YOUTH ENTREPRENEURSHIP AND BUSINESS GROWTH: A STUDY FROM YOUTH ENTREPRENEURS IN MALAYSIA

ELLVINA ANAK STEPHEN
NIK NUR DAYANA SAHIRA BINTI NIK KAMARUL ANUAR
NURAIN AFIQAH BINTI RIZAL
ZAKIA MUTHIA

DEGREE OF ENTREPRENEURSHIP
(COMMERCE)
2023

UNIVERSITI
MALAYSIA
KELANTAN

Youth Entrepreneurship and Business Growth:
A Study from Youth Entrepreneurs

by

Ellvina Anak Stephen
Nik Nur Dayana Sahira Binti Nik Kamarul Anuar
Nurain Afiqah Binti Rizal
Zakia Muthia

A thesis submitted in fulfillment of the requirements for the
Degree of Entrepreneurship (Commerce)

Faculty of Entrepreneurship and Business
UNIVERSITI MALAYSIA KELANTAN

2023

APPENDIX 3: THESIS DECLARATION

THESIS DECLARATION

I hereby certify that the work embodied in this thesis is the result of the original research and has not been submitted for a higher degree to any other University or Institution.

☑ /	**OPEN ACCESS**	I agree that my thesis is to be made immediately available as hardcopy or on-line open access (full text).
☑ /	**EMBARGOES**	I agree that my thesis is to be made available as hardcopy or on-line (full text) for a period approved by the Post Graduate Committee. Dated from_____until_____.
☑ /	**CONFIDENTIAL**	(Contain confidential information under the Official Secret Act 1972)*
☑ /	**RESTRICTED**	(Contains restricted information as specified by the organization where research was done)*

I acknowledge that Universiti Malaysia Kelantan reserves the right as follows:

1. The thesis is the property of Universiti Malaysia Kelantan.
2. The library of Universiti Malaysia Kelantan has the right to make copies for the purpose ofresearch only.
3. The library has the right to make copies of the thesis for academic exchange.

Ellvina

_____
SIGNATURE
NAME: ELLVINA ANAK STEPHEN

DayanaSahira
SIGNATURE
NAME: NIK NUR DAYANA SAHIRA BINTI NIK KAMARUL ANUAR

afiqahrizal
SIGNATURE
NAME: NURAIN AFIQAH BINTI RIZAL

Zakiamutia
SIGNATUR
ENAME: ZAKIA MUTHIA

_____
SIGNATURE OF SUPERVISOR
NAME: **DR. SATHISWARAN A/L UTHAMAPUTHRAN**
Pensyarah Kanan
Date: Fakulti Keusahawanan dan Perniagaan
Universiti Malaysia Kelantan

Date: 3 FEBRUARY 2023

ASSESSMENT FORM FOR RESEARCH PROJECT I

Student's Name: Ellvina, Nik Nur Dayana, Nurain, Zakia Muthia　　**Matric　No. A19A0122, A19A0416, A19A0649, A19A1223**

Name of Supervisor: Dr. Sathiswaran A/L Uthamaputhran　　**Name of Programme: (SAK)**

Research Topic: Youth Entrepreneurship And Business Growth: A Study From Youth Entrepreneurs

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: REFLECTIVE NOTE (Weight 20%)

NO.	CRITERIA	PERFORMANCE LEVELS				Weight	TOTAL
		POOR (1 MARK)	**FAIR (2 MARKS)**	**GOOD (3 MARKS)**	**EXCELLENT (4 MARKS)**		
1.	Determination (CLO1; C1, A3: CS/CT/TS)	Is not determined and does not put in any effort in completing the research report in group	Is determined but puts in little effort in completing the research report in group	Is determined and puts in reasonable effort in completing the research report in group	Is very determined and puts in maximum effort in completing the research report in group	____ x 1 (Max: 4)	
2.	Commitment (CLO1; C1, A3: CS/CT/TS)	Is not committed and does not aim to complete on time and/ or according to the requirements	Is committed but makes little effort to complete according to the requirements	Is committed and makes reasonable effort in fulfilling some of the requirements	Is very committed and makes very good effort in fulfilling all the requirements, without fail.	____ x 1 (Max: 4)	
3.	Frequency in meeting supervisor (CLO1; C1, A3: CS/CT/TS)	Has not met the supervisor at all	Has met the supervisor but less than five times	Has met the supervisor for at least five times	Has met the supervisor for more than five times	____ x 1 (Max: 4)	
4.	Take corrective measures according to supervisor's advice (CLO1; C1, A3: CS/CT/TS)	Has not taken any corrective action according to supervisor's advice	Has taken some corrective actions but not according to supervisor's advice, or with many mistakes	Has taken some corrective actions and most are according to supervisor's advice, with some mistakes	Has taken corrective actions all according to supervisor's advice with few mistakes	____ x 1 (Max: 4)	
5.	Initiative (CLO1; C1, A3: CS/CT/TS)	Does not make any initiative to work in group	Makes the initiative to work in group but requires consistent monitoring	Makes the initiative to work in group with minimal monitoring required	Makes very good initiative to work in group with very little monitoring required	____ x 1 (Max: 4)	
				TOTAL			/20

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: PRESENTATION (Weight 20%)

NO.	CRITERIA	PERFORMANCE LEVEL				Weight	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Teamwork (CLO2; A3/TS)	Is not committed to work in a group	Is committed but make little effort to complete the research report in group	Is committed and make reasonable effort in completing the research report	Is very committed and make very good effort in completing the research report	_____x 1 (Max: 4)	
2.	Non-verbal Communication (CLO2; A3/CS)	Exhibits very poor body language. Does not have any eye contact with the audience and appears to avoid the audience.	Makes eye contact with the audience at times. But the behavior is not consistent.	Makes good eye contact with the audience. The body language is good.	Makes excellent eye contact with the audience. The body language is pleasing.	_____x 1 (Max: 4)	
3.	Appropriate use of visual aid (CLO2; A3/CS)	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times.	Uses visual aids effectively. The usage of technology flows with the presentation.	Uses visual aids very effectively. The usage enhances the quality of presentation.	_____x 1 (Max: 4)	
4.	Appearance (CLO2; A3/CS)	Has a very poor sense of attire and appearance does not reflect a "business appearance".	Is well groomed and the appearance is acceptable for research report presentations.	Is well groomed and has a good "business appearance.	Is very well groomed and has a very pleasing and professional appearance.	_____x 1 (Max: 4)	
5.	Confidence and Ability to Answer Questions (CLO2; A3/CT)	Exhibits a very low level of confidence and appears visibly 'shaky'. Finds it difficult to answer questions.	Exhibits low level of confidence at times. Does not appear to be confident in answering questions	Exhibits a high level confidence. Does a good job in answering questions.	Exhibits a very high level of confidence. Is perfectly at ease while answering questions.	_____x 1 (Max: 4)	
	TOTAL					/20	

Student's Name: <u>Ellvina, Nik Nur Dayana, Nurain, Zakia Muthia</u>   **Matric No.** <u>A19A0122, A19A0416, A19A0649, A19A1223</u>

Research Topic: <u>Youth Entrepreneurship And Business Growth: A Study From Youth Entrepreneurs</u>

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: RESEARCH REPORT (Weight 60%)

NO.	CRITERIA		PERFORMANCE LEVEL				Weight	TOTAL
			POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Introduction (CLO1; C1, A3)		Background of study, Problem Statement, Research Objective and Research Question is lack of clarity and focus	Background of study, Problem Statement, Research Objective and Research Question is written but with inconsistent focus.	Clearly written of Background of study, Problem Statement, Research Objective and Research Question with good facts.	Very clear of Background of study, Problem Statement, Research Objective and Research Question with very good facts.	___ x 2.5 (Max: 10)	
			Background of study, Problem Statement, Research Objective and Research Question is written unsystematic and unscientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written less systematic and less scientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written systematic and scientific. Scientific refers to researchable topic	Background of study, Problem Statement, Research Objective and Research Question is written very systematic and scientific. Scientific refers to researchable topic	$\frac{\text{___}}{1.25}$ x (Max: 5)	
2.	Overall Proposal Format (CLO2; C2, A3)	Submit according to the deadline and adhere to the required format	The research proposal is not produced according to the specified time and/ or according to the format.	The research proposal is produced according to the specified time but fails to adhere to the format.	The research proposal is produced on time, adheres to the format but with few weaknesses.	The research proposal is produced on time, adheres to the format without any weaknesses.	$\frac{\text{___}}{0.25}$ x (Max: 1)	
		Writing style (clarity, expression of ideas and coherence)	The proposal is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The proposal is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The proposal is well written and easy to read; Majority of the points are well explained and flow of ideas is coherent.	The proposal is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	$\frac{\text{___}}{0.25}$ x (Max: 1)	

	Overall Proposal Format (CLO2; C2, A3)	Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses.	____x 0.25 (Max: 1)	
		Reference list (APA Format)	No or incomplete reference list	Incomplete reference list and/ or is not according to the format	Complete reference list with few mistakes in format adherence	Complete reference list according to format	____x 0.25 (Max: 1)	
		Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	____x 0.25 (Max: 1)	
3.	Literature review (CLO2; C2, A3)	• Does a poor job in summarizing the relevant literature review	• Weak in summarizing the literature review	• Critically analyzes but does not summarize effectively	• Critically analyzes and summarizes effectively	____x 1 (Max: 4)	
		• Does not provide adequate reference of literature review	• Provide some reference of literature review	• Provide adequate reference of literature review	• Provide strong reference of literature review	____x 1 (Max: 4)	
		• Weak research framework	• Adequate research framework	• Feasible research framework	• Sound research framework	____x 0.75 (Max: 3)	
		• Framework is not link with the literature and the research issues	• Framework has a weak link with the literature and the research issues but some major weaknesses exist	• Framework has a good link with the literature and the research issues but some minor weaknesses exist	• Framework has a strong link with the literature and the research issues	____x 1 (Max: 4)	
4.	Research method (CLO3; C3, P3, A3)	• Research methodology is designed poorly	• Research methodology is adequately designed	• Research methodology is good and can address most of the research issues	• The methodology is sound and can address all of the research issues	____x 1.75 (Max: 7)	

• Unable to clearly identify the type of research (Quantitative/ Qualitative)	• Able to identify the type of research (Quantitative/ Qualitative)	• Clearly identify the type of research (Quantitative/ Qualitative)	• Clearly identify the type of research with good support (Quantitative/ Qualitative)	_____x 1.5 (Max: 6)
• There is no data collection method specified	• Data collection method used are not appropriate	• Data collection method used are appropriate with some explanations	• Data collection method used are appropriate with good explanations	_____x 1.5 (Max: 6)
• Wrong interpretation of Research Tools and Analysis	• Lack interpretation of Research Tools and Analysis	• Good interpretation of Research Tools and Analysis	• Very good and clear interpretation of Research Tools and Analysis	_____x 1.5 (Max: 6)

TOTAL	**/60**

TOTAL MARKING SCHEME

Assessment	Marks Given By Supervisor	Marks Given By Examiner	Total
(A) Reflective Note (20%)			
(B) Oral Presentation (20%)			/ 2 =
(C) Research Report (60%)			/ 2 =
Grand Total			

Name of Supervisor/ Examiner: _____ Signature: _____ Date: _____

ACKNOWLEDGEMENT

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

7

LIST OF ABBREVIATIONS

BASF	Badische Anilin UND Soda Fabrik
FEB	Faculty of Entrepreneurship and Business
SMEs	Small and Medium-Sized Enterprises
SPSS	Statistical Package for Social Sciences
UMK	University Malaysia Kelantan

ABSTRACT

In Malaysia, SMEs are developing, but exposure to youth entrepreneurs is still lacking in any study. Researchers feel that a good knowledge of youth entrepreneurs can encourage the government to implement various effective programs or strategies that have an impact in terms of social and economic growth of the country. This study aims to examine the key drivers that support youth entrepreneurship and business growth in Malaysia in terms of social network, digital knowledge, and business experience. A quantitative method is used in completing this research while a simple random sampling is used to collect data. Findings from the study revealed that 189 female youth and 69 male youth in Malaysia have exposure to the growth of youth entrepreneurs in starting a business. The use of SPSS to analyze the data shows the independent variable results, namely social network and digital knowledge have a significant relationship with the growth of youth start-up in Malaysia. Limitations and recommendations of this study also included, which is to enable researchers in the future to collect more data and produce more significant results.

Keywords: Youth, Entrepreneurship, Effectuation, Intention

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

SMEs are a significant contributor to the country's development due to their rapid expansion in the market and the introduction of new technologies. They have been directly involved in the country's growth. In SMEs, youth presence has played a significant role in the economic development of the country where SMEs are able to increase national production, help in reducing unemployment by creating job opportunities, integrate between firms, generate exports as well as help in the production process of several medium-scale industries (Nantahkumar et al., 2004). Again, this point is that it is not only the backbone of the country but also a site for honing one's entrepreneurial talent (Ab Aziz & Zakaria, 2010).

SMEs' involvement in industries included in the economic classification is primarily agriculture, manufacturing, mining and quarrying, and construction (Bank Negara Malaysia, 2005). SMEs are essential not only in developed countries but also in developing countries such as India and Indonesia. For example, in Asian countries such as Japan and the Republic of China that contribute to the economy and create opportunities that bring new radical technologies, the two countries contribute 55% of GDP compared to Malaysia's only 32% (SMEs Annual Report, 2007). In SMEs industries, youth is one of the leading players involved. Youth seems to have significance in the growth to survive in the marketplace. However, only a few studies research the growth of youth entrepreneurship.

The term youth entrepreneur in this study refers to youth running their businesses at a young age. Thus, this study aims to find the factors that will influence the development of youth entrepreneurs using the change of youth start-ups variable that is dependent on the three independent variables. The three independent variables in this study are social networks, digital marketing, and previous experience. Start-ups differ significantly from

established companies in many critical aspects because they depend on partnerships with other companies to obtain credibility, thrive, and expand (McGrath et al., 2019). The majority of our respondents in this study are students for this research since there are many youth entrepreneurs among students in our university, University Malaysia Kelantan. Nevertheless, we are still collecting respondents from practical people in SMEs around Malaysia, especially in Kelantan.

Because our study is about youth start-ups' growth, we anticipate business failure. Since failure sometimes hinders something from growth. According to the study about youth entrepreneur barriers, business failures frequently happen to youth because they lack the experience and confidence to retake their chances after a failed venture (Malaj & Dollani, 2018). The absence of a global education system may be due to several factors, including a lack of interest, their families' lack of support, appropriate training materials, training infrastructure, and a shortage of faculty-qualified instructors (Malaj & Dollani, 2018).

While social networking, in terms of the growth of youth start-ups, is about whether it is related or not. However, in most studies, it is related to business growth and gives a higher chance of getting much information from it. In a study published in 2008, the researcher explained that social networks provide entrepreneurs with a wide range of valuable resources to assist them in achieving their goals, such as access to information, finance availability, access to education, skills, and guidance, social acceptance, reliability, and reputation (Klyver, 2008). Social capital -a part of social networking- has significant effects on the investment selection decisions of start-up capitalists concerning the venture's technology and products' prospects for growth (Batjargal, B., & Liu, M., 2004).

The second independent variable in this study is digital knowledge. Digital knowledge could do more short work for youth entrepreneurs to start a business. The businesses that implement digital knowledge, such as digital marketing, will benefit clients, stakeholders,

and businesses through the ease of linking and communication through digital. Thus, in this study, we will discuss if there is any correlation between digital knowledge and the growth of youth start-ups.

The forward independent variable in this study is the business experience and the relation between the growth of youth start-ups. This third independent variable is about the experience that someone previously gets, whether it is as an employee, apprenticeship, or entrepreneurial student. We hypothesize that business experience correlates with the growth of youth start-ups. Business experience enhances the possibility of success through the knowledge of practice in a real business. It is stated in the study that graduates can create a sustainable profession or business in this supportive atmosphere by using their gained knowledge and achieving positive results (Warhuus et al., 2017; Mukhtar et al., 2021).

A further benefit of this study is that it will benefit many parties once it has been proven because it will supply more knowledge about the growth of youth entrepreneurship that will impact youth entrepreneurs. Significantly youth entrepreneurs will gain more knowledge about the key drivers of youth start-up growth, which will indirectly impact the growth of the country's economy. Moreover, this study will lead to the appearance of more research related to the growth of youth start-ups.

1.2 PROBLEM STATEMENT

The main objective of this research is to investigate the key drivers that support youth entrepreneurship and business growth. However, there are still gaps that need to be filled in order to obtain complete findings that can support the main objective of this study. There are too few studies that emphasize youth entrepreneurship, and we believe there should be a study on the entrepreneurial process, especially looking at how youth entrepreneurs develop their business because each process stated in this study can help more youth entrepreneurs identify the right steps in the ins and outs of business so that their business become more stable and grow.

Entrepreneurs are identified as an important ingredient in the economic development of a country (Narayan & Geethakutty 2003). Although entrepreneurship programs have existed for the past two decades, only 1.9% of graduates are self-employed. There is no doubt that nowadays institutions of higher learning (HEIs) have many entrepreneurship programs organized to encourage youth to venture into business because the field of business is now seen to have a broad future when youth are determined to venture into this field. There is evidence that Higher Education Institutions are creating more courses and support for entrepreneurship education, however the effect on youth is very low. Moreover, most youth in higher education institutions think that the content and modules found in the entrepreneurship program are not comprehensive and effective because they are too purely theoretical which cannot give satisfaction that can encourage them to become an entrepreneur. It is also because of the lack of application of knowledge and skills as well as highlighting creativity, innovation and not increasing motivation and elements of business management. Additionally, the majority of the teaching staff only has experience as a midwife in that profession, which results in a lack of knowledge, training, and pedagogical abilities.

The sector of entrepreneurship has only been developed as a last choice or a transitory job, according (Khairudin 1996). This indicates that the entrepreneurial field chosen after failure will have a new career that is seen as more stable and proud. It turns out that this position is out of step with the demands and difficulties of the moment.

In fact, the majority of students at the institution believe that any course or subject that is not covered in the significant exams that count toward the accumulation of points is unimportant and should not be taken seriously. They are prevented from learning about entrepreneurship from programmes offered by higher universities because of this way of thinking. The emphasis on academic brilliance in the teaching and learning process makes matters worse by encouraging students to overlook other life skills like entrepreneurship and to just pay attention to their studies.

In addition, there is a gap in education that is evident due to the paucity of study on youth entrepreneurship in this nation, which indirectly prevents smart and innovative ideas from being developed to support youth entrepreneurs. There are many studies related to entrepreneurship that have been conducted by other nations, but very few have been conducted in this country. If any, the studies that have been conducted here have not directly addressed youth entrepreneurs but have instead focused on other topics that do not directly address youth entrepreneurs. Based on observation and research, the majority of entrepreneurship-related studies conducted in this nation concentrate on the advancement of female entrepreneurs and studies of the programmes already in place to support entrepreneurs, but there is no study that specifically looks at the development of young entrepreneurs.

Based on previous research on the evaluation of entrepreneurship programs at several higher education centers in the objective dimension, overall satisfaction with lecturers is at a

14

medium and medium level for infrastructure facilities. However, there are practical gaps in the implementation of entrepreneurship programs where youth entrepreneurs are only taught about entrepreneurship in theory which only gives them an idea of how to be an entrepreneur which is often misunderstood by students as an easy thing but actually requires effort and consumes time and energy. Learning in theory alone is not enough because to become an entrepreneur every step taken will affect the success of a youth entrepreneur. This practical gap affects the imbalance of the mission of entrepreneurship in education and the objective of the program in producing entrepreneurs in the future.The lack of practicality in entrepreneurship causes youth entrepreneurs to lack experience in running a business. Practical is very important for youth entrepreneurs to have because through the practical carried out while they are studying at a higher education center is a knowledge and experience that can be adapted by youth entrepreneurs in their business. We believe this practical gap can be improved by balancing theoretical and field learning because with this balance, potential youth entrepreneurs can continue to apply the theory they received during the learning session.

Finally, there is a gap in the research methods used to study youth entrepreneurs. Past studies related to entrepreneurs use quantitative methods where each finding is obtained through numerical methods and statistical analysis of numerical data collected through macro surveys which allow the researcher to be more objective about the findings of the research study. Quantitative research can be used to test hypotheses in experiments because of its ability to measure data using statistics and quantitative methods, researchers are more objective about their research findings. However, by using only quantitative methods, the context of the study may be ignored and this method requires a large amount of samples which will take time to collect data.

1.3 RESEARCH QUESTION

The purpose of this study is to investigate the following question:

1.3.1   What are the key drivers that support youth entrepreneurship and business growth?

1.3.2   Which key factors: social network, digital knowledge, and business experience, most influence youth entrepreneurship and business growth?

1.3.3   What is the model that supports youth entrepreneurship and business growth?

1.4 RESEARCH OBJECTIVES

The objectives of this research are as follows:

1.4.1   To investigate the key drivers that support youth entrepreneurship and business growth.

1.4.2   To determine which key drivers, social network, digital knowledge, and business experience most influence youth entrepreneurship and business growth.

1.4.3   To propose a model that supports youth entrepreneurship and business growth.

1.5 SCOPE OF THE STUDY

This study focuses on the key drivers that support youth entrepreneurship and business growth. Nowadays, the number of youth entrepreneurs is increasing from time to time coupled with the various implementation of entrepreneurship development programs by the government for those who are interested in becoming entrepreneurs. Apart from the programs, social interaction, knowledge in digital and having experience in business are opportunities for the youth to get ideas in starting a business. This study will be conducted on students in Malaysia who already start their businesses, particularly for youth in the Kelantan area. Generally, the selected youth are under the age of 30, which is considerably young. Besides, this study will be conducted in Malaysia to improve knowledge in this sector. The students who do not have experience in doing business and are out of the Malaysia region are not within this scope of the study. This study will be completed through an online questionnaire and a total of 258 respondents needed to answer the questionnaire. The questionnaire will be generated using Google Form and each respondent is required to answer all the questions.

1.6 SIGNIFICANCE OF STUDY

This research was mainly focused on the key drivers to support the growth of youth entrepreneurs among commerce students in starting businesses. The finding of these studies will benefit some groups as follows:

1.6.1   YOUTH

This study will be beneficial for youth entrepreneurs, whether student or non-student, in giving ideas, missions, and visions to encourage other youth people to achieve their goals. Regularly, youth entrepreneurs grow in popularity because of the advancement of internet technology that provides many business opportunities. This study's result will support youth entrepreneurs to help themselves improve their digital knowledge. Knowledge in digital or social media knowledge to promote online sales products such as Facebook, Tiktok, Amazon, Shopee, and Lazada or use affiliate marketing, especially for young people new to starting their business.

1.6.2   BUSINESS INSTITUTIONS

The findings of this study will be helpful for business growth and value that influence the strength of business start-up development strategies, such as relationship building (social networks), digital knowledge, and previous experience. Business institutions will have the advantage of helping a business expand and increase revenue as well as reduce costs, and improve the company's overall image. It may open up expansion into new markets. The result of this study is based on the objective studied, which is to focus on business startups that can

develop the best possible products and services, determine where the company fits into the market, identify investors and funding sources and assemble a dependable team.

1.6.3   FUTURE RESEARCHERS

For future researchers, these research findings also provide sufficient information to those who will undergo similar studies in the future as additional literature for their study. This study's result will also guide other researchers who will conduct similar studies for improvement.

1.6.4   SOCIAL MEDIA PLATFORM

The outcome of the research would help to better recognize social media platforms as a source of business marketing. Besides, give exposure to following social media trends and patterns that are increasingly creative and change from day to day. This will also give preference to social media to follow the behavior and patterns of those people on social media. This point explains that the research being studied will not miss any type of content in social media posting that supports youth entrepreneurs, especially in business start-ups.

1.6.5 CONTRIBUTION ACADEMICS

This study was conducted to fill the academic gap that occurred where it was found that there are not many past studies that focus on youth entrepreneurs, so the purpose of this study is to increase the number of resources that can contribute to the progress of youth

entrepreneurship. A variety of resources can help young entrepreneurs to be more proactive and have fresh business-related ideas.
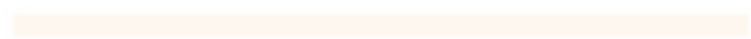
1.7 DEFINITION OF TERM

Table 1.1 Definition of Term

TERMS	DEFINITION	SOURCES
Youth	Youth are seen as the agent of transformation globally for both developed and developing countries	Mudasiru & Fatai (2020)
Entrepreneur	An entrepreneur is an individual who buys factors of production at a certain price and makes new inventions from those factors of production and resells them at an uncertain price in the future. This uncertainty causes entrepreneurs to bear the risk of either profit or loss. As people, entrepreneurs are constantly on the lookout for business prospects that others are unaware of. Entrepreneurs will operate in a novel, imaginative, and creative manner.	Richard Cantillon (1934) Kirzner (1979)
Social Network	Social networks can be deemed to be locations where users can build a personal network by connecting with other people and sharing personal information	Lenhart and Madden (2007)

Digital Knowledge	Digital literacy is the technical skill of accessing, compiling, understanding, and disseminating information.	Bawden (2001)
Previous Experience	Experience is learning that affects a person's behavior change.	Kotler (2005)

1.8 ORGANIZATION OF THE PROPOSAL

Chapter 1: Introduction. This chapter provides a broad overview of the research. For example, this chapter presents an introduction to key drivers supporting the growth of youth entrepreneurs. In fact, the problem statement has been presented in depth, followed by the research question, research objective, scope of the study, significance of the study, definition of terms, and organization of the proposal.

Chapter 2: Literature Review. This chapter examines the literature review, especially on key-driven support for the growth of youth entrepreneurs. This chapter focuses on the introduction of the study, a discussion of the underpinning theory, and previous studies related to this research. A hypothesis has been developed in this chapter to test the theory's validity, and a conceptual framework has been developed based on the variables that have been discussed. Finally, a conclusion is provided to summarize this chapter.

Chapter 3: Research methodology. This chapter focuses on the research methodology that will be used by the researcher to answer all research questions. Therefore, this chapter includes several elements such as an introduction, research design, and data collection methods. This chapter also includes information about the study population, sample size, sampling techniques, and the development of instruments used to conduct the study. In addition, discussions on variable measurement, procedures for data analysis as well as the conclusion of the study have also been highlighted in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Currently, more and more young entrepreneurs are born in our society where this increase is very noticeable. This study is to look at the key drivers that support the growth of youth entrepreneurs. This study was conducted to measure whether young entrepreneurs are born due to the increase in social networks and digital knowledge that is increasingly easy to learn or whether these young entrepreneurs enter the field of entrepreneurship because of past experiences that motivate them. In this chapter, a survey of journals or articles from previous studies will be conducted and the results of this study will be used as a guide in the implementation of this study.

In addition, Chapter 2 contains hypothesis statements to determine the relationship between two variables; independent variable and dependent variable as well. Both variables are described in a conceptual framework.

2.2 YOUTH ENTREPRENEURSHIP IN MALAYSIA

There are several definitions of youth start-up growth. According to (Shepherd & Wiklund, 2010), this firm's growth is a common phenomenon because it can grow in different ways, for different reasons, and with different outcomes. Birley and Westhead (1990) agree, stating that the firm's growth measures are diverse. According to Pasanen (2007), one of the most critical aspects of company growth is research, which includes aspects of strategy,

organization, and entrepreneurship. Several studies have been conducted to determine the factors in the growth of youth start-up businesses (Storey, 1994; McPherson, 1996; Lidholm, 1998; Van Praag, 1996)

Some researchers have described various approaches that can influence the growth of a business. Several factors, including the entrepreneur's growth orientation, market growth opportunities, the entrepreneur's track record of performance, and the firm's strategic decisions, can influence the growth of a business, according to Pasanen (2007). Contrary to (Boeker & Wiltbank, 2005; Kor, 2003; Pasanen, 2007), who believe that education, motivation, and industry experience are essential predictors of growth. Furthermore, Wijewardena, Nanayakkara, and De Zoysa (2008) believe that the entrepreneur's thinking and personality factors influence the company's growth, whereas research by (Barringer, Jones, and Neubaum, 2005; Brown, 2007; Kor, 2003) believes that the education factor, background, and entrepreneurial ability can influence the company's growth. However, (Boeker & Karichalil, 2002; Boeker & Wiltbank, 2005; Wasserman, 2008) regard those unique roles, entrepreneurial goals, and growth aspirations as factors influencing company growth.

Furthermore, according to (Boeker & Wiltbank, 2005; Kor, 2003), the growth of this firm is influenced by aspects of management, business skills, functional management, and the highest management efficiency. St-Jean (2008) discovered that several variables influence the growth of this start-up business, including the ability to access resources, customer social networking, and organizational growth motivation. According to Samual Batisa's (2019) research findings, the factors that influence the growth of youth enterprises are influenced by two significant factors: external and internal factors. External factors include accounting, financial, marketing, infrastructure, business location, and technology. In contrast, an entrepreneur's previous experience and educational background are examples of internal

factors that influence business growth. Based on this, Samuel Batisa (2019) reported a strong relationship between business growth and all independent variables.

Nichter and Goldmark (2005), on the other hand, divided business growth into several categories, including the business environment (economic performance aspects), social factors (collaboration and social networks), firm characteristics (finances), and individual characteristics (education, experience, and gender). According to Storey (2007), entrepreneur characteristics such as behavior, personality, and attitude influence the growth of a start-up business. Storey (2007) also identified other factors influencing start-up growth, such as previous management experience, family history, functional skills, and knowledge of relevant business sectors. According to researchers, none of these factors influence the success of business growth.

According to Roberto Pugliese, Guido Bortoluzzi, and Marco Balzano (2021), six dependent variables and some independent variables influence the factors that drive the growth of start-up companies. The identified dependent variables are individual and team performance, marketing strategy, institutional role, industry and market dynamics, firm-level resources and capabilities, and past performance. It refers to entrepreneurial orientation factors for new businesses from an individual and a team perspective, such as entrepreneurial skills and traits, previous industry experience, and social and professional networks. Based on the marketing strategy variable includes marketing planning and business diversification. Cultural factors and other forms of support are institutional factors, whereas market attractiveness, competition intensity, and industry growth rate are examples of industry and market dynamics. On the other hand, the firm-level resources variable includes the specific skill factor of the start-up firm, whereas the performance variable includes the firm size factor. The finding of this study indicates that the personal characteristics of entrepreneurs,

social networks, prior entrepreneurial experience, education, industry experience, vision and motivation, management expertise, and entrepreneurial attitude are the factors with the most significant potential to influence the growth of youth businesses at the start-up stage.

Finally, other studies have revealed that several factors have been identified as one the factors of firm growth. According to (McPherson 1996 and Lidholm 1998), the entrepreneur's personality positively impacts the firm's growth. Nonetheless, Aleksandra Janeska-Iliev and Stojan Debarliev (2015) have opposing views on the factors influencing the growth of start-up trade. Internal limitations, additional education, skills, knowledge, strategic plans, planning techniques, and external limitations are all factors that influence business growth.

2.3 PREVIOUS STUDIES

This previous research provided a general overview of the factors influencing business growth. This is because it is used to identify, summarize, and critically evaluate other researchers' perspectives on the determinants of business growth. As a result, previous research plays an essential role in this study. According to researchers, the following factors have been identified as determinants of business growth.

2.3.1 SOCIAL NETWORK

Social networks are one of the aspects that many researchers have been doing their studies on it. Based on google scholar, the keyword of social network appeared in about 8,450,000 results in only 0.10 seconds. It indicates that several prior empirical research has looked at the influence of social networks in various circumstances. In comparison, social network entrepreneurship appears in google scholar in about 2,230,000 results in 0.11 seconds. Thus, from the comprehensive study of the social network, we can assume that social network is a broad theory, especially in entrepreneurship. Then, we assumed that social networking is correlated to entrepreneurial aspects.

The discussion about the social network is plenteous. But one of the importance of this study is the relationship between social networks and the growth of youth start-ups. A social network is where people can socialize, meet old and new friends, and interact (Brandtzaeg & Heim, 2009). Based on Klyver's study in 2008, social networks in the embeddedness of entrepreneurship positively impact the business's growth. People engaged in entrepreneurial networks tend to be more entrepreneurial. Also, people who have close family members who are entrepreneurs or who know someone who has launched a firm

appear to have a more significant likelihood of becoming entrepreneurs. It is because social networks in a diverse way provide entrepreneurs with a wide range of valuable resources not already in their possession and help them achieve their goals, such as access to information, finance availability, access to education, skills, and guidance, social acceptance, reliability, and reputation. Moreover, the most critical resource social networks can provide entrepreneurship research shows that social networks affect opportunity recognition, entrepreneurial intention, orientation, and the vocational decision to become an entrepreneur.

Thus, a past study has found that knowing someone who has started a business positively correlates with the decision to become an entrepreneur (Klyver, 2008). This entrepreneurial intention has also become a relationship with social networks. According to Pérez-Fernández et al. report, the size of social networks positively impacts the entrepreneurial information found there, which in turn, has a favorable impact on entrepreneurial intention. Also, it can be connected with the social network by socializing. Previous studies covered in Jenssen (1999) have demonstrated the positive influence of social networks on entrepreneurship. Most of this research assumes that network characteristics, such as relationship quality, impact the kind of network resources available. Entrepreneurial intention is crucial to establishing new enterprises, defined as the desire to start a business (Pérez-Fernández et al., 2022). This report indicates the possibility that a social network has a significant role in the start-up's establishment.

However, social networking cannot only be seen by entrepreneurial intention. The social network itself has many different variables, the general of them called network diversity. There seem to be numerous definitions of diversity, and network diversity refers to several dimensions (Harrison & Klein, 2007). The distribution of variances among unit

members of network diversity concerning shared characteristics, such as tenure, ethnicity, gender, conscientiousness, task attitude, or salary. It can be described as diversity, a unit-level, compositional construct (Harrison & Klein, 2007). In other words, social networks can also improve the person's ability to solve problems and enhance cognitive resources (Hambrick et al., 1996).

Then nowadays, in the technological concept of life, almost everything can turn into a digital version. Likewise social networks, now social networks can be obtained through digital websites or social media. Gadgets as the intermediary, which almost everyone in this world has, social networking through social networking sites. On the other hand, as more people use the internet, online social networks are used more frequently. In the meantime, it has become a crucial platform for business owners to create online communities (Song, Y., & Vining, T., 2012).

2.3.2 DIGITAL KNOWLEDGE

There are many aspects lacking in young entrepreneurs (Olugbola, 2017). Young people lack human, social, and financial capital (Chesters & Smith, 2015; Fatoki, 2011). This makes it difficult for young people to achieve their entrepreneurial goals (Fatoki, 2011; Olugbola, 2017). Furthermore, one of the opportunities is in the implementation of digital marketing because they are a generation that is closely related to the use of digital in their daily lives (Anwar & Daniel, 2016; Park, Sung, and Im, 2017). Based on the latest figures from the Current Population Survey's Computer and Internet Use Supplement (NTIA, 2004), the most connected age group among internet users is the segment of those between 18-24 who are in school, with an 86.7% online rate in 2003. A recent report by the Pew Internet and American Life Project, the leading authority on America's Internet uses based on their nationwide survey, has shown a growth in the percentage of young people between 18 and 29 who are active online (Hargittai & Hinnant, 2008).

According to a McKinsey report (2010), there are 3 phases taken in the deployment of enterprise social platforms. The first phase, it was taken in the mid-2000s, which was the beginning of companies using social platforms, especially in marketing activities, and also ensuring to always keep in touch with customers by using Facebook, Twitter, and Youtube applications. Next, the second phase was taken around 2010, when companies used internal social platforms such as Yammer and Chatter to build employee connections. The third phase in 2014 saw the start of the use of social platforms to build strategy and the opening of company-wide collaboration and communication. Moreover, increased efficiency is the essential effect of social platform usage that drives digital workforce productivity, as BASF reported a 25% increase in efficiency from group projects that use social platforms.

31

Experiencing digital marketing makes it easier for youth entrepreneurs to start a business. Based on Kithinji (2014), stated that firms that embrace the use of internet marketing provide the benefit of ease of linking and communication to clients and stakeholders for mutual benefit. Implementing the internet in business organizations causes the issue of social media networks, increases commercial value, and gets attention from business owners and managers (Oryza & Edwin, 2015). Digital knowledge plays a role in helping entrepreneurs innovate or is also known as a governance issue that can affect business models, encouraging entrepreneurs to develop strategies that are able to meet the contingencies of an increasingly global market(Di Vaio, Assunta Palladino, Rosa Pezzi, Alberto Kalisz, David E).

2.3.3 BUSINESS EXPERIENCE

According to the Past Study by (M. F. Sofian et al. 2021) on Experience is the Best Teacher: Apprenticeship Based Learning in Entrepreneur Development. This study sought to understand how programme stakeholders might organize apprenticeship-based learning and how it might affect how prepared youth are to launch their own enterprises. The results of a case study conducted on entrepreneurial apprenticeship-based learning for youth revealed some interesting findings. Apprenticeships might be a good way to teach entrepreneurship which is an entrepreneurship education that can be used by youth entrepreneurs to conduct their business. This approach also gives youth entrepreneurs the experience of doing business because in this program the youth have to run a business based on the guidelines that have been prepared, this approach also indirectly gives the youth an opportunity to build their entrepreneurial experience.

On the other hand, apprenticeship-based education incorporates real-world experience that youth can use when they want to run their own businesses. This model incorporates entrepreneurial expertise gained in the real world while enrolled in a guided university. Youth can develop a viable career or business in this supportive environment through the application of their acquired knowledge and positive results (Warhuus et al. 2017; Mukhtar et al. 2021). Apprenticeship-based education in the workplace also combines experiential learning and business initiatives. Although this business experience was received during the apprenticeship program, the business experience gained was real. During the entrepreneurial apprenticeship, there is a significant positive effect on the growth of youth entrepreneurship.Entrepreneurship is considered highly relevant for economic growth (Acs and Szerb 2007; Galindo and Méndez 2014; McMullen and Long 1987; Wennekers and Thurik 1999), and educating future entrepreneurs is seen as a way to promote entrepreneurial

qualities (O'Connor 2013; von Graevenitz, Harhoff, and Weber 2010). Entrepreneurship education (EE) has developed from a niche phenomenon (Hills 1988) to a flourishing field in both practice and research (Katz 2003).

While it is generally accepted that family ties can provide different types of resources to support entrepreneurs' efforts in overcoming the various challenges associated with new venture growth (Johannisson & Monsted, 1997; Larson & Starr, 1993), the specific role of an entrepreneur's family ties on new venture performance remains an equivocal and a complex issue. On the one hand, research suggests that family ties can facilitate venture development because they provide unique and valuable resources with lower costs and risks (e.g., Aldrich & Cliff, 2003; Anderson et al., 2005; Bruderl & Preisendorfer, 1998; Greve & Salaff, 2003; Jack, 2005; Sanders & Nee, 1996). The business run by the family is an indirect lesson and experience felt by young people who are motivated to open their own business. The success of the family business gives them a broader view of the business world.

According to a previous study by (Christian Hopp and Rolf Sonderegger 2015) on Understanding the Dynamics of Nascent Entrepreneurship—Pre Startup Experience, Intentions, and Entrepreneurial Success. Based on recent study, entrepreneurship is an economic behavior in which the qualities of newly born entrepreneurs influence how new businesses are organized. The pre-start experience again (composed of prior entrepreneurial activities, labor market experience, and formal education) and intention (composed of commitment and ability expectations) of nascent entrepreneurs are particularly linked to the form of the entrepreneurial pregnancy process and, in the end, to the success of the establishment. They thereby go beyond the body of existing process research literature, which emphasizes antecedents but ignores the influence of process form on the development of new initiatives. They employ a two-stage approach to explain how prior entrepreneurial activities,

prior work experience, prior formal education, prior commitment, and anticipated ability to influence progress of entrepreneurs in founding new ventures, and what the process looks like affect the creation of successful new ventures. They utilize the Second Panel Study of Entrepreneurial Dynamics in doing so.

This data collection provides a representative picture of American entrepreneurship and identifies individuals when they launch new businesses. It gathers data on prospective new business features, traits of budding entrepreneurs, and specifics of startup activities. In this way, they aid in a better understanding of the form of this process and how experience and intention affect the creation of successful new ventures from contextual antecedents. Few studies have looked at how intentions affect more immediate steps in the foundation process, despite numerous studies showing the significant impact of intentions on distant entrepreneurial results (venture emergence, venture growth, and venture success; see, for example, Baum and Locke 2004; Cassar and Friedman 2009; Rauch and Frese 2007; Townsend, Busenitz and Arthurs 2010). Additionally, they show how decisions made by business owners as they advance a startup's development shed light on how experience and intention are built early in the process and how strong bonds are predicted to materialize.

According to evolutionary economics, the development of internal knowledge and procedures unique to the company is crucial to the innovation process (Nelson and Winter 1982). According to this viewpoint, people who work for established companies develop a set of knowledge, skills, and experience, and the knowledge acquisition process is path dependent (Boschma and Wenting 2007). As a result, established businesses serve as a sort of "training ground" (Buenstorf and Costa 2018), where staff members gather, adapt, and develop information, skills, and expertise to finally develop the ability to innovate. According to Agarwal and Shah (2014), spinoffs established by business owners with prior experience

have greater technology and market expertise than other new entrants and typically outperform them (Chatterji 2009). In reality, empirical data suggests that spinoff founders are superior to the founders of other new entrants and that their performance in terms of innovation outputs and employee engagement is superior to that of other new entrants (Buenstorf and Costa 2018). The important role played, and the higher survival rate of spinoffs are confirmed for the automobile industry in the US (Klepper 2007), around Birmingham-Coventry in the UK (Boschma and Wenting 2007), and in Germany (Von Rhein 2008).

2.4 UNDERPINNING THEORY

Underpinning theories are referred to, by Gregor(2002) as theories for understanding social context in IS studies. Effectuation is a process theory used by entrepreneurs to build new ventures. This study uses effectuation theory which is based on Saras Sarasvathy (2001), described as "an approach to making decisions and performing actions in the entrepreneurship process". Cycle effectuation theory is as follows:

The four principles of effectuation are;

a) **Bird-in-Hand** (start with your means), creating solutions with available resources;

b) **Lemonade principle** (leverage contingencies), mistakes and surprises are inevitable but can be used to find new opportunities;

c) **Crazy-Quilt Principle** (form partnership), joining a new partnership can bring new funding projects and new directions;

d) **Affordable Loss Principle** (set affordable loss), just need to invest as much as we are willing to cover the loss.
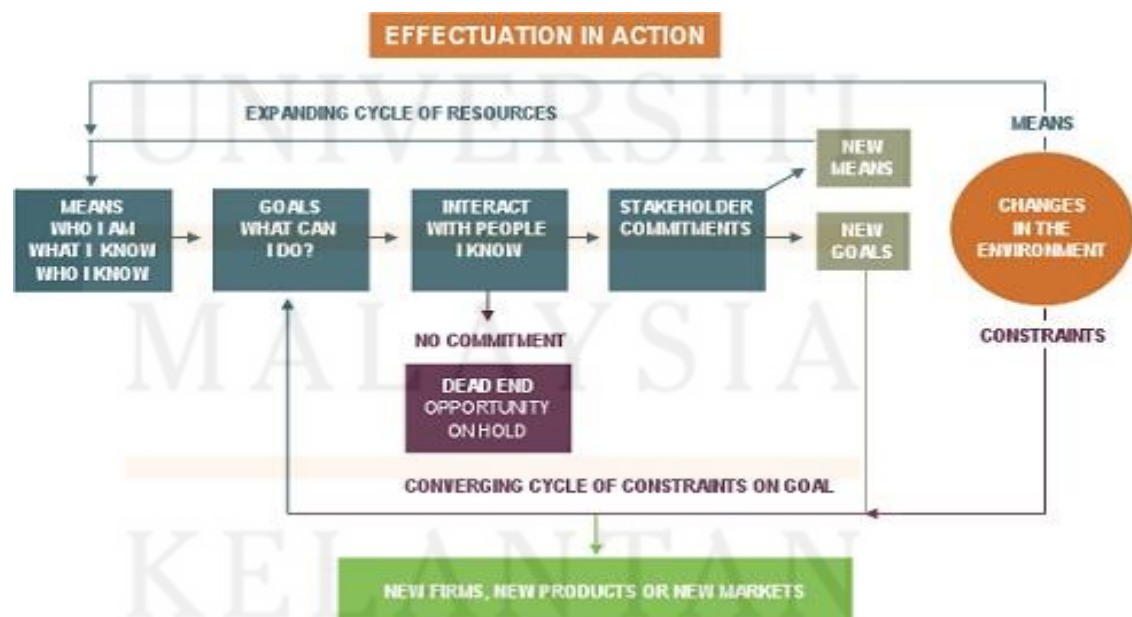
Figure 2.1: Cycle Effectuation

In this study, we focus on the action of effectuation theory, that is based on the figure above, the means in the theory are "Who I Am, What I Know and Who I know". The three mentioned terms are the main things that youth entrepreneurs need to pay attention to when starting in business. This is because the three terms are interrelated with the independent variables of the study. As an explanation, "Who I Am" is linked to business experience where youth first need to know themselves. In entrepreneurship, youth need to know their identity by making an assessment of themselves, their attributes and abilities. For example, youth who have a friendly personality and have the ability to connect with others will use those abilities in any project that requires contact with people such as working in a group. This is because a person will be needed to motivate other members.

"Who I Know" is also related to social networks. Furthermore, with the existence of social relations, it is easier for the youth to develop their business ideas. For example, the use of social media such as WhatsApp, Facebook, Instagram, Tiktok and others to get in touch with business ideas from knowledgeable people and to spread how a business should be run in a smart way. In fact, we would consider the people we know as one way to create new opportunities by working with people in our network.

Next, the term "What I Know" related to digital knowledge explains the relationship in the digital world. Indeed, digital knowledge is very important among youth entrepreneurs to develop their business. Digital knowledge can help youth to produce an effective design to promote their business products or services. For instance, applications such as Amazon, Shopee, Lazada are a source for selling business products or services. Meanwhile, digital applications for marketing are also important for youth, namely Google Ads, Canva, Google Analytics, SociaBuzz, Trello and others. This can help youth to increase brand equity and customer loyalty, overall helping in the growth of youth entrepreneurs in start-up.

2.5 HYPOTHESES STATEMENT

Three hypotheses have been developed for this study to investigate the relationship between the dependent variable and the independent variables.

H1: There is a relationship between social networks and the growth of youth start-up

H2: There is a relationship between digital knowledges and growth of youth start-up

H3: There is a relationship between business experiences and growth of youth start-up

2.6 CONCEPTUAL FRAMEWORK
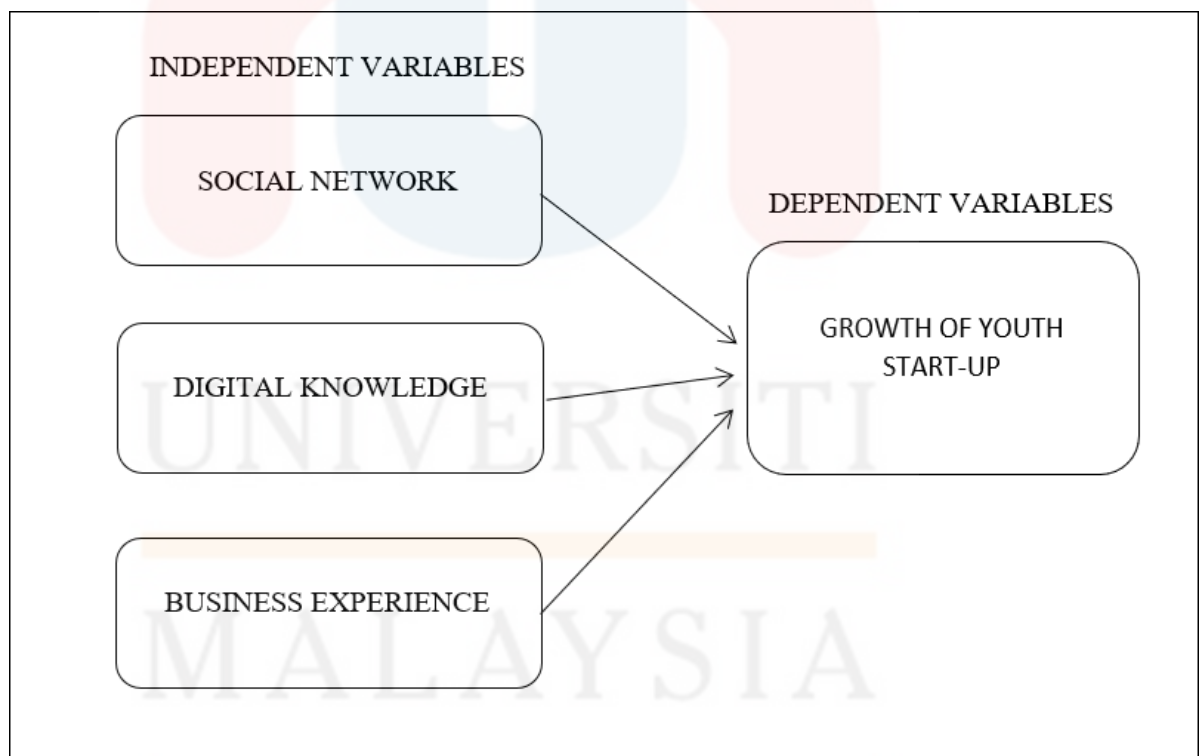
Figure 2.2: Conceptual Framework

2.7 SUMMARY/CONCLUSION

The two research variables, a dependent variable and an independent variable were nicely described in Chapter 2. On the other hand, this study discovered that every observation and analysis indicates that social networks, digital knowledge, and prior experience unquestionably have a significant influence on creating young entrepreneurs. Additionally, this research will involve manipulating the independent variable, measuring the result in the dependent variable, and applying the results as an extension for the following chapter.

CHAPTER 3

RESEARCH METHODS

3.1 INTRODUCTION

In line with the increase in the field of entrepreneurship among young people, researchers are required to conduct research on the methodology used to study each subject that is to be researched. In simple terms methodology is used to express the concept of what the researcher wishes to contribute to his work. Methodological work provides a platform for the researcher to map the research work in a way that is useful to achieve a precise plan, allowing the researcher to plan at the appropriate moment and advance the research work.

In addition, the methodology guides the researcher to get involved and be active in the field. In most situations targeting research objectives and research topics will not be the same at all times and are distinguished by the objectives and course of the research but take an appropriate and achievable methodology. Instead of choosing a topic and bringing out a research proposal, the methodology guides the researcher in the right direction. Other studies are based on the correct methodological concept.

Additionally, the researcher is influenced by the external environment through the methodology because it offers a thorough understanding of how to programme research objectives correctly, which is followed by a library research point based on the choice of analysis through interviews or questionnaires. The correct knowledge and identification of the appropriate research kind, strategy, philosophy, time, and approach, as well as the application of the appropriate procedures and techniques based on the research work, affect the methodology of the external environment.

The methodological study acts as the nerve center because the entire study is surrounded by it and to present a good work study, the internal and external environment must be followed in the methodological process.

3.2 RESEARCH DESIGN

The quantitative technique was used in the study that was completed, and the research design used in this study would use statistical and mathematical tools to achieve the results. The goal of quantitative research, according to Allen, M. (2017), is to provide knowledge and foster an understanding of the social world. Consequently, in order to gain knowledge about a particular community of people, often known as a sample population.

Therefore, the quantitative research that will be carried out in this study will determine the relationship between the key drivers to support the growth of youth entrepreneurs and the independent variables, namely, social networks, digital knowledge, and past experience. Since it offers actionable knowledge that is beneficial for business growth, quantitative research is most frequently employed in this type of research.

3.3 DATA COLLECTION METHODS

Data collection is a process of gathering information from all relevant sources to find answers to research problems and consists of two methods of data collection. This study used primary data collection methods where primary data is collected directly such as surveys or questionnaires. Hence this study is carried out by using a questionnaire through an online survey which the online questionnaire will be shared to social media to collect respondent data. Targeted respondents are youths in Malaysia who are required to fill out the given questionnaire fully in order to achieve the requirements of the study. Additionally, the questionnaire was constructed using Google Forms which consisted of the research topic, purpose, and objective of the research as well as confirmation of the respondents' personal data confidentiality.

3.4 STUDY POPULATION

The analysis population in this study consists of youth in Malaysia aged 18 years and above or 40 years and below. According to the table by Krejcie and Morgan (1970), the youth population in Malaysia needed in this study is 1300 people. This population is collected among the youth in Malaysia because the number of youth entrepreneurs is currently increasing and the estimated population is changing from time to time.

This study focuses on examining the effectiveness of key drivers in supporting the growth of youth entrepreneurs in Malaysia. Researchers want to examine whether the youth prefer which key drivers are social networks, digital knowledge or business experience that help them to grow in the business world and the reasons are which are very related to dependent variables.

3.5 SAMPLE SIZE

Based on this research, a total of 258 respondents were randomly selected from the population to represent all the study data, where they were selected from different gender, races, ages and levels of education. Table 3 shows the determining sample size from the population by Krejcie and Morgan (1970), which is for a population of 1300 respondents, 258 respondents are required as the minimum sample size. The respondents will be chosen from the population to examine the key drivers, which are social networks, digital knowledge and business experience that support the growth of youth entrepreneurs in start-up.

Table 3.1: Determine Sample Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

3.6 SAMPLING TECHNIQUES

The sampling technique used in this study is probability sampling. The sampling technique that we used in this study is only one, which is simple random sampling. We utilize one sampling technique based on what is related to our research technique used. Our technique used in this study is quantitative. The exact technique used for sampling is a questionnaire that we made on a google form and sent to the potential target respondents.

This sampling technique is distributed through Google Form individually. The subject was Malaysians aged 18 and above and it is suitable for the study as they are students who have experience in business or students studying commerce. The questionnaire will be shared through online platforms such as WhatsApp, Instagram and Facebook.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

A research instrument is an appliance used to collect, measure, and examine information regarding research. In this research, we will use a pilot test and questionnaire to scrutinize the data.

In the questionnaire design, we will use three sections in the questionnaire. The section is divided into section A, B, and C. Section A will mention demographic information for the respondents. At the same time, Section B will be about questions regarding the dependent variable, which is the growth of youth start-ups. Lastly, section C will be about the independent variable: social networks, digital knowledge, and previous experiences. The five-point Likert Scale will value the questionnaire as shown in the table below:

Table 3.2: Five-Point Likert Scale

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

3.8 MEASUREMENT OF THE VARIABLES

Based on this study, the researcher will employ two measurement scales: nominal and interval. The questionnaire will be divided into three sections: part A, part B, and part C. Section A contains the respondent's demographic profile, Section B contains questions about dependent variables, and Section C has questions about independent variables.

3.8.1   NOMINAL SCALE

The nominal scale is one of the scales that allows researchers to designate the subject of a specific category and group. This nominal scale is typically one of the most basic forms of measurement. It is also a method of determining data identification in which the information gathered is sorted into specific categories and groups. Researchers also use it to group subjects or related categories, making it easier for respondents to choose answers based on their own group or class. Moreover, this scale is appropriate for gathering data such as gender, age, race, and other factors. As a result, this nominal scale is used to answer questionnaires in Part A.

3.8.2   INTERVAL SCALE

The interval scale calculates the distance between any two points on the scale. Items on this scale are typically sorted in descending order of satisfaction from least agreeable to most agreeable. For example, one of the scales often used in research is the Likert scale. Therefore, this research uses a five-point Likert scale rating with highly disapproving options (1), disapproval (2), neutral (3), agreeable (4), and strongly agreeing (5). Researchers use this

Likert scale to assess the extent to which a respondent's opinion of a given statement is strongly agreeable or disapproving on a scale of 1 to 5. This scale can assist respondents in answering questions and reducing uncertainty. Hence, the Likert scale is used in questionnaires to evaluate each item in section B and part C.
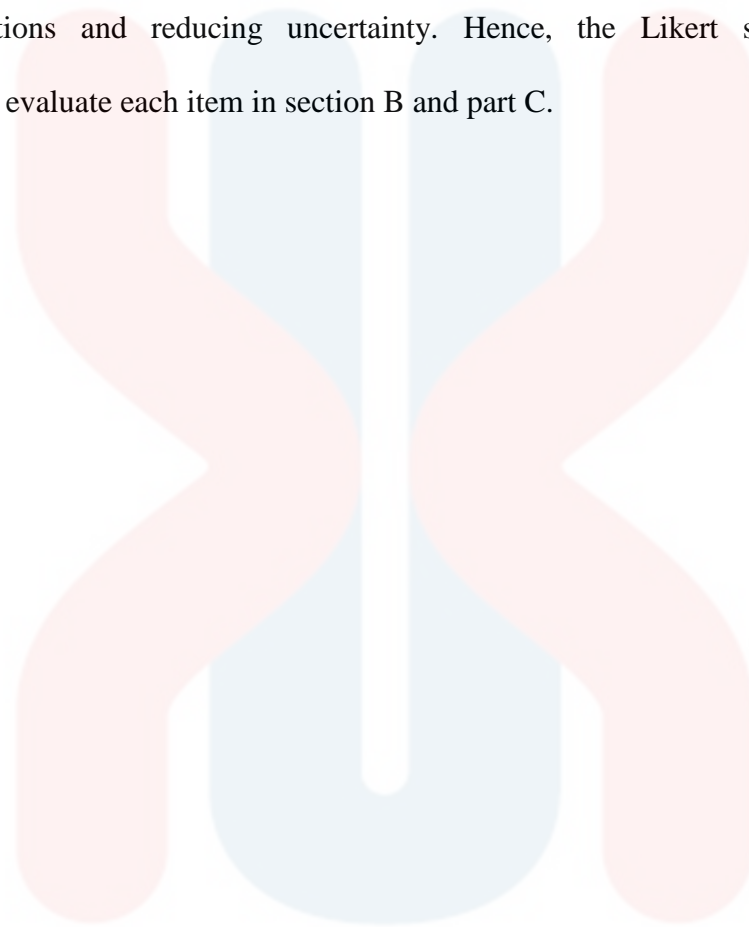
3.9 PROCEDURE FOR DATA ANALYSIS

SPSS (Statistical Package for Science and Social Sciences) is a data management and statistical analysis program. It is also a piece of software that provides a simple procedure for conducting complex data analysis, making it popular among researchers. It can typically analyze textual data and handle large amounts of data. As a result of this research, the Statistical Package for Social Science (SPSS) will be used to interpret and analyze the data. This SPSS examines relationships between various data variables, such as frequency, variance, and correlation. As a result, the researchers will employ several types of analysis in this study, including reliability analysis, descriptive analysis, Spearman correlation, multiple linear regression and expert validity analysis.

3.9.1 RELIABILITY ANALYSIS

First, in this study, we used reliability analysis to assess the reliability of the measurement between the dependent variable and the independent variable. Our purpose is to use this analysis to determine the reliability of the variables discovered in this study. For example, the dependent variable is growth of youth start-up, while social networks, digital knowledge, and business experience as independent variables. Furthermore, reliability metrics will be applied to each item. Cronbach's Alpha, for example, is a reliability coefficient that examines the extent to which items are related. Cronbach's Alpha is considered good if it is between 0.7 and 0.8 and excellent if it is between 0.8 and 0.9. As a result, when the Cronbach Alpha score is less than one, it indicates a strong relationship between dependent and independent variables. As a result, if the results obtained are consistent, the study's results can be trusted.

3.9.2   DESCRIPTIVE ANALYSIS

Next, in this study we use descriptive analysis to analyze the data in percentage, frequency, mean, mode, median, and standard deviation. Our purpose is to use descriptive analysis because it can summarize information and data sets in a quick and simple summary of sample and size. We use descriptive analysis to make data analysis easier. Data analysis, percentages, and frequencies are often used for demographic factors such as age, religion, education level, gender, etc. As a result, we used this descriptive analysis to examine the respondents' demographic data, particularly in questionnaire part A.

3.9.3   SPEARMAN CORRELATION

Furthermore, in this study, we used Spearman's correlation analysis to determine and evaluate the relationship between the dependent and independent variables. The normality test can be used to calculate Spearman's correlation. We aim to use this analysis to determine which hypothesis is acceptable and which is rejected. For example, the spearman correlation is used to test four variables. Therefore, the dependent variable in this study is the growth of youth start-ups (DV). On the other hand, social networks, business experience, and digital knowledge are all independent variables (IV). As a result, the researcher can use Spearman's correlation analysis to examine all of the associations and significant relationships between the variables.

3.9.4   MULTIPLE LINEAR REGRESSION

In addition, we used multiple linear regression in this study to examine the relationship between two or more independent variables and one dependent variable. Multiple linear regression is one of the statistical techniques for predicting variables based on two or more variables. We aim to use multiple linear regression analysis because this study has more than one independent variable, which includes social networks, previous experience, and digital knowledge, and one dependent variable, which is the growth of youth start-ups. As a result, the researcher used multiple linear regression to determine the strength of the relationship between the independent and dependent variables.

3.9.4   EXPERT VALIDITY ANALYSIS

Finally, in this study, we used expert validity analysis to assess the accuracy and validate the content based on expert judgment. We use this analysis because it allows us to obtain reliable and valid relevant information from people with knowledge and skills. However, we consulted with entrepreneurship educators and practitioners to ensure that the questionnaire was appropriate. The questionnaires created will be used to reach some conclusions, and skilled experts will need to determine whether or not the instrument components made can be used in this research. This validity also seeks to eliminate any systematic errors or uncertainties in the questionnaire. As a result of this analysis, we ensured that the questions presented were clear and understandable to all respondents. Thus, the validity of this questionnaire will be reviewed and verified by experts from the Bachelor of Entrepreneurship with Honors Commerce program who have relevant experience and expertise.

3.10 SUMMARY/CONCLUSION

This chapter briefly describes the study methodology that researchers will use throughout this research. For example, this topic includes several points such as introduction, research design, and data collection methods. The study used primary data, with researchers using questionnaires as a data collection method and surveys to obtain study data. Not only that, but the population, sample size, sampling technique, and instrument development have all been identified, with the selected population consisting of youth in Malaysia and the sample size being 300 randomly chosen. The sampling techniques used for this study were probability sampling and non-probability sampling. In fact, researchers use pilot tests and questionnaires to develop instruments. The researchers then used three measurement scales as variable measurements: nominal, and interval scale. In addition, the researchers used reliability analysis, descriptive analysis, double linear regression, and Spearman correlation as data analysis procedures.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The information gathered from the surveys will be discussed in this chapter to provide conclusions and findings. A software programme utilizing the Statistical Package for the Social Science has examined the data obtained (SPSS). The questions in the questionnaire that was presented to the respondents for this research were tested using data analysis. The demographic characteristics test, reliability analysis, descriptive statistics, Spearman correlation analysis, and normality analysis were used to explain the data analysis results. Youth who own enterprises and those who desire to own firms were given the questionnaire. 258 people responded to the questionnaire for this study in total, and it was disseminated to them via a Google Form.

4.2 PRELIMINARY ANALYSIS

In this study, the researcher also used preliminary analysis to ensure the accuracy and inclusion of data. SPSS was used to examine this data's accuracy, missing values, and violations of multivariate statistical assumptions. This research study focuses on youth aged 18 to 26 and above and business institutions. According to the questionnaire results, 306 samples were extracted, and only 258 respondents were valid for analysis.

Data screening is one of the analyses carried out by the researcher. Data screening is also known as data streaming, and its purpose is to ensure that the data is clean and ready for further analysis. Researchers use this screening data to ensure that the data obtained can be used and is reliable. Based on the data obtained from the questionnaire, there is no missing data, allowing us to use all of the data. There are 258 valid and available respondents for analysis.

The researcher then performed a missing data analysis. Missing data can occur when respondents to this questionnaire need to be made aware of or respond to certain items, as well as errors in data management. Thus, when this occurs, the researcher must fill in the missing data to replace the empty items. As a result of this result, the study carried out has no missing data, and we can use all of the data obtained.

Last but not least, the researcher employed the straight lines method in this preliminary analysis. These straight lines can occur when respondents use the same response scale and give the same answer during the survey. As a result, any response containing suspicious data will be edited and deleted. These straight lines show that only 258 of the 306 respondents are valid for analysis.

4.3 DEMOGRAPHIC OF RESPONDENTS PROFILE

Table 4.1: Respondents Demographic Profile

Respondent Profile	Classification	Frequency N = 258	Percentage (%)
Gender	Male	69	26.7
	Female	189	73.3
Age	18-20 Years	23	8.9
	21-23 Years	83	32.2
	24-25 Years	183	53.5
	26 and above	14	5.4
Level Education	SPM or STPM	27	10.5
	Diploma and relevant level	46	17.8
	Bachelor Degree	173	67.1
	Master	12	4.1
Ethnic	Malay	186	72.1
	Chinese	30	11.6
	Indian	25	9.7
	Others	17	6.6
Intend to start a Business?	Yes	247	95.7
	No	11	4.3
What kind of Business?	Product	174	67.4
	Service	84	32.6

The contextual profile of 258 respondents has been collected in this research. Table

4.1 consists of gender, age, level education, ethnic, intent to start a business and what kind of

business. There were 26.7 % from male respondents 69 students and over 73.3 % of them were 189 of the female students that were involved in this questionnaire. The majority of the age of the respondents for the questionnaire that has been answered is 24-25 years old with a percentage value of 53.5 % (183 people). The second-highest percentage of respondents is 33.2% along with 83 people aged 21-23 years old. Meanwhile, respondents with 18-20 years old occupy 8.9 % (23 people) followed by the respondents above 26 years old occupy % (14 people).

Table 4.1 shows the results of the number of level education. There are 258 respondents involved in this survey and all of them come from different levels of education. From the table, we can see that 27 respondents have qualifications in SPM and STPM. 46 respondents have qualifications in diploma and relevant level while 173 respondents have qualifications in bachelor degree and 12 respondents have qualifications in master. Besides, from the table above, it shows that the higher percentage is bachelor degree qualifications with 67.1% , followed by 17.8% from diploma and relevant level of qualification. Next 10.5% is SPM and STPM qualification, then followed by master qualifications with the lowest percentage which is 4.1%.

Referring to table 4.1 the results shows that 258 respondents have been divided into four categories: race which starts with 72.1 % equals to 186 respondents is Malay and 11.6% equals to 30 respondents is Chinese. Then, for Indian respondents the percentage is 9.7% equals 25 respondents and 6.6 % which is 17 respondents from other races.

Based on the table, the majority percentage from the intent to start the business is 247 yes with 95.7% while the lowest is no with 4.3% when only 11 people don't have any intention to start a business. Table 4.1 shows the type of business that can be chosen by respondent and the highest that chosen by respondent is product 174 and 67.4% while the other kind or business is service which is only 32.6% (84 people).

4.4 DESCRIPTIVE ANALYSIS

This study has four variables: one dependent variable and three independent variables. The dependent variable is the growth of youth start-ups, while the independent variables are social networks, digital knowledge, and business experience. As a result, the researcher analyzed each variable to determine the average value and standard deviation to see and explain each relationship between the variables in this study.

4.4.1 MEAN SCORE FOR EACH VARIABLE

The mean score and standard deviation of the variables are shown in the table below. All of these variables are measured using descriptive statistics on a 5-point Likert scale (1=strongly disagree to 5=strongly agree).

Table 4.2: Mean Score for Each Variable (n=258)

Item	Variable	Mean	Std. Deviation	N
DV	Growth of youth start-up	4.4756	.37712	258
IV 1	Social networks	4.4194	.45405	258
IV 2	Digital knowledges	4.5362	.37798	258
IV 3	Business experiences	3.9163	.77216	258

The results for descriptive statistics are shown in the table above, where Dv refers to the growth of youth start-ups identified as a dependent variable. On the other hand, the independent variable consists of three factors: IV 1 refers to social networks, IV 2 refers to digital knowledge, and IV 3 refers to business experience. According to the analysis results,

the mean score for the dependent variable (growth of youth start-ups) is (M= 4.4756, SD= 0.37712). In terms of the independent variable, the mean score of social networks is (M= 4.4194, SD= 0.45405), followed by digital knowledge (M= 4.5362, SD= 0.37798), and business experience (M= 3.9163, SD= 0.77216). As a result of the findings, the variable for growth of youth start-ups has the highest mean with an average of (M=4.4756), while business experience has the lowest mean with an average of (M=3.9163).

4.4.2 Descriptive Analysis for Dependent Variable

Table 4.3: Mean score for growth of youth start-up (n=258)

No	Growth of youth start-up	Mean	Std. Deviation (Sd)	N
1.	I believe social networking will have a significant impact on business growth.	4.6124	.51905	258
2.	Using external advice and knowledge will help my business opportunities grow	4.5000	.53841	258
3.	Having good social relationships with suppliers and customers will impact business growth.	4.5775	.56812	258
4.	My cultural background helps me better understand how to grow the business.	4.3333	.73101	258

5. Inheriting the family business can support the growth of my business.	4.2209	.78012	258
6. Family institutions become the backbone in providing support and motivation to start-up entrepreneurs to continue to grow.	4.5039	.58014	258
7. I believe building digital knowledge through education and other resources can help me to grow the business.	4.5814	.51737	258

According to the table above, the mean value and standard deviation for each question are based on a five-point Likert scale with a value ranging from 1 to 5. The average mean for the growth of youth start-ups is 4.4756. To elaborate, the average value for question 1 is (M=4.6124, SD= 0.51905), indicating that respondents believe social networking will have a significant impact on business growth. The mean for question 2 (M=4.5000, SD=0.53841) indicates that respondents believe using external advice and knowledge will help their business opportunities grow. Following that, question 3 has an average value of (M=4.5775, SD=0.56812), followed by question 4 with an average value of (M=4.3333, SD=0.73101), indicating that respondents believe their cultural background helps them better understand how to grow the business. Furthermore, the average value for question 5 is (M=4.2209, SD=0.78012), indicating that respondents believe that inheriting the family business can help their business grow. Furthermore, respondents believe that family institutions become the backbone in providing support and motivation to start-up entrepreneurs to continue to grow,

with an average value of (M=4.5039, SD=0.58014) for question 6. Finally, the average value for question 7 is (M=4.5814, SD=0.51737), indicating that respondents believe that building digital knowledge through education and other resources can help them grow their businesses. To summarize, based on all of the statements above, question 1, I believe social networking will have a significant impact on business growth, has the highest average value of 4.6124. In contrast, question 5, inheriting the family business, can support the growth of my business, has the lowest average value of 4.2209.

4.4.1 Descriptive Analysis for Independent Variable

Table 4.4: Mean score of social networks (n=258)

No	Social network	Mean	Std. Deviation (Sd)	N
1.	I use social networking sites to gain knowledge about business.	4.5930	.54476	258
2.	I use social networking sites to hear other people's business experiences.	4.4884	.54546	258
3.	I use to hear my business acquaintances' experiences to evaluate my business.	4.3450	.70655	258

4. I used to gain knowledge from my acquaintances' business experience rather than others.	4.3023	.73917	258
5. I am motivated to do business after knowing acquaintances' business experience.	4.3682	.75891	258

According to the above table, the average mean for social networks is 4.4194. To elaborate, the mean score for question 1 is (M=4.5930, SD=0.54476), indicating that respondents believe using social networking sites to gain business knowledge can influence the growth of youth start-ups. The mean score for question 2 is (M=4.4884, SD=0. 54546), indicating that respondents believe that using social networking sites to hear other people's business experiences affects the growth of youth start-ups. The mean score for question 3 is (M=4.3450, SD=0.70655), indicating that respondents believe social networks are used to hear their business acquaintances' experiences to evaluate the business. Furthermore, question 4 has a mean score of (M=4.3023, SD=0.73917), where respondents believe social networks are used to gain knowledge from their acquaintances' business experience rather than others. Last but not least, the mean score for question 5 is (M=4.3682, SD=0.75891), indicating that respondents believe that by using social networks, they can be motivated to do business after knowing about acquaintances' business experiences. To summarize, based on all of the statements above, it clearly shows that question 1, I use social networking sites to gain business knowledge, has the highest mean score of 4.5930. In contrast, question 4, which I used to gain knowledge from my acquaintances' business experience, has the lowest mean score of 4.3023.

Table 4.5: Mean score of digital knowledge (n=258)

No	Digital knowledge	Mean	Std. Deviation (Sd)	N
1.	I frequently use social media applications in my business.	4.6434	.54091	258
2.	Using social media in my business increases my productivity.	4.5543	.54287	258
3.	I have the digital knowledge necessary to respond to capability social media technologies.	4.4574	.58526	258
4.	I generally react very quickly to social media technological changes in environment.	4.4535	.61099	258
5.	I can use software or mobile apps to help me accomplish my goals.	4.5000	.56658	258
6.	Using social media make it easier for me to do my business.	4.6085	.51234	258

According to the table above, the average mean for digital knowledge is 4.5362. To elaborate, the average value for question 1 is (M=4.6434, SD=0.54091), indicating that respondents believe they use social media applications frequently in their business. The mean

for question 2 is (M=4.5543, SD=0.54287), indicating that respondents believe using social media in their business increases productivity. The average value for question 3 is (M=4.4574, SD=0.58526), indicating that respondents believe they have the digital knowledge necessary to respond to the capability of social media technologies. Furthermore, the average value for question 4 is (M=4.4535, SD=0.61099), indicating that respondents believe they generally react very quickly to social media technological changes in the environment. Furthermore, the average value for question 5 is (M=4.5000, SD=0.56658), indicating that respondents believe they can use software or mobile apps to help them achieve their goals. In contrast, the average value for question 6 is (M=4.6085, SD=0.51234), indicating that respondents believe using social media makes it easier for them to do business. To summarize, based on all of the above statements, question 1, I frequently use social media applications in my business, has the highest average value of 4.6434. In contrast, question 4, I generally react very quickly to social media technological changes in my environment, has the lowest average value of 4.4535.

Table 4.6: Mean score of business experience (n=258)

No	Business experience	Mean	Std. Deviation (Sd)	N
1.	My family runs a business as a source of income.	3.8566	1.21868	258
2.	I live in luxury because of my family do business.	3.2558	1.28007	258

3.	I helped the family run the business since childhood.	3.6977	1.32679	258
4.	I feel motivated to do business after learning knowledge and skills business from the internship program.	4.2868	.76595	258
5.	I consider the knowledge and experience gained from the internship programme to be very beneficial.	4.4845	.64355	258

The mean score for business experience is 3.9163, according to the table above. To elaborate, the mean score for question 1 is (M=3.8566, SD=1.21868), indicating that most respondents have a family business as a source of income. The mean for question 2 shows the mean score of (M=3.2558, SD=1.28007), indicating that respondents believe they can live in luxury because their family is in business. The mean score for question 3 is (M=3.6977, SD=1.32679), showing that most respondents have helped the family run the business since they were children. Furthermore, respondents feel motivated to do business after learning business knowledge and skills through the internship program, with a mean score of (M=4.2868, SD=0.76595) in question 4. Finally, the average value for question 5 is (M=4.4845, SD=0.64355), indicating that respondents consider the knowledge and experience gained from the internship program to be very beneficial. Based on the above statements, question 5, I consider the knowledge and experience gained from the internship program to be very beneficial have the highest average value of 4.4845. In contrast, question 2, I live in luxury because my family does business, has the lowest average value of 3.2558.

4.5 VALIDITY AND RELIABILITY ANALYSIS

Reliability is an indicator to know how reliable a test score is. It is measured by the Cronbach alpha coefficient as its indicator. The researcher used multiple likert questions in a questionnaire to create a scale and then used a reliability test to see if the scale was reliable. The association to indicate whether the score is strong or not is as shown in the table below:

Table 4.7: The Cronbach's Alpha Coefficient scale.

CRONBACH ALPHA COEFFICIENT	STRENGTH OF ASSOCIATION
< 0.60	Poor
0.60 to < 0.70	Moderate
0.70 to < 0.80	Good
0.80 to < 0.90	Very Good
> 0.90	Excellent

4.5.1 Growth of Youth Start-up

Table 4.8: Reliability Statistics score for Growth of Youth Start-up

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.727	0.738	7

Table 4.9 : Scale Statistics score for Growth of Youth Start-up

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.3295	6.969	2.63986	7

Table 7 showed the reliability statistics for the dependent variable of this study, growth of youth start-up. Cronbach's alpha for the dependent variable is 0.727 which indicates a good score and has association. Then on the next column, the Cronbach's alpha based on standardized items value is 0.738 which is also good. Also, the mean of this variable is 31.3295, with variance 6.969, standard deviation 2.63986, and number of items or questions is seven.

4.5.2 Social Networking

Table 4.10: Reliability Statistics score for Social Networking

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.713	0.710	5

Table 4.11: Scale Statistics score for Social Networking

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
22.0969	5.154	2.27024	5

Social networking is the first independent variable for this study. The reliability statistics of this variable is shown in the table 4.10. The Cronbach's alpha for this study is

0.713 with the Cronbach's alpha based on standardized items is 0.710 for this variable. They indicated a good value strength association because it is between 0.70 and 0.80. The number of questions in this variable is 5 with mean 22.0969, variance 5.154, and standard deviation 2.27024.

4.5.3 Digital Knowledge

Table 4.12: Reliability Statistics score for Digital Knowledge

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.760	0.760	6

Table 4.13: Scale Statistics score for Digital Knowledge

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
27.2171	5.143	2.26790	6

Digital knowledge is the second independent variable in this study with a good reliability test. In this variable, the value of Cronbach's alpha and Cronbach's alpha based on standardized items is the same 0.760 and considered good.. The number of questions in this variable is 6 with a mean value is 27.2171. The variance in digital knowledge variable is 5.143, and the standard deviation is 2.26790.

4.5.4 Business Experience

Table 4.14: Reliability Statistics score for Business Experience

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.756	0.728	5

Table 4.15: Scale Statistics score for Business Experience

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
19.5814	14.906	3.86080	5

Previous experience is the last independent variable in this study. The reliability test in this variable is considered good value to the strength of association. The Cronbach's alpha for the previous experience variable is 0.756 and the Cronbach's alpha based on standardized items is 0.728. The number of items in this variable is five with mean 19.5814, variance 14.906, and the standard deviation 3.86080.

4.6 NORMALITY TEST

Table 4.16: Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Test of Normality	Statistic	df	Sig.	Statistic	df	Sig.
Growth of youth start-up	.117	258	.000	.944	258	.000
Social Network	.131	258	.000	.927	258	.000
Digital Knowledge	.148	258	.000	.911	258	.000
Business Experiences	.148	258	.000	.929	258	.000

a. Lilliefors Significance Correction

Growth of youth start-up   = Dependent Variable
Social network   = Independent Variable 1
Digital Knowledge   = Independent Variable 2
Business Experience   = Independent Variable 3

In the normality test, when P>50 it is more appropriate to use Kolmogorov-Smirnov. But when the P<50 it is more appropriate to use Shapiro-Wilk. In this study, the P is 258 which is considered more than 50. So, this study will use the Kolmogorov-Smirnov. In the Kolmogorov-Smirnov, it is considered as normal data when the value of the statistic is more than 0.05. However, if the value statistic in the Kolmogorov-Smirnov is less than 50, it will be considered as non-normal data.

70
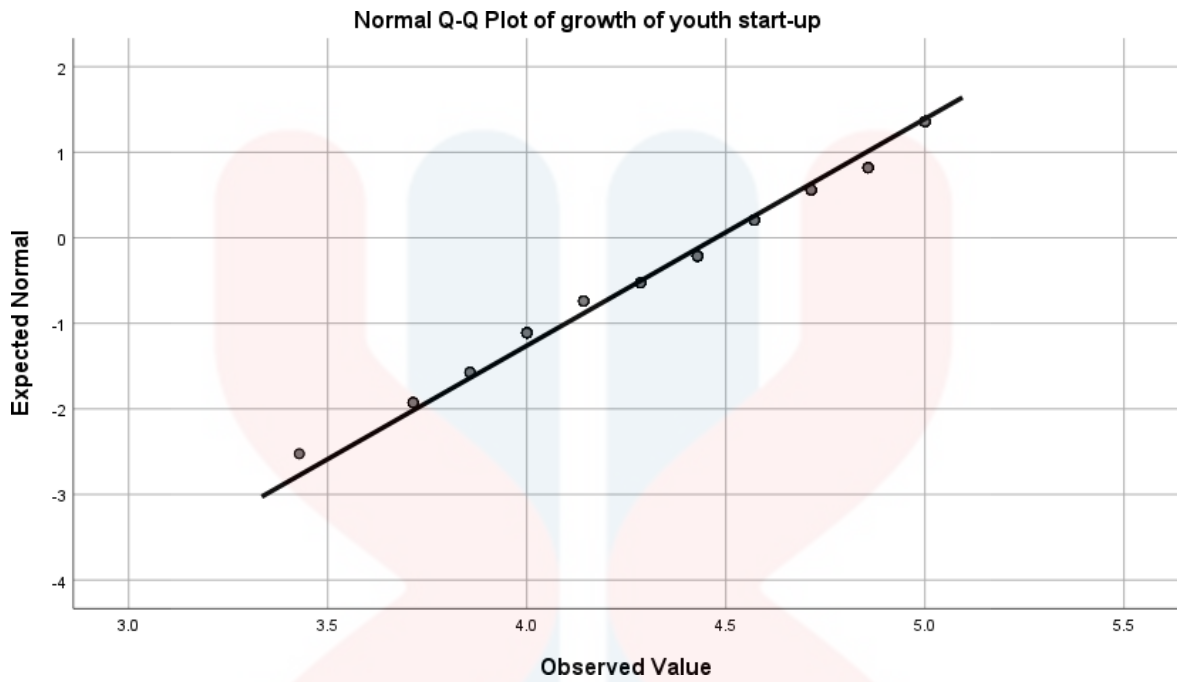
Figure 4.1: Normal Q-Q Plot of Mean for Growth of Youth Start-up
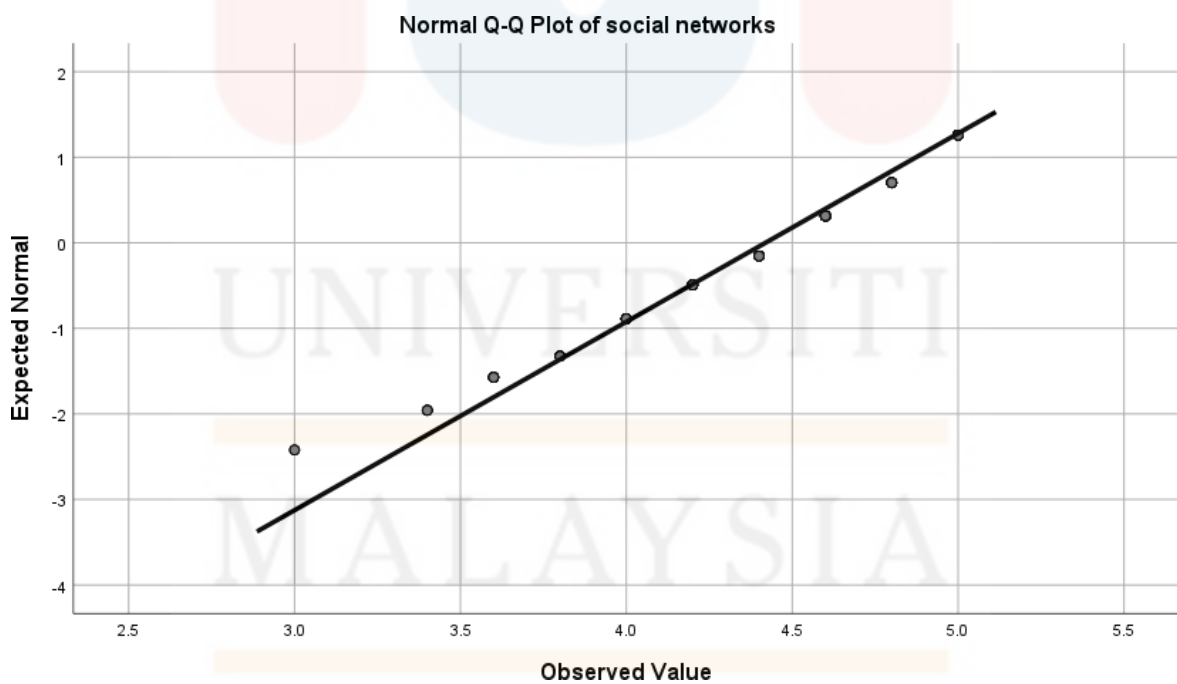
Figure 4.2: Normal Q-Q Plot of Mean for Social Network

71
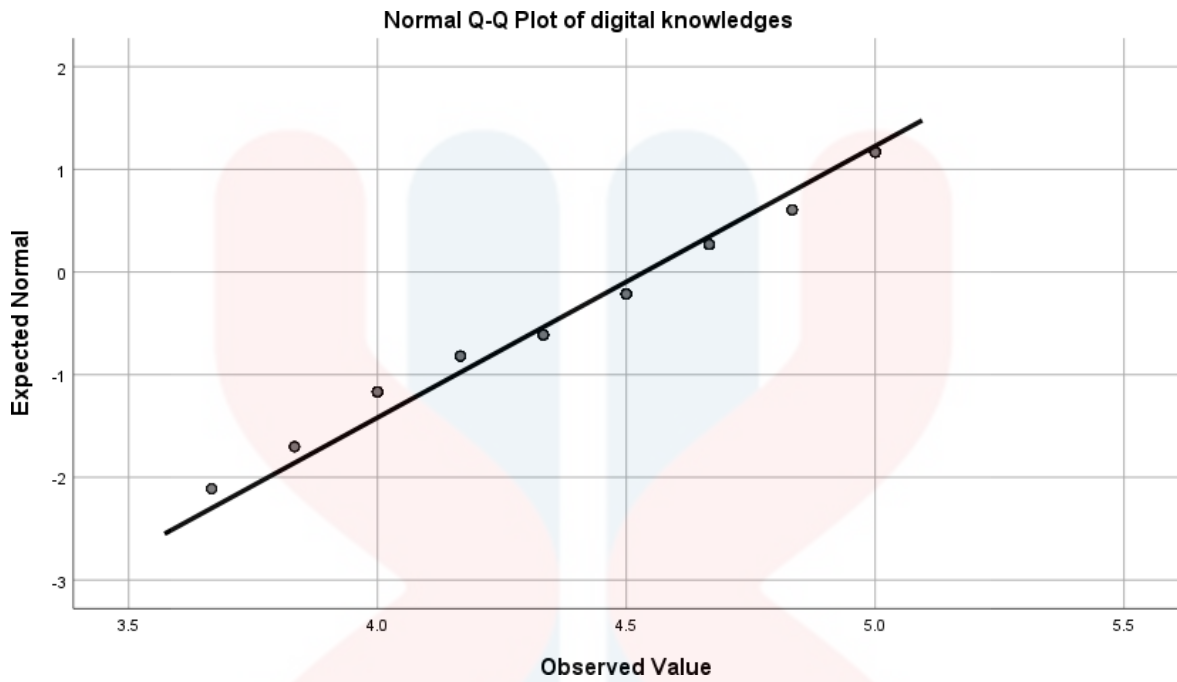
Figure 4.3: Normal Q-Q Plot of Mean for Digital Knowledge
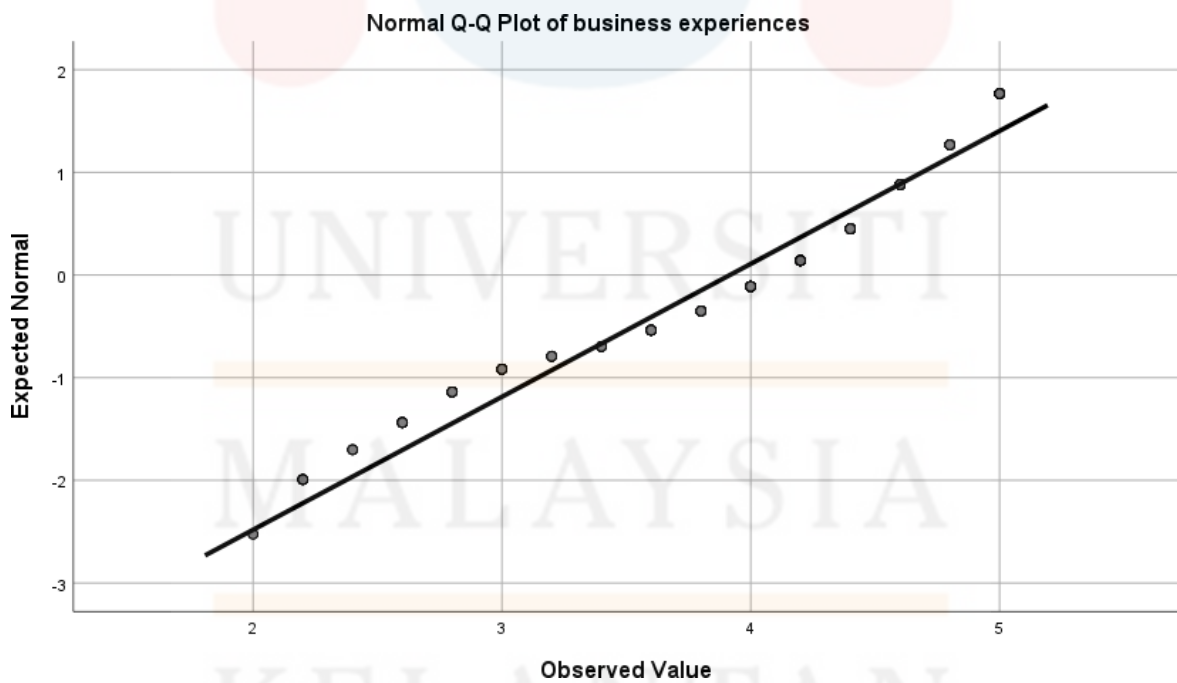
Figure 4.4: Normal Q-Q Plot of Mean for Business Experience

72

4.7 HYPOTHESIS TESTING

In this section, Spearman Correlation was used to analyze the relationship between independent variables (IV) and dependent variables (DV). The correlation can provide an overall picture of the direction and strength of the linear relationship between the independent variable and the dependent variable. Based on the table below, it shows that if the value of r is 0, it means that there is no relationship between the two variables and if the value of r is 1, it means that it can be interpreted as a perfect positive correlation. Whereas if the value of r is -1, it is interpreted as a negative correlation. According to Cohen (1998), correlation coefficient is seen as two variables that have a relationship to be used as a statistical measure tool.

Table 4.17: Rules of Interpreting the
Size of Correlation Coefficient

Size of Correlation	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative correlation)
0.70 to 1.00 (-0.70 to -0.90)	High positive (negative correlation)
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative correlation)
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative correlation)
0.10 to 0.30 (-0.10 to -0.30)	Very low positive (negative correlation)
0.00 to 0.10 (0.00 to -0.10)	No linear relationship

4.7.1 Hypotheses 1

H1: Relationship between social network and growth of youth start-up

Table 4.18: Spearman Correlation for Social Network

Correlations				
			MeanDV	MeanIV1
Spearman's rho	MeanDV	Correlation Coefficient	1.000	.581**
		Sig. (2-tailed)	.	.000
		N	258	258
	MeanIV1	Correlation Coefficient	.581**	1.000
		Sig. (2-tailed)	.000	.
		N	258	258

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

Based on the table above, there was a significant, moderate positive correlation between social networks and growth of youth start-up. The relationship between the variables are moderately strong which is stated as r=0.581, N=258. This relationship has proven that the majority of students make social networks as key drivers for youth entrepreneurs to thrive in starting a business.

4.7.2 Hypotheses 2

H2: Relationship between digital knowledge and growth of youth start-up

Table 4.19: Spearman Correlation for Digital Knowledge

Correlations				
			MeanDV	MeanIV2
Spearman's rho	MeanDV	Correlation Coefficient	1.000	.616**
		Sig. (2-tailed)	.	.000
		N	258	258

74

	MeanIV2	Correlation Coefficient	.616**	1.000
		Sig. (2-tailed)	.000	.
		N	258	258

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

The table above shows the relationship between digital knowledge and growth of youth start-up among students in Malaysia. The value of the correlation coefficient is r=0.616, N=258 that there is a moderate relationship between both of them. As a result, there is a positive relationship between digital knowledge and growth of youth start-ups. Thus, based on the result, the relationship is significant because the p-value is 0.000 (p-value <0.01).

4.7.3 Hypotheses 3

H3: Relationship between business experience and growth of youth start-up

Table 4.20: Spearman Correlation for Business Experience

Correlations				
			MeanDV	MeanIV3
Spearman's rho	MeanDV	Correlation Coefficient	1.000	.190**
		Sig. (2-tailed)	.	.002
		N	258	258
	MeanIV3	Correlation Coefficient	.190**	1.000
		Sig. (2-tailed)	.002	.
		N	258	258

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

In Table 4.7.4 of Spearman Correlation Analysis shows the relationship between business experience and growth of youth start-up. The value of the correlation coefficient is r=0.190, N=258 indicating that there is a very low relationship between business experience and

75

growth of youth start-up. Therefore, based on the results stated above, the two variables (IV and DV) have no relationship because the significant value is 0.002.

4.8 SUMMARY/CONCLUSION

In this chapter, the study examines the details of the entire research analysis, which includes preliminary analysis of the demographic profile of the respondents, descriptive analysis, reliability test, normality test and also correlation analysis. The study obtained a total of 258 respondents from the total population consisting of University Malaysia Kelantan commerce students and also including students from outside. The questionnaire was distributed through Facebook, Instagram and WhatsApp is one of the main applications used to collect respondent data. After the data collection, we analyzed the data using the Statistical Package for Social Sciences (SPSS) and found that the variables were accepted based on the result of reliability analysis, Correlation analysis was carried out using Spearman Correlation to analyze the relationship between independent variables and dependent variables and found that there are two variables that have a positive relationship, namely social network and digital knowledge. Meanwhile, the variable for business experience has a very low relationship with the growth of youth start-up. A discussion of further findings is presented in Chapter 5.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter explains the findings and discussion through Spearman correlation coefficient, multiple linear regressions as stated in Chapter 4. The first thing that is explained about the findings throughout the research is placed in this chapter because it is an important part of this study. The next section discusses the implications of the study in the section and also ideas for recommendations or suggestions for future researchers. The researcher also explained about hypotheses testing whether accepted or rejected. The last one is an explanation regarding the conclusion of the entire study, which is the objective result as discussed in Chapter 1.

5.2 KEY FINDINGS

This study was conducted through an online application with the participation of a total of 258 respondents from University Malaysia Kelantan as well as students from external institutions where all three objectives were achieved. The questionnaire was analyzed using SPSS to obtain more specific and comprehensive results. As presented in Chapter 4, which is related to the reliability test, we found that the coefficient of the reliability test range is between 0-1 which includes all measurement tests against the variable. Therefore, the results of the questionnaire used in this study are consistently good where Cronbach's Alpha Coefficient is around 0.70 - <0.80.

While for demographics, respondents are categorized into gender, age, level of education, ethnicity, intention to start a business whether product or service. The findings of the study found that the majority of involvements for gender were female, 23-35 years old of

age, Malay for race and 173 respondents had a bachelor's degree for education level. Out of 258 respondents, a total of 247 intend to open a business and 174 respondents prefer products as the type of business.

In addition, based on the research hypothesis, the researcher also found that independent variables such as social networks, digital knowledge and business experience have a significant relationship in effectiveness for the development of youth start-up growth. The results of the study show that digital knowledge has the highest mean value of 4.54, followed by social network which means 4.42 and the lowest is business experience which is 3.92.

Next, the hypothesis proves that social networks and digital knowledge have a positive connection with the growth of youth start-up. Both of these variables have a moderate positive relationship with the growth of youth start-up, 0.581 and 0.616 respectively. This shows that social networks and digital knowledge are the most effective for the growth of youth entrepreneurs in starting a business.

Last but not least, the overall results of the study prove that the majority of respondents who are students of University Malaysia Kelantan who are taking a Bachelor's Degree have agreed and choose social network and digital knowledge has led to development of youth entrepreneurship in start-up business.

5.3 DISCUSSION

A total of our respondents is 258 from mostly students in Universiti Malaysia Kelantan. The majority range age of our respondents is between 23 - 25 years old as 53.49% of the total respondents. Followed by age range 20-22 years old as 32.17% from the total, then 18-20 years old as 8.91%, and the last one is above 26 years old as 5.43% from the total of respondents. From the findings, the majority of our respondents are already experienced in doing business such as drop shipping and reseller. Thus, they are the appropriate respondent to complete this study.

So, we are asking questions for them in the form of a questionnaire through google form. We are asking questions about our hypotheses through key drivers that affect the growth of youth start-up as we explained before that growth of youth start-up is our dependent variable. We need to know what variable will thrust the growth of youth start-up.

Our hypotheses about what will become the key drivers supporting the growth of youth start up are social networking, digital knowledge, and business experience that will become the independent variables in this research. Because our objective in this study is to probing whether these variables have any relationship between the independent variable and dependent variable. So, we will examine whether our findings have strong correlation between the independent variables and the dependent variables using Spearman's rank correlation coefficient.

5.3.1 Hypothesis 1: There is a positive relationship between social networks and the growth of youth start-ups.

The major finding in this research paper is about the perception of our group about the growth of youth entrepreneurs about their businesses but more likely to the start-up type of business. What are the missing links about the growth of youth entrepreneurs particularly on the start-up based. There are only a few that bring this issue to the research analysis. So we are here to do the research on this issue.

The first hypothesis in this study is that social networking has become one of the key drivers that support the growth of youth start-up. Based on Spearman's rank correlation coefficient, on table 4.7.2, there was a significant-moderate positive correlation between social networks and growth of youth start-up. The relationship between the variables is moderately strong, with r=0.581 and N=258. This relationship has demonstrated that the majority of students consider social networks to be important drivers for young entrepreneurs to succeed in starting a business.

5.3.2 Hypothesis 2: There is a positive correlation between digital knowledge and growth of youth start-ups.

Based on Kithinji (2014), mentioned that businesses which use digital marketing benefit from the flexibility of connecting and communicating with customers and stakeholders for common advantage. In Kinthiji's study, he used the example of digital marketing as an art of digital knowledge. Thus, we will discuss what findings in this study related to correlation between digital knowledge and growth of youth start-ups.

In this study, in hypothesis 2, we hypothesized there is a positive correlation between digital knowledge and growth of youth start-up. So based on table 4.7.3 the correlation coefficient is r=0.616, N=258. That indicates there is a moderate relationship between dependent variable and the second independent variable which is digital knowledge. As a result, there is a positive relationship between digital knowledge and growth of youth start-ups. Thus, this is shown by the significant value (0.000) obtained in the correlation analysis which should be equal or less than p value 0.01 significant levels. This theory was actually already discussed by researchers.

5.3.3 Hypothesis 3: There is a positive correlation between business experience and growth of youth start-ups.

In hypothesis 3, we hypothesized that there was a correlation between the business experience and the growth of youth start-ups. But the findings based on the data we collected, in Table 4.7.4 of Spearman Correlation Analysis shows the relationship between business experience and growth of youth start-up. The value of the correlation coefficient is r=0.190, N=258 indicating that there is a very low relationship between business experience and growth of youth start-up. Therefore, as a result of the above findings, the two variables (IV and DV) have no relationship because the significant value is 0.002 and our hypothesis that we hypothesized is wrong.

81

5.4 IMPLICATION OF THE STUDY

This study is to understand youth entrepreneurs and business growth among new entrepreneurs. This study has implications for business, government, and youth entrepreneurs. When youth entrepreneurs are increasingly open to the world of entrepreneurship, stable business growth can be seen. A business can reach a high target when youth entrepreneurs have the knowledge to run a business well and then make a business grow. In addition, this study can also help countries where when more young entrepreneurs are born, more businesses can be established which can indirectly increase the country's income through trade activities and tax payments by businesses. When many successful businesses are established, more job opportunities can be given to the public which will reduce the unemployment rate in this country. Youth entrepreneurs will also benefit from this study because they can use every single piece of information found in this study to help them develop their identity as an entrepreneur. This study can also increase their knowledge about the ins and outs of being a youth entrepreneur because to become a youth entrepreneur, sufficient knowledge is very necessary so that youth entrepreneurs do not easily despair in running when facing any difficulties while running a business.

Although this study focuses entirely on youth entrepreneurs, this study can also be used to open up the interest of those out there in the field of entrepreneurship since there are still many of them who still hold on to outdated ideas that think that doing business is the last option as a career while the main focus of building an individual economy is by way of salary. The perception should be removed so that business is not mistaken as a career that does not guarantee the future.

5.5 LIMITATION OF THE STUDY

There are some limitations during this study. Among the limitations is that the study targets youth entrepreneurs but not many youth choose to become an entrepreneur. In addition, the researcher is experiencing a lack of time during the data collection process. from the respondents. Furthermore, the questionnaire for this study was only conducted through Google Form and the data received was inaccurate considering that not all respondents were committed to filling out this questionnaire. Some of the respondents did not cooperate at all which forced the researcher to get other respondents.

Moreover , this study only focuses on three independent variables, namely, social network, digital knowledge and business experience. Researchers have limited ability to study more related factors in this study. Also, there is little information related to independent variable work experiences which makes the researcher have to put in more effort to get the information. The lack of this information may cause the presentation of this study to be less accurate. In this study, limitations also occur because the target respondents are only focused on youth entrepreneurs in the Kelantan area only.

5.6 RECOMMENDATIONS / SUGGESTION FOR THE FUTURE RESEARCHERS

Throughout this study, the researcher has made several suggestions and alternatives for future research. In this study, the researcher targeted youth entrepreneurs in Kelantan, and due to time constraints, the sample size was minimal. Because of the small sample size, the results are inconsistent. As a result, one of the future recommendations for researchers is to broaden their study sample to include all of Malaysia rather than just entrepreneurial youth and business institutions. In this study, the researcher also found it challenging to obtain information, particularly regarding independent variables, so the researcher had to work harder to get the information. As a result, the researcher suggests that a future study compares two universities or other areas to gather more information. This enables future researchers to collect more data and produce more significant results. Furthermore, the researcher only looked at three independent variables in this study: social networks, digital knowledge, and work experience. As a result, researchers in this study have needed to be more extensive in their ability to investigate additional factors. From that, the researchers propose that in the future, researchers conduct similar extended studies with more independent variables to identify the main drivers that can support youth entrepreneurship and business growth.

Next, the data collection method is also done using Google Forms. As a result, because not all respondents were committed to answering the questionnaire, the data obtained was inaccurate. Some respondents also did not complete the questionnaire, necessitating the researcher's search for additional respondents. As a result, the researcher made several suggestions to improve the study's results, one of which is that researchers in the future should manage sufficient time in collecting data in this regard because time management is critical in dealing with and collecting all of the respondent samples in a short period. In the future, researchers will need to create simple questionnaires to make it easier for respondents

to understand each question because difficult questions can lead to difficult data interpretation. The researcher advises future researchers to select appropriate respondents to fill out the questionnaire. This method allows the researcher to obtain good results. Last but not least, future researchers can employ face-to-face techniques. This method enables the researcher to explain the questions in the questionnaire more clearly. As a result, gathering this information may indirectly assist respondents in providing better responses.

5.7 OVERALL CONCLUSION OF THE STUDY

This research examines the key factors that encourage youth entrepreneurship and business growth. This study employs Saras Sarasvathy's (2001) effectuation theory, a process entrepreneurs use when launching a new business venture. The dependent variable in this study is youth start-up growth, while the independent variables are social networks, digital knowledge, and business experience. Furthermore, a quantitative approach was used in the study, similar to previous research. The questionnaire method was used to collect 306 respondents for this study, and the normality test determined that only 258 were valid for further analysis. Therefore, this study's analysis includes a reliability test, descriptive analysis, spearman correlation, multiple linear regression, and expert validity analysis. According to the variable analysis results, all independent and dependent variables have a Cronbach Alpha coefficient greater than 0.6. As a result, the findings of this study indicate that only two independent variables, namely social network and digital knowledge, have a moderate relationship. In contrast, business experience has a very low relationship between dependent variables. Thus, we hoped that future researchers would be able to conduct similar studies with different sampling and the addition of independent variables.

\

REFERENCES

Altinay, L., & Altinay, E. "Factors influencing business growth: the rise of Turkish entrepreneurship in the UK." *International Journal of Entrepreneurial Behavior & Research*, vol. 14(1), 2008, pp. 24-46, https://doi.org/10.1108/13552550810852811.

Batisa, S. "Determinants of Youth Based Micro and Small Enterprises Growth in Dawro Zone A Case of Mareka Wereda." http://www.ijrbsm.org/papers/v6-i12/4.pdf.

Batisa, S. "Determinants of Youth Based Micro and Small Enterprises Growth in Dawro Zone A Case of Mareka Wereda." 2019, http://www.ijrbsm.org/papers/v6-i12/4.pdf.

Deng, H., Duan, S. X., & Wibowo, S. "igital technology driven knowledge sharing for job performance." *Journal of Knowledge Management, ahead-of-print(ahead-of-print)*, 2022, Digital technology driven knowledge sharing for job performance | Emerald Insight.

Di Vaio, Assunta Palladino, Rosa Pezzi, Alberto Kalisz, David E. "The role of digital innovation in knowledge management systems: A systematic literature review." *Journal of Business Research*, vol. 123, 2021, pp. 220-231, https://www.sciencedirect.com/science/article/abs/pii/S0148296320306238.

Dr. Aleksandra Janeska-Iliev, & Debarliev, D. S. "FACTORS AFFECTING GROWTH OF SMALL BUSINESS: THE CASE OF A DEVELOPING COUNTRY HAVING EXPERIENCED TRANSITION." 2015, (PDF) Factors affecting growth of small business: The case of a developing country having experienced transition (researchgate.net).

Dr. Aleksandra Janeska-Iliev, & Debarliev, D. S. "Factors affecting growth of small business: The case of a developing country having experienced transition." 2015.

McGrath, H., Medlin, C. J., & O'Toole, T. "A process-based model of network capability development by a start-up firm. Industrial Marketing Management." vol. 80, 2019, pp. 214-227, https://doi.org/10.1016/j.indmarman.2017.11.011.

McKelvie, A., & Wiklund, J. "Advancing Firm Growth Research: A Focus on Growth Mode Instead of Growth Rate. Entrepreneurship Theory and Practice." vol. 34(2), 2010, pp. 261-288, https://doi.org/10.1111/j.1540-6520.2010.00375.x.

Nichter, S., & Goldmark, L. "Small Firm Growth in Developing Countries." *World Development*, vol. 37(9), 2019, pp. 1453-1464, ttps://doi.org/10.1016/j.worlddev.2009.01.013.

OKAMURO, H. "Business Relationship and the Growth of Start-Up Firms in Japan." 2008, https://www.proquest.com/docview/192410609?pq-origsite=gscholar&fromopenview=true.

Pérez-Fernández, H., Cacciotti, G., Martín-Cruz, N., & Delgado-García, J. B. "Journal of Business Research." vol. 149, 2022, pp. 65-76, https://doi.org/10.1016/j.jbusres.2022.04.046.

Pittaway, L. A., Gazzard, J., Shore, A., & Williamson, T. "Student clubs: experiences in entrepreneurial learning. Entrepreneurship & Regional Development." vol. 27(3-4), 2015, pp. 127-153, https://doi.org/10.1080/08985626.2015.1014865.

Pittaway, L. A., Gazzard, J., Shore, A., & Williamson, T. "Student clubs: experiences in entrepreneurial learning. Entrepreneurship & Regional Development." vol. 27(3-4), 2015, pp. 127-153, https://doi.org/10.1080/08985626.2015.1014865.

Pugliese, R., Bortoluzzi, G., & Balzano, M. "What drives the growth of start-up firms? A tool for mapping the state-of-the-art of the empirical literature." *European Journal of Innovation Management*, vol. 25(6), 2021, pp. 242-272, https://doi.org/10.1108/ejim-03-2021-0163.

Radácsi, L., & Filep, J. C. "Survival and growth of Hungarian start-ups." *Entrepreneurship and Sustainability Issues*, vol. 8(4), pp. 262-279, https://doi.org/10.9770/jesi.2021.8.4(15).

Rakshit, S., Islam, N., Mondal, S., & Paul, T. "An integrated social network marketing metric for business-to-business SMEs." J*ournal of Business Research*, vol. 150, 2022, pp. 73-88, https://doi.org/10.1016/j.jbusres.2022.06.006.

Rizvanović, B., Zutshi, A., Grilo, A., & Nodehi, T. "Linking the potentials of extended digital marketing impact and start-up growth: Developing a macro-dynamic framework of start-up growth drivers supported by digital marketing." *Technological Forecasting and Social Change*, vol. 186, 2023, pp. 122-128, https://doi.org/10.1016/j.techfore.2022.122128.

Shah, S. F. H., Nazir, T., Zaman, K., & Shabir, M. "Factors Affecting the Growth of Enterprises: A Survey of the Literature from the Perspective of Small- and Medium-Sized Enterprises." *Journal of Enterprise Transformation*, vol. 3(2), 2013, pp. 53-75, https://doi.org/10.1080/19488289.2011.650282.

Okrah, J., Nepp, A., & Agbozo, E. (2018). Exploring the factors of startup success and growth. https://www.proquest.com/docview/2058267129?pq-origsite=gscholar&fromopenview=true

Krasniqi, B. A. (2012). The determinants of entrepreneurship and small business growth in Kosova: evidence from new and established firms. https://www.researchgate.net/profile/Besnik-Krasniqi/publication/259843609_Entrepreneurship_and_small_business_development_in_Kosova/links/54f4ee650cf2ba615064305f/Entrepreneurship-and-small-business-development-in-Kosova.pdf

Dobbs, M., & Hamilton, R. T. (2007). Small business growth: recent evidence and new directions. *International Journal of Entrepreneurial Behavior & Research*, *13*(5), 296-322. https://doi.org/10.1108/13552550710780885

DONALD A. DUCHESNEAU, & GARTNER, W. B. A PROFILE OF NEW VENTURE SUCCESS AND FAILURE IN AN EMERGING INDUSTRY. https://www.sciencedirect.com/science/article/abs/pii/088390269090007G

Garnsey, E., Stam, E., & Heffernan, P. (2006). New Firm Growth: Exploring Processes and Paths. *Industry & Innovation*, *13*(1), 1-20. https://doi.org/10.1080/13662710500513367

Honjo, Y. (2004). Growth of new start-up firms: evidence from the Japanese manufacturing industry. *Applied Economics*, *36*(4), 343-355. https://doi.org/10.1080/00036840410001674277

Lasch, F., Adcroft, A., Le Roy, F., & Yami, S. (2007). Critical growth factors of ICT start‐ups. *Management Decision*, *45*(1), 62-75. https://doi.org/10.1108/00251740710718962

McKelvie, A., Brattström, A., & Wennberg, K. (2017). How young firms achieve growth: reconciling the roles of growth motivation and innovative activities. *Small Business Economics*, *49*(2), 273-293. https://doi.org/10.1007/s11187-017-9847-9

Sharifah Zannierah Syed Marzuki, Mohd Ali Bahari Abdul Kadir, Siti Zahrah Buyong, & Junainah Junid. (2016). Motivating Factors Influencing Business among Youth in Malaysia. https://www.researchgate.net/publication/309193838_Motivating_Factors_Influencing_Business_among_Youth_in_Malaysia

Veronique A.J.M. Schutjens, E. W. Determinants of new firm success. Determinants of new firm success | SpringerLink

Thammadee, N., & Jones, P. (2017). PARTICULAR REFERENCES FOR THAI YOUTH ENTREPRENEURS TO START-UP A NEW BUSINESS. (PDF) PARTICULAR REFERENCES FOR THAI YOUTH ENTREPRENEURS TO START-UP A NEW BUSINESS (researchgate.net)

Bureau, S., Salvador, E., & Fendt, J. (2012). Small Firms and the Growth Stage: Can Entrepreneurship Education Programmes Be Supportive? *Industry and Higher Education*, *26*(2), 79-100. https://doi.org/10.5367/ihe.2012.0085

Castrogiovanni, G. J. (2016). Pre-Startup Planning and the Survival of New Small Businesses: Theoretical Linkages. *Journal of Management*, *22*(6), 801-822. https://doi.org/10.1177/014920639602200601

Trulsson, P. (2002). Constraints of Growth-Oriented Enterprises in the Southern and Eastern African Region. https://www.proquest.com/docview/208440747?pq-origsite=gscholar&fromopenview=true

Nichter, S., & Goldmark, L. (2009). Small Firm Growth in Developing Countries. *World Development*, *37*(9), 1453-1464. https://doi.org/10.1016/j.worlddev.2009.01.013

Pinfold, J. F. New Business Start-ups: The More the Better? https://journals.sagepub.com/doi/pdf/10.1177/02601079X9700800403

Kim, B., Kim, H., & Jeon, Y. (2018). Critical Success Factors of a Design Start-up Business. *Sustainability*, *10*(9). https://doi.org/10.3390/su10092981

Bian, Y. (1997). Bringing strong ties back in: Indirect ties, network bridges, and job searches in China. American sociological review, 366-385. http://www.jstor.org/stable/2657311

Biraglia, A., & Kadile, V. (2017). The role of entrepreneurial passion and creativity in developing entrepreneurial intentions: Insights from American homebrewers. Journal of small business management, 55(1), 170-188. https://onlinelibrary.wiley.com/doi/abs/10.1111/jsbm.12242

Granovetter, M. S. (1973). The strength of weak ties. American journal of sociology, 78(6), 1360-1380. The Strength of Weak Ties by Mark S. Granovetter

Hambrick, D. C., Cho, T. S., & Chen, M.-J. (1996). The influence of top management team heterogeneity on firms' competitive moves. Administrative science quarterly, 659-684. The influende of top management team heterogeneity on firms' competitive moves

Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. Academy of management review, 32(4), 1199-1228. https://doi.org/10.5465/amr.2007.26586096

Jenssen, J. I. (1999). Entrepreneurial networks: A study of the impact of social networks and resource access on the start-up of new organizations. https://openaccess.nhh.no/nhh-xmlui/bitstream/handle/11250/164416/Jenssen_1999.pdf?sequence=1

Klyver, K., Hindle, K., & Meyer, D. (2008). Influence of social network structure on entrepreneurship participation—A study of 20 national cultures. International Entrepreneurship and Management Journal, 4(3), 331-347. Influence of social network structure on entrepreneurship participation-A study of 20 national cultures

McGrath, H., Medlin, C. J., & O'Toole, T. (2019). A process-based model of network capability development by a start-up firm. Industrial Marketing Management, 80, 214-227. https://doi.org/10.1016/j.indmarman.2017.11.011

Song, Y., & Vinig, T. (2012). Entrepreneur online social networks–structure, diversity and impact on start-up survival. International Journal of Organisational Design and

Engineering 3, 2(2), 189-203. https://www.alphagalileo.org/Uploads/imported/66177_IJODE-linkedin-25876.pdf

Deng, H., Duan, S. X., & Wibowo, S. (2022). Digital technology driven knowledge sharing for job performance. *Journal of Knowledge Management*, *ahead-of-print*(ahead-of-print). Digital technology driven knowledge sharing for job performance | Emerald Insight

Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, *59*, 102168. Setting the future of digital and social media marketing research: Perspectives and research propositions - ScienceDirect

Miniesy, R., Elshahawy, E., & Fakhreldin, H. (2022). Social media's impact on the empowerment of women and youth male entrepreneurs in Egypt. *International Journal of Gender and Entrepreneurship*, *14*(2), 235-262. Social media's impact on the empowerment of women and youth male entrepreneurs in Egypt | Emerald Insight

Ditte Hvas Mortensen. (2021). The Basic Principles of Effectuation - How To use What You Already Have to Become More Innovative. https://www.interaction-design.org/literature/article/the-basic-principles-of-effectuation-how-to-use-what-you-already-have-to-become-more-innovative

Oppong, G. Y. S., Singh, S., & Kujur, F. (2020). Potential of digital technologies in academic entrepreneurship – a study. *International Journal of Entrepreneurial Behavior & Research*, *26*(7), 1449-1476. Potential of digital technologies in academic entrepreneurship – a study | Emerald Insight

Di Vaio, Assunta Palladino, Rosa Pezzi, Alberto Kalisz, David E. "The role of digital innovation in knowledge management systems: A systematic literature review." *Journal of Business Research*, vol. 123, 2021, pp. 220-231, https://doi.org/10.1016/j.jbusres.2020.09.042.

Ensign, P. C., & Jacobs, S. (2019). Decision time for a young entrepreneur: Urbanology USA – in, out, or … ? Small Enterprise Research, 26(1), 117-124. https://doi.org/10.1080/13215906.2019.1570320

Arregle, J. L., Batjargal, B., Hitt, M. A., Webb, J. W., Miller, T., & Tsui, A. S. (2015). Family Ties in Entrepreneurs' Social Networks and New Venture Growth. Entrepreneurship Theory and Practice, 39(2), 313-344. https://doi.org/10.1111/etap.12044

Kirkwood, J. (2012). Family Matters: Exploring the Role of Family in the New Venture Creation Decision. Journal of Small Business & Entrepreneurship, 25(2), 141-154. https://doi.org/10.1080/08276331.2012.10593565

Hopp, C., & Sonderegger, R. (2015). Understanding the Dynamics of Nascent Entrepreneurship-Prestart-Up Experience, Intentions, and Entrepreneurial Success. Journal of Small Business Management, 53(4), 1076-1096. https://doi.org/10.1111/jsbm.12107

Khoiry, M. A., Abd Halim, A., Zainurdin, N. A., Jantan, N. S., Lokman, N. H., & Sabarudin, A. (2022). Tinjauan Keberkesanan Program Keusahawanan di Universiti Kebangsaan Malaysia (UKM) terhadap Kebolehpasaran Graduan Menurut Perspektif Alumni UKM. Malaysian Journal of Social Sciences and Humanities (MJSSH), 7(2). https://doi.org/10.47405/mjssh.v7i2.1272

Sofian, M. F., Mukhtar, D., Setiawan, M. I., & Ramli, H. (2023). Experience is the Best Teacher: Apprenticeship Based Learning in Entrepreneur Development. In Innovation

of Businesses, and Digitalization during Covid-19 Pandemic (pp. 817-826). https://doi.org/10.1007/978-3-031-08090-6_52

Pittaway, L. A., Gazzard, J., Shore, A., & Williamson, T. (2015). Student clubs: experiences in entrepreneurial learning. Entrepreneurship & Regional Development, 27(3-4), 127-153. https://doi.org/10.1080/08985626.2015.1014865

Castrogiovanni, G. J. (2016). Pre-Startup Planning and the Survival of New Small Businesses: Theoretical Linkages. Journal of Management, 22(6), 801-822. https://doi.org/10.1177/014920639602200601

YOUTH ENTREPRENEURSHIP AND BUSINESS GROWTH:
A STUDY FROM YOUTH ENTREPRENEURS

Greetings to all dear respondents,

We are final year students from Faculty of Entrepreneurship and Business (FEB), University Malaysia Kelantan pursuing a Degree in Bachelor of Entrepreneurship (Commerce) with Honors. We are currently conducting a research survey regarding "Youth Entrepreneurship And Business Growth: A Study From Youth Entrepreneurs". Your participation would be highly appreciated. Your personal details remain secure and it is strictly used for research purposes only. Thank you for your valuable time, attention and cooperation.

This survey was prepared by:

ELLVINA ANAK STPEPHEN (A19A0122)
NIK NUR DAYANA SAHIRA BINTI NIK KAMARUL ANUAR (A19A0416)
NURAIN AFIQAH BINTI RIZAL (A19A0649)
ZAKIA MUTHIA (A19A1223)

PART A / BAHAGIAN A: DEMOGRAPHIC/DEMOGRAFIK

Please tick (/) at the appropriate answer.
Sila tandakan (/) pada jawapan yang sesuai.

1. Gender / Jantina

☐ Male / Lelaki

☐ Female / Perempuan

2. Age / Umur

☐ 18-20 Years / Tahun

☐ 21-23 Years / Tahun

☐ 24-25 Years / Tahun

☐ 26 and above / Tahun dan ke atas

3. Level Education / Tahap Pendidikan

☐ SPM or STPM / SPM or STPM

☐ Diploma and relevant level / Diploma dan setaraf

☐ Bachelor Degree / Ijazah Sarjana Muda

☐ Master / Ijazah Sarjana

4. Ethnic / Kaum

☐ Malay / Melayu

☐ Chinese / Cina

☐ Indian / India

☐ Others / Lain-lain

5. Do you intend to start a business? / Adakah anda berniat untuk memulakan

perniagaan?

☐ Yes / Ya

☐ No / Tidak

6. If Yes, specify the type of business. / Jika Ya, nyatakan jenis perniagaan

☐ Product / Produk

☐ Service / Servis

PART B / BAHAGIAN B: DEPENDENT VARIABLE

Please indicate your degree of agreement on the following statements by selected the numbers given ranging:

Strongly Disagree Sangat Tidak Setuju	Disagree Tidak Setuju	Neutral Neutral	Agree Setuju	Strongly Agree Sangat Setuju
1	2	3	4	5

GROWTH OF YOUTH

1.	I believe social networking will have a significant impact on business growth. Saya percaya rangkaian sosial akan memberi impak yang besar kepada pertumbuhan perniagaan.					
2.	Using external advice and knowledge will help my business opportunities grow.					

94

	Menggunakan nasihat dan pengetahuan luar akan membantu peluang perniagaan saya berkembang.	95				
3.	Having good social relationships with suppliers and customers will impact business growth. Mempunyai hubungan sosial yang baik dengan pembekal dan pelanggan akan memberi kesan pertumbuhan kepada perniagaan					
4.	My cultural background helps me better understand how to grow the business. Latar belakang budaya saya membantu saya lebih memahami cara mengembangkan perniagaan.					
5.	Inheriting the family business can support the growth of my business. Mewarisi perniagaan keluarga boleh menyokong pertumbuhan perniagaan saya.					
6.	Family institutions become the backbone in providing support					

	and motivation to start-up entrepreneurs to continue to grow. Institusi keluara menjadi tulang belakang dalam memberikan sokongan dan motivasi kepada usahawan permulaan untuk terus berkembang.	96				
7.	I believe building digital knowledge through education and other resources can help me to grow the business. Saya percaya membina pengetahuan digital melalui pendidikan dan sumber lain boleh membantu saya mengembangkan perniagaan.					

PART C / BAHAGIAN C: INDEPENDENT VARIABLE

i) SOCIAL NETWORK

1.	I use social networking sites to gain knowledge about business. Saya menggunakan laman rangkaian sosial untuk menimba ilmu tentang perniagaan.					
2.	I use social networking sites to hear other people's business experiences. Saya menggunakan laman rangkaian sosial untuk mendengar pengalaman perniagaan orang lain .					
3.	I used to hear my business acquaintances' experiences to evaluate my business. Saya pernah mendengar pengalaman kenalan perniagaan saya untuk menilai perniagaan saya.					
4.	I used to gain knowledge from my acquaintances' business experience rather than others. Saya pernah menimba ilmu daripada pengalaman perniagaan					

	kenalan saya berbanding orang lain.					
5.	I am motivated to do business after knowing acquaintance's business experience Saya terdorong untuk berniaga setelah mengetahui pengalaman perniagaan kenalan.					

ii) DIGITAL KNOWLEDGE

1.	I frequently use social media applications in my business. Saya kerap menggunakan aplikasi media sosial.					
2.	Using social media in my business increases my productivity. Menggunakan media sosial dalam perniagaan saya meningkatkan produktiviti saya.					
3.	I have the digital knowledge necessary to respond to capability social media technologies.					

	Saya mempunyai pengetahuan digital yang diperlukan untuk bertindak balas terhadap keupayaan teknologi media sosial.	99				
4.	I generally react very quickly to social media technological changes in the environment. Saya biasanya bertindak balas dengan cepat terhadap perubahan teknologi media sosial dalam persekitaran					
5.	I can use software or mobile apps to help me accomplish my goals. Saya boleh menggunakan perisian atau aplikasi mudah alih untuk membantu mencapat matlamat saya.					
6	Using media social make it easier for me to do my business. Menggunakan media sosial memudahkan saya melakukan perniagaan saya.					

iii) BUSINESS EXPERIENCE

1.	My family runs a business as a source of income. Keluarga saya menjalan perniagaan sebagai sumber pendapatan					
2.	I live in luxury because of my family do business. Saya hidup mewah kerana keluara saya berniaga.					
3.	I helped the family run the business since childhood. Saya membantu keluarga menjalankan perniagaan sejak kecil.					
4.	I feel motivated to do business after learning knowledge and skills business from the internship program. Saya rasa bersemangat untuk berniaga setelah mempelajari ilmu dan kemahiran perniagaan daripada program latihan.					
5.	I consider the knowledge and experience gained from the					

FKP

	internship programme to be very beneficial.					
		101				
	Saya menganggap ilmu dan pengetahuan yang diperoleh daripada program latihan amali sangat bermanfaat.					

APPENDIX B - Gantt Chart

Week / Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Briefing with SV related to research project	██	██												
Identify and confirmation for research title		██	██											
Finding journals/ articles		██	██											
DV and IV confirmation by SV		██	██											
Start writing Chapter 1				██										
Chapter 1 submission				██										
1st correction for chapter				██	██									
Start writing chapter					██									

2					▓										
Chapter 2 submission					▓										
1st correction chapter 2					▓	▓									
Start writing chapter 3					▓										
1st submission chapter 3						▓									
1st Presentation - 7/12/22							▓								
1st Correction for proposal							▓	▓							
Meeting with SV							▓								
Collect Data									▓	▓					
Meeting with SV									▓	▓					
Starting writing Chapter 4 & 5											▓				
Chapter 4 & 5 submissi											▓				

on												▓		
Correction Chapter 4 & 5													▓	
Turnitin check														▓
Submission full report final year research														▓
Presentation final year project														▓