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# **Entrepreneurship Education, Self-Confidence, and Students' Career Choice as an Entrepreneur**

*(Pendidikan Keusahawanan, Keyakinan Diri dan Pilihan Karier Pelajar Sebagai Usahawan)*

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# INTRODUCTION

- Entrepreneurship is perceived as an accurate field and should be given priority to produce graduates who are mentally strong and competitive.
- Malaysian government and the higher education sector have been working together over a number of years to increase the impact of the higher education on business and society.
- The Ministry of Education has instructed all local public universities to pursue the entrepreneurship curriculum, content and programs as a preparation for students to venture into business (Othman, Othman, and Ismail 2012).

# INTRODUCTION

- In Malaysia, the unemployment rate among graduates has become a national issue as the number of graduates who are unemployed is increasing every year.
  - The unemployment rate rose from 0.3% to 3.3% from December 2013 to January 2014.
  - This is due to the lack of job opportunities available (Ismail et. al., 2009).
- Entrepreneurship seems to be one of the key solutions to reduce the dependency of graduates to be employed.
- Students need entrepreneurship education to acquire the confidence and skills needed, especially on methods to launch a new venture (Lebusa, 2011).
- Entrepreneurship education is important in instilling self-confidence among students and it can lead to an increase in students' entrepreneurial intention.

# INTRODUCTION

- Since entrepreneurship education plays an important role in influencing students' career choices, the National Entrepreneur Development Office in Malaysia has been set up to plan and coordinate all activities related to entrepreneurship under the Malaysian Budget 2014.
- Public and private universities, together with other higher learning institutions, have been given the mandate to play a leading role in inculcating students with the entrepreneurial knowledge and skills that will be useful in their future career endeavors (Nurmi and Paasio 2007).
- This study therefore intends to assess the effectiveness of entrepreneurship education on student's self-confidence and career choice as an entrepreneur.

# LITERATURE REVIEW

- Entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunities, and to organize and start new business ventures (Brown 2000).
- Self-confidence is an important characteristic for entrepreneurship (Gurol and Astan, 2006).
- In order for students to make a good career choice, they need to have a high level of career decision-making confidence, which is correlated with career planning and exploration (Creed, et. al., 2007).

# METHODOLOGY

## Design

- Quantitative and Cross- sectional

## Sampling

- A list of 428 final year students from the Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan.

## Population

- A total of 250 sets of questionnaires were distributed to the respondents. Complete data was collected from 220 final year students.

# METHODOLOGY

## Research Instrument

The five-point Likert scale of 1 to 5 points (strongly disagree, disagree, neutral, agree, and strongly agree) was used for the independent and dependent variables.

TABLE 1. Survey questionnaire

Section
Section A: <i>The role of universities in promoting entrepreneurship</i> – questions asked on the university environment that encourages the development of entrepreneurial activities, including university policy, entrepreneurial infrastructure and other support systems that promote entrepreneurship among students.
Section B: <i>The entrepreneurial curriculum and content</i> – questions touched on the usefulness of the courses offered and taken by respondents in helping them to start a business.
Section C: <i>The entrepreneurial internship programs</i> – questions included the importance of entrepreneurship internship programs in enhancing respondents' interest towards entrepreneurship.
Section D: <i>Self-Confidence</i> - questions included the influences of self-confidence on students' career choices.
Section E: <i>Students' career choices</i> - questions included the respondents' future career decisions on whether to become self-employed or a wage earner. They were also asked on their inclination towards an entrepreneurial career.



# RESULTS

TABLE 2. Respondent's Demographic Characteristics

Category	n	%	Category	n	%
<i>Course currently pursuing</i>			<i>Gender</i>		
Retailing	7	3.2	Male	50	22.7
Islamic banking and finance	34	15.5	Female	170	77.3
Commerce	99	45.0	Total	220	100.0
Logistic and distributive trade	15	6.8	<i>Respondent's Age</i>		
Hospitality	15	6.8	21 to 23	194	88.2
Tourism	34	15.5	25 to 26	26	11.8
Health entrepreneurship	16	7.3	Total	220	100.0
Total	220	100.0	<i>Mother's Occupation</i>		
<i>Father's Occupation</i>			Employed	43	19.5
Employed	88	40.0	Self-Employed	34	15.5
Self-Employed	77	35.0	Unemployed	127	57.7
Unemployed	12	5.5	Retired	15	6.8
Retired	33	15.0	Others	1	0.5
Others	10	4.5	Total	220	100.0
Total	220	100.0			

# RESULTS

TABLE 3. Descriptive and reliability measures

	Number	Descriptive		Reliability		
	of Items	Mean	S. Deviation	CA	CI	AVE
EE1	3	3.9030	.64002	0.760	0.862	0.676
EE2	3	3.6530	.65307	0.784	0.874	0.698
EE3	2	3.8477	.63443	0.617	0.838	0.722
SC	4	3.5898	.67756	0.854	0.901	0.695
SCC	4	3.8091	.64455	0.817	0.879	0.644

*EE1: University's role in promoting entrepreneurship; EE2: Entrepreneurial curriculum and content; EE3: Entrepreneurial internship programs; SC: Self-confidence; SCC: Students' Career Choices as Entrepreneur; CA: Cronbachs Alpha; CI: Composite Reliability; AVE: Average Variance Extracted*

# RESULTS

TABLE 4. Outer model loading and cross loading

	EE1	EE2	EE3	SC	SCC
EE1-1	0.821	0.413	0.482	0.270	0.450
EE1-2	0.852	0.466	0.482	0.275	0.452
EE1-3	0.793	0.491	0.557	0.316	0.372
EE2-1	0.508	0.834	0.463	0.381	0.392
EE2-2	0.439	0.832	0.492	0.416	0.288
EE2-3	0.436	0.840	0.457	0.311	0.388
EE3-1	0.546	0.505	0.876	0.438	0.458
EE3-2	0.496	0.450	0.823	0.342	0.415
SC1-1	0.275	0.386	0.421	0.830	0.409
SC1-2	0.235	0.298	0.309	0.811	0.342
SC2-3	0.333	0.398	0.414	0.825	0.407
SC2-4	0.306	0.380	0.384	0.866	0.442
SCC-1	0.442	0.383	0.416	0.338	0.804
SCC-2	0.406	0.353	0.410	0.363	0.814
SCC-3	0.352	0.305	0.424	0.313	0.784
SCC-4	0.451	0.330	0.405	0.512	0.808
Fornell-Larcker Criterium					
EE1	0.822				
EE2	0.554	0.836			
EE3	0.615	0.563	0.850		
SC	0.348	0.443	0.463	0.833	
SCC	0.518	0.427	0.514	0.484	0.803
Heterotrait-Monotrait Ratio (HTMT)					
EE1					
EE2	0.717				
EE3	0.899	0.807			
SC	0.429	0.535	0.626		
SCC	0.651	0.531	0.724	0.565	

# RESULTS

TABLE 5. Path Coefficients

	Path Coefficient	t	p	r <sup>2</sup>	Effect Size	Q <sup>2</sup>	q <sup>2</sup>
EE1 -> SC	0.014	0.183	0.855	0.263	-	0.176	-
EE2 -> SC	0.262	2.839	0.005		0.058		0.034
EE3 -> SC	0.306	3.848	0.000		0.071		0.041
EE1 -> SCC	0.282	3.361	0.001	0.396	0.075	0.244	0.034
EE2 -> SCC	0.041	0.556	0.578		-		-
EE3 -> SCC	0.188	2.265	0.024		0.026		0.015
SC -> SCC	0.280	3.353	0.001		0.098		0.044

# CONCLUSION

- The findings of this study indicate the positive effects of entrepreneurship education on students' self-confidence and student's career choices as an entrepreneur.
- The result of this study provided empirical findings, which can be used as practical guidelines by the government and university policy makers to design and implement policies for future development of entrepreneurial programs for undergraduates