

## **ENTREPRENEURIAL INTENTION: DOES MALAYSIAN SECONDARY SCHOOL PROVIDE THE PLATFORM?**

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### **Abstract**

Entrepreneurship is getting wider attention recently with increasing globalization and also the saturation of the job market due to the recent downturn in the various economies of the world. Malaysia is also placing more emphasize on entrepreneurial towards accelerating the economic growth. This study is meant to analyze to what extent the importance of entrepreneurship is well perceived by secondary school students. A personally administered questionnaire survey was executed to collect data from 1722 students represented by various schools from 7 districts in Terengganu, Malaysia. Their combinations were further represented in term of rural versus urban area. The study looked at the personal, finance, social, knowledge management, and school curriculum serves as determinants of entrepreneurial intention. All the determinants were found to be positively correlated with entrepreneurial intention among the secondary school students. Further analysis on testing of differences demonstrated that in term of courses attended at school, levels of education, and geographical location (urban versus rural) revealed the result of differences, while analysis on gender indicated of no differences between the groups towards intention to venture into entrepreneurship.

**Keyword:** Motivation, entrepreneurship, finance, social, knowledge management, school environment.

### ***1.0 Introduction***

Entrepreneurship has emerged over the last two decades as the most potent economic force the world has ever experienced. An entrepreneur is one who assumes the financial risk of starting and operating a business venture. He usually carries the connotation of being creative, self-motivated and visionary. Every successful entrepreneur brings about benefits not only to himself or herself but to the region or even the whole country. The benefits might be in terms of self-employment to the entrepreneur, offering more job satisfaction and flexibility of the work force. It also develops more industries, especially in rural as well as urban areas, income generation and increase economic growth. Knight (1967) believes that entrepreneurship is about taking risk. The behavior of the entrepreneur reflects a kind of person who is willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture (Bitler, Moskowitz & Vissing-Jorgensen, 2005).

An entrepreneur accepts the personal financial risks that come together with owning a business. Becoming an entrepreneur means one person chooses to be self-employed and starts, organizes, manages and assumes responsibility for a business, offers to face personal challenges. Despite that, he also might benefit directly from the potential success of the business. Choosing to become an entrepreneur is often viewed as an aversive career choice where in an everyday life and

work situations, one will have to face uncertainty, impediments, failures and frustrations associated along with the process of building the business (Campbell, 1992). However, with such challenges many still choose to become an entrepreneur. That too has prompted many researchers to investigate the underlying motivation for those people to become an entrepreneur. What actually drives them to take up the risk, the uncertainty and the independent structure of business owners?

Parallel to the growth of entrepreneurship, the needs for entrepreneurship education become apparent, especially to a developing nation like Malaysia. Malaysia is in need of youth that can contribute to the country's economy in the future to come. As Peter Drucker (1985) once states that '... entrepreneurship is not magic, it's not mysterious, and it has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned. In addition to that Gorman, Hanlon and King (1997) also agree that entrepreneurship can be taught or at least encouraged.

This study is meant to analyze and overview to what extent the secondary school students in Malaysia are interested become an entrepreneur. The findings of the study are specifically useful to the education sector and to the country of Malaysia as a whole. From here, the nation will be able to focus on developing potential students and lead them to achieve the objective in the nation economic growth. Schools which serve as the institution, where the students receive appropriate knowledge and learning process should develop the right mechanism in developing future entrepreneurs. Lastly, the findings of this study will be able to be used as a medium to create awareness among secondary students toward their potential in becoming an entrepreneur. In addition, those students should be able to tell which area / field should they choose according to their interest and potential.

By observing to the whole world's development, students are the basis of any country's hope and aspiration to increase the economy in the future. If the business fundamentals can be mould into students' mindset from the very beginning, it will be able to produce youths who are willing to face various challenges in the business sector. After they have graduated from the studies, they would have a solid business foundation that can help them to craft their own career. However, the questions of acceptance, appropriateness and effectiveness of pedagogies are among key issues that have always been addressed as factors contributing to the problem. Thus, there is a need to study the motivational and awareness factors among those students in becoming an entrepreneur

The main objective of this study is to investigate the factors that act as the pushing or pulling factors that motivate secondary students in Malaysia towards becoming an entrepreneur in the future. The study also attempts to examine the relationship between the identified factors such as social, individual, financial, school and knowledge management with strong motivation to become an entrepreneur.

## ***2.0 Literature Review***

In the early work done by Schumpeter (1950), an entrepreneur is viewed as a person who is willing and able to convert a new idea or invention into a successful innovation. Entrepreneurship forces, which also labeled as "creative destruction" across markets and industries, will simultaneously creating both new products and business models. This creative destruction is largely responsible for the dynamism of industries and long run economic growth. To a certain extent, an entrepreneur reflects a kind of person who is willing to put his or her career and financial security at risk, spending much time as well as capital on an uncertain venture Knight (1967) and Drucker (1985).

An entrepreneur can also be referred as those people who are with innovative ideas. They are individuals whose zeal and passion to make a difference. As stated by Kao and Stevenson (1984) an entrepreneur attempts to create value through recognition of business opportunity, willing to take risk upon the opportunity through the communicative and management skills in order to mobilize human, financial, and material resources necessary to bring a project to fruition. Thus an entrepreneur is a

person who actively creates new businesses in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on them (Zimmerer and Scarborough, 2002). On top of creating something new with value by devoting the necessary time and effort, an entrepreneur is also a person who seeks for personal satisfaction and independence (Hisrich and Peters, 2002).

In fulfilling those needs, an entrepreneur must find, evaluate and develop an opportunity by overcoming the forces that hinder the creation of something new. The whole process starts with identification and evaluation of the opportunity, development of the business plan, followed with determination of the required resources. The final phase involves the management of the resulting enterprise. In general, quality personality aspects of an entrepreneur consist of attitudes, values and the spirit to achieve success. Studies on the characteristics of an entrepreneur reveal that certain characteristics such as the high need for achievement and high degree of self confidence determine whether an entrepreneur will be successful (Pleitner, 1986). A more detail characteristic is spelt out by Hornaday (1982), who identifies 10 characteristics for successful entrepreneurs. Those characteristics include self confidence, perseverance and ability to take calculating risk, creativity, flexibility, foresight, leadership, knowledgeable, profit orientation and optimism.

This paper is considering to study following factors that influence the characteristics of an entrepreneur.

## *2.1 Social*

Starting a new venture uses most of the energy and time of the entrepreneur. Consequently, his or her other commitments may suffer. Entrepreneurs who are married particularly those with children expose their families to the risk of an incomplete family experience. As a result the family members may have possibility to experience permanent emotional scars from inattention, quarrelling, and bitterness. In addition, friends may vanish because of missed get-togethers. On the other hand, starting a new business may afford the opportunity to bring the spouse and children into the business. Old friends may become investors; new friends may be developed because of a widening business and social circle. As a result, the time the entrepreneur spends with these people will be quality time (Flamholtz, 1986).

There are two key features of this explanation that are maintained throughout subsequent interpretations. The first factor is goodwill, fellowship, and other social attributes will have an instrumental value in terms of measurably improved living conditions. Second, that social capital will bring both private benefits and positive externalities. Woolcock and Narayan (2000) present the overview of the subsequent history and current field of application of social capital to encapsulate the vitality and significance of community ties. One of the research conclusion by Putnam (2000) and Coleman (1988) which focused in nine primary fields have proven the inspiration for most of the current work.

Those nine primary fields include families and youth behavior; schooling and education; community life (virtual and civic); work and organizations; democracy and governance; collective action; public health and environment; crime and violence; and economic development which are all associated with the significant influence of social dimensions in various behavioral developments.

The influence of ideas on people, societies, values and cultures have always formed central and dynamic issues in the social sciences. As suggested by Parsons (1935), those ideas actively play as a crucial role in maintaining social continuity in respond to changes in the outside world. Basic ideas that have been developed through organize experience become embedded in the public mind and structure the ways in which issues are understood and tackled. On a smaller scale, ideas that begin in academic settings based on theories will be able to quickly spread into social and political development. Voegelin (1975) has detected our ideas of knowledge will further leads to the search

for a universal ideology that promises alternative to problems which are expected to provide better approach in settling issues.

## 2.2 Personal

The need for achievement was first propounded by McClelland in 1961. He suggests that entrepreneurs have a high need for his or her individual achievement. They will choose situations that are characterized by knowledge of moderate (not high) risk-taking activity, responsibility, anticipation of future novel instrumental activity, decisions, and possibilities. It is the prospect of achievement (not money) that motivates them. Besides that, locus of control or need for achievement is also another important fundamental entrepreneurial attributes. However, there are also arguments on whether locus of control or need for achievement is a more fundamental attribute (Cromie, 1987) for entrepreneurship development profile.

Successful entrepreneur is a person who can convince other people of his ideas, have conviction and charisma to be able to sell his ideas. Some entrepreneurs create their own personalities, some choose to dress differently and some will adopt unique style in order to attract attention. All these characteristics can be molded together as one. In addition, Phillipson (1995) suggests that good education can become an asset to be an entrepreneur. With training and education, individual will find it a lot easier to convince others about what to do as a person to a certain extent can understand human mind and group behavior. Therefore, the first challenge entrepreneur's face is the challenge to establish a successful new venture. The basic skill necessary to meet this challenge is the ability to recognize a market need and the ability to develop a product or service appropriate to satisfy that need. The second challenge for entrepreneurs is when their stage of business development is reached. At this stage, the firm must prepare to make a fundamental transformation or metamorphosis from the spontaneous, ad hoc; free-spirited enterprise that it has been to a more formally planned, organized and disciplined entity.

For many entrepreneurs, the main drive into the business is creativity and innovation to build something out of nothing. Creativity and opportunism indicates that much of the discussion on entrepreneurship provides evidence that most entrepreneurs are more creative than the normal public (Timmons, 1989; Whiting, 1988). In many ways this drive resembles the motivation of the entrepreneurs to create new entity in the imagination. Later, certain techniques will be applied to transform this imagined entity into reality. It is natural that entrepreneurs generally want full credit, or full discredit, for their success or failure (Suhaimi Mansor, 1989). Any feedback on their performance enables entrepreneurs to remain accountable. In fact, in measuring performance, entrepreneurs may use any common yardsticks, among them include return on investment, amount of sales and profit growth. These yardsticks, of course, work as two-ways indicators, giving proof not only of success but also of failure. They are actually measuring is profitability, as profits provide a good indicator of how well entrepreneurs are doing in the marketplace. The good thing is that, profits are really a measure of the competitive value of a company's contribution to users, distributors, and the public. And, by maximizing the company's contribution that company can also maximize its profits. In other words, concentrate on things that produce a profit rather than on the profit itself.

Of all, the psychological characteristic is also presumed to be associated with entrepreneurship. For instance, the need for achievement seems to be one of the strongest basis in entrepreneurship discussions (Koh, 1996). Thus Mc Clelland motivation theory still act as the main driving force that helps entrepreneurs to move forward as well as leading a more proactive search for environment at the calculated risks (Deamer & Earl, 2004).

## 2.3 Finance.

The financial reward for any successful entrepreneurship venturing is a powerful stimulant. Although profit is always seem to be the top criteria but it is not the only dominant factor. To a certain extent it serves as a manifestation of entrepreneurial success besides enabling entrepreneurs to 'equip' themselves with certain status symbol for example by having luxurious cars and houses (Rwigema & Venter, 2004). While Rosman & O'Neill (1993) discover that venture capitalists were far more concerned with strategic and market issues than financial characteristic. Thus venture capitalist may favor any business ventures involving with lower level debt relative to equity.

Modern finance proceeds as if there is financial behavior out there and empirically tests theoretical statements regarding financial behavior to determine their truths. Notwithstanding, this paper intends to provide an explanation for the idea that financial behavior is not independent from the theory of finance (Ardalan, 2004). In testing the correlation between the willingness of student to be an entrepreneur with the financial factor, the value of this relationship is very much significant (Norudin Mansor & Mohd Zahari, 2007). However in another investigation, no doubt the result has positive correlation between these two variables, the strength of relationship is weak especially among women entrepreneur (Norudin Mansor et al., 2008).

Finance is the science of the management of money and other assets. When we consider finance today, we focus on the analyses of risk and return and on the investor's time horizon. Woo et al. (2000) revealed that obtaining a high profit and ability to create a successful business organization will generate higher motivation for entrepreneurship enhancement. So we try to squeeze the most out of our limited time, and at the same time we attempt to make our money work the most productively for us.

## *2.4 School Management*

Strategic planning in the management in schools in Malaysia has come to encapsulate a range of activities associated with planning leading to requirement of staff in schools. It is now embodied in current educational policy that departments, faculties, curriculum areas and even individuals in school will be expected to derive their own plans from the overall strategic plan for their school. Such planning has come to be the main legitimate approach towards planning and its use had become the most acceptable way for school to

prepare for their future. The key issue to be addressed, therefore, is how far the 'method' enables schools to be well managed or is strategically planned in producing future entrepreneurs. The assumption that schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school (Coleman, 1988).

Van Woerden (1991) describes teaching project as a form of activity which begins with a problem. However, it is not clearly apparent which knowledge, insight and skills are going to be required in order to find a solution. In his concept of problem-based learning, Van Woerden (1991), he considers it to be important that these problems are lifelike and those they have not been construed. Apart from that, Boethel (2000) describes school curriculum as community organizations that can develop curriculum and work with school staff to integrate classroom lessons in subject areas including arts, civic education, and school-to-work. In many cases they also provide actual staffs who teach students, such as artists and musicians. Another positive outcome for schools is that the community begins see schools as a site for work preparation, through service learning and student entrepreneurship activities.

All these activities, students and educators engage in learning activities that are relevant to local issues and meaningful to both the students and the community. The curriculum, which includes coursework, extra-curricular activities, and other educational experiences as described in the program of studies, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links what the school believes and expects students to achieve its instructional practices. The strength of that link is dependent upon staff commitment and involvement in a dynamic process of review, evaluation, and revision of the curriculum, based on the school's expectations for student learning.

### *2.5 Knowledge.*

Drucker (1993) describes knowledge as the most meaningful resource which is not impersonal, for example money. It is always embodied in a person, through teaching and learning. The discovery by Liebowitz and Chen (2003) revealed that knowledge sharing in government possesses some unique and interesting challenges. First, it involves developing a relationship between motivation and reward system for encouraging knowledge sharing. Secondly, the government agencies are typically prone towards having the culture of hierarchical and bureaucratic organizations that make sharing of knowledge difficult. Adding to a more negative impact is due to a knowledge hoarding culture. They further argued that most people seem reluctant to share knowledge because they keep knowledge close to be personal as they move upward in organizational structure.

Bailey and Clarke (2000) claim that leveraging knowledge, particularly tacit knowledge, is the key to sustained competitive advantage in the future. Dougherty (1999) believes that knowledge comes as a person who uses information and combines it with their personal experience. Much of the knowledge that a person acquires and gathers has its own value. That special value makes each of us unique and valuable to society as a whole and to organizations. Thus no one can deny that the two greatest assets that companies have are the people that work with them and knowledge that are attached to their workers (Tobias, 2000; Trepper, 2000).

As mentioned by Syed-Ikhsan and Rowland (2004), in managing knowledge for any given organization, it is very much relevant to have a knowledge management strategy that is well understood by all employees. This will enable employees to understand both their individual and also their roles with other employees. Having a well defined knowledge management strategy is not only beneficial to the organization as a whole, but it allows the organization to access and store the knowledge related information and knowledge in both human and organizational system. As it is globally agreed, for example, knowledge of the stars and the geography of continents had enabled the early civilizations to trade with distant places and exploit resources throughout the continents. Knowledge of the sciences had contributed to the development of industrial age. But today knowledge refers more to the speed of communication and the speed of information and data. Everything that anyone needs to know in order to make decisions is at their fingertips literally. The deciding factor is the skill and the speed with which one uses information in order to decide. And that skill and speed comes from the depth of knowledge that one has of the different elements and technological capacities can be made to work to yield a desired result (Mohamed, 2000).

Knowledge is an important issue for business organizations. There have been a number of different perspectives from which researchers and practitioners have approached the management of knowledge. While the acquisition, transmission, and use of knowledge has always been an important part of human affairs (Penrose, 1959; Bell, 1973; Drucker, 1970; 1993) provide us with a good basis for relating knowledge to twenty-first century business organizations. Additionally, Drucker (1993) symbolically suggests that it is becoming part of modern world living where we are now living knowledge society. Knowledge acts as the key resource for individual firms and the key driver of competitive advantage for any nations of the world.

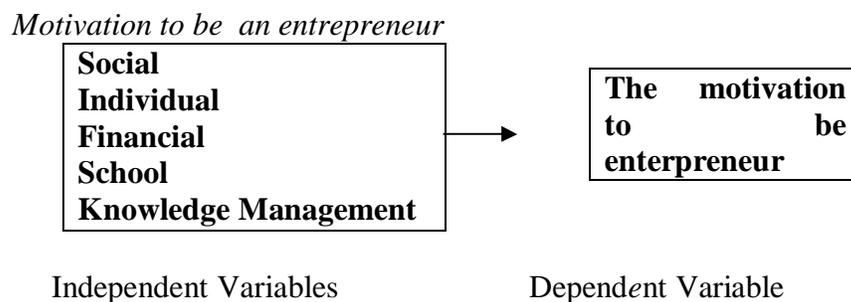
### **3.0 Research Methodology**

The main idea of this paper is to demonstrate the relationship between the selected five independent variables such as social, individual and financial factor. Apart from that the independent variables also covers school influence and knowledge management. Combining all, the five independent variables are believed to support the motive of becoming an entrepreneur among secondary school students.

#### **3.1 Framework**

Based on the literature, the following framework is developed.

**Figure 1.0 Framework for the Study**



#### **3.2 Testable Propositions**

Based on the framework the following hypotheses are formulated

P1: There is a significant relationship between social factor and the motivation to become an entrepreneur among the secondary school.

P2: There is a significant relationship between personal factor and the motivation to become an entrepreneur among the secondary school.

P3: There is a significant relationship between financial and the motivation to become an entrepreneur among the secondary school.

P4: There is a significant relationship between school and the motivation to become an entrepreneur among the secondary school.

P5: There is a significant relationship between knowledge management and the motivation to become an entrepreneur among the secondary school.

### 3.3. Sampling Method

The study was conducted in the state of Terengganu and the population of this study is the secondary school students. 21 secondary schools have been chosen to represent the entire population. There were approximately 119,000 secondary school student ranges from form one up to form six. From the figure, only form 4, 5, and 6 students were chosen to become the unit of analysis and gave the total population number approximately 47,600 (40% of 119,000). Schools were selected by using cluster representing the rural and urban area. The survey was conducted using a set of questionnaire. The returned questionnaire that was acceptable to be further analyzed was 1722. Students in form 4 to 6 were chosen because the researchers felt that they are 'adult' enough and have better understanding of this study as compared to those from lower forms. Hence, the respond will be more appropriate and relevant to this study.

Apart from that, the researchers used quota sampling technique to elicit responses from respondents of seven different districts. At each district, samples chosen were controlled in terms of selecting several school clusters. The execution of sample selection was done on purposive approach. Even though the process adopted process was a non-probability approach, however to some extent, the procedure is able to generate some degree of generalization of the population of the study.

### 3.4 Measurement and Data Collection

The interval scale is used to measure the variables. 2000 questionnaires were distributed to the respondents and 1,722 returned. Section A : Demographic profile; Section B : Dominance Factor; Section C : Personal Factor; Section D : Financial Factor; Section E : Social Environment; Section F : School Curriculum; Section G : Knowledge Management; Section H : Interest on entrepreneur

### 4.0 Data Analysis and Interpretation

In ensuring the instrument used was able to meet the reliability, validity and logic of the measurements, a pilot test was being carried out initially. From the pilot test, it was learnt that some modification, refinement and improvement was needed especially in terms of word construction and phrases. After having satisfied with the above procedures, then the extensive field work was carried out under full supervision from the researchers.

Table 2.0 below shows the result for reliability analysis.

**Table 2.0 Result for Reliability Analysis**

Section	Cronbach's Alpha	No of Items
Personal Factor	0.818	20
Financial Factor	0.744	10

Social Environment	0.838	9
School Curriculum	0.904	10
Knowledge Management	0.827	8
Interest	0.876	10

The internal consistency of the instrument was tested via reliability analysis. Reliability estimates for all the dimensions are as follows: personal factor (0.818), financial factor (0.744), social environment (0.838), which is GOOD, 11 questions are used and the Cronbach’s Alpha result from this section is 0.878 which is VERY GOOD. In measuring the Knowledge Management variable, 10 questions are used and the Cronbach’s Alpha result from this section is 0.803 which is VERY GOOD, 10 questions are used and the Cronbach’s Alpha result from this section is 0.880 which is VERY GOOD. Thus, coefficient obtained for the questions are assumed to be reliable and acceptable and could be used for further analysis.

**Table 3.0 Demographic profile**

NO	DEMOGRAFIC	FRQ	%	NO	DEMOGRAFIC	FRQ	%
	<b>Province:</b> i. Kuala Terengganu ii. Kemaman iii. Kuala Berang iv. Marang v. Setiu vi. Besut vii. Dungun	200 250 250 250 223 184 365	11.6 14.5 14.5 14.5 13.0 10.7 21.2		<b>Race:</b> i. Malay ii. Indian iii. Chinese iv. Others	1665 6 50 1	96.7 .3 2.9 .1
	<b>Gender:</b> i. Male ii. Female	725 997	42.1 57.9		<b>School’s location:</b> i. Urban ii. Rural	774 948	44.9 55.1
	<b>Form:</b> i. Form 4 ii. Form 5 iii. Form 6	811 594 317	47.1 34.5 18.4		<b>Father’s occupation:</b> i. Government Staff ii. Private Staff iii. Self Employed iv. Pensioner v. Others	396 271 857 146 52	23.0 15.7 49.8 8.5 3.0
	<b>Course:</b> i. Science ii. Art iii. Economy iv. Account	565 479 366 312	32.8 27.8 21.3 18.1		<b>Mother’s occupation:</b> i. Government Staff ii. Private Staff iii. Self Employed iv. Housewife v. Others	199 70 167 1275 11	11.6 4.1 9.7 74.0 .6

In ensuring a good generalization of the study for the entire state of Terengganu, each of the 7 districts involved were equally represented, except for the district of Dungun where the sample was slightly more sample then the others. Our sample also divided into two groups - urban and rural locality of the respondents. From the whole distribution, 55.1% were from rural and 44.9% were from urban areas. Out of 1722 respondents in this research, 57.9% were female and 42.1% male

respondents involved in the survey. The sample was further subdivided into three different levels of students. Those from form 4 made up 47.1%, from form 5 made up 34.5%, and those in the form 6 made up 18.4% of the total sampled. Understanding the important of courses attended to some extent may shape the interest of entrepreneurship interest, the breakdown of our sample were divided into four streams; namely science, art, economy, and accounting. From these four different courses they were 32.8%, 27.8%, 21.3%, and 18.1% respectively represented.

The next analysis referred to the element concerning occupation status of their parents. The data were further regrouped into father's and mother's occupation status. Of the father occupation status most of them were self-employed that made up almost half (49.8%) of the distribution. The other group were those working in a government sector, private sector, pensioner, and others as been respectively represented with 23.0%, 15.7%,8.5%, and 3.0%. Whereas when referring to mother's occupation, most (74%) of them were housewife. The others were composed of those working in government sector, self-employed, private sector, and others were 11.6%, 9.7%, 4.1%, and 0.6% respectively represented.

**Table 4.0 Analysis of Mean**

NO	QUESTION	YES		NO	
		FRQ	%	FRQ	%
1	Do your school have an entrepreneurship club?	1169	67.9	553	32.1
2	Do you interested to be an entrepreneur?	1282	74.4	440	25.6
3	Do you involve in an entrepreneurship club?	336	19.5	1386	80.5
4	Family member involve in entrepreneurship?	546	31.7	1176	68.3
5	Opening own business in the future?	1319	76.6	403	23.4
6	Who encourages you to be involve in entrepreneurship?				
	a) Myself	1120	65.0	602	35.0
	b) Parents	397	23.1	1325	76.9
	c) Teachers	437	25.4	1285	74.6
	d) Friends	361	21.0	1361	79.0
	e) Others	122	7.1	1600	92.9
7	What factor that encourage you to be an entrepreneur?				
	a) Profit	942	54.7	780	45.3
	b) Environment	525	30.5	1197	69.5
	c) Self motivation	505	29.3	1217	70.7
	d) References	365	21.2	1357	78.8
	e) Others	160	9.3	1562	90.7
	TOTAL		37.1		62.9

From the analysis of mean from Table 4.0 shows that 67.9% of the respondents aware that there is an entrepreneur clubs in the school. According to this table, we can conclude that most of the students have interest to become an entrepreneur in future with percentage of 74.4% rather than 19.5% did not have interest. However only 19.5% of the students joined the entrepreneur clubs in school whereas the other 80.5% did not involved in the clubs.

The analysis on the family involvement in entrepreneurship indicated that only 31.7% of the families involved and majority were not involved. According to this table, we can conclude that most of the students have interest to open a business in future with percentage of 76.6% rather than 23.4% did not have interest on it. This table shows that secondary school students are encourage by themselves to become an entrepreneur with 69.5% rather than 30.5%. Above table shows that parents' encouragement is not important to become an entrepreneur (scoring a percentage of 63% of "Yes" than 37% of "No"). Similarly, encouragement from teachers also does not give high percentage

in becoming an entrepreneur. Only 19.5% admits that they want to become entrepreneur because of the motivation from their teachers. This table shows that secondary school students does not gets encourage from their friends to become an entrepreneur with 85% rather that 15%. Others factor also does not seem to encourage the secondary school students to become an entrepreneur with a percentage of 92%.

According to this table, we can conclude that most of the students are not motivated to become an entrepreneur because of influence by the profit they will get which is 55.5%. Above table shows that environment influence does not give good result in motivated secondary school students which expressed in percentage of 66% rather than 34% only. This table shows that secondary school students are not motivated to become an entrepreneur from their own motivation influence in percentage of 69%. This table shows that reading does not influence in entrepreneurship among secondary school students which expressed in 86% rather than 14%. Other factors did not influence the secondary school students with percentage of 94.5% than 5.5% in becoming an entrepreneur.

**Table 5.0 Pearson’s Correlations Coefficient**

		finance	Environment	Curriculum	knowledge	Intention
Personal	Pearson Correlation	.429(**)	.382(**)	.436(*)	.484(**)	.440(**)
	Sig. (2-tailed)	.000	.000	.037	.000	.002
Finance	Pearson Correlation	1	.513(**)	.298(**)	.411(**)	.456(**)
	Sig. (2-tailed)		.000	.003	.000	.000
Environment	Pearson Correlation		1	.543(**)	.558(**)	.481(**)
	Sig. (2-tailed)			.000	.000	.000
Curriculum	Pearson Correlation			1	.613(**)	.365(**)
	Sig. (2-tailed)				.000	.001
Knowledge	Pearson Correlation				1	.611(**)
	Sig. (2-tailed)					.000

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

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

Pearson Correlation was used to assess the relationship among variable variable (independent and dependent variable). This table shows the result indicating that independent variable is statistically significant with the p-value of 0.000 at 0.01 significant levels. The Pearson Correlation between personal and financial is 0.333 and the significant 0.000, the strength is moderate for interest to be entrepreneur and other is small but definite relationship. The Pearson Correlation between social and personal is 0.273 and the significant 0.000, the strength between variable is small but definite relationship. Then, the Pearson Correlation between knowledge and financial is 0.409 and the significant 0.000, the strength for the variable is moderate and small but definite relationship. Next, Pearson Correlation between social and knowledge is 0.595 and significant 0.000. The Pearson Correlation between school and knowledge is 0.511 and significant 0.000. Therefore, Pearson Correlation between knowledge and interest 0.619 and significant 0.000. Lastly, interest between social is 0.501 and significant 0.000. The strength for three variable which social, knowledge and interest factor is moderate based on the rule of thumb .The Pearson Correlation analysis as a whole

suggested that 0.91-1.00 is very strong. There was significant relationship between independent variable with the motivation to become an entrepreneur among secondary school.

**Table 5.1 Multiple Regression Analysis Model Summary**

M	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					F Change	Sig. F Change
1	.669(a)	.448	.446	.490	34.316	.000

a Predictors: (Constant),knowledge (*pengetahuan*), personal (*peribadi*), kewangan (*finance*), schooling (*sekolah*) , social (*social*)

Table 5.1 shows the summary of regression analysis among all the independent variable toward the motivation to become an entrepreneur as dependent variable. The coefficient of determination or R-square (R<sup>2</sup>) gives a value of 0.469. Thus, it explains to us that 46.9 % of the variation or change in the independent variable can be explained by the independent variable.

Another 53.1% of the variation cannot be explained by the regression analysis that maybe influence by other factor. The value of R square indicates that the model does fit the data well.

**Table 5.2 Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.636	.112		5.678	.000
	personal	.192	.031	.137	6.271	.000
	finance	.204	.027	.166	7.526	.000
	Environment	.142	.024	.143	5.839	.000
	Curriculum	-.080	.019	-.103	-4.245	.000
	knowledge	.426	.023	.460	18.278	.000

a Dependent Variable: interest (*minat*)

The table 5.2 on coefficients helps in giving a deeper understanding on which among the five independent variables influence motive to be an entrepreneur the most. The independent variables involve are personal factor, financial factor, knowledge management, school curriculum and social environment. Personal factor is not significant toward interest to be an entrepreneurship (p=0.662,p>0.05), the financial factor is indicating (p=0.00, p < 0.05), then social environment is significant to the interest to be an entrepreneur (p=0.010, p < 0.05),school curriculum is significant (p=0.042, p< 0.05) and knowledge management indicating (p=0.000, p < 0.05).

From all the independent variables, knowledge management is proven to be the most significant predictors with the highest t-value of 6.728. Next is financial factor with t-value of 4.082 follow by social environment with t-value 2.616 and one variable is not significant with t-value is -0.438. To measure the relationship, the t-stat produced from regression is compared with the rule of thumb that is 2. When t-value computed is higher than 2, there is a significant relationship. Based on the table, there are four independent variables that can be accepted which are financial factor, knowledge management, social environment and school curriculum. Personal factor is not significant towards the interest to be an entrepreneur.

The test was conducted by applying one-way ANOVA to examine if there is any different in the major variable of the study. Tables 4 show the results of the analyses. In this study the hypotheses study is tested using the Pearson Matrix. This is because we are using interval measurement of scale. Pearson Correlation is the appropriate method that has been suggested to use.

For the first test the analysis between group and the interest. Based on the result is indicate that the value of ANOVA indicates there is significant at significant value 0.868. The result indicates there is higher but definite relationship between group and interest. Next test is the relationship between group and ambition that has value of ANOVA 0.276. Therefore the result shows that there is slight and almost negligible relationship between them.

The third test of the analysis between group and desire, gives ANOVA of 0.795 which the same result as comfortable between groups. Furthermore the four tests of the analysis between group and career. The results do indicate that the value significant of ANOVA is 0.042. There is small value but definite relationship between group and find the other opportunity and information. The analysis between group and company and the result show the significant value is 0.911. It indicates there are higher value the relationship between group and company.

The tests for next analysis between group and activity to become entrepreneur among secondary school student have the value of 0.794. The result indicates there is higher value of the significant. Test of the analysis between group and prestige of religion has the value of significant ANOVA 0.250. The result indicates that there is small but definite relationship between them. Then, the next test of analysis is between group and famous in influence study. Base on the result it indicate that the value of ANOVA there is significant value which is 0.485. The result indicates there is normal relationship between group and famous. The last test of the analysis between group and increase of study in entrepreneur among secondary school student has significant value 0.799. The result indicates there is high relationship between group and increase of study.

## **5.0 Conclusion and Recommendations**

The present study focused on factor that the motivation to become an entrepreneur who influence the secondary school student in the state of Terengganu. Five main variables that include of the individual of entrepreneur, finance for entrepreneur, knowledge management is needed in entrepreneur, social and school toward the motivation among secondary school and also school management as knowledge in entrepreneur.

Based on the finding of frequency analysis, this study found that the most of secondary student form 4 and 5 in the state of Kuala Terengganu are male and there are a small number of female. Based on the study male students showed significant relationship of individual, finance, school management, and knowledge management and social as compare to female student. The student who had attended programmed, club, seminar and interest to become an entrepreneur indicated significantly higher school management, knowledge management, social, finance, and individual.

Based on table frequency we can conclude that male is more motivate to become an entrepreneur with 54.5% rather than female with 45.5%. Furthermore, this table shows 17th years old student's gets higher percentage of 60% compared to 15 years old students. From the research, we studied that according to the table above, art subjects has high percentage of 47.0% rather than economy subjects which gets only 2.5%. Moreover, from the table, it shows that form 5 students are more influence to become an entrepreneur with percentage of 62% rather than form 4 students with 38%.

From the research also we found out that, urban school gets 69% that are motivated to become an entrepreneur rather than rural school which gets 31%. Student's father that works by himself has high percentage of 43% rather than private employees which gets 14%.The others factor also does not

give courage to secondary school students to become an entrepreneur with percentage of 92%. In addition, environment influence does not give good result in motivated secondary school students which expressed in percentage of 66% rather than 34% and reading does not influences in entrepreneurship among secondary school students which expressed in 86% rather than 14%. Several implications could be forwarded in lieu of the discussion. A list of those is as follow:

There needs to be a concerted effort by the school authorities to enhance the entrepreneur intention of student via different medium such as seminar, training courses or similar hand on experience. In order to increase the number of successful entrepreneurs, students at an early age need to be exposed and encouraged to become one.

Those who have attended courses have indicated significant higher entrepreneurial intention. Again, this suggests the need for exposure. Schools should take the initiative to include that this particular course in everyday school lessons and activities.

Since the finding showed there were no significant difference in term of entrepreneur intention, this quashes the notion that entrepreneur come from a certain ethic group only. Thus entrepreneur can be natural with a careful program immaterial of ethnicity.

As a final of the recommendation, the researchers hope that there are many researches will be conducted in order to find other factors that influence the motivation the entrepreneur among secondary school. This research may be useful for society and student especially student in secondary school who want to be an entrepreneur in the future.

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