

**INTENTION TOWARD ENTREPRENEURSHIP: THE CASE OF
LIBYAN MASTER'S STUDENTS IN UNIVERSITI UTARA
MALAYSIA AND GARYOUNIS UNIVERSITY**

**A thesis submitted to COLLEGE of BUSINESS in partial
fulfillment of the requirement for the degree of
Master of Science Management
UNIVERSITI UTARA MALAYSIA**

By

Ibrahim Otman Aneizi

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ABSTRACT

The main objective of this study is to determine whether there is difference in the intention toward entrepreneurship between Libyan male students studying in University Utara Malaysia (UUM) and Garyounis University (GU). In order to measure that, three dimensions of entrepreneurship which are attitude toward behavior, subjective norms, and perceived behavior control were used.

Data were gathered through questionnaire survey of 120 Libyan male masters student studying under College of Business in UUM (n=28) and GU (n=92). Correlation, independent group t-test, and regression analysis were used to examine the relationship, the differences between the variables and the extent of contribution of the variables to entrepreneurship intention. The result indicated that the level attitude towards behavior, subjective norms, and perceived behavior control and intention toward entrepreneurship for UUM's students is higher than GU's students.

UUM being the university that stress an exposure to entrepreneurship environment (formal and informal education) shows higher intention toward entrepreneurship compared to those in GU who are not exposed to entrepreneurship environment- it was also found that.

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LIST OF ABBREVIATIONS

Abbreviation	Description of Abbreviation
UUM	Universiti Utara Malaysia
GU	Garyounis University
COB	College of Business
MBA	Master of Business Administration.
MSc	Master of Science Management
ITE	Intention toward Entrepreneurship
AB	Attitude toward Behavior
SN	Subjective Norms
PBC	Perceived Behavior Control
GDB	Gross Domestic Product
UN	United Nation
SMEs	Small and Medium Enterprise
EIQ	Entrepreneurship Intention Questionnaire

CHAPTER 1

INTRODUCTION

1.0 Introduction

Entrepreneurship programmes were initiated in the USA in the 1970s (Fiet, 2001), where the number of public and private universities attempt to train and educate people to be more entrepreneurial. The number has since multiplied on both sides of the Atlantic (Fayolle, 2000). One of the first courses in entrepreneurship was offered at the Harvard Business School in 1947 (Brockhaus, 2001).

Early exposure to knowledge and entrepreneurial skills are important considerations in developing successful entrepreneurs. There is a high rate of new ventures being created by MSc and MBA students who attended several entrepreneurship-related courses at a Canadian university (McMullan; Long and Wilson, 1985). Entrepreneurship education programmes in universities are a step forward in inculcating the entrepreneurial spirit and culture among students. In order to develop entrepreneurial learning as an observable construct that subsequently allows appropriate intervention from an education and training perspective, it is necessary to further investigate the activities involved in entrepreneurial learning through a framework which has close connections with entrepreneurial success (Man, 2006). It is important that students of various disciplines have an appreciation of entrepreneurial opportunities and be supported

in developing the skills required to explore these across diverse programmes, particularly in areas such as the sciences, technology and engineering disciplines (Hynes and Richardson, 2007).

Universities and colleges in Malaysia have started to offer entrepreneurship as a major or a subject in most programme since mid-1990s, both at the first degree as well as Master levels where the students took up courses on entrepreneurship or related subjects. Both private and public universities offer various programmes of study in the area of entrepreneurship to cater the demand from the public and the private public sector. Universiti Utara Malaysia (UUM) is one of the public universities, which is among the first to offer several programmes related to the area of entrepreneurship. UUM established the business and entrepreneurship development centre on March 1, 1990 in line with her philosophy and objective of generating entrepreneurs (Habshah, Asmah, and Faudziah, 2004). In so doing, it provides initiatives to stimulate students to act in an entrepreneurial manner and also train entrepreneurship to those entrepreneurs outside the university. UUM is the first university in Malaysia that promotes the entrepreneurial culture among its students since 1986. Faudziah and Habshah (2005) in documenting the development of building entrepreneurial environment in UUM, examined four dimensions of entrepreneurial education programmes in UUM, and pointed out that the programmes in UUM is a good exposure for students to act in an entrepreneurial manner in that they are allowed to do business while on campus. In addition, all of the undergraduates are formally exposed to at least one

entrepreneurship course while studying in UUM. The master's students can enroll for an elective course, which is Entrepreneurship Development (BPME 6093) to expose them to a formal learning of entrepreneurship. Since UUM opened her door to foreign students from various nationalities, these students too are also exposed to entrepreneurship education. Therefore, all the foreign students be in the undergraduate or the postgraduate levels have the opportunity to be exposed directly or indirectly through the courses or the entrepreneurship environment while in UUM campus.

1.1 Problem Statement

Entrepreneurship has a positive impact on the general growth of an economy (Navarro, Torres and Iglesias, 2009). This growth, to a large extent, depends on a well-trained human capital. Therefore, entrepreneurship education is more than just learning about business management. It is about “learning” how to integrate experience, skills and knowledge, to prepare a student to start a new venture (Nabi and Holden, 2008). Exposure to the entrepreneurship education is about preparing the students to develop their own business after they graduated, or preparing them for the demand of the workplace in a more enterprising and innovative manner (Hynes and Richardson, 2007). In fact, entrepreneurship education can lead to entrepreneurial intention, which can be manifested through setting up a business and sustaining them.

In UUM, entrepreneurship exposure has been the norms since its establishment in 1984 (Faudziah and Habshah, 2005). UUM has been the market leader as far as entrepreneurship education is concerned in Malaysia's higher institution. Recently the Ministry of Higher Education in Malaysia made it mandatory for every student to take an entrepreneurship course, starting from the first degree. Therefore, students who are studying in the university, irrespective of their programme will be exposed to entrepreneurship education. In UUM, at the master's level, entrepreneurship course is offered as an elective course. Students who enrolled under the College of Business in UUM have the chance to take the Entrepreneurship Development (BPME6093) course and Libyan students are no exception. Currently, there are 28 Libyan students at the College of Business.

On the other hand in Libya, the education system is different. There is no entrepreneurship education at all in the first degree as well as the second degree. Therefore, the students in Libya are not formally exposed to entrepreneurship education. So in the process of their Masters studies, they will not be exposed to the entrepreneurship education, directly or indirectly. That may affect their intention toward entrepreneurship career. Will the presence or absence of exposure to the entrepreneurship education affect the intention toward entrepreneurship among the student in these two universities? Is entrepreneurship education a necessary influence to a person's intention to become entrepreneur? If Libyan students are exposed to a formal entrepreneurship education while in their Master's degree, could it make a difference in their intention to becoming an

entrepreneur as compared to their counterparts in Libya who are not exposed to entrepreneurship education?

In the case of the theory of planned behaviour which is the backbone of this research, three variables namely attitude toward behaviour, subjective norms, and perceived behaviour control were used to determine the extent of affect they to have the intention toward entrepreneurship. The question is whether the model in the theory is a good predictor for the intention toward entrepreneurship, and to what extent does each variable contribute to the variance of the intention?

Family involvement in business is often linked to the influence on a person's intention toward entrepreneurship (Rastrigina, 2008). This is also true for personal experience in business whereby those who have already been involved in business have developed a culture of acceptance (Alsos, 2006). Could this be true for the students in this research?

1.2 Research Question

Is there any difference in the intention towards entrepreneurship of the Libyan students at the College of Business in Garyounis University and Libyan students in UUM?

Does family involvement in business and personal experience in business affect the intention toward entrepreneurship?

Does the model in the theory of planned behaviour a good predictor for the intention toward entrepreneurship, and to what extent does each variable contribute to the variance of the intention?

1.3 Research Objective

Generally, this study attempt to determine whether there is intention among Libyan students to become entrepreneurs.

Specifically, the objectives are:

1.3.1 To determine whether there is difference in intention towards entrepreneurship between Libyan students in UUM and Garyounis University.

1.3.2 To determine if the involvement of family members in business and previous personal experiences in business affect the intention toward entrepreneurship.

1.3.3 To determine the extent of attitude towards behavior, subjective norms, and perceived behavior control to the intention toward entrepreneurship among the Libyan students.

1.4 Hypotheses of Study

Along with the purpose of the study which is to determine the factors that lead to entrepreneurial intention among Libyan Masters students in College of Business in UUM and in Garyounis University after graduation, it is necessary to develop hypothesis. Furthermore, from the theoretical framework as well as based on the

stated purpose of this study, the following hypotheses were formulated in order to see whether there is a difference and relationship between the variables.

H1. There is a relationship between attitude toward behavior and the entrepreneurship intention.

H2. There is a relationship between subjective norms and intention toward entrepreneurship.

H3. There is a relationship between perceived behavior control and intention toward entrepreneurship.

H4. There is a difference in the intention toward entrepreneurship between students who have family involved in business, and those who doesn't have family involved in business.

H5. There is a difference in the intention toward entrepreneurship between students who are involved and who are not involved in business activities.

H6. There is a difference in the entrepreneurial intention between Libyan masters students under COB in UUM and Garyounis University.

1.5 Significance of Study

The results will be an input to the possible decision of adopting entrepreneurship education in Libya. Apart from that, it will provide the input for UUM academic planning an education system in UUM will affect the intention to become among entrepreneur foreign students studying in UUM.

1.6 Scope of Study

The research will only cover the male Libyan Master's students at the (college of business in UUM and at Garyonis University, Libya).

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will provide the detail variations of all variables involved in this study. First of all, the chapter will give an overview of entrepreneurship education as well as the need for entrepreneurship education. Secondly, this chapter essentially provides the factors leading to entrepreneurship that contribute to a person being an entrepreneur, which are perceptions towards entrepreneurship, attitude toward entrepreneurship, entrepreneurship orientation, inclination toward entrepreneurship, and intention toward entrepreneurship. The theory of planned behaviour framework also will discuss in this chapter. Furthermore, this chapter introduces the factors affecting entrepreneurship intention which are exposure to entrepreneurship education as well as history of family's involvement in business and personal involvement in entrepreneurship activities. Finally, this chapter will explain the research framework of this study.

2.1 Entrepreneurship Education

The teaching of entrepreneurship is expanded across a broad range of areas. It includes many aspects of business, such as, management, marketing financial, organizational design or marketing skills, because the base of entrepreneurship relies on every steps of business (Bennett, 2006). According to Cheung (2008) education is frequently focused on supporting the development, knowledge, and

intellect, while entrepreneurship education gives attention to the human being as a whole (including the person's values and interests).

Entrepreneurship educations encompass the acquisition of skills such as those related to communication, creativity, and problem-solving – that are important to life as well as business environment. Therefore, a successful entrepreneur must have, not only knowledge of the business world, but must also possess a set of generic attributes, skills and behaviours. According to Kyro (2003) the link between entrepreneurship and education should be stronger in order to make the last as relevant to the process as to the subject. According to Heinonen and Poikkijoki (2006) entrepreneurship education is about how to lead and teach the students to be independent in starting their own business, create a business plan, and all the related tasks in business development.

Subsequently, the teaching methods have to be balanced with the entrepreneurial approaches (Gibb, 1993, 2002), which include learning through hands-on-experience for students to actively participate in, as well as control the learning situation (Gorman and Hanlon 1997; Fiet, 2001). According to Klandt (1993), methods that are most frequently used in teaching entrepreneurship include: reading, lectures, guest speakers, case studies, and on-site visits, review of research papers, thesis/dissertations, and attending workshops. Specifically, Klandt (1993) outlined the use of consulting services by students and researchers while the teaching technique, involves using videos, practical work, writing

business plans, computer simulations, role playing games, working with entrepreneurs, and participating in students' entrepreneurial club (Jesselyn Co and Mitchell, 2006).

2.2 The Need for Entrepreneurship Education

We live in an age of globalization, where huge impact is felt due to the structure of large corporations and governments worldwide (Cheung, 2008). Advanced technologies have drastically shortened the distance between markets, where market players all over the world are now facing stiff competition. This global competition accelerates the simplification of job process, causing the loss of many jobs due to outsourcing activities. The crisis is there but so are the opportunities. When working for an organization is insecure, or when the opportunity is limited, people start to become their own “boss”. When technology is advanced, jobs are without boundaries. When the government is outsourcing, this leads to more job being created in the market. These factors increase the number of small and medium enterprise (Cheung, 2008).

Many countries have begun to address the entrepreneurship education in schools and universities (Klandt and Fayolle, 2006). In 1992, the Alliance for the achievement of America, which is a group of educators and politicians have directed schools to pay more attention to preparing students for their work. Two years later, the School-to-Work Opportunities Act was passed in the same country to provide “funding to the states and local schools to develop innovative

community-based programmes to assist students in the transition from their educational experiences to employment” (Rubin and Cunniff, 1996).

Consortium for Entrepreneurship Education, noted that 19 out of 39 states for the training, while 28 states for greater integration of entrepreneurship at their school or at work programme (Cheung, 2008). Entrepreneurship education has continued in the twenty-first century with various training programmes for entrepreneurship, such as the programmes in America, which was funded by Jumpstart Funding. This funding leads the introduction of entrepreneurship education to the community college population (Cohen, 2000).

In the case of the European countries, in the 1980s, most governments of the European Community supported programme to inculcate the entrepreneurial spirit among young people (Cheung, 2008). For example, a number of entrepreneurship programmes have been developed in the United Kingdom in the 1980s with the support of two public and private institutions (Erkkila, 1996) and the number of programmes of entrepreneurship continues to rise in Europe (Fayolle, 2005). Nowadays, entrepreneurship education is well-entrenched throughout much of Europe. In Ireland, enterprise education has been formally included in the curricula of the higher education level (European Commission, 2006). In other hand, in Scotland, the Scottish Executive has introduced the programme in 2002 for the successful promotion of entrepreneurship education in primary and secondary schools. In Austria, the competence of the public sectors was to

promote education for entrepreneurship education in secondary schools (European Commission, 2006).

2.3 Factors Leading to Entrepreneurship

Positioning entrepreneurship education is not an overnight phenomenon. Bygrave and Zacharakis (2004) pointed out that entrepreneurship is the essence of free enterprise because the birth of new business gives a market economy its vitality. New and emerging business creates a very large proportion of innovative products and services that transform the way that we work and live. The entrepreneurs behind those enterprises identify an opportunity and create an organization to pursue it. However, there are many factors that contribute to a person being an entrepreneur (Abu Bakar, 2007). The following discussion will present a few related concepts within the process.

2.3.1 Perceptions towards Entrepreneurship

Researchers have been able to make out the role played by education and teaching variables in the development of perceptions of entrepreneurial behaviour (Shapero and Sokol, 1982):

1. Perceived desirability which refers to the degree to which a person feels the attraction for a given behaviour to become an entrepreneur (Linan, Cohard and Cantuche, 2005).

2. *Perceived feasibility* refers to distinct as the level to which a person views themselves as personally able to carry out certain behaviour. The presence of role models, mentors or partners would be a decisive element to set up the individual's entrepreneurial feasibility level.

Both types of perceptions are determined by cultural and social factors through their influence on the individual's values system (Shapero and Sokol, 1982). External circumstances would not determine firm-creation behaviours directly, but rather they would be the result of the conscious or unconscious analysis carried out by the person about the desirability and feasibility of the different possible alternatives in that situation.

An education programme has been found to have an impact on the previous circumstances of intention identified by the theory of planned behavior. Krueger and Carsrud (1993) state that “perceived self-efficacy/control for entrepreneurial behaviours” is influenced by the acquisition of management tools and exposure to entrepreneurial situations. They assumed that by providing entrepreneurship teaching could possibly increase the entrepreneurial self-efficacy. Where the educational setting, such as participation in student associations, evaluation of work in and out of class, and peer evaluation could increase the perceive self efficiency. This perception is said to be able to influence a person to become a successful entrepreneur.

2.3.2 Attitude toward Entrepreneurship

Attitude toward behavior refers to the degree that an individual carries a personal value either positive or negative about being an entrepreneur (Ajzen, 1991; Linan and Chen, 2006). Students who have the attitude toward entrepreneurship will be more inclined to depend on themselves to run their own business after graduation rather than putting themselves as employees. Kolvereid and Isaken (2006) pointed out the situation in which individuals are faced when choosing a career either as self-employed or employed in an organization. The attitude toward entrepreneurship revolves on the individual's favorable perception on working as the owner of a business rather than being employed. Jackson and Rodkey (1994) assert that the attitude toward entrepreneurship is an important aspect which helps predict potential entrepreneur in future.

Research done by Wan Syukri (2006) on 208 students of Universiti Utara Malaysia found that pro-active and innovative personality significantly influences the entrepreneurial intention among the students. Douglas and Shepherd (2002) found that attitude towards independence, risk and income influence the individual's intention to be self-employed. Similarly, Fitzsimmons and Douglas (2006) investigated the role of entrepreneurial attitudes toward income, independence, ownership, risk and work effort, entrepreneurial self efficacy and overconfidence on entrepreneurial intention among 90 students in an MBA program in Thailand. They found

that the entrepreneurial attitudes regarding preference for ownership and overconfidence to be positive and significant to entrepreneurship intention. This supports Douglas and Shepherd (2002) findings that there is a relationship between entrepreneurial attitudes and the intention toward entrepreneurship.

2.3.3 Entrepreneurship Orientation

Entrepreneurial orientation (EO) addresses the processes, practices, and decision-making activities used by entrepreneurs that lead to the initiation of an enterprise (Lumpkin and Dess, 1996). If a firm's strategy and actions is characterized as innovative, proactive, autonomous, risk-taking, and competitively aggressive, that firm is said to be high in EO (Lumpkin and Dess, 1996; Wiklund and Shepherd, 2005; Lumpkin, 2007). Those firms will aim to hire team members that are capable of enterprising behaviour. Their challenge is that these people may ultimately want to venture out on their own.

The role of the founder of an enterprise is particularly important to new start-ups. The approach and vision of the founder or lead entrepreneur shape the firm (Kropp and Zolin, 2005). There is great overlap between the individual entrepreneurial orientation of the lead entrepreneur and the entrepreneurial orientation of the firm. The organizational processes, methods, styles, practices, and decision-making activities employed are

related to the lead entrepreneur's orientation (Lumpkin and Dess, 1996, 2001; Stevenson and Jarillo, 1990).

2.3.4 Inclination toward Entrepreneurship

Nearly all universities in Turkey has provided entrepreneurship courses or programmes at the undergraduate and graduate levels (Turker and Selcuk, 2008). Some studies examined how universities can affect their student's inclinations toward entrepreneurship by their educator's interest. A study by Gorman and Hanlon (1997) showed that entrepreneurial attributes can be positively influenced by educational programmes. Kolvereid and Moen (1997) also indicated a connection between education in entrepreneurship and entrepreneurial behavior similar to that of the study by Galloway and Brown (2002). It is obvious that an effective education on entrepreneurship can be a factor that leads students towards an entrepreneurial career (Henderson and Robertson. 2000).

2.3.5 Intention toward Entrepreneurship

Krueger (1993) pointed out a major theme in the literature of entrepreneurial intentions which include such factors as attitudes toward entrepreneurship in terms of perceived desirability of entrepreneurship as a career option, perceived feasibility in starting up (e.g. entrepreneurial skills and personality traits) and a willingness to act (that is actually start-up). Often research in this field is based around intentions models such as

that purposed by Ajzen (1987, 1991) theory of planned behaviour, and Shapero's (1982) model of entrepreneurial events, the basic principle of the models show the translation of intentions into action, such as the establishment of a business. This transition is often assumed and under-researched in terms of complexities, contexts and diverse processes involved (Nabi, 2006). There are, of course, well-recognized barriers such as perceived desirability (for example, poor image or lack of personal desire); perceived feasibility (lack of finance, skills or self-efficacy); or propensity to act on decisions (a lack of self-efficacy) to follow through and start up a business.

The sustained interest in graduate entrepreneurship intentions is important to understanding and potentially increasing the number and sustainability of graduate start-up (Nabi and Holden, 2008). In relation to graduate start-up support, there are relatively few studies that focus on student/graduate enterprise and entrepreneurship education in varied and multiple contexts. This is important because lessons may be learned and shared about curriculum development and the relative impact of different approaches used towards enterprise/entrepreneurship education and training (Nabi and Holden, 2008).

Neill (2001) suggested that students who are exposed to entrepreneurship education have more favorable views of small businesses. A study

conducted by Waldman (1997) indicated that entrepreneurship education at high school level will have a great impact on the number of students who would seriously consider starting a business sometime after graduation. Kolvereid and Moen (1997) found that entrepreneurship graduates have stronger entrepreneurial intentions than other business graduates. This findings is also shared by Neil (2001).

There are a research that focuses on graduate career (King, 2003), specifically graduate entrepreneurial careers in terms of entrepreneurial intentions and developmental experiences. This is important given the increasing numbers of students considering or pursuing entrepreneurial careers and the diverse range of contexts in which graduates pursue an entrepreneurial career (Robertson and Wilkinson, 2006). Therefore, getting an adequate entrepreneurship related education may foster entrepreneurial intention of a person.

For the purpose of this study, entrepreneurship intention is chosen as the element that will be focus, among other concepts, because the above concepts, such as, perceptions, attitude, inclination and orientation toward entrepreneurship are the conditions before one intend to be entrepreneur, since they lead to intention of being entrepreneur. This means the intention toward entrepreneurship is considered as the last step to enter the field. For example, perception of entrepreneurship is based on the

previous circumstances or the past experiences of entrepreneurship intention, which leads to the intention of entrepreneurship (Shapero and Sokol, 1982). An entrepreneurship orientation refers to the process to develop the intention such as, practices, and decision-making activities that will lead to the intentional step (Lumpkin and Dess, 1996). Therefore, entrepreneurship intention is considered as the most important step in the evolving venture creation. The intention to start up the business would be a precedent and determinant element towards performing entrepreneurial behaviors. In addition, intentions toward a behavior would be the single best predictor of that behavior.

This study has two different samples. The first sample which is assumed to be exposed to entrepreneurship education by nature taking the entrepreneurship related courses. The second sample was not exposed to entrepreneurship education. This is the reasons that lead to the concept of entrepreneurship intention, whereby the intention could come as an exposure of educational system. The educational system allows participants to perform entrepreneurial behaviors such as acquiring the entrepreneurial knowledge, exposing to the desirability of the entrepreneurial activity, and believing in the feasibility of driving the enterprise. Consequently, entrepreneurial intention is a manifestation of an individual's attitude toward the desirability of an entrepreneurial career, subjective norms including perceived family expectations and beliefs to

perform the behavior, and attempting to address the factors that seem to mostly affect young individuals in their intention to undertake entrepreneurial activity. Attendance in such courses and sufficient training in order to enhance their preparedness to dominate within the entrepreneurial terrain, can significantly improve the intention to adopt entrepreneurship as a career decision and perceived feasibility to enter the field.

2.4 Theoretical Prospective

2.4.1 Theory of Planned Behavior (TPB)

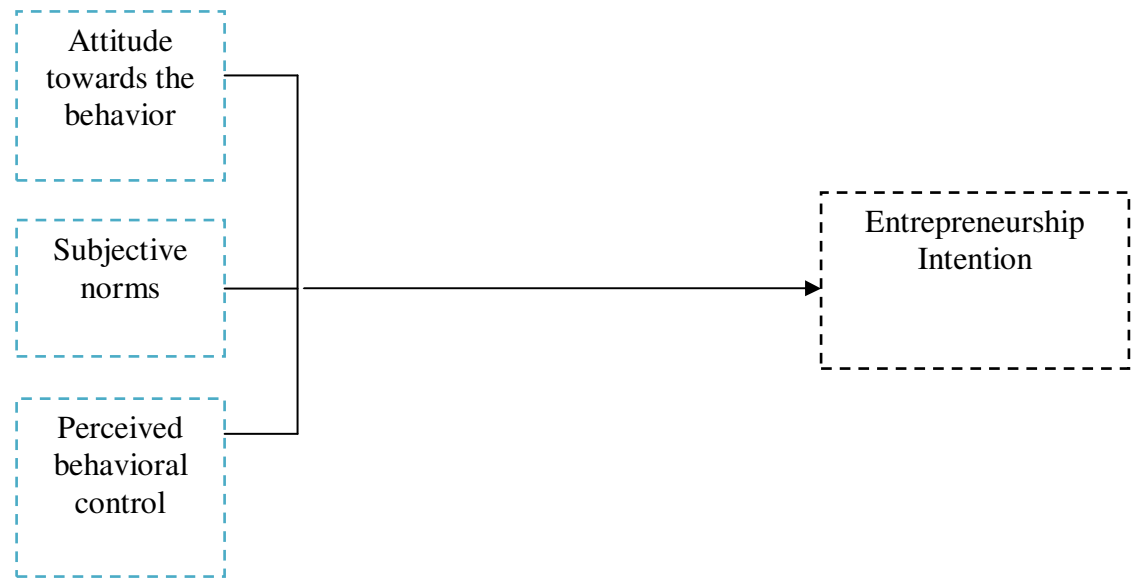
Theory of planned behaviour (TPB), explains intentions by means of attitudes, perceived behavioural control (PBC), and subjective norms (Gelderen, Brand, Praag, Bodewes, Poutsma, and Gils, 2008). The central factor of the theory is the individual intention to perform a given behavior. The main postulate is that intention is the result of three conceptual determinants:

1. *Attitude toward behavior*: refers to the degree to which a person has a favorable or unfavourable evaluation or appraisal of the behaviour in question (Ajzen, 1991). When new issues arise requiring an evaluative response, people can draw on relevant information (beliefs) stored in memories. Since each of these beliefs carries evaluative implications, attitudes are automatically formed (Douglas and Shepherd, 2002).

2. *Subjective norms*: refers to perceived to the social pressures to either perform or not the related behavior (Ajzen, 1991); i.e. the subject's perception of other people's opinions of the proposed behaviour. These perceptions are influenced by normative beliefs and are of less relevance for individuals with a strong internal locus of control (Ajzen, 1991, 2002) than for those with a strong action orientation.

3. *Perceived behavioural control*: refers to the perceived ease or difficulty of performing behaviour (Ajzen, 1991). The perceived behavioral control is a measure that identifies the amount of risk that the individual perceives in starting the new venture, and it measures the perception of individuals whether access to certain resources is difficult or not (Scholten, Kemp and Omta 2004). The factors relate to perceptions of the behaviour's feasibility, which is an essential predictor of the behaviour. Individuals usually elect to adopt behaviours they think they will be able to control and master (Nabi and Holden, 2008).

Figure 1: Theoretical framework of the theory of plan behavior.



Source: Ajzen (2001)

The three factors identified above are the antecedents of intention which is said to influence future behaviours. The underlying basis of intention and the determinants of behaviour are perceptions, which are developed gradually from beliefs. This model remains open to the influence of exogenous variables that may play a role in the development of beliefs and attitudes (Fayolle, Gaill, and Clerc, 2006). Shapero and Sokole (1982) also contributed some of the conceptual, including the notion of external trigger, to explain the shift from intention to behaviour. Other researchers have explored the link between the antecedents of intention and entrepreneurship behavior. Krueger and Dickson (1994) showed that an increase of perceived behavioural control increases the perception of opportunity. Furthermore, Davidsson (1995) and Kolvereid (1996) have

also argued that both the mastery of vicarious experience and social influences are factors that may affect the intention to start a new business.

2.5 Factors Affecting Entrepreneurship Intention

In previous studies on entrepreneurship intention, it discriminated factors that influence entrepreneurial behaviour. It was accepted that entrepreneurial behaviour was the product of many influences including family background (Blythe, Granger, and Stanworth, 1989; Ward, 1987), and personal values (Fagenson, 1993). Some social and environmental factors were also associated with entrepreneurial behavior. The Social Factors model examined personal experience, family background, stage of career (Robinson, 1991; Alstete, 2002; Green, 1996), early life experiences and growth environment (Gibb, 1993).

2.5.1 Exposure to Entrepreneurship Education

Students' exposure to entrepreneurial courses was found to have a significant relationship with entrepreneurial intention (Kamariah, Yaacob, Wan, and Jamaliah, 2004). The theory of planned behavior argues that intention is an antecedent to behavior (Azjen, 1991). Earlier studies have shown that intentions have an important role in understanding the entrepreneurial processes (Shapero and Sokol, 1982; Krueger, 1993; Krueger and Brazeal, 1994). Shapero and Sokol (1982) suggested that attitudes are partly derived from prior exposure to entrepreneurial activities, including both breadth and positiveness of prior activities.

Since the entrepreneurial process is experiential in nature, it is reasonable to study the influence of past experiences on an individual's understanding of entrepreneurship (Robinson, 1991; Minniti, Allen, and Langowitz, 2005). As suggested by Robinson (1991); Hatten and Ruhland (1995), attitudes toward entrepreneurship can be measured and changed. Interestingly, Gatewood, Shaver, Powers, and Gartner (2002) found that individuals receiving positive feedback about their entrepreneurial abilities had higher expectations about actually starting a business.

Earlier research shows that entrepreneurship is the formation of the individual's self-efficacy (Bandura 1986). Noel (1998) found that entrepreneurship education is closely associated with the entrepreneurial intention whereby the intention; with an entrepreneurial spirit leads to their intention to start their own businesses. Wilson (2007) supported that entrepreneurship education can also increase the interest of the students to choose entrepreneurship as a career. Souitaris (2007) found that entrepreneurship programmes significantly raised students' attitude, perceived behavioral control and intentions toward entrepreneurship by inspiring them to choose entrepreneurship careers.

2.5.2 History of Family's Involvement in Business

Family involvement in business has a positive impact on perceptions of new venture feasibility and desirability (Harris and Gibson, 2008). A

number of studies have also found that there is significant relationship between the family business and the propensity for entrepreneurship (Yusop, 2002). Hisrich (2000) argues that the participation of the family in the corporation tend to influence their sons to be involved in business. Numerous studies on micro-determinants of entrepreneurship show that individuals whose parents were business owners are more likely to become entrepreneurs than those from families without such entrepreneurial experience (Rastrigina, 2008). Watkins and Watkins (1983) stated that in large numbers of entrepreneurs, the image of an entrepreneur is based on the family background. Shapero (1982) argued that attitudes toward entrepreneurship depend on exogenous factors like demographics, traits, skills, culture, social and financial support. Previous exposure to entrepreneurial activity is one of these factors. Early exposure to a family-owned company has an influence on the intention towards entrepreneurship (Krueger 1993). Drennan, Kennedy and Renfrow (2005) found that those who reported a positive view of their family's business experience perceived starting a business as both desirable and feasible.

Students with entrepreneurial parents reported higher entrepreneurial intentions than those without such role models (Crant, 1996). Miettinen (2001) has studied children's images of entrepreneurial requirements; children coming from entrepreneurial families appeared to be more positive and realistic in their view about entrepreneurial prerequisites.

Gray (2001) suggests that people from strongly supportive families are already starting with resources and capabilities that will stand them in good stead if they wish to pursue a career as an entrepreneur.

2.5.3 Personal Experience in Entrepreneurship Activities

Students who were involved in business have the intention to actually become entrepreneur after graduation, since from their experience, they know the process of how business goes, and also they have the skills to perceive and exploit business opportunities, which have been identified with characteristics such as knowledge of the market (Jovanovic, 1982). Evans and Jovanovic (1989) stated that individuals who were born with initial amounts of business thinking have the ability to obtain the intention towards entrepreneurship career. According to MacMillan (1986), experienced entrepreneurs are assumed to have learned the “craft” of entrepreneurship from the previous start-ups.

According to Ajzen and Fishbein (1980), entrepreneurial experience refers to personal experience of involvement or participation in a business. Experience could also be as a result of inertia that would guide human behavior. It is recognized that situational variables such as experience and support networks are very important in the decision to start a business and it is the convergence of attitude and situation factors that lead to business start-ups (Oruoch, 2006).

Previous study also indicated that, entrepreneurial experience is associated with abilities and entrepreneurial intention (Alsos, 2006). According to MacMillan (1986), experienced entrepreneur are assumed to have learned the “craft” of entrepreneurship from the previous start-ups. Research done by Ndigangu and Bosire (2004) had done a study on 50 students who operated their own business in Egerton University’s Njoro in Kenya and the results indicated that 90 percent of the respondent saw self-employment in business activities as a viable alternative to formal wage employment. The result implies that students’ experiences in running business might positively influence or reinforce their attitudes toward entrepreneurship and thus boost their intention to start up business in future especially after graduation.

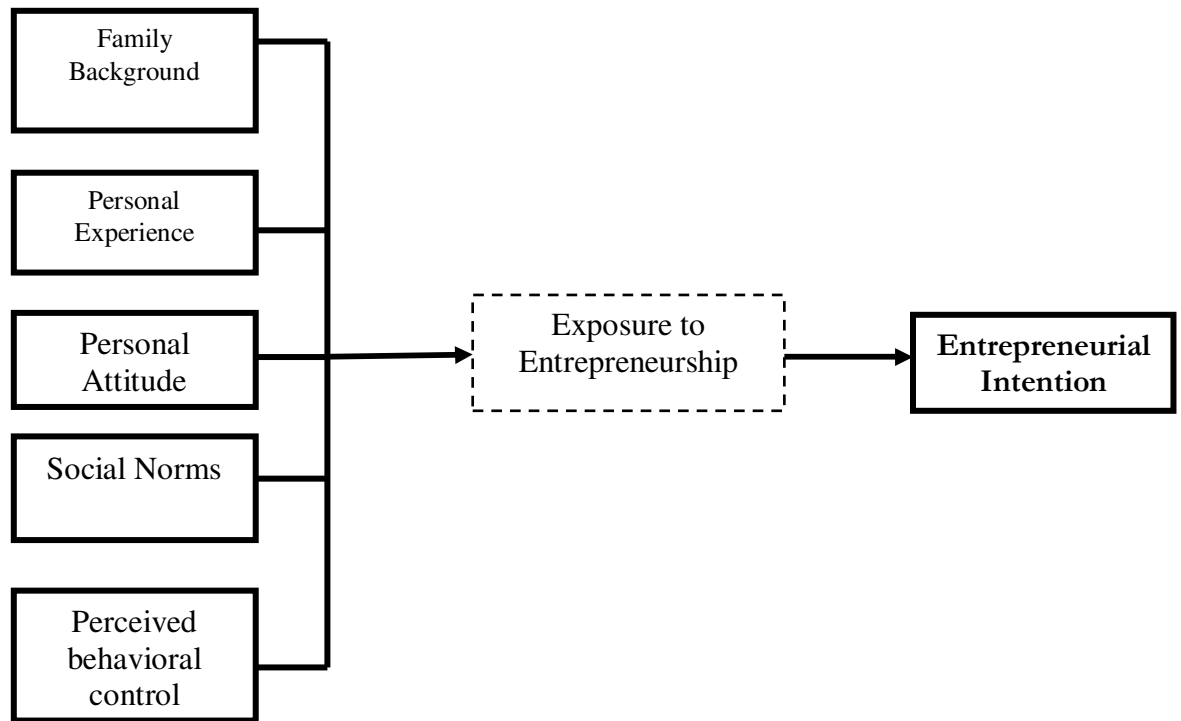
Alsos (2006) utilized Ajzen’s theory of planned behaviour to explore the influences of experience from youth enterprises on entrepreneurial intention among 252 upper secondary pupils in Northland Country in Norway. Among the participating pupils, 137 had experiences from youth enterprises and 115 had no such experience. Results from their study revealed that experience from youth enterprises are associated with more positive attitude toward behaviour, subjective norms and perceived behavioural control. The authors mentioned that through these antecedents, youth enterprise experience is found to be strongly related to entrepreneurial intentions.

2.6 Research Framework

Research framework is a conceptual model of how one conceptualizes of the relationships among the several factors that have been identified as important to the problem (Sekaran, 1992). An independent variable is one that influences the dependent variable in either a positive or negative way. However, independent and dependent variables are related to one another. The independent variable effect or does not affect the variances in the dependent variable. This study is based on the identified variables from the Theory of Planed Behavior (TPB) which encompass attitude toward behavior, subjective norms, perceived behavior control, an intention toward entrepreneurship. This study also incorporates other two dimensions which are entrepreneurial family background and personal experience in entrepreneurship activities to determine if these two variables affect the intention toward entrepreneurship.

The exposure to entrepreneurship education is added in the framework as the mediatory variable but its measure is based on the existence of entrepreneurship environment; involve formal and informal exposure to entrepreneurship in the form of coursework and the existence of entrepreneurial activities within the area. In this case, the entrepreneurship environment is present for the students in the UUM's sample and absent in GU in Libya.

Figure 2: Research Framework



CHAPTER 3

BACKGROUND OF THE STUDY

3.0 Introduction

This chapter gives an overview of Libya which consists of five subtitles which they are geography of Libyan, Libya economy, entrepreneurship and investment environment in Libya, education system in Libyan, and last subtitle of overview of Libya is Garyonis University. Also this chapter provides overview of entrepreneurship programme at UUM.

3.1 Overview of Libya

3.1.1 Geography

Libya extends over 1,759,540 square kilometers (679,182 sq. mi), making it the 17th largest nation in the world by size. It is bound to the north by the Mediterranean Sea, the west by Tunisia and Algeria, the southwest by Niger, the south by Chad and Sudan, and to the east by Egypt. With 1770 kilometers (1100 miles) of coastline, it is the longest of any African country bordering the Mediterranean. The portion of the Mediterranean Sea north of Libya is often called the Libyan Sea. The climate is mostly dry and desert like in nature. However, the northern regions enjoy a milder Mediterranean climate.

3.1.2 Libyan Economy

Libya depends largely upon revenues from the oil sector, which constitute practically all export earnings and about one-quarter of gross domestic product (GDP). These oil revenues and a small population give Libya one of the highest GDPs per person in Africa and have allowed the Libyan state to provide an extensive and impressive level of social security, particularly in the field of housing and education.

Libya enjoys an extremely low level of both absolute and relative poverty. Libyan officials in the past few years have carried out economic reforms as part of a broader campaign to reintegrate the country into the global capitalist economy, after UN sanctions was lifted in September 2003.

Libya has begun some market-oriented reforms. Initial steps have included applying for membership of the World Trade Organization, reducing subsidies, and announcing plans for privatization. The non-oil manufacturing and construction sectors, which account for about 20% of GDP, have expanded from processing mostly agricultural products to include the production of petrochemicals, iron, steel, and aluminum. Climatic conditions and poor soils severely limit agricultural output, and Libya imports about 75% of its food.

Currently Libya is experiencing a business boom. Government-run industries are being privatized. Many international oil companies have returned to the country, including oil giants such as Shell and ExxonMobil. Tourism is on the rise, bringing increased demand for hotel accommodations and capacity at airports such as the Tripoli International. A multi-million dollar renovation of Libyan airports has recently been approved by the government to help meet such demands. At present 130,000 people visit the country annually and the Libyan government hopes to increase this figure to 10,000,000 tourists.

3.1.3 Entrepreneurship and Investment Environment in Libya

The 1997 Libya government encouragement of Foreign Capital Investment Law (Law No. 5) provides incentives for foreign investment in specific sectors (Fysh, 2009). Incentives include exemptions from customs duties, machinery and equipment as well as special provisions relating to leasing and ownership of land. However, Libya's business climate remains challenging due to the opaque nature of decision-making and concerns about policy predictability.

In 2004 The Libyan government introduced the latest model of exploration and production-sharing agreements that is EPSA-IV (Fysh, 2009). EPSA-IV offers foreign oil companies working in Libya's oil

sector more attractive terms, such as reduced red tape and more transparent bidding procedures. After a cycle of Libya taking advantage of high oil prices and renegotiating more restrictive contracts and conditions, the lower price of oil in 2009 has weakened Libya's bargaining position.

The government intends to liberalize Libya's state-dominated economy and has announced plans to privatize a number of state-owned companies. Progress is likely to be piecemeal owing to vested interests and bureaucratic impediments.

In 2006 Libyan government restored the relations with American entrepreneurs. Libya has been quoted by the recent State Department as a virgin market where opportunities exist in almost every sector (Nbsp, 2007).

Apart from the richness contributed the oil industry, gaining its importance is tourism. Libya has numerous archaeological sites and 1,100 miles of undeveloped beach front which provide attractions that will lure visitors and investors alike.

According to Libyan Monitor Group, (an international economic and strategy consultancy) the first major campaign of the board, in cooperation with the general people's committee for economy, trade and investment, will focus on addressing key barriers to entrepreneurship in Libya. The

national economic strategy involves the execution of two nationwide surveys on Libyan perspective toward entrepreneurship. A sample of 1000 members of general population was untacted to identify about their attitudes toward entrepreneurship and the perceived barriers to business setup in the first survey. The second survey invited the owners and senior managers of 500 small and medium enterprises (SMEs) from different parts of Libya to identify the obstacles they faced when setting up and doing business in Libya. In additional, citizens from Tripoli, Benghazi, Sebha and Zawia were also requested to share their point of views. About 95 percent of the population agreed that entrepreneurship and private initiatives benefits for Libya's economy and society and should be encouraged. However, both potential and current entrepreneurs explained that they are currently facing many obstacles, which not only deter potential entrepreneurs from setting up also their businesses, but reduce the productivity of existing businesses as well. Men were found to be twice as likely as women (57% of men compared with 31% of women) to have thought about setting up a business.

Monitor Group identified a number of barriers experienced by potential and existing entrepreneurs. The most significant barrier for SMEs doing business in Libya today is the limited government support for private business activities. Successful entrepreneurs are rarely portrayed in Libyan media. Second barrier to Libyan entrepreneurship is slow, complex and costly administrative procedures. These include the

arrangement processes registration, licensing, and ongoing bureaucracy such as license renewal, imports and taxes. The complicated procedure leads to entrepreneurs avoiding formal registration or some engaging professional help that affect their profitability. Difficulties accessing finance for business setup and expansion was the third major barrier for both potential and current entrepreneurs. Most Libyan entrepreneurs rely on their personal savings, or those of family and friends. About 14% had even attempted to apply for a business loan in recent years, citing religious objections to paying interest, and the complexity and difficulty of the loan application process. This reaction calls for improvement in the business finance options for SMEs. The fourth main barrier to entrepreneurship identified was a particular problem related to women considering business start up where they lack advice and help on how to setup and run a business. When asked what they believed the government should priorities to promote entrepreneurship, SMEs emphasized the importance of educating people on how to become entrepreneurs. This indicates the need for entrepreneurship education in schools and information and advice resource centers nationwide. The initiatives which have been identified as solutions to these problems will be implemented immediately after the cooperation and coordination with other government entities, in particular the general people's committee for economy, trade and investment.

3.1.4 Education System

Education in Libya is free to everyone from elementary school right up to university and post-graduate study, at home or abroad. Schools are positioned throughout the country. The policy is to reach out even to the nomadic hard-to-reach areas, and mobile classrooms were introduced to cover all of Libya. Pre-university schooling is divided into three sections: primary, preparatory, and secondary. The first nine years of education are compulsory and are known as basic education, which consists of six years of primary school. And secondary education covers six to seven years divided into a three-year cycle (compulsory) and a three- to four-year intermediate cycle (en.wikipedia.org/wiki/Garyounis_University).

Higher education is provided by universities (both general and specialized), higher technical, and vocational institutions. The higher education system is financed by, and under the authority of the state. The Open University is the only institution in the public sector, and, to some extent on the payment of tuition fees for student's policies in recent years, allows the establishment of the private institutions of higher education through what is known as educational co-operatives. It is also important note that the development of partnerships between the public and private sectors to finance Universities in a period of three years between 1997 and 2000, has led to the creation of more than five private universities, colleges and higher education institutes.

Libya's population includes 1.7 million students. The education in Libya is free for all citizens, and compulsory up until secondary level. The literacy rate is the highest in North Africa where over 82% of the population can read and write. After Libya's independence in 1951, its first university, the University of Libya, was established in Benghazi. As of 2004, the number of students in high education has increased to more than 200,000, with an extra 70,000 enrolled in the higher technical and vocational institutions. The rapid increase in the number of students in the higher education sector has been mirrored by an increase in the number of institutions of higher education. Since 1975 the number of universities has grown from two to nine and after their introduction in 1980, the number of higher technical and vocational institutes currently stands at 84 (with 12 public universities). Libya's higher education is financed by the public budget.

3.1.5 Garyonis University

The University of Garyounis is a public university in Benghazi which was established on 15 December 1955 under the name of the Libyan University. It consisted of a single faculty, "Arts and Education" with a very small number of students and staff, that is 31 students and 6 professors. (<http://www.garyounis.edu/english/faculties/economics/index.htm>).

The Faculty of Economics was established in 1957 and also followed by the Faculty of Economics, Business Management, Accounting, Political

Science and Statistics. The Faculty awards the following degrees: (1) the MSc, the Bachelor of Science; (2) the MA, the Master degree; and (3) the MBA, the Master of Business Administration.

In 1967 the College of Higher Technical Studies and the Higher Teacher's College were incorporated into the University. The names of these two colleges were changed into the Faculty of Engineering and the Faculty of Education. The Faculty of Medicine was established in 1970 in the city of Benghazi. Later on, the Faculty of Petroleum and Minerals was established in Tripoli in 1972. The Libyan University was split into two independent universities. However, there has been a complete transformation which includes many campuses and facilities in an area of proximately 460 hectares in Benghazi (<http://garyounis.edu/english/index.htm>).

Garyounis University now incorporates five faculties on the main campus of the University. It also has four faculties of Medicine outside of the Garyounis area, a Faculty of Dentistry, as well as a large number of Teacher Training Faculties in many cities around Benghazi. It is a scientific institution which has an independent personality. It is administered by the People's Committee of the University. This committee consists of the Secretary of the People's Committee of the University, otherwise known as the president, the Assistant Secretary, (the vice

president) and the Secretaries of the People's Committees of the individual faculties, (the Deans) in addition to other administrative departments.

3.2 Entrepreneurship Programme at UUM

University Utara Malaysia (UUM) was established with the objective of developing it as the nation's premier institution in management studies. It offers a wide range of programmes in areas of accountancy, information technology, public administration, human resource management, entrepreneurship development, tourism management, social development, banking, finance, educational management, international relations, law and communication. The establishment of the university acts as a catalyst, contributing to the social and economic growth of the region through the various community projects and activities.

The University is one of the public universities in Malaysia which offered different programmes linked to the specialization of entrepreneurship scope. According to Habshah and Faudziah (2005), all undergraduate students in the UUM received some form of entrepreneurship knowledge. Through four initiatives to stimulate them to act in an entrepreneurial manner. These initialize; firstly the Student Enterprise Program; which aims to train students to become business entrepreneurs and to allow them to experience real world business practices; to inculcate entrepreneurial skills amongst students, and to train students to be independent and confident to create their own business. The second

programme is the Co-Curricular Entrepreneurship Courses; where students from any programme in various areas related to entrepreneurship. UUM has sixteen co-curricular divisions, each with its own sub-units where students may choose to enroll in. Beginning May 1997, entrepreneurship was offered as one of the sixteen co-curricular activities. UUM offered the programme to create awareness in the study of entrepreneurial and business administration to students from any degree programme, and to introduce the element of entrepreneurship into all its curricular activities. The Entrepreneurial Co-Curricular division is further sub-divided into six subdivisions: newly entrepreneurship, franchising, catering, beauty school, interior decorating, and tailoring. Since the entrepreneurship activities were offered, the Centre opened up forty seats per sub-division every semester and thus far they reported full registration. Students are confident to see these activities as potential, viable business opportunities which they can venture into after graduation. The third programme is Basic Entrepreneurship PE1013 Course; where every undergraduate student must register for the course since it is core course and is carry three credit hours. Through this course, students are exposed to entrepreneurship knowledge that will help see entrepreneurship as the extension of the respective discipline. The fourth programme is, The Bachelor of Entrepreneurship with Honours Degree Programme BEnt (Hons). The College of Business offers those bachelors programmes where the students who graduated will received the Bachelor of Entrepreneurship with Honours. The degree programme is the first ever program offered in Malaysia where the student must earn 127 credit hours, including a practical training stint for a period of four

months with other entrepreneurs, agencies or they themselves open their own business

These different forms of entrepreneurship exposure in UUM, may well serve to capture a wide range of students (Habshah and Faudziah, 2005). Co-curricular entrepreneurship course may be chosen as an area of study by any student from any degree program. The PE1013 Basic Entrepreneurship course will be taken by every graduating student. In addition, the SEP is open to any student interested in learning the rigging of starting up business within the university campus. If the objective is to create consciousness of entrepreneurship among the students of UUM, subsequently it can be believed that UUM has met this objective.

As for the postgraduate level, the Entrepreneurship Development (BPME6093), course for in both MBA and MSc programmes. UUM also gives the opportunity for Masters Level to be exposed to entrepreneurship knowledge, especially for Arab students since this kind of education still not offered in most of their countries' universities. Students who attended the class will be exposed to knowledge and skills needed to become entrepreneurs. There exposes not only serves the local students but also the foreign students in UUM.

CHAPTER 4

METHOD

4.0 Introduction

This chapter defines the methodology that was used in conducting this research for instance the variables chosen, measurement development, and identification of the population, sampling procedure and deciding the items to be included in the questionnaires. In addition, this chapter explains various procedures that were used to collect, to measure, and to analyses the data from this study.

4.1 Research Design

This is a quantitative study which investigates the relationship of attitude toward behaviour, subjective norms, and perceived behavioral control, which help to examine if there are any differences between the Libyan students studying in UUM and Garyounis University towards entrepreneurship intention. The model is constructs from some of the studies conducted in the past (Ajzen, 1992, 2001; Nabi and Holden, 2008; Kolvereid 1996; Scholten, Kemp and Omta 2004; Fayolle, Gaill, and Clerc, 2006; Shapero and Sokole, 1982; Davidsson, 1995 and Kolvereid, 1996) with additional variables and minor wording changes. The model used to determine how these factors can eventually leads to the Entrepreneurial Intention, among Libyan students. In this study, the method that is used to gather information is through a cross-sectional survey. The questions

are based on the research model and to find out the correlation between the variables selected.

4.2 Questionnaire Design

In this research the quantitative method was used, whereby questionnaires were distributed to the sample which supports the study to find the relationship between the variables. There are two sets of questionnaires used, that is, in English for the students at UUM and in Arabic for the sample at Garyounis University. Additionally, for the Arabic sample, back translation method has been utilized for translating the items from its original language into Arabic and back into English, to ensure the translation also not from the intended meaning (Cetinkaya, 2005).

A set of complete questionnaire with 21 items were used to gather the information. The 21 items were divided into three sections. The first section consists of 19-items which are used to measure the agreement or disagreement regarding the items in the theory of planned behaviour and entrepreneurial intention. The second sections which consist of 2 items is about family background, and their participation in business activities.

4.3 Instrument of Measurement

4.3.1 Section one First Part: Measurement of Theory of Planned Behaviour

Theory of planned behaviour that was developed by Ajzen (1991) consists of three components which are attitude toward behaviour, subjective norms and perceived behavioural control. The instrument used to measure the components of the theory of planned behavior was obtained from modified version of Entrepreneurial Intention Questionnaires (EIQ) used by Linan, (2006). EIQ integrated three types of factors which is the motivational factors, the environmental factors and situational factors (Linan, 2006). The motivational factors in EIQ were based on the theory of planned behaviour approach developed by Ajzen (1991) which is incorporated in this study.

In EIQ, there were 14 items including reversed item that measures three components of the theory of the planned behaviour where 5-items measure the attitude toward behaviour. 3 items measuring the subjective norms and the remaining 6-items for the perceived behavioural control.

EIQ which who developed by Linan (2006) used seven-point likert scale to measure the level of agreement or disagreement regarding the component of the theory of planned behaviour. However, in this study, the measurement used only five-point likert scale to determine the extent

of the agreement or disagreement with the statement regarding the theory of planned behaviour in order to improve the reliability of the ratings. According to Elmore and Beggs (1975) in Cavana (2001), five-point scale is as good as any, and that an increase from five to seven or nine points on a rating scale does not necessarily improve the reliability of the ratings.

Rating scale range from “strongly disagree” to “strongly agree”. Reversed items were scored accordingly. The value of 1 refers to “strongly disagree”, 2 for “disagree”, 3 for “neither agree nor disagree”, 4 for “agree” and 5 for “strongly agree”. A respondent who indicates the score of 1 or strongly disagree represents a very low level of attitude towards behaviour, subjective norms or perceived behavioural control while the score of 5 or strongly agree represents a very high level of attitude toward behaviour, subjective norms or perceived behavioural control.

Table 4.1: 14-items representing the dimensions in the of Theory of Planned Behaviour elements

Theory of Planned Behaviour elements	Questions	Item Number
Attitude toward Behaviour	A career as an entrepreneur is totally unattractive to me	5
	If I had the opportunity and resources, I would love to start a business	
	Amongst various option, I would rather be anything but an entrepreneur	
	Being an entrepreneur would give me great satisfaction	
	Being an entrepreneur implies more advantages than disadvantages to me	
Subjective Norms	My friends would approve of my decision to start a business	3
	My immediate family would approve of my decision to start a business	
	My colleagues would approve of my decision to start a business	
Perceived Behavioural Control	Starting a firm and keeping it viable would be easy for me	6
	I believe I would be completely unable to start a business	
	I am able to control the creation process of a new business	
	If I tried to start a business, I would have a high chance of being successful	
	It would be very difficult for me to develop a business idea	
	I know all about the practical details needed to start a business	

Source: Linan, (2006)

Table 4.2: Rating Scale and Measurement

Level of planned behavior	Description
1.00	Very Low
2.00	Low
3.00	Moderate
4.00	High
5.00	Very High

Source: Linan, (2006)

4.3.2 Section one Second Part: Measurement of Entrepreneurial Intention

Researchers have different perspectives to predict entrepreneurial intention (Krueger, 2000). Thus, there are no any universal accepted instrument used to measure entrepreneurial intention accurately (Linan and Chen, 2006). Therefore, Linan and Chen (2006) have designed an instrument in order to analyze the intention to become entrepreneur namely Entrepreneurial Intention Questionnaire (EIQ).

For the purpose of this study, the indicator of entrepreneurial intention in this study is based on Linan and Chen (2006). Linan (2005) used the Entrepreneurial Intention Questionnaire (EIQ) in his study on universities students in Spain. However, the EIQ used in the study is a modified version of the one used by Linan and Chen (2006). According to Linan

(2005), due to some possible problems with the EIQ used by Linan and Chen (2006) such as acquiescence bias, a modified version was used in which, items measuring key constructs were randomly ordered, and some reversed items were also included in their study. Therefore, researcher only amended the questionnaire through research done by Linan. Nevertheless, for the purpose of this study, there is an adaptation in this modified version in which the intention to start up business after graduation was added in the items of entrepreneurial intention. There are 6-items included in EIQ to measure the entrepreneurial intention.

The measurement of entrepreneurial intention used five-point likert scale to determine the extent of the agreement or disagreement with the statement regarding to entrepreneurial intention. Responses were from “strongly disagree” with a value of 1 to “strongly agree” with a value of 5. Reversed items were scored accordingly. The value of 1 refers to “strongly disagree”, 2 for “disagree”, 3 for “neither agree nor disagree”, 4 for “agree” and 5 for “strongly agree”.

A respondent who indicates the score of 1 or strongly disagree represents a very low level in entrepreneurial intention while the score of 5 or strongly agree represents a very high level in intention to start up business after graduation. Table 4.3 indicates the 6-items to measure the

entrepreneurial intention according to the elements it belongs to while Table 4.4 summarizes the rating scale used.

Table 4.3: 5-items of Entrepreneurial intention

Variable	Questions	Item Number
Entrepreneurial Intention	I am ready to do anything to be an entrepreneur after my graduation	5
	I will make every effort to start and run my own business after my graduation	
	I am determined to create a business venture in the future after my graduation	
	My professional goal is to be an entrepreneur after my graduation	
	I have a very low intention of ever starting a business	

Source: Linan and Chen (2006)

Table 4.4 : Rating Scale and Measurement

Level of intention	Description
1.00	Very Low
2.00	Low
3.00	Moderate
4.00	High
5.00	Very High

Source: Linan and Chen (2006)

4.3.3 Section Two First Part: Family Background

The questionnaire was adapted from Turker and Selcuk (2009) in their study, which is Entrepreneurial Intention of University Students in Turkey. They pointed that family background is taken into account as a factor affecting entrepreneurial intention. For instance, the study of Henderson and Robertson (2000) showed that family was the second factor influencing career choice of respondents – after their personal experience. Therefore, the support of family and friends is likely to affect one's career selection. However, family involvement in business might influence a person's intention to become entrepreneurs. The exposure to such person will influence the outlook if entrepreneurship is to be chosen as a career. Apart from being exposed to entrepreneurship education, exposure to family's involvement in business might have the effect too.

Therefore, this item included to establish if the number of significant family members included in business will influence the intention toward entrepreneurship. The significant family members included the parents, brother/sister and uncle/aunt.

The question consists of one items were used to capture the respondents family background information, if the answer is yes, the respondent will tick the box, which part of family have history in entrepreneurship from father, mother, sibling , uncle and , aunt.

4.3.4 Section Two Second Part: Personal Experience

Experience can shape a person's perception, attitude, inclination, orientation and, intention. Personal experience variable is included to determine the possible influence to the intention of being entrepreneur.

The working experience comprise of their work during the school years or during school holiday. Apart from that this also took into consideration whether they run their own business or work for/with others. This included the kind of occupation they held as an employee.

4.4 Reliability of the Instruments

Reliability is the degree to which measures are free from error and therefore yield consistent results (Zikmund, 1994). According to Sekaran (2000), the reliability of a measure indicates the extent to which the measure is without bias and hence offers consistent measurement across time and across the various items in the instrument. Additionally, Cavana (2001) pointed that, the reliability of a measure indicates the stability and consistency with which the instrument measures the concept and helps to access the ‘goodness’ of a measure.

Coefficient alpha is calculated to measure reliability of item, based on internal consistency. If the alpha coefficient is low, it indicates that the test is done too shortly or the items are very little in common.

Hair (2007) pointed that, if the alpha coefficient is below 0.6 it means that the strength of the instrument used is poor. Alpha coefficient between 0.6 to 0.7 represents moderate strength of association while alpha coefficient range between 0.7 to 0.8 represents a good strength of association. The alpha coefficient range between 0.8 to 0.9 indicates a very strong instruments and the alpha coefficient that reaches more than 0.9 shows an excellent strength of association among instruments. Table 4.5 explains the level of acceptability of the instrument used

Table 4.5: Criterion for Acceptability

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
≥ 0.9	Excellent

Source: Hair (2007)

In order to establish the internal consistency of the instrument, a pilot study was conducted. The Arabic copy of the instrument was administered to five Arabs students at UUM. Comments and suggestions by the students have been utilized to avoid any ambiguity within the items. Cronbach alpha had been calculated for each session of the instrument

Table 4.6: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.745	3

4.5 Sampling Form

As of 6th of August 2009 the population of Libyan in the Masters programme under the College of Business in UUM was 28 students (graduate studies department of academic office). Since the number is small the total students were taken to represent UUM sample. As for the Masters students in the Garyounis University, there were 120 students under the College of Business. According to the sample size table provided by Sekaran (1992), the appropriate size for a population of 120 is 92. All of the students selected in GU are full time master's students and they are male since in UUM there is no Libyan masters students female under COB, so researcher takes into the view that the respondents would be male for both group.

4.6 Data Collection

The research has two different samples in two different countries. The first sample is the Libyan Masters students in UUM. The researcher distributed the questionnaire to the respondents. In the case of the second sample, which is the Libyan Masters students at Garyounis University, the researcher has sent an official letter to Research and Development Center (RDC) at Garyounis University seeking their assistance in administering the questionnaire to be respondents. Therefore, the researcher posted the questionnaire via email which has been collected by RDC and printed before being distributed to the respondents. The responses were taken returned through mail service to be analyzed.

4.7 Data Analysis

Various statistical methods will be used to analyze the data that the researcher was collected from the respondents. The Statistical Package for the Social Sciences (SPSS, version 14.0) package was used for the statistical analysis. All the items and variable were coded before they enter to the computer. Additionally, the Cronbach alpha coefficients will also be computed to investigate the reliability of the instrument. In this study, the responses and information collected from the survey were tested using statistical techniques such as frequencies, correlation, independent group t-test, and regression.

CHAPTER 5

RESULTS AND ANALYSIS

5.0 Introduction

This chapter aims to determine whether there is intention among Libyan students studying in UUM and Garyounis University (GU) of becoming entrepreneur. It also seeks to determine if there is a difference in the intention towards entrepreneurship between the students exposed to the entrepreneurship educational environment and those who are not. In this case, the Libyan students in UUM are those exposed to the entrepreneurship environment in the form of entrepreneurship education, while those in GU are not exposed to entrepreneurship education.

5.1 Descriptive Analyses

5.1.1 Data Description

The study was conducted in August, 2009. The data was collected from the postgraduate students under the College of Business, University Utara Malaysia (UUM) and in Garyounis University, (GU) Libya. The study was carried out to determine the intention towards entrepreneurship of Libyan students studying in UUM and GU taking into account that in one population, there is the presence of entrepreneurship educational environment exposure in contrast to the other which is absent of such exposure. The variables consist of four interrelated elements to the

intention towards entrepreneurship (ITE), which are Attitude toward Behavior (AB), Subjective Norms (SN), and Perceived Behavior Control (PBC).

Table 5.1: *Comparison of Respondents*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Garyounis University	92	76.7	76.7	76.7
	Universiti Utara Malaysia	28	23.3	23.3	100.0
	Total	120	100.0	100.0	

A total of 120 questionnaires were collected from the respondents in both universities. Ninety two questionnaires were distributed to Libyan masters students studying in GU, and 28 questionnaires were distributed to Libyan masters students studying in UUM. All the questionnaires were returned for analyses as indicated in table 5.1.

The respondents are the full time master students who are studying in the area of business from both universities. Since there were no Libyan female students in UUM's College of Business, only male students from GU were chosen to represent the Libyan's sample as to create a homogeneity sample.

Table 5.2: Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
ITE	120	1	5	3.01	.716
AB	120	2	5	3.24	.635
SN	120	2	5	3.22	.712
PBC	120	1	5	2.97	.641
Valid N (listwise)	120				

The descriptive analysis of the independent and dependent variable was conducted to obtain mean values; where the mean for ITE is 3.01 which show much favorable intention toward entrepreneurship. However, from descriptive analysis it is stated that AB has the highest mean value that is 3.24 compare to rest of the mean values where SN has the mean value of 3.22, and PBC has the lowest mean value which is 2.97.

5.1.2 Family's Involvement in Business

Family's involvement in business provide role model for those who are inclined to become entrepreneur. However, not every entrepreneur hailed from an entrepreneurial family. The respondents were asked questions to determine the extent of their close family members who are involved in business. The family involvement in business is shown in Table 5.3.

From the sample of 28 respondents from UUM, 82.14 % claimed to have a family member or more who is involved in business. They are mostly the fathers and siblings as compared to mothers, uncles, and aunts.

The same situation was found in the GU sample. Out of the 92 respondents, 51.08 % claimed to have family member involvement in business. They are mostly the fathers and siblings, and uncles as compared to mothers and aunties

Table 5.3: Family Involvement in Business

UUM Respondents	No	%	Garyounis University Respondents	No	%
Father	16	36	Father	23	34
Mother	4	9	Mother	4	6
Sibling	11	25	Sibling	21	31
Uncle	9	20	Uncle	14	21
Aunt	4	9	Aunt	5	7

5.1.3 Involvement in Entrepreneurship Activities

A person's experience can shape their future outlook. For those who become entrepreneurs, their previous related experience, can help shape their involvement in entrepreneurship. The respondents were asked on their working experience (involvement in entrepreneurship activities) throughout their school years or during their holiday school. Their modes of involvement were categorized as being the owner-operator or as employee in the area of manufacturing, construction, retail/wholesale, hospitality/tourism, and education/health or others. The result is depicted in Table 5.4.

From the UUM's sample 67.8 % reported of being involved in business. From the sample 68.4 % were continuously involvement in business throughout the school years as compared to 31.5 % who only does so during the school holiday. The analysis shows that (57.8 %) owned their own business while (42.1%) were employees. For those who run their own business, (54.5 %) is involved in the retail/wholes seals, followed by construction (27.2%) and manufacturing (18.1%). As for those who were employed 18.1 % are involved in manufacturing, followed by construction (25 %), retail/wholes seals (25%), and hospitality/ tourism (12.5%).

As for GU, only 34.7 % of the sample were involved in business, where 65.6 % does so throughout the school years and 34.7 % only during school holidays. The analysis shows that 43.7% owned their own business while 56.2% were employees. For those who run their business, (42.8%) are involved in the retail/wholes seals, followed by construction and manufacturing (21.4%), hospitality/ tourism and educational/health (7.1%). As for those who were employed 33.3% are involved in manufacturing, followed by construction (27.7%), educational/health (22.2%), retail/wholes seals (5.5%) and hospitality/ tourism are (5.5%).

Table 5.4: Characteristics of Involvement in Business

UUM Respondents			Garyounis University Respondents		
Involvement in Business	(N=28)	%	Involvement in Business	(N=92)	%
Yes	19	67.8	Yes	32	34.7
No	9	32.1	No	60	65.2
Mode of Involvement	(N=19)	67.6	Mode of Involvement	(N=32)	34.7
Throughout school years	13	68.4	Throughout school years	21	65.6
During holiday school	6	31.5	During holiday school	11	34.3
Owner Manager:	11	57.8	Owner Manager:	14	43.7
Manufacturing	2	18.1	Manufacturing,	3	21.4
Construction	3	27.2	Construction	3	21.4
retail/wholes sales	6	54.5	retail/wholes sales	6	42.8
hospitality/ tourism	0	0.0	hospitality/ tourism	1	7.1
educational/health	0	0.0	educational/health	1	7.1
Employee:	8	42.1	Employee:	18	56.2
Manufacturing,	3	18.1	Manufacturing,	6	33.3
Construction	2	25	Construction	5	27.7
retail/wholes sales	2	25	retail/wholes sales	1	5.5
hospitality/ tourism	1	12.5	hospitality/ tourism	1	5.5
educational/health	0	0.0	educational/health	4	22.2
Total	19	100%	Total	32	100%

5.2 Inferential Analyses

5.2.1 Correlations between AB, SN, PBC, and ITE

A correlation analysis was conducted to determine the relationship between two variables. The relationship strength was derived from the Pearson Product-moment correlation coefficient when the significance level is $p < .01$ and $p < 0.05$. This analysis was used to test hypotheses 1, 2, and 3 involving the relationship between the independent variables that is attitude toward behavior, subjective norms, and perceived behavior control and the dependent variable which is intention toward entrepreneurship.

5.2.2 Correlations for UUM

Table 5.5 presents the result of the analyses. For UUM, sample it was found that there was a positive and significant relationship between attitude toward behavior and the intention toward entrepreneurship ($r=.482$, $p< .005$). The result supports hypothesis 1 that there is a relationship between the attitude toward behavior and the intention toward entrepreneurship. This means that as the attitude toward the behavior related to entrepreneurship increases, it will also increase the intention toward entrepreneurship. Those who have favorable attitudes being entrepreneurs tend to show a higher intention to be involved in entrepreneurship after graduating.

Table 5.5: Correlations of UUM

	Name of the	university	Attitude toward behavior	Subjective Norms	Perceived Behavior Control	Entreprene urship intention
UUM	Attitude toward behavior	Pearson Correlation	1	.198	.601(**)	.482(**)
		Sig. (2-tailed)	.	.313	.001	.009
		N		28	28	28
	Subjective Norms	Pearson Correlation		1	.391(*)	.422(*)
		Sig. (2-tailed)		.	.040	.025
		N			28	28
	Perceived Behavior Control	Pearson Correlation			1	.742(**)
		Sig. (2-tailed)			.	.000
		N				28
	Entrepren eural Intention	Pearson Correlation				1
		Sig. (2-tailed)				.
(*P <0.01)						
(**P <0.05)						

As for the relationship between the subjective norms and the intention toward entrepreneurship, it was found that, there is a positive and significant relationship between the two variables ($r=.422$, $p < .01$), whereby as the subjective norms increases, the intention toward entrepreneurship also increases. This finding thus support hypothesis 2 which states that there is a relationship between the subjective norms and the entrepreneurship intention. This means that those who feel that their family and friends would approve of their decision to run a business tend to show a higher intention to be involved in entrepreneurship after graduating.

In order for a person perform is important for them to feel that they are in control of their behavior. The analysis shows that there is a positive and significant relationship between the perceived behavior control and the intention toward entrepreneurship ($r=.742$, $p<0.01$). This infers that as the perceived behavior control increases, it will also increase the intention toward entrepreneurship. This finding supports hypothesis 3 that there is a relationship between perceived behavior control and entrepreneurship intention. For those who perceived to be able to control the creation process of a new business tend to show the higher intention to be involved in entrepreneurship after graduating. It is found that the strength of the relationship is quite high ($r=.742$) which suggest a strong correlation between the sense of being able to control the related behavior in

entrepreneurship to the intention of actually being involved in entrepreneurship.

5.2.3 Correlations for GU

The analysis for the GU sample shows some difference of results compared to the result from UUM's results. Table 5.6 below presents the results of the analyses. It was found that there is no significant relationship between the attitude toward behavior and the intention toward entrepreneurship. The finding does not support hypothesis 1 that is, there is a relationship between attitude toward behavior and the entrepreneurship intention. This implies that for the GU sample, there is no relationship between that attitude toward behavior and the intention toward entrepreneurship.

Table 5.6: Correlations of GU

	Name of the	university	Attitude toward behavior	Subjective Norms	Perceived Behavior Control	Entreprene urship intention
GU	Attitude toward behavior	Pearson Correlation	1	.398(**)	.245(*)	.217(*)
		Sig. (2-tailed)	.	.000	.018	.037
		N		92	92	92
	Subjectiv e Norms	Pearson Correlation		1	.347(**)	.337(**)
		Sig. (2-tailed)			.001	.001
		N			92	92
	Perceived Behavior Control	Pearson Correlation			1	.179
		Sig. (2-tailed)				.087
		N				92
	Entrepren eural Intention	Pearson Correlation				1
		Sig. (2-tailed)				

(*P < 0.01)

(**P<0.05

As for the relationship between the subjective norms and the intention toward entrepreneurship, it was found that, there is a positive and significant relationship between the two variables ($r=.337$, $p < .05$), whereby as the subjective norms increases, the intention toward entrepreneurship also increases. This finding thus support hypothesis 2 that is there is a relationship between subjective norms and the entrepreneurship intention.

Base on the analysis, there is no significant relationship between the perceived behavior control and the intention toward entrepreneurship among the GU sample. It is important in this point to reiterate that the sample in GU is not exposed to entrepreneurship environment as experienced by the Libyan students in UUM.

The correlation analysis only shows that the only variable which has a positive and significant relationship to the intention toward entrepreneurship is the subjective norms ($r=.337$, $p < .05$) while there is no relation for the AB and PBC variables.

5.3 Independent Group t-test

The independent group t-test was chosen to determine whether there is a difference in the intention toward entrepreneurship between the Libyan students who have family members involved in business versus those without any family

members being involved in business. The test was also conducted to determine if there is a difference in the intention toward entrepreneurship between the Libyan students who have had experience and who have not. Lastly, the test was used to determine whether there exists the difference in the entrepreneurship intention between the Libyan students studying in UUM to those in GU

5.3.1 The Intention toward Entrepreneurship between Libyan Students who have Family Members Involved in Business versus who do not have.

The analysis using the indented t-test includes all the respondents. The table 5.7 shows that 69 respondents reported having family members involved in business while 51 does not.

Table 5.7: *ITE of those with and without family members in business*

	Family involve in business	N	Mean	Std. Deviation	Std. Error Mean
ITE	Involve	69	3.16	.797	.096
	Not Involve	51	2.78	.610	.085

Table 5.8 shows the Levene's test shows that $p > .05$. In order to determine whether the result of the test is significant or not, certain assumption need to be fulfill before interpreting the result (Coakes and Steed, 2003). Since the significance value is .063 which is greater than $\alpha = .05$, this means that we accept the null hypothesis whereby there is no difference in the intention toward entrepreneurship between students who have family

involved in business, and those who do not have family involved in business.

Table 5.8: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
ITE	Equal variances assumed	4.282	.082	2.805	118	.063	.375	.134	.110	.640
	Equal variances not assumed			2.918	117.8 37	.004	.375	.129	.121	.630

5.3.2 The Intention toward Entrepreneurship between Students who have had Business Experience versus those who have no Experience.

As for the prior business exposure, 51 students related to have business experience versus 69 who have none.

Table 5.9: ITE of those with and without business experience

	Personal Exp in Business	N	Mean	Std. Deviation	Std. Error Mean
ITE	Involve	51	3.25	.771	.108
	Not Involve	69	2.83	.617	.074

Table 5.10: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
ITE	Equal variances assumed	3.792	.054	3.383	118	.001	.429	.127	.178	.680
	Equal variances not assumed			3.273	93.26 0	.001	.429	.131	.169	.689

The table shows the Levene's test shows that $p > .05$. Since the significance value is .001 is less than $\alpha = .05$, we reject the null hypothesis and accept the alternative hypothesis where there is difference in the intention toward entrepreneurship between students who were involved and who were not involved in business activities.

5.3.3 The Intention toward Entrepreneurship between Libyan Masters Students under COB in UUM and Garyounis University

The analysis using the indented t-test includes all the respondents. The table shows that 92, 28 respondents of GU and UUM respectively, and the mean of ITE for GU sample is 2.77 which less than then mean of ITE for UUM sample that is 3.79

Table 5.11: ITE according to Libyan students in two universities

	Name of University	N	Mean	Std. Deviation	Std. Error Mean
ITE	GU	92	2.77	.557	.058
	UUM	28	3.79	.630	.119

Table 5.12: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
ITE	Equal variances assumed	.747	.389	-8.180	118	.000	-1.014	.124	-1.259	-.769
	Equal variances not assumed			-7.656	40.681	.000	-1.014	.132	-1.282	-.746

The table above shows the Levene's test where $p > .05$. Where the significance value is .000 is less than $\alpha = .05$. We therefore reject the null hypothesis and accept the alternative hypothesis that there is a difference in the intention toward entrepreneurship between the Libyan students in UUM and GU.

5.4 Multiple Regressions

The regression analysis was used to determine the contribution of the independent variables to the variance in the dependent variable. The R square value indicated

that 41% of the variance in ITE was explained by the contributions of AB, SN and PBC (refer to table 5.13). Multiple regression analysis helps us understand how much on the variance in the dependent variable is explained by a set of predictors (Wiley and Lted, 2001)

Table5.13: Regression-Model Summary

Model	R	R Square	Adjusted The Estimate	R square Change	Change Statistic				Durbin-Watson
					F Change	Df1	Df2	Sig. F Change	
1	.641(a)	.410	.395	.557	.410	26.897	3	116	.000

a Predictors: (Constant), Percived Behaviour Control, Subjective Norms, Attitude Toward Behaviour

b Dependent Variable: intention Toward Entrepreneurship

Table 5.14: Regression-ANOVA Summary

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	25.022	3	8.341	26.897	.000(a)
Residual	35.970	116	.310		
total	60.992	119			

a Predictors: (Constant), Percived Behaviour Control, Subjective Norms, Attitude Toward Behaviour

b Dependent Variable: intention Toward Entrepreneurship

Regression-coefficient is an extension of bivariate correlation. Attitude toward behavior only explain 23.8% of the variance in the intention toward entrepreneurship, while subjective norms explain 20.1% and perceived behavior control 34.6%. The perceived behavior control explained the most variance in

intention towards entrepreneurship. The result of regression is an equation that represents the best prediction of a dependent variable from independent variable.

Table 5.15 : Regression- Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.342	.307		1.116	.267
AB	.268	.099	.238	2.704	.008
SN	.202	.083	.201	2.441	.016
PBC	.386	.100	.346	3.870	.000

a. Dependent Variable: Entrepreneurship Intention

5.5 Conclusion

The exposure to entrepreneurship environment has implication to the development of the attitude and intention. The favorable environments facilitate acceptance and support of intention to become entrepreneur. The knowledge and skills derived from such environment leads to the perceived of behavior control in entrepreneurship. From the regression analysis, these variables each contribute to the variance in entrepreneurship intention where PBC contribute the most to the variance in the entrepreneurship intention. The implication of exposure to the entrepreneurship environment which includes the entrepreneurship education and conducive enabling environment has resulted in a mark difference between the intentions toward entrepreneurship of the Libyan

students in UUM as compared to GU (refer Table 5.16). There were relationships found between ATB, SN and PBC to that of intention toward entrepreneurship in the UUM's sample as compared to only one relationship found between SN and the intention toward entrepreneurship for the GU's sample.

Table 5.16 : Summary of the relationship between two universities

Hypotheses No	Descriptive	Accepted/ Rejected	
		UUM	GU
H1	There is a relationship between attitude toward behavior and the entrepreneurship intention.	Accepted	Rejected
H2	There is a relationship between subjective norms and intention toward entrepreneurship	Accepted	Accepted
H3	There is a relationship between perceived behavior control and intention toward entrepreneurship.	Accepted	Rejected

When the two samples were merged and analyzed for the family's involvement in business and personal experience variables, marked difference was observed. It was found that family's involvement in business is not an important factor influencing on the person's intention to become entrepreneur as compared to their personal experience. As for the intention toward entrepreneurship between the two universities, it was found that UUM's sample shows a higher intention toward entrepreneurship as compared to GU's sample (refer Table 5.17).

Table 5.17 : Summary of the differences

Hypotheses No	Descriptive	Accepted/ Rejected
H4	There is a difference in the intention toward entrepreneurship between students who have family involved in business, and those who doesn't have family involved in business.	Rejected
H5	There is a difference in the intention toward entrepreneurship between students who are involved and who are not involved in business activities.	Accepted
H6	There is a difference in the entrepreneurial intention between Libyan masters students under COB in UUM and Garyounis University.	Accepted

CHAPTER 6

DISCUSSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents discussion on research finding as presented in previous chapter. All items that had been analyzed in research finding will be presented in this chapter to highlight the influence of attitude toward behaviour, subjective norms, perceived behavioural control and on entrepreneurship intention among the Libyan master male student studying in UUM and GU under the business management discipline. This chapter also will give a brief overview of the introduction, review of related literature, methodology and findings of the study. Furthermore, the inferences from the findings will be discussed in this chapter and finally recommendation for future research is also suggested.

Understanding and developing entrepreneurship requires an integrated research effort. This is consistent with the claim made by Shook (2003) that entrepreneurship is about entrepreneurial individuals interacting with their environment to discover, evaluate and exploit opportunities. This research focused on Libyan master student studying in two different universities in two different countries (UUM in Malaysia and GU in Libya), to determine the students intention toward entrepreneurship as well as the factors influencing on their intention of becoming entrepreneurs. The perceptions of Libyan students who are exposed to the environment of entrepreneurship education in UUM's

COB to becoming entrepreneur, is different when compared to Libyan students in GU who are not exposed to such entrepreneurship environment as in GU business management faculty.

The main objective of this study is to determine whether there is intention among Libyan students to become entrepreneurs. In addition to achieve this objective, two specific objectives were formulated as follows:

- i. To determine whether there is difference in intention toward entrepreneurship between Libyan students in UUM and Garyounis University.
- ii. To determine the extent of attitude toward behavior, subjective norms, and perceived behavior control to the intention toward entrepreneurship among the Libyan students.

This study conducted based on several attributes listed by researcher such as Linan. (2007), Ajzen (1987, 1991, 2002), Shapero (1982), Habshah and Faudziah (2005), Fayoll (2005, 2006), Navarro, and Torres and glesias (2009). For the purpose of this study, the researcher used the instruments developed by Linan and Chen (2006) and Turker and Selcuk (2008) as the main references in developing the questionnaires.

6.1 Intention toward Entrepreneurship between Libyan Students in UUM and Garyounis University

According to the first objective in this study, which is, to determine whether there is a difference in intention toward entrepreneurship between the Libyan students in UUM and GU. In order to examine the differences through hypothesis 1, hypothesis 2, hypothesis 3, hypothesis 4, and hypothesis 6 were formulated which are:

H1 There is a relationship between attitude toward behavior and the intention toward entrepreneurship.

H2 There is a relationship between subjective norms and the intention toward entrepreneurship.

H3 There is a relationship between perceived behaviour control and the intention toward entrepreneurship.

H6 There is a difference in the intention toward entrepreneurial between Libyan masters students under COB in UUM & Garyounis University.

6.1.1 Level of Attitude towards Behaviour, Subjective Norms, and Perceived Behaviour Control of UUM and GU's COB Libyan Master Students

According to Bird (1998), entrepreneurship intention is the state of mind directing a person's attentions and action towards activities of entrepreneurship. According to Liñán and Rodríguez (2004) such intention is the efforts of a person to carry out entrepreneurial behaviour

as result of attitude toward behaviour (the degree to which a person has a positive or negative evaluation or appraisal of entrepreneurial behaviour); subjective norms (the perceptions of how significant others think about being an entrepreneur, the strength of the motivation to comply with them, and social support to carry out the entrepreneurial behaviour); and perceived control over behaviour (perceived ability to perform entrepreneurial behaviour). All these factors act as the motivation which influence and direct entrepreneurial behaviour. Importantly, these factors can be affected by 'exogenous influences' such as personality traits and education (Borgia and Schoenfeld, 2005; Liñán, 2005; Souitaris, Zerbinati and Al-Laham, 2007)

Attitude toward behavior refers to the degree that an individual carries a personal value either positive or negative about being an entrepreneur (Ajzen, 1991; Linan and Chen, 2006). According to the finding as presented in chapter 5 by correlation, the level of attitude toward behaviour is positive among the Libyan master students studying in UUM's COB. This may be attributed to the number of management courses MSc and MBA Libyan students had to take under the College of Business which made them more inclined to entrepreneurship intention. It suggested that UUM's Libyan students who are given opportunities to learn more about business management and entrepreneurship related courses help motivate them to adopt entrepreneurship as their possible

career after graduation. This finding is in line with Douglas and Shepherd (2002) who found that there is a relationship between entrepreneurial attitudes and the intention toward entrepreneurship.

The situation is different for the GU's sample. According to the finding as presented in the previous chapter, the level of attitude toward behavior is lower compared to UUM's Libyan students. In GU, there is no entrepreneurship related courses except for the normal business management courses. The result was able to reveal the outcome as for the intention toward entrepreneurship. This suggests that entrepreneurial career is not that attractive to the GU's sample. This result is a good indicator of the influence of an entrepreneurship. As suggested by Kolvereid and Isaken (2006) students who exposed to entrepreneurship related courses is more attractive to the entrepreneur behavior compared to who not exposed to such courses. The result clearly shows the situation in UUM is far better as for as the intention toward entrepreneurship, is concerned the Pearson Product-moment correlation for the UUM sample is also higher compared to that of GU.

The second element in the theory of planned behaviour is subjective norms. Previous researchers of entrepreneurship intention have proven the subjective norm is an influenced factor in developing the intention toward entrepreneurship. When the students are still in the stage of searching for a

career choice, opinions of their parents, friends and important others might drive them to consider entrepreneurship as career choice (Krueger, 1993; Kolvereid, 1996). According to the finding as presented in the chapter five, both samples were found to have significant relationship between the subjective norms and the intention toward entrepreneurship. However, the strength for relationship for UUM's sample is much higher than the GU's sample. This finding could be due to:

- I. The supporting environment for entrepreneurship in UUM.
- II. The family background of most of the respondents in UUM who have family members involved in business and having pressure experience in business.
- III. The pressure of being away from home while resulted in strong relation and influence among the Libyan students in UUM.

According to Linan (2007) and Ajzen (1991) subjective norms measured the perceived social pressure from family, friends or significant others. However, subjective norms also found to be a weak predictor in the TPB model (Armitage and Conner, 2001). This is the case found with the sample in GU where the subjective norms is not as strong as in UUM.

When applying TPB to entrepreneurial career decisions, perceived behavioral control is a function of the importance weighted by the power of control beliefs towards starting up a business. Recently, Ajzen (2002) differentiated between internal and external beliefs as important predictors

of perceived behavioral control. Internal feelings of control are related to personal capabilities, whereas external feelings of control are related to situational characteristics. As an example of external control beliefs, an individual might perceive financial resources to be an important necessity to running up a business. If the individual, however, perceives low levels of external control with respect to rising sufficient funding, he might refrain from becoming an entrepreneur. Similarly, a lack of perceived internal control might result from the person believing that entrepreneurship requires certain capabilities while he believes to lack these capabilities.

Zhao (2005) found a significant effect of person on the entrepreneurial intention via feelings of control (identifying new business opportunities, thinking creatively and commercializing an idea or new development). According to the finding in this study, it is found that the score of being able to control the related behavior in entrepreneurship to the intention toward entrepreneurship is higher from UUM's students as compared to the GU's students. Since UUM's Libyan students are learned the formal education in entrepreneurship that prepares them to embrace entrepreneurship as a career, their internal feelings of control is formed. During their study in UUM's COB they are exposed to the entrepreneurship education environment as well as its culture. According to Habshah and Faudziah (2005), all students at UUM are exposed one

way or another to entrepreneurship knowledge. UUM also provides some entrepreneurship programmes such as Enterprise Program, which was designed to train its students to become entrepreneurs and to allow them to experience real world business practices; to inculcate entrepreneurial skills amongst students, and to train students to be independent and confident to create their own business. As Libyan students are part of UUM's students, they are living in that environment apart from having access to entrepreneurship courses. They not only learn how to become entrepreneur but at the same time have the chance to create their own business while studying in UUM. These experiences affect their perception of behavioral control which increases their confidence and consequently the intention toward entrepreneurship. These experiences is absent in the GU and therefore is it most supporting that there was no significant relationship between the perceived behavior control and the intention which observation by Ajzen (2002) and Llano (2005) that entrepreneurship activity is greater in universities that have an environment which embraces entrepreneurial activity to influence their students to become entrepreneurs which should be taken seriously by university educators to enhance perceived feasibility if they intend to increase the level of entrepreneurial intention on their students.

The lack of exposure to formal entrepreneurship education and an environment derived of entrepreneur hands-on experiences has not equip

the GU with the knowledge and skill in entrepreneurship to make them receive their control behavior. This lack of confidence can affect the entrepreneurship intention.

6.1.2 Level of Entrepreneurship Intention

According to Krueger (1993) entrepreneurial intentions include the perceived desirability of entrepreneurship as a career option, perceived feasibility in starting up (e.g. entrepreneurial skills and personality traits) and a willingness to act (that is actually start-up) In relation to graduate start-up support, there are relatively few studies that focus on student/graduate enterprise and entrepreneurship education in varied and multiple contexts. This is important because lessons may be learned and shared about curriculum development and the relative impact of different approaches used towards enterprise/entrepreneurship education and training (Nabi and Holden, 2008).

However, according to the finding as presented in chapter 5 there is a difference in the mean score of the intention toward entrepreneurship between the UUM's and GU's Libyan master students. The level of mean score of the intention for UUM's students is much higher than GU's students. UUM's students have a higher intention of becoming entrepreneurs after graduation compared to GU students. Essentially, UUM's Libyan students under COB are influenced by entrepreneurship

education and its culture in UUM environment. Therefore, Libyan studying in UUM is at advantage compared to their counterpart in GU who has neither been exposed to any form of entrepreneurship education at the undergraduate nor at master level.

Entrepreneurship educations encompass the acquisition of skills such as those related to communication, creativity, and problem-solving – that are important to life as well as business environment. A successful entrepreneur need to not only acquire knowledge of the business world, but must also possess a set of generic attributes, skills and behaviors related to entrepreneurship (Kyro, 20003). Nabi and Holden (2008) stressed that the sustained interest in graduate entrepreneurship intentions is important to understand and potentially increase the number and sustainability of graduate start-up. GU's students prefer to be employed than being an employer since they are exposed to the area of general management, finance, accounting, economy, and marketing, without an all encompassing entrepreneurship course. Therefore, it is not surprising not to find the GU's sample having the high intention of becoming entrepreneurs. Neill (2001) suggested that students who are exposed to entrepreneurship education have more favorable views of small businesses as projected by the Libyan UUM's students.

6.2 Other Factors that Influence the Entrepreneurship Intention among the Libyan Students

According to the second objective in this study, two other factors were included to determine if they influence the entrepreneurship intention among the Libyan students. In order to determine the effect, through Hypothesis 4, Hypothesis 5 were formulated to achieve the objective

H4. There is a difference in the intention toward entrepreneurship between students who have family involved in business, and those who doesn't have family involved in business.

H5. There is a difference in the intention toward entrepreneurship between students who are involved and who are not involved in business activities.

6.2.1 The Intention toward Entrepreneurship between Libyan Students who have Entrepreneurial Family Background versus those who do not.

The fourth hypothesis in the study was to determine whether there is a difference in the intention toward entrepreneurship between students who have family members involved in business, and those who do not have family members involved in business. From the 69 Libyan students who have family members involved in business and 51, who do not, the result shows no significant difference between the groups on the intention to become entrepreneurs. Whether the person comes from a family with entrepreneurial background or not, there is no different on their intention

to become entrepreneurs. This indicates that, it does not matter if there is no family member involved in business activities to influence a person's intention to become an entrepreneur. This result suggests that the presence of family members in business does not affect students' intention to be involved in business.

6.2.2 The Intention toward Entrepreneurship between Students who have had Business Experiences versus those who have no Experience.

Evans and Jovanovic (1989) stated that individuals who were born with initial amounts of business thinking have the ability to develop the intention towards entrepreneurship career. MacMillan (1986) also suggested that, experienced entrepreneur are assumed to have learned the “craft” of entrepreneurship from the previous start-ups. The result in this study shows that there is significant difference on the intention toward entrepreneurship between Libyan students who have had business experience and those who have not. This implies that students who are involved in business possess higher entrepreneurial intention rather than students who are not involved in business activities. This finding is consistent with the research done by Ndigangu and Bosire (2004) on 50 students who operated their own business in Egerton University's Njoro in Kenya and the results indicated that 90 percent of the respondent saw self-employment in business activities as a viable alternative to formal wage employment. This implies that students who experienced the

entrepreneurial activities have intention to start up business in future more than those who how do not have such experiences.

6.3 Implications of the Study

There are several implications from the result of this study. There implications can be viewed from the theoretical and practical prospective.

6.3.1 Theoretical Implications

This study proposed a contribution to better understand the antecedents of entrepreneurial intention among Libyan students in Universiti Utara Malaysia and Garyounis University. The researcher used Ajzen's Theory of Planned Behaviour to analyze the antecedents of entrepreneurial intention among the students. This is in line with the applicability of the theory of planned behaviour to entrepreneurial intention which had received wide empirical support in the past.

General results in this study are satisfactory, since it could verify that the TPB were useful in predicting student's entrepreneurial intention after graduation. A result in this study is also consistent with previous studies which are related to the application of theory of planned behavior on entrepreneurial intention. The results show that the three elements of TPB namely attitude toward behavior, subjective norms and perceived behavior are able to predict entrepreneurial intention among UUM and GU's Libyan male master students under the College of Business.

6.3.2 Practical Implication

Findings of this study also have implications for educators looking to gain a better understanding of students' attitude toward behavior (AB), perception of subjective norms (SN), perceived behavioral control (PBC), and intention toward entrepreneurship (ITE). The results from this study offer a better understanding of the factors that can lead students towards forming the entrepreneurial intention after graduation. The result shows that all the components of Theory of Planned Behavior appeared to be significant antecedent to predict entrepreneurial intention especially Libyan students who expose to the knowledge of entrepreneurship in UUM. Therefore, it is important to translate this into activities that can help improve that attitude toward behavior related to entrepreneurship, elevate the environment to boost the social norms and exposed students to acquire skills that can support their perceived behavioral control.

6.4 Recommendation

There are some recommendations for Universiti Utara Malaysia as well as for Garyounis University in Libya along with some recommendation for future researchers and practitioners with regard to increasing the level of intention to become entrepreneurs.

6.4.1 Recommendation for UUM

The exposure to the entrepreneurship environment has helped in creating favorable intention toward entrepreneurship. It is found that the exposure in the class room through the Entrepreneurship Development class should be extended to having more opportunities to the Libyan students in UUM to create partnership in business with the local and other international students. The authority in UUM could consider the collaborator between foreign and local in conducting business in campus that can influence the students' global outlook.

6.4.2 Recommendation for GU

Libya has been a virgin market in past years. However, the situation is changing drastically under the currently development. Government-run industries are being privatized. Many international companies have returned to the country, and tourism is on the rise, bringing increased demand for hotel accommodations. At the same time, Libya need more youth enterprises established to benefit the changing market and to assist the economy growth.

Presently, there is no university or school in Libya that offers the entrepreneurship knowledge at any level of education. Therefore, Libyan youths do not have the opportunity to formally acquire the knowledge to help prepare them create their own business. The present scenario shows

many youths who started their own business with in adequate business management knowledge which could be addressed through entrepreneurship training.

Garyounis University is an independent university in Libya and the biggest one. This is status enable them to introduce new programmes. Therefore, the researcher recommends that GU incorporate entrepreneurship subject within their master in management curriculum as well as the undergraduate level. It will also be beneficial to adopt the entrepreneurship model as practiced in UUM to give opportunity to the students doing their own business on campus while studying. GU can assume the leading role by UUM encouraging her students to be involved in entrepreneurship related activities by providing them with knowledge on entrepreneurship, assisting them in business ideas generation, searching and evaluation of business opportunities as well as acquire practical experiences through the process of starting a business venture. Greater efforts should be placed in enhancing the attractiveness of entrepreneurship within the educational system in GU. By developing Libyan students with skills and values that more closely linked to entrepreneurship such as independence, self-realization, self-confidence, creativity and many more, would contribute to more favorable intention attitude toward entrepreneurship as their career option. Consequently, Libyan youths will help contribute to develop and expand Libyan

economy by their ability to learn and act as entrepreneur in order to create more SMEs throughout Libya.

It is also recommended to the higher education authority in Libya to establish linkages with other public and private academics institutions to collaborate in entrepreneurial training and education. Forums and seminars can be organized with successful entrepreneurs to provide avenues for meaningful transfer of knowledge, experience, and networking activities.

Finally, as entrepreneurship education is the effective, useful, and faster way to increase the number of youth entrepreneurs in Libya, the effort can help to boost the country's economy. For that reason it is recommend that Libyan universities should include entrepreneurship related courses at the master management as well as undergraduate level.

6.4.3 Recommendations for Future Research

For future research, it is recommended that the element of gender be introduced especially in Libyan students studying in Libya. Due to the advancement in education and the freedom supported by Libyan government, it may have the influence on the female student's intention toward business. Therefore, such research might add insight so as to include female in the future entrepreneurship development programme.

6.5 Conclusion

From the findings generated by this study, it could be concluded that all the objectives in this study has been achieved. Based on the hypothesis testing, the results show that the level of attitude toward behavior, subjective norms, and perceived behavioural control on the intention toward entrepreneurship is higher for Libyan male master students in UUM's COB compared to those in GU's Faculty of Business. The result also showed that, Libyan students in UUM have a higher intention toward becoming entrepreneurs after graduation, while the Libyan students in GU have a lower intention toward becoming entrepreneurs after graduation.

The idea that having entrepreneurial family background could help a person to have higher intention toward entrepreneurship has not been established in this study. However, past personal experiences in business was found to be related to the intention to become entrepreneur.

From the overall results, there is still much to be learned to really understand the mental processes leading to the decision toward entrepreneurial intention. Nevertheless, result such as the one presented in this study could make other modest contributions to this effort of predicting and developing entrepreneurs for the further development of a nation.

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UNIVERSITI UTARA MALAYSIA

Dear Participant:

I am currently pursuing my Masters program at the College of Business, University Utara Malaysia. As partial fulfillment towards the completion of my postgraduate degree, this study entitled "**The Influence of Entrepreneurship Education on the intention towards entrepreneurship among the Libyan Students in UUM**" the main objective of this study, is to determine whether there is the intention Libyan students under business college in UUM towards becoming entrepreneurs. This research IS under the supervision of Assoc. Prof. Habshah Bakar.

(for the garyounis students; as partial fulfillment towards the completion of my postgraduate degree, this study entitled "**The Influence of Entrepreneurship Education on the intention towards entrepreneurship among the Libyan Students in UUM**" also take into the view of Libyan students in Garyounis University as comparison)

I would greatly appreciate if you could spare approximately 10 minutes of your time to complete this questionnaire. It consists of three sections. Section One is about Entrepreneurship Intention; Section Two about Family Background; and Section Three about Personal Experience. Your response will be treated with strict confidentiality and will be used for research purposes only. Thank you for your willingness to participate in this study.

Yours sincerely.

IBRAHIM OTHMAN
0060-0122471547

Please circle the statement which is the most appropriate answer to you.

A. **Section 1: Entrepreneurship Intention;** Attitude toward entrepreneurship, Subjective norms, and Perceived behavior control

Indicate your level of agreement with the following statements

No	Questions	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly Agree)
1	A career as an entrepreneur is totally unattractive to me	1	2	3	4	5
2	If I had the opportunity and resources, I would love to start a business	1	2	3	4	5
3	Amongst various option, I would rather be anything but not an entrepreneur	1	2	3	4	5
4	Being an entrepreneur would give me great satisfaction	1	2	3	4	5
5	Being an entrepreneur implies more advantages than disadvantages to me	1	2	3	4	5
6	My friends would approve of my decision to start a business	1	2	3	4	5
7	My immediate family would approve of my decision to start a business	1	2	3	4	5
8	My colleagues would approve of my decision to start a business	1	2	3	4	5
9	Starting a firm and keeping it viable would be easy for me	1	2	3	4	5
10	I believe I would be completely unable to start a business	1	2	3	4	5
11	I am able to control the creation process of a new business	1	2	3	4	5
12	If I tried to start a business, I would have a high chance of being successful	1	2	3	4	5
13	It would be very difficult for me to develop a business idea	1	2	3	4	5
14	I know all about the practical details needed to start a business	1	2	3	4	5

B. Entrepreneurship intent

No	Questions	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly Agree)
1	I am ready to do anything to be an entrepreneur after my graduation	1	2	3	4	5
2	I will make every effort to start and run my own business after my graduation	1	2	3	4	5
3	I am determined to create a business venture in the future after my graduation	1	2	3	4	5
4	My professional goal is to be an entrepreneur after my graduation	1	2	3	4	5
5	I have a very low intention of ever starting a business	1	2	3	4	5

SECTION 2 ; Entrepreneurial History of Family

This section intends to get information of your family background in business: Please tick appropriate box which shows involving who among your family members are currently or have been involved in business.

1. Father ☐

2. Mother ☐

3. Sibling ☐

4. Uncle ☐

5. Aunt ☐

6. Nobody ☐

SECTION 3 ; Personal Experience in Business

This section intends to get information of your Personal experience in doing business: please tick the box which best describe your experience.

1. I have personal experience in business Yes ☐ No ☐

If yes, when did you run the business

A. Throughout the school years ☐

B. During the holiday school ☐

2. My experience in business is through

A. ☐ Running my own business in field/area of:

1. ☐ Manufacturing 2. ☐ Construction 3. ☐ Retail/Wholesale

4. ☐ Hospitality/Tourism ☐ Education/Health

6. Others State.....

B. ☐ Working with/for others in field/area of:

1. ☐ Manufacturing 2. ☐ Construction 3. ☐ Retail/Wholesale

4. ☐ Hospitality/Tourism 5. ☐ Education/Health

6. Others



UNIVERSITI UTARA MALAYSIA

Habshah Bakar

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0060-122-471547

القسم الاول

أ- نية العمل الحرّ (الموقف تجاه العمل الحرّ، معايير ذاتية ، وسيطرة سلوك محسوسة).

أشر إلى مستوك موافقتك في البيانات التالية من 1(غير موافق جدا) إلى 5 (موافق جدا)

رقم	السؤال	غير موافق بقوة	غير موافق	محايد	موافق	موافق بقوة
1.	بالنسبة لي العمل في المهن الحرة يعتبر غير جذاب تماما	1	2	3	4	5
2.	لو اتيحت لي الفرصة والموارد لوددت ان ابدأ عملا حرا	1	2	3	4	5
3.	في حالة توفر خيارات أخرى أفضل ان أعمل أي شيء إلا العمل الحر	1	2	3	4	5
4.	المهنة في الاعمال الحرة تشعرني بارتياح كبير	1	2	3	4	5
5.	النسبة لي مهنة الاعمال الحرة توحى بوجود ايجابيات اكثر من سلبيات	1	2	3	4	5
6.	اصدقائي يوافقوني الرأي في بدأ اي عمل حر	1	2	3	4	5
7.	ستوافقني عائلتي في قرار بدأ أي عمل حر	1	2	3	4	5
8.	سيوافقني زملائي في قرار بدأ اي عمل حر	1	2	3	4	5
9.	سيكون من السهل علي إنشاء شركة والمحافظة على استثماريتها	1	2	3	4	5
10.	أعتقد بأنني غير قادر تماما على بدأ أي عمل تجاري	1	2	3	4	5
11.	أنا قادر على التحكم في عملية إنشاء مشروع عمل حر جديد	1	2	3	4	5
12.	في حالة محاولتي لإنشاء أي عمل تجاري ستكون فرصتي كبيرة في النجاح	1	2	3	4	5
13.	سيكون من الصعب جدا علي إنشاء فكرة تجارية	1	2	3	4	5
14.	أنا على دراية بكل التفاصيل العملية اللازمة لبدأ عمل تجاري	1	2	3	4	5

القسم الاول

ب-نية العمل الحرّ

رقم	السؤال	غير موافق بقوة	غير موافق	محايد	موافق	موافق بقوة
	أنا على استعداد تام لعمل أي شيء لأجل أن أصبح رجل أعمال بعد تخرجي من الدراسة	1	2	3		5
	بعد التخرج، سأبذل كل ما بوسعي لتأسيس وإدارة مشروع عمل حر خاص بي	1	2	3	4	5
	أنا مصمم على إنشاء مشروع تجاري في المستقبل بعد تخرجي	1	2	3	4	5
	هذه المهنة هو ان أصبح رجل أعمال بعد تخرجي	1	2	3	4	5
	لدي نوايا ضئيلة في إنشاء أي مشروع تجاري على الإطلاق	1	2	3	4	5

القسم الثاني - التأريخ التجاري للعائلة

هذا القسم يَنوَى الحُصُول على معلوماتِ خَلفيتِكَ العائليَّة في العمل الحر: رجاءً ضع علامه في المكان المناسب التي تَتضمَّنُ أفرادِ عائلَتِكَ العاملين في العمل الحر حالياً او في الماضي.
ملاحظه :- يمكن وضع اكثر من علامه.

1- الأب ☐

2- الأم ☐

3- الأخ / الأخت ☐

4- العم / الخال ☐

5- العمه / الخالة ☐

6- لا احد ☐

القسم الثالث- التجربة الشخصية في العمل الحر (التجاري)

هذا القسم يهدف إلى الحُصُول على معلومات عن تجربتك الشخصية في العمل: رجاءً ضع علامة (x) في المكان المناسب الذي يَصِفُ تجربتك الشخصية في العمل الحر.

1- انا لذي تجربه شخصيه في العمل التجاري . ☐ نعم ☐ لا

إذا كانت الإجابة (نعم) متى بدأت في هذا العمل

أ. خلال سنوات الدراسة ☐

ب. خلال العطلات الدراسية ☐

2- تجربتي في العمل التجاري من خلال الاتي:-

أ. أدير عملي الخاص في احد المجالات التالية:-

1. الصناعة ☐ 2. المقاولات ☐ 3. بيع بالتجزئه / بيع بالجملة ☐

4. السياحة والضيافة ☐ 5. التعليم والصحة ☐

6 . غيرذلك. ما هو-----

ب. عمل غير التجاري (وظيفة في قطاع عام /خاص):-

1 الصناعة ☐ 2. المقاولات ☐ 3. بيع بالمفرد / بيع بالجملة ☐

4. السياحة والضيافة ☐ 5. التعليم و ☐ ة

6 . غيرذلك. ما هو-----
