

The Entrepreneurial Attributes & Effectiveness of Entrepreneurship Program in Malaysia Public University

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Abstract--- *The field of entrepreneurship is a remedy for the unemployment issues nowadays. In the effort to produce more young and skillful entrepreneurs, the entrepreneurship education plays an important role through the role of the university in nurturing entrepreneurial attributes. This paper seeks to determine the entrepreneurial attributes that contributed to the increasing number of young entrepreneurs amongst the graduated university students throughout the enforcement of the entrepreneurship education program. This study follows the quantitative approach and survey-based instrument is used to analyze the perception of Malaysian Public university students. The collected data is analyzed using Statistical Package for Social Sciences (SPSS) software to attain descriptive statistics that describe the profile of entrepreneurship student perception. The finding of this study has proven that self-efficacy, need for achievement and locus control impacted the effectiveness of entrepreneurship programs in the public universities. This study is limited to students in the Malaysian public universities. Therefore, further research should be conducted amongst the students of private universities, and other higher learning institutions in order to gather complete information of the entrepreneurship attribute that contributed to the increasing interest amongst students to involve in the entrepreneurship field. The finding is essential to assist the policy makers in improving the implementation of entrepreneurship education.*

Keywords--- *Entrepreneurship Education, Entrepreneurial Attribute, Public University, Effectiveness Program, Entrepreneurship*

I. INTRODUCTION

The unemployment issue among graduates in Malaysia is a noteworthy issue that should be instantly tended (Rengiah, 2016). A significant number of graduated students experienced difficulty to secure offers for the applicable positions that suited their qualification. Therefore, these graduated students would prefer the lower positions that have been offered to them with dissatisfaction rather than considering entrepreneurial as option. The Graduate Tracer Study 2017 Report provided by the Ministry of High Education Graduate has announced the statistics which demonstrate that 53,373 graduates are still unemployed since their graduation day.

In that case, Malaysia still suffer with the high rate of unemployment among the graduates although the economy continues to be in full employment (Mohd Aminul, 2017). In addition, many fundamental issues on labor forces such as that have not yet been captured by unemployment rate (Mohd Aminul, 2017; Rengiah, 2016) such as labor underutilized issue. For this reason, the youth especially the graduates should have mind shift from being employed

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into self-employed (Nabi & Holden, 2008; Ummu & Tan, 2016). However, the increase number of entrepreneurs should be pertinent to the market demands. Basically, the government aware that entrepreneurship is constructive in nurturing the youth to create their very own wage, as well as to spur economy growth of the country (Badariah, Abdul, & Mariana, 2016). Without any doubt, turning into an entrepreneur is more beneficial than turning into an employee (Badariah et al., 2016). The entrepreneur has a broad part in acquiring distinctive thoughts and massive choices in entrepreneurial exercises. Understanding the significance of entrepreneurship, it ought to be reinforced to improve economy development and the country's success (Yaacob, Shaupi, & Shuaib, 2016).

In order to enhance the potential of entrepreneurship, related studies are starting to consider the factors to fortify the enthusiasm of individuals to involve as an entrepreneur in perspective of the essential platform where entrepreneurship presently possesses in the plan of economy growth (Abdullateef, 2017). It comes with the conclusion that the graduates nowadays only see the opportunity to start establishing their own business as an alternative option rather than being employed (Nabi & Liñán, 2011). Carswell (2001) as cited in Bayrón (2013) stated that the necessity to teach the youth and prepare them into entrepreneurship field is clear, inspired them to seek after an entrepreneurial path to expanded economy productivity, offer development for market especially, establish more job opportunities, and manage business levels. Therefore, to develop entrepreneurial behavior towards fundamental entrepreneurs as well as the ability, entrepreneurship education has become a crucial essence (Syed Zamberi, 2013).

The entrepreneurial literature has found the significant factors that motivate a person to involve in entrepreneurship (Fuller, Liu, Bajaba, Marler, & Pratt, 2018). The first factor is self-efficacy which has contributed to the entrepreneurial intention (Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2017; Ummu & Tan, 2016; Fuller et al., 2018). Self-efficacy is an individual's conviction whether a person is able to develop or start-up a business (Schjoedt & Craig, 2017). Self-efficacy also refers to the individual's choice to be confident of their ability to achieve one goal. The concern is on how the person believe whether he or she can cultivate the result sufficiently. In the same context, self-efficacy determines the choice of activities, determinations, and endurances to overcome the obstacles and experiences (Bandura, 2001). Highly competent human beings able to act confidently in any unexpected situation, set high goals, and be persistent in the effort to believe that success could be achieved. In line with this, there are significant relationship between self-efficacy and entrepreneurship education (Badariah et al., 2016).

The second factor is the need for achievement that leads to the expansion of entrepreneurs. Number of research on the need for achievement have been explored since McClelland introduced this term in 1961. There is significantly positive relationship between need for achievement with entrepreneurship that varies according to their respective field of study (Badariah et al., 2016; Lehner & Germak, 2014; Sabiu, Abdullah, Amin, & Tahir, 2018; Sutanto & Eliyana, 2014). The third factor is locus control which has been studied by Nieuwenhuizen & Machado (2004) who profoundly explained about the locus control. In this study, the locus control is divided into two parts which are the internal as well as the external locus control. First, the high internal locus control person can control their own behavior and can understand every choice that they made may cause any circumstances. Second, is the

external locus control which tend to be more emotional-oriented and prefer to choose directive control style (Rapp-Ricciardi, Amato, County, & Archer, 2018).

II. LITERATURE REVIEW

Generating more young and graduate entrepreneurs have become the main purpose of public universities in Malaysia and it is believed that the entrepreneurship can be shaped through the entrepreneurship education (Mohd Nor, Fakhrol, & Mohd Dahlan, 2014). In addition, continuous exposures to entrepreneurship activities can enhance the students inclination to venture into these activities (Mohd Nor et al., 2014). Previous studies such as Ayodele & Olanrewaju (2013), Badariah et al. (2016), Izquierdo & Buelens (2011), Konaklı (2015), Santoso (2016); Wilson (2007) agreed that self-efficacy brings the positive impact into entrepreneurship vary according to their respective fields. Based on the study by Ayodele & Olanrewaju (2013), three important elements are clarified; which each element brings significant relationship with each other. The entrepreneurial intention, self-efficacy and locus control can decrease the entrepreneurial behavior of youth in Nigeria if it's in the level of inadequacy. Litcky, Godshalk, & Walton-Bongers, (2010) in Radin & Pihie, (2015) discussed that in order to enhance the motivation and self-efficacy of students, teaching methods based on service-learning through experience need to be improved. Meanwhile, the self-efficacy in entrepreneurship is consider as vital to embark the spirit in every student to be extra innovative in entrepreneurship. The founder of social cognitive theory which is Bandura (1986) described self-efficacy as issues people on the brink of home convictions in their own specific capability to play out a selected endeavor. Additionally, entrepreneurship program tends to educate the graduates to have self-responsibility and self-trusted as well. Self-efficacy is expounded once a person is concerned to possess the confidence that he is positive and ready to take chances and adapt in difficult circumstances. Moreover, it has been reported that the entrepreneurship education is correlated with entrepreneurial self-efficacy (Bae, Qian, Miao & Fiet, 2014; Badariah Hj Din et al., 2016; Wilson et al., 2007). Syed, Rohani, & Noor Gani (2015) explained the finding by Bandura which is self-efficacy has turned out to be imperative of fact that, it can affect the objectives, tasks and challenges.

The term of 'need for achievement' is proposed by David McClelland (1961). This theory recommends that everyone who has a high desire to do whatever they want is able to solve every problem, and to target every well-planned and well-organized one (Sabiou et al., 2018). Furthermore, as mentioned by this approach, the accomplishment thought process is communicated by practices. For example, embracing in an ambiguity activities, confronting vulnerability or being tolerant of vagueness, and assuming individual liability for the results of one's execution (Sagie & Elizur, 1999). Previous study by Lam, Azriel, & Swanger (2017) explained that the need for achievement is correlated with the career's endeavor. This theory proposed an important connection between entrepreneurial characteristics and success. Therefore, the need for achievement could be a stimulant to motivation, persistence and ultimate success.

The finding of Salwah, Siti Mistima & Hatta (2015) found that the locus control, need for achievement, instrumental readiness and subjective norms are the predictable variables in entrepreneurship. The students are also stated to become entrepreneurs as their job alternative. Hence, the need for achievement seems can spur the environment of the potential entrepreneurs amongst the students. In order to boost the need for achievement amongst

students, the university should play the significant role to develop students' potential. Locus control is determine as an one of an entrepreneurial attribute to encourage students in entrepreneurship field (Hermawan, Soetjipto, & Rahayu, 2016). According to Salwah et al. (2015), locus control is individual self-belief whether they can govern or not on what their belief in future. Previous study by Hsiao, Lee, & Chen (2015) explained that entrepreneurship and the term of locus control is correlated with each other. In addition, there is significant correlation between three main variable which are locus control, self-efficacies as well as entrepreneurial intention whereby it can devitalize entrepreneurial behavior among students (Ayodele, 2013; Ummu & Tan, 2016). It is stressed out that this variable can be considered as the factors that contributed to the increasing number of involvement youth in entrepreneurship. The study by Ummu & Tan (2016) suggested that students should participate in handling events with the society or economic-related at the university to strengthen the level of self-efficacies, locus control and the need for achievement. The quality of the entrepreneurs is considered as good if public service motivation, locus control, innovativeness and tenacity is positively correlated (Lehner & Germak, 2014).

Entrepreneurship education has become a tool for the economic growth since it contributes vastly towards generating job opportunities, wealth creation, impoverishment reduction and salary generation which empower the graduates to be more independent. (Okoye, 2017). The entrepreneurial education in Malaysia is incorporated into the National Higher Education Action Plan as an initiative to promote innovation and make change in the economy to create new wealth and generation of job opportunities (Kamaruddin, Othman, Hassan, & Wan, 2017). In order to generate more young entrepreneurs which has an ability to establish ore employment opportunities, the university has started to strengthened their education programs (Badariah et al., 2016). This is supported by the Malaysia Blueprint 2015-2020 which functioned to cultivate entrepreneurial mindset amongst students in in higher learning institutions (Kamaruddin et al., 2017). Furthermore, the importance of entrepreneurship education is to drive the physical and intellectual development of students as they are in the process of venturing into entrepreneurship (Okoye, 2017). As a result, the universities are anticipated to influence students' decision to creation businesses with its appreciable influential factor on students by cultivated an entrepreneurial culture during the process (Keat, Selvarajah, & Meyer, 2006).

III. RESEARCH METHODOLOGY

This study follows quantitative analysis in collecting data from the respondents. Initially, survey-based instrument is used to gather data from the final year undergraduate students of the entrepreneurship program from the public universities in Malaysia. The total number of respondents involved in this study is 320 from public universities which are offered entrepreneurship course in their universities. The public universities are Universiti Utara Malaysia (UUM), Universiti Malaysia Kelantan (UMK), Universiti Malaysia Sabah (UMS), Universiti Teknologi Mara (UiTM), Universiti Putra Malaysia (UPM), Universiti Teknikal Malaysia Melaka (UTEM) and Statistical Package for Social Science (SPSS) for Windows Release 22.0 has been used to perform data analysis. The questionnaire is developed to measure the relationship between self-efficacy, need for achievement and locus control towards effectiveness of entrepreneurship program. In the questionnaire, self-efficacy is assigned as the independent variable and the effectiveness of entrepreneurship education program is the dependent variable. Furthermore, to

examine the entrepreneurship education program the survey instrument has been used is questionnaire since it is more adjustable (Nian, Rosni, & Md. Aminul, 2014). The developed questionnaire is divided into 2 main sections. Section A outlines the questions to seek the students' personal background. Section B consists of questions on self-efficacy, need for achievement, locus control and the effectiveness of entrepreneurship program in public university.

IV. RESULTS

Table 1 illustrates the demographic sector in the profile of respondents was analyzed using the descriptive statistics. The profile included a total of 320 respondents, whereby 84 out of 320 are respondents from Universiti Malaysia Kelantan (UMK) followed by Universiti Malaysia Sabah 55 respondents, Universiti Putra Malaysia (UPM) and Universiti Utara Malaysia (UUM) both 50 respondents each and last are University Teknikal Malaysia Melaka (UTEM) are 45 respondents.

Table 1: Descriptive Analysis of Demographic Background

Name of the university	Total Respondent
Universiti Teknologi Mara (UiTM)	36
Universiti Malaysia Kelantan (UMK)	84
Universiti Malaysia Sabah (UMS)	55
Universiti Putra Malaysia (UPM)	50
Universiti Teknikal Malaysia Melaka (UTEM)	45
Universiti Utara Malaysia (UUM)	50
Total	320

Table 2: Frequency of Respondents

		Frequency	Percentage (%)
Sex	Male	107	33.4
	Female	213	66.6
Age	Less than 20 years	10	3.1
	20-24 years	287	89.7
	24-29 years	22	6.9
	More than 29 years	1	0.3
Ethnicity	Malay	205	64.1
	Chinese	74	23.1
	Indian	15	4.7
	Others	26	8.1

Table 2 shows the frequency of respondents' sex where there are 213 (66.6%) out of 320 respondents are female and 107 (33.4%) are males. This result has shown that the number of female students is significantly higher than male students in the public university. Thus, it is proven that more female students involved in entrepreneurship program as compared to the male students. The age group of the respondents revealed that 287 (89.7%) of the respondents belongs in the category of age 20 to 24, which is the normal age range of students in the university; 22 (6.9%) of the respondents age is 24 to 29. For students who are less than 20 years old is 10 (3.1%) and only 1 respondent is exceeded 29 years old. The ethnicity result has shown that 205 (64.1%) of the respondents are Malays, 74 (23.1%) of the respondents are Chinese, 26 (8.1%) of the respondents belongs to other race and 15 (4.7%) of the respondents are Indians.

Table 3: Cronbach Alpha Analysis

Variables	N of Items	Cronbach Alpha
Self-efficacy	10	.650
Need for Achievement	6	.843
Locus Control	6	.612
Entrepreneurship Education	5	.898

Table 3 presents the Cronbach's Alpha for the instruments. It can be concluded that the Cronbach's Alpha value around 0.70 or above is considered as good (Taber, 2016). After data analysis, the reliability test for dependent variable which is the effectiveness of entrepreneurship program consists of 5 items of reliability coefficient. The result shows Cronbach's Alpha is 0.879. This result is more than 0.8 at the range of excellent and considered as achieving high and good reliability and can be recognized in this study. Meanwhile, the reliability test for independent variable which is Self-Efficacy consists of 10 items of reliability coefficient which show the Cronbach's Alpha is 0.650 followed by the variable of Need for Achievement with 6 items and total of Cronbach's Alpha 0.843 and Locus Control consists of 6 items and 0.612 value of Cronbach's Alpha.

Table 4: Mean of Variables

Variables	Mean
Self-Efficacy	4.0603
Need for Achievement	4.0995
Locus Control	3.8703
Effectiveness of Entrepreneurship Program	4.0427

Table 4 shows the mean for each variable in this study. Based on the table, the highest mean is the variable Need for Achievement where the mean value is 4.0995. The second highest is Self-Efficacy with 4.0603 mean value and followed by the dependent variable which is the effectiveness of entrepreneurship education with 4.0427 mean value. Lastly, the mean value for Locus Control is 3.8703.

Table 5: Correlation

Variable	1	2	3	4
1.Self-Efficacy	-			
2.Need For Achievement	.589	-		
3.Locus Control	.457	.474	-	
4.EffectivenessEntrepreneurship Program	.535	.636	.569	-

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

Table 5 shows the correlation of the relationship and the independent variable which is self-efficacy, need for achievement, locus control as well as dependent variable, the effectiveness of the entrepreneurship program. From the table, it shows that there is a moderate positive correlation between self-efficacy and effectiveness of entrepreneurship program, where $r = 0.535$, $n = 320$, $p < 0.01$. Thus, alternate hypothesis is accepted. It means that there is increase in the effectiveness of entrepreneurship program and self-efficacy and the hypothesis null is rejected. The correlation between the need for achievement and the effectiveness of entrepreneurship program is also moderate positive where $r = 0.636$, $n = 320$, $p < 0.01$ and the hypothesis alternative is accepted. Lastly, the correlation between locus control and the effectiveness of entrepreneurship education is moderate positive where $r = 0.569$, $n = 320$, $p < 0.01$. Alternate hypothesis is accepted. Overall, there is a moderate positive relationship between locus control and the effectiveness of entrepreneurship education which is 56.9%. It means that increase in locus control is correlated with the increase in the effectiveness of entrepreneurship program.

Table 6: Regression Analysis

Variable	B	Standard Error	Beta	T	P
(Constant)	.244	.215		1.134	.258
Self-efficacy	.178	.055	.161	3.214	.001
Need for Achievement	.486	.063	.395	7.777	.000
Locus Control	.280	.042	.308	6.674	.000

Note: Dependent Variable: Effectiveness Entrepreneurship Program

Based on Table 6, the regression analysis has been carried out to predict which variable contribute the most to the dependent variable which is entrepreneurship program. The highest number is recorded by the Need for Achievement variable with 39.5%, followed by the locus control variable with 30.8% and self-efficacy variable with

16.1%. A conclusion can be derived from this that need for achievement is significantly contributes the most to the increasing of effectiveness entrepreneurship program.

V. DISCUSSION

After data analysis, it is clearly show that the relationship between independent variable which is self-efficacy with dependent variable which is the effectiveness of entrepreneurship program is positively related. This finding is in line with the finding of the previous study by Badariah et al. (2016) where the variable of self-efficacy can predict the effectiveness of entrepreneurship education program. In order to explain the relationship between self-efficacy and the effectiveness of entrepreneurship program, this study has been carried out. Self-efficacy is another personality trait that correlated with the future of the graduate in entrepreneurship field (Ummu & Tan, 2016). Moreover, the role of universities in developing young entrepreneurs is important because these institutions become a center of entrepreneurial and connecting the graduates with entrepreneurs and stakeholders (Lekoko, Rankhumise, & Ras, 2012). It is also suggested that the self-efficacy need to develop in education system to spur students influence and allowing them to express their own idea and develop entrepreneur behaviors (Bayrón, 2013). Beside, universities can establish more related activities or events as a way to promote self-efficacy in the environment of the students (Bayrón, 2013). The idea to create more events or activities of self- efficacy development as well as social entrepreneurship education in learning supposedly merged to bring more impact (Konakli, 2015). Moreover, the term of need for achievement and locus control is important in entrepreneurship field that can drive the entrepreneurial intention among students. Positive entrepreneurial behavior and entrepreneurial intention can be nurture by internal locus of control (Ayodele, 2013).

The involvement of students in entrepreneurial education and practicum leads to the increasing in entrepreneurial self-efficacy (Byabashaija & Katono, 2011; Gielnik, Uy, Funken, & Bischoff, 2017; Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2018; Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2017). Therefore, business plans as well as live case studies have been used for the purpose to promote students' mastery either by doing the observation of the role model, the education along with training that provides chances to vicarious learning (Newman et al., 2018). During assessments, in order to enhance students' entrepreneurial self-efficacy, entrepreneurship lecturers implement social persuasion in coaching and input to students. The students are expected to aware on how to establish their psychological handling plan by learning about the entrepreneur's life and how students facing the obstacles (Newman et al., 2018). As a result, it automatically helps to sustain the spirit of students as well as to manage their anxiety, increase their confident level, and the opportunities in entrepreneurship (Newman et al., 2018). Self-efficacy convictions decide how much exertion an individual will spend on an errand and to what extent he or she is able to hold on with it. Individuals with solid self-efficacy convictions apply more prominent endeavors to face the hardship while those with lack self-efficacy convictions are probably going to lessen their endeavors or will just quit (Alvarez, DeNoble, & Jung, 2006). The capacity to anticipate entrepreneurial attributes toward the significant role of the family, the education system, government and non-government are crucial in order to develop traits such as independence, innovation, risk-taking and achievements (Ibrahim & Soufani, 2002).

Moreover, David McClelland (1985) discovered three attributes that engaged to successful entrepreneurs; first is the ability in problem solving, endure urgency to successfully achieve the objectives and goals and always set the priority in life (Ibrahim & Soufani, 2002). Hence, need for achievement is valuable for choosing entrepreneurs that probably effectively exploit entrepreneurial financing and other supporting exercises (Collins, Hanges, & Locke, 2004) and considered as a pre-emotional motivational antecedent prompting commitment with entrepreneurship (Lehner & Germak, 2014). Therefore, it outlines the entrepreneurial characteristics related with effective entrepreneurs which are high requirement for achievement; high requirement for freedom; locus of control; resilience for uncertainty; and Innovation (Ibrahim & Soufani, 2002).

VI. CONCLUSION

This study contributes further to the comprehension of entrepreneurial attributes and entrepreneurship education. The findings from this study reinforce that within the entrepreneurship field, the attributes contribute to the increasing number of young entrepreneurs which has brought positive impact to economy development in Malaysia. The students who are exposed with entrepreneurial value during learning process can lead them to choose entrepreneurial as their main career after graduate. There are some suggestions and recommendations to improve the entrepreneurship education of our country in future. Ministry of Education should introduce entrepreneurship study since primary level in order to encourage and expose the students to entrepreneurship attributes. The basic of entrepreneurship should be introduced earlier to the students in order to increase their interest to involve in entrepreneurship field. The findings extend the work of Mohd Nor et al. (2014), who claimed that early and extended exposures in entrepreneurship exercises have instilled the inferred information that was found to emphatically impact an individual expectations.

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