve in business sector while uncles of the other 27 respondents are not involve in any business. There are 4 or 3.6% of the respondents did not respond to the question. 59 or 52.7% respondents have their aunties involved in business and the aunties of the other 50 respondents are not involved in the business sector. Altogether, 3 students did not answer the question.

For the education part, on whether the respondents have ever take part in any business or entrepreneur subjects, there are altogether 10 or 8.9% of the respondents have experience in learning business subject during their primary schooling days and the rest of the students which makes up 91.9% of the whole respondents (102

respondents) , have never got any experience in learning the business or entrepreneur related subjects during primary school. There are also 58 respondents or 51.8% of the students who had learn the business subject during their secondary school while the other 54 respondents or 48.2% have never learn the business subject during their schooling days. There are also 61 respondents or 54.5% of the students who had learn the business subject during their IB programs while the other 51 respondents or 45.5% have never learn the business subject during their schooling days. Club activities have give an insight about business or entrepreneurship to 37 respondents which is equivalent to 33% respondents while 75 students or 67% of them claimed that their co curricular activities never have them exposed to the entrepreneurship. There are a total of 8 students or 7.1% who claimed that they have never ever learned a subject related to business or entrepreneurship while the other 103 respondents or 92% agreed that they have the experience of learning business-related subjects.

4.2: HYPOTHESIS ANALYSIS (RESEARCH HYPOTHESIS)

In order to prove the research hypothesis, 3 analysis are carried out. Those analysis are Correlation analysis, one-way ANOVA and Cross tabulation. The correlation analysis was done in order to see whether there are a relationship between the entrepreneurs' traits. One-Way ANOVA is to prove whether there are any differences between entrepreneurs' traits according to their self- determination, drive and energy level, positive outlook, desire for independence, active in co-curricular and very much objective (know the reason why they want to be an

entrepreneur). Different from the One-Way ANOVA Analysis, the Cross tabulation is to prove whether there is any relationship between interest in entrepreneurship among the respondents with the race, gender and their family background.

H1: The entrepreneurial traits among MCB students are positively correlated.

Overall, there is a significant evident to show that those 5 traits are correlated and they influence each other.

Table 4.2: Correlations table = Correlation among all the dimensions in entrepreneurs' traits.

		self	drive	outlook	desire	coq	why
self	Pearson Correlation	1	.289**	.288**	.189*	.372**	.303**
	Sig. (2-tailed)		.002	.002	.048	.000	.001
	N	111	111	111	110	111	111
drive	Pearson Correlation	.289**	1	.342**	.112	.305**	.403**
	Sig. (2-tailed)	.002		.000	.246	.001	.000
	N	111	111	111	110	111	111
outlook	Pearson Correlation	.288**	.342**	1	.347**	.323**	.314**
	Sig. (2-tailed)	.002	.000		.000	.001	.001
	N	111	111	111	110	111	111
desire	Pearson Correlation	.189*	.112	.347**	1	.403**	.363**
	Sig. (2-tailed)	.048	.246	.000		.000	.000
	N	110	110	110	111	111	110
coq	Pearson Correlation	.372**	.305**	.323**	.403**	1	.504**
	Sig. (2-tailed)	.000	.001	.001	.000		.000
	N	111	111	111	111	112	111
why	Pearson Correlation	.303**	.403**	.314**	.363**	.504**	1
	Sig. (2-tailed)	.001	.000	.001	.000	.000	
	N	111	111	111	110	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

H2: The entrepreneur traits among MCB students are the same across ethnic groups

Table 4.3- ANOVA Analysis on entrepreneurial traits

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
coq	Between Groups	.529	3	.176	.762	.518
	Within Groups	24.974	108	.231		
	Total	25.503	111			
why	Between Groups	.747	3	.249	1.207	.311
	Within Groups	22.054	107	.206		
	Total	22.800	110			
self	Between Groups	2.145	3	.715	3.230	.025
	Within Groups	23.691	107	.221		
	Total	25.836	110			
drive	Between Groups	.776	3	.259	.706	.551
	Within Groups	39.241	107	.367		
	Total	40.017	110			
outlook	Between Groups	2.685	3	.895	4.420	.006
	Within Groups	21.668	107	.203		
	Total	24.353	110			
desire	Between Groups	.331	3	.110	.454	.715
	Within Groups	26.009	107	.243		
	Total	26.340	110			

P=< 0.05

Table 4.4 - ANOVA Analysis on self determination and positive outlook

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
self	Between Groups	2.145	3	.715	3.230	.025
	Within Groups	23.691	107	.221		
	Total	25.836	110			
outlook	Between Groups	2.685	3	.895	4.420	.006
	Within Groups	21.668	107	.203		
	Total	24.353	110			

P=<0.05

Table 4.5 - Post Hoc Tests and Homogeneous Subsets on self determination

self		
Duncan ^{a,b}		
race	N	Subset for alpha = .05
		1
indian	3	2.4667
malay	88	2.5864
others	7	2.9143
chinese	13	2.9538
Sig.		.077

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 7.086.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.6 - Post Hoc Tests and Homogeneous Subsets on positive outlook

outlook		
Duncan ^{a,b}		
race	N	Subset for alpha = .05
		1
others	7	2.5714
malay	88	2.5716
indian	3	2.9333
chinese	13	3.0308
Sig.		.082

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 7.086.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the table 4.3, 4.4 and table 4.5 above, it can be seen that the One-way ANOVA Analysis proves that there are two actual differences between entrepreneurs' traits according to their respective races. The group of self-determination is significant at the value of 0.025 and the post hoc test is carried out to identify which race has the biggest affinity. The Chinese represents the mean of

2.95 and followed by others (the Punjabis, and Sabah and Sarawak's bumiputeras) which represents the mean of 2.91. it is then followed by the Malays which represents the mean of 2.58 and lastly, the Indians with the mean of 2.46. this actually shows that the Chinese have a higher self-determination compared to the other races.

The table 4.6 also shows the variety of the 'positive outlook' amongst the races after it had been analyzed using the One-way ANOVA Test. The group of 'positive outlook' is significant at the value of 0.006 and it is then followed by the post hoc test to identify which race has the highest affinity towards this. The Chinese has their mean at the value of 3.03 followed by the Indians with the mean 2.93. The next one is the Malays with the mean 2.57, followed by the other races which have the mean value of 2.57. This again shows that the Chinese has a higher positive outlook compared to the other races.

The table 4.3 also shows the results of the differences of the drive and energy level. The result of the ANOVA test is the mean value of 0.551 which is not significant. The pot hoc test also shows the mean values that do not vary much between one another. This explains the equality of the drive and the energy level amongst races.

It is as well shown in the same table, the results for the differences of the independent ness. Once again, the ANOVA test shows the insignificant mean value of 0.715. The post hoc test also shows no obvious differences and that the mean values obtained are as well equal.

The table 4.3 also shows the results of the differences of the active in the co-curricular activities. The result of the ANOVA test is the mean of .518 which is not significant. This explains the quality of the active in co-curricular among the races are equal.

It is also as well shown in the table 4.3, the results for the differences of the objectiveness (they know the reason why they want to be an entrepreneur). Once again, the ANOVA test shows the insignificant mean value of .311. That mean the values are as well equal.

H3: Family's background; family's income, hometown, parent's occupation, the involvement of family members and the education upon business or entrepreneurship influence the interest in entrepreneurship.

Cross tabulation analysis was done to see whether there is any relationship between the family's backgrounds and education background with the interest in entrepreneurship among the students.

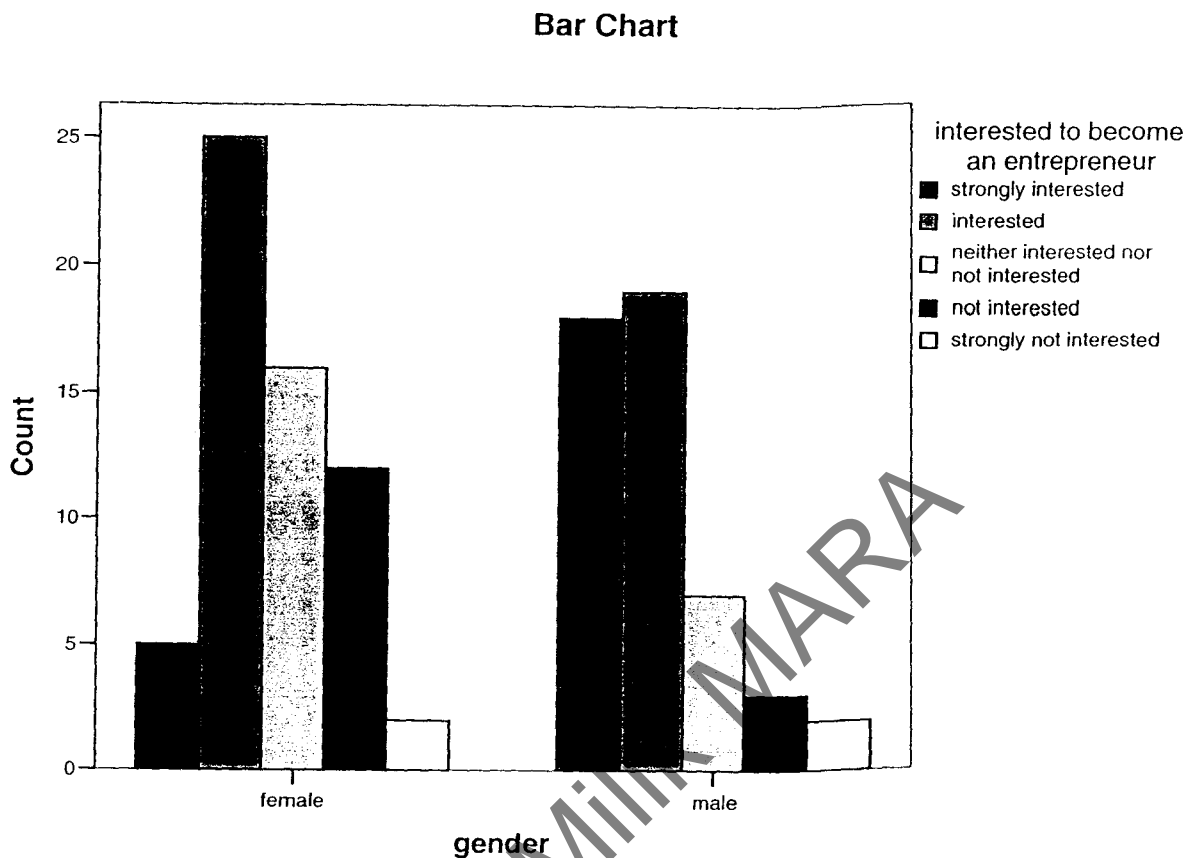
Table 4.7- Interested to become an entrepreneur & gender Cross

tabulation

interested to become an entrepreneur * gender Crosstabulation

			gender		Total
			female	male	
interested to become an entrepreneur	strongly interested	Count	5	18	23
		% within interested to become an entrepreneur	21.7%	78.3%	100.0%
		% within gender	8.3%	36.7%	21.1%
		% of Total	4.6%	16.5%	21.1%
	interested	Count	25	19	44
		% within interested to become an entrepreneur	56.8%	43.2%	100.0%
		% within gender	41.7%	38.8%	40.4%
		% of Total	22.9%	17.4%	40.4%
	neither interested nor not interested	Count	16	7	23
		% within interested to become an entrepreneur	69.6%	30.4%	100.0%
		% within gender	26.7%	14.3%	21.1%
		% of Total	14.7%	6.4%	21.1%
	not interested	Count	12	3	15
		% within interested to become an entrepreneur	80.0%	20.0%	100.0%
		% within gender	20.0%	6.1%	13.8%
		% of Total	11.0%	2.8%	13.8%
	strongly not interested	Count	2	2	4
		% within interested to become an entrepreneur	50.0%	50.0%	100.0%
		% within gender	3.3%	4.1%	3.7%
		% of Total	1.8%	1.8%	3.7%
Total		Count	60	49	109
		% within interested to become an entrepreneur	55.0%	45.0%	100.0%
		% within gender	100.0%	100.0%	100.0%
		% of Total	55.0%	45.0%	100.0%

Model 4.7.1 – Bar Chart Interested to become an entrepreneur & gender Cross tabulation



The results when conducting the Cross tabulation analysis are recorded in the table above. The table 4.7 and the bar chart 4.7.1. Show the relationship between gender and the interest in entrepreneurship. The number of female students who are strongly interested to become an entrepreneur is 5 students or 4.6% while there are 18 male students or 16.5% who are strongly interested in becoming one. There are altogether 25 students or 22.9% who are interested in becoming an entrepreneur while the number of the male students are 19 students or 17.4%. Those who are neither interested nor not interested to become an entrepreneur are 16 students or

14.7% for female and 7 students or 6.4% for male. The students who are not interested to become an entrepreneur are 12 students or 11.0% (female) and 3 students or 2.8% (male). The total numbers of female students who are strongly not interested to become an entrepreneur are as much as 2 students or 1.8% and there is also the same figure for the male which is 2 students or 1.8% of the whole sample students. So, the conclusion is that the male students are more interested in becoming an entrepreneur compared to the female students where the percentage of the male students is 35.9% and the female students are 27.5%.

Hak Milik MARA

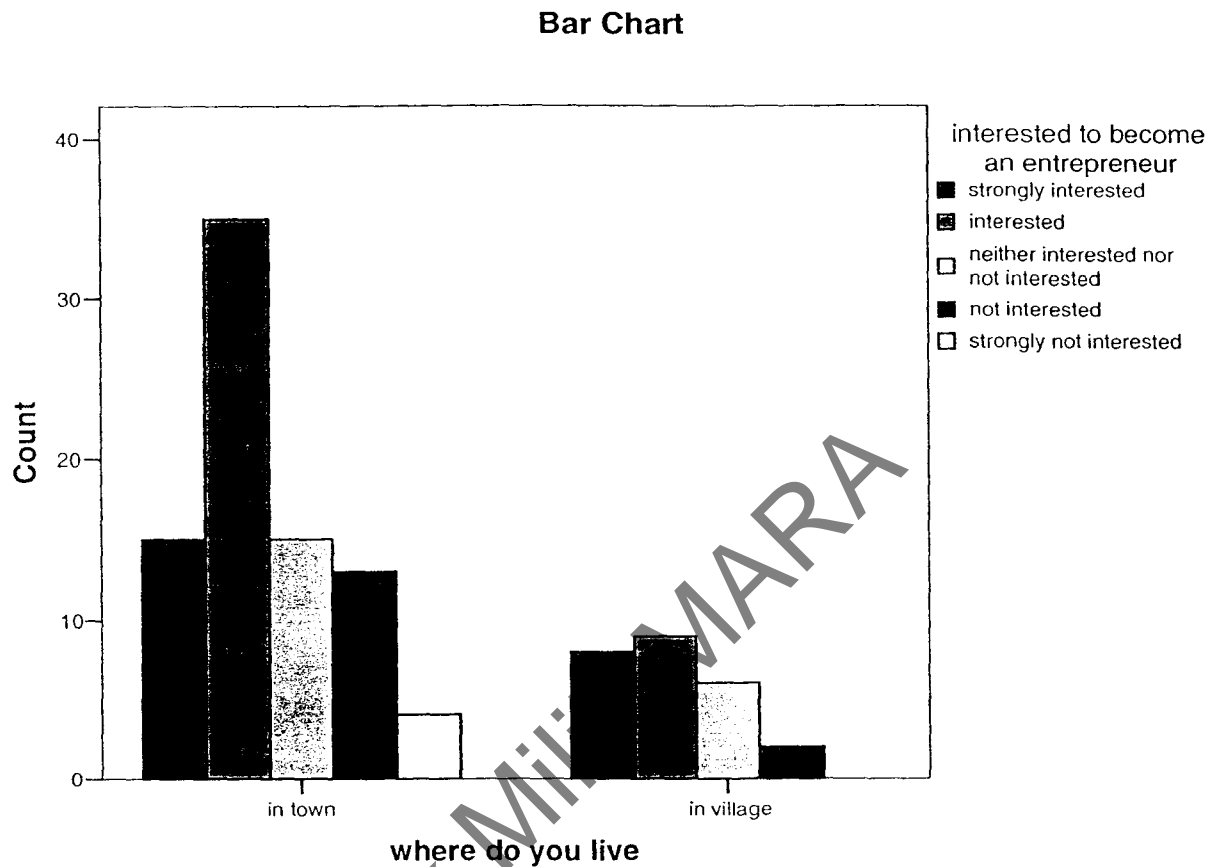
**Table 4.8 – Interested to become an entrepreneur & hometown Cross
tabulation**

interested to become an entrepreneur * where do you live Crosstabulation

			where do you live		Total
			in town	in village	
interested to become an entrepreneur	strongly interested	Count	15	8	23
		% within interested to become an entrepreneur	65.2%	34.8%	100.0%
		% within where do you live	18.3%	32.0%	21.5%
		% of Total	14.0%	7.5%	21.5%
	interested	Count	35	9	44
		% within interested to become an entrepreneur	79.5%	20.5%	100.0%
		% within where do you live	42.7%	36.0%	41.1%
		% of Total	32.7%	8.4%	41.1%
	neither interested nor not interested	Count	15	6	21
		% within interested to become an entrepreneur	71.4%	28.6%	100.0%
		% within where do you live	18.3%	24.0%	19.6%
		% of Total	14.0%	5.6%	19.6%
	not interested	Count	13	2	15
		% within interested to become an entrepreneur	86.7%	13.3%	100.0%
		% within where do you live	15.9%	8.0%	14.0%
		% of Total	12.1%	1.9%	14.0%
	strongly not interested	Count	4	0	4
		% within interested to become an entrepreneur	100.0%	.0%	100.0%
		% within where do you live	4.9%	.0%	3.7%
		% of Total	3.7%	.0%	3.7%
Total	Count	82	25	107	
	% within interested to become an entrepreneur	76.6%	23.4%	100.0%	
	% within where do you live	100.0%	100.0%	100.0%	
	% of Total	76.6%	23.4%	100.0%	

Model 4.8.1. Bar Chart– Interested to become an entrepreneur & hometown

Crosstabulation



The table 4.8 and the bar chart 4.8.1. above show the result of the relationship between the students' hometown and their interest in entrepreneurship when tested using the Cross tabulation analysis. There are altogether 15 students or 14.0% of the students who came from town who are highly interested in becoming an entrepreneur while the number of students that come from a village who are highly interested in becoming an entrepreneur is 8 students or 7.5%. the students who come from town and interested in becoming an entrepreneur is as much as 35 students or 32.7% while those who come from village and are interested in becoming an

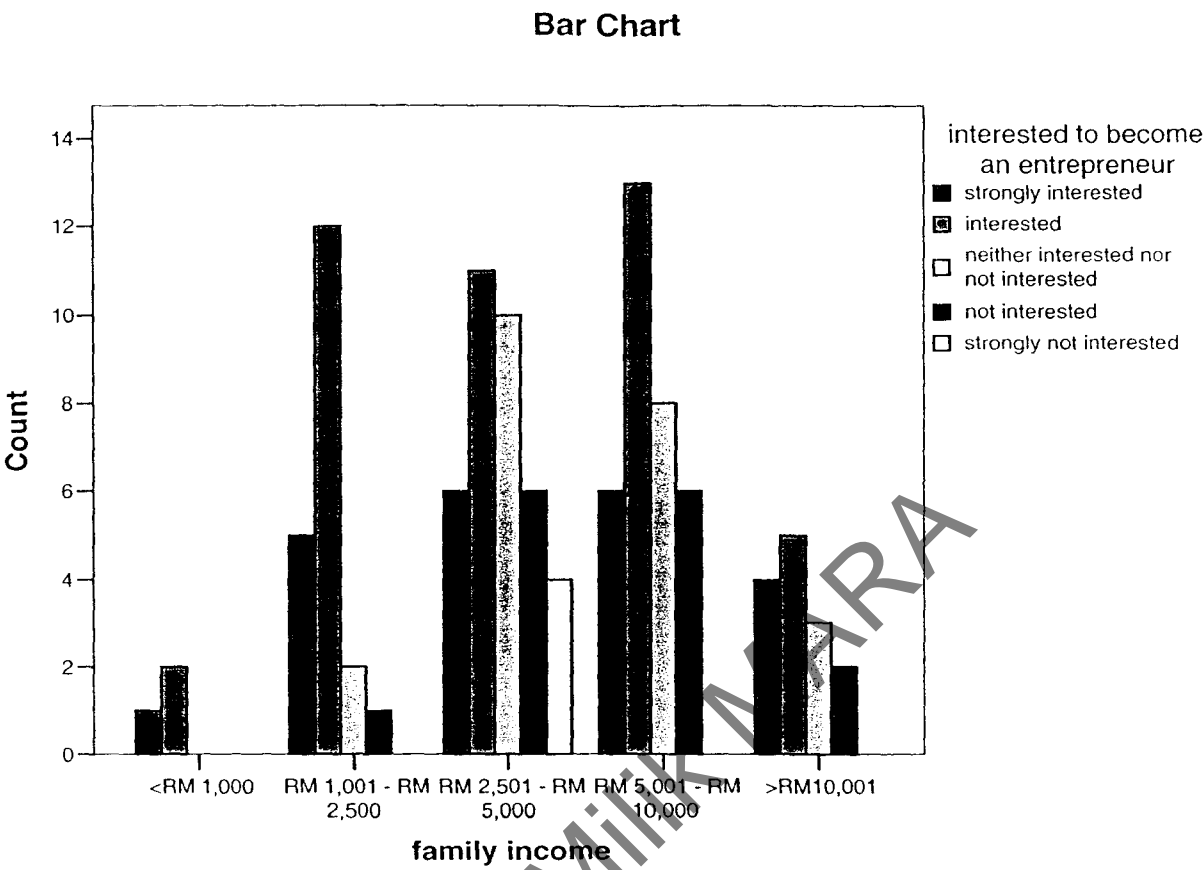
entrepreneur is only 9 students or 8.4%. The students who come from town who are neither interested nor not interested in becoming an entrepreneur is 15 students or 14.0% while those who come from a village gives a total number of 6 students or 5.6%. Those students from town who are not interested to become an entrepreneur are 13 students or 12.1% and those students from town who are not interested in becoming an entrepreneur is as much as 2 students or 1.9%. The number of students from town who are strongly not interested in becoming an entrepreneur is 4 students or 3.7% and there are none of the students from the village who have no interest at all. Thus, the conclusion made is; the students who come from town are more interested in becoming an entrepreneur (46.7%) compared to those who come from the village (15.9 %).

Table 4.9 – Family Income & Interested to become an entrepreneur
Crosstabulation

family income * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
family income	<RM 1,000	1	2	0	0	0	3
	RM 1,001 - RM 2,500	5	12	2	1	0	20
	RM 2,501 - RM 5,000	6	11	10	6	4	37
	RM 5,001 - RM 10,000	6	13	8	6	0	33
	>RM10,001	4	5	3	2	0	14
Total		22	43	23	15	4	107

Model 4.9.1. Bar Chart- Family Income & Interested to become an entrepreneur crosstabulation



The results of conducting the Cross tabulation analysis are tabulated and the table 4.9 and the bar-chart 4.9.1. show the relationship between interests in the entrepreneurship with the family's income. There is only 1 student from a family who earn less than RM1000 a month is strongly interested in becoming an entrepreneur and 2 students are interested in becoming an entrepreneur. There are altogether 5 students that come from a family who earn from RM1, 001 to RM2, 500 a month is strongly interested in becoming an entrepreneur, 12 students is interested in becoming an entrepreneur, 2 students are neither interested nor not

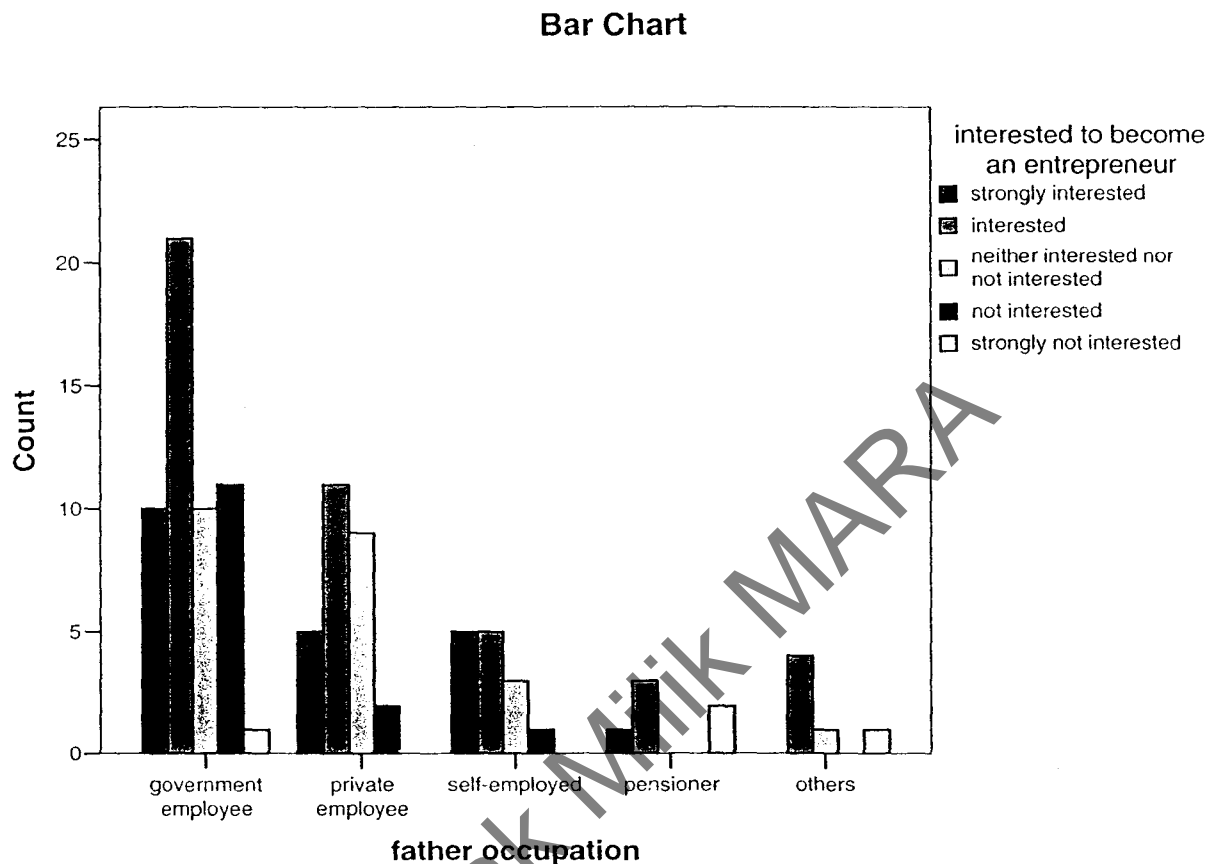
interested in becoming an entrepreneur and 1 student is not interested to become an entrepreneur. There are 6 students that come from the family who earn from RM2, 501 to RM5, 000 a month are strongly interested in becoming an entrepreneur, 11 students from this group are interested to become an entrepreneur, 10 students are neither interested or not interested to become an entrepreneur, 6 students are not interested and 4 students are strongly not interested in becoming an entrepreneur. From the group of family income RM5,001 to RM10,000 a month, there are 6 students who are strongly interested in becoming an entrepreneur, 13 students are interested to become an entrepreneur, 8 students who neither interested nor not interested in becoming an entrepreneur and 6 students are not interested to become an entrepreneur. From the group of family income of more than RM10,001 , there are 4 students who are strongly interested in becoming an entrepreneur, 5 students are interested to become an entrepreneur, 3 students neither interested nor not interested in becoming an entrepreneur and 2 students are not interested to become an entrepreneur. The conclusion is the students that come from the family which income from RM5, 001 to RM 10,000 are more interested in becoming an entrepreneur compared to the other groups.

Table 4.10- Father Occupation & Interested to become an entrepreneur crosstabulation

father occupation * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
father occupation	government employee	10	21	10	11	1	53
	private employee	5	11	9	2	0	27
	self-employed	5	5	3	1	0	14
	pensioner	1	3	0	0	2	6
	others	0	4	1	0	1	6
Total		21	44	23	14	4	106

Model 4.10.1. Bar Chart - Father Occupation & Interested to become an entrepreneur crosstabulation



The table 4.10 and the bar-chart 4.10.1. above show the result of the relationship between the occupation of the students' father and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 10 students whose father is government servant are highly interested in becoming an entrepreneur, 21 students from the same group interested in becoming an entrepreneur, 10 students from the same group are neither interested nor not interested in becoming an entrepreneur, 11 students are not interested to become an

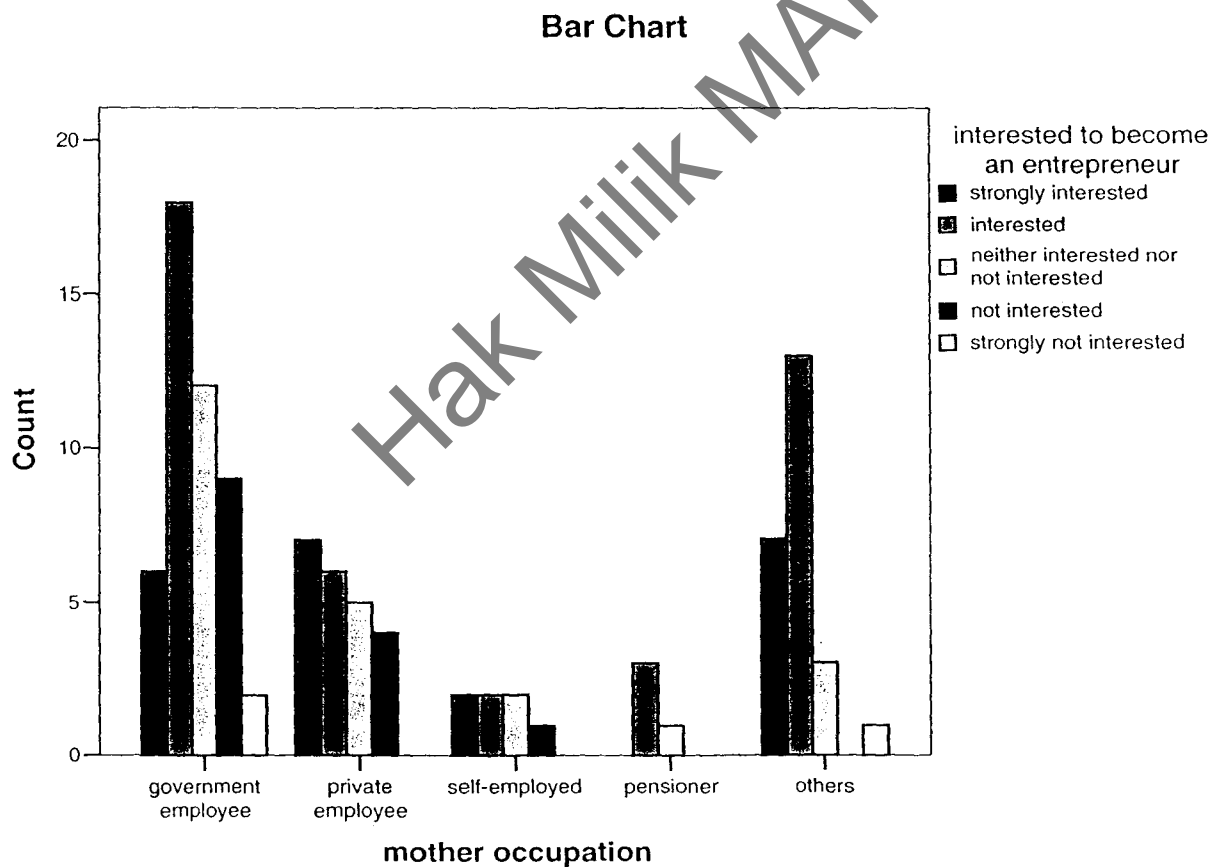
entrepreneur and 1 student who is strongly not interested in becoming an entrepreneur. From the group that their father is a private employee, there are 5 students strongly interested to become an entrepreneur, 11 students interested in becoming an entrepreneur, 9 students from this group are neither interested nor not interested in becoming an entrepreneur and 2 students are not interested to become an entrepreneur. There are altogether 5 students whose father is self employed are highly interested in becoming an entrepreneur, 5 students from the same group interested in becoming an entrepreneur, 3 students from the same group are neither interested nor not interested in becoming an entrepreneur, 11 students are not interested to become an entrepreneur and 1 student who is strongly not interested in becoming an entrepreneur. From the group that their father is a pensioner, there are 1 students strongly interested to become an entrepreneur, 3 students interested in becoming an entrepreneur and 2 students are strongly not interested to become an entrepreneur. There are 4 students whose father is included in the category of not working interested to be an entrepreneur. 1 student is neither interested nor not interested and 1 student from the same group is strongly not interested in becoming an entrepreneur. Thus, the conclusion made is; the students whose father is a government servant are more interested in becoming an entrepreneur compared to the other groups.

Table 4.11- Mother Occupation & Interested to become an entrepreneur cross tabulation

mother occupation * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
mother occupation	government employee	6	18	12	9	2	47
	private employee	7	6	5	4	0	22
	self-employed	2	2	2	1	0	7
	pensioner	0	3	1	0	0	4
	others	7	13	3	0	1	24
Total		22	42	23	14	3	104

Model 4.11.1. Bar Chart – Mother Occupation & Interested to become an entrepreneur crosstabulation



The table 4.11 and the bar chart 4.11.1. show the result of the relationship between the occupation of the students' mother and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 6 students whose mother is a government servant are highly interested in becoming an entrepreneur, 18 students from the same group interested in becoming an entrepreneur, 12 students from the same group are neither interested nor not interested in becoming an entrepreneur, 9 students are not interested to become an entrepreneur and 2 students are strongly not interested in becoming an entrepreneur. From the group that their mother is a private employee, there is 7 students strongly interested to become an entrepreneur, 6 students interested in becoming an entrepreneur, 5 students from this group are neither interested nor not interested in becoming an entrepreneur and 4 students are not interested to become an entrepreneur. There are altogether 2 students whose mother is self employed are highly interested in becoming an entrepreneur, 2 students from the same group interested in becoming an entrepreneur, 2 students from the same group are neither interested nor not interested in becoming an entrepreneur and 1 students are not interested to become an entrepreneur. From the group that their mother is a pensioner, there are 3 students interested in becoming an entrepreneur and 1 student is neither interested nor not interested to become an entrepreneur. There are 7 students whose mother is included in the category of not working or housewives strongly interested to be an entrepreneur. 13 student are interested, 3 students are neither interested nor not interested and 1 student from the same group is strongly not interested in becoming an entrepreneur. Thus, the conclusion made is; the students whose mother is a government servant are more interested in becoming an entrepreneur compared to the other group.

Table 4.12- Guardian Occupation & Interest in entrepreneurship**Crosstabulation****guardian occupation * interested to become an entrepreneur Crosstabulation**

Count

		interested to become an entrepreneur				Total
		strongly interested	interested	neither interested nor not interested	not interested	
guardian occupation	government employee	0	1	1	0	2
	private employee	0	1	0	0	1
	self-employed	2	0	0	0	2
	pensioner	0	0	1	0	1
	others	1	0	0	1	2
Total		3	2	2	1	8

The table 4.12 above shows the result of the relationship between the occupation of the students' guardian and their interest in entrepreneurship when analysed using the Cross tabulation analysis. There are altogether 1 students whose guardian is a government servant is interested in becoming an entrepreneur and 1 student is neither interested nor not interested in becoming an entrepreneur . From the group of students whose guardian is a private employee, there is only 1 student who is interested to become an entrepreneur. For those students whose guardian is self-employed there are only 2 students who is highly interested in becoming an entrepreneur.. One student whose guardian is a pensioner also strongly interested to become an entrepreneur. From the group of students that her/his guardian is not working, there is 1 student who is highly interested to become an entrepreneur and 1 more student has no interest at all in becoming an entrepreneur. The conclusion is; the students whose guardians are self-employed are more interested in becoming an entrepreneur compared the other groups.

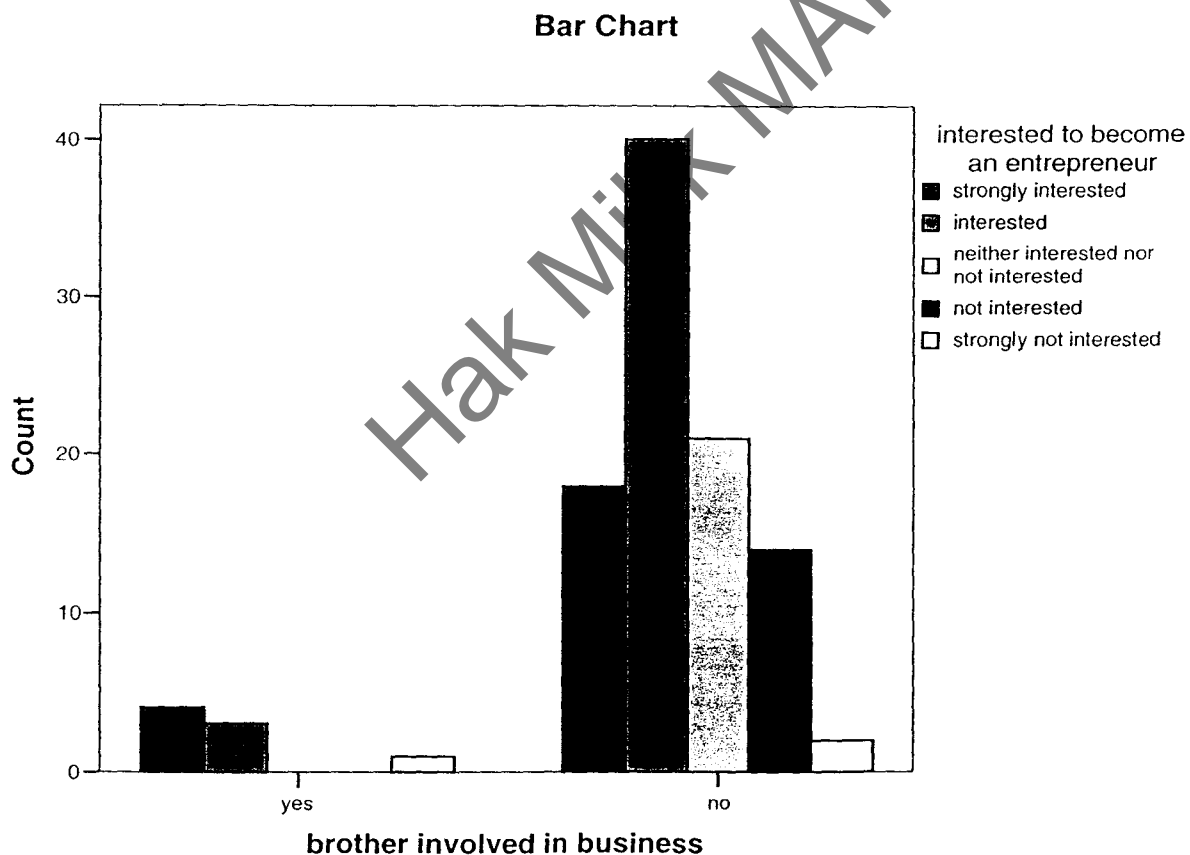
Table 4.13- Brother involved in business & interested to become an entrepreneur Crosstabulation

brother involved in business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
brother involved in business	yes	4	3	0	0	1	8
	no	18	40	21	14	2	95
Total		22	43	21	14	3	103

Model 4.13.1. Bar Chart- Brother involved in business & interested to become an entrepreneur Crosstabulation



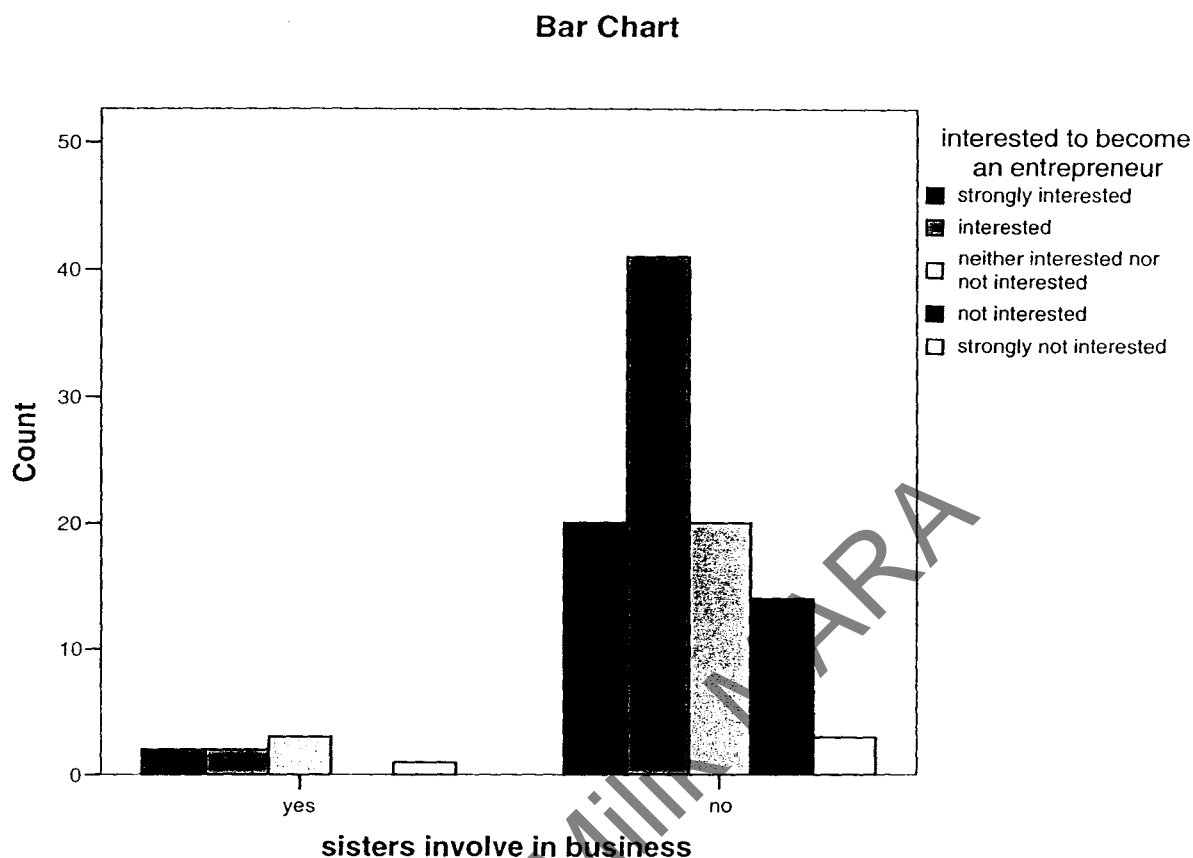
The table 4.13 and the bar chart 4.13.1. above show the result of the relationship between the students' family members that involved in business and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 4 students whose brother involved in business has a high interested in business. 3 students in the same group interested in becoming an entrepreneur and 1 student has no interest at all. While from the group that their brothers are not involve in business, 18 students have highly interested to become an entrepreneur, 40 students interested to become an entrepreneur, 21 students neither interested nor not interested to become an entrepreneur, 14 students have no interest to become an entrepreneur and 2 students strongly have no intention at all to become an entrepreneur. Thus, the conclusion made is; the students whose brother is not involved in business more interested in becoming an entrepreneur .

Table 4.14 – Sisters involve in business & interested to become an entrepreneur
Crosstabulation

sisters involve in business * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
sisters involve in business	yes	2	2	3	0	1	8
	no	20	41	20	14	3	98
Total		22	43	23	14	4	106

Model 4.14.1 Bar Chart – Sisters involve in business & interested to become an entrepreneur Crosstabulation



The table 4.14 and the bar chart 4.14.1 above show the result of the relationship between the students' family members that involved in business and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 2 students whose sister involved in business is highly interested in business. 2 students in the same group did not interest in becoming an entrepreneur, 3 students interested nor does not interested and 1 student have no interest at all. While from the group that their sisters are not involve in business, 20 students are highly interested to become an entrepreneur, 41 students are interested to become an entrepreneur, 20 students are neither interested nor not interested to become an

entrepreneur, 14 students have no interest to become an entrepreneur and 3 students strongly have no intention at all to become an entrepreneur. Thus, the conclusion made is; the students whose sisters are not involved in business are more interested in becoming an entrepreneur.

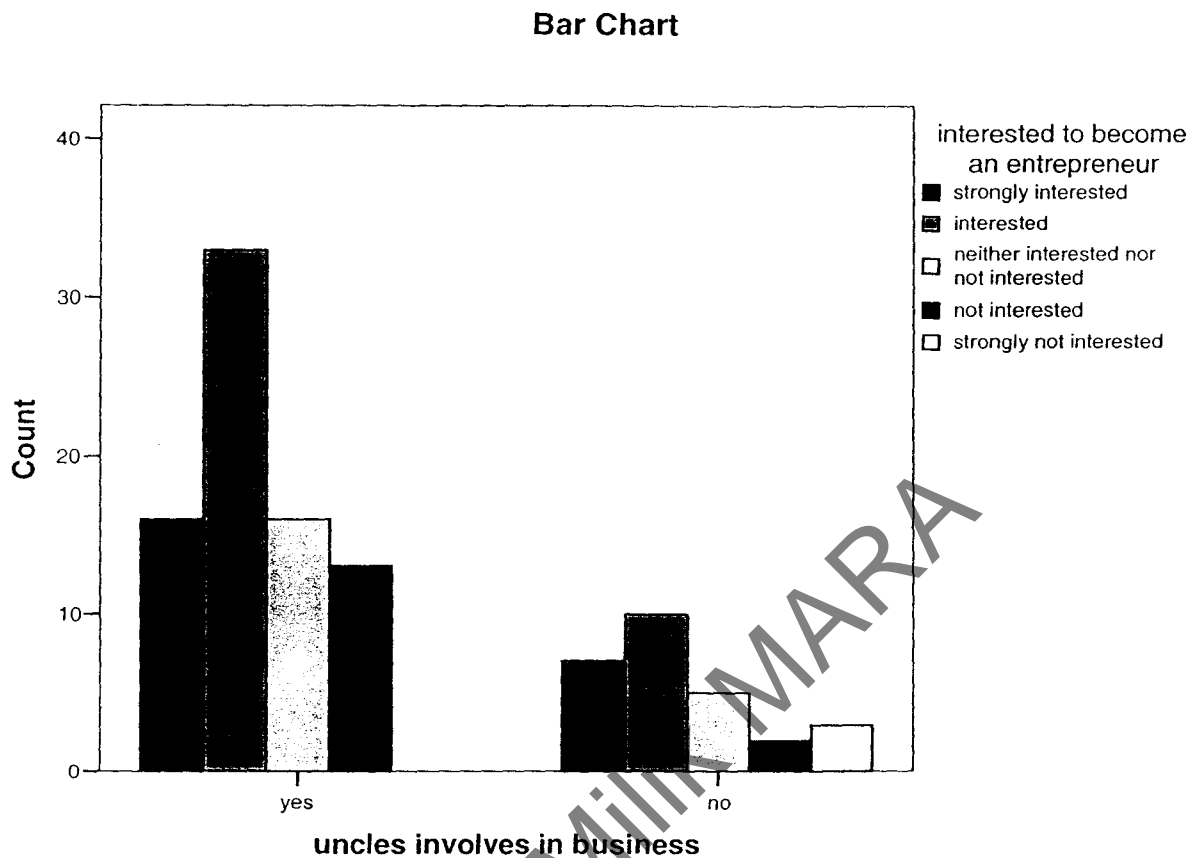
Table 4.15 – Uncles involve in business & interested to become an entrepreneur Cross tabulation

uncles involves in business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
uncles involves in business	yes	16	33	16	13	0	78
	no	7	10	5	2	3	27
Total		23	43	21	15	3	105

Model 4.15.1. Bar Chart – Uncles involve in business & interested to become an entrepreneur Crosstabulation



The table 4.15 and the bar chart 4.15.1 above show the result of the relationship between the students' family members that are involved in business and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 16 students whose uncles involved in business are a highly interested in business. 33 students with the same group interested in becoming an entrepreneur, 16 students neither interested to become an entrepreneur to become an entrepreneur and 13 students have no interest at all. While from the group that their uncles are not involve in business, 7 students are highly interested to become an

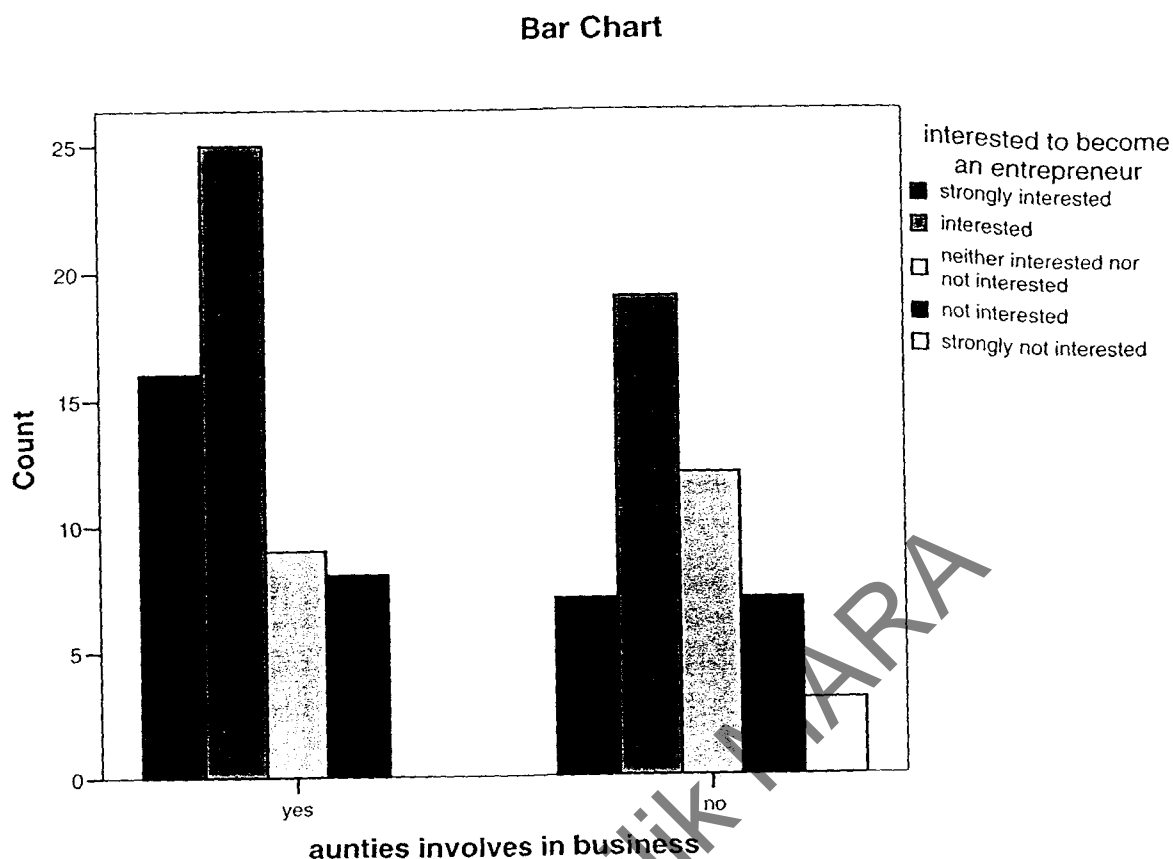
entrepreneur, 10 students interested to become an entrepreneur, 5 students are neither interested nor not interested to become an entrepreneur, 2 students have no interest to become an entrepreneur and 3 students strongly have no intention at all to become an entrepreneur. Thus, the conclusion made is; the students whose uncles are involved in business are more interested in becoming an entrepreneur .

Table 4.16 – Aunties involve in business & interested to become an entrepreneur Crosstabulation

aunties involves in business * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
aunties involves in business	yes	16	25	9	8	0	58
	no	7	19	12	7	3	48
Total		23	44	21	15	3	106

Model 4.16.1. Bar Chart – Aunties involve in business & interested to become an entrepreneur Crosstabulation



The table 4.16 and the bar chart 4.16.1 above show the result of the relationship between the students' family members that are involved in business and their interest in entrepreneurship when analyzed using the Cross tabulation analysis. There are altogether 16 students whose aunties involved in business are highly interested in business. 25 students within the same group are interested in becoming an entrepreneur, 9 students are neither interested nor not interested and 8 students have no interest at all. While from the group that their aunties are not involve in business, 7 students are highly interested to become an entrepreneur, 19 students interested to become an entrepreneur, 12 students neither interested nor not

interested to become an entrepreneur, 7 students have no interest to become an entrepreneur and 3 students strongly have no intention at all to become an entrepreneur. Thus, the conclusion made is; the students whose aunties is involved in business are more interested in becoming an entrepreneur .

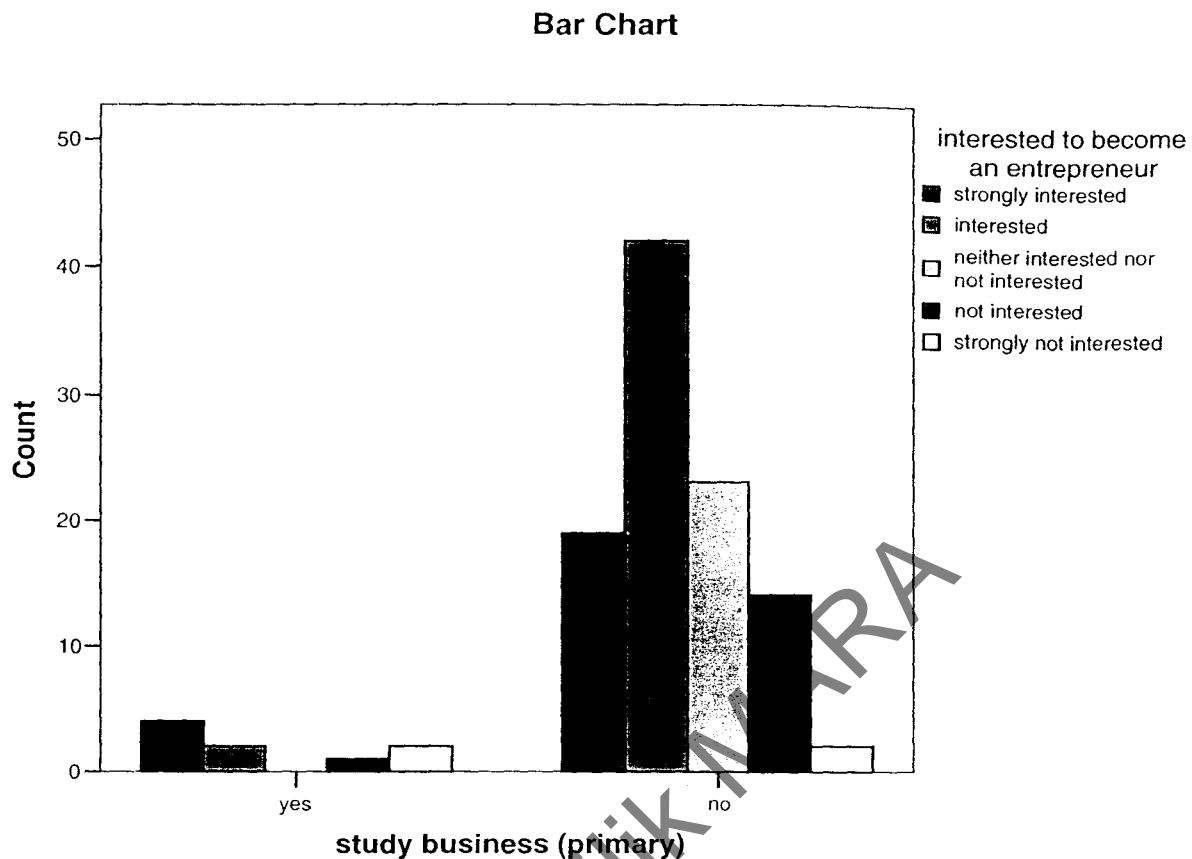
Table 4.17 – Study business (primary) & interest to become an entrepreneur
Crosstabulation

study business (primary) * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur				Total
		strongly interested	interested	neither interested nor not interested	strongly not interested	
study business (primary)	no	19	42	23	14	100
	yes	4	2	0	2	9
Total		23	44	23	15	109

Model 4.17.1. Bar Chart – Study business (primary) & interest to become an entrepreneur Crosstabulation



The table 4.17 and the bar chart 4.17.1 above show the result of relationship between the education with interest in entrepreneurship. There are 4 students who have studied business or subjects related to entrepreneurship during primary schools who are strongly interested to become an entrepreneur. 2 students from the same group are interested in becoming an entrepreneur, 1 student is not interested and 2 students have no interest at all to become an entrepreneur. From the group of students that did not study business during their primary schools, 19 of them are highly interested to become an entrepreneur, 42 of them still have interest in becoming an entrepreneur, 23 of the students neither interested nor not interested to

become an entrepreneur, 14 of them are not interested and 2 of them have no intention at all to become an entrepreneur. So the conclusion is; the student who did not study business during their primary schools are more interested to become an entrepreneur compared to those who have learnt business during their primary school.

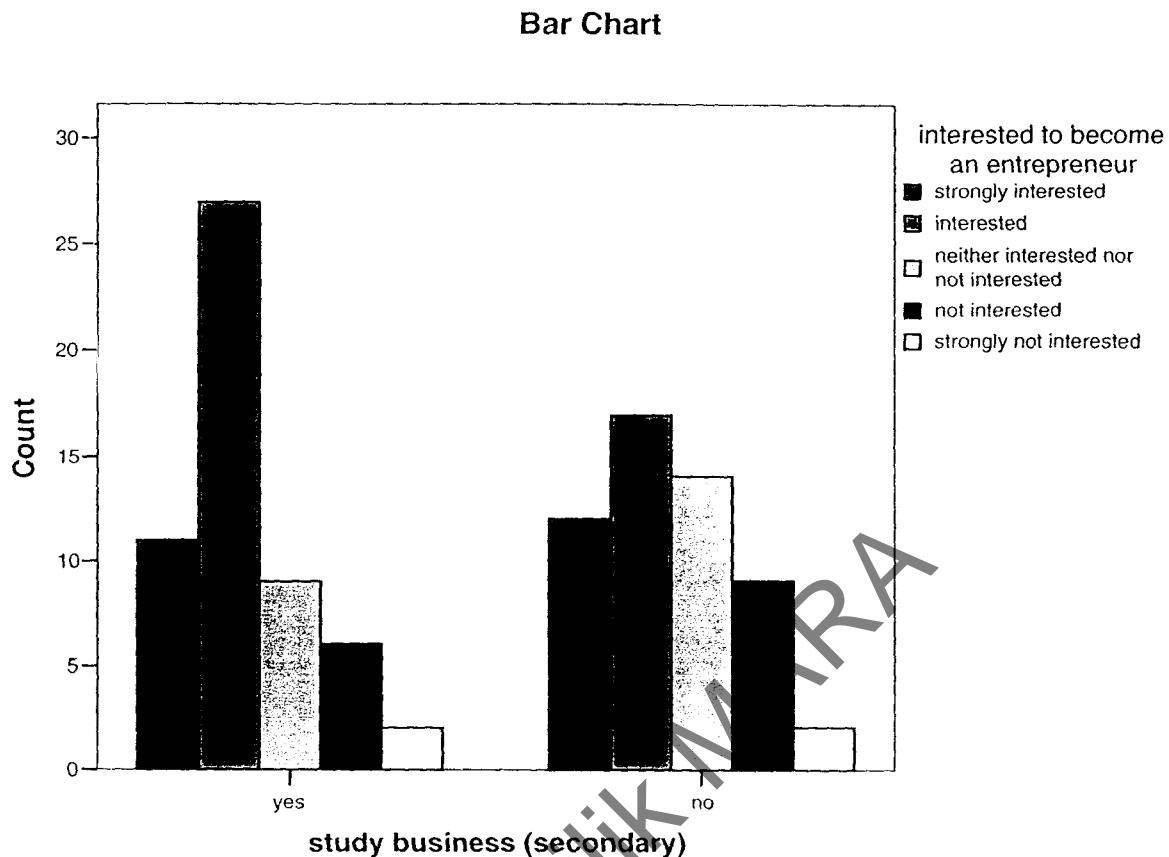
Table 4.18 - Study business (secondary) & interest to become an entrepreneur

Crosstabulation

study business (secondary) * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
study business (secondary)	no	12	17	14	9	2	54
	yes	11	27	9	6	2	55
Total		23	44	23	15	4	109

Model 4.18.1. Bar Chart - Study business (secondary) & interest to become an entrepreneur Crosstabulation



The table 4.18 and the bar-chart 4.18.1. above show the results of the relationship between the education with interest in entrepreneurship. There are 11 students who study business during their secondary school are highly interested to become an entrepreneurship. 27 students from the same group are interested to become an entrepreneur, 9 students are neither interested nor not interested, 6 students have no interest and 2 students have no intention at all to become an entrepreneur. While from the group of students who never studied business during the secondary schools, 12 of the students are highly interested to become an entrepreneur, 17

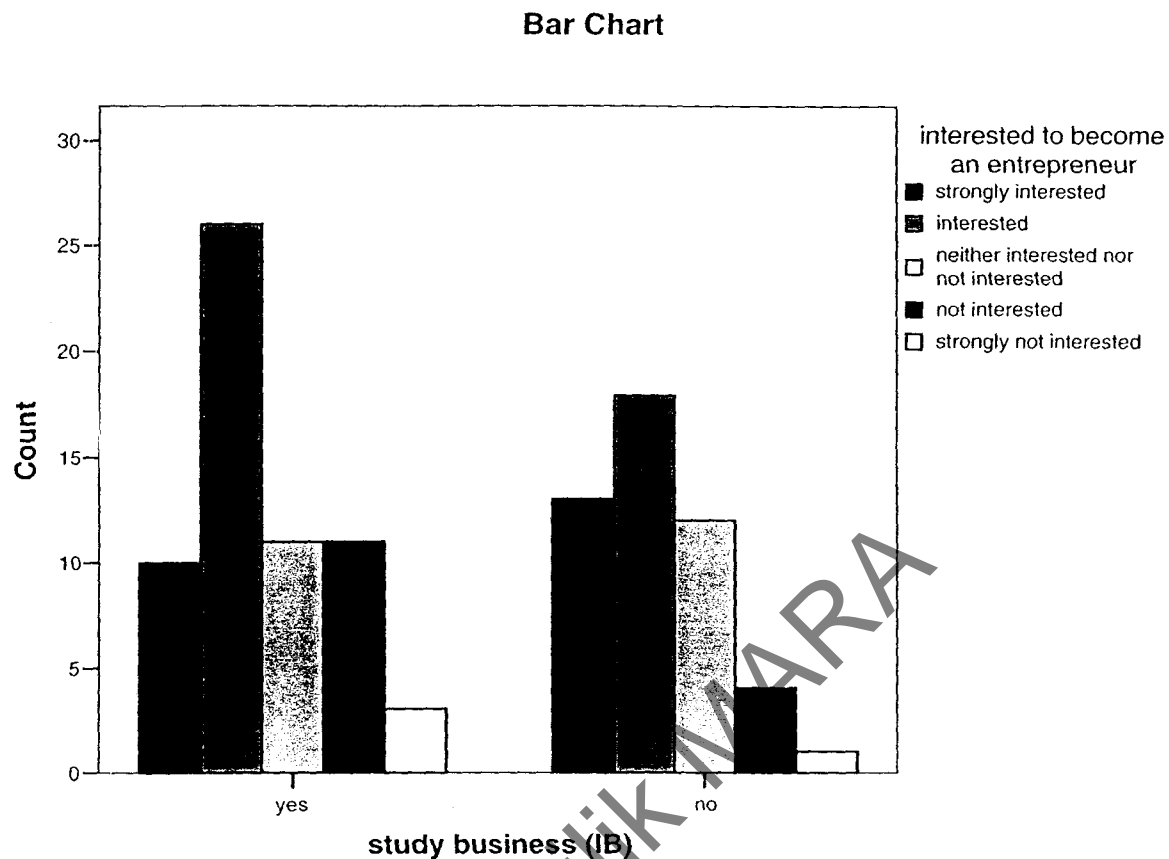
students are interested in becoming an entrepreneur, 14 of them are neither interested nor not interested to become an entrepreneur, 9 of the students are not interested and 2 of them have no intention at all in becoming an entrepreneur. So the conclusion is; the students who had study business during the secondary schools are more interested to become an entrepreneur compared to those who do not study business during their secondary school level.

Table 4.19 - Study business (IB) & interest to become an entrepreneur
Crosstabulation

study business (IB) * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
study business (IB)	yes	10	26	11	11	3	61
	no	13	18	12	4	1	48
Total		23	44	23	15	4	109

Model 4.19.1. Bar Chart - Study business (IB) & interest to become an entrepreneur Crosstabulation



The table 4.19 and the bar chart 4.19.1. above show the relationship between the education with interest in entrepreneurship. There are altogether 10 students who study business in IB programme are strongly interested in becoming an entrepreneur. From the same group, there are 26 students who are interested to become an entrepreneur and 11 students who neither interested nor not interested. There are also 11 students who are not interested in becoming an entrepreneur and 3 students have no intention to be an entrepreneur. From the student's who do not take business in their IB programme, 13 of the students are strongly interested to be an entrepreneur, 18 of the students are interested and 12 of the students are neither

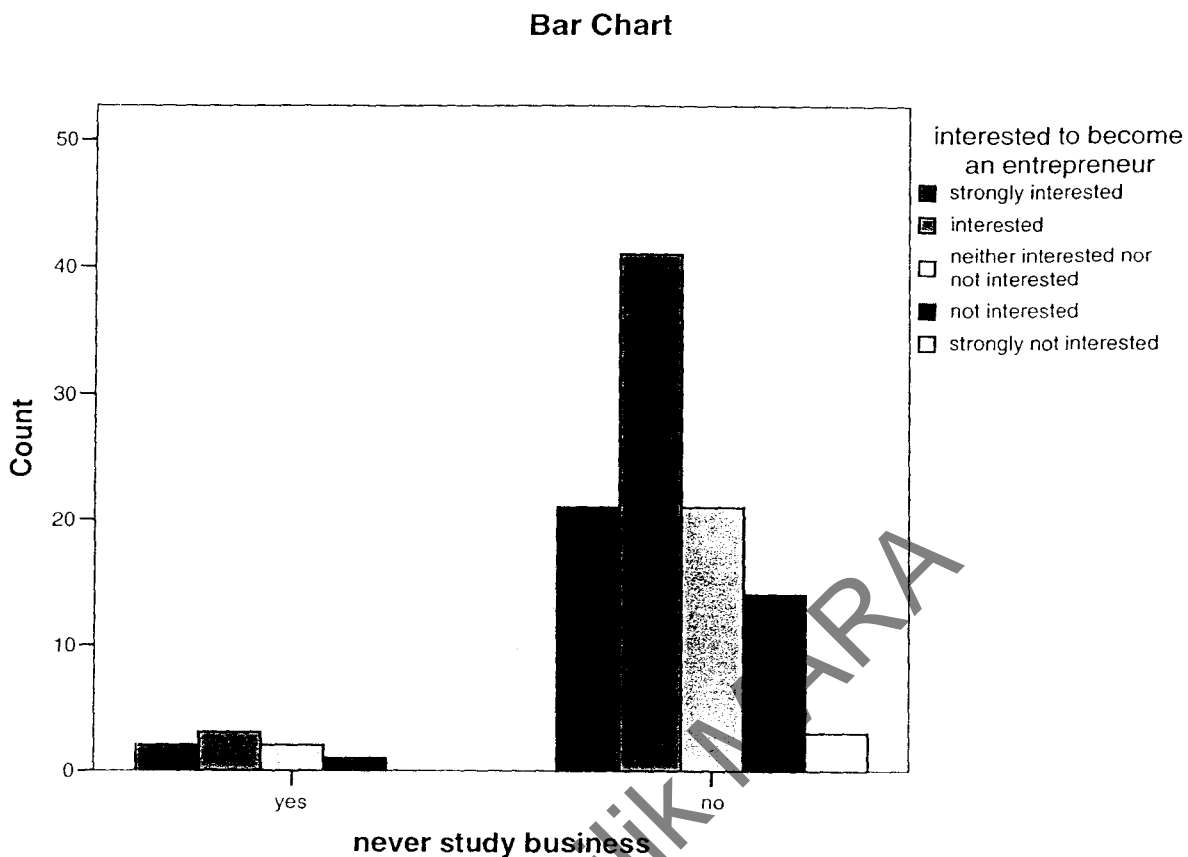
interested nor not interested to become an entrepreneur. There are 4 students from the same group who are not interested in becoming an entrepreneur and 1 student has no intention at all. So the conclusion is; the students who take business subject in their IB programme are more interested to become an entrepreneur compared to those who do not take business subject in IB programme.

Table 4.20 – Never Study business & interest to become an entrepreneur
Crosstabulation

never study business * interested to become an entrepreneur Crosstabulation

Count		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
never study	yes	2	3	2	1	0	8
business	no	21	41	21	14	3	100
Total		23	44	23	15	3	108

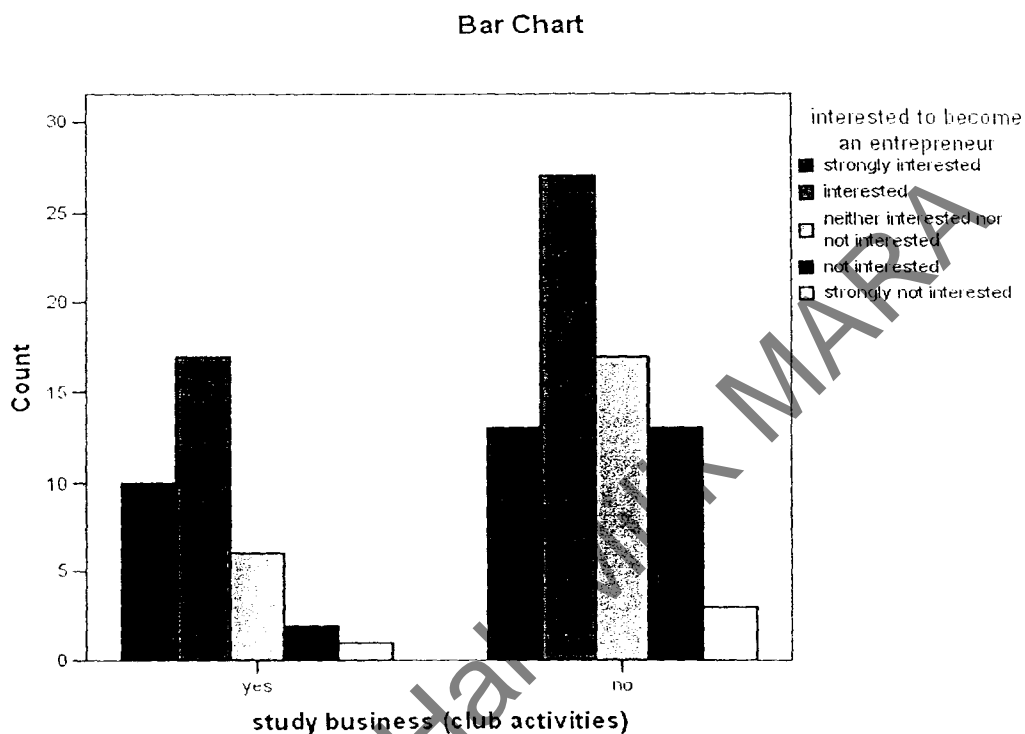
Model 4.20.1. Bar Chart – Never Study business & interest to become an entrepreneur Crosstabulation



The table 4.20 and the bar-chart 4.20.1. above show a relationship between students who never study business before and their interest in entrepreneurship. There are 2 students who are highly interested and 3 students are interested to become an entrepreneur. There are 2 students who neither interested nor not interested in becoming an entrepreneur and 1 student is not interested. While the group of students that have studied business before, 21 students are strongly interested and 41 students interested to become an entrepreneur. 21 students are neither interested nor not interested to become an entrepreneur. 14 of the students from the same group are not interested and 3 student have no intention at all in

becoming an entrepreneur. So the conclusion is; the students who have learnt business before are more interested to become an entrepreneur compared to those who never learned business before.

Model 4.21 Bar Chart-Study business (club activities) & interested to become an entrepreneur Cross tabulation



The bar chart 4.21 above shows a relationship between club activities and the interest in entrepreneurship. From the group of students that learned business through club activities, there are 10 students who are strongly interested and 17 students are interested in becoming an entrepreneur. There are 6 students neither interested nor not interested in becoming an entrepreneur. 2 students are not

interested and 1 student has no intention at all to become an entrepreneur. From the group of students that have not learned business through club activities, 13 students are highly interested and 27 students are interested in becoming an entrepreneur. 17 students are neither interested nor not interested to become an entrepreneur. 13 students are not interested and 3 students have no intention at all in becoming an entrepreneur. So the conclusion is; the students who have not learned business through their club activities are more interested to become an entrepreneur compared to those who have not learned business through their club activities

Hak Milik MARA

Chapter 5

Conclusion

The first hypothesis testing which is done through the correlation test shows a significant correlation between all the dimensions of the entrepreneurs' characteristics. The findings suggest that the entrepreneurs' traits which is self determination, high drive and energy level, positive outlook and the desired independent, active in the club activities and a very much objective person (have good reasons in becoming an entrepreneur) are correlate to each other

The second hypothesis testing which is done through the One-Way ANOVA and Post Hoc analyzed the differences in the students' characteristics. The Chinese students have a higher self-determination and the positive outlook compared to the other races and the other 3 characteristics shows an insignificant results.

Cross tabulation test shows that the male students are more interested in entrepreneurship compared to the female students. From the family background, the students who come from town, whose family income ranging from RM5,001 -- RM10,000, their parents work with government while their aunties and uncles are involved in business are more interested in entrepreneurship. From the education background, cross tabulation shows that those students who have taken business subject in their previous time are more interested in becoming an entrepreneur. Unfortunately, business matters that is learnt through club activities does not help to enhance student's interests in becoming an entrepreneur.

Suggestions

The study shows that there are two differences in entrepreneurial traits among the ethnic groups. To overcome these differences, several steps can be taken such as:-

- a) All the business teachers can organize a Business Week involving the classes that take business in IB programme. They can organize The Entrepreneurship Writing Contest which the student develop a business plan and meet with business people who judges the business plan.
- b) Doing outreach projects, in which students involve the community in the free enterprise system, providing the students with an opportunity to teach about free enterprise to other students. This unique experience provides the student with better communication, team building and management skill.
- c) The multi-racial students are sent to a leadership programme.
- d) Giving exposure to the students on entrepreneurship by participating in the entrepreneurship programme at the school or university level which is specially organized by MARA or any government organization. Students can also participate at the competition at the national or international level.
- e) The college's kiosk should vary their activities and the kiosk should be the main body which organize the selling – buying activities among students.
- f) Each club should have activities that are related to entrepreneurship and these activities should be carried out systematically. In example, the students need to find their own money to initiate the activities.

With all the suggestions above, I hope that the gap of attitude between students can be narrowed and the spirit of wanting to be an entrepreneur, who is in line with MARA objective, can be instilled in the students.

Hak Milik MARA

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APPENDIX B

Hak Milik MARA

Entrepreneurship interest among Kolej MARA Banting student

ANSWER ALL of the following questions if you are a second year Kolej MARA Banting student. Please be informed that this research paper is strictly confidential and will be used for purpose of survey ONLY.

Your cooperation is highly appreciated
Johaina bt. Ab. Jalal
Kolej MARA Banting

Please tick (/) in any of the appropriate column(s) for each statement or question

1. Gender

Female		Male	
--------	--	------	--

2. Race

Malay	
Chinese	
Indian	
Others	

3. Where do you live?

In town	
In the village	

4. How much is your family income per month?

<RM 1,000	
RM 1,001 – RM 2,500	
RM 2,501 – RM 5,000	
RM 5,001 – RM 10,000	
>RM10,001	

5. What are your parent' s/guardian occupation?

		Father	Mother	Guardian
1	Government Employee			
2	Private Employee			
3	Self-Employed			
4	Pensioner			
5	Others			

6. Do you have any siblings or relatives involved in business?

		Yes	No
1	Brothers		
2	Sisters		
3	Uncles		
4	Aunties		

7. When did/do you study business or any subject related to entrepreneurship?

During my primary school	
During my secondary school	
When I take business as my elective subject in IB	
When I'm doing club activities at school	
I never learned business or anything related to entrepreneurship	

For each of the following statements, please select one response that mostly reflects your opinion about what actually happen in reality rather than what you feel should happen. Responses should be of your personal point of view. Please tick your answer according the scale below;

1= Strongly agree

2= Agree

3=Neither agree nor disagree

4= Disagree

5= Strongly disagree

8	Interest in entrepreneurship (Club Activities)	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
A	I have to find my own money to organize activities that can give me CAS					
B	I enjoy doing club activities that can give money in return and raising club fund					
C	Club activities make me so creative and a dynamic person.					
D	I just join club activities to gain CAS hours .					
E	Club activities give me much knowledge in handling taskI.					

9	Why do you want to be an entrepreneur?	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
A	I want to be an entrepreneur because I want to be rich person.					
B	I would like to be an entrepreneur because I have freedom in working style and not bounded with rules and regulations.					
C	I am interested in entrepreneurship because it is very challenging					
D	I just want to be a worker to any organization/company.					
E	I can create job not only for myself but also to other people					
F	I believe that being an entrepreneur can generate good income.					

10	Interest in entrepreneurship (Self determination)	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
A	I believe that people become successfully primarily through good luck					
B	I feel that through hard work and continued learning I can accomplish my goals.					
C	I feel that most of the events in my life are determined by fate.					
D	I strongly believe in luck					
E	I believe that I can accomplish anything I set my mind to.					

11	Interest in entrepreneurship (Drive and energy level)	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
A	When I start a task, I sometimes get so involved I forget what time it is					
B	I find I can work long hours without getting tired					
C	I sometimes miss a meal in order to finish what I'm doing					
D	I usually take a nap when I get home from work					
E	I keep my evenings and weekends for my personal life and don't let work interfere					

12	Interest in entrepreneurship (Positive outlook)	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
a	I think of a glass of water as being half empty rather than half full					
B	I get disappointed when things don't go my way					
C	I believe in the saying, "If anything go wrong, it will"					
D	My friends would call me an optimist					
E	I always look at the bright side of life					

13	Interest in entrepreneurship (Desire for independence)	1 (Strongly agree)	2 (Agree)	3 (Neither agree nor disagree)	4 (Disagree)	5 (Strongly disagree)
a	I have a strong need for social interaction					
B	I don't enjoy being directed by others					
C	I enjoy working alone					
D	The idea of being my own boss appeals to me					
E	At times I don't feel completely comfortable with myself					

Please tick (/) in one column for this statement using the scale below:-

- 1 – Strongly interested
- 2 – Interested
- 3 – Neither interested nor not interested
- 4 – Not interested
- 5 – Strongly not interested

14. I am interested to become an entrepreneur after I graduate

1	2	3	4	5
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gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	62	55.4	55.4	55.4
	male	50	44.6	44.6	100.0
	Total	112	100.0	100.0	

race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	malay	89	79.5	79.5	79.5
	chinese	13	11.6	11.6	91.1
	indian	3	2.7	2.7	93.8
	others	7	6.3	6.3	100.0
	Total	112	100.0	100.0	

where do you live

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	in town	84	75.0	76.4	76.4
	in village	26	23.2	23.6	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

family income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<RM 1,000	3	2.7	2.7	2.7
	RM 1,001 - RM 2,500	21	18.8	19.1	21.8
	RM 2,501 - RM 5,000	39	34.8	35.5	57.3
	RM 5,001 - RM 10,000	33	29.5	30.0	87.3
	>RM10,001	14	12.5	12.7	100.0
	Total	110	98.2	100.0	
Missing	System	2	1.8		
Total		112	100.0		

father occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government employee	55	49.1	50.5	50.5
	private employee	27	24.1	24.8	75.2
	self-employed	15	13.4	13.8	89.0
	pensioner	6	5.4	5.5	94.5
	others	6	5.4	5.5	100.0
	Total	109	97.3	100.0	
Missing	System	3	2.7		
Total		112	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government employee	49	43.8	45.8	45.8
	private employee	22	19.6	20.6	66.4
	self-employed	7	6.3	6.5	72.9
	pensioner	4	3.6	3.7	76.6
	others	25	22.3	23.4	100.0
	Total	107	95.5	100.0	
Missing	System	5	4.5		
Total		112	100.0		

guardian occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	government employee	2	1.8	25.0	25.0
	private employee	1	.9	12.5	37.5
	self-employed	2	1.8	25.0	62.5
	pensioner	1	.9	12.5	75.0
	others	2	1.8	25.0	100.0
	Total	8	7.1	100.0	
Missing	System	104	92.9		
Total		112	100.0		

brother involved in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.1	7.5	7.5
	no	98	87.5	92.5	100.0
	Total	106	94.6	100.0	
Missing	System	6	5.4		
Total		112	100.0		

sisters involve in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.1	7.3	7.3
	no	101	90.2	92.7	100.0
	Total	109	97.3	100.0	
Missing	System	3	2.7		
Total		112	100.0		

uncles involves in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	81	72.3	75.0	75.0
	no	27	24.1	25.0	100.0
	Total	108	96.4	100.0	
Missing	System	4	3.6		
Total		112	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	59	52.7	54.1	54.1
	no	50	44.6	45.9	100.0
	Total	109	97.3	100.0	
Missing	System	3	2.7		
Total		112	100.0		

study business (primary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	8.9	8.9	8.9
	no	102	91.1	91.1	100.0
	Total	112	100.0	100.0	

study business (secondary)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	58	51.8	51.8	51.8
	no	54	48.2	48.2	100.0
	Total	112	100.0	100.0	

study business (IB)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	54.5	54.5	54.5
	no	51	45.5	45.5	100.0
	Total	112	100.0	100.0	

study business (club activities)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	37	33.0	33.0	33.0
	no	75	67.0	67.0	100.0
	Total	112	100.0	100.0	

never study business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.1	7.2	7.2
	no	103	92.0	92.8	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

rosstabs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.1	7.2	7.2
	no	103	92.0	92.8	100.0
	Total	111	99.1	100.0	
Missing	System	1	.9		
Total		112	100.0		

gender * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
gender	female	5	25	16	12	2	60
	male	18	19	7	3	2	49
Total		23	44	23	15	4	109

where do you live * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
where do you live	in town	15	35	15	13	4	82
	in village	8	9	6	2	0	25
Total		23	44	21	15	4	107

family income * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
family income	<RM 1,000	1	2	0	0
	RM 1,001 - RM 2,500	5	12	2	1
	RM 2,501 - RM 5,000	6	11	10	6
	RM 5,001 - RM 10,000	6	13	8	6
	>RM10,001	4	5	3	2
Total		22	43	23	15

Count

		interested to	Total
		strongly not interested	
family income	<RM 1,000	0	3
	RM 1,001 - RM 2,500	0	20
	RM 2,501 - RM 5,000	4	37
	RM 5,001 - RM 10,000	0	33
	>RM10,001	0	14
Total		4	107

father occupation * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
father occupation	government employee	10	21	10	11
	private employee	5	11	9	2
	self-employed	5	5	3	1
	pensioner	1	3	0	0
	others	0	4	1	0
Total		21	44	23	14

father occupation * interested to become an entrepreneur Crosstabulation

Count

		interested to	Total
		strongly not interested	
father occupation	government employee	1	53
	private employee	0	27
	self-employed	0	14
	pensioner	2	6
	others	1	6
Total		4	106

mother occupation * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
mother occupation	government employee	6	18	12	9
	private employee	7	6	5	4
	self-employed	2	2	2	1
	pensioner	0	3	1	0
	others	7	13	3	0
Total		22	42	23	14

Count

		interested to	Total
		strongly not interested	
mother occupation	government employee	2	47
	private employee	0	22
	self-employed	0	7
	pensioner	0	4
	others	1	24
Total		3	104

guardian occupation * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur				Total
		strongly interested	interested	neither interested nor not interested	not interested	
guardian occupation	government employee	0	1	1	0	2
	private employee	0	1	0	0	1
	self-employed	2	0	0	0	2
	pensioner	0	0	1	0	1
	others	1	0	0	1	2
Total		3	2	2	1	8

brother involved in business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
brother involved in business	yes	4	3	0	0
	no	18	40	21	14
Total		22	43	21	14

brother involved in business * interested to become an entrepreneur Crosstabulation

Count

		interested to	Total
		strongly not interested	
brother involved in business	yes	1	8
	no	2	95
Total		3	103

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
sisters involve in business	yes	2	2	3	0	1	8
	no	20	41	20	14	3	98
Total		22	43	23	14	4	106

uncles involves in business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
uncles involves in business	yes	16	33	16	13
	no	7	10	5	2
Total		23	43	21	15

uncles involves in business * interested to become an entrepreneur Crosstabulation

Count

		interested to	Total
		strongly not interested	
uncles involves in business	yes	0	78
	no	3	27
Total		3	105

aunties involves in business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
aunties involves in business	yes	16	25	9	8
	no	7	19	12	7
Total		23	44	21	15

aunties involves in business * interested to become an entrepreneur Crosstabulation

Count

		interested to	Total
		strongly not interested	
aunties involves in business	yes	0	58
	no	3	48
Total		3	106

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
study business (primary)	yes	4	2	0	1
	no	19	42	23	14
Total		23	44	23	15

study business (primary) * interested to become an entrepreneur Crosstabulation

Count

		interested to	
		strongly not interested	Total
study business (primary)	yes	2	9
	no	2	100
Total		4	109

study business (secondary) * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
study business (secondary)	yes	11	27	9	6
	no	12	17	14	9
Total		23	44	23	15

study business (secondary) * interested to become an entrepreneur Crosstabulation

Count

		interested to	
		strongly not interested	Total
study business (secondary)	yes	2	55
	no	2	54
Total		4	109

study business (IB) * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur			
		strongly interested	interested	neither interested nor not interested	not interested
study business (IB)	yes	10	26	11	11
	no	13	18	12	4
Total		23	44	23	15

Count

		interested to	Total
		strongly not interested	
study business (IB)	yes	3	61
	no	1	48
Total		4	109

never study business * interested to become an entrepreneur Crosstabulation

Count

		interested to become an entrepreneur					Total
		strongly interested	interested	neither interested nor not interested	not interested	strongly not interested	
never study business	yes	2	3	2	1	0	8
	no	21	41	21	14	3	100
Total		23	44	23	15	3	108

Hak Milik MARA