

The Effect of Entrepreneurship Education on Employment Creation among the Undergraduate Students.

Nurfadhilah bt Awang and Norlaile bt Salleh Hudin
Sultan Idris Education University, Tanjung Malim, Perak, Malaysia.

Abstract: Realizing the importance of the entrepreneurship education to graduates in Malaysian universities in order to promote the entrepreneurship worldwide. This research examined the effect of entrepreneurship education on employment creation among the undergraduate students in Kelantan. The variables studied in this research are career intention and skill acquisition driving the impact or not on undergraduate students employment in the future. Three research questions and two hypotheses were developed in this research. The descriptive and regression analysis were adopted in this research. The samples for this research is 364 of undergraduate students in UMK (Pengkalan Chepa) and UiTM (Kota Bharu). The instrument used in this research was questionnaire. The results indicated that career intentions and skill acquisition is mainly affected the employment of the students. It was reviewed that, entrepreneurship environment can be spurred through the advancement of the education and encouragement of make it realized among the students.

Key words: *Entrepreneurship Education, Career Intention, Skill Acquisition, Employment Creation*

INTRODUCTION

Entrepreneurship education is not a new field in Malaysia. It has been an age long tradition among the citizens, a culture and habit that has consistently been inherited from a generation to a new generation. The three ethnic nationalities in Malaysia for example Malay, Chinese and Indian have engaged in entrepreneurship since early childhood for employment purpose. This statement is supported by Fajana [1] who claimed that entrepreneurship had been practiced by people in community for job creation and employment.

Entrepreneurship education in HLIs was successfully established because HLIs in Malaysia are leading to right path by enrolling the entrepreneurship education to all students. This can be seen when 53% of HLIs in Malaysia adopted the entrepreneurship education as their compulsory courses. This strong effort on exposing the entrepreneurship environment in HLIs is aligned with the fact that 90% of HLIs students in Malaysia shared an interest on starting their own business in the future [2].

The Ministry of Higher Education (MOHE) [3] also insisted to produce a balanced and holistic graduates with entrepreneurial mindsets which

offering the students on particular characteristics for example ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills and knowledge [4]. Yahya [5] stated that the overall purpose of entrepreneurship education in the university scope is to consistently foster the entrepreneurship among the students. It is not only about educating themselves regarding the entrepreneurship, but supporting them to establish own business.

Although every country sees entrepreneurship education from different angle especially due to country's cultures and environment, entrepreneurship education generally shares the same purpose which is to create the employment opportunities through practiced entrepreneurial activities. This statement is supported by Mohd Khata and Ahmad Firdaus [6] that stressed on the comprehensive plan to grasp the governments purpose which to provide students with information and learning for entrepreneurship. For example, the students are given the chances to strengthen their skills through trainings at National Youth Training Institute (IKBN), Institut Latihan Perindustrian (ILP), Pusat Giat Mara and Institut Kemahiran Mara (IKM).

As a matter of fact, countries all over the world have practiced a lot of entrepreneurship educational initiatives for their communities to enhance employment opportunities. This can be seen through countries like United Kingdom, Nigeria, Ghana and European Union countries that have imposed the entrepreneurship education in order to increase their human capital [7]. However, Global Entrepreneurship Monitor [8] reported that Malaysia's nascent entrepreneurship rate is the lowest among 11 Asia Pacific and South Asia countries.

PROBLEM STATEMENT

Unemployment rate in Malaysia is seen as an important problem that affect the graduates in looking for a job placement. This is due to many excessive graduates in the market. It is said to be excessive graduates because of not being modulate with the industry needs or producing the graduates who are not in market demand.

According to Bank Negara Malaysia Annual Report [9], the unemployment rate reduced slightly due to less job creation and weak country's economic growth. BNMAR reported that, the graduates are likely to be last to be hired and first to be redundant due to lack of experience and poor ability to communicate their skills effectively to employers.

In the meantime, the firms point out that the skills shortage as a key factor which prevents them from making investment to move up the value chain. The employer contented that the current university curriculum does not reflect the current skill requirements. They also tends not to have a structured internship program that exposed graduates to be prepared for the realities of working environment. These statements are based on a survey conducted by the World Bank and Talent Corporation which further found that 90% of companies believed that university graduates should have more industrial training by the time they graduated [9].

Therefore to cope with this problem, the entrepreneurship education is looking forward to serve more relevant and skill oriented education to the students. Establishing the entrepreneurship education as a formal curriculum is seen to be making in supporting a positive view among the students towards running their own business.

Due to lack of skills possess by Malaysian students and number of hired expatriates in Malaysia also increased which affect the graduates' employability from day to day. This showing that our government is depended on the foreign workers in terms of outside expertise and skilled workers because Malaysia still practice easy hiring of foreign workers at a cheaper cost [10].

Malaysian Immigrant Department also reported that MYXPats has approved 82% of new temporary employment passes (PLKS) compared to its first operation year with 71%. The five related countries are China, India, Japan, Philippines and Indonesia. This is proven that Malaysia economic growth has provided the opportunities that required skills especially for the high-value and value-added sectors. For example, Malaysia demanded highly for skilled workers in the financial sector and Malaysia provided a certain portion for foreign employment [11].

According to Malay Online [11], these shortage has prompted employers' willingness to hire expatriates foreign skilled workers. In addition, more than 65% of employers saying they were willing to offer attractive salaries to increase appeal. This is because nearly 100% of employers here complained of the lack of talent, and warned that the problem could be further compounded by retention issues as more than 40 per cent of workers surveyed said they are actively looking for new jobs, mostly for better pay.

Instead of working for others, the aim of entrepreneurship education is to create the employment opportunity especially for our graduates. The question here is, why entrepreneurship education is less successful in encouraging Malaysian graduates on starting their own business?

RESEARCH OBJECTIVES

- i. To examine the skills of undergraduate students acquire after completing entrepreneurship course.
- ii. To determine the effect of entrepreneurship education on undergraduate students career intention.
- iii. To determine the effect of entrepreneurship education on undergraduate students skills acquisition.

RESEARCH QUESTIONS

- i. What are the skills undergraduate student acquire after completing an entrepreneurship education course?
- ii. What is the effect of entrepreneurship education on undergraduate student's career intention?
- iii. What is the effect of entrepreneurship education on undergraduate student's skills acquisition?

RESEARCH HYPOTHESIS

H01: There is no significant effect between entrepreneurship education and skill acquisition of undergraduate students.

H02: There is no significant effect between entrepreneurship education and career intention of undergraduate students.

SIGNIFICANCE

This study would provide a significant contribution to our understanding of the entrepreneurship education and employment creation among the undergraduate students in Kelantan. In a broader context, this study could provide valuable input to the government agency related to employment creation aspect, the educational sectors and entrepreneurs to enhance their business and gain sustainable competitive advantage.

Findings related to the effect of entrepreneurship education on employment creation, on the other hand would also stays vital in the effort of ensuring full realization of the objectives of entrepreneurship education. This is one of benefit to employers of labor for these are transferable skills sought by employers of labor. It gives employers on the type of people to employ, the skills to look out for employees.

Correspondingly, educators will ensure that entrepreneurship education is effectively taught hence it is the avenue for training job creators. It will assist policy planners to formulate and implement appropriate policies that are geared towards realizing the objectives of entrepreneurship education. The government will utilize the information to know the areas of need and give necessary assistances.

On the whole, this study could also provide the basis for a more refined research that will enable to apply entrepreneurship education to

improve the employment creation to be more competitive and complex environment. It is hoped that this research will add to the existing body of knowledge in the field of entrepreneurship education and employment creation among the undergraduate students.

SCOPE AND LIMITATION

The scope of this study is to explore the effect of entrepreneurship education on employment creation among the undergraduate students in Kelantan. In this study, the researcher’s interest is to focus on the effect between entrepreneurship education on skills acquisition, career intention and attitude among the undergraduate students.

The framework for the study examined entrepreneurship education variables like career intention and skill acquisition to test employment creation, the dependent variable. The limitations to the study are on these variables only have been developed for this study.

The research is limited to two entrepreneurial focused Malaysian universities (UMK and UiTM). This is because those universities were seen to be highest percentage studying for entrepreneurship programs.

Another limitation is the samples of the study only focus for undergraduate students in Kelantan. Particularly this research will only survey undergraduate students in UMK (Pengkalan Chepa) and UiTM (Kota Bharu). This study can be extended to other students in various universities in different states to get a finding on different contexts and different opinions by the respondents.

OPERATIONAL DEFINITION

Terms	Definition
Employment Creation/ Job Creation	Job creation is a process of providing new jobs especially for people who are unemployed, the process of providing own job or the process of making jobs available for others [12]
Entrepreneurship Education	Entrepreneurship education is an eligible courses or programs be taken in the university.
Skills Acquisition	Skills acquisition is ability to do something expertly and well. It can be obtained through attending entrepreneurial training classes, development programs, seminars and workshops. Example of skills: critical thinking skill, problem solving skill, communication skill, personal skill, decision making skill, leadership skill, management skill and innovation skill.
Career Intentions	The mindset or interest or opportunity to be an entrepreneur and any consideration of starting a business.

Table 1: Operational definition

LITERATURE REVIEW

Concept of entrepreneurship education:

Entrepreneurship education is an area of study that includes those activities and skills essential for responding to one's environment in the process of conceiving, starting and managing a business enterprise for economic growth and development [13].

Meanwhile, Alberti et al. [14] defined entrepreneurship education as a structured and formal delivering of entrepreneurship competencies which refers to the meaning, skills and mental realization by people in order to start and develop their growth. Entrepreneurship education should not be mixed with business and economic studies but it is more to display the creativity, innovation and self-employment. Entrepreneurship education increased the undergraduate students' awareness on self-employment and entrepreneurship as a working option by serving the individuals with business skills and knowledge to run the business successfully [15].

According to Shane and Venkataraman [16], the core of entrepreneurship education is related to individuals seeking the source of chances, discovering the process of getting the chances and the exploitation of the chances. Entrepreneurship education refers to the communication process between the individuals and instructors in order to build the ability to identify, evaluate and generate meaningful ideas to solve business problem [17]. Entrepreneurship education went effectively and efficiently since it has been taught to enhance self-employment and accelerating the sustainable growth. This is proven from the developed countries like Japan and America that fully utilize the entrepreneurship education for their youths to increase human capital [7].

Entrepreneurship education is the process of applying the entrepreneurial motivation via educational curriculum with the relevant application. To be essential for individuals, it discovered the individuals with the meaningful understanding and capability to continue the entrepreneurship ventures [18].

In a broader context, the concept of entrepreneurship education is seen as the beginning process of an individual in cultivating new self-potential and delivering the proper skills and competences in order to explore, sustain and expand the individual's business. This also allow the individual to develop creativity, innovation, initiatives, risk taking attitude and the ability to organize the projects to achieve the targeted objectives [19].

Entrepreneurship education aims to deliver an effective learning for the students to eventually involve themselves with self-employment and self-reliance. Therefore, it is important for Malaysian universities to increase skills acquired by students via entrepreneurial programs as well as entrepreneurship education [20].

CONCEPT OF EMPLOYMENT CREATION

Employment creation or known as job creation is a process of providing new jobs especially for people who are unemployed, the process of providing own job or the process of making jobs available for others [12].

The unemployment rate in our country shows a slight reduce to 3.4% early this year compared to last year which was 3.5% (Department of Statistics, 2016) [21]. This is due to the government massive effort in taking the correct action to reduce the unemployment rate via the establishment of SLIM program for the undergraduate students that are unable to seek for job after graduation.

In Nigeria, 80% of graduates find themselves in trouble of getting job every year [22]. As the policy makers stresses on reducing the unemployment rate, many look to the economic growth as an indicator of employment creation by increasing the number of business. Commonly, the growing economy is seen to provide more jobs.

One effective way to improve the population's employability and serving the employment creation is to enhance the quality of education. This is because a good quality of education can lead to the economic growth by increasing the sufficient labor force and contribute to high rates of self-productivity to produce qualified workers [23].

According to a psychological theory developed by McClelland [24], there is a strong relationship between need for achievement (n-Achievement), economic development and entrepreneurial activities. The proponent of the theory McClelland [24] explains that there would be a relatively greater amount of entrepreneurial activities in the society where the average level of need achievement is relatively high. The essence of this theory is that when students or learners are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is a greater tendency for them to set up their own business after graduation.

Meanwhile, another theory that supports entrepreneurship education is the risk taking theory (RTT) of Richard Cantillon & John Stuart Mill. The theory perceives entrepreneurship as a mental education that stimulates individuals to take calculated risk for which future stream of benefits

are guaranteed and people taking big risk have to contend with a great responsibility [25]. The summary of the theory is that entrepreneurship education improves the ability, capability and potentials of individuals to undertake risks for which economic benefits are assured.

In addition, social cognitive career theory (SCCT) also support this research. This theory was grounded in Bandura's (1986) [26] social cognitive theory and explores how career and academic interest mature, how career choices are developed and how these choices are turned into action. This theory contains in three main constructs: self-efficacy, outcome expectations and goals. Self-efficacy refers to the beliefs people have about their ability and skill to successfully complete the steps required for a give task. Individuals develop their sense of self-efficacy from personal performance, learning by example, social interactions, and how they feel in a situation.

Entrepreneurship education and career intention:

Parimah Rengiah and Ilham Sentosa [27] carried out a study on the effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian University students. The study investigated the variables of entrepreneurship curricula, teaching methodologies, universities roles, and attitude and stakeholder support systems against entrepreneurial intentions. The data was collected from 396 respondents from 4 entrepreneurial focused universities and analyzed using the SPSS 22.0 and AMOS 22.0. The study used descriptive statistics and Structural Equation Modelling (SEM). This study has contributed significantly to the research on entrepreneurship education by providing a clearer theoretical perspective on entrepreneurship education and entrepreneurial intentions that can stimulate the employment creation among the students.

Wan Nor Azlina et al. [28] examined a study on the impact of entrepreneurship education on the entrepreneurial intentions of students in Technical and Vocational Education and Training Institutions (TVET) in Malaysia. The data was collected from 289 final year students who enrolled at two different TVET institutions (Community College and National Youth and Skills Institutes). The study employ survey method to look closely at students entrepreneurial intentions during their pursuit of vocational training at two Technical and Vocational Education and Training (TVET) institutions in Malaysia and to identify when they exhibit entrepreneurial behavior. The result indicated that 58.80% of the student exhibit a high level of entrepreneurial intentions after their vocational training.

Chuah et al. [29] conducted a research on the factors affecting entrepreneurial intention of Malaysian university students. The data was collected from 204 university students in Malaysia using multiple regression in SPSS 22.0. The result showed that inculcating the entrepreneurship into university students and highlights the importance of providing them conducive surroundings too allow them to develop as a good entrepreneurs in the future employment creation.

Ekpoh and Edet [30] conducted a study on entrepreneurship education and career intentions of tertiary education students in Akwa Ibom and Cross River States, Nigeria. The data was collected from 500 students from two universities in Akwa Ibom and Cross River States of Nigeria. The data was collected using a structured questionnaires and being analyzed using frequency counts, percentage and population t-test. The result highlighted that exposure to entrepreneurship education influenced career intentions for the tertiary school students.

In contrast, Khaled [31] carried a study on determinants of students' entrepreneurial career intentions. The purpose of the study was to study the impact of personality traits, demographical traits and entrepreneurship education on the intentions of university students to become an entrepreneurs in the future. The data was collected from the sample of 276 university students using descriptive statistics and Pearson correlation. The result showed that entrepreneurship education was not a true determinants of entrepreneurial intention to set up the employment creation of the student.

Entrepreneurship education and skill acquisition:

Oleforo et al. [32] carried out a study on entrepreneurship training programs in universities and graduates productivity in South Nigeria. The research studied the relevance of entrepreneurial training programs in the universities to graduates. The data was collected from 1200 graduates was randomly selected from South Nigeria. The data being analyzed using multiple linear regression at 0.05 alpha level. The result showed that entrepreneurial training programs in the universities is significantly relevant to graduates and recommended that entrepreneurship education curriculum should be developed to cater for the vast changing needs of the labor market.

Badariah Hj Din et al. [33] examined the effectiveness of the entrepreneurship education program in upgrading entrepreneurial skills among public university students. The purpose of this study is to evaluate the effectiveness of entrepreneurship education programs on Malaysian university students. The data was collected from 130 respondents in Universiti Utara Malaysia. The data was analyzed using SPSS to measure correlation and stepwise multiple regression. The

result indicated that entrepreneurship education programs was very effective in enhancing the entrepreneurial skills of the students. Thus, this study recommended that entrepreneurial activities can be spurred through entrepreneurship education and training in public university to increase the self-productivity of the students.

Ikegwu et al. [34] studied about human empowerment through skills acquisition among the students in Nigeria. The objective of the study is to identify the skills most learned by Nigerians. The study was a cross sectional studied and was carried out in Yaba and Akoka with 21 item questionnaires. The descriptive statistic were used while Friedman rank test was used to test hypothesis. The result showed that, skills acquisition contributes greatly in elimination of unemployment in Nigeria.

Ekpe and Razak [35] examined the effect of skill acquisition on enterprise creation among Malaysian youths. The study used stratified random sampling method to collect data from a sample of 240 youths in Malaysia. The data was analyzed using descriptive statistics and regression. The current finding supports that skill acquisition training had significant relationship with entrepreneurial activity.

In contrast, Oosterbeek et al. [36] studied on the impact of entrepreneurship education on entrepreneurship skills and motivation. This paper analyzes the impact of a leading entrepreneurship education program on college students' entrepreneurship skills and motivation. The sample is 562 students in four study program located in Brada and Den Bosch and being analyze using regression analysis. The result showed that entrepreneurial skill is insignificant and the effect on the intention to become entrepreneur is even negative.

METHODOLOGY

Research design:

The study adopted the causal-comparative design. This causal-comparative design compared on the dependent variable (or outcome variable) or more groups in the independent variable (or causal variable). It identified the non-experimental effect of the independent variable on the dependent variable [37]. This design was considered appropriate because it provided the researcher to explain the cause and effect relationship between the variables.

Population and sample:

The population of this study was the undergraduate students in Kelantan (UMK and UiTM) in Kota Bharu and Pengkalan Chepa district only. The

population of UMK (Pengkalan Chepa) was 6000 while population of UiTM (Kota Bharu) was 500. This research was available for all faculties in UMK and UiTM. The sample size was determined using Krejcie and Morgan's sample size determination table. Hence, the sample size for this research was ± 364 .

This study applied a stratified random sampling to determine the respondent as the subjects were heterogeneous where there were different subsamples such as gender, race and others. The stratified sampling procedure can be used to obtain a random sample [37].

Instrumentation:

In this research, researcher will use standardized questionnaire, which was a survey instrument used to collect data from individuals about themselves, or about a social unit such as rating scale with a response pattern. There were two section in this questionnaire. Part A was demographic data which consist of 5 questions. Part B was divided into three clusters which are cluster A, B and C that required undergraduate student's response on the effect of entrepreneurship education on employment creation which consisted of 24 questions for all clusters. This questionnaire used Five Likert Scale.

Data processing and analysis:

In this research, the data was analyzing using Statistical Package Social Sciences version 22 (SPSS). The descriptive statistics was applied to determine the mean and standard deviation to answer research question one. The regression analysis also will be used to understand which among the independent variables were related to the dependent variable and to explore the forms of these relationship to answer research question two and three. The multiple regression equation was as follow:

$$y = a + \beta_1 X_1 + \beta_2 X_2 + u$$

Where y	=	Employment creation
a	=	Y intercept
β	=	Slope of the line
X_1	=	Career intention
X_2	=	Skill acquisition
μ	=	Regression residual

FINDING

Result of preliminary study: _____

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.662	.636	37.61234

a. Predictors: (Constant), SA_C, CI_C

Table 2: Pilot study result

Table 2 showed the result of preliminary study that has been conducted in UMK (Pengkalan Chepa) and UiTM (Kota Bharu). The result showed that the career intention and skill acquisition have the significant effect on employment creation among the graduates (81.3%). R square showed that 66.2% significantly affect the employment creation while the rest percentage contribute the other factors that affect the employment creation.

DISCUSSION

The objective of this study is to provide an overview of the literature pertaining the effect of entrepreneurship education on employment creation among the undergraduate students. We examined on the basis of the several previous evidences that related to the effect of entrepreneurship education on employment creation among the undergraduate students. We compared findings that pertain to developing countries to the existing evidence.

In regards to entrepreneurship career intention, a study investigated by Primah Rengiah and Ilham Sentosa [27] that revealed the entrepreneurship education stimulate the employment creation among the students. This was supported also by Nor Azlina et al. [28] in her study which claimed that TVET students exhibit a high level of entrepreneurial intention after vocational training.

While for skill acquisition, this study found that skill acquisition is significant which align with Badariah Hj Din et al. [33] which claimed that entrepreneurship education was effective in enhancing the entrepreneurial skills of the students. In further support, Ikegwu et al. [34] in his study stated that skill acquisition contributed in elimination of unemployment.

CONCLUSION

The need of introducing the entrepreneurship education in HLIs is seen as a good way to promote the entrepreneurship

environment among the students and align with the Malaysian Education Blueprint (MEB) which emphasize on the entrepreneurship education as shift 1 in MEB approach. Even though entrepreneurship education has been long aged in our community, but the awareness on creating self-employment is still scarce.

The participation of the students in HLIs regarding this entrepreneurship environment is encouraged as to offer the students with the entrepreneurship lifestyle as well as to encourage the students to have their career intention and skill acquisition on practicing themselves as a future self-employed rather than waiting a job placement.

In this competitive environment in Malaysia as well as abroad situation, it is seen that the students must practice the entrepreneurship education as a platform to not be unemployed and remain the unemployment rate increased in Malaysia. Therefore, Malaysia government has introduce several funding initiative for entrepreneurs such as MARA, TEKUN, AMANAH, SME funding and others to please the new comers in order to set up their own business.

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