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

Ibrahim Otman Aneizi, 2009. All Rights Reserved
PERMISSION TO USE

In representing this thesis of requirements for Master of Science Management from University Utara Malaysia, I agree that the University Library make it freely available for inspection. I further agree that permission of copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or, in their absence, by the Dean of College of Business. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part should be addressed to:

Dean
College of Business
University Utara Malaysia
06010 Sintok
Kedah Darul Aman
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.
ACKNOWLEDGEMENTS

First and foremost praise and gratitude go to Allah, the Almighty, for bestowing me with great strength, patience, and courage in completing this thesis.

There are a number of individual whom I owe a special debt of gratitude. Firstly, my sincere appreciation, gratitude, and heartfelt thanks go to my supervisor, Assoc. Prof. Habshah Bakar, the dedicated and aspiring mentor for her continuous intellectual guidance and wise counseling throughout the preparation of this thesis. Enduring this journey would not have been possible without her encouragement, guidance, thoughtfulness, and farsightedness.

My heartfelt appreciation is extended to the wonderful Libyan students who were my respondents from UUM and GU for their cooperation in filling the questionnaire. Also not forgetting other Libyan students in UUM who have been most helpful and to all lecturers in College of Business who have guided me throughout my study in UUM.

In addition, I would also like to express my gratitude for the friendship, encouragement and support for my academic pursuits as extended by my fellow post-graduate colleagues especially, Waled Bengazi, Khaled el Mnafe, and Ala el Bera.
Last but not least, my deepest appreciation to my parents Otman and Zakia and to my supportive brothers, Walid, Aimn, Anas, Awad, Wail, and Ali Bulera thanks for the prayers and unconditional love. Their love, encouragement, unrelenting support, and sacrifices have been exemplary, always concern about my education and giving me various support toward the success of my study. What I have done, I have done to make you proud.
# TABLE OF CONTENTS

**PERMISSION TO USE**  
i  
**ABSTRACT**  
ii  
**ACKNOWLEDGEMENTS**  
iii  
**TABLE OF CONTENTS**  
v  
**LIST OF TABLES**  
x  
**LIST OF FIGURES**  
xii  
**LIST OF ABBREVIATIONS**  
xi

## CHAPTER 1: INTRODUCTION

1.0 Introduction  
1.1 Problem Statement  
1.2 Research Question  
1.3 Research Objectives  
1.4 Hypotheses of Study  
1.5 Significance of the Study  
1.6 Scope of Study

## CHAPTER 2: LITERATURE REVIEW

2.0 Introduction  
2.1 Entrepreneurship Education  
2.2 The Need for Entrepreneurship Education
2.3 Factors Leading to Entrepreneurship

2.3.1 Perceptions towards Entrepreneurship
2.3.2 Attitude toward Entrepreneurship
2.3.3 Entrepreneurship Orientation
2.3.4 Inclination toward Entrepreneurship
2.3.5 Intention toward Entrepreneurship

2.4 Theoretical Prospective
2.4.1 Theory of Planned Behavior (TPB)

2.5 Factors Affecting Entrepreneurship Intention

2.5.1 Exposure to Entrepreneurship Education
2.5.2 History of Family’s Involvement in Business
2.5.3 Personal Experience in Entrepreneurship Activities

2.6 Research Framework

CHAPTER 3: BACKGROUND OF THE STUDY

3.0 Introduction
3.1 Overview of Libya

3.1.1 Geography
3.1.2 Libyan Economy
3.1.3 Entrepreneurship and Investment Environment in Libya
3.1.4 Education System
3.1.5 Garyonis University

3.2 Entrepreneurship Programme at UUM

CHAPTER 4: METHOD

4.0 Introduction
4.1 Research Design
4.2 Questionnaire Design
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Instrument of Measurement</td>
<td>45</td>
</tr>
<tr>
<td>4.3.1 Section one First Part: Measurement of Theory of Planned Behaviour</td>
<td>45</td>
</tr>
<tr>
<td>4.3.2 Section one Second Part: Measurement of Entrepreneurial Intention</td>
<td>48</td>
</tr>
<tr>
<td>4.3.3 Section Two First Part: Family background</td>
<td>51</td>
</tr>
<tr>
<td>4.3.4 Section Two Second Part: Personal Experience</td>
<td>52</td>
</tr>
<tr>
<td>4.4 Reliability of the Instruments</td>
<td>53</td>
</tr>
<tr>
<td>4.5 Sampling Form</td>
<td>55</td>
</tr>
<tr>
<td>4.6 Data Collection</td>
<td>55</td>
</tr>
<tr>
<td>4.7 Data Analysis</td>
<td>56</td>
</tr>
</tbody>
</table>

### CHAPTER 5: FINDINGS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 Introduction</td>
<td>57</td>
</tr>
<tr>
<td>5.1 Descriptive Analyses</td>
<td>57</td>
</tr>
<tr>
<td>5.1.1 Data Description</td>
<td>57</td>
</tr>
<tr>
<td>5.1.2 Family’s Involvement in Business</td>
<td>59</td>
</tr>
<tr>
<td>5.1.3 Involvement in Entrepreneurship Activities</td>
<td>60</td>
</tr>
<tr>
<td>5.2 Inferential Analyses</td>
<td>62</td>
</tr>
<tr>
<td>5.2.1 Correlations between AB, SN, PBC, and ITE</td>
<td>62</td>
</tr>
<tr>
<td>5.2.2 Correlations for UUM</td>
<td>63</td>
</tr>
<tr>
<td>5.2.3 Correlations for GU</td>
<td>65</td>
</tr>
<tr>
<td>5.3 Independent Group t-test</td>
<td>66</td>
</tr>
<tr>
<td>5.3.1 The Intention toward Entrepreneurship between Libyan Students who have Family Members Involved in Business versus who do not have.</td>
<td>67</td>
</tr>
</tbody>
</table>
5.3.2 The Intention toward Entrepreneurship between Students who have had Business Experience versus Those who have not Experience. 68

5.3.3 The Intention toward Entrepreneurship between Libyan Masters Students under COB in UUM and Garyounis University 69

5.4 Multiple Regressions 70

5.5 Conclusion 72

CHAPTER 6: DISCUSSIONS AND CONCLUSION

6.0 Introduction 75

6.1 Intention toward Entrepreneurship between Libyan students in UUM and Garyounis University in UUM and GU to ITE 77

6.1.1 Level of AT, SN, and PBC of UUM and GU’s COB Libyan master students 77

6.1.2 Level of Entrepreneurship Intention 83

6.2 Factors that Influences the EI among the Libyan Students 84

6.2.1 The Intention toward Entrepreneurship between Libyan Students who have Family Members Involved in Business versus who do not have 85

6.2.2 The Intention toward Entrepreneurship between Students who have had Business Experience versus Those who have not Experience. 86

6.3 Implications of the Study 87
6.3.1 Theoretical Implications 87
6.3.2 Practical Implication 88

6.4 Recommendation 88
   6.4.1 Recommendations for UUM 89
   6.4.2 Recommendations for GU 89
   6.4.3 Recommendations for Future Research 91

6.5 Conclusion 92

REFERENCES 93

Questionnaire 103
LIST OF TABLES

Table 4.1: Dimensions of Theory of Planned Behaviour elements...
Table 4.2: Rating Scale and Measurement...
Table 4.3: Items of Entrepreneurial intention...
Table 4.4: Rating Scale and Measurement...
Table 4.5: Criterion for Acceptability...
Table 4.6: Reliability Statistics...
Table 5.1: Comparison of Respondents...
Table 5.2: Descriptive Analysis...
Table 5.3: Family Involvement in Business...
Table 5.4: Characteristics of Involvement in Business...
Table 5.5: Correlations of UUM...
Table 5.6: Correlations of GU...
Table 5.7: ITE of those with and without family members in business...
Table 5.8: Group Statistics...
Table 5.9: ITE of those with and without business experience...
Table 5.10: Independent Samples Test...
Table 5.11: ITE according to Libyan students in two universities...
Table 5.12: Independent Samples Test...
Table 5.13: Regression-Model Summary...
Table 5.14: Regression-ANOVA Summary...
Table 5.15: Regression- Coefficients...
Table 5.16: Summary of the relationship between two universities...
Table 5.17: Summary of the differences
LIST OF FIGURES

Figure 1: Theoretical framework of the theory of plan behavior 23

Figure 2: Research Framework 30
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description of Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UUM</td>
<td>Universiti Utara Malaysia</td>
</tr>
<tr>
<td>GU</td>
<td>Garyounis University</td>
</tr>
<tr>
<td>COB</td>
<td>College of Business</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration.</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science Management</td>
</tr>
<tr>
<td>ITE</td>
<td>Intention toward Entrepreneurship</td>
</tr>
<tr>
<td>AB</td>
<td>Attitude toward Behavior</td>
</tr>
<tr>
<td>SN</td>
<td>Subjective Norms</td>
</tr>
<tr>
<td>PBC</td>
<td>Perceived Behavior Control</td>
</tr>
<tr>
<td>GDB</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>UN</td>
<td>United Nation</td>
</tr>
<tr>
<td>SMEs</td>
<td>Small and Medium Enterprise</td>
</tr>
<tr>
<td>EIQ</td>
<td>Entrepreneurship Intention Questionnaire</td>
</tr>
</tbody>
</table>
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
The contents of the thesis is for internal user only
REFERENCES


Fysh, A. (2009). Libya


Cetinkaya, Y. B. (2005). Turkish college students’ willingness to communicate in English as a foreign language. *Presented in Partial Fulfillment of the Requirements for the degree doctor of philosophy in the graduate School of the Ohio State University*


Erkkila, K. (1996). Enterprise Education in the Case of Finlan. *World Congress of Comparative Education Societies, Sydney*


Henderson, R., & Robertson, M. (2000). Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career. *Career Development International*, 5 No. 6, 279-87


