

A STUDY ON FACTORS INFLUENCING STUDENTS'
INTENTION TO PURSUE HIGHER EDUCATION

BY

CHEW CHOON CHONG
LEONG WEI LIN
LOH CHUN CHUEN
TAN TECK CHAI
YAN WAI YI

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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Name of Students:	Student ID:	Signature:
1. <u>CHEW CHOON CHONG</u>	<u>12ABB01312</u>	_____
2. <u>LEONG WEI LIN</u>	<u>11ABB06896</u>	_____
3. <u>LOH CHUN CHUEN</u>	<u>10ABB04088</u>	_____
4. <u>TAN TECK CHAI</u>	<u>12ABB00782</u>	_____
5. <u>YAN WAI YI</u>	<u>12ABB00286</u>	_____

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This dissertation is dedicated to:

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LIST OF ABBREVIATIONS

DV	Dependent Variables
IV	Independent Variables
R^2	R Square
SAS	Statistical Analysis Software

PREFACE

Nowadays education serves as a tool to increase the living standards and reform the economy of countries. Thus, continuing to study in higher education has become more important compare to the past. It is vital to examine the underlying factors that influence students' intention to continuing their study.

Generally, there are three important variable factors that have close linkage with students' intention to pursue higher education, which are student attributes, social influence and financial aid. This study includes three of these determinants to examine whether they are significantly affecting students' intention.

This research is prepared to assist the researchers in academic field to identify the important factors that affect students' intention to enroll in higher education. This is because not all the students have the intention to continue their study. There are some students also facing problems which deter them to go further study. Therefore, the overall of this research is to find out more useful information about factors influence students' intention to pursue higher education.

ABSTRACT

Researchers had found that the number of students pursuing their higher education is increasing at a lower rate recently. There are many factors may influence students to make decision to go further study. The main objective of this study is to examine the factors influencing students' intention to pursue higher education.

In this research study, it is mainly focus on the three factors which are student attributes, social influence and financial aid. The primary data was gathered by distributed questionnaires to the post-secondary school students with a sample size of three hundred and fifty respondents. After the collection of data, Cronbach's Alpha Reliability test was conducted to test the reliability on each variables.

Pearson Correlation Coefficient and Multiple Linear Regression Analysis are used to examine the relationship between independent variables and dependent variables. The three independent variables showed a significant relationship on students' intention to pursue higher education.

Finally, this research was concluded with the discussion of findings, implications of the study, limitations of the study and recommendation for future research.

Keywords: Motivation, Social Influences, Financial Aid, Students' Intention, Higher Education

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter provides an overview of the study which includes the research background, problem statement, the research objectives, research questions, hypotheses and significance of the study, chapter layout and conclusion of the study.

1.1 Research Background

1.1.1 Malaysia Education System

The formal educational plan in Malaysia can be categorized into several levels, which are pre-school, primary level, lower-secondary level, upper secondary level and lastly is the post-secondary level or tertiary education which is optional. Pre-tertiary education (pre-school to secondary education) is under the jurisdiction of the Ministry of Education (MOE) and the tertiary or higher education is under the responsibility of the Ministry of Higher Education (MOHE).

Generally, students have to attend two years of pre-school education, six years of primary education, three years of lower-secondary education and two years of upper-secondary level of education. Government has fully subsidized all the education fees for government schools and students only need to bear some of the fees. There are more than 95% of primary and secondary educations are provided by the government- funded educational institutions (Ministry of Higher Education, 2009).

By enrolling in the educational level provided by the government, students are eligible for the certificate known as “The Lower Secondary Assessment” (Penilaian Menengah Rendah) after they completed their three years of lower secondary school. If students successfully passed upper-secondary level, they are awarded for the “Malaysia Certificate of Education” (Sijil Pelajaran Malaysia). Likewise, the students who successfully pass post secondary level of education will award “Malaysia Higher School Certificate” (Sijil Tinggi Pelajaran Malaysia).

Table 1.1: Malaysia Education System

Education level	Starting age	Duration (years)
Pre- school	Five	Two
Primary school	Seven	Six
Lower secondary	Thirteen	Three
Upper secondary	Sixteen	Two
Post secondary	Eighteen	One to two
Tertiary	Twenty	Three to five

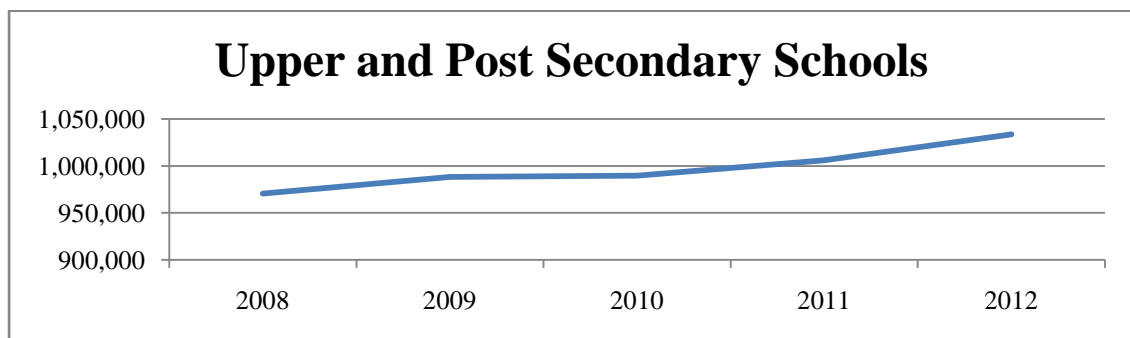
Adapted from: Education System, Ministry of Education Malaysia (2012)

1.1.2 Students Enrollment Rates in Malaysia

From the data of *Ministry of Education Malaysia*, the numbers of students who study in upper secondary was growing dramatically. Meanwhile, students enroll in post secondary decreased during year 2008 to 2010, but it increase from 2011 to 2012. By comparing the enrollment rate of the students, the upper secondary level in Malaysia has achieved the greatest improvement, which from 45% in the 1980s increases to 78% in 2011 (Malaysia Education Blueprint, 2012).

Based on the data of *Kementerian Pendidikan Malaysia* (2011 – 2013), the numbers of students enroll in university was increasing from 2008 to 2010. It only showed a slightly decrease during year 2011. During 2012, the enrollment rate was increased from 1,056,547 students to 1,114,589 students. This illustrate that students have the opinion that higher education is important to them.

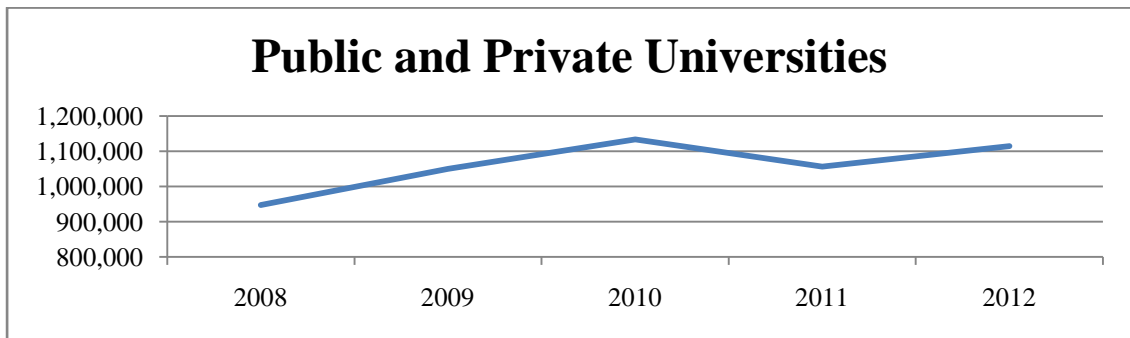
Table 1.2: Students Enrollment Rates in Upper and Post Secondary Schools



Year	2008	2009	2010	2011	2012
Upper	808,276	826,833	833,313	837,288	844,821
Post	162,249	161,447	156,140	168,807	188,723
Total	970,525	988,280	989,453	1,006,095	1,033,544

Adapted from: Quick Fact Malaysia Educational Statistics, Ministry of Education Malaysia (2011 – 2013)

Table 1.3: Students Enrollment Rates in Public and Private Universities



Year	2008	2009	2010	2011	2012
Total	947,828	1,050,726	1,134,025	1,056,547	1,114,589

Adapted from: Quick Fact Malaysia Educational Statistics, Ministry of Education Malaysia (2011 – 2013)

1.1.3 Importance of Education

In the present society, education plays an important role in deciding one's status and position in the society. Students' intention to further study to higher level has risen rapidly. Education is a life-long learning and people must engage with it so that they are able to enhance their qualifications due to the improvement of their life conditions. People need higher education when they do not have the knowledge which require by their current occupation. Education also helps to improve or requalification people when there is a change of their lives conditions (Belonozhko & Khitu, 2008).

Annie and Hamali (2006) noted that education serves as a tool to reform the economy of the countries, increase the living standards of people and reduce poverty problems. Research of Tavares and Ferreira (2012) also noted that one of the reason students decided to enroll in universities is they want to have an attractive career in the future. Students consider that the best way to achieve this objective is obtain an academic degree.

1.2 Problem Statement

Students in Malaysia have more opportunities to attend higher education institutions compare to the past. They are given more choices in choosing the higher education institutions according to their preferences. Over the years, Malaysia higher education sector has achieved significant growth with the effort taken by the Ministry of Education in expand education industry. Ministry of Education is always reviewing the requirement of education system in order to ensure the universities can cope with the market demand (Ariffin, Ahmad, Ahmad & Ibrahim, 2008).

The data of *Ministry of Education Malaysia* (2010 – 2013) showed that the students' enrollment rates in Public and Private Universities did not growth as expected. The number of students who decided study in universities was decrease from year 2010 to 2011. Although the enrollment rates has increased during year 2012, but the rates of decreased was higher than the rates of increased. This has indicated that not all the students have high interest to continue their study.

Romele (2012) noted that the technologies were keep expanding and lead to the increase in requirement for people improve and expand their knowledge and skills continuously. In Malaysia, people are looking for the high income jobs. People who does not have higher education cannot cope with the rapidly change in technologies because they does not have the multiple skills require by the employer. Thus, students who did not further study become less ability in new skills to adapt the changing in employment conditions. Deborah (2004) also noted that higher education qualification is view important when students apply for jobs. Students who have low level of education had low levels in earning compared to students graduate from higher educations.

1.3 Research Objectives

1.3.1 General Objective

To examine the factors that influence students' intention to pursue higher education in Malaysia.

1.3.2 Specific Objectives

- I. To investigate the relationship of student attributes and students' intention to pursue higher education in Malaysia.
- II. To investigate the relationship of social influence and students' intention to pursue higher education in Malaysia.
- III. To investigate the relationship of financial aid and students' intention to pursue higher education in Malaysia.
- IV. To investigate which independent variable (student attributes, social influence and financial aid) has greater influences on students' intention to pursue higher education in Malaysia.

1.4 Research Questions

- I. Do student attributes affect students' intention to pursue higher education in Malaysia?
- II. Does social influence affect students' intention to pursue higher education in Malaysia?

III. Does financial aid influence students' intention to pursue higher education in Malaysia?

IV. Which independent variable (student attributes, social influence and financial aid) has the greatest influences on students' intention to pursue higher education in Malaysia?

1.5 Significant of Study

Education level is one of the important factors in deciding a person society's position. The investment in higher education can also increase the productivity and employability. As a result, many students have make decisions to continue their study.

Understand the factors influence students' intention to further study is important because comparing with previous time, the new work force in the society may need additional intellectual capital and skills to fulfill the increasing demands. The young work force may need to contribute more idea or plan and have their own creative way in completing their daily workload. Ultimately, those critical demands from society had leaded those youth to become a life-long learner rather than finishing their secondary school. In practical, the result of this study will help to determine the actual reasons that influence student's intention to pursue higher education.

There are more elements which will influence students' intention to pursue higher education. The information from this study can provide a useful insight to marketers in understanding what is the factors that influence students to go further study. Both of the local and foreign students have high demand for places to study. Hence, it is critical for the marketers to understand the factors that affect students to make decision continue study in higher education institutions.

At the same time, the result from this study can be a reference to the Ministry of Education to enhance our country education system by improves the current education plan. The competition in the higher education sectors has increased. This is due public and private universities viewed students as consumers and provides education intensively. The information in this study could also help higher education institution to develop new ways to service their consumers effectively.

1.6 Chapter Layout

This study included five chapters which are:

Chapter 1: Introduction

Chapter 1 reviews of the research content which consists of significant of study and research background. Additionally, it also involves problem statement, research questions and objectives.

Chapter 2: Literature Review

Chapter 2 reviews the relevant journals and articles in order to build the theoretical foundation for the study. It includes literature review, relevant theoretical models, and conceptual framework.

Chapter 3: Research Methodology

Chapter 3 describes the method to examine the hypotheses. It contains of constructs measurement, methods to collect the data, data analysis and processing, and research design. Target population and research instruments also adopt in this research.

Chapter 4: Research Results

Chapter 4 analyses and presents the results from the data or questionnaires that collect back from the respondents which are relevant to the research objectives and questions.

Chapter 5: Discussion and Conclusion

Chapter 5 provides the discussions of research findings, limitations, future recommendations and lastly, overall conclusion of the research topic.

1.7 Conclusion

The education system in Malaysia and important of education was discussed in this chapter. The problem statement and the questions for this study also clearly stated out. Lastly is the discussion about the significant of the study which point out the contribution of this study.

CHAPTER 2: LITEARTURE REVIEW

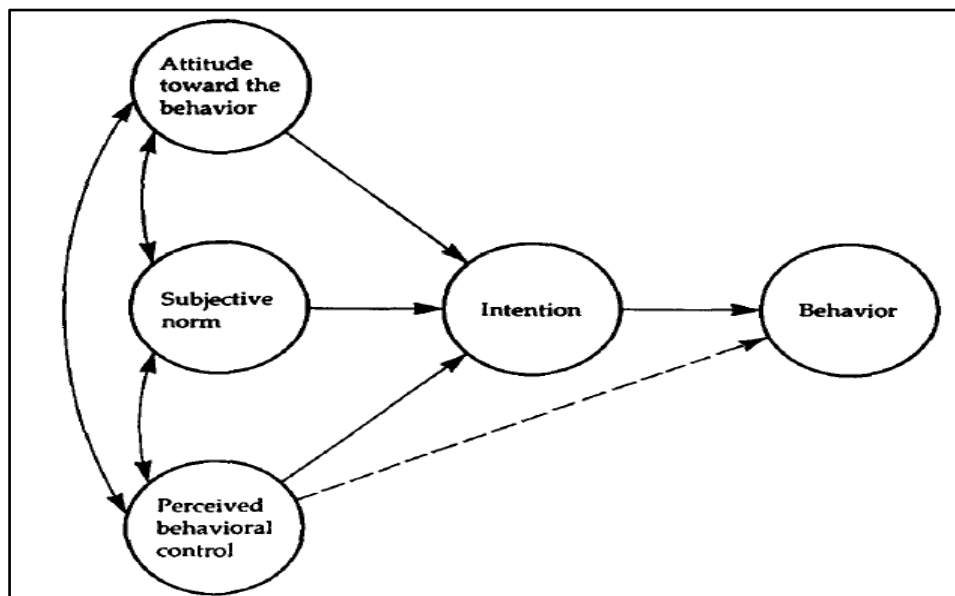
2.0 Introduction

This chapter explains dependent variable (students' intention to pursue higher education) and independent variables (student attribute, social influence and financial aid). The relevant theoretical models for the study and effect of independent variables to dependent variable also discusses in this chapter. This chapter also includes conceptual framework and hypotheses that will be test.

2.1 Review of the Literature

2.1.1 Intention Model

Figure 2.1: The Theory of Planned Behavior



Adapted from: Ajzen, I. (1999). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Process*, 50, 179-211.

The model showed the relationship among attitude toward the behaviour, subjective norm, perceived behavioural control, intention and behaviour. According to Ajzen (1991), behaviour intent is the most important determinant of a person's behaviour.

The first variable to explain intention is attitude toward the behaviour. It refers to the degree on a person who has a positive or negative valuation towards the behaviour. People tend to have a positive attitude forward performing that behavior when they perceive the outcomes of their performing are favourable (Autio, Keeley, Klofsten, Parker & Hay, 2001).

Subjective norm are the perceptions about how people would judge a person for performing the behavior (Auto et. al., 2011). A positive subjective norm is expected when others perceived the performing behaviour is favourable and individuals are encourage to meet the exceptions of relevant others (Armitage & Conner, 2001).

Perceived behavioral control refers to the perception of ease or difficulty in performing the behavior. Perceived behavioral control can be use directly to predict behavioral achievement when it together with behavioral intention (Ajzen, 1991).

This study only measure until the intention variable. Individual's intention to perform a given behavior is the central factor in theory of planned behavior (Ajzen, 1991). Perceived behavioral control is consider as the factor that influence the given behavior, which refer to the total of the individual's actual control of the behavior and his or her perceptions about this control. Intention are use to capture what is the motivational factors that influence individuals behaviour (Auto et. al., 2011).

People's behavior is determined by their intention to perform a given behavior. Intention can indicate how hard a people willing to try, how much of efforts they want to exercise in order to perform behaviour.

People are more likely to perform the behavior when they have strong intention to engage in behaviour (Ajzen, 1991).

The hypothesis has developed in this study.

H₀: The three independent variables (student attributes, social influence & financial aid) are no significant in students' intention to pursue higher education.

H₁: The three independent variables (student attributes, social influence & financial aid) are significant in students' intention to pursue higher education.

2.1.2 Student Attributes

Students' behavior and attitudes can be found from their happiness, emotional intelligence, life satisfaction and self-efficacy. The emotional intelligence and self-efficacy have significant relationship between the students' behaviors and attitudes (Salami, 2010). In the research of Khamtsova, Saarnio, Gordeeva and Williams (2007), the result showed that the students are more interested in self-improvement when the students are happier individual.

Research of Ting and Lee (2012) was examined how the attributes influence the students' selection in the degree program in Malaysia. There were three attributes (exposure to future career skill, interest of subject material and tough of subject material) consider as the main factors influences the students' selection.

Rudd (1986) stated individual's attributes can motivate an individual to make further study. The individuals' attribute had included the self satisfaction, self motivation and self achievement. Individual who have

high ability attributes tend to achieve high performance. They have high expectation about their future performance and them willing to put more effort and strive to do better.

2.1.2.1 Motivation

Awan, Noureen and Naz (2011) stated that motivation is an internal term that can encourage, positive and retain behavior. Motivation also means the energy, direction, persistence, activation and intention (Ryan & Deci, 2000). Self motivation is required in the personal initiative, resourcefulness, persistence and sense of responsibility to become self direction to learn ability (Zimmerman, 1998).

Students' motivation is the outcome of interaction between some factors which from home or family environment, school-based capital and chances, communication with teachers, peers, school related learning and experience, and the own belief on the interaction and experience. Different people will have different need to achieve (Pintrich, 2003). People will develop high achievement if the people have high achieve in their early life experience, meanwhile the people have low achieve will difficult to develop high achievement (Muola, 2010).

Motivation is the most powerful tool to determine whether the students' achieve or fail in school (Hidi & Harackiewicz, 2000; Ryan & Connell, 1989). Ryan and Connell (1989) noted that the performance and conquest goals, extrinsic and intrinsic motivation, and circumstance and individual interest were need to reconsider because these have positive effect on individual interest, intrinsic motivation and adaption of conquest goals.

Motivation is a great value because of the result that it produces. To achieve the motivation, the attitude that is always been used which is self-concept that thinks to perform the task successful. By enhancing the motivation to achieve, there is need the large proof to support the

contention that have positive academic self-concept to academic achievement (Ryan & Deci, 2000).

Based on these previous journals, the hypothesis has developed in this study.

H₀ (a): There is no significant relationship between motivation and students' intention to pursue higher education.

H₁ (a): There is a significant relationship between motivation and students' intention to pursue higher education.

2.1.2.2 Self-efficacy

Bandura (1977) defined that self-efficacy as perform the task with the belief on ability, and self-efficacy also can explain as self-evaluation of one's competence to success the action and reach the outcome. People who have low sense of efficacy will avoid to complete the task, meanwhile the people have high sense of efficacy will ready to complete the task. People who are suffering the difficult than the others will doubt on their capabilities and feel alert because they need to work harder and longer. Self-efficacy is the own expectation and belief to perform specific behaviors (Bandura, Barbaranelli, Caprara & Pastorelli, 1996).

Students will increase their interest when they have the strong self-efficacy and it will lead to the outcomes expectations. To control an individual action, self-efficacy will offer a set of belief based on the individual capabilities (Bailey, 2012). Based on perceived self-efficacy, high self-efficacy beliefs can be powerful when it is influence the level of accomplishment. When a learner have high sense of self-efficacy, it can help the learner to have positive action on capability, effort and facing challenge. The more the learner has in the self-efficacy, the more

knowledge and skill on the learner to facing different situation (Bandura, 1977).

Salami (2010) concluded that to develop positive attitudes, students were needed high self-efficacy and emotional intelligence to success academic activities. Zajacova, Lynch and Espenshade (2005) found self-efficacy is stronger and constant predictor of achievement academic than stress. This is because when the students have high stress on academic, they are hard to achieve success on academic. So it is better have high self-efficacy rather than high stress on it.

The students' specificity and close correspondence to performance tasks are particular from students' self-efficacy. The cognitive beliefs are different in the conceptual of self-belief measures based on the students' experience and situation task (Zimmerman, 2000). The study of Akram and Ghazanfar (2014) showed that when students have high level of self-efficacy, they can achieve better academic performance.

When students increase their positive beliefs such as confidence in the study, their self-esteem will help to lead a good academic performance. Students who have high self-efficacy and education aspirations will help them have more favor career to require higher education (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). The more effective in learning strategies, the higher level of students' motivation, which students will get better grades in study when they having a higher level of course satisfaction and self-efficacy (Wang, Shannon & Ross, 2013).

Based on these previous journals, the hypothesis has developed in this study.

H₀ (b): There is no significant relationship between self-efficacy and students' intention to pursue higher education.

H₁ (b): There is a significant relationship between self-efficacy and students' intention to pursue higher education.

2.1.3 Social Influence

Venkatesh, Morris, Davis, and Davis (2003) noted that social influence is the degree to which a people perceives that important of other person believe she or he will adopt or utilize the new system. Mazuki, Omar, Bolong, Silva, Hassan and Shaffril (2013) stated social influence as a change in a people's feelings, thinking, behavior or attitudes which results from the interaction with other groups or individuals. Social influence can be explained as influence of other person which is view as important for individuals. Generally, superior influence and peer influence are the key or primary determinants of social influence (Venkatesh & Davis, 2000).

Social influence also have been called as social factors, social norms or subjective norms (Mazman, Usleul, & Cevik, 2009). Various researchers stated that social influence such as peers, family and parents, friends have a significant influence on the students' intention to pursue higher education (Hossler, Schmit, & Vesper, 2001; Jackling & Keneley, 2009; Sia, 2011; Ng, Nik Muhd, Rahman, & Ismail, 2011; Kusumawati, 2013).

Jackling and Keneley (2009) stated that social influence determine the individual's intention or motivation to pursue a special career path. Students may be affected by their parents, peers, relatives, counselors, and teachers when choosing a particular career path or university courses. High school students make the important decisions regarding college attendance or postsecondary educational decisions by relying on their parent's opinions, and seek opinions and information from peers about specific institutions and college attributes (Hossler, Schmit, & Vesper, 2001).

Students received social support from family and parents, and friends in term of encouragement or moral support may influence students' decisions to pursue or enroll in higher education (Ng, Nik Muhd, Rahman, & Ismail, 2011). The roles of family and parents, and friends or peers played as advisor, role model, encourager, and source of information for students (Kusumawati, 2013).

Sia (2011) stated that family members and friends influence students' decisions to attend at higher education institutions. Kelman (1961) said that people are likely to be influence by other person through word of mouth. The information provided by friends and family through word of mouth is more reliable since they are not motivated by profit and perceived as trustworthy (Kusumawati, 2013).

2.1.3.1 Family Influence

Family refers to different things to different people. A family may span several households, several generations and may change to life events like remarriage, divorce and children leaving the home. A blissfully family is through caring, loving, protecting and supporting is what family have in common. Family was a combination of marital and blood ties, and produces their own children. Traditional family is held together by a primary emotional bond of love and caring (Collins, 2011).

Ismail, Leow, Chen, Lim and Ng (2007) stated that the external factors like third parties were able to influence student's decisions to pursue higher education. The third party is referring to parent or family influence. Rahim and Azman (2010) also pointed out that parental influence is the form of encouragement or support that gives to their children. Encouragement from parent or family to their children to pursue in higher education institute are accompanied by strong support such as making financial savings, discuss the related expenses with their children and the plans to pursue tertiary education qualification.

Kember, Ho and Hong (2010) founded that the social influence are stronger in Asian countries rather than in the West countries. Family that had received higher education usually will have an expectation on their children. Pimpa (2004) also stated that expectation from family have a great influence on student decision to pursue tertiary education. Family has an expectation on their children to obtain a good education qualification, and gain valuable life experience. Kember et. al., (2010) noted that students being motivated to pursue higher education because there had been no graduates in their family. Students who decided to pursue tertiary education were to fulfill their parents hope. Students felt an obligation to promote well-being, morale or status of their family by entering tertiary education institute.

Family has been identified as a factor of influences to students in the decision to enroll in tertiary education. The factors include family as a resource provider, source of encouragement for tertiary education, and as role models to their children. Parents who received higher education is able to model and may have a greater emphasis on children by instill that higher education are essential and important (Chenoweth & Galliher, 2004).

Koe and Saring (2012) stated that family or parent who gives encouragement and support to their students will directly affect their decision. According to Haveman and Wolfe (1995), the positive affect of family and parent support on children or student success has been well documented.

Based on these previous journals, the hypothesis has developed in this study.

H₀ (a): There is no significant relationship between family influence and students' intention to pursue higher education.

H₁ (a): There is a significant relationship between family influence and students' intention to pursue higher education.

2.1.3.2 Peer Influence

Ryan (2001) stated that peer groups have more than a friend among the similarly stereotyped individual who are group together, and mostly the group is form by two to twelve person. Hallinan and Williams (1990) found that the vulnerability of students to influence have to vary between friends, since the friendships is differ by their degree of solidarity. They also mention that a student will be more vulnerable to influence from close friends than from more casual ones because close friends are perceived as being more trustworthy.

Terenzini, Rendon, Upcraft, Millar, Allison, Gregg and Jalamo (1994) discussed the friends were treated as social buffers that can helped to relief the transition from secondary school to college, if intake of freshmen students had friends from secondary school also attend same college. The function of these friends is interpersonal relations that carry up the student network of friends and modes of activities and interest of the precollege years.

When students lack information about the college, they will search for the information and will make them highly vulnerable to influence with each other. The students will find their close friends who have the background and academic experiences that similar with them and the students will ask their advice about the benefit or drawback of attend the college. If the friendship is start from the secondary school, it will continuous influence them to pursuit in college. It also means that the decision to college is made at secondary school and it is affected by the secondary school friends (Hallinan & Williams, 1990).

Terenzini and colleagues (1994) noted that the relationship between peers influence and student transitioning from high school to college or workforce. From their research result, it show that the peers who attended college are influences their friends to attend college, and the non-college bound peers also influences their friends to attend college. The students may do the decision based on the peers' advices on future activities or pursue academic.

Based on these previous journals, the hypothesis has developed in this study.

H_0 (b): There is no significant relationship between peer influence and students' intention to pursue higher education.

H_1 (b): There is a significant relationship between peer influence and students' intention to pursue higher education.

2.1.4 Financial Aid

Financial aid included grants or scholarships, loans and work study (Nora, Barlow & Crips, 2006). Grants are principally provided by the federal government. It is a need-based and do not need to repayment. Scholarship is one of the aids that provide by the institution or outside source. Majority of the institutions scholarships are contingent on satisfactory performance. Students who achieve good performance may offer a chance to apply for scholarships (Desjardins, Ahlburg & McCall, 2002). Loans are provided through school or banks and must be repaid with interest. A low interest rate is charge on the amount of loans and students are required repaid the loans after they graduate. For the work study, students are required to perform services of value in return for the funds (Linsenmeier, Rosen & Rouse, 2006).

To continue enroll to college, students need to pay a large amount of tuition fees and also living fees. The present of financial aid has made the college to acknowledge that students have a greater need for financial, especially for those students who have a greater academic ability to enroll into college (Klauuw, 2002).

According to Hassan and Rasiah (2011), most of the parents admitted that they need to bear very heavy financial burdens to educate their children. Such financial burdens include books and equipments, pocket money, transportation, school fees and other charges. Parents need to pay a lot of costs of schooling their children. This phenomenon becomes serious especially in urban areas because of the high living costs and low income family. Hence, poor students need financial assistance to help them continue to study.

Cost of education may pose a barrier for students going to higher education and financial aid is supposed play a role to reduce this problem (Chapman, 1981). Many poor students are being encouraged to continue study when the costs of education decrease. More students that have low income background have high expected to enroll in higher education when the colleges and universities launch generous financial aid policies or greatly reduce loans from students. Through introduce the financial aid policies, it allows low income students make educational choices base on their academic accomplishment rather than their ability to pay (Hillman, 2013).

Lack of financial aid is one of the factors that cause the institutions dropout rates become high (Melguizo, Torres & Jaime, 2011). Therefore, institutions have offer some financial aid packages such as grants, loans and work study assistance to help students meet their financial needs. Financial aid packages are design to minimize the gap between what the student and their family is expected to contribute to the cost of education and the actually cost need to attending college (Heller, 2006).

Based on these previous journals, the hypothesis has developed in this study.

H₀: There is no significant relationship between financial aid and students' intention to pursue higher education.

H₁: There is a significant relationship between financial aid and students' intention to pursue higher education.

2.1.5 Higher Education

In the educational system, higher education is one of the sectors that can contribute to the capability expansion of a particular country. Higher Education is widely refers to the tertiary education and it is primarily to courses that organize learner for a higher level of specialized prerequisites; there are also more courses which focused on practical and technical skill sets (Walchshofer, 2009).

Higher education is significant for everybody; it indicates one's intrinsic growth and development. According to Teowkul, Seributra, Sangkaworn, Jivasantikan, Denvilai and Mujtaba, education played the roles as a denominator of economic success for individuals and their family members. The education is an essential instrument in achieving the good life. It is important for everyone to pursue higher education as the society values it. With the increasing competitive of the market, students are motivates to pursue higher education in order to increase their own competency in the job market.

2.1.6 Gender

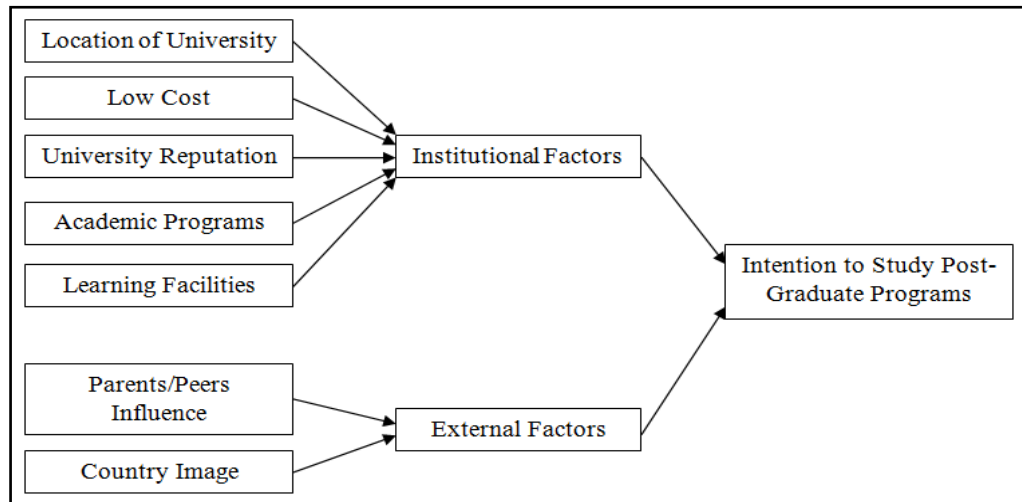
Gender is the status of being a female or male. In the 14th century, the word “gender” has been used in grammar term which explains as classes of noun nominated as masculine, feminine or neuter in some languages. Gender is not an individual attribute. The word “gender” is refers to the cultural and social construction and the character of being a male and female contained by community structure (Joseph, 2012).

Females always face the barriers in specific gender roles which deter them to go further study. In past, females may have the opinions that traditional girls not necessary to get higher knowledge because their main task is serve as the household after marriage. Some of their parents also think that education is not important for females (Maqsood, Maqsood & Raza, 2012).

However, females were expand their roles compare to past. From the research of Sivasamkar (2014) founded that the completion rate of females in higher education was higher than males. Females view education is important because they are no longer just stay at home and become a household. They realized that education is essential to get the careers after they experience the social change. Thus, many females decide to continue their education after complete high school education.

2.2 Review of Relevant Theoretical Models

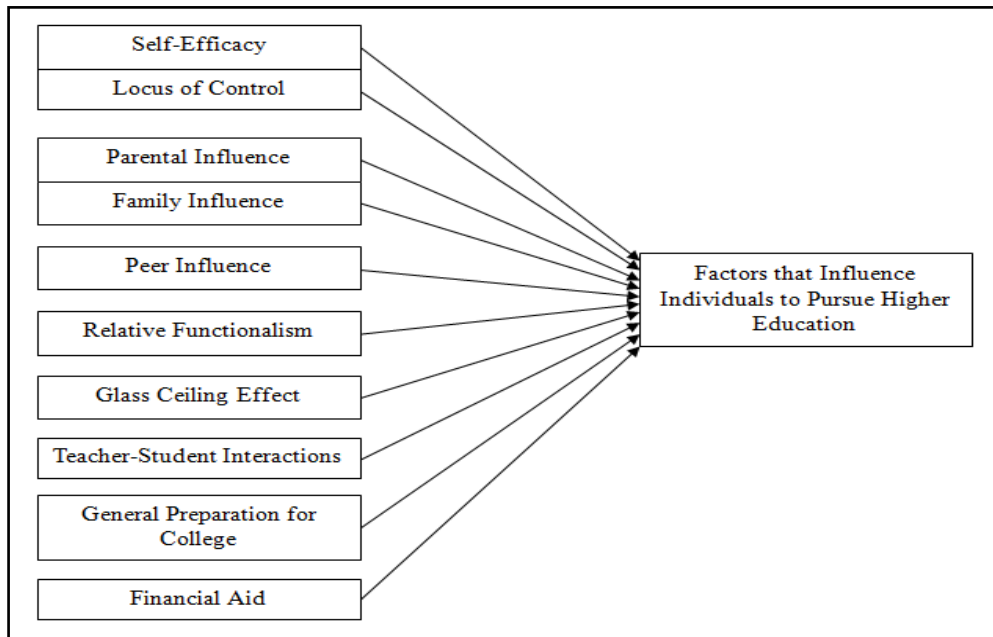
Figure 2.2: Factors Influencing the Foreign Undergraduates' Intention to Study at Graduate School of a Public University by Koe and Saring (2012).



Adopted from: Koe, W.L and Saring, S.N. (2012). Factors Influencing the Foreign Undergraduates' Intention to Study at Graduate School of a Public University. *Jurnal Kemanusiaan Bil. 19*, ISSN: 1675-1930, pages 57-68.

The study was conducted by Koe and Saring (2012), which focuses on determine the external and institutional factors that affect the foreign undergraduates' intention to study at graduate school. There are five institutional factors (location of university, low cost, university reputation, academic programs and learning facilities) and two external factors (parents or peers influence and country image) serve as the independent variables while intention to study post-graduate programs serves as the dependent variable. The result of this study showed that location, university reputation, low cost, country image, learning facilities, and academic programs were having a significant moderate relationship with the intention to study post-graduate programs. However, peers or parents influence are the factors that found have no significant relationship with the foreign undergraduates' intention.

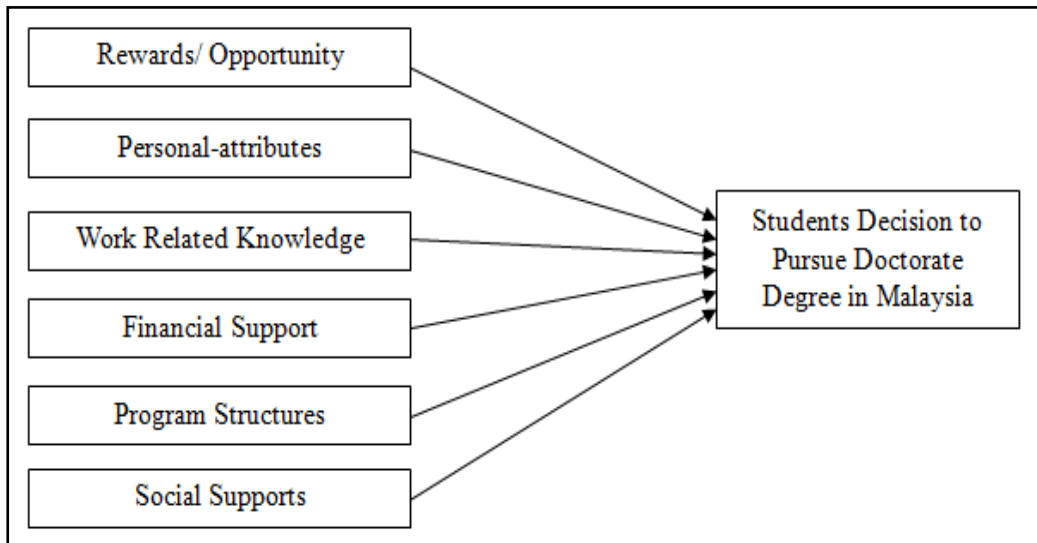
Figure 2.3: Development and Validation of the Factors Influencing Pursuit of Higher Education Questionnaire by Harris and Halpin (2002).



Adopted from: Harris, S.M. and Halpin, G. (2002). Development and Validation of the Factors Influencing Pursuit of Higher Education Questionnaire. *Educational and Psychological Measurement*, Vol. 62, No. 1, pages 79-96.

Harris and Halpin (2002) stated that variables that motivate persons to further study in tertiary education include of social influence (peer, parents, and family), locus of control and self efficacy, financial aid, general preparation for university, glass ceiling effect, teacher-student interaction, and relative functionalism. The results indicated that all the variables were having a significant influence on an individual's plan to pursue tertiary education. The family influence factor or variable yields the highest alpha coefficients which are 0.90 among all those variables in influence the individuals to pursue higher education.

Figure 2.4: Influential Factors to Pursue Doctorate Degree in Malaysia by Ng, Nik Muhd, Rahman and Ismail (2011).



Adopted from: Ng, S.F., Nik Muhd, N.M., Rahman, K.A., and Ismail, N., (2011). Influential Factors to Pursue Doctorate Degree in Malaysia. *Procedia Social and Behavioral Sciences 15 (2011) 2028-2032.*

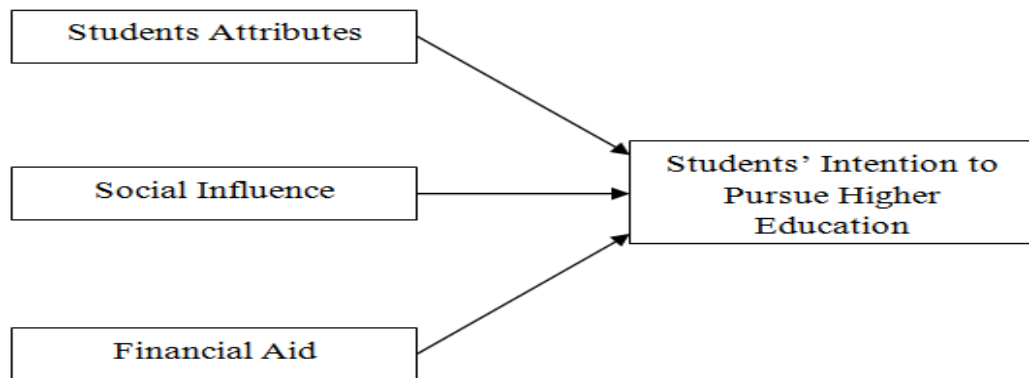
The research was conducted by Ng, Nik Muhd, Rahman and Ismail (2011) in the education sector, which aim to examine the relationship among the independent variables such as rewards or opportunity, personal-attributes, work related knowledge, financial support, program structures and social supports with dependent variable which is students' decision to pursue doctorate degree.

The framework showed that all the independent variables are significant to influence the students' decision to pursue doctorate degree. Rewards will increase an individual's decision to pursue doctorate degree. Students' personal attributes such as high self achievement and intellectual satisfaction will enhance an individual motivation to pursue doctorate degree. Besides, the study mentioned that the working relevance of knowledge to working environment will be the influential factor that enhances an individual's decision to pursue doctorate degree. The result of this study founded that offering various doctorate structures and programs will also increase individuals to pursue doctorate degree.

Encouragement and financial support are also influence individuals motivation to pursue doctorate degree.

2.3 Conceptual Framework

Figure 2.5: The Conceptual Model in this Study



Source: Developed for the Research

Students with high level of motivation and self-efficacy are likely to accept the challenges and tend be more successful to pursue higher education (Harris & Halpin, 2002; Ng et. al., 2011). Research of Koe and Saring (2012) founded that peers and family does not significant to influence students' intention to further study in post-graduate programs. However, research of Ng, et. al., (2011) pointed out that social influence can affect individual's decision to go further study. Melguizo, Torres and Jaine (2011) stated that cost of education and lack of financial aid may restrict students to go for higher education and cause the students' dropout rate becomes high.

In this study, the variables are being selected after study of literature review. The three independent variables serve as students attributes (motivation and self efficacy), social influence (family and peers), and financial aid while the dependent variable is students' intention to pursue higher education. Social

influence variable and financial aid variable are adopted from the past research conducted by Harris and Halpin (2002) and Koe and Saring (2012).

The conceptual framework is developed to determine whether the introduced of financial aid can serve as the tools to reduce the barrier for students going for higher education or help them in reduce the financial problems. This framework also help researchers to examine whether motivation, self-efficacy and social influences such as family and peers can serve as the vital roles to influence students' intention to pursue higher education.

2.4 Conclusion

This chapter reviewed many journals and articles that related to the factors that influence students' intentions on pursue higher education. This chapter also examined on the dependent variable (intention) and independent variables (student attribute, social influence and financial aid), and the relevant theoretical models. The study also had proposed a conceptual framework and developed the hypotheses to investigate the relationship between the independent variables (student attributes, social influence and financial aid) and the dependent variable (students' intention to pursue higher education).

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter explain the research design, its process and specify the methodology that been use in conducting the research. Research process include define and select the variables, identify target population, sample size and develop research instrument. This chapter also further discusses the procedures of collecting, coding and recording data of this research.

3.1 Research Design

Research design consists of two types which is quantitative and qualitative research. Quantitative research refers to the measurement of phenomena and quantitative properties and their relationships. Quantitative research will be more suitable in this study because it provide more accurate information than qualitative research. Causal research design is use to identify the students' intention to pursue higher education and its relationships with self-efficacy, motivation, peers, family and financial aid.

3.2 Data Collection Methods

Primary and secondary data are use to collect data of this study. Primary data is the first hand data which obtained from target respondents. Secondary data is the data that will be used in research that was not generated directly for the project under consideration.

3.2.1 Primary Data

The main element use in this study is questionnaire. Survey questionnaires are use to collect primary data from the respondents. Data collected will use to further testing the hypothesis of this study. The questionnaires are print and distribute to the target respondents and complete within a period of time. Target respondents are requiring filling up the questionnaires based on their perception and knowledge. The complete questionnaires will return back to researchers to precede the study.

3.2.2 Secondary Data

Secondary data of this study are gathered through different sources, which included online articles from the internet, textbooks, academic and professional journals, statistical report and studies of other researchers on the relevant field.

3.3 Sampling Design

Sampling is the procedure of choosing a number of members from the target population before the data are collected. Thus, the outcomes from analyzing samples are generalizable to the whole population.

3.3.1 Target Population

Target population is theoretical specific aggregation or any complete of study elements. The population that target in this study is students from secondary schools, which is Form 4 and Form 5 students in Malaysia. The reason secondary school students being chosen is because they are most closely to tertiary education or have intentions in study higher education

after graduation from secondary schools. Thus, suitable data can obtain from these students.

3.3.2 Sampling Frame and Sampling Location

Sampling location means areas or places being chosen to obtain the relevant data. Sampling frame refer to a list of people in whole population may be drawn (Sekaran & Bougie, 2010).

Sampling location for this study is focus on Kedah, Penang, Negeri Sembilan, and Pahang. Questionnaires will distribute to secondary school students who currently pursue study in secondary schools and require them to fill up the details. Questionnaire can gather the opinion from respondents without wasted the time to personally interview them one by one.

3.3.3 Sampling Elements

Sampling elements refer to part of population being selected and information is collected and provides the basis purposes for analysis. The elements of this study are those students who currently studying in secondary schools especially Form 4 and 5 students. These students will provide their opinions to the study. The main reason for choosing secondary school students is to have a better understand whether the student's attributes, social influence, and financial aid affect the students' intention to pursue higher education in Malaysia.

3.3.4 Sampling Technique

Sampling design researchers use is convenience sampling. Convenience sampling is acquiring individual and sections most conveniently accessible and it may include interest groups, members of affiliation groups, or random intercepts (Sekaran & Bougie, 2010). Convenience sampling is the best way to conduct this study as it is save time and least expensive as compared to other sampling method. It also can be used to pretesting questionnaire, pilot study, and focus group such as secondary schools students from different state as well.

3.3.5 Sampling Size

Sample size refers to the number or size of respondents chosen from population that will be investigated for the study. The sample size of this study is 350 of secondary school students which come from Kedah, Penang, Negeri Sembilan, and Pahang. Total of 400 sets of questionnaires were distribute to the respondents due to the probability of the occurrence of biased data. The survey is conduct on June 2014 and the results will be computerizing by using the Statistical Analysis Software (SAS program).

3.4 Research Instruments

Questionnaire is chosen as the research instrument because it requires less cost compare to the other survey method and it can distribute to larger population in a shorter period of time (Zikmund, Babin, Carr & Griffin, 2010).

The questionnaire was constructed in English and separated into two parts. Section A consist 5 questions which requested the demographic information. Demographic questions can use to acquire the general information of the

respondents. The 5 questions included respondent's age, gender, ethnicity, monthly household income and states.

Section B consist 30 questions which used to evaluate the independent and dependent variables. The independent variables are student attributes, social influence and financial aid. All the questions are use to identify the relationship between the independent variables and students intention to pursue higher education. The questions in section B are measured by Likert scales. Respondents are required to select from five alternatives, which are rated start from 1 to 5, 1 represents strongly disagrees, 2 represents disagree, 3 represents neutral, 4 represents agree, 5 represents strongly agree.

To examine the potential problems of the research method, a pilot test has been conducted on a small group of respondents before distributed the questionnaires. There are 30 sets of questionnaire were distributed.SAS program has run to test the reliability of the questionnaires. After finish all the amendments, a total number of 400 sets of questionnaires were distributed in different states on 1st June 2014. The duration to collect the questionnaires is about two weeks and total 350 sets questionnaires were collected back.

Table 3.1 shows the results on reliability test for Pilot Study. Each of the construct was being tested separately. The coefficient alpha could be ranges in few values. Alpha ≥ 0.9 is excellent, 0.8 to < 0.9 is very good, 0.7 to < 0.8 is good, 0.6 to < 0.7 is moderate, and less than 0.6 is poor reliability (Hair et al., 2003). Table below shows the outcomes:

Table 3.1: Results on Reliability Test for Pilot Studies

Variables	Number of items (N)	Cronbach's Alpha
Motivation	5	0.715
Self- efficacy	5	0.769
Family influence	5	0.771

Peers influence	5	0.685
Financial aid	5	0.690
Students' intention	5	0.804

Source: Developed for the research

Result of pilot study shows that Cronbach's Alpha value of motivation, self-efficacy and family influence are 0.715, 0.769 and 0.771, which show a good reliability. Peers influence and financial aid have the Cronbach's Alpha value 0.685 and 0.690, which shows a moderate reliability. Students' intention has Cronbach's Alpha value 0.804, which shows very good reliability. In this study, all the questions were adopted because no respondents unclear about the questions. As the result of this pilot test, researchers adopt it to actual.

3.5 Constructs Measurement

Hair, Money and Samouel (2007) stated that measurement is assign numbers by the researchers to different attributes of concepts, people or objects. The fact that what measurement techniques that adopted by the researcher can affect the quality of the research (Bajpai, 2011). Measurement scales included nominal scale, ordinal scale, interval scale and ratio scale and each of scale has its own specific functions (Weathington, Cunningham & Pittenger, 2012). Nominal scale and interval scale were used in this study.

3.5.1 Nominal Scale

The form measurement of nominal scale is the most simple and basic. The nominal scale need to exclude classification of some qualitative attribute and show different qualitative of things or people (Weathington et. al., 2012). There are no quantitative information and instruct on the variables when perform nominal scale (Hair et. al., 2007). This study uses nominal

scale in Section A to measure the age, gender, ethnicity, monthly household income and the states of respondents.

3.5.2 Interval Scale

Interval scale is the most comprehensive type of measurement and the different between the two consecutive numbers (Weathington et. al., 2012; Bajpai, 2011). Interval scale used the number to rank the variables, then the length of numbers performs equally Interval scale is use to evaluate concepts which are perception, feelings and attitudes (Hair et. al., 2007). Normally to associate the interval scale, the researchers will use Likert scale to do the measure and compute (Bajpai, 2011). Under Likert scale has five rating categories, 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents strongly agree. In this study Likert scale was used in the Part B questions.

3.5.3 Origin of Construct

Table 3.2: Source Model of Construct Measurement

Items	Construct Measurement	Adapted	Sources
Motivation	1. I want to learn something new.		Majid, 2009
	2. I was seeking different skills.	I am seeking different skills.	Majid, 2009
	3. Education is life-long commitment.		Majid, 2009
	4. To achieve my educational goal.		Teowkul et al., 2009

	5. To satisfy my desire in self improvement.		Teowkul et al., 2009
Self-efficacy	1. I believe I will receive an excellent grade in this class.	I believe I will receive an excellent grade in my current study.	Wang, Shannon and Ross, 2013
	2. I expect to do well in this class.	I expect to do well in higher education.	Wang, Shannon and Ross, 2013
	3. I'm certain I can master the skills being taught in this class.	I am certain I can master the skills being taught in class.	Wang, Shannon and Ross, 2013
	4. I have the power to achieve.	I have the power to achieve my educational goal.	Harris and Halpin, 2002
	5. I believe that I will be successful.	I believe that I will be successful in higher education.	Harris and Halpin, 2002
Family Influence	1. My father encourages me.	My father encourages me to go for higher education.	Harris and Halpin, 2002
	2. My mother encourages me.	My mother encourages me to go for higher education.	Harris and Halpin, 2002
	3. My parents are positive about nursing education.	My parents are positive about higher education.	Tan-Kuick and Ng, 2011

	4. My parents believe that nursing is a reliable and rewarding career.	My parents believe that higher education can lead to my future success.	Tan-Kuick and Ng, 2011
	5. My parents allowed me to pursue higher education.		Abdul Rahim and Azman, 2010
Peer Influence	1. Advices from friends to continue their studies in university.	My friends advise me to continue my study in higher education.	Sia, 2011
	2. Most friends are attending in university.	Most of my friends planned to pursue higher education.	Sia, 2011
	3. My friends are positive about nursing education.	My friends are positive about higher education.	Tan-Kuick and Ng, 2011
	4. My friends think that nursing is an appealing profession.	My friends think I should pursue higher education.	Tan-Kuick and Ng, 2011
	5. My friends would think that I should choose accounting.	My friends think that pursuing higher education is a must.	Zandi, Naysary and Kwan, 2013

Financial Aid	1. Availability of financial support enables international students to pursue higher in other foreign institutions.	Availability of financial support enables me to pursue higher education.	Beh, Nik Ahmad and Ong, 2013
	2. University offers an education at reasonable cost.	Higher education institute offer an education program at reasonable fees.	Sia, 2011
	3. University offer scholarships.	Higher education institution has offer scholarships to deserving students.	Sia, 2011
	4. I did not have the funds to pay for my studies.	I do not have financial support for my study.	Breier, 2010
	5. My parents have saved money for my education.		
Intention to Pursue Higher Education	1. Nursing is my first choice of career.	Pursue higher education is my first choice.	Tan-Kuick and Ng, 2011
	2. I want to pursue higher education.		
	3. I have a strong desire to continue my studies.		Menon, 1998

	4. I mainly need qualification to enable me to get a good job when I finish.	I need higher qualification to enable me to get a good job.	McCune, Hounsell, Christie, Cree and Tett, 2010
	5. I hope higher education will help me to gain self-confidence.		

3.6 Data Processing

Zikmund, et al., (2010) stated that data processing is the process of prepare data or specify the unique date treatments before analyze. The process included checking, editing, coding and transcribing. This study used questionnaire as the data collection and distribute to the respondents. Each set of questionnaire will be double check and ensure that the respondents answer every question.

3.6.1 Data Checking

First, data checking is required to make sure that respondents follow the questions' instruction and provide their answer correctly. The answers that obtain from respondents are use for the research purpose.

3.6.2 Data Editing

Second, data editing is scanning the information of questionnaire that is omission. Some of the respondents may be missing answer certain question. The researches need to make adjusted on it.

3.6.3 Data Coding

Third, data coding is allocate a number to the participants' responses and entered into database (SAS program). For example, gender, code "1" represent male and code "2" represent female. For age, code "1" as 12 to 14 years old, code "2" as 15 to 17 years old, code "3" as 18 to 20 years old and code "4" as 21 and above.

3.6.4 Data Transcribing

Last, data transcribing is transcribe the data into database (SAS program) for analyze the data.

3.7 Data Analysis

The data gathered from survey questionnaires will be analyze in order to determine whether it met the expectation of the study. To interpret the data that have collected, the Statistical Analysis Software (SAS program) is used.

3.7.1 Descriptive Analysis

Descriptive analysis is one of the methods used to analyze the collected data. Principally, a quantitative data in a study will be described in descriptive analysis.

This study has use few ways to summarize the essential features of data such as central tendency, variability and distribution. After obtaining the results, tables, graphs and charts are used to illustrate the statistics. This study also covers the fields such as age, gender, ethnicity, household

income and states because these fields could affect students' intention to pursue higher education.

3.7.2 Scale Management (Reliability Test)

Reliability is the degree to which all the measurement are consistent and without bias across the time (Sekaran et al., 2010). The reliability analysis will be conducted to estimate if there is any errors in measurement and suggest ways of improving the tests. It involves the information about the relationships of the variables in the scale and calculation of a number of measurement scales.

3.7.3 Inferential Analysis

In a research study, inferential analysis is the most widely use quantitative method to test the hypotheses. If there is any drawn of a conclusion, it must be in probabilistic method. It also can be used to check the reliability of an argument and explain the research phenomenon. Pearson's Correlation Coefficient Analysis and Multiple Regression Analysis are applied in this study.

3.7.3.1 Pearson Correlation Coefficient Analysis

Pearson correlation coefficient analysis is use to evaluate the direction of linear relationship and the level of strength between two variables. Mukaka (2012) noted that, correlation is a way of assessing a potential two-way linear union between two constant variables. It is a statistical measure for a linear relationship among paired data.

The correlation indicates the relationships between variables of the research study. The value of the coefficient can be range from -1 to +1, which shows a positive or negative correlation. The stronger the correlation will bring to a result of closer to ± 1 .

Table below shows the size of a correlation coefficient which interprets by rules of thumb.

Table 3.3: Rule of Thumb for interpreting the size of a correlation coefficient

Size of Correlation	Interpretation
0.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (0.00 to -0.30)	Negligible correlation

Adopted from: Mukaka, M.M. (2012). Statistic Corner: A guide to appropriate use of Correlation coefficient in medical research. *Malawi Medical Journal*; 24(3), 69-71

In this study, Pearson's Correlation is use to analyze the co-variation of students' intention to pursue higher education and the three independent variables (student attributes, social influence and financial aid).

3.7.3.2 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis is to assess how two or more variables can relate to a response variable. It is the analysis which allowed test the additional factors separately and the effect of each factor can be observed and estimated.

R^2 is help to interpret the data in a usual correlation coefficient at the same time show the strength of the combined relationships of all the independent variables and dependent variable. It will have a range of 0 to 100 percent, which higher in percentage will represent a better fit of the independent variables towards the dependent variable.

3.8 Conclusion

This chapter had discussed about the design of the study, method to collect data, sampling design, the research instrument, ways to construct the measurement, processing of the data and also the analyze of data. In the upcoming chapter, the study will have a general discussion on the data collect after analyzing the data using several methods.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter discuss about the using SAS program to analyze the relationship between independent variables (student attributes, social influence and financial aid) and dependent variable (students' intention to pursue higher education). The finding's results of respondents are received from the questionnaires of difference states of Malaysia (Kedah, Penang, Negeri Sembilan, Pahang and others). The results have show in descriptive analysis, reliability analysis, Pearson Correlation and Multiple Regression Analysis.

4.1 Descriptive Analysis

4.1.1 Respondent Demographics Profile

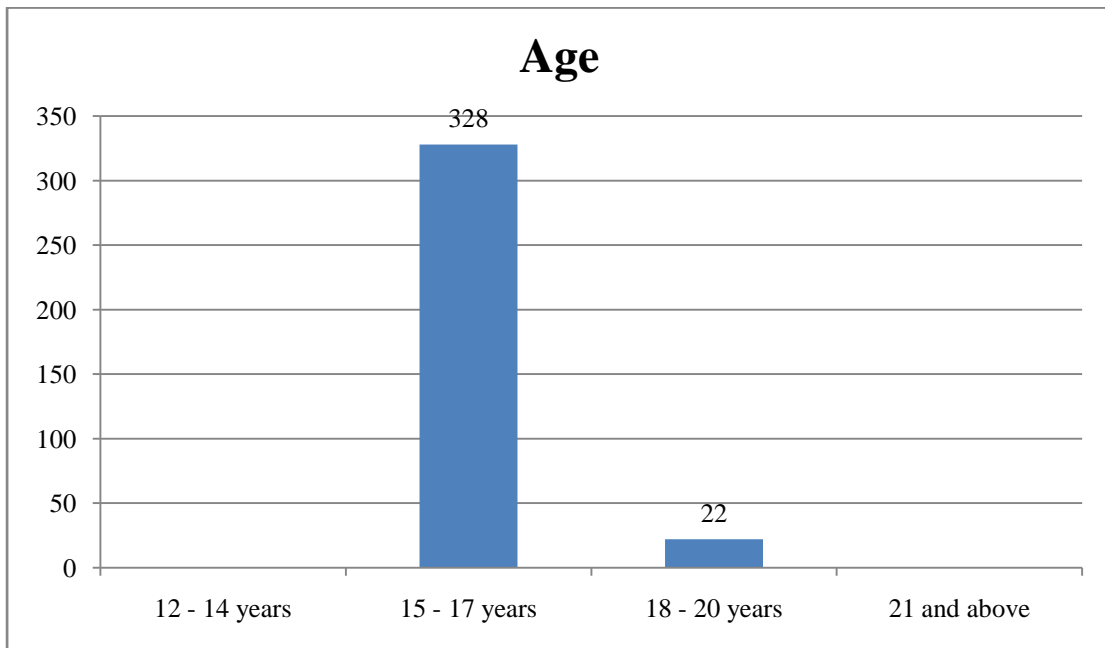
4.1.1.1 Age

Table 4.1: Age of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 12 to 14 years old	0	0	0	0
12 to 17 years old	328	93.7	93.7	93.7
18 to 20 years old	22	6.3	6.3	100.0
21 and above	0	0	0	100.0
Total	350	100.0	100.0	

Source: Developed for the research

Figure 4.1: Age of Respondents



Source: Developed for the research

Table 4.1 and figure 4.1 showed the age of respondents. The result was taken from 350 respondents in the different states of Malaysia. There are 328 respondents from the age 15 to 17 years old and 22 respondents from the age 18 to 22 years old.

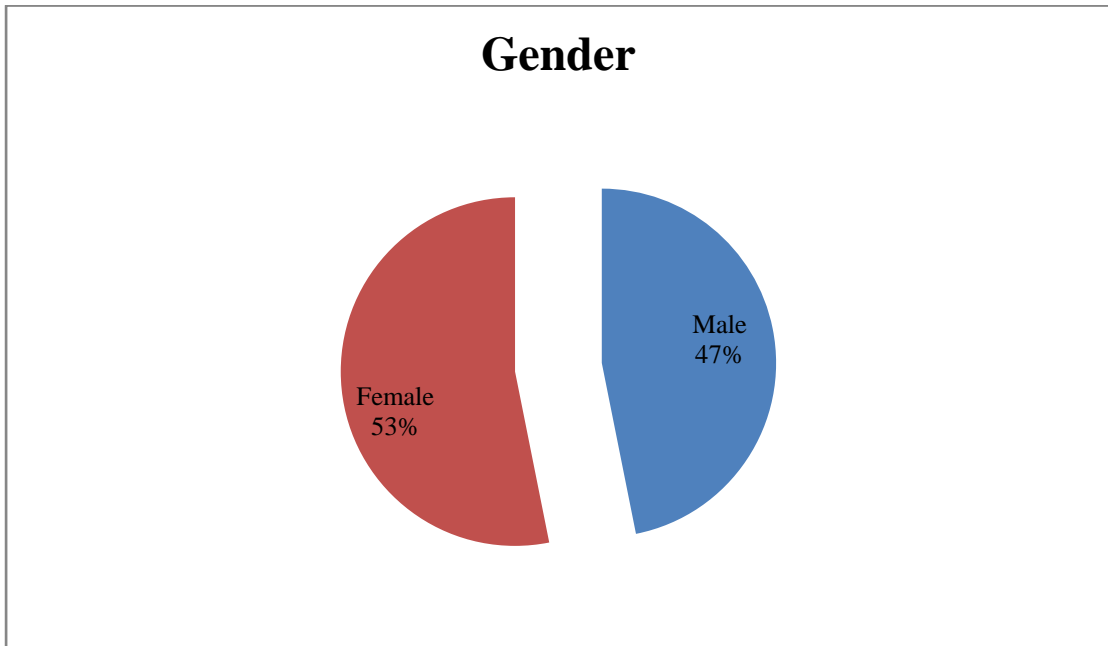
4.1.1.2 Gender

Table 4.2: Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	166	47.4	47.4	47.4
Female	184	52.6	52.6	100.0
Total	350	100.0	100.0	

Source: Developed for the research

Figure 4.2: Gender of Respondents



Source: Developed for the research

Table 4.2 and figure 4.2 showed the gender of respondents. There are 47% of respondents are male which 164 people and 53% of respondents are female which 186 people.

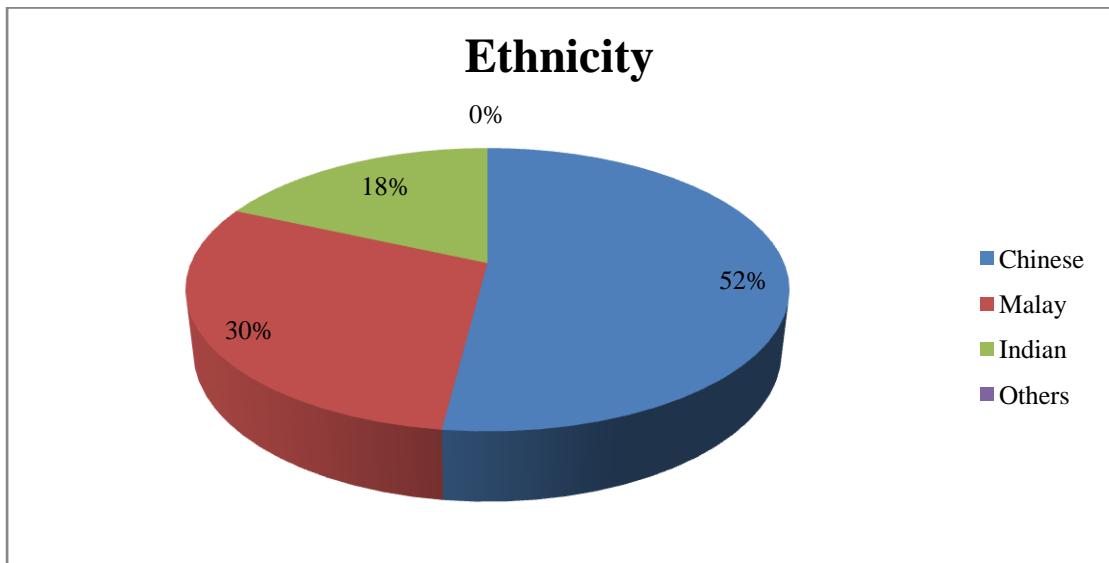
4.1.1.3 Ethnicity

Table 4.3: Ethnicity of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Chinese	182	52.0	52.0	52.0
Malay	104	29.7	29.7	81.7
Indian	64	18.3	18.3	100.0
Others	0	0	0	100.0
Total	350	100.0	100.0	

Source: Developed for the research

Figure 4.3: Ethnicity of Respondents



Source: Developed for the research

Table 4.3 and figure 4.3 showed the ethnicity of the respondents. There are several ethnicities in Malaysia which is Chinese, Malay, Indian and others. Most of the respondents are Chinese which is 52% (182 people), second is Malay which is 30% (104 people) and third is Indian which 18% (64 people).

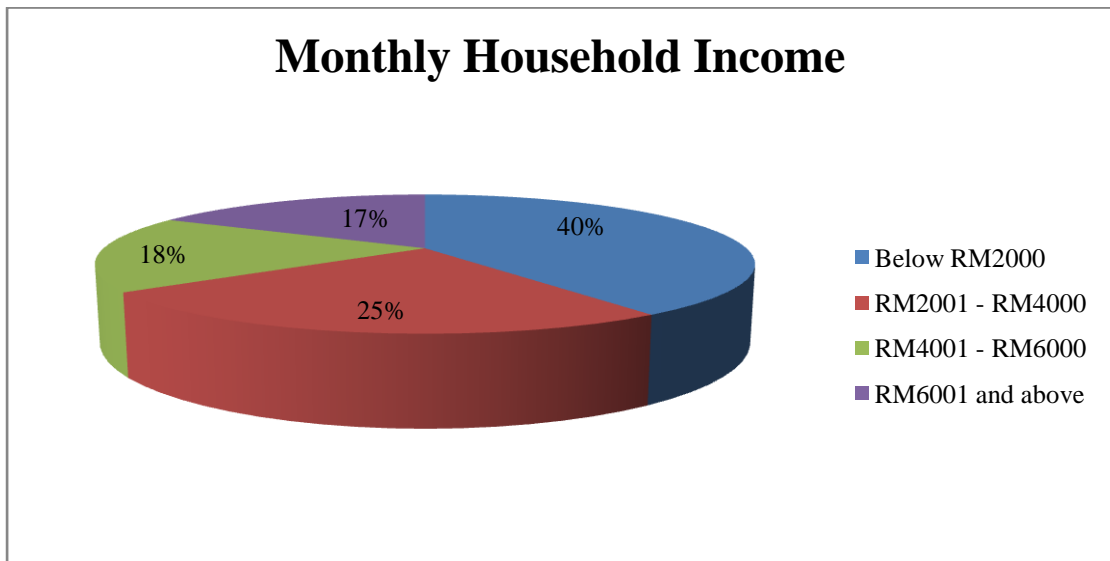
4.1.1.4 Monthly Household Income

Table 4.4: Monthly Household Income of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM2000	141	40.3	40.3	40.3
	RM2001 to RM4000	87	24.9	24.9	65.1
	RM4001 to RM6000	62	17.7	17.7	82.9
	RM6001 and above	60	17.1	17.1	100.0
	Total	350	100.0	100.0	

Source: Developed for the research

Figure 4.4: Monthly Household Income of Respondents



Source: Developed for the research

Table 4.4 and figure 4.4 showed the monthly household income of the respondents. There are four categories of the monthly household income which were below RM2000, RM 2001 to RM4000, RM4001 to RM 6000 and RM6001 and above. Mostly the monthly household income of the respondents is below RM2000 which is 40% (141 people). Second is RM 2001 to RM4000, which is 25% of respondents (87 people). Third is RM4001 to RM 6000, which is 18% of respondents (62 people). Minority is RM6001 and above, which only have 17% of respondents (60 people).

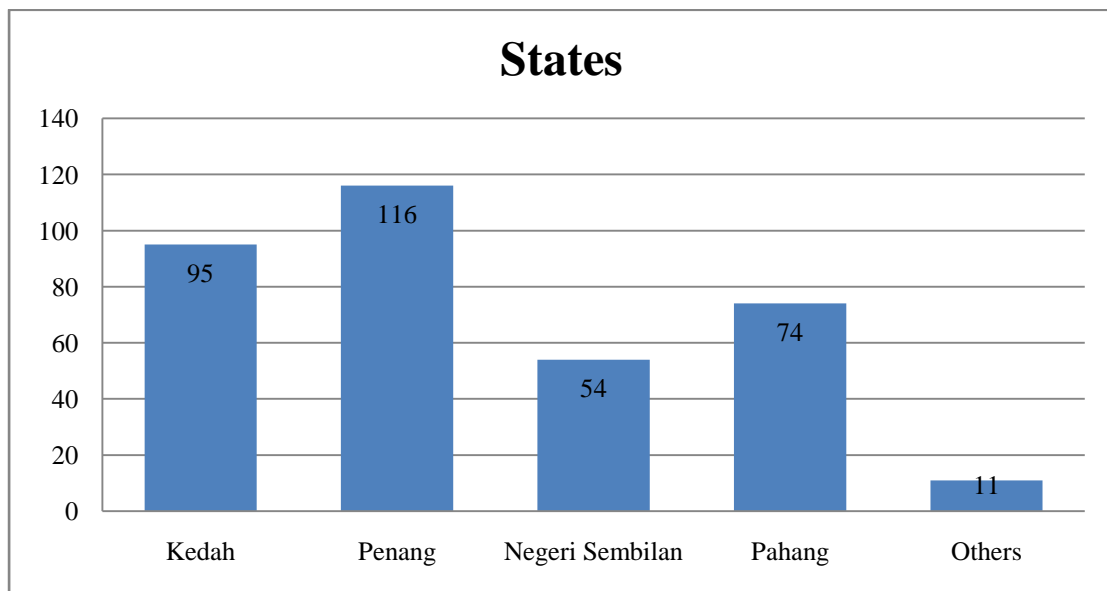
4.1.1.5 States of Respondents From

Table 4.5: States of Respondents From

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kedah	95	27.2	27.2	27.2
Penang	116	33.2	33.2	60.4
Negeri Sembilan	54	15.4	15.4	75.8
Pahang	74	21.1	21.1	96.9
Others	11	3.1	3.1	100.0
Total	350	100.0	100.0	

Source: Developed for the research

Figure 4.5: States of Respondents From



Source: Developed for the research

Table 4.5 and figure 4.5 showed the states that the respondents from. There are five categories which were Kedah, Penang, Negeri Sembilan, Pahang and others. Majority of the respondents were come from Penang which is 116 people. Second is Kedah, which has 95 respondents. Third is Pahang,

which has 74 respondents. Forth is Negeri Sembilan, which has 54 respondents. Only 11 respondents were come from others states.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Factor 1: Motivation

Table 4.6: Descriptive Statistics of Motivation

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ranking
1. I want to learn something new.	2.86	14.28	17.14	56.86	8.86	3.545	0.940	4
2. I am seeking different skills.	2.00	19.14	14.86	50.00	14.00	3.548	1.017	3
3. Education is a life-long commitment	3.14	15.43	20.57	47.43	13.43	3.525	1.009	5
4. To achieve my educational goal.	3.71	17.44	14.00	46.28	18.57	3.585	1.090	2
5. To satisfy my desire in self improvement.	0.57	17.14	19.43	44.00	18.86	3.634	0.994	1

Source: Developed for the research

From table 4.6, statement “*To satisfy my desire in self improvement*” has the highest mean score which is 3.634. Respondents who showed agreed with this statement are 44%. Respondents who are neutral and strongly agreed with this statement are 19.43% and 18.86% respectively.

The second highest mean score is 3.585 with the statement of “*To achieve my educational goal*”. 46.28% of respondents are agreed with this statement, 18.57% showed strongly agreed and 17.44% were disagreed.

The third ranked statement is “*I am seeking different skills*”. 50% of respondents showed agreed, 19.14% of respondents showed disagreed and 14.86% showed neutral with this statement.

Statement “*I want to learn something new*” is ranking number four. The mean score for this statement is 3.545. Total of 56.86% respondents showed agree, 17.14% and 14.28% of the respondents showed neutral and disagreed with the statement respectively.

“*Education is a life-long commitment*” is the last ranked statement which has the mean score 3.525. Respondents who agreed with this statement have 47.43% while 20.57% of respondents showed neutral. Lastly, 3.14% are strongly disagreed.

4.1.2.2 Factor 2: Self-Efficacy

Table 4.7: Descriptive Statistics of Self-Efficacy

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ran king
1. I believe I will receive an excellent grade in my current study.	4.29	11.71	18.00	47.71	18.29	3.640	1.044	5
2. I expect to do well in higher education.	0.57	4.00	28.00	47.72	19.71	3.820	0.811	1
3. I am certain I can master the skills being taught in class.	3.14	16.29	12.00	38.29	30.28	3.762	1.142	3
4. I have the power to achieve my educational goal.	0.86	14.57	18.57	34.00	32.00	3.817	1.065	2
5. I believe that I will be successful in higher education.	7.71	11.43	15.14	38.00	27.72	3.665	1.213	4

Source: Developed for the research

Statement "*I expect to do well in higher education*" gets the highest mean score of 3.820. Respondents who agreed with the statement are 47.72%. 28% of respondents showed neutral, 19.71% showed strongly agreed with the statement.

Statement "*I have the power to achieve my educational goal*" has the 3.817 mean score. Respondents who showed agreed with this statement are 38.4%. The respondents who are strongly agreed and neutral with this statement are 32% and 18.57% respectively.

The third ranked statement "*I am certain I can master the skills being taught in class*" has the mean score of 3.762. 38.29% of respondents are showed agreed, 30.28% are strongly agreed and 16.29% are disagreed with the statement.

Statement "*I believe that I will be successful in higher education*" has a mean score of 3.665. Respondents who are agreed with the statement are 38%. 27.72% are strongly agreed and 15.14% are disagreed with the statement.

Last ranking statement is "*I believe I will receive an excellent grade in my current study*" with the mean score 3.640. 47.71% of the respondents are showed agreed, while 18.29% and 4.29% showed strongly agreed and strongly disagreed respectively.

4.1.2.3 Factor 3: Family Influence

Table 4.8: Descriptive Statistics of Family Influence

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ranking
1. My father encourages me to go for higher education.	4.00	18.29	9.43	51.14	17.14	3.591	1.093	1
2. My mother encourages me to go for higher education.	0.86	16.29	21.71	49.43	11.71	3.548	0.928	2
3. My parents are positive about higher education.	4.57	18.00	13.43	50.29	13.71	3.506	1.078	4
4. My parents believe that higher education can lead to my future success.	4.86	16.29	16.29	48.85	13.71	3.503	1.069	5
5. My parents allowed me to pursue higher education.	3.14	17.71	18.00	46.29	14.86	3.520	1.045	3

Source: Developed for the research

Statement “*My father encourages me to go for higher education*” gets the highest mean score which is 3.591. 51.14% of respondents showed agreed with the statement, 19.29% disagreed, and 17.14% are strongly agreed.

The second highest mean score is 3.548 with the statement of “*My mother encourages me to go for higher education*”. Total of 49.43% of the respondents agreed with this statement, 21.71% showed neutral, and 16.29% were disagreed.

The third ranked statement is “*My parents allowed me to pursue higher education*”. 46.29% of respondents showed agreed, 18% showed neutral, and 3.14% are disagreed with the statement.

Statement “*My parents are positive about higher education*” is ranking number four. There are majority of 50.29% of respondents showed agreed while 18% and 13.71% of respondents showed disagree and strongly agreed respectively.

The last ranking statement is “*My parents believe that higher education can lead to my future success*”. Mean score for this statement is 3.503 which showed majorities of 48.85% respondents are agreed, 16.29% respondents disagreed and neutral. Only 4.86% respondents are strongly disagreed with this statement.

4.1.2.4 Factor 4: Peer Influence

Table 4.9: Descriptive Statistics of Peer Influence

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ranking
1. My friends advise me to continue my study in higher education.	2.86	13.71	17.14	56.00	10.29	3.571	0.948	2
2. Most of my friends planned to pursue higher education.	2.00	19.14	16.00	47.14	15.72	3.554	1.033	4
3. My friends are positive about higher education.	3.14	15.43	21.72	47.14	12.57	3.505	1.000	5
4. My friends think I should pursue higher education.	3.71	16.86	15.43	47.14	16.86	3.565	1.070	3
5. My friends think that pursuing higher education is a must.	0.57	16.57	18.86	43.71	20.29	3.665	0.998	1

Source: Developed for the research

Statement “*My friends think that pursuing higher education is a must*” showed the highest mean score which is 3.665. 43.71% of respondents agreed with this statement, 20.29% showed strongly agree and 18.86% were neutral.

Statement “*My friends advise me to continue my study in higher education*” has the second highest mean score which is 3.571. Majority of 56% of the respondents agreed, 17.14% showed neutral, whereas 13.71% are disagreed.

The third ranked statement is “*My friends think I should pursue higher education*” has the mean score 3.565. 47.14% of respondents showed agreed, 16.86% of respondents showed disagree and strongly agree while 15.43% are neutral with the statement.

The statement ranking number four is “*Most of my friends planned to pursue higher education*” with the mean score of 3.554. 47.14% agreed with the statement, and 19.14% and 16% showed disagree and neutral respectively.

Statement “*My friends are positive about higher education*” has the mean score 3.505. 47.14% of respondents agreed and 21.72% showed neutral. Only 3.14% of respondents are strongly disagreed with the statement.

4.1.2.5 Factor 5: Financial Aid

Table 4.10: Descriptive Statistics of Financial Aid

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ranking
1. Availability of financial support enables me to pursue higher education.	4.00	18.29	8.86	50.28	18.57	3.611	1.103	1
2. Higher education institute offer an education program at reasonable fees.	0.86	16.29	21.71	48.57	12.57	3.557	0.936	3
3. Higher education institutions have offer scholarships to deserving students.	4.57	17.14	14.29	50.57	13.43	3.511	1.067	4
4. I do not have financial support for my study.	4.00	14.57	34.00	22.29	25.14	2.500	1.134	5
5. My parents have saved money for my education.	8.86	9.43	18.29	41.71	21.71	3.580	1.184	2

Source: Developed for the research

The statement “*Availability of financial support enables me to pursue higher education*” has the highest mean score which is 3.611, majorities of 50.28% of respondents showed agreed, followed by 18.57% strongly agree, and 18.29% were disagree.

The second highest ranked statement is “*My parents have saved money for my education*” with the mean score of 3.580. Total of 41.71% agreed with the statement, 21.71% showed strongly agree, and 18.29% were neutral.

The third ranked statement is “*Higher education institute offer an education program at reasonable fees*” has the mean score of 3.557. 48.57% of respondents showed agreed, whereas 21.71% and 16.29% showed neutral and disagree respectively.

The fourth ranked statement is “*Higher education institutions have offer scholarships to deserving students*” has the mean score 3.511. There are 50.57% of respondents agreed with the statement, 17.14% showed disagree, and 13.43% were strongly agreed.

Statement “*I do not have financial support for my study*” has the mean score 3.500. 34% of respondents showed agree and 25.14% showed strongly agree. Only 4% of respondents showed strongly disagree with this statement.

4.1.2.6 Factor 6: Intention to Pursue Higher Education

Table 4.11: Descriptive Statistics of Intention to Pursue Higher Education

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard deviation	Ran king
1. Pursue higher education is my first choice.	6.29	8.00	15.43	47.14	23.14	3.728	1.095	2
2. I want to pursue higher education.	2.57	16.00	15.71	44.86	20.86	3.654	1.058	3
3. I have a strong desire to continue my studies.	8.86	13.14	15.14	39.14	23.72	3.557	1.232	5
4. I need higher qualification to enable me to get a good job.	6.57	15.72	11.71	40.00	26.00	3.631	1.210	4
5. I hope higher education will help me to gain self-confidence.	0.28	0.86	20.29	37.14	41.43	4.185	0.802	1

Source: Developed for the research

Statement "*I hope higher education will help me to gain self-confidence*" has the highest mean score of 4.185. Respondents who showed strongly agreed with this statement are 41.43%, 37.14% showed agreed, and 20.29% were neutral.

The second highest mean score is 3.728 with the statement of "*Pursue higher education is my first choice*". Respondents who showed agreed with this statement are 47.14%. There are 23.14% of respondents showed strongly agreed and 15.43% of respondents showed neutral with this statement.

Statement "*I want to pursue higher education*" has the mean score of 3.654. 44.86% of respondents are agreed, 20.86% showed strongly agree and 16% of respondents are disagreed.

Statement "*I need higher qualification to enable me to get a good job*" is ranking number four. The mean score for this statement is 3.631. Respondents who showed agreed to this statement have 40% and 26% showed strongly agree. 15.72% of the respondents are disagreed with this statement.

Last ranking statement is "*I have a strong desire to continue my studies*". Mean score for this statement is 3.557. 39.14% respondents are agreed with the statement and 23.72% showed strongly agree. Only 8.86% respondents are strongly disagreed with the statement.

4.2 Scale Measurement

4.2.1 Reliability Analysis

In this study Cronbach's Alpha is used to measure the reliability of the items in questionnaires. Cronbach's Alpha is considered to be a measurement of scale reliability and used to explain how closely related to each other variables.

The result from table 4.12 showed that Cronbach's Alpha values of motivation, family influence, peers influence, self efficacy and students' intention fall between the range 0.8 - 0.95. This represents all the variables have very good reliability. Financial aid has Cronbach's Alpha value 0.791. This value 0.791 is between the range $0.7 < 0.8$, which showed a good reliability.

Table 4.12: The Cronbach's Alpha for all Variables

Variables	Cronbach's Alpha (Actual)	Results of Reliability	Number of Items (N)
Dependent Variable			
Students' Intention	0.818	Very Good	5
Independent Variables			
Motivation	0.927	Very Good	5
Self-efficacy	0.882	Very Good	5
Family Influence	0.934	Very Good	5
Peer Influence	0.929	Very Good	5
Financial Aid	0.791	Good	5

Source: Developed for the research

4.3 Inferential Analyses

4.3.1 Pearson Correlation Test

4.3.1.1 Hypothesis 1

Table 4.13: Correlation between Motivation and Student's Intention to Pursue Higher Education

		Motivation	Students' Intention
Motivation	Pearson Correlation	1	0.829
	Sig. (2-tailed)		<.0001
	N	350	350
Students' Intention	Pearson Correlation	0.829	1
	Sig. (2-tailed)	<.0001	
	N	350	350

Source: Developed for the research

H0: There is no significant relationship between motivation and students' intention to pursue higher education.

H1: There is significant relationship between motivation and students' intention to pursue higher education.

The result of Table 4.13 indicated that there is a significant positive relationship between motivation and students' intention to pursue higher education because of the positive value for the correlation coefficient. The motivation variable has a 0.829 correlation with the students' intention to pursue higher education variable. Thus, when motivation is high, students' intention to pursue higher education is high. The correlation coefficient

value 0.829 is within the range from ± 0.71 to ± 0.90 . Therefore, the relationship between motivation and students' intention to pursue higher education is considered as high relationship. The relationship between motivation and students' intention to pursue higher education is significant due to the p-value $< .0001$ is less than alpha value 0.01.

4.3.1.2 Hypothesis 2

Table 4.14: Correlation between Self-Efficacy and Student's Intention to Pursue Higher Education

		Self-efficacy	Students' Intention
Self-efficacy	Pearson Correlation	1	0.854
	Sig. (2-tailed)		$< .0001$
	N	350	350
Students' Intention	Pearson Correlation	0.854	1
	Sig. (2-tailed)	$< .0001$	
	N	350	350

Source: Developed for the research.

H0: There is no significant relationship between self-efficacy and students' intention to pursue higher education.

H1: There is significant relationship between self-efficacy and students' intention to pursue higher education.

Based on the Pearson Test shown in Table 4.14, there is a positive relationship between self-efficacy and students' intention to pursue higher education. It is due to the positive value for the correlation coefficient. The

self-efficacy variable has a 0.854 correlation with the students' intention to pursue higher education variable. When self-efficacy is high, students' intention to pursue higher education is high. The correlation coefficient value 0.854 is fall within the range from ± 0.71 to ± 0.90 . Thus, the relationship between self-efficacy and students' intention to pursue higher education is high relationship. The relationship between self-efficacy and students' intention to pursue higher education is significant because the p-value $< .0001$ is less than alpha value 0.01.

4.3.1.3 Hypothesis 3

Table 4.15: Correlation between Family Influence and Student's Intention to Pursue Higher Education

		Family Influence	Students' Intention
Family Influence	Pearson Correlation	1	0.836
	Sig. (2-tailed)		$< .0001$
	N	350	350
Students' Intention	Pearson Correlation	0.836	1
	Sig. (2-tailed)	$< .0001$	
	N	350	350

Source: Developed for the research.

H0: There is no significant relationship between family influence and students' intention to pursue higher education.

H1: There is significant relationship between family influence and students' intention to pursue higher education.

Based on the Pearson Test show in Table 4.15, there is a significant positive relationship between family influence and students' intention to pursue higher education due to the positive value for the correlation coefficient. The family influence variable has a 0.836 correlation with the students' intention to pursue higher education variable. This proved that when family influence is high, students' intention to pursue higher education is high. The correlation coefficient value 0.836 is within the range from ± 0.71 to ± 0.90 . Therefore, the relationship between family influence and students' intention to pursue higher education is high relationship. The relationship between family influence and students' intention to pursue higher education is significant because the p-value $< .0001$ is less than alpha value 0.01.

4.3.1.4 Hypothesis 4

Table 4.16: Correlation between Peer Influence and Student's Intention to Pursue Higher Education

		Peer Influence	Students' Intention
Peer Influence	Pearson Correlation	1	0.828
	Sig. (2-tailed)		$< .0001$
	N	350	350
Students' Intention	Pearson Correlation	0.828	1
	Sig. (2-tailed)	$< .0001$	
	N	350	350

Source: Developed for the research.

H₀: There is no significant relationship between peer influence and students' intention to pursue higher education.

H1: There is significant relationship between peer influence and students' intention to pursue higher education.

Based on the Pearson Test show in Table 4.16, there is a significant positive relationship between peer influence and students' intention to pursue higher education due to the positive value for the correlation coefficient. The peer influence variable has a 0.828 correlation with the students' intention to pursue higher education variable. This means that when peer influence is high, students' intention to pursue higher education is high. The value of correlation coefficient is 0.828 and it is fall under coefficient range from ± 0.71 to ± 0.90 . This proves that the relationship between peer influence and students' intention to pursue higher education is high relationship. The relationship between peer influence and students' intention to pursue higher education is significant. It is due to the p-value $< .0001$ is less than alpha value 0.01.

4.3.1.5 Hypothesis 5

Table 4.17: Correlation between Financial Aid and Student's Intention to Pursue Higher Education

		Financial Aid	Students' Intention
Financial Aid	Pearson Correlation	1	0.818
	Sig. (2-tailed)		<.0001
	N	350	350
Students' Intention	Pearson Correlation	0.818	1
	Sig. (2-tailed)	<.0001	
	N	350	350

Source: Developed for the research.

H0: There is no significant relationship between financial aid and students' intention to pursue higher education.

H1: There is significant relationship between financial aid and students' intention to pursue higher education.

Based on the Pearson Test show in Table 4.17, there is a significant positive relationship between financial aid and students' intention to pursue higher education due to the positive value for the correlation coefficient. The financial aid variable has a 0.818 correlation with the students' intention to pursue higher education variable. Therefore, when financial aid is high, students' intention to pursue higher education is high. The value of correlation coefficient is 0.818 and it is fall under coefficient range from ± 0.71 to ± 0.90 . This proves that this relationship is high. The relationship between financial aid and students' intention to pursue higher education is significant as the p-value $< .0001$ is less than alpha value 0.01.

4.3.2 Multiple Linear Regressions

4.3.2.1 Model Summary

Table 4.18: Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	186.95920	37.39184	240.27	<.0001
Error	344	53.53509	0.15563		
Corrected Total	349	240.49429			

Source: Developed for the research

Table 4.19: R-Square

Root MSE	0.39449	R-Square	0.7774
Dependent Mean	3.75143	Adj R-Sq	0.7742
Coeff Var	10.51583		

Source: Developed for the research

H₀: The three independent variables (student attributes, social influence and financial aid) are not significant in explain the variance in students' intention to pursue higher education.

H₁: The three independent variables (student attributes, social influence and financial aid) are significant in explain the variance in students' intention to pursue higher education.

Table 4.18 showed the p-value 0.0001 is less than alpha value of 0.05. This indicates that F-statistic is significant. The model or type for this study is a good descriptor of the relationship between the predictor and dependent variables. Thus, the independent variables which are student attributes (motivation and self-efficacy), social influence (family influence and peers influence), and financial aid are significant explain the variance in students' intention to pursue higher education. The alternate hypothesis is supported by the data.

From Table 4.19, the R² for this study is 0.7774. This means that 77.74% of the variation in students' intention to pursue higher education can be explained by the independent variables (student attributes, social influence and financial aid). But it is still left 22.26% (100%-77.74%) unknown in this study. In short, there are other factors which are significant in explain students' intention to pursue higher education does not measured in this study.

4.3.2.2 Multiple Regression Analysis

Table 4.20: Parameter Estimates

Variable	DF	Parameter Estimate	Standard Error	T Value	Pr > t
Intercept	1	0.58367	0.10064	5.80	<.0001
Motivation	1	-0.03143	0.14279	-0.22	0.8259
Self-efficacy	1	0.36967	0.05694	6.49	<.0001
Family influence	1	0.18025	0.06663	2.71	0.0072
Peer influence	1	0.22471	0.13782	1.63	0.1039
Financial aid	1	0.13569	0.07363	1.84	0.0662

Source: Developed for the research

Motivation is not significant to predict students' intention to pursue higher education since p-value for motivation is 0.8259 which is more than alpha value of 0.05.

Self-efficacy is significant to predict students' intention to pursue higher education because the p-value for self-efficacy is 0.0001 which is less than alpha value 0.05.

Family influence is significant to predict students' intention to pursue higher education. Family influence variable has p-value 0.0072 which is less than alpha value of 0.05.

The p-value for peer influence is 0.1039. This variable is not significant to predict students' intention to pursue higher education because it more than the alpha value of 0.05.

Financial aid has the p- value 0.0662. This value is more than alpha value of 0.05. Thus, financial aid is not significant to estimate students' intention to pursue higher education.

Regression Equation:

$$y = a + b_1 (x_1) + b_2 (x_2) + b_3 (x_3) + b_4 (x_4) + b_5 (x_5)$$

y = Prediction of relationship between types of variables toward intention to pursue higher education.

a = intercepts

b = non-standardized coefficient

x = independent variables

x₁ = Independent Variable 1 (Motivation)

x₂ = Independent Variable 2 (Self-efficacy)

x₃ = Independent Variable 3 (Family influence)

x₄ = Independent Variable 4 (Peer influence)

x₅ = Independent Variable 5 (Financial aid)

The below equation is form based on the table provided above.

Students' intention to pursue higher education = 0.58367 – 0.03143 (Motivation) + 0.36967 (Self-efficacy) + 0.18025 (Family influence) + 0.22471 (Peer influence) + 0.13569 (Financial aid).

4.3.2.3 Interpretation for Level of Contribution

4.3.2.3.1 Highest Contribution

The highest contribution of predictor variable is motivation, because the value of parameter estimate is the largest (-0.03143) by comparing with others predictor variables (self-efficacy, family influence, peer influence and financial aid).

4.3.2.3.2 Second Highest Contribution

The second highest contribution of predictor variable is self-efficacy, because the value of parameter estimate is the second largest (0.36967) by comparing with others predictor variables (motivation, family influence, peer influence and financial aid).

4.3.2.3.3 Third Highest Contribution

The third highest contribution of predictor variable is peer influence, because the value of parameter estimate is the third largest (0.22471) by comparing with others predictor variables (self-efficacy, motivation, family influence and financial aid).

4.3.2.3.4 Fourth Highest Contribution

The fourth highest contribution of predictor variable is family influence, because the value of parameter estimate is the fourth largest (0.18025) by comparing with others predictor variables (self-efficacy, motivation, peer influence and financial aid).

4.3.2.3.5 Lowest Contribution

The lowest contribution of predictor variable is financial aid, because the value of parameter estimate is the smallest (0.13569) by comparing with others predictor variables (self-efficacy, motivation, family influence and peer influence).

4.4 Conclusion

This chapter had summarized all the analysis of data. The data also interpreted through SAS program. All the hypotheses proposed in this study were clarified and shown in the charts and tables. Next chapter will further discussed the research finding about the result of this study.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter discuss summary of statistical analysis, major findings, implication and limitation of study. The recommendations will be predict about the future research.

5.1 Summary of Statistical Analysis

5.1.1 Summary of Descriptive Analysis

Questionnaires were distributed to 350 students from secondary schools. 328 peoples (93.71%) are from the age range 15 to 17 years old and 22 peoples (6.29%) are from 18 to 20 years old. Total 166 respondents (47.43%) are male and 184 are female respondents (52.57%).

Most of the respondents are Chinese which are 182 peoples (52%), Malay respondents had 104 peoples (29.71%) and Indian respondents had 64 peoples (18.29%). There are 141 respondents (40.29%) below RM2000 of monthly household income, 87 respondents (24.86%) in the range RM2001 to RM4000, 62 respondents (17.71%) in the range RM4001 to RM6000 and 60 respondents (17.14%) were RM6001 and above. There are 95 respondents (27.14%) from Kedah, 116 respondents (33.14%) from Penang, 54 respondents (15.43%) from Negeri Sembilan, 74 respondents (21.14%) from Pahang and 11 respondents (3.14%) from other states.

5.1.2 Summary of Pearson Correlation Test

The correlation between motivation and students' intention to pursue higher education is 0.829 while self-efficacy is 0.854. The other correlation between family influence and students' intention to pursue higher education is 0.836 while peer influence is 0.828. The correlation between financial aid and students' intention to pursue higher education is 0.818. The results show that all the variables have positive relationships towards students' intention to pursue higher education.

5.1.3 Summary of Multiple Regression Test

By referring to the table 4.20, motivation is the highest contribution to the variation of students' intention to pursue higher education since the parameter estimate value of motivation is the largest which is -0.03143 compared to other variables. Self-efficacy ranked as second highest contribution to explain the variations in students' intention with parameter estimate value of 0.36967. Parameter Estimate value of peer influence is 0.22471 which contributes the third highest. Next is family influence contributes the fourth highest with parameter estimate value of 0.18025. The lowest contribution is financial aid, with the parameter estimate value of 0.13569. The alternative hypothesis is supported and is significant to explain the variations in students' intention.

The R^2 is 0.7774 illustrates that the motivation, self-efficacy, family influence, peer influence, and financial aid variables can explain 77.74% of the variations in students' intention to pursue higher education. Yet it is still leaves 22.26% cannot be explain in this research. The F-statistic is significant since the alpha value 0.05 is more than p-value 0.0001.

5.2 Discussions of Major Findings

5.2.1 Relationship between Motivation and Students' Intention

H₁: There is significant relationship between motivation and students' intention to pursue higher education.

From the result of Pearson Correlation Test in chapter 4, the correlation for motivation is 0.829. This means that the hypothesis is supported because the result is showed a positive relationship between motivation and students' intention. Therefore, when students' motivation is high, then the students' intention to pursue higher education will be high.

Ryan and Deci (2000) stated that motivation arise could be cause by the people own interest or bribe by others. People can show by the sense of personal commitment to excel. Muola (2010) noted that the different people will have different need on achievement and the achievement can be change from one people to other people. When the people have high motivation, then they will high achievement on it. If the people have low motivation, then the achievement is hard to be achieved.

5.2.2 Relationship between Self-efficacy and Students' Intention

H₁: There is significant relationship between self-efficacy and students' intention to pursue higher education.

Result of Pearson Correlation Test in chapter 4 showed self- efficacy has a correlation of 0.854. This value is within the positive range (± 0.71 to ± 0.90). It showed positive relationship between self-efficacy and students' intention to pursue higher education. When students' self-efficacy

becomes higher, the intention to pursue higher education also becomes higher.

Bandura and colleagues (1996) pointed out that self-efficacy is behaviors that have own expectation and belief on doing something. The people will avoid on doing a task when they have a low significant of self-efficacy. If people have intention on doing a task, that means they have high significant of self-efficacy. To let students retain high self-efficacy, they must retain positive attitude and emotional intelligence on success their academic in school (Salami, 2010). The self-efficacy will become strong and constant predictors of success an academic rather than having stress on it (Zajocava et al, 2005).

5.2.4 Relationship between Family Influence and Students' Intention

H₁: There is a significant relationship between family influence and students' intention to pursue higher education.

Result of Pearson Correlation Test in chapter 4 showed family influence has a correlation of 0.836. This represents that there is a positive relationship between family influence and students' intention to pursue higher education because the value is within the positive range (± 0.71 to ± 0.90). Thus, when family influence is high, students' intention to pursue higher education is high.

Wagner and Fard (2009) stated that there is significant relationship between family influence and students' intention to further study at tertiary education institution. The study from Rahim and Azman (2010) pointed out that highly encouragement and support from family to their children can influence them to pursue higher education. Iqbal, Melhem and Kokash

(2012) also noted that students are easily more affected by their family's suggestion due to they have to rely their parent's financial support.

Persuasions from family have a great impact on students' intention to study abroad. Parental support has the strong influencing power to encourage students to go further study. Parents are served as the supportive roles for the students in making decisions. The expectations from family have a great influence on student decision to pursue higher education (Pimpa, 2004).

5.2.4 Relationship between Peer Influence and Students' Intention

H₁: There is significant relationship between peer influence and students' intention to pursue higher education.

According to Pearson Correlation Test in chapter 4, the peer influence variable correlation is 0.828. This means that the hypothesis is supported because the result is showed a positive relationship between motivation and students' intention. Therefore, when peer influence is high, then the students' intention to pursue higher education also high.

Rotenberg and Boulton (2013) stated the children have high level of trust beliefs and low level of trustworthiness to peers gave low reciprocity. Meanwhile, the children with high level of trust belief and high level of trustworthiness to peers gave high reciprocity. The level of trustworthiness is based on the level of reciprocity with the classmate, level relationship with the peers and level of social disengagement.

The peer group have some influence on socialize in academic characteristic and monitoring for choice factors. The peer liking and

enjoyment of school can predicted as students' changes and can affect the school achievement (Ryan, 2001).

5.2.5 Relationship between Financial Aid and Students' Intention

H₁: There is significant positive relationship between financial aid and students' intention to pursue higher education.

Based on the result of Pearson Correlation Test in chapter 4, the correlation of financial aid is 0.818, which means that is fall under positive range (± 0.71 to ± 0.90). It showed positive relationship between self-efficacy and students' intention to pursue higher education. When financial aid is provided, students' intention to pursue higher education is high.

Braunstein, McGrath and Pescatrice (1999) stated that when the amount of financial aid offered to students increase, the probability of student's enrollment in higher education also increases. When financial aid provided in institutions, income of families will become less significant to affect the enrollment decisions. This is because financial aid can help to reduce the burden of students by reducing their various fees.

The result of study conducted by Mosikari and Marivate (2013) showed that student enrolment at higher education and student financial aid has a long run relationship. The finding of the study proved that higher education enrolment rates are sensitive to the changes in student financial aid. In order to continuously increase the enrolment rates, government should develop effective higher education financing policies to attract students.

Linsenmeier, et. al., (2006) noted that many higher education institutions believe that increase the financial aid is a strategy to enlarge the

representation of low-income students on college campuses. Toutkoushian and Shafiq (2009) also stated that there is a gap between students from low and high-income families and this has brought a significant effect on higher education enrollment rates. The availability of state appropriations for students is considered important especially for low income students because they can benefit from the reduced prices charged to all in-state students.

5.3 Implications of the Study

5.3.1 Managerial Implications

This study is aimed to provide a better understanding on students' intention to pursue higher education. The analyses presented in this study indicate that students' attributes (motivations and self-efficacy), social influence (family and peers) and financial aid are significant to explain students' intention to pursue higher education.

This study can provide useful information to the education industry and also valuable for the future researchers especially for those who are doing research on the students' intention to pursue higher education. Researchers can have a better understanding what are the main factors that influence student's intention to pursue higher education.

In this study, Malaysian secondary school students have shown the proposed variables that influence their intention to pursue higher education. Higher education marketers should perceive each of the variables are equally important because all the proposed independent variable has a significant relationship to the "students' intention to pursue higher education". In essence, it suggests that marketers should pay more attention on the determinant factors. To a certain extent, these significant

factors are the key factors that influencing students make decision to continue their further study.

Higher education institutions also can find out the ways to improve their institutions through this study. The finding has proved that students view financial aid is important to them for further study, so higher education institutions actually can make some improvement in this area. Besides that, institutions should take consider on provide free education to the students since they view financial aid as one of the important factors to influence their intention to pursue higher education.

5.4 Limitations of the Study

Throughout the study, problem has been identified. The research result might not be purely unbiased due to the insufficient covered of certain area.

The first problem is the sample population that had been obtained does not include the respondents from east Malaysia. In this study, it is only focus on four sampling locations which are Kedah, Pulau Pinang, Negeri Sembilan and Pahang. Thus, the result may not able to represent the whole research and it might affect the accuracy and reliability of the result.

The second problem that this study had encountered is having a very narrow target respondents picked. In this research study, only target the respondents who are within the age of 15-17, whom are the students from secondary school. Thus, result of this study only able to represent the students who are in this age range.

There are some variables which is consider as the important factors to influence students' intention does not include in this study. There are only three factors (student attributes, social influence and financial aid) were tested in this study. Thus, some of the important factors such as age, gender and ethic group may be omit in this study.

5.5 Recommendations for Future Research

Future researchers can enlarge the sample size of the research. Researchers can cover to larger geographic areas such as includes the east Malaysia respondents. In order to get more accurate results, researchers should develop a well structured plan such as which respondents they want to target and the location to conduct the research.

Besides, future researchers also can target the respondents from other education categories. They should extend the research to post-secondary students, foundations students, undergraduate students and also post-graduate students. By targeting different categories of respondents, researchers can examine students' intention which comes from other students group.

Future research study should include more variables to test the students' intention. This is because other than the three factors (student attributes, social influence and financial aid), there are many other variables gender may also affect the intention of one's to pursue their higher education.

5.6 Conclusion

The purpose of this study is to examine the factors that influence students' intention to pursue higher education in Malaysia. All the results in chapter 4 had been summarized. This chapter also pointed out the limitations when conducted the study and some recommendations for the future research had been suggested.

After tested all the analysis, it can concluded that student attributes, social influence and financial aid have positive relationship to the students' intention to pursue higher education. Therefore, education industry should focus in these three independent variables in order to increase students' intention to further study. This study also contributes managerial implications in Malaysia. In conclusion, the objectives of this study are fulfilled.

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Appendix A: Survey Questionnaire Permission Letter



UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

30th May 2014

To Whom It May Concern

Dear Sir/Madam

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

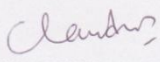
<u>Name of Student</u>	<u>Student ID</u>
CHEW CHOON CHONG	12ABB01312
LEONG WEI LIN	11ABB06896
LOH CHUN CHUEN	10ABB04088
TAN TECK CHAI	12ABB00782
YAN WAI YI	12ABB00286

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely

.....
Mr Kuek Thiam Yong
Head of Department,
Faculty of Business and Finance
Email: kuekty@utar.edu.my


.....
Ms Claudia Lau Say Min
Supervisor,
Faculty of Business and Finance
Email: lausm@utar.edu.my

Address: No.9, Jalan Bersatu 13/4, 46200 Petaling Jaya, Selangor Darul Ehsan, Malaysia
Postal Address: P O Box 11384, 50744 Kuala Lumpur, Malaysia.
Tel: (603) 7958 2628 Fax: (603) 7956 1923 Homepage: <http://www.utar.edu.my>



Appendix B: Survey Questionnaire Cover Page



UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

**Title: A Study on Factors Influencing Students'
Intention to Pursue Higher Education**

Dear respondents,

We are the undergraduate students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are doing our final year research project. As such, we sincerely hope that you could help us to fill up this questionnaire.

Our research is to discover factors affecting student's intention to pursue higher education. This question consists of two parts, Sections A and B. Please provide information on your demographic in **Section A** and your perception towards factors influencing student's intention to pursue higher education in **Section B**.

We assure you that all answers provided by you will be kept **PRIVATE** and **CONFIDENTIAL** and to be used solely for academic purpose only.

Thank you for your willingness to participate in this survey. We truly appreciate your time and cooperation.

Name	Student ID	Contact Number
Chew Choon Chong	1201312	016-4938192
Leong Wei Lin	1106896	016-4171097
Loh Chun Chuen	1004088	016-4008881
Tan Teck Chai	1200782	016-6127731
Yan Wai Yi	1200286	010-9131821

Appendix C: Personal Data Protection Statement

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-
 - For assessment of any application to UTAR
 - For processing any benefits and services
 - For communication purposes
 - For advertorial and news
 - For general administration and record purposes
 - For enhancing the value of education
 - For educational and related purposes consequential to UTAR
 - For the purpose of our corporate governance
 - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan
2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.
3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.
2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
3. You may access and update your personal data by writing to us at _____.

Acknowledgment of Notice

[] I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.

[] I disagree, my personal data will not be processed.

.....
Name:
Date:

Appendix D: Survey Questionnaire Content

Section A

The following questions refer to the demographic profile of the respondent. Please provide the appropriate information by placing a (/) in the bracket provided to you.

1. Age

() 12 – 14 years

() 15 – 17 years

() 18 – 20 years

() 21 and above

2. Gender:

() Male

() Female

3. Ethnicity:

() Chinese

() Malay

() Indian

() Others. Please specify: _____

4. Monthly Household Income:

() Below RM 2,000

() RM 2,001 – RM 4,000

() RM 4,001 – RM 6,000

() RM 6,001 and above

5. Which States are you from:

() Kedah

() Penang

() Sembilan

() Pahang

() Others. Please specify: _____

Section B

Please answer this question with scale 1 to 5 as stated below.

Strongly Disagree = 1 *Disagree* = 2 *Neutral* = 3 *Agree* = 4 *Strongly Agree* = 5

Motivation					
1. I want to learn something new.	1	2	3	4	5
2. I a seeking different skills.	1	2	3	4	5
3. Education is a life-long commitment.	1	2	3	4	5
4. To achieve my educational goal.	1	2	3	4	5
5. To satisfy my desire in self improvement.	1	2	3	4	5

Self-efficacy					
1. I believe I will receive an excellent grade in my current study.	1	2	3	4	5
2. I expect to do well in higher education.	1	2	3	4	5
3. I am certain I can master the skills being taught in class.	1	2	3	4	5
4. I have the power to achieve my educational goal.	1	2	3	4	5
5. I believe that I will be successful in higher education.	1	2	3	4	5

Family Influence					
1. My father encourages me to go for higher education.	1	2	3	4	5
2. My mother encourages me to go for higher education.	1	2	3	4	5
3. My parents are positive about higher education.	1	2	3	4	5
4. My parents believe that higher education can lead to my future success.	1	2	3	4	5
5. My parents allowed me to pursue higher education.	1	2	3	4	5

Peer Influence					
1. My friends advise me to continue my study in higher education.	1	2	3	4	5
2. Most of my friends planned to pursue higher education.	1	2	3	4	5
3. My friends are positive about higher education.	1	2	3	4	5
4. My friends think I should pursue higher education.	1	2	3	4	5
5. My friends think that pursuing higher education is a must.	1	2	3	4	5

Financial Aid					
1. Availability of financial support enables me to pursue higher education.	1	2	3	4	5
2. Higher education institute offer an education program at reasonable fees.	1	2	3	4	5
3. Higher education institution have offer scholarships to deserving students.	1	2	3	4	5
4. I do not have financial support for my study.	1	2	3	4	5
5. My parents have saved money for my education.	1	2	3	4	5

Intention to Pursue Higher Education					
1. Pursue higher education is my first choice.	1	2	3	4	5
2. I want to pursue higher education.	1	2	3	4	5
3. I have a strong desire to continue my studies.	1	2	3	4	5
4. I need higher education qualification to enable me to get a good job.	1	2	3	4	5
5. I hope higher education will help me to gain self-confidence.	1	2	3	4	5

THE END.

Thank you for your cooperation.

Appendix 1: Pilot Test

Motivation

motivation Correlation Analysis							
The CORR Procedure							
5 Variables: motivation 1 motivation 2 motivation 3 motivation 4 motivation 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
motivation 1	30	4.56667	0.67891	137.00000	3.00000	5.00000	learn something new, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 2	30	4.20000	0.76112	126.00000	3.00000	5.00000	seeking different skill, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 3	30	4.26667	0.82768	128.00000	2.00000	5.00000	education is life long commitment, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 4	30	4.70000	0.53498	141.00000	3.00000	5.00000	achieve educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 5	30	4.33333	0.80230	130.00000	3.00000	5.00000	satisfy my desire in self-improvement, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.714881
Standardized	0.735598

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
motivation 1	0.648989	0.598749	0.665355	0.622660	learn something new, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 2	0.460448	0.672521	0.463201	0.702626	seeking different skill, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 3	0.473233	0.669764	0.489352	0.692770	education is life long commitment, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 4	0.580961	0.644439	0.584748	0.655597	achieve educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 5	0.295618	0.743512	0.304400	0.759489	satisfy my desire in self-improvement, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	motivation 1	motivation 2	motivation 3	motivation 4	motivation 5
motivation 1	1.00000	0.50716	0.33547	0.57913	0.40095
learn something new, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.0042	0.0699	0.0008	0.0281
motivation 2	0.50716	1.00000	0.40506	0.32180	0.11294
seeking different skill, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data			0.0264	0.0829	0.5524
motivation 3	0.33547	0.40506	1.00000	0.49840	0.17309
education is life long commitment, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data				0.0051	0.3603
motivation 4	0.57913	0.32180	0.49840	1.00000	0.24102
achieve educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data					0.1995
motivation 5	0.40095	0.11294	0.17309	0.24102	1.00000
satisfy my desire in self-improvement, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data					
	0.0281	0.5524	0.3603	0.1995	

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Self-efficacy

self efficacy Correlation Analysis							
The CORR Procedure							
5 Variables: self efficacy 1 self efficacy 2 self efficacy 3 self efficacy 4 self efficacy 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
self efficacy 1	30	3.96667	0.99943	119.00000	1.00000	5.00000	I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 2	30	4.33333	0.75810	130.00000	3.00000	5.00000	expect to do well, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 3	30	3.86667	0.97320	116.00000	2.00000	5.00000	can master the skill being taught in class, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 4	30	3.96667	1.15917	119.00000	1.00000	5.00000	have the power to achieve my educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 5	30	4.30000	0.98786	129.00000	1.00000	5.00000	I believe I will success in higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.769775
Standardized	0.776076

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
self efficacy 1	0.443705	0.760877	0.465742	0.762366	I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 2	0.530119	0.737261	0.532242	0.740422	expect to do well, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 3	0.652833	0.688283	0.650529	0.699456	can master the skill being taught in class, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 4	0.538415	0.733688	0.538133	0.738441	have the power to achieve my educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self efficacy 5	0.578237	0.714522	0.561348	0.730574	I believe I will success in higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	self efficacy 1	self efficacy 2	self efficacy 3	self efficacy 4	self efficacy 5
self efficacy 1	1.00000	0.42478	0.45616	0.14783	0.39467
I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.0193	0.0113	0.4356	0.0309
self efficacy 2	0.42478	1.00000	0.48296	0.36624	0.32231
expect to do well, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0193		0.0069	0.0465	0.0824
self efficacy 3	0.45616	0.48296	1.00000	0.54613	0.40172
can master the skill being taught in class, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0113	0.0069		0.0018	0.0278
self efficacy 4	0.14783	0.36624	0.54613	1.00000	0.55108
have the power to achieve my educational goal, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.4356	0.0465	0.0018		0.0016
self efficacy 5	0.39467	0.32231	0.40172	0.55108	1.00000
I believe I will success in higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0309	0.0824	0.0278	0.0016	

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Family Influence

family influence Correlation Analysis							
The CORR Procedure							
5 Variables: family influence 1 family influence 2 family influence 3 family influence 4 family influence 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
family influence 1	30	4.56667	0.97143	137.00000	1.00000	5.00000	father encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 2	30	4.80000	0.55086	144.00000	3.00000	5.00000	mother encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 3	30	4.70000	0.53498	141.00000	3.00000	5.00000	parents are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 4	30	4.60000	0.67466	138.00000	3.00000	5.00000	my parents believe higher education can lead to my future success, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 5	30	4.46667	0.81931	134.00000	2.00000	5.00000	parents allow me to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.771426
Standardized	0.778121

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
family influence 1	0.615555	0.715306	0.631388	0.709702	father encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 2	0.705566	0.694704	0.696129	0.686614	mother encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 3	0.346112	0.784970	0.371918	0.794831	parents are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 4	0.436760	0.763009	0.391501	0.788806	my parents believe higher education can lead to my future success, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 5	0.712583	0.662791	0.698131	0.685887	parents allow me to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30					
Prob > r under H0: Rho=0					
	family influence 1	family influence 2	family influence 3	family influence 4	family influence 5
family influence 1	1.00000	0.79904	0.27204	0.25255	0.52279
father encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	0.1459	0.1782	0.0030
family influence 2	0.79904	1.00000	0.60845	0.14845	0.44314
mother encourage me, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	0.0004	0.4337	0.0142
family influence 3	0.27204	0.60845	1.00000	0.03822	0.25175
parents are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.1459	0.0004	0.8411	0.1796
family influence 4	0.25255	0.14845	0.03822	1.00000	0.78603
my parents believe higher education can lead to my future success, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.1782	0.4337	0.8411	<.0001
family influence 5	0.52279	0.44314	0.25175	0.78603	1.00000
parents allow me to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.0030	0.0142	0.1796	<.0001

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Peer Influence

peer influence Correlation Analysis
The CORR Procedure

5 Variables: peer influence 1 peer influence 2 peer influence 3 peer influence 4 peer influence 5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
peer influence 1	30	4.43333	0.85836	133.00000	2.00000	5.00000	friends advice me to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 2	30	4.23333	0.67891	127.00000	3.00000	5.00000	most of my friends plan to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 3	30	4.16667	0.87428	125.00000	2.00000	5.00000	my friends are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 4	30	4.00000	1.01710	120.00000	1.00000	5.00000	my friends think I should pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 5	30	4.03333	1.21721	121.00000	1.00000	5.00000	pursuing higher education is a must, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.685297
Standardized	0.695112

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
peer influence 1	-.021530	0.796271	0.012826	0.809517	friends advice me to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 2	0.705524	0.560402	0.707516	0.527955	most of my friends plan to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 3	0.470395	0.623496	0.485325	0.630606	my friends are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 4	0.617092	0.547600	0.575950	0.590270	my friends think I should pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 5	0.587195	0.561746	0.566391	0.594623	pursuing higher education is a must, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0					
	peer influence 1	peer influence 2	peer influence 3	peer influence 4	peer influence 5
peer influence 1	1.00000	0.17555	0.13019	-0.11849	-0.14632
friends advice me to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.3535	0.4929	0.5329	0.4404
peer influence 2	0.17555	1.00000	0.51317	0.59925	0.53272
most of my friends plan to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.3535		0.0037	0.0005	0.0024
peer influence 3	0.13019	0.51317	1.00000	0.31023	0.38343
my friends are positive about higher education, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.4929	0.0037		0.0952	0.0365
peer influence 4	-0.11849	0.59925	0.31023	1.00000	0.75203
my friends think I should pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.5329	0.0005	0.0952		<.0001
peer influence 5	-0.14632	0.53272	0.38343	0.75203	1.00000
pursuing higher education is a must, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.4404	0.0024	0.0365	<.0001	

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Financial Aid

financial aid Correlation Analysis
The CORR Procedure

5 Variables: financial aid 1 financial aid 2 financial aid 3 FA 4(R) financial aid 5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
financial aid 1	30	4.30000	0.95231	129.00000	2.00000	5.00000	financial support enable meto puruse, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 2	30	4.26667	0.82768	128.00000	3.00000	5.00000	9higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 3	30	4.33333	0.88409	130.00000	3.00000	5.00000	offer scholarship to deserving students, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
FA 4(R)	30	2.83333	1.20583	85.00000	1.00000	5.00000	I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 5	30	4.36667	0.99943	131.00000	2.00000	5.00000	Myparents have saved money for my study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.690491
Standardized	0.731316

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
financial aid 1	0.692534	0.530603	0.718212	0.592219	financial support enable meto puruse, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 2	0.696106	0.549007	0.720435	0.591249	9higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 3	0.749055	0.516054	0.779565	0.565044	offer scholarship to deserving students, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
FA 4(R)	0.152464	0.789698	0.161648	0.801385	I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 5	0.174142	0.750350	0.199951	0.789003	Myparents have saved money for my study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0					
	financial aid 1	financial aid 2	financial aid 3	FA 4(R)	financial aid 5
financial aid 1	1.00000	0.72622	0.69627	0.22522	0.27897
financial support enable meto puruse, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		< .0001	< .0001	0.2315	0.1355
financial aid 2	0.72622	1.00000	0.81682	0.21882	0.16952
9higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	< .0001		< .0001	0.2453	0.3705
financial aid 3	0.69627	0.81682	1.00000	0.21564	0.32522
offer scholarship to deserving students, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	< .0001	< .0001		0.2524	0.0795
FA 4(R)	0.22522	0.21882	0.21564	1.00000	-0.14783
I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.2315	0.2453	0.2524		0.4356
financial aid 5	0.27897	0.16952	0.32522	-0.14783	1.00000
Myparents have saved money for my study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.1355	0.3705	0.0795	0.4356	

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Intention to Pursue Higher Education

intention Correlation Analysis							
The CORR Procedure							
5 Variables: intention 1 intention 2 intention 3 intention 4 intention 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
intention 1	30	4.23333	0.89763	127.00000	2.00000	5.00000	pursue higher education is my first choice, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 2	30	4.43333	0.77385	133.00000	2.00000	5.00000	I want to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 3	30	4.33333	0.80230	130.00000	2.00000	5.00000	have strong desire to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 4	30	4.46667	0.57135	134.00000	3.00000	5.00000	need higher qualification to enable me to get a good job, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 5	30	4.76667	0.56832	143.00000	3.00000	5.00000	hope higher education will help me to gain self-confidence, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.804209
Standardized	0.808158

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
intention 1	0.598748	0.770598	0.605207	0.767681	pursue higher education is my first choice, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 2	0.720475	0.722222	0.716084	0.732600	I want to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 3	0.633479	0.752337	0.619509	0.763263	have strong desire to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 4	0.620876	0.765131	0.615249	0.764582	need higher qualification to enable me to get a good job, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 5	0.425911	0.810030	0.426261	0.820340	hope higher education will help me to gain self-confidence, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 30 Prob > r under H0: Rho=0					
	intention 1	intention 2	intention 3	intention 4	intention 5
intention 1	1.00000	0.49476	0.46286	0.51996	0.38078
pursue higher education is my first choice, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.0054	0.0100	0.0032	0.0379
intention 2	0.49476	1.00000	0.70351	0.54074	0.39464
I want to pursue, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0054	<.0001	0.0020	0.0309	
intention 3	0.46286	0.70351	1.00000	0.47643	0.25209
have strong desire to continue study, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0100	<.0001		0.0078	0.1790
intention 4	0.51996	0.54074	0.47643	1.00000	0.34691
need higher qualification to enable me to get a good job, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0032	0.0020	0.0078		0.0604
intention 5	0.38078	0.39464	0.25209	0.34691	1.00000
hope higher education will help me to gain self-confidence, 1=strongly disagree, 2=agree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.0379	0.0309	0.1790	0.0604	

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Appendix 2: 350 Questionnaire (Formal Survey)

Demographic

One-Way Frequencies

Results

The FREQ Procedure

age of respondents, 1=12-14 years, 2=15-17 years, 3=18-20 years, 4=21 and above, 99=missing data				
age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	328	93.71	328	93.71
3	22	6.29	350	100.00

One-Way Frequencies

Results

The FREQ Procedure

gender of respondents, 1=male, 2=female, 99=missing data				
gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	166	47.43	166	47.43
2	184	52.57	350	100.00

One-Way Frequencies

Results

The FREQ Procedure

ethnicity of respondents, 1=chinese, 2=malay, 3=indian, 4=others, 99=missing data				
ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	182	52.00	182	52.00
2	104	29.71	286	81.71
3	64	18.29	350	100.00

One-Way Frequencies

Results

The FREQ Procedure

monthly household income, 1=below RM2000, 2=RM2001-RM4000, 3=RM4001-RM6000, 4=RM6001 and above, 99=missing data				
monthly household income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	141	40.29	141	40.29
2	87	24.86	228	65.14
3	62	17.71	290	82.86
4	60	17.14	350	100.00

One-Way Frequencies

Results

The FREQ Procedure

state of respondents, 1=kedah, 2=penang, 3=sembilan, 4=pahang, 5=others, 99=missing data				
which state are you from	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	95	27.14	95	27.14
2	116	33.14	211	60.29
3	54	15.43	265	75.71
4	74	21.14	339	96.86
5	11	3.14	350	100.00

Reliability Test Result Motivation

motivation Correlation Analysis						
The CORR Procedure						
5 Variables: motivation 1 motivation 2 motivation 3 motivation 4 motivation 5						
Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
motivation 1	350	3.54571	0.94060	1241	1.00000	5.00000
motivation 2	350	3.54857	1.01659	1242	1.00000	5.00000
motivation 3	350	3.52571	1.00894	1234	1.00000	5.00000
motivation 4	350	3.58571	1.09037	1255	1.00000	5.00000
motivation 5	350	3.63429	0.99452	1272	1.00000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.927831
Standardized	0.928809

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
motivation 1	0.827224	0.908875	0.828687	0.909390	learn something new, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 2	0.816835	0.910071	0.818389	0.911382	seeking different skills, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 3	0.822653	0.908952	0.822356	0.910615	education is life-long commitment, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 4	0.785265	0.917301	0.784439	0.917886	achieve educational goal, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
motivation 5	0.807312	0.911941	0.807621	0.913455	satisfy my desire in self-improvement, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350					
Prob > r under H0: Rho=0					
	motivation 1	motivation 2	motivation 3	motivation 4	motivation 5
motivation 1	1.00000	0.77678	0.75358	0.66808	0.74081
motivation 2		1.00000	0.71813	0.69418	0.72048
motivation 3			1.00000	0.74029	0.70901
motivation 4				1.00000	0.70807
motivation 5					1.00000

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Reliability Test Result Self-efficacy

self efficacy Correlation Analysis
The CORR Procedure

5 Variables: self-efficacy 1 self-efficacy 2 self-efficacy 3 self-efficacy 4 self-efficacy 5

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
self-efficacy 1	350	3.64000	1.04435	1274	1.00000	5.00000	I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 2	350	3.82000	0.81120	1337	1.00000	5.00000	expect to do well, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 3	350	3.76286	1.14221	1317	1.00000	5.00000	can master the skill being taught in class, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 4	350	3.81714	1.06561	1336	1.00000	5.00000	have the power to achieve my educational goal, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 5	350	3.66571	1.21345	1283	1.00000	5.00000	I believe I will successful in higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.882296
Standardized	0.885416

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
self-efficacy 1	0.702596	0.860429	0.710410	0.863645	I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 2	0.678120	0.870420	0.680234	0.870545	expect to do well, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 3	0.776743	0.842560	0.771533	0.849379	can master the skill being taught in class, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 4	0.713062	0.858007	0.707118	0.864402	have the power to achieve my educational goal, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
self-efficacy 5	0.751645	0.850547	0.746635	0.855237	I believe I will successful in higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350 Prob > r under H0: Rho=0					
	self-efficacy 1	self-efficacy 2	self-efficacy 3	self-efficacy 4	self-efficacy 5
self-efficacy 1	1.00000	0.64032	0.61282	0.55089	0.58986
I believe I will receive an excellent grade in my current study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
self-efficacy 2	0.64032	1.00000	0.58156	0.52863	0.55871
expect to do well, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data			<.0001	<.0001	<.0001
self-efficacy 3	0.61282	0.58156	1.00000	0.66345	0.70342
can master the skill being taught in class, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data				<.0001	<.0001
self-efficacy 4	0.55089	0.52863	0.66345	1.00000	0.64174
have the power to achieve my educational goal, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data					<.0001
self-efficacy 5	0.58986	0.55871	0.70342	0.64174	1.00000
I believe I will successful in higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data					<.0001

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Reliability Test Result Family Influence

family influence Correlation Analysis							
The CORR Procedure							
5 Variables: family influence 1 family influence 2 family influence 3 family influence 4 family influence 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
family influence 1	350	3.59143	1.09253	1257	1.00000	5.00000	father encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 2	350	3.54857	0.92819	1242	1.00000	5.00000	mother encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 3	350	3.50571	1.07790	1227	1.00000	5.00000	parents are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 4	350	3.50286	1.06990	1226	1.00000	5.00000	my parents believe higher education can lead to my future success, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 5	350	3.52000	1.04533	1232	1.00000	5.00000	parents allow me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.934399
Standardized	0.934768

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
family influence 1	0.859121	0.912818	0.859890	0.913329	father encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 2	0.788208	0.926782	0.787696	0.926838	mother encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 3	0.824204	0.919582	0.823892	0.920115	parents are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 4	0.844752	0.915562	0.843571	0.916417	my parents believe higher education can lead to my future success, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
family influence 5	0.815973	0.920994	0.814431	0.921882	parents allow me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350					
Prob > r under H0: Rho=0					
	family influence 1	family influence 2	family influence 3	family influence 4	family influence 5
family influence 1	1.00000	0.76416	0.78180	0.76213	0.75609
father encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
family influence 2	0.76416	1.00000	0.71857	0.69667	0.67379
mother encourage me, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
family influence 3	0.78180	0.71857	1.00000	0.75778	0.70176
parents are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
family influence 4	0.76213	0.69667	0.75778	1.00000	0.80057
my parents believe higher education can lead to my future success, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
family influence 5	0.75609	0.67379	0.70176	0.80057	1.00000
parents allow me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001

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Reliability Test Result Peer Influence

peer influence Correlation Analysis							
The CORR Procedure							
5 Variables: peer influence 1 peer influence 2 peer influence 3 peer influence 4 peer influence 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
peer influence 1	350	3.57143	0.94810	1250	1.00000	5.00000	friends advice me to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 2	350	3.55429	1.03308	1244	1.00000	5.00000	most of my friends planned to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 3	350	3.50571	1.00070	1227	1.00000	5.00000	my friends are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 4	350	3.56571	1.07056	1248	1.00000	5.00000	my friends think i should pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 5	350	3.66571	0.99841	1283	1.00000	5.00000	pursuing higher education is a must, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.929652
Standardized	0.930191

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
peer influence 1	0.828050	0.911538	0.828434	0.911725	friends advice me to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 2	0.810434	0.914367	0.811751	0.914922	most of my friends planned to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 3	0.813682	0.913682	0.812308	0.914816	my friends are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 4	0.818060	0.913223	0.817930	0.913741	my friends think i should pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
peer influence 5	0.805971	0.915145	0.806360	0.915951	pursuing higher education is a must, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350					
Prob > r under H0: Rho=0					
	peer influence 1	peer influence 2	peer influence 3	peer influence 4	peer influence 5
peer influence 1	1.00000	0.76688	0.71834	0.71099	0.75026
friends advice me to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001
peer influence 2	0.76688	1.00000	0.71201	0.70016	0.71909
most of my friends planned to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	<.0001		<.0001	<.0001	<.0001
peer influence 3	0.71834	0.71201	1.00000	0.78063	0.68878
my friends are positive about higher education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	<.0001	<.0001		<.0001	<.0001
peer influence 4	0.71099	0.70016	0.78063	1.00000	0.72431
my friends think i should pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	<.0001	<.0001	<.0001		<.0001
peer influence 5	0.75026	0.71909	0.68878	0.72431	1.00000
pursuing higher education is a must, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	<.0001	<.0001	<.0001	<.0001	

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Reliability Test Result Financial Aid

financial aid Correlation Analysis							
The CORR Procedure							
5 Variables: FA 4(R) financial aid 1 financial aid 2 financial aid 3 financial aid 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
FA 4(R)	350	2.50000	1.13489	875.00000	1.00000	5.00000	I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 1	350	3.61143	1.10372	1264	1.00000	5.00000	financial support enable me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 2	350	3.55714	0.93692	1245	1.00000	5.00000	higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 3	350	3.51143	1.06716	1229	1.00000	5.00000	offer scholarships to deserving students, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 5	350	3.58000	1.18401	1253	1.00000	5.00000	My parents have saved money for my education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.791389
Standardized	0.800019

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
FA 4(R)	0.044123	0.906361	0.041075	0.909983	I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 1	0.780480	0.679237	0.790267	0.692944	financial support enable me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 2	0.727459	0.709829	0.730617	0.713427	higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 3	0.768265	0.686200	0.776597	0.697691	offer scholarships to deserving students, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
financial aid 5	0.693920	0.708011	0.700040	0.723697	My parents have saved money for my education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350 Prob > r under H0: Rho=0					
	FA 4(R)	financial aid 1	financial aid 2	financial aid 3	financial aid 5
FA 4(R)	1.00000	0.02974	-0.02021	0.06270	0.07357
I do not have financial support for my study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.5793	0.7063	0.2420	0.1697
financial aid 1	0.02974	1.00000	0.76412	0.79197	0.69479
financial support enable me to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.5793		<.0001	<.0001	<.0001
financial aid 2	-0.02021	0.76412	1.00000	0.74588	0.65323
higher education institute offer an education program at reasonable fees, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.7063	<.0001		<.0001	<.0001
financial aid 3	0.06270	0.79197	0.74588	1.00000	0.64897
offer scholarships to deserving students, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.2420	<.0001	<.0001		<.0001
financial aid 5	0.07357	0.69479	0.65323	0.64897	1.00000
My parents have saved money for my education, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	0.1697	<.0001	<.0001	<.0001	

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Reliability Test Result Intention to Pursue Higher Education

intention Correlation Analysis							
The CORR Procedure							
5 Variables: intention 1 intention 2 intention 3 intention 4 intention 5							
Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
intention 1	350	3.72857	1.09599	1305	1.00000	5.00000	pursue higher education is my first choice, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 2	350	3.65429	1.05869	1279	1.00000	5.00000	I want to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 3	350	3.55714	1.23274	1245	1.00000	5.00000	have strong desire to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 4	350	3.63143	1.21057	1271	1.00000	5.00000	need higher qualification to enable me to get a good job, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 5	350	4.18571	0.80280	1465	1.00000	5.00000	hope higher education will help me to gain self- confidence, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.818155
Standardized	0.791498

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
intention 1	0.741128	0.741917	0.727599	0.699245	pursue higher education is my first choice, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 2	0.772332	0.733930	0.743722	0.693586	I want to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 3	0.751104	0.735549	0.728913	0.698785	have strong desire to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 4	0.759104	0.732851	0.732531	0.697519	need higher qualification to enable me to get a good job, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
intention 5	0.038734	0.900050	0.039557	0.901599	hope higher education will help me to gain self- confidence, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350					
Prob > r under H0: Rho=0					
	intention 1	intention 2	intention 3	intention 4	intention 5
intention 1	1.00000	0.69183	0.63184	0.69321	0.09328
pursue higher education is my first choice, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	0.0814
intention 2	0.69183	1.00000	0.73421	0.70962	0.01170
I want to pursue, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	0.8273
intention 3	0.63184	0.73421	1.00000	0.71593	0.03123
have strong desire to continue study, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	0.5604
intention 4	0.69321	0.70962	0.71593	1.00000	0.00282
need higher qualification to enable me to get a good job, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	0.9580
intention 5	0.09328	0.01170	0.03123	0.00282	1.00000
hope higher education will help me to gain self- confidence, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data		0.0814	0.8273	0.5604	0.9580

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Appendix 3: Pearson Correlation Result

Correlation Analysis
The CORR Procedure

6 Variables: motivation self efficacy family influence peer influence financial aid intention

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
motivation	350	3.56800	0.89090	1249	1.40000	5.00000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data
self efficacy	350	3.74114	0.87739	1309	1.60000	5.00000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data
family influence	350	3.53371	0.92959	1237	1.40000	5.00000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data
peer influence	350	3.57257	0.89311	1250	1.40000	5.00000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data
financial aid	350	3.36914	0.76900	1179	1.40000	4.60000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data
intention	350	3.75143	0.83012	1313	1.60000	5.00000	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data

Pearson Correlation Coefficients, N = 350
Prob > |r| under H0: Rho=0

	motivation	self efficacy	family influence	peer influence	financial aid	intention
motivation	1.00000	0.87573	0.86793	0.98475	0.85141	0.82872
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data		<.0001	<.0001	<.0001	<.0001	<.0001
self efficacy	0.87573	1.00000	0.87305	0.86864	0.84545	0.85369
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	<.0001		<.0001	<.0001	<.0001	<.0001
family influence	0.86793	0.87305	1.00000	0.85676	0.91887	0.83633
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	<.0001	<.0001		<.0001	<.0001	<.0001
peer influence	0.98475	0.86864	0.85676	1.00000	0.85018	0.82775
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	<.0001	<.0001	<.0001		<.0001	<.0001
financial aid	0.85141	0.84545	0.91887	0.85018	1.00000	0.81833
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	<.0001	<.0001	<.0001	<.0001		<.0001
intention	0.82872	0.85369	0.83633	0.82775	0.81833	1.00000
1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	<.0001	<.0001	<.0001	<.0001	<.0001	

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Appendix 4: Multiple Linear Regressions

Linear Regression Results

The REG Procedure

Model: Linear_Regression_Model

Dependent Variable: intention 1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data

Number of Observations Read	350
Number of Observations Used	350

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	186.95920	37.39184	240.27	<.0001
Error	344	53.53509	0.15563		
Corrected Total	349	240.49429			

Root MSE	0.39449	R-Square	0.7774
Dependent Mean	3.75143	Adj R-Sq	0.7742
Coeff Var	10.51583		

Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	Intercept	1	0.58367	0.10064	5.80	<.0001
motivation	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	1	-0.03143	0.14279	-0.22	0.8259
self efficacy	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	1	0.36967	0.05694	6.49	<.0001
family influence	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	1	0.18025	0.06663	2.71	0.0072
peer influence	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	1	0.22471	0.13782	1.63	0.1039
financial aid	1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data	1	0.13569	0.07363	1.84	0.0662

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Linear Regression Results

The REG Procedure

Model: Linear_Regression_Model

Dependent Variable: intention 1=strongly disagree, 2=disagree, 3=neutral, 4=disagree, 5=strongly agree, 99=missing data

Appendix 5: Charts

